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Curriculum Design in Secondary Schools: Meeting the Diverse Needs
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credentialing program as well as graduate-level courses on English
language development and literacy. He has also taught classes
in English, writing, and literacy development to secondary
school students.
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Dear Social Studies Student,

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

Note-Taking and Student Success

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

The Cornell Note-Taking System

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

The notes you take in this column will help you focus on the important information in the lesson. As you become more comfortable using the Cornell Note-Taking System, you will see that it is an important tool that helps you organize information.

The Importance of Graphic Organizers

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

Research-Based Vocabulary Development

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

**Writing Prompts and Note-Taking**

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

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

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

I hope you have a successful school year.

Sincerely,

Douglas Fisher
Chapter 1, Section 1

Early Humans

(Pages 122–131)

Main Idea

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

Reading Strategy

As you read pages 123–131 in your textbook, complete this graphic organizer by filling in the causes and effects that explain how early humans adapted to their environment.

<table>
<thead>
<tr>
<th>Cause:</th>
<th>Effect:</th>
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<tr>
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<tr>
<td>Cause:</td>
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What would it be like to live in the Stone Age? As you read, list words and phrases that help you picture the life of early humans. Then write a paragraph describing a day in your life as a Paleolithic man or woman.

Define or describe the following terms from this lesson.

- anthropologist
- archaeologist
- artifact
- fossil
- nomad
- technology
Define this academic vocabulary word from this lesson.

What is the difference between a fossil and an artifact?

The Agricultural Revolution (pages 127–131)

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

- domesticate
- specialization

Briefly describe the following place.

- Jericho

Define this academic vocabulary word from this lesson.

- revolution

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

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How did life change for people during the Neolithic Age?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

The agricultural revolution had benefits, but it also had drawbacks. On a separate sheet of paper, write a comparative essay describing both the advantages and disadvantages that emerged from the agricultural revolution.
Setting a Purpose for Reading  Think about these questions as you read:
• Why did civilization in Mesopotamia begin in the valleys of the Tigris and Euphrates Rivers?
• How did the Sumerians contribute to later peoples?
• Why did the Sumerian city-states lose power?

Reading Strategy
As you read pages 133–139 in your textbook, complete this diagram to show how the first empire in Mesopotamia came about.
Complete this outline as you read.

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

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

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

IV. Gods and Rulers
   A. ________________________________________________________
   B. ________________________________________________________

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

Define or describe the following terms from this lesson.

- civilization
- irrigation
Briefly describe the following places.

**Tigris River**

**Euphrates River**

**Mesopotamia**

**Sumer**

Define this academic vocabulary word from this lesson.

**complex**
How did Mesopotamian control of the Tigris and Euphrates Rivers benefit their society?

1. 
2. 
3. 

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

1. 
2. 
3. 

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

- cuneiform
- scribe

Define this academic vocabulary word from this lesson.

- consist

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

- archaeologist (Chapter 1, Section 1)
- technology (Chapter 1, Section 1)
How did the use of mathematics benefit the Sumerians?

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

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

Define or describe the following term from this lesson.

**Terms To Know**

empire

Briefly describe the following place.

**Places To Locate**

Babylon
Explain why each of these people is important.

Sargon

Hammurabi

Define this academic vocabulary word from this lesson.

code

Why was Sargon’s empire important?
Now that you have read the section, write the answers to the questions that were included in **Setting a Purpose for Reading** at the beginning of the lesson.

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How did the Sumerians contribute to later peoples?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Why did the Sumerian city-states lose power?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Research Hammurabi’s laws. Select three of his laws that you believe should be part of the U.S. system of justice. Then, on a separate sheet of paper, write a persuasive essay explaining why you believe these laws would benefit American society.
Chapter 1, Section 3

New Empires

(Pages 142–147)

Main Idea

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

Reading Strategy

As you read pages 143–147 in your textbook, complete this diagram listing the similarities and differences between the Assyrian and Chaldean Empires.

[Diagram of Venn diagram with Assyrians and Chaldeans.]
The Assyrians (pages 143–144)

Questioning

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

1.   

2.   

3.   

Terms To Know

Define or describe the following term from this lesson.

Province

Places To Locate

Briefly describe the following places.

Assyria

Persian Gulf

Nineveh
Define this academic vocabulary word from this lesson.

core

Why were the Assyrian soldiers considered brutal and cruel?

The Chaldeans (pages 145–147)

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

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

Briefly describe the following place.

- **Hanging Gardens**

Explain why this person is important.

- **Nebuchadnezzar**

Define these academic vocabulary words from this lesson.

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

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

How did Assyria build its vast empire?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What major contributions did the Chaldean Empire make?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

The Assyrians are considered brutal and cruel, yet their empire was successful for almost 300 years. On a separate sheet of paper, write an expository essay of three to four paragraphs explaining the positive features of Assyrian rule.
Chapter 2, Section 1

The Nile Valley

(Pages 156–164)

Main Idea

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

Reading Strategy

As you read pages 157–164 in your textbook, complete this diagram to describe Egyptian irrigation systems.
As you read, take notes describing the Nile and the area surrounding this great river. Use your notes to answer this question: How did the Nile and the surrounding area help protect Egypt?

Define or describe the following terms from this lesson.

- cataract
- delta

Briefly describe the following places.

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

feature

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

civilization
(Chapter 1, Section 2)

city-state
(Chapter 1, Section 2)

Describe the physical environment in Egypt.

The River People (pages 159–160)

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

1. _______________________________________
   _______________________________________
   _______________________________________
2. Define or describe the following terms from this lesson.

3. Define this academic vocabulary word from this lesson.

Define each of these terms that you studied earlier in a sentence that reflects the term’s meaning.
How did living on the banks of the Nile help farmers?


A United Egypt (pages 161–162)

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

1.

2.

3.

General Statement

Define or describe the following term from this lesson.

dynasty
How were the kingdoms of Upper and Lower Egypt combined?

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

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

3. Egypt’s middle class included people who ______________.

4. ______________ made up the largest group of early Egyptians.

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

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

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

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How was early Egyptian society divided?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Research hieroglyphics and the symbols used in this form of writing. On a separate sheet of paper, write an expository essay describing the various types of hieroglyphic signs.
Chapter 2, Section 2
Egypt’s Old Kingdom
(Pages 165–170)

Main Idea

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

Reading Strategy

As you read pages 166–170 in your textbook, complete this graphic organizer to show the different religious beliefs in Egypt.
Old Kingdom Rulers (page 166)

**Determining the Main Idea**

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

---

**Terms To Know**

Define or describe the following term from this lesson.

- pharaoh

---

**Academic Vocabulary**

Define these academic vocabulary words from this lesson.

- period
- welfare

---

**Sum It Up**

Why did the pharaohs hold so much power?

---

Chapter 2, Section 2
To preview this section, first skim the section. Then write a sentence or two explaining what you think you will be learning. After you have finished reading, revise your statements as necessary.

Define or describe the following terms from this lesson.

deity

embalming

mummy

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

---

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

- **pyramid**
  - ____________________________

---

**Explain why this person is important.**

- **King Khufu**
  - ____________________________

---

**Briefly describe the following place.**

- **Giza**
  - ____________________________

---

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

- **structure**
  - ____________________________

- **principle**
  - ____________________________
What was the purpose of pyramids?


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

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


Why did Egyptians build pyramids?


Research the process of embalming. Then, on a separate sheet of paper, write two to three narrative paragraphs sequencing the steps involved in embalming a pharaoh’s body.
Chapter 2, Section 3

The Egyptian Empire

(Pages 178–186)

Main Idea

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

Reading Strategy

As you read pages 179–186 in your textbook, complete this diagram showing the major accomplishments of Ramses II.
The Middle Kingdom was a golden age for Egypt. Before you read, skim the passage. Make a note of any points that support this statement. Then, after you read, go back and fill in additional information about this golden age.

 Define or describe the following term from this lesson.

---

tribute

 Briefly describe the following place.

---

Thebes

 Explain why this person is important.

---

Ahmose

 Define this academic vocabulary word from this lesson.

---

restore
What advances in art were made during the Middle kingdom?

__________________________________________

__________________________________________

__________________________________________

__________________________________________

The New Kingdom (pages 180–181)

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

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

__________________________________________

__________________________________________

__________________________________________

__________________________________________

Evaluation

__________________________________________

__________________________________________

__________________________________________

Terms To Review

pharaoh
(Chapter 2, Section 2)

__________________________________________

Use this term that you studied earlier in a sentence that reflects the term’s meaning.
Describe Egyptian trade during the rule of Hatshepsut.

__________________________

__________________________

__________________________

1. ____________________________

__________________________

__________________________

2. ____________________________

__________________________

__________________________

3. ____________________________

__________________________

__________________________

Legacies of Two Pharaohs (pages 183–184)

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

1. ____________________________

__________________________

__________________________

2. ____________________________

__________________________

__________________________

3. ____________________________

__________________________

__________________________
People To Meet

Explain why this person is important.

Akhenaton

Academic Vocabulary

Define this academic vocabulary word from this lesson.

maintain

Sum It Up

Why was the discovery of Tutankhamen’s tomb so important?

The End of the New Kingdom (pages 184–186)

Sequencing

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

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

Ramses II

Define this academic vocabulary word from this lesson.

construct

Why did Egyptian rulers lose control of their empire?

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

What was life like during the Middle Kingdom?

What important events happened during the New Kingdom?

Research the reign of Thutmose III. On a separate sheet of paper, write a descriptive paragraph highlighting at least two “tricks” he used to conquer his enemies.
Chapter 2, Section 4

The Civilization of Kush

(Pages 187–191)

Main Idea

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

Reading Strategy

As you read pages 188–191 in your textbook, complete this diagram to show the differences and similarities between Napata and Meroë.
As you read, write the main idea of the passage. Review your statement when you have finished reading and revise as needed.

Define or describe the following term from this lesson.

savanna

Briefly describe the following places.

Nubia

Kush

Kerma
Define this academic vocabulary word from this lesson.

**collapse**

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

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

Where was Kush located in relation to Egypt?
The Rise of Kush (pages 189–191)

Outlining

Complete this outline as you read.

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

II. A New Capital
   A. ____________________________________________
   B. ____________________________________________

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

Places To Locate

Briefly describe the following places.

Napata

Meroë

People To Meet

Explain why each of these people is important.

Kashta

Piye
Define this academic vocabulary word from this lesson.

decline

Terms To Review

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

caravan
(Chapter 1, Section 3)

dynasty
(Chapter 2, Section 1)

How did Kush become a wealthy kingdom?

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

Who were the Nubians and what were they known for?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What was life like for the people of Kush?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

For centuries, Nubia was a land of legend. Even the ancient Greeks were fascinated by the mysterious land south of Egypt. Research how Europeans learned of the Nubian culture. On a separate sheet of paper, write a descriptive essay that includes quotes from the European explorer who first sighted the ruins of Meroë.
Chapter 3, Section 1

The First Israelites

(Pages 200–205)

Main Idea

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

Reading Strategy

As you read pages 201–205 in your textbook, complete this sequence chart to trace the movement of the Israelites.
As you read, consider how Judaism has influenced values in your culture today. Summarize your thoughts in a paragraph. Be sure to include specific ways that you see the values and beliefs of Judaism reflected in your world.

Define or describe the following terms from this lesson.

monotheism

tribe

Torah

covenant
**People To Meet**

Explain why these people are important.

- **Abraham**
  - 
- **Jacob**
  - 
- **Moses**
  - 

**Academic Vocabulary**

Define these academic vocabulary words from this lesson.

- **focus**
  - 
- **occupy**
  - 

**Terms To Review**

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

- **pharaoh**
  - 

**Sum It Up**

What is the Israelite belief in one god called?

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

Define or describe the following term from this lesson.

alphabet

Explain why these people are important.

Deborah

Phoenicians

Define this academic vocabulary word from this lesson.

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

tribe (Chapter 3, Section 1)

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

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

What did the Israelites believe?

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

Research the family tree of Abraham. On a separate sheet of paper, write an expository essay sequencing Abraham’s known parents, brothers, and children.
Chapter 3, Section 2
The Kingdom of Israel
(Pages 206–212)

Main Idea

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

Reading Strategy
As you read pages 207–212 in your textbook, complete this chart to list the characteristics of Israel and Judah.

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

Define or describe the following term from this lesson.

**prophet**

Explain why these people are important.

**Philistines**

**Saul**

**David**

Define this academic vocabulary word from this lesson.

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

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

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

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

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

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

Define or describe the following terms from this lesson.

empire
Key Points

- tribute
- proverbs

Places To Locate

- Jerusalem
- Judah

Academic Vocabulary

- symbol

Notes

Briefly describe the following places.

Define this academic vocabulary word from this lesson.

What did King David accomplish for Israel?
As you read, place the following events in the correct order by numbering them in the spaces provided.

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

Explain why this person is important.

Nebuchadnezzar

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

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Who was King David and why was he important?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Why were the Israelites conquered?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Research the major Hebrew prophets. On a separate sheet of paper, write a descriptive essay comparing and contrasting at least three prophets and their teachings.
Setting a Purpose for Reading  Think about these questions as you read:
• How did Judaism grow in the period following the Jews’ exile?
• Why did the Romans destroy the temple and exile the Jews?

As you read pages 214–223 in your textbook, complete this diagram to describe the Maccabees.
Exile and Return (pages 214–215)

Outlining

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

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

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

Terms To Know

Define or describe the following terms from this lesson.

- exile
- Sabbath
- synagogue

Places To Locate

Briefly describe the following place.

- Babylon
Define this academic vocabulary word from this lesson.

series

Terms To Review

scribe
(Chapter 1, Section 2)

Who allowed the Jews to return to Judah?

The Jews and the Greeks (pages 215–216)

Questioning

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

1. ____________________________
   ____________________________
   ____________________________
Define or describe the following term from this lesson.

Diaspora

Define these academic vocabulary words from this lesson.

version

trace

Explain why this person is important.

Judas Maccabeus
How did Alexander the Great affect the Israelites?

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

The Jewish Way of Life (pages 217–218)

As you read, complete the chart below to identify the main ideas from your reading.
Why were sons especially valued in Jewish society?

1. What did Herod do as king?

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

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

5. Who were the Essenes?

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

7. What role did rabbis play in Jewish society?

---

Define or describe the following terms from this lesson.

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

Herod

Zealots

Johanan ben Zakkai

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

How did Judaism grow in the period following the Jews’ exile?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Research the Jewish festival of Purim. On a separate sheet of paper, write an expository essay explaining what Purim celebrates and what its four mitzvahs (requirements) include.
Chapter 4, Section 1
India’s First Civilization
(Pages 238–245)

Main Idea

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

Reading Strategy
As you read pages 239–245 in your textbook, complete this diagram to show how the Aryans changed India.

Major Ways Aryans Changed India

[Diagram with four blank spaces]
Look at the following statements from your reading. Evaluate each to determine which parts are facts and which parts are opinions.

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

   Fact

   Fact

   Opinion

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

   Fact

   Fact

   Opinion

Define or describe the following terms from this lesson.

subcontinent

monsoon
Define this academic vocabulary word from this lesson.

similar

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

archaeologist
(Chapter 1, Section 1)

How did India's geography help early civilizations?

The Aryans Invade (pages 242–243)

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

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

- **Sanskrit**
- **raja**

Define this academic vocabulary word from this lesson.

- **individual**

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

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

**Sum It Up**

How did Aryan invasions change India?
The Aryans were light-skinned people and thought they were better than the dark-skinned people they had conquered.

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

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

Define or describe the following terms from this lesson.

- caste
- guru
What were the five major groups in Indian society?

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

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

How did the Aryans change life in India?

In spite of the difficulties they faced, most Untouchables did not choose to convert to other religions or emigrate to other countries to escape their hard life. On a separate sheet of paper, write an expository paragraph explaining the social pressures that might prevent a person from converting to a different religion.
Chapter 4, Section 2
Hinduism and Buddhism
(Pages 246–253)

Main Idea

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

Reading Strategy

As you read pages 247–253 in your textbook, complete the web diagram to identify the major beliefs of Hinduism.
You are a Hindu servant living in ancient India. Your friend who is not a Hindu has asked you to share information about your beliefs. Write a paragraph telling your friend what you believe and why your beliefs give you hope in life.

Define or describe the following terms from this lesson.

Hinduism

Brahman

reincarnation

dharma

karma

Define each of these academic vocabulary words from this lesson.

affect
How did the beliefs of the Aryans influence Hinduism?

Buddhism (pages 249–253)

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

1. Who is the Buddha?

2. What is nirvana?

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

5. Who is the Dalai Lama?

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

**Buddhism**

**nirvana**

**theocracy**

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

**area**

**aware**

**How did Buddhism spread throughout Asia?**
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What is Hinduism?

What is Buddhism?

Draw a Venn diagram that compares and contrasts the Eightfold Path with the Ten Commandments. Then, on a separate sheet of paper, use the information in your diagram to write an expository essay explaining the similarities and differences between the two moral codes.
Chapter 4, Section 3
India’s First Empires
(Pages 259–267)

Main Idea

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

Reading Strategy
As you read pages 260–267 in your textbook, complete this chart to identify the important dates, capital city, and government of the Mauryan Empire.

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

Define or describe these terms from this lesson.

dynasty

stupa

Briefly describe the following place.

Pataliputra

Explain why this person is important.

Chandragupta Maurya
Why was Asoka an important ruler?

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

Define or describe the following term from this lesson.

Terms To Know

pilgrim

Academic Vocabulary

dominate

The Gupta Empire (page 264)

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

Define or describe the following term from this lesson.

Define this academic vocabulary word from this lesson.
How did the Gupta empire become wealthy?

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

<table>
<thead>
<tr>
<th>Indian Literature and Science (pages 265–267)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literature</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

**Reviewing**

**People To Meet**

- Kalidasa

**Academic Vocabulary**

- concept

**Key Points**

**Notes**
In what branches of science did ancient Indians make advances?

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

What were India's first great empires?

What contributions did these empires make?

Research an ancient Indian fable. On a separate sheet of paper, write out the fable and then write a descriptive paragraph summarizing the lesson that the story teaches.
Chapter 5, Section 1
China’s First Civilizations

(Pages 276–283)

**Main Idea**

**Setting a Purpose for Reading** Think about these questions as you read:
- What factors influenced the rise of China’s first civilization?
- Why were China’s early rulers so powerful?

**Reading Strategy**

As you read pages 277–283 in your textbook, complete this chart describing the characteristics of the Shang and Zhou dynasties.

<table>
<thead>
<tr>
<th></th>
<th>Shang Dynasty</th>
<th>Zhou Dynasty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomplishments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
China’s Geography (pages 277–278)

How did geography shape China’s civilization? Complete the cause-and-effect diagram below to show the impact of geography. Completing the diagram will help you clarify your understanding.

Causes

- Floods from rivers
- Mountains and deserts

Effects


Places To Locate

Briefly describe the following places.

Huang He

Chang Jiang

Sum It Up

Name two rivers important to early Chinese civilizations.

The Shang Dynasty (pages 278–281)

I. Who Were the Shang?

A. ________________________________

B. ________________________________

Outlining

Complete this outline as you read.
II. Spirits and Ancestors
   A. ____________________________
   B. ____________________________

III. Telling the Future
   A. ____________________________
   B. ____________________________

IV. The Chinese Language
   A. ____________________________
   B. ____________________________

V. Shang Artists
   A. ____________________________
   B. ____________________________

Define or describe the following terms from this lesson.

dynasty

aristocrat

pictograph

ideograph

Chapter 5, Section 1
Briefly describe the following place.

Anyang

Define these academic vocabulary words from this lesson.

recover

interpret

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

artifact
(Chapter 1, Section 1)

oracle
(Chapter 5, Section 1)

What was the role of the Shang warlords?
As you read, write three questions about the main ideas presented in the text. After you have finished reading, write the answers to these questions.

1. __________________________________________

2. __________________________________________

3. __________________________________________

Define or describe the following terms from this lesson.

bureaucracy

mandate

Dao
Key Points

People To Meet

Explain why this person is important.

Wu Wang

Define these academic vocabulary words from this lesson.

link

item

Terms To Review

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

irrigation
(Chapter 1, Section 1)

How did Zhou kings defend their right to rule?

Sum It Up


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

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Why were China’s early rulers so powerful?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Research Chinese pictographs and ideographs. On a separate sheet of paper, write an expository paragraph explaining the difference between the two types of characters. Then write your name in Chinese.
Main Idea

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

Reading Strategy
As you read pages 285–291 in your textbook, complete the pyramid diagram to show the social classes in ancient China from most important (top) to least important (bottom).
In Chinese society, farmers ranked above merchants. Before you read, skim the passage. Make a note of any points that support this statement. Then, after you read, go back and fill in additional information about the life of farmers in ancient China.

Define or describe the following terms from this lesson.

- social class
- filial piety

Define this academic vocabulary word from this lesson.

- convince

Why did the amount of land owned by each aristocrat decrease over time?
As you read, summarize the main points of each of these Chinese philosophers in a few sentences.

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

Define or describe the following terms from this lesson.

- Confucianism
- Daoism
- Legalism

Define this academic vocabulary word from this lesson.

- promote
Why did Hanfeizi believe that people needed laws and punishments?

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

How was Chinese society organized?

What were the three main Chinese philosophies of the time?

Research The Analects of Confucius. On a separate sheet of paper, write an expository paragraph summarizing in your own words one of the analects.
Chapter 5, Section 3
The Qin and Han Dynasties
(Pages 294–303)

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

Reading Strategy
As you read pages 295–303 in your textbook, complete this diagram to show the inventions of the Han dynasty and the resulting impact on society.

Invention

Effect

Invention

Effect

Invention

Effect

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List the accomplishments of Emperor Qin in the diagram below. Then evaluate his leadership. Write a brief paragraph to answer this question: Was he a good leader? Why or why not?

Qin’s Accomplishments

Define these academic vocabulary words from this lesson.

- currency

- civil

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

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

2. Why did the aristocrats gain so much land?

3. What was the effect of the rudder?

Define or describe the following term from this lesson.

acupuncture

Define these academic vocabulary words from this lesson.

founded

secure
Terms to Review

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

- bureaucracy (Chapter 5, Section 1)

- aristocrats (Chapter 5, Section 1)

Sum It Up

What inventions helped Chinese society during the Han dynasty?

The Silk Road (pages 300–302)

Determining the Main Idea

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

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

What groups in China were first to adopt Buddhism?

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

How did Qin Shihuangdi unify and defend China?

What developments during the Han dynasty improved life for all Chinese?

Research the starting and ending points of the Silk Road. Imagine that you are a merchant carrying silk along the Silk Road. On a separate sheet of paper, write a narrative story describing the people and dangers you encounter.
Chapter 6, Section 1
The First Americans
(Pages 312–316)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• How did the first people come to the Americas?
• What were the first American civilizations based on?

Reading Strategy
As you read pages 313–316 in your textbook, complete this chart to show the characteristics of the Olmec and Moche.

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

<table>
<thead>
<tr>
<th>End of Ice Age</th>
</tr>
</thead>
</table>

Define or describe the following term from this lesson.

- **glacier**

Briefly describe the following place.

- **Mesoamerica**

Define these academic vocabulary words from this lesson.

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

How did the agricultural revolution begin in America?
As you read, make a list of the important accomplishments of the first American civilizations. Then write a general statement that answers what these accomplishments tell you about these ancient peoples.

### Civilization Accomplishments

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

### General Statement

-  
-  
-  
-  
-  

### People To Meet

- **Olmec**
  -  
  -  
  -  
  -  
  -  

- **Maya**
  -  
  -  
  -  
  -  
  -  

- **Moche**
  -  
  -  
  -  
  -  
  -  

### Places To Locate

- **Teotihuacán**
  -  
  -  
  -  
  -  
  -  

*Briefly describe the following place.*
Use each of these terms that you studied earlier in a sentence that reflects the term’s meaning.

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

**pyramid**
(Chapter 2, Section 2)

What was South America’s first civilization? Where did it develop?

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

How did the first people come to the Americas?

What were the first American civilizations based on?

Research the shamans, or holy men and women, of the Olmec people. On a separate sheet of paper, write an expository paragraph explaining the shamans’ role in Olmec culture.
Chapter 6, Section 2
The Mayan People
(Pages 317–321)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• What kind of civilization did the Maya create? Where did they live?
• What kind of society and culture did the Maya develop?

Reading Strategy
As you read pages 318–321 in your textbook, complete this web diagram to record Mayan achievements.
To preview this section, first skim the section, looking for headings and main ideas. Then write a sentence or two explaining what you think you will be learning. After you have finished reading, revise your statements as necessary.

Define or describe the following term from this lesson.

**sinkholes**

Briefly describe the following places.

**Petén**

**Tikal**

 Explain why this person is important.

**Jasaw Chan K’awiil I**

Define this academic vocabulary word from this section.

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

1. Mayan rulers claimed to be _____________, who were descended from the _____________. The Maya sacrificed _____________ and built a huge _____________ to honor their gods.

2. Mayan priests studied the _____________ closely to reveal the plans of the gods. They developed a _____________ _____________ to keep track of the heavenly movements. They also invented a written language using _____________.

3. The Mayan civilization was at its peak around the year A.D. __________, but by the A.D. __________, their cities were deserted.

Define or describe the following term from this lesson.

alliance
Define this academic vocabulary word from this lesson.

predict

How did the Maya treat enslaved people?

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

What kind of civilization did the Maya create? Where did they live?

What kind of society and culture did the Maya develop?

Research the Popol Vuh, or creation myth of the Maya. On a separate sheet of paper, write an expository essay summarizing how the Maya believed humans were created.
Chapter 7, Section 1
The Early Greeks
(Pages 336–343)

Main Idea

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

Reading Strategy
As you read pages 337–343 in your textbook, complete this diagram by filling in
details about the polis.

[Diagram of a polis with five interconnected ovals labeled with questions related to Greek history and development]
As you read, list words and phrases that help you picture the land of Greece. Now imagine you are a Greek sailor or trader. Write a paragraph in your own words about what you see around you.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Define or describe the following key term from this lesson.

peninsula

____________________________________________________________________

____________________________________________________________________

How did geography discourage Greek unity?

____________________________________________________________________

____________________________________________________________________

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

1. 

2. 

3. 

Define this academic vocabulary word from this lesson.

region

Briefly describe the following place.

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

archaeologist (Chapter 1, Section 1)

__________________________________________________________

__________________________________________________________

civilization (Chapter 1, Section 2)

__________________________________________________________

__________________________________________________________

How did the Minoans become a trading civilization?

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

The First Greek Kingdoms (pages 339–340)

Complete this outline as you read.

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

II. Power From Trade and War
   A. ____________________________________________________
   B. ____________________________________________________

III. What Was the Dark Age?
   A. ____________________________________________________
   B. ____________________________________________________
People To Meet

Explain why this person is important.

Agamemnon

Places To Locate

Briefly describe the following places.

Mycenae

Peloponnesus

Academic Vocabulary

Define these academic vocabulary words from this lesson.

culture

overseas

Terms To Review

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

artisan

(Chapter 1, Section 2)
Why were the Mycenaeans able to become a major power in the Mediterranean region?

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

Define or describe the following terms from this lesson.

- polis
- agora

Define this academic vocabulary word from this lesson.

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

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

A Move to Colonize (page 343)

colony

Define or describe the following term from this lesson.
How did the founding of new Greek colonies affect industry?

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

How did early Greek kingdoms develop?

What ideas developed in Greek city-states?

Use library resources or the Internet to research the labyrinth at the palace of Knossos. On a separate sheet of paper, write a narrative essay summarizing the legend of Theseus and the Minotaur in your own words.
Chapter 7, Section 2
Sparta and Athens
(Pages 344–350)

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

Reading Strategy
As you read pages 345–350 in your textbook, complete this graphic organizer comparing and contrasting life in Sparta and Athens.
As you read, complete the following sentences. Doing so will help you summarize the section.

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

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

Define or describe the following terms from this lesson.

Tyranny in the City-States
(pages 345–346)

Sparta
Athens

Briefly describe the following places.
Why were tyrants popular in the city-states?

1. 
2. 
3. 

Define or describe the following term from this lesson.

helots
Define this academic vocabulary word from this lesson.

enforce

Why did the Spartans focus on military training?

Athens (pages 348–350)

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

Define this academic vocabulary word from this lesson.

participate

Explain why each of these people is important.

Solon
How did Cleisthenes build a democracy in Athens?

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

Why did Spartans conquer and control groups of people?

How were the people of Athens different from the people of Sparta?

Review the lifestyles of the Spartans and Athenians. Then, on a separate sheet of paper, write a persuasive essay trying to convince one culture to become more like the other.
Chapter 7, Section 3
Persia Attacks the Greeks
(Pages 351–357)

Main Idea

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

Reading Strategy

As you read pages 352–357 in your textbook, complete this graphic organizer listing the accomplishments of Cyrus, Darius, and Xerxes.

<table>
<thead>
<tr>
<th>Ruler</th>
<th>Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyrus</td>
<td></td>
</tr>
<tr>
<td>Darius</td>
<td></td>
</tr>
<tr>
<td>Xerxes</td>
<td></td>
</tr>
</tbody>
</table>
I. The Rise of the Persian Empire
   A. ____________________________________________________
   B. ____________________________________________________

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

III. The Persian Religion
   A. ____________________________________________________
   B. ____________________________________________________

Terms To Know

Define or describe the following terms from this lesson.

satrapies

satrap

Zoroastrianism

People To Meet

Explain why this person is important.

Cyrus the Great
Define this academic vocabulary word from this lesson.

vision

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

nomad (Chapter 1, Section 1)

empire (Chapter 3, Section 2)

What did Darius do to make his government work better?
The Persian Wars (pages 354–357)

Sequencing

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

a. ___ Greek army crushed the Persian army at Plataea.

b. ___ Persian fleet landed 20,000 soldiers on the plain of Marathon.

c. ___ Athenian army helped the Greeks in Asia Minor rebel against Persian rulers.

d. ___ Xerxes launches invasion of Greece.

e. ___ Alexander invades the Persian Empire.

f. ___ Darius dies.

Places To Locate

Briefly describe the following places.

Marathon

Thermopylae

Salamis

Plataea

People To Meet

Explain why each of these people is important.

Xerxes

Themistocles
Define this academic vocabulary word from this lesson.

internal

What led to the Persian Wars?

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

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

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

Research King Leonidas of Sparta and his stand against the Persian army at Thermopylae. On a separate sheet of paper, write a narrative paragraph telling the story of what happened.
Chapter 7, Section 4
The Age of Pericles
(Pages 358–367)

Main Idea

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

Reading Strategy
As you read pages 359–367 in your textbook, create a circle graph showing how many citizens, foreigners, and enslaved people lived in Athens in the 400s B.C.
What do you think makes a leader great? Think of leaders you have known or heard about. Then, as you read, list the achievements of Pericles. Based on the achievements you have listed, write a paragraph evaluating his leadership. Use specific examples from your list to support your opinion.

Define or describe the following terms from this lesson.

**Terms to Know**

- direct democracy
- representative democracy
- philosophers

**Places To Locate**

Briefly describe the following place.

- Delos
**People To Meet**

Explain why this person is important.

Pericles

**Academic Vocabulary**

Define this academic vocabulary word from this lesson.

behalf

**Sum It Up**

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

**Daily Life in Athens** (pages 362–363)

Questioning

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

1. ____________________________

   ____________________________

   ____________________________
2. Explain why this person is important.

Aspasia

Define this academic vocabulary word from this lesson.

Economy

How did Athenian men and women spend their time?
The Peloponnesian War (pages 364–367)

Predicting

Before you read, based on what you know about Sparta and Athens, predict who you think will win the war. Support your prediction with facts from your reading. After you read, write a paragraph about your reaction to the actual outcome.

Define this academic vocabulary word from this lesson.

framework
What effects did the Peloponnesian War have on Greece?

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

How did Athens change under the rule of Pericles?

What happened when Sparta and Athens went to war for control of Greece?

Pericles stated, “We do not say that a man who takes no interest in politics minds his own business. We say he has no business here at all.” On a separate sheet of paper, use Pericles’s quote as the introduction to a persuasive paragraph convincing people to vote.
Chapter 8, Section 1

The Culture of Ancient Greece

(Pages 376–385)

Main Idea

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

Reading Strategy

As you read pages 377–385 in your textbook, complete this Venn diagram showing the similarities and differences between an epic and a fable.
Have you ever read a Greek myth? Preview this section to get an idea of what is ahead. First, skim the section. Then write a sentence or two explaining what you think you will be learning. After you have finished reading, revise your statements as necessary.

Define or describe the following terms from this lesson.

- myth
- oracle

Briefly describe the following places.

- Mount Olympus
- Delphi
Define this academic vocabulary word from this lesson.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>grant</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Why did the Greeks have rituals and festivals for their gods and goddesses?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Greek Poetry and Fables (pages 379–380)

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

<table>
<thead>
<tr>
<th>Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Odyssey</td>
</tr>
<tr>
<td>The Iliad</td>
</tr>
<tr>
<td>“The Tortoise and the Hare”</td>
</tr>
</tbody>
</table>

Define or describe the following terms from this lesson.

<table>
<thead>
<tr>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>epic</td>
</tr>
<tr>
<td>fable</td>
</tr>
</tbody>
</table>
People To Meet

Explain why each of these people is important.

Homer

Aesop

Academic Vocabulary

Define these academic vocabulary words from this lesson.

generation

tradition

Sum It Up

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

Define or describe the following terms from this lesson.

drama

tragedy

comedy

Explain why each of these people is important.

Sophocles

Euripides
Define the following academic vocabulary word from this lesson.

**conflict**

What two types of drama did the Greeks create?

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

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

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

3. Synthesize: How has ancient Greece influenced our culture today?
What was the most important type of building in ancient Greece?

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

What were the main religious beliefs of the Greeks?

How did Greek art and architecture reflect Greek ideas?

Use library resources or the Internet to research the Greek god Dionysus. On a separate sheet of paper, write an expository essay explaining how the worship of Dionysus led to the emergence of theater.
Chapter 8, Section 2
Greek Philosophy and History
(Pages 392–397)

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

Reading Strategy
As you read pages 393–397 in your textbook, complete a diagram like this one to show the basic philosophies of Socrates.
Complete the following reading guide by filling in the important ideas from each of these Greek philosophers. Use your guide to review main points from your reading.

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

Define or describe the following terms from this lesson.

- philosophy
- philosopher
- Sophist
- Socratic method
Define this academic vocabulary word from this lesson.

reject

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

tyrant
(Chapter 7, Section 2)

oligarchy
(Chapter 7, Section 2)

How did Aristotle’s idea of government differ from Plato’s?
Quickly look over the entire selection to get a general idea about the reading. Then briefly describe what the selection is about on the lines below.

Explain why each of these people is important.

- Herodotus
- Thucydides

Define this academic vocabulary word from this lesson.

- accurate
How did Thucydides view war and politics?

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

What ideas did Greek philosophers develop?

How did Greeks contribute to the history of Western civilization?

Research the Socratic method. On a separate sheet of paper, write a narrative essay that includes dialogue of one person applying the method to a second person’s statement.
Chapter 8, Section 3
Alexander the Great
(Pages 398–403)

Main Idea

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

Reading Strategy
As you read pages 399–403 in your textbook, complete this diagram to track the achievements of Alexander the Great.
Think about all you have learned about Greece up to this point. Now, before you read, answer the question below. What do you predict will happen? After you read, write a brief paragraph about your reaction to the actual events.

Will Macedonia defeat the Greeks?

---

Briefly describe the following places.

Macedonia

Chaeronea

---

Explain why this person is important.

Philip II

---

Define this academic vocabulary word from this lesson.

achieve
Alexander Builds an Empire (pages 400–403)

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

I. Alexander Builds an Empire

II. What Did Alexander Conquer?

III. Alexander’s Legacy

IV. The Empire Breaks Apart

Define or describe the following terms from this lesson.

- legacy
- Hellenistic Era
**Places To Locate**

- Briefly describe the following places.
  - Syria
  - Alexandria

**Academic Vocabulary**

- Define this academic vocabulary word from this lesson.
  - military

**Terms To Review**

- Use this term that you studied earlier in a sentence that reflects the term’s meaning.
  - satrap (Chapter 7, Section 3)

**Sum It Up**

- What was Alexander’s legacy?
How did Philip II of Macedonia unite the Greek states?


How did Alexander the Great change history?


Research Alexander the Great’s military tactics. On a separate sheet of paper, write a persuasive essay that explains how you see Alexander. Use facts to support your position.
Chapter 8, Section 4
The Spread of Greek Culture
(Pages 406–411)

Main Idea

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

Reading Strategy
As you read pages 407–411 in your textbook, create a diagram to show the
major Greek contributions to Western civilization.
Greek Culture Spreads (page 407)

As you read, list the causes and effects of the spread of Greek culture in the Hellenistic Era.

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

How did the Hellenistic kingdoms spread Greek culture?

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

- Epicureanism
- Stoicism
- astronomer
- plane geometry
- solid geometry

Define these three academic vocabulary words.

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

**philosopher**  
(Chapter 8, Section 2)

**philosophy**  
(Chapter 8, Section 2)

Who was the most famous scientist of the Hellenistic Era? What did he contribute?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Who were Epicurus and Zeno?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Research the poetry of Theocritus. On a separate sheet of paper, write a descriptive poem about Greece’s legacy to the world using Theocritus’s form.
Chapter 9, Section 1

Rome’s Beginnings

(Pages 420–425)

Main Idea

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

Reading Strategy

As you read pages 421–425 in your textbook, complete this diagram to show how the Etruscans affected the development of Rome.

---

[Diagram with labeled columns: Etruscans, blank lines for text]
Two different legends describe how Rome began. As you read, take notes on these two legends. Then write a two or three sentence summary of each legend.

Romulus and Remus

The Aeneid

Explain why these people are important.

Latin

Etruscans

Briefly describe the following places.

Sicily

Apennines

Latium
Define these academic vocabulary words from this lesson.

- isolate
- capacity

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

- peninsula
  (Chapter 7, Section 1)
- epic
  (Chapter 8, Section 1)

How did geography help the Romans prosper?
The Birth of a Republic (pages 423–425)

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

Rome’s Strength

Define or describe the following terms from this lesson.

- republic
- legion

Explain why this group is important.

- Tarquins

Define these academic vocabulary words from this lesson.

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


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

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


How did the Romans build Rome from a small city into a great power?


Research the burial practices of the Etruscans. On a separate sheet of paper, write an expository essay explaining the Etruscan banquet, catacombs, “tombs of gold,” and the necropolis outside of each Etruscan city.
Chapter 9, Section 2
The Roman Republic
(Pages 426–434)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• How did Rome’s government change?
• How did Rome gain control of the Mediterranean region?

Reading Strategy
As you read pages 427–434 in your textbook, complete this chart listing the govern-
ment officials and legislative bodies of the Roman Republic.

<table>
<thead>
<tr>
<th>Officials</th>
<th>Legislative Bodies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rome’s Government (pages 427–429)

Questioning  
Before you read, scan the subsection. Write a question for each part of the lesson. Then after you read, write the answers to your questions.

I. Rome’s Government

II. How Did Rome’s Government Work?

III. Plebeians Against Patricians

IV. Who Was Cincinnatus?
Define or describe the following terms from this lesson.

- patrician
- plebeian
- consul
- veto
- praetor
- dictator

Define these academic vocabulary words from this lesson.

- legislate
- accommodate
What checks and balances existed in the Roman Republic’s government?

__________________________

__________________________

__________________________

__________________________

__________________________

Roman Law (page 431)

How did the Roman system of law affect the legal system we enjoy today? As you read, describe the standards of justice developed for the Twelve Tables and the Law of Nations. Then write a brief paragraph about the impact these principles have on you today.

Twelve Tables:

__________________________

__________________________

Law of Nations:

__________________________

__________________________

__________________________

How These Principles Affect Me Today:

__________________________

__________________________

__________________________
Terms To Review

**patrician**
(Chapter 9, Section 2)

**plebian**
(Chapter 9, Section 2)

Sum It Up

*What is the “rule of law,” and why is it important?*

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

---

**Key Points**

**Notes**

---

158

Chapter 9, Section 2
Sequencing

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

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

Places To Locate

Briefly describe the following places.

Carthage

Cannae

Zama
Explain why these people are important.

Hannibal

Scipio

Define this academic vocabulary word from this lesson.

challenge

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

How did Rome’s government change?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How did Rome gain control of the Mediterranean region?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Research King Pyrrhus of Epirus. On a separate sheet of paper, write a descriptive paragraph about him and the meaning of the term “Pyrrhic victory.”
Setting a Purpose for Reading  Think about these questions as you read:
- What impact did Julius Caesar have on Rome?
- Why did the Roman Republic become an empire under Augustus?

Reading Strategy
As you read pages 436–441 in your textbook, complete this chart to identify the main ideas of Section 3 and supporting details.
What factors worked together to weaken the republic? Complete the diagram below to identify the main factors.

Trouble in the Republic

Define or describe the following term from this lesson.

latifundia

Define these academic vocabulary words from this lesson.

despite

estate

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

Accomplishments, Actions, and Reforms:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Conclusion

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Define or describe the following term from this lesson.

triumvirate

________________________________________________________________________

Briefly describe the following place.

Rubicon

________________________________________________________________________
Rome Becomes an Empire (pages 440–441)

Connecting

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

Cicero’s Ideas:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

How These Ideas Affect Me Today:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Places to Locate

Briefly describe the following place.

Actium

__________________________________________________________________________
### People To Meet

Explain why each of these people is important.

<table>
<thead>
<tr>
<th>Person</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Octavian</td>
<td></td>
</tr>
<tr>
<td>Antony</td>
<td></td>
</tr>
<tr>
<td>Cicero</td>
<td></td>
</tr>
<tr>
<td>Augustus</td>
<td></td>
</tr>
</tbody>
</table>

### Academic Vocabulary

Define these academic vocabulary words from this lesson.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>sole</td>
<td></td>
</tr>
<tr>
<td>foundation</td>
<td></td>
</tr>
</tbody>
</table>

### Sum It Up

How did the Battle of Actium affect the history of Rome?

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

What impact did Julius Caesar have on Rome?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Why did the Roman Republic become an empire under Augustus?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Research Julius Caesar’s rise to power. On a separate sheet of paper, write a persuasive paragraph either for or against Caesar as ruler.
Chapter 9, Section 4
The Early Empire
(Pages 444–451)

Main Idea

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

Reading Strategy
As you read pages 445–451 in your textbook, complete this chart to show the changes Augustus made in the Roman Empire and the effect of each change.

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

Define or describe the following term from this lesson.

Pax Romana

Explain why these people are important.

Caligula

Nero

Define these academic vocabulary words from this lesson.

successor

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

Complete this outline as you read.

I. Unity and Prosperity
   A. ______________________________________________________
   B. ______________________________________________________

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

III. A Unified Empire
   A. ______________________________________________________
   B. ______________________________________________________

IV. A Booming Economy
   A. ______________________________________________________
   B. ______________________________________________________

V. Roads and Money
   A. ______________________________________________________
   B. ______________________________________________________

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

- **aqueduct**
  - 

- **currency**
  - 

Briefly describe the following places.

- **Rhine River**
  - 

- **Danube River**
  - 

- **Puteoli**
  - 

- **Ostia**
  - 

Define this academic vocabulary word from this lesson.

- **capable**
  - 
Who were the “good emperors,” and what did they accomplish?

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

How did Augustus create a new era of prosperity?

What changes made the empire rich and prosperous?

Research one of the good (or bad) emperors discussed in this section. On a separate sheet of paper, write a biographical sketch of the emperor.
Chapter 10, Section 1
Life in Ancient Rome
(Pages 460–468)

Main Idea

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

Reading Strategy

As you read pages 461–468 in your textbook, complete this Venn diagram to show similarities and differences between the rich and the poor in Rome.
Roman historians took different views of the Roman Empire. After you read the entire passage, read the views of Livy and Tacitus again (page 462). Now you play the historian. Using all you have read and learned about Rome up to this point, write your own view of the empire.

Define or describe the following terms from this lesson.

- vault
- satire
- ode
- anatomy

Explain why these people are important.

- Virgil
- Horace
Define this academic vocabulary word from this lesson.

- **Galen**
- **Ptolemy**

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

- **technique**

How did Romans improve on Greek ideas in architecture?

- **myth** (Chapter 8, Section 1)
The Roman government provided “bread and circuses,” or free grain and entertainment. Based on your reading, why do you think the government thought this was necessary? Write a brief paragraph to answer this question. Support your answer with facts from your reading.

Define or describe the following terms from this lesson.

- Forum
- gladiator
- paterfamilias
- rhetoric

People To Meet

Spartacus

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

constant

Compare the life of upper-class women to women of other classes.

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

How did Roman culture develop and change?

What was life like in the Roman Empire?

Research the eruption of Mount Vesuvius in A.D. 79. On a separate sheet of paper, write a descriptive essay about what happened to Pompeii, and what types of artifacts archaeologists uncovered there.
Chapter 10, Section 2

The Fall of Rome

(Pages 474–483)

Main Idea

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

Reading Strategy
As you read pages 475–483 in your textbook, complete the diagram to show the events that led up to the fall of the Roman Empire.
Use the chart below to summarize the reforms made by Diocletian and Constantine.

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

Define or describe the following terms from this lesson.

inflation

barter

reform
Briefly describe the following place.

Constantinople

Define this academic vocabulary word from this lesson.

authority

How did Diocletian try to reverse the decline of Rome?

Rome Falls (pages 479–481)

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

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

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

4. Who was Alaric?

5. Who was Odoacer?

People To Meet

Explain why this person is important.

Theodosius

Sum It Up

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. What happened at the Battle of Adrianople?</td>
<td></td>
</tr>
<tr>
<td>4. Who was Alaric?</td>
<td></td>
</tr>
<tr>
<td>5. Who was Odoacer?</td>
<td></td>
</tr>
<tr>
<td>Theodosius</td>
<td></td>
</tr>
<tr>
<td>Which event usually marks the fall of the Western Roman Empire?</td>
<td></td>
</tr>
</tbody>
</table>
Use the chart below to take notes on the legacies of Rome. Use your completed chart to review key concepts from your reading.

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

Define this academic vocabulary word from this lesson.

**expand**

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

**republic** (Chapter 9, Section 1)
Which aspects of Rome are reflected in present-day cultures?

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

Why was the Roman Empire weakened?

How would our world be different today if the Roman Empire had never existed?

Research the Latin origin of many English words. Scan a dictionary to find at least 20 Latin-based words. On a separate sheet of paper, write your list as well as an expository paragraph explaining the Latin categorization of species.
The Byzantine Empire

(Pages 484–491)

Main Idea

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

Reading Strategy

As you read pages 485–491 in your textbook, complete this chart to show the causes and effects of Justinian’s new law code.

Causes

New Code of Laws

Effects
Previewing

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

Places To Locate

Briefly describe the following places.

- Black Sea
- Aegean Sea
Why did the Byzantine Empire have such a blending of cultures?

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

Emperor Justinian (pages 486–487)
**People To Meet**

Explain why these people are important.

- **Justinian**
  - 
  -

- **Theodora**
  - 
  -

- **Belisarius**
  - 
  -

- **Tribonian**
  - 
  -

**Academic Vocabulary**

Define these academic vocabulary words from this lesson.

- **income**
  - 
  -

- **rely**
  - 
  -

**Sum It Up**

What did Justinian accomplish during his reign?

- 
  -

- 
  -

- 
  -

- 
  -
Complete this outline as you read.

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

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

III. Byzantine Women
   A. __________________________________________________________
   B. __________________________________________________________

IV. Byzantine Education
   A. __________________________________________________________
   B. __________________________________________________________

Define or describe the following terms from this lesson.

mosaic

saint

regent
Define this academic vocabulary word from this lesson.

enormous

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

caravan
(Chapter 1, Section 3)

What church is one of Justinian’s greatest achievements?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What policies and reforms made the Byzantine Empire strong?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

What ideas and beliefs shaped Byzantine culture?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Research the Justinian Code. On a separate sheet of paper, write an expository paragraph explaining the four parts to the Code.
Chapter 11, Section 1
The First Christians
(Pages 500–508)

Main Idea

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

Reading Strategy
As you read pages 501–508 in your textbook, complete this diagram to show the purposes of the early Christian churches.

Purpose of Churches

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

Briefly describe the following places.

Jerusalem

Judaea

Why did the Jews leave Judaea after the A.D. 132 revolt?
**The Life of Jesus** (pages 502–505)

**Responding**

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

---

**Terms to Know**

Define or describe the following terms from this lesson.

| Term    | Definition
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>messiah</td>
<td></td>
</tr>
<tr>
<td>disciple</td>
<td></td>
</tr>
<tr>
<td>parable</td>
<td></td>
</tr>
<tr>
<td>resurrection</td>
<td></td>
</tr>
</tbody>
</table>

---
Briefly describe the following places.

- Jerusalem
- Nazareth
- Galilee

Define this academic vocabulary word from this lesson.

- decade

What were the main ideas Jesus taught during his life?

- 
- 
- 
- 
- 
- 
The First Christians (pages 506–508)

Predicting

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

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

- **apostle**

- **salvation**

Define this academic vocabulary word from this lesson.

- **reside**

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

- [ ]

- [ ]

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

What did Jesus teach?

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

How did people react to his teachings?

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

Reread the parable of the Good Samaritan. Then, on a separate sheet of paper, rewrite the parable in a narrative form. However, your parable should be written as if the story took place in modern times.
Chapter 11, Section 2
The Christian Church
(Pages 509–514)

Main Idea

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

Reading Strategy

As you read pages 510–514 in your textbook, complete the diagram to show reasons for the growth of Christianity.
### A Growing Faith (pages 510–512)

<table>
<thead>
<tr>
<th>Key Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inferring</strong></td>
<td></td>
</tr>
</tbody>
</table>

As you read, infer the answer to the following question.

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

<table>
<thead>
<tr>
<th>Terms To Know</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>persecute</td>
<td>martyr</td>
</tr>
</tbody>
</table>

Define or describe the following terms from this lesson.

<table>
<thead>
<tr>
<th>Persecute</th>
<th>Martyr</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>People To Meet</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Constantine</td>
<td>Helena</td>
</tr>
</tbody>
</table>

Explain why these people are important.

<table>
<thead>
<tr>
<th>Constantine</th>
<th>Helena</th>
<th>Theodosius</th>
</tr>
</thead>
</table>
Define these academic vocabulary words from this lesson.

- establish
- issue

Why did the Romans see the Christians as traitors?

The Early Church (pages 513–514)

Glance quickly over the reading to complete the chart below.

Hierarchy of the Clergy
Define or describe the following terms from this lesson.

- hierarchy
- clergy
- laity
- doctrine
- gospel
- pope

Define this academic vocabulary word from this lesson.

- unify

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

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

How was the early Christian Church organized?

Research the Christian martyr Perpetua. On a separate sheet of paper, write a narrative essay describing who she was and why she chose martyrdom.
Chapter 11, Section 3
The Spread of Christian Ideas
(Pages 515–521)

Main Idea

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

Reading Strategy
As you read pages 516–521 in your textbook, complete this diagram to show the reach of Christian missionaries.
As you read, look for the reasons for the conflicts that led up to the break between the Roman Catholic and Eastern Orthodox Churches. Then, after you read, use the chart below to summarize the major reasons for the split.

---

Define or describe the following terms from this lesson.

- **icon**
- **iconoclast**
- **excommunicate**
- **schism**
Explain why this person is important.

Charlemagne

Briefly describe the following place.

Byzantine Empire

Define this academic vocabulary word from this lesson.

survive

How did the church and government work together in the Byzantine Empire?
Christian Ideas Spread (pages 518–521)

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

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

Define or describe the following terms from this lesson.

monastery

missionary

People To Meet

Cyril

Patrick

Explain why these people are important.
Briefly describe the following places.

Britain

Ireland

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

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


How did Christian ideas spread to Europe?


Research the daily lives of early monks. On a separate sheet of paper, write an expository paragraph explaining the series of activities monks did each day.