Ancient Civilizations

English Learner Handbook

ROBIN C. SCARCELLA
UNIVERSITY OF CALIFORNIA, IRVINE

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Robin C. Scarcella has taught English as a second language (ESL) as an elementary, junior high, and high school teacher in California; as a bilingual education teacher in a California high school; and as an instructor of English as a foreign language in Mexico. As a professor, Scarcella has taught such courses as English as a Second Language, Second Language Acquisition, History of the English Language, Contrastive Analysis, Structure of English, and Methods of Teaching English to English Learners. She has taught English learners (ELs) at the University of Southern California, University of California at Santa Barbara, Universidad Autónoma de Guadalajara, Stanford University, University of Michigan, and most recently at the University of California at Irvine, where she has directed the ESL Program the past seventeen years.
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Using the English Learner Handbook

This English Learner Handbook was created to assist teachers who work with English learners. It was designed for students at the intermediate to advanced levels of English proficiency, but it can be used to facilitate learning for native English speakers and speakers of nonstandard English as well. The goal of the handbook is to help teachers provide access to successful, evidence-based strategies and activities for teaching students history/social studies content while simultaneously improving their English proficiency.

Background

In the past decade, the English learner student population in kindergarten through grade twelve has more than doubled. The ranks of English learners requiring assistance to learn English have burgeoned. According to the U.S. Department of Education, nationwide nearly one in twelve public school children—about four million—were given additional help to acquire English in 2001-2003. In states such as California, where approximately 1.5 million English learners attend schools, English learners represent over one-fourth of the total public school enrollment. These students are deemed “English learners,” because they are still in the process of learning English.

The nation’s English learners speak more than 80 different languages. Although three-fourths of them speak Spanish, many come from homes where other languages are spoken. Nationwide, the fastest growing foreign languages used in homes in the United States include Chinese, Vietnamese, Russian, Arabic, and French Creole (U.S. Census 2000). English learners have highly diverse backgrounds. Factors contributing to this diversity include their country of origin, cultural traditions, immigration status, and socioeconomic levels. They have varying values and beliefs. Observations of their speech and writing demonstrate that they have acquired different levels of English proficiency in each of the four language skills areas—listening, speaking, reading and writing—and that they follow diverse patterns of acculturation. Some are exposed to much academic English outside school, whereas others are exposed to none at all, and still others hear only nonstandard varieties of English in their communities and schools. Academic English is the variety of English used in scholarly settings, often by those in positions of power in the United States. Nonstandard varieties of English include Chicano English, Korean English and English “learner language,” sometimes referred to as “interlanguage.”

Depending on their previous experiences, English learners may have advanced content knowledge and literacy skills in their first language, or they may have limited or interrupted former schooling. Some may have never attended school in their home countries. For English learners in the United States, oral fluency in English is not a good indicator of literacy skills and content knowledge either in English or in their native language. Some superficially “fluent” students may not read in English or in their first language. Others may be beginning learners of English but have advanced literacy and content knowledge in their native language. Many of these students may be able to understand the main points of a variety of texts, but
they may lack the ability to understand the precise meaning of the words that they encounter in their reading.

**Stages of Language Acquisition**

Content-area teachers often face the difficult challenge of understanding the levels of English language proficiency of their students. This task is one of the most important aspects of working with English learners. The information below can give teachers hints about their students’ levels of English proficiencies.

**Learners of a Beginning Level of English Proficiency**
Most teachers are able to identify students learning English for the first time or students who are in the early stages of English language development. Students at a basic level of proficiency find most communication in English difficult. Their understanding of English usually begins with simple commands and requests. As they continue to acquire English, they begin to develop conversational abilities required for everyday survival. They tend to follow this pattern:

1. When learners are first acquiring English, they make much effort to use English. They often do whatever it takes to communicate.
2. When learners are first acquiring English, they make much effort to understand others.
3. Native English-speaking conversational partners do whatever they can to help English learners understand them. (They slow down, repeat key ideas, use gestures, etc.)
4. English speakers often give English learners helpful feedback during the conversation to let the learners know when they have communicated clearly and when they have not.

**Learners of an Intermediate Level of English Proficiency**
In the next stage of English development, students appear fairly fluent to the untrained observer. They have learned to write with some difficulty, but they can usually express their ideas in a comprehensible manner. Their writing exhibits easily identifiable mistakes, usually because they are unable to use conventional forms of English accurately. They can often carry on an extended discussion about their lives and daily experiences. Teachers have a difficult time recognizing errors in their speech, as speech flows rapidly, and teachers normally focus on the content of their students’ messages and not on the linguistic forms that the students are using.

Students with an intermediate level of English proficiency have generally acquired the language of the playground and other social environments. Now their challenge is to learn the language of the classroom—the academic English used specifically in schools. *Academic English* is the English used in all academic areas, including history, geography, economics, mathematics, science, art, health, and the other areas of educational instruction. Academic words include “persist” and “survive” that are used in a number of different disciplines. Students must also learn discipline-specific language, the language that is only used in particular disciplines. Each area of instruction includes a unique vocabulary. Words that are unique to social studies and history include “ruler,” “constitution,” and “government.” Students with English as their primary language have had at least eight years of schooling to acquire the language of academic instruction by the time they reach the eighth grade. Students learning English as a
second language frequently have spent less time in school than their American peers. Therefore, these students face a double challenge—learning the content or subject matter of each discipline while, at the same time, learning English and the unique vocabulary associated with each subject area. The task is daunting but not impossible.

Intermediate level students need teachers who can develop lessons tailored to their unique instructional needs. These students require teacher-assisted learning environments. They are more successful when their teachers perceive and understand the difference between the English used in everyday communication and the English used in classrooms. These students achieve at higher levels when their teachers can pinpoint essential subject matter content and features of English and institute the appropriate instructional strategies to help students understand abstract conceptual ideas while acquiring higher levels of English proficiency. Students at the intermediate level can greatly benefit from instruction when their teachers provide focused and structured assistance.

Students at an intermediate level of English often follow this pattern:

1. After learners are able to communicate their ideas in English words and can understand the main points made in everyday conversation, they are functionally competent in English. They no longer need to expend energy on communicating their messages or understanding their English-speaking conversational partners.
2. After learners are able to communicate functionally in everyday English situations, native English speakers often stop trying to help them communicate more effectively.
3. Native English speakers no longer give functional English learners much useful, helpful feedback to let the learners know when they are on track and when they are not. They often consider it impolite and insulting to learners to give this kind of feedback. After all, the learners are acting as though they know English.

**The “Plateau”** It is at this intermediate stage of second language learning that many learners stop developing English. They reach a plateau in English language development. When their interlocutors give them the message that their English is native-like (when it is really not) and when they no longer need to expend tremendous effort to communicate, their English language development is impaired. This happens when learners can more or less say what they need to communicate in English, and they no longer need to think too much about the ways they are using English.

The learners’ continual ungrammatical use of English can result in their failure to learn English. With the exception of a few features of English, the learners may make NO further major development in their knowledge of English. Their English stabilizes. Only with renewed attention to the ways in which English works do the learners begin to acquire the academic uses of English. A serious problem arises at the point when English learners reach history/social studies classrooms and are required to use academic English accurately to do well on tests and to access academic English in their reading. Their knowledge is so far below that which is required to access academic reading materials, they cannot catch up to their peers without intensive instruction.
Learners of an Advanced Level of English Proficiency

Students at advanced levels of English proficiency still require teacher guidance for a significant portion of the class period. However, they understand nearly all instruction in English and can often work independently after the teacher provides them with assistance. These students are learning to understand the nuances of academic English and transfer their knowledge of English from one content area to another.

Advanced-level students understand and use English in a sophisticated manner and are moving beyond the literal interpretation of words and phrases. They are learning word collocations and complex grammatical structures. They are learning how to use language to convey information precisely and accurately in a variety of settings. They are also beginning to have fun with the English language. Although close to full English proficiency, students with advanced levels of English still need language assistance when learning new, unfamiliar, and academic material. For instance, they require instruction concerning appropriate ways to reference, to use words, and to organize their writing. Most will fail to acquire high levels of proficiency in academic English without this instruction.

Students at an advanced level of English often follow this pattern:

1. They use English in a variety of academic settings, extending their knowledge of English from one setting to another.
2. They primarily rely on instruction, instructional feedback, and reading to continue to master academic and technical English.
3. They learn to read academic text and to write sophisticated academic papers.
4. With instructional guidance, they develop revising and self-editing skills, the ability to revise their own writing—adding ideas and changing or deleting others—and to correct punctuation and grammatical errors in their own writing.

The Effective Classroom

As mentioned above, learning history/social studies for most students is especially difficult because of the subject’s abstract conceptual nature. For English learners, this difficult task is compounded by the need to learn grade level academic content while acquiring English. As a result, English learners need skilled teachers who know how to help students understand grade level history/social studies content and build English language fluency. These teachers provide intensive, high quality instruction that engages students in academic discussions and develops their ability to read and write about history/social studies.

Fortunately, we know a great deal about how effective teachers assist English learners to achieve academically. Effective teachers use instructional strategies to meet the learning needs of their English learners. They have a clear sense of how to structure lessons to teach content and, at the same time, help students learn English. They monitor their students’ progress in learning history/social studies and English, pinpointing their strengths and weaknesses and helping them overcome limitations. They know how to help students make meaningful connections between what students know and what is being taught.
Instructional Implications  The instructional implications supported in this handbook are as follows:

1. Clarifying what students should know. Teachers clearly explain what information and concepts the students should learn in the lesson.

2. Having high standards and expectations. Teachers have high standards for their English learners and remember that the students are capable of acquiring the English required to access their history/social studies lessons and to participate in classroom activities. They remember that their students’ English proficiencies will improve dramatically in the course of the school year, and they encourage their learners to stretch their ability to communicate both “fluently” (effortlessly and automatically) and accurately (correctly, using the conventional forms of academic English).

3. Providing a strong conceptual foundation. Teachers help English learners develop a strong conceptual foundation in history/social studies. Concepts are explained clearly and accurately.

4. Balancing concept instruction with English language instruction. Teachers balance the instruction of history/social studies concepts with instruction that simultaneously contributes to the students’ English language development. In each lesson, they teach a few key features of English including, for example, vocabulary word formation skills and specific uses of grammatical features. Language is taught in the context of history/social studies lessons.

5. Exposing students to a broad range of reading materials. Teachers build their students’ English language proficiencies by providing them with extensive exposure to increasingly challenging history/social studies readings that serve as appropriate models of English.

6. Making history/social studies lessons comprehensible to learners. Teachers make instruction and the language of instruction understandable to the learner. In this case, teachers help students understand the language used in textbooks and other print sources, discussions, lectures, videos, and other types of multimedia presentations.

7. Using explicit instruction and scaffolding. Teachers improve their students’ ability to understand their reading and acquire the language features of their reading by providing students with useful explanations of a few key language features and, when appropriate, by taking short segments of the reading passages apart for their students, explaining the ways the authors write the passages (for example, clarifying their choices of words and tone).

8. Providing distributed review. Teachers review critical concepts and language features for students. Review sessions occur regularly and are distributed over time.

9. Providing students with many opportunities to practice using academic English. Teachers make regular use of classroom activities, assignments, and management strategies that call on their learners to use the features of their textbooks, both in their writing and in their speech. In so doing, they provide their students with extensive and distributed practice in the accu-
rate use of academic English—including speeches, purposeful academic discussions, and in writing meaningful and well-constructed sentences, paragraphs, and essays. Teachers provide their students with abundant opportunities to use the language of history/social studies in a variety of instructional activities. Lessons provide students with the opportunity to listen, speak, read, write, and think about the content they are studying, and, at the same time, encourage them to use their newly acquired academic language.

10. Providing students with effective instructional feedback. Teachers provide learners with effective feedback on their writing assignments, and they make sure that their students use this feedback to improve their writing. They help their students become “self editors;” that is, learning the skills needed to edit their own writing assignments.

11. Giving students frequent assessments. Teachers frequently measure their students’ developing knowledge of history/social studies and the critical features of English needed to access this knowledge. This assessment allows teachers to tailor their instruction appropriately.

12. Making history/social studies classes interesting to learners. Teachers motivate their students by linking students’ prior knowledge and learning to the identified content to be learned. In other words, they help students make connections between the concepts they are learning in school and their own previous experiences and knowledge. This makes history/social studies come alive, and it allows students to see the relevance of social studies to their own lives and success in school.

Focusing on Essential Concepts and Language

Teachers can begin to assist their English learning students by focusing on essential concepts and language. Concepts provide teachers with the opportunity to make meaningful connections between what students know, understand, and experience—and the material they want their students to learn. In addition, concepts allow students to relate new material to their previous lessons and build greater understanding between the similarities and differences of unique events in the history of the world. Working with concepts requires these steps:

Working With Concepts

1. Focus on the essential features of English appropriate to key history/social studies concepts. For example, if you are discussing how exploration and trade spread ideas and goods, you would want to discuss the concepts of exploration and trade.

2. Work with students in building a base of understanding of the concepts by drawing upon their previous class lessons and by using your students’ personal experiences and their understanding of the world.

3. Teach the meaning of the concepts through explanation, examples, graphic organizers, discussion, pair work, and other teaching techniques. Reach the point where students are able to refer to the concept in their speech and in their writing.

4. Assess the students’ knowledge of the concepts, provide students with accurate information concerning their success and failure in learning these concepts, and review the concepts until the students know them well.
5. Have students apply their understanding of the concepts they developed previously to new content and have them evaluate the accuracy of their conceptual understanding. Make sure that students are able to write about the concepts.

6. Have students reevaluate and refine their understanding of the concepts based upon their experience with the content information learned in class.

7. Have students apply their understanding of the concepts to new experiences and topics or events.

**Teaching Language Features**

Language empowers students to communicate their ideas about history/social studies concepts in speech and writing. Teachers should focus on the key features students need to communicate accurately and fluently in English. Teach a few key language features each week, repeatedly reviewing these language features at regular intervals and providing students with many opportunities to practice using them in a variety of academic situations. Teaching students key features of the English language requires these steps:

1. Teach the language features appropriate to the key history concepts your students are trying to reach. They are those that English learners typically have difficulty learning, ones that might not develop without instruction—*astrolabe, caravel, democracy, and Buddhism*, for example.

2. Pre-teach important critical concepts and language features to English learners before the students encounter the features in the lesson. Give students the background knowledge that they need to understand the lesson.

This is known as “frontloading.” This increases the students’ understanding of concepts and language features as well as their access to academic English.

3. Teach the “use” of the language features through explanation, examples, discussion, pair work, and other teaching techniques. Make sure students can use the language features accurately in their speech and in their writing.

4. Provide students with instructional activities that require them to practice using the key language features throughout the week.

5. Provide distributed review of the features by reviewing them throughout the week.

6. Provide students with effective instructional feedback concerning their use of the language feature. Require the students to use this feedback to improve their writing. Have students reevaluate and refine their understanding of the use of the language features based upon the feedback you provide them. Require them to rewrite their papers and submit corrected versions to you for additional feedback.

7. Have students apply their use of the language features to new experiences and topics and assignments.

**Dictionary Use** A good dictionary is a particularly important tool for English learners. It provides them with a wealth of information about words and their uses in sentences. It even provides students with sample sentences containing targeted words.
In contrast, a dated dictionary written for native English speakers is not a good tool. Many of the dictionaries in classrooms are dated and do not help English learners develop English. They fail to develop the students’ knowledge of vocabulary use. For example, they do not contain model sentences, they do not tell students that some expressions are idioms and others are collocations (words and their associates, including “to be on the move,” “as mentioned above,” “comment on,” or “discriminate against.”) that cannot be changed in any way. One would not say, for example, “Paleolithic people were always on a move.” Dictionaries written for native English speakers also do not give students much grammatical information. For example, they do not tell students which verbs require objects and which do not.

Like a dated dictionary for monolingual English speakers, a bilingual dictionary often is not the best tool either. Unless English learners are just in the beginning stages of English language development, they need to avoid relying on bilingual dictionaries. These dictionaries are often dated and usually fail to provide students with enough information to guide them in using words accurately.

**Fluency and Accuracy**

For English language specialists, “fluency” is the ability to use English quickly, effortlessly, and automatically. In writing, it refers to the students’ ability to fill up the page in a short amount of time, and in speaking it refers to the students’ ability to speak quickly without hesitations. “Accuracy” is the ability to write correctly. It is important because it enables students to communicate precisely and correctly, using conventional forms of academic English. It also enables students to avoid being discriminated against on the basis of language. Accuracy can be developed by building students’ awareness of the way English works, calling students’ attention to use of language features, explicitly teaching students language features, providing students with guided practice using specific features of the language, and providing students with instructional feedback.

To develop your students’ accuracy, teachers will want to point out a linguistic feature that they want their students to learn. They can show students how the feature is used. Occasionally they can explain why writers choose specific features. For example:

**Instructor:** Did you see how the writer uses “we” here: “We must not destroy trees”? That’s because the writer wants you to buy into the idea that each of us is responsible for destroying trees. Do you agree?

**Instructor:** Did you see how the writer uses “early humans” here: “Early humans lived by moving from place to place, forming settlements, and exploring different ways to provide for themselves and their families”? That’s because the writer wants you to compare and contrast how early humans lived in comparison to people living in towns and cities today.

**Instructor:** Did you see how the writer uses the word “some” here: “Toolmakers created better farming tools, such as the sickle for cutting grain. In some places, people began to work with metals”? The writer uses the word “some” to refer to an unspecified number of places.
Fluency develops when English learners are given many opportunities to practice using English with a high degree of success. Accuracy develops when learners are given focused instruction, guided practice, and instructional feedback. Students of an intermediate and advanced proficiency level require accuracy instruction to use academic English. Students of a beginning proficiency level require fluency instruction.

**Summary**

Most English learners acquire a significant portion of language by hearing the words spoken in class, on television, or in conversation. Large gaps exist between the students’ ability to understand informal spoken English and to read academic text. They can understand almost any informal conversation, but they struggle to understand their history/social studies textbook. Similarly, students’ abilities to express themselves when speaking develops faster than their ability to express themselves in writing. They can talk to their friends and the teacher about history/social studies, but they have difficulty writing about it. In short, students have a greater ability to participate in informal discussions than to read and write academic text. Unfortunately, unless they receive high-quality instruction provided by teachers who use effective, evidence-based teaching strategies, the gaps between the students’ knowledge of informal conversational English and academic English will not be eliminated.

Robin C. Scarcella
University of California, Irvine

For the most current list of California English Language Development Standards, go to www.cde.ca.gov/be/st/ss/index.asp
Chapter 1
THE FIRST CIVILIZATIONS

Pre-Reading Activity
Improving Reading Comprehension

Directions: Before reading the Biography feature “Ötzi the Iceman” on page 129, answer the following questions.

1. Recently, scientists discovered the body of Ötzi, a man who lived 5,300 years ago in the Ötztaler Alps. Why do you think his body was still preserved? (Preserved here means saved.)

2. What do you think the scientists learned about the Neolithic Age from the discovery of Ötzi?
Reading Comprehension Activity

True/False

Directions: After you have read the Biography feature on page 129, complete the activity below. Read the sentences, and decide whether each statement is true or false. Then in the blank to the left of the sentence, write (T) if the statement is true or (F) if it is false.

1. Ötzi was discovered in the Ötztaler Alps.
2. Scientists have studied Ötzi’s body to uncover important clues about Ötzi’s life and death.
3. Ötzi lived in Paleolithic times.
4. Ötzi was not wearing a coat because the climate where he lived was very hot.
5. Under Ötzi’s jacket was a long cloak made of grass.
6. Ötzi’s jacket had been repaired several times.
7. Ötzi had stuffed grass into his leather shoes to keep his feet warm.
8. Ötzi was carrying many tools and supplies because he was on a long journey.
9. Scientists have decided that Ötzi was probably a shepherd who traveled with his herd.
10. Ötzi probably returned home many times during the year.
Text Analysis Activity

Noun Modifiers

Language Usage Note: Noun Modifiers

A noun names a person, place, thing, or idea. Noun modifiers describe nouns. Nouns can be modified by adjectives, prepositional phrases, or relative clauses:

1. adjective: word that describes a noun
   What a pretty picture!
2. prepositional phrase: phrase including a preposition, the object of the preposition, and any related modifiers
   The book on the table is interesting.

Common Prepositions

<table>
<thead>
<tr>
<th>about</th>
<th>for</th>
<th>through</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td>from</td>
<td>to</td>
</tr>
<tr>
<td>at</td>
<td>in</td>
<td>under</td>
</tr>
<tr>
<td>before</td>
<td>of</td>
<td></td>
</tr>
<tr>
<td>between</td>
<td>on</td>
<td></td>
</tr>
<tr>
<td>by</td>
<td>over</td>
<td></td>
</tr>
</tbody>
</table>

3. relative clause: dependent clause (with both a subject and a verb) that begins with a relative pronoun such as that, who, where, and which
   Juan knows the man who is on the corner.

Directions: Each set of underlined words below describes a noun. Circle the nouns that the underlined words describe. Study the example before you begin.

Example:
The man was called “Ötzi” after the Ötztaler Alps, the mountains where he was found.

One of the most important advances of prehistoric people was the creation of stone tools. Early humans used flint. With a hard stone they hit the flint that they found, making it flake into pieces with very sharp edges.

These early humans learned to hit a stone in a particular way to produce a flake—a long, sharp chip. Flakes were similar to knives in the way that they were used. As technology advanced, people began making specific tools from animal bones that could be used to chop food, scrape meat, and pierce animal hides.
Word Usage Activity

Verb and Preposition Combinations

Word Usage Note: Verb and Preposition Combinations

Many verbs are followed by specific prepositions. Below are some common examples.

be composed of (v.): to be made up of something
depend on (v.): to be decided by
dig up (v.): to remove to a higher position from deep within the ground, usually with a tool such as a shovel
drive off: (v.) to force someone or something to go off of something
focus on (v.): to pay special attention to a particular person or thing and not others
look for (v.): to try to find a particular type of object that is needed
relate to (v.): to be able to have relationships with one another by understanding each others’ feelings and behaviors
search for (v.): to attempt to find something or someone that is difficult to find

Directions: Study the words and their definitions above. Then fill in the blanks with after, of, to, up, for, on, or off. You will need to use some of these words more than once.

1. Looking ____________ remnants of an ancient civilization, the famous archaeologist worked for days without resting.

2. She finally dug ____________ the ancient settlements.

3. Although she was focusing ____________ fossils, she was happy to discover the settlements.

4. These settlements would allow her to learn how ancient peoples related ____________ one another.

5. The settlements would also give her information about the earliest humans’ attempts to search ____________ food.

6. She also discovered the fossils of animals at the bottom of cliffs. She learned that Paleolithic people drove these animals ____________ the cliffs to kill them.

(continued)
7. In her view, the way Paleolithic people lived depended ______________ where they lived.

8. Some people lived in shelters made ______________ animal hides.

E  Word Usage Activity

Adjective Formation

Word Usage Note: Adjective Formation
The suffix endings –al and –ical can be added to many nouns to form adjectives, like these:

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>history</td>
<td>historical</td>
</tr>
<tr>
<td>mythology</td>
<td>mythological</td>
</tr>
<tr>
<td>archaeology</td>
<td>archaeological</td>
</tr>
<tr>
<td>technology</td>
<td>technological</td>
</tr>
<tr>
<td>politics</td>
<td>political</td>
</tr>
<tr>
<td>mathematics</td>
<td>mathematical</td>
</tr>
</tbody>
</table>

Word Usage Note: Spelling
If the root of the word ends in y, drop the y and add the suffix –ical. If the root ends in –s, drop the s and add the suffix –al.

Directions: Study the word usage notes above. Then fill in the blanks with one of the words from the chart on adjective formation.

1. The Sumerians developed ______________ concepts that advanced people’s ideas of numbers.

2. ______________ advances have enabled societies to improve tools and develop machines to help them work more quickly and efficiently.

3. Scribes held honored positions in society, often going on to become judges and ______________ leaders.

4. A common activity in social studies is to look carefully at important ______________ events from our past.
5. Our understanding and knowledge of the earliest humans has been increased by the many ____________ discoveries made by scientists.

6. The world’s oldest known story, the *Epic of Gilgamesh*, tells of the adventures of the ____________ Sumerian hero Gilgamesh.

**Language Usage Activity**

**Summary**

Language Usage Note: *Summary*
A summary gives the most important points of a reading passage. Use quotation marks to set off titles of reading passages. Make sure to use your own words when you summarize information.

*Example:*
The passage called “Tools of Discovery” tells how scientists study ancient tools to learn about the ways the first people lived.

**Directions:** Write a one-paragraph summary of the passage called “The Rise of Sumer.”

__________________________
__________________________
__________________________
__________________________
__________________________

(continued)
Subject-Verb Agreement

Language Usage Note: Subject-Verb Agreement
Verbs and their subjects agree in number. When a subject is singular, the verb must be singular. When the subject is plural, the verb must be plural.

Remember: Every complete sentence must have one subject and one verb. A subject tells what the sentence is all about. A verb expresses an action or state of being. Note that the present tense of third-person singular verbs ends in –s.

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Person</td>
<td>I run.</td>
<td>We run.</td>
</tr>
<tr>
<td>Second Person</td>
<td>You run.</td>
<td>You run.</td>
</tr>
<tr>
<td>Third Person</td>
<td>He/she/it runs.</td>
<td>They run.</td>
</tr>
</tbody>
</table>

Singular Subjects
Buddhism is a major religion in China.
Subject: Buddhism—singular
Verb: is—singular
The government runs the military.
Subject: The government—singular
Verb: runs—singular

Plural Subjects
Buddhism and Christianity are major religions.
Subject: Buddhism and Christianity
Verb: are—plural
Buddhist temples run schools.
Subject: Buddhist temples—plural
Verb: run—plural

In the present tense, verbs with the singular subjects he, she, or it must have an –s ending. In order to test if the subject and verb agree:
(1.) Find the subject of the sentence.
(2.) Ask yourself if the subject is singular or plural.
(3.) Find the verb in the sentence.
(4.) Ask yourself if the verb is in singular or plural form.
If the subject and verb match up as either singular or plural, they agree.
The "s" Rule: If the subject ends in an s, the verb cannot end in an s.
The duck swims. ⇒ The ducks swim.

Language Usage Note: Present Tense Forms of the Special Verb Be

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>we are</td>
</tr>
<tr>
<td>you are</td>
<td>you are</td>
</tr>
<tr>
<td>he/she/it is</td>
<td>they are</td>
</tr>
</tbody>
</table>
Directions: Write (A) in the blank before each sentence if the subject and verb agree. Write (NA) in the blank if the subject and verb do not agree. Then correct the verb to make it agree with the subject.

1. _____ The boys takes their civil service examinations after many years of study.
2. _____ One out of five boys passes the examinations.
3. _____ Those students who fail the examinations never get government jobs.
4. _____ The examination system creates a new wealthy class.
5. _____ This group are made up of scholar-officials.
6. _____ Strict rules sets the scholar-officials apart from society.
7. _____ One rule is that they cannot do physical work.
8. _____ Students is taught never to use their hands except for painting or writing.
Pre-Reading Activity

Improving Reading Comprehension

Directions: Before you read the passage on page 163 called “Egypt’s Social Classes,” answer these questions:

1. Why do you think many civilizations have different social classes, such as wealthy, middle-class, and poor?

2. According to the passage, in ancient Egypt, there were several different groups of Egyptians:
   - the king and his family;
   - a small upper class of priests, army commanders, and nobles;
   - a larger base of skilled middle-class people, such as traders, artisans, and shopkeepers; and
   - a large group of farmers and unskilled workers.

How do you think life was different for these groups of Egyptians?
Word Building Activity

Synonyms and Antonyms

Word Building Note: Synonyms and Antonyms

*Synonyms* are words in the same language that have the same or almost the same meaning. Some examples are *fast* and *quick*, and *wonderful* and *terrific*.

*Antonyms* are words of opposite meaning. Some simple examples are *hot* and *cold*, and *slow* and *fast*.

A thesaurus is a quick reference book for finding synonyms and antonyms. Many dictionaries often list synonyms and antonyms to words.

**Directions:** Study the words and their definitions below. For each pair of words that are synonyms, put an (S) in the blank. Put an (A) in the blank if the words are antonyms.

perform (v.): to do
produced (v.): made
hefty (adj.): heavy
unskilled (adj.): not having the training and experience to do something correctly or well
city dwellers (n.-pl.): people who live in the city

1. _____ experienced—unskilled
2. _____ perform—do
3. _____ produce—make
4. _____ hefty—light
5. _____ dwell—live
Reading Comprehension Activity

Using Words in Sentences

Directions: Read the passage “Egypt’s Social Classes” on page 163, and complete the multiple-choice exercise below. Circle the letter of the choice that best completes the sentence.

1. Egypt’s upper class was made up of nobles, priests, and other wealthy Egyptians who worked as _______________.
   a. government officials
   b. servants
   c. artists

2. The upper class lived in cities and on _______________ along the Nile.
   a. boats
   b. large estates
   c. small farms

3. Wealthy men and women dressed in white linen clothes and wore heavy _______________.
   a. coats
   b. eye makeup
   c. blankets

4. _______________, who formed an important group within the middle class, produced linen cloth, jewelry, pottery, and metal goods.
   a. Nobles
   b. Farmers
   c. Artisans

5. _______________, who made up the largest group of early Egyptians, often rented their land from wealthy nobles.
   a. Kings
   b. Artisans
   c. Farmers

6. Workers lived in _______________ _______________.
   a. crowded neighborhoods
   b. beautiful estates
   c. large palaces

(continued)
Word Usage Activity

Understanding Words with Multiple Meanings

The word *identification* has these meanings:

a. (n.) an act or the process of recognizing and naming somebody or something
b. (n.) a powerful feeling of interest in or attraction to another person or group
c. (n.) something such as a card or a piece of paper that proves that a person is who he or she claims to be

Directions: Match the above definitions of the word *identification* to the underlined words in the sentences that follow.

_____ 1. The students were able to figure out the identification of the river on the map.

_____ 2. The door monitor wanted to see some form of identification before allowing the students to enter the room.

_____ 3. Because of her identification with the students’ desire for more rights, the principal allowed the students to have the dance.
Word Usage Activity
Understanding Words with Multiple Meanings

Directions: Using the underlined words, answer these questions in complete sentences:

1. Where are you likely to see an identification card?

2. Who do you know who carries an identification card?

3. Why do you think some people identify with the ancient civilization of the Egyptians?

4. With which aspects of Egyptian culture can you identify?

5. How can you identify a delta?
Identifying Pronouns

Directions: Underline the subject pronouns and circle the object pronouns in the sentences below. Study the example before you begin.

Example:
There once was a king of Egypt who had no sons. He asked the gods to give him a son. They decided to give the king a son.

1. The seven Hathor goddesses came to decide the boy’s fate; in other words, they decided what would happen to him.

2. They declared, “He is destined to be killed by a crocodile or a snake or a dog.”

3. The people who were at the boy’s side heard what the goddesses said. They reported it to the king.

4. One day the boy climbed up to the roof of his house, and he saw a dog following a man.

5. “What is that animal?” he asked his servant.
   “A dog,” the servant replied.
   “Would you let me have a dog like that?” the boy asked.

Language Usage Note: Identifying Subject and Object Pronouns
A pronoun takes the place of a noun.
A subject pronoun is used as the subject of a sentence. It tells what the sentence is all about.
An object pronoun is used after some verbs and prepositions. Object pronouns show whom or what something happened to or who got something. They are the person or thing that is affected by the verb in a sentence.

<table>
<thead>
<tr>
<th>Subject Pronouns</th>
<th>Object Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td>you</td>
<td>you (plural)</td>
</tr>
<tr>
<td>he/she/it</td>
<td>him/her/it</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
</tr>
</tbody>
</table>

Example:
For many years, the king of Egypt protects his son from death. He thinks his son might die.

Example:
The prince convinces his father to let him travel.
6. The servants reported this to the king. The king told them, “My son’s heart is sad. I want you to give him a bounding little puppy.”

7. So the servants gave him a dog.

Text Analysis Activity

Avoiding Repetition

Language Usage Note: Avoiding Repetition

Good writers avoid repeating the same word over and over again. They use pronouns such as *it, they, another, some, others, or most* to make their writing interesting and less repetitive. They also avoid repetition by replacing words with new words with similar meanings. Notice how the author of your textbook does this in the following paragraph. Rather than repeating *desert* three times, the author uses *desert* and “*the Red Land*” the first time and the noun phrase *vast expanses* (meaning large areas of desert) the second time. The author changes the word *desert* to the pronoun *they* the third and fourth times.

The ancient Egyptians called the *deserts “the Red Land”* because of their burning heat. Although these *vast expanses* could not support farming or human life, *they* did serve a useful purpose: *they* kept outside armies away from Egypt’s territory.

**Directions:** Circle the pronouns and new words with similar meanings in each passage that refer back to the underlined words in the passages below. Study the example before you begin.

**Example:**
Although these *vast expanses* could not support farming or human life, *they* did serve a useful purpose. *They* kept outside armies away from Egypt’s territory.

1. The Mediterranean Sea bordered Egypt to the north. This body of water gave the Egyptians a way to trade with people outside Egypt.

2. The Egyptians were able to farm and live securely. They did not worry that sudden, heavy overflows would destroy their homes and crops, or that too little flooding would leave their fields parched.

3. The Egyptians took advantage of the Nile’s floods to become successful farmers. They planted wheat, barley, and flax seeds in the wet, rich soil. Over time, they grew more than enough food to feed themselves and the animals they raised.
4. When one dynasty died out, another took its place.

5. Egypt’s upper class lived in cities and on large estates along the Nile River. They had elegant homes made of wood and mud bricks, with beautiful gardens and pools filled with fish and water lilies.

6. Artisans formed an important group within the middle class. They produced linen cloth, jewelry, pottery, and metal goods.

7. Farmers made up the largest group of early Egyptians. Some rented their land from their ruler, paying him with a hefty portion of their crops. Most, however, worked the land of wealthy nobles. They lived in villages along the Nile, in one-room huts with roofs made of palm leaves.

8. Many of Egypt’s city dwellers did physical labor. Some unloaded cargo from boats and carried it to markets. Others made and stacked mud bricks for buildings.
Word Usage Activity

Frequently Confused Words

Word Usage Note: Frequently Confused Words

geologist and geographer

Geologist and geographer have very different meanings but can be easily confused because they both contain the word root geo, meaning “earth.”

geologist

Geologist is a noun and means a person who studies the Earth, especially its rocks, soil, and minerals as well as its history and origins.

Dr. Johnson is the primary geologist studying gemstones in Arizona.

Who is the geologist studying the rocks under the ocean?

geographer

Geographer is a noun and means the person who studies the features of the Earth’s surface, including its climate and the places where animals, plants, and humans live.

Geographers study locations and distances.

Do you know the name of the first geographer to study differences in the plants that live in deserts and mountains?

Brianna wanted to be a geographer because she was interested in studying the Earth’s physical features and the distances between these features.

Directions: Fill in the blanks with the word geologist or geographer.

1. People who study the rocks in an erupting volcano are ________________.

2. People who study limestone caves to find out what they are made of are ________________.

3. People who study the location of the mountain range in Columbia and its effects on the people are ________________.

4. People who study the Antelope Canyon in Colorado to collect rock specimens are ________________.

(continued)
5. People who study Oahu to explore why it is the Hawaiian island where most Hawaiians live are _________________.

6. People who study the Great Barrier Reef in northeastern Australia because they want to study the effect of its location on the people who live there are _________________.

7. People who study the location of Lake Pontchartrain in New Orleans are _________________.

8. People who study the deepest lake in the world, Lake Baikal in Siberia, because they want to see if the lake contains 20% of the Earth’s fresh water are _________________.

(continued)
Language Usage Activity

Adverbs

Language Usage Note: Adverbs

An adverb is a word that adds more information to the verb or adjective in a sentence. Adverbs can help us answer questions such as Where? When? How? How much? and How often?

He pulled the car forward. [Where?]
We need to leave immediately. [When?]
My grandmother walks carefully. [How?]
They need to study more and play less. [How much?]
The store is open every day. [How often?]

Many adverbs are easy to identify because they end in –ly. Here are a few: quickly, slowly, efficiently, regularly, hurriedly, surprisingly, finally, early.

Kushites adopted Egyptian ways and eventually conquered Egypt itself. Mesopotamians constantly had to fight off attackers, but Egypt rarely faced threats. Despite their isolation, the Egyptians were not completely closed to the outside world.

Be careful with good and well. Good is an adjective and well is an adverb. For example:
Correct: She is a good student because she knows how to study well.
Incorrect: She knows how to study good.

Directions: Complete each sentence with the most appropriate adverb below. Use each of the following adverbs only once: entirely, gradually, painstakingly, rarely, simply, tightly, truly, willingly.

1. Over time, a government ________________ emerged to plan and to direct activities.

2. Egypt’s middle class lived in much smaller homes than the wealthy class and dressed more ________________.

3. One reason that the Egyptians ________________ served the pharaoh is that they believed the unity of the kingdom depended on a strong leader.

4. No ordinary tomb would do for a pharaoh of Egypt. Instead, the Egyptians built mountain-like pyramids ________________ of stone.
5. During embalming, the body was cleaned with oils and ________________ wrapped with long strips of linen.

6. The Great Pyramid is ________________ a marvel because the Egyptians built it without using beasts of burden, special tools, or even the wheel.

7. In ancient civilizations, women ________________ held positions of power.

8. Although the work was difficult, scribes ________________ carved hieroglyphics onto stone walls and monuments.
Chapter 3
THE ANCIENT ISRAELITES

A Word Building Activity
Learning New Words

Directions: Study the words and their definitions below. Then read “The Early Israelites” on pages 201–203. Fill in the blanks with one of the words. Use each word only once.

descendants (n.): people related to someone who lived in the past
descended from (v.): to be related to someone who lived a long time ago
desperate (adj.): willing to do anything to change a very bad situation and not care about danger
drought (n.): a long period of extremely dry weather when there is little rain to grow crops
enslaved (v.): made people work with no freedoms or rights
livestock (n.): animals raised for food
rebellion (n.): an organized attempt to fight a government or people in power
survive (v.): to live, especially in difficult situations and with a lot of effort

1. The Israelites traced their families back in time to a man named Abraham. In other words, they believed they were _____________ from Abraham.

2. Abraham’s grandson Jacob was also called Israel. Later the name Israelites was given to Jacob’s _____________.

3. The weather became very hot, and it never rained. A long dry period began. Soon, the farmers could not plant their crops because of a terrible _____________ that dried up their land.

4. The farmers kept animals such as chickens. Unfortunately, their _____________ died, and the Israelites became hungry.

5. The drought was so bad that the Israelites almost died. In order to ________________, the Israelites went to Egypt.

(continued)
6. Because the Egyptian pharaoh needed men to build his pyramids, he took away all the Israelites’ rights to live as free people and _________ them.

7. To prevent a ____________, he ordered all baby boys born to Israelites thrown into the Nile River.

8. The Bible says that one anxious and ____________ mother was so worried about her baby that she put it in a basket and hid it on the riverbank.
Reading Comprehension Activity

True/False

Directions: Read “The Early Israelites” on pages 201–203. Then decide whether each of the following sentences is true (T) or false (F).

1. _____ The followers of Judaism were known as Jews.
2. _____ The Israelites spoke a language called Israeli.
3. _____ During the 1800s B.C., the Israelites left Mesopotamia and moved to Canaan.
4. _____ The Bible states that God told the Israelites to go to Canaan.
5. _____ According to the Bible, God promised the Israelites all of Canaan if the Israelites would worship many gods.
6. _____ Abraham’s son Jacob was also called Israel.
7. _____ After 100 years, the Israelites moved away from Canaan because of very bad rains that caused flooding.
8. _____ The Egyptian pharaoh used the Israelites as slaves to build pyramids.
9. _____ The Egyptian pharaoh was afraid that the Israelites would rebel, so he decided to kill their baby boys.
10. _____ According to the Bible, the pharaoh found a baby hidden next to a river.
11. _____ The pharaoh’s daughter named the baby Moses.
12. _____ When Moses grew up, he heard a voice and saw a burning bush.
13. _____ Moses thought that God wanted him to lead the Israelites out of Egypt.
14. _____ When the Israelites left Egypt, the pharaoh’s armies left them alone.
15. _____ Today, Jews celebrate a holiday called Passover to remember how God allowed the Israelites to escape from Egypt.
Word Usage Activity

Transitions

Word Usage Note: Transitions

Transitions are words that writers use to signal to the reader a move from one idea to another. Some transitions, such as however, indicate that there is a contrast between one idea and the next; other transitions, such as furthermore, indicate that the writer is adding more information.

Directions: Study the words and their definitions below. Then fill in the blank with the correct transition.

furthermore (adv.): in addition, and, as well; used to indicate something in addition to what has just been said

however (adv.): but, nevertheless; used to indicate that no matter what happens, the situation remains the same; used to comment on something that has already been said

1. The Israelites created an alphabet based on Canaanite ideas.
   
   _____________, they created a calendar based on these ideas.

2. Saul defeated the Israelites’ enemies in battle after battle.

   _____________, according to the Bible, even though Saul won these battles, God was unhappy with him.

3. Because Ruth was from Moab, she was considered an outsider by the Israelites. _____________, because Ruth did not have a husband and children, she could not own property.

4. Daniel lived in Babylon and was a trusted advisor of the Babylonian king. _____________, he refused to worship Babylonian gods.

(continued)
Word Building Activity

Sentence Completion

Directions: Review the words and their definitions below. Then fill in the blanks with the correct word forms.

conduct (v.): to carry out or manage something, especially business
convince (v.): to persuade somebody to do something
expand (v.): to become larger in size
occupy (v.): to enter and take control of a place
remove (v.): to take something away
symbol (n.): something that stands for or represents something else

1. expand / expansion / expansive
   David wanted to _______________ his new capital of Jerusalem so that it would be larger and cover more territory.

2. symbol / symbolize / symbolic
   Solomon built a splendid stone temple in Jerusalem to represent the Jewish religion and become its ________________.

3. convinced / convincing
   The last plague finally _______________ the pharaoh to let the Israelites leave.

4. occupation / occupy / occupier
   Today, Lebanon, Israel, and Jordan _______________ the land that was once Canaan.

5. removal / removed
   The Maccabees _______________ all traces of Greek gods and goddesses from the Jewish temples.

6. conduct / conducive
   Jewish law sets out many rules for Jews on how to _______________ their daily lives.

(continued)
Language Use Activity

Dictation

Directions: Find a partner. Take turns playing the roles of Partner A and Partner B.

Directions for Partner A: Read the following passage aloud to Partner B.

The Rule of King Solomon

When David died, his son Solomon (sahl • uh • muhn) became king. Solomon built a splendid stone temple in Jerusalem. The temple became the symbol and center of the Jewish religion.

In the Bible, Solomon was known for his wise sayings, or proverbs (prah • vuhrbs), but many Israelites hated his rule. Solomon taxed the people to pay for his great buildings.

The Israelites in the north were especially unhappy with Solomon. To get more money, Solomon had made many of their young men work in the mines of a neighboring country.

When Solomon died, the northerners rebelled and fighting broke out. Ten of the 12 tribes set up their own nation in the north. The nation was called the kingdom of Israel. The capital of Israel was Samaria. In the south, the other two tribes founded the smaller kingdom of Judah (joo • duh). The capital of Judah was Jerusalem. The people of Judah were called Jews.

Directions for Partner B: Fill in the blanks as Partner A reads the passage aloud to you.

When David died, his son Solomon became king. Solomon built a

(1.) ________________ stone temple in Jerusalem. The

(2.) ________________ became the symbol and center of the

Jewish religion.

In the Bible, Solomon was known for his wise sayings, or

(3.) ________________, but many Israelites hated his rule.

Solomon (4.) ________________ the people to pay for his great buildings.

The Israelites in the north were (5.) ________________ unhappy with Solomon. To get more money, Solomon had made many of their young men work in the mines of a

(6.) ________________ country.
When Solomon died, the northerners and fighting broke out. Ten of the 12 tribes set up their own nation in the north. The nation was called the kingdom of Israel. The of Israel was Samaria. In the south, the other two tribes the smaller kingdom of Judah.

The capital of Judah was . The people of Judah were called Jews.

Editing Activity

Understanding Verb Tense

Language Usage Note: Understanding Verb Tense

The Simple Past Tense

<table>
<thead>
<tr>
<th>Tense</th>
<th>Use</th>
<th>Formation</th>
<th>Example</th>
<th>Sentence Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>past</td>
<td>to show what happened at a fixed time in the past</td>
<td>the verb + -d or -ed (as well as irregular verbs such as ate, drank, and slept)</td>
<td>talked</td>
<td>Yesterday, Lenora talked with Harold.</td>
</tr>
</tbody>
</table>

The simple past tense is used to write and speak about completed actions and situations. These are actions and situations that ended in the past and have no connection to the present.

Like the Sumerians, the ancient Israelites developed a society based on ideas of justice and strict laws.

The Egyptian pharaoh needed men to build his pyramids, so he enslaved the Israelites.

The simple past tense is formed with the base verb + ed (V + ed). Some verbs have irregular past tense forms and do not end in -ed.

Around 1000 B.C., a people called the Israelites built a kingdom in Canaan.

Around 1290 B.C., Moses saw a burning bush and heard a voice.

Directions: The passage below should be written with past tense verbs only. Circle the seven verbs that are not written in the correct tense.

It probably took the Israelites about 40 years to reach Canaan. Moses never live to see the Promised Land. After Moses die, Joshua replace him. Joshua decide to bring the Israelites into Canaan. When the Israelites arrive, however, they found that other people lived there. Most were Canaanites. The Israelites believe that God want them to conquer the Canaanites.
Language Usage Activity

Understanding Verb Tense

Language Usage Note: Understanding Verb Tense

Irregular Past Tense Verbs
Many verbs in English have irregular past tense forms.

<table>
<thead>
<tr>
<th>Past Tense Forms of the Irregular Verb Be</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
</tr>
<tr>
<td>I was</td>
</tr>
<tr>
<td>you were</td>
</tr>
<tr>
<td>he/she/it was</td>
</tr>
</tbody>
</table>

Past Tense Forms of Other Irregular Verbs

<table>
<thead>
<tr>
<th>Present</th>
<th>Irregular Past</th>
<th>Present</th>
<th>Irregular Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin</td>
<td>began</td>
<td>hear</td>
<td>heard</td>
</tr>
<tr>
<td>build</td>
<td>built</td>
<td>hide</td>
<td>hid</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
<td>leave</td>
<td>left</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>meet</td>
<td>met</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>see</td>
<td>saw</td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
<td>spread</td>
<td>spread</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Directions: Study the irregular past tense verbs in the two charts above. Then fill in the blanks below with the correct past tense forms of the given verbs.

1. build: The people of Israel a powerful kingdom with a new capital in Jerusalem.

2. spread: Through trade, the Phoenicians ideas and goods.

3. meet: While in Babylon, small groups of Jews on the Sabbath.

4. give: The Synagogue meetings people hope.

5. leave: During the 1800s B.C., the Israelites Mesopotamia and settled in Canaan.

(continued)
6. begin: The Israelites lived in Canaan for about 100 years. Then droughts ________________.

7. go: To survive, the Israelites ________________ to Egypt.

8. be: Their escape ________________ not easy.

9. hide: One desperate mother put her baby in a basket and ________________ it on the riverbed.

10. find: The pharaoh’s daughter ________________ the baby and named him Moses.

11. grow: When Moses ________________ up, he tended sheep outside Egypt.

12. see: Around 1200 B.C., he ________________ a burning bush.

13. hear: He also ________________ a voice.
Language Usage Activity

Time Expressions

Language Usage Note: Time Expressions
In written and spoken English, it’s helpful to use time expressions. These expressions help listeners and readers understand if an event takes place in the past, present, or future. Here are some time expressions that are frequently used with the simple past tense:
yesterday, the day before yesterday, last week, last month, a few minutes ago, in ancient Israel, in the past, during the 800s B.C., long ago

Directions: Choose one of the time expressions from above or one of your own to complete the sentences. Use each time expression only once.

1. We studied world history _________________.
2. The class finished Chapter 2 _________________.
3. Monotheism developed _________________.
4. _________________ the ancient Israelites left Mesopotamia and settled in Canaan.
5. _________________ the Israelite faith became the religion known today as Judaism.
Pre-Reading Activity
Improving Reading Comprehension

Directions: Before reading the passage “The Land of India” on page 239, answer these questions.

1. Areas that have monsoons have strong winds that often bring heavy rains or cold, dry air. How would monsoons affect the way you dress and the way you get to school? What else would they affect?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. When monsoons bring heavy rains, they sometimes result in flooding—water going onto land and destroying homes and crops. List some ways that the floods may affect people. How can these floods be stopped before they cause serious damage to people’s lives?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Word Building Activity

Using Words in Context

Directions: Before reading the description of monsoons, make sure that you understand the words below. Then, circle the word(s) with the same meaning as the underlined word(s) in the sentence.

are delayed (v.): are late in coming
climate (n.): the general or usual weather of an area
come on time (v.): to arrive at the right time
crop (n.): a plant that is grown for food or other business-related reasons
disastrous (adj.): to be very bad, to cause failure
drenching (adj.): making something very wet
drought (n.): a period of time when an area does not get enough water
extended period (n.): a long time
harvested (v.): gathered plants from a field after they are grown
opposite (adj.): entirely different, contrary, or dissimilar
produces (v.): creates, brings about
rainy season (n. phrase): the period of time when it rains
starve (v.): to suffer and possibly die because you are without food for a long time

1. Monsoons are an important part of the Indian climate.
   a. clouds
   b. strong winds
   c. snows

2. A monsoon blows one direction in winter and the opposite direction in summer.
   a. left
   b. clear
   c. reverse

3. The monsoon produces rains.
   a. creates
   b. blows
   c. stops

(continued)
4. The rains come in a downpour, drenching everything.
   a. getting everything very wet
   b. blowing
   c. growing

5. If the rains come on time and the rainy season lasts long enough, crops will be good and the farmers will celebrate.
   a. soldiers
   b. animals
   c. plants

6. If the rains are delayed, the crops dry up.
   a. come early
   b. do not come on time
   c. come too quickly

7. The drought affects the farming region and destroys the farmers’ crops.
   a. long period of dry weather
   b. long period of rainy weather
   c. long period of winds

8. This extended period without rain does not help farmers.
   a. long
   b. short
   c. tiny

9. In fact, droughts are so terrible for farmers that they can be disastrous.
   a. wonderful
   b. beautiful
   c. horrible

10. As a result of a large drought, few crops are harvested.
    a. gathered
    b. eaten
    c. seen
Reading Comprehension Activity

True/False

Directions: After you have read the passage on page 239, complete the exercise below. Mark T for true or F for false.

1. _____ Monsoons are always bad.
2. _____ Summer monsoons can produce floods.
3. _____ Winter monsoons can produce dry winds.
4. _____ When droughts come, the farmers have plenty of water.
5. _____ When the land is very dry, the farmers can plant their crops easily.
6. _____ The farmers celebrate when the rains arrive on time, because it means that they will probably have good crops.
Word Usage Activity

Spelling

Word Usage Note: Spelling
Nouns are generally made plural in English by adding –s or –es endings.
religion ⇒ religions
civilization ⇒ civilizations
house ⇒ houses
bush ⇒ bushes
For nouns that end in y, change the y to i and add –es.
century ⇒ centuries
family ⇒ families
For nouns that end in f or fe, change the f to v and add –es.
leaf ⇒ leaves
wife ⇒ wives

Directions: Complete each sentence with the correct plural of the word in parentheses.

1. The people lived in __________________ (house) in large neighborhoods.

2. A wall surrounded each neighborhood, and narrow __________________ (lane) separated them.

3. These ancient city dwellers had some surprising __________________ (convenience) or personal comforts.

4. Wells supplied water, and __________________ (resident) even had indoor bathrooms.

5. It is likely that the city government was well-organized, since it provided so many __________________ (service).

6. Historians believe that the Harappan civilization collapsed about 1500 B.C., because several earthquakes and floods damaged their __________________ (city).

7. Many __________________ (life) were lost in the earthquakes and floods.
8. The Aryans, who replace the Harappan civilization, developed a written language called Sanskrit, which the Aryans used to write down songs, poems, prayers, and ________________ (story).

9. Because Aryans lived in different tribes that fought against one another, many often carried ________________ (knife) to protect themselves.

10. In ancient India, ________________ (wife) could not inherit property.

**Word Building Activity**

**Matching**

**Directions:** Match the words in the numbered column with their definitions in the lettered column.

**Five Classes or Varnas of the Aryans**

_____ 1. Brahmans  
_____ 2. Kshatriyas  
_____ 3. Vaisyas  
_____ 4. Sudras  
_____ 5. Pariahs, or the Untouchables

a. those who performed work other Indians thought was too dirty, such as collecting trash, skinning animals, or handling dead bodies  
b. the priests—the only people who could perform religious ceremonies  
c. warriors who ran the government and army  
d. commoners, farmers, and merchants  
e. conquered people, not Aryans; manual laborers and servants who had few rights

(continued)
**Word Usage Activity**

**Understanding Words with Multiple Meanings**

Word Usage Note: Understanding Words with Multiple Meanings

Some words such as *indicate* have different meanings:

a. (v.) to show something or to be a sign of something

b. (v.) to state something briefly or indirectly

**Directions:** Match the above definitions of the word *indicate* to the underlined words in the sentences below.

1. ____ A red sky at night sometimes indicates good weather the next day.

2. ____ Nicolas indicated that he was making a right-hand turn.

3. ____ The teacher has not yet indicated why the Greek civilization declined.
Language Usage Note: Count and Noncount Nouns

Nouns can be *count* or *noncount*.

**Count Nouns**
Most nouns in English are considered count nouns because they can be made plural and counted. You can count the fingers on your hand, so *finger* is a count noun.

**Noncount Nouns**
Noncount nouns cannot be made plural and cannot be counted like count nouns can. You cannot count liquids such as water or lemonade. Because noncount nouns are always singular, the pronouns and verbs that follow them must also be singular. Some examples of noncount nouns include *advice, equipment, furniture, information, jewelry,* and *knowledge*.

There are many more noncount nouns. If you are unsure if a noun is count or noncount, check in a learner’s dictionary. Some of the important noncount nouns that you’ll see when you read this chapter follow.

<table>
<thead>
<tr>
<th>Category</th>
<th>Noncount Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Liquids</strong></td>
<td><em>water, wastewater</em></td>
</tr>
<tr>
<td><strong>Particles too small or too difficult to be counted</strong></td>
<td><em>rice, barley, wheat, millet, salt, trash, garbage</em></td>
</tr>
<tr>
<td><strong>Minerals</strong></td>
<td><em>copper, bronze tools, gold, silver</em></td>
</tr>
<tr>
<td><strong>Religions</strong></td>
<td><em>Buddhism, Christianity, Hinduism</em></td>
</tr>
<tr>
<td><strong>Abstracts</strong></td>
<td><em>time, nature, sickness, pain, sorrow, suffering, fame, gossip, nirvana, wisdom, self-satisfaction, meditation, truth, enlightenment, trade, tolerance, compassion, nonviolence</em></td>
</tr>
</tbody>
</table>

**Directions:** Write C if the underlined word is a count noun and N if the underlined word is a noncount noun.

1. ______ Do not look for *help* from anyone besides yourselves.

2. ______ *Weather* affected India’s first civilization.

3. ______ More than a thousand *villages* were part of this civilization.
4. We know something about the way these people lived from studying the ruins of two major cities, Harappa and Mohenjo-Daro.

5. Wells supplied water to the ancient city dwellers.

6. Garbage was put in bins.

7. Most Harappans were farmers.

8. They grew such products as rice.

9. Those who lived in the city sometimes made jewelry.

10. They made it out of gold, shells, and ivory.

11. The Harappans rarely used weapons.

12. They seemed to value peace.
Count and Noncount Nouns

Directions: The following passage has five errors related to noncount nouns. Locate and correct them.

Remember: Noncount nouns do not end in -s.

India’s weathers supported many types of crops. In the north, Aryan farmers brought many new crops to India. In the north, they grew grains such as wheats, barley, and millet. They grew rices in the river valleys where there was a lot of waters. In the south, farmers grew a mix of crops, including spices such as pepper, ginger, and cinnamon. The Aryans also brought a new language to India. As nomads, they had no written language, but in India they developed a written language called Sanskrit. Now the songs, stories, poetries, and prayers that Aryans had known for many centuries could be written down. Perhaps the people believed in vio- lences, because some had weapons.
Chapter 5
Early China

True/False

Directions: Read the passage titled “What is Legalism?” on page 291. Then, read the sentences below and determine if the statements are true or false. Mark (T) for true and (F) for false.

1. _____ Hanfeizi thought that honorable men could bring peace to society.
2. _____ Hanfeizi wanted a system of laws.
3. _____ Hanfeizi developed Legalism.
4. _____ Legalism referred to the School of Democracy.
5. _____ Hanfeizi thought that people were naturally good.
6. _____ Hanfeizi believed that harsh laws could make people behave.
7. _____ Followers of Hanfeizi probably thought a strong ruler was necessary to keep society orderly and peaceful.
8. _____ Aristocrats liked Legalism, because it favored force and power.
9. _____ Legalism did not require rulers to be kind.
10. _____ Legalism was used to control Chinese farmers.
Word Usage Activity

Adjectives with –ed Endings

Word Usage Note: Building Adjectives with –ed Endings

An adjective is a word that describes a noun. Examples include difficult, beautiful, and superior. A common way of forming adjectives is by adding an –ed ending to a verb:

- appoint (v.) ⇒ appointed (adj.): selected or chosen person for an official position
- fix (v.) ⇒ fixed (adj.): unable to change, rigid

A bureaucracy is made up of appointed officials who are responsible for different areas of government.

Even as a teenager, Confucius had strong, fixed beliefs.

Directions: In each of the sentences below, put a box around the –ed adjective and underline the noun it describes. Follow the example given.

Example:

They carved detailed designs into the clay.

1. As a teenager, Confucius was a talented scholar.
2. Liu Bang declared himself Han Gaozu—“Exalted Emperor of Han.”
3. A small number of enslaved people lived in Shang China.
4. Wudi wanted talented people to fill government posts.
5. Millers used newly invented waterwheels to grind grain.
6. Zhang described the Roman Empire, where people wore embroidered clothes.
7. Merchants carried only high-priced goods such as silk, spices, tea, and porcelain over the Silk Road.
8. People honored their departed family.

(continued)
Language Usage Activity

Adjectives with –ing Endings

Language Usage Note: –ing Adjectives
Adjectives are also formed by adding –ing to the noun or verb form of the word.
rule (n./v.) ⇒ ruling (adj.) government
write (v.) ⇒ writing (adj.) system
farm (n./v.) ⇒ farming (adj.) tools

Directions: Put a box around the –ing adjectives in the sentences below. Underline the nouns that the adjectives describe. Follow the example given.

Example:
The ancient Chinese, like the Egyptians, established long-ruling dynasties.

1. They called their homeland “the Middle Kingdom,” and for them this land was the world’s center and its leading civilization.

2. Unlike Chinese, English and many other languages have writing systems based on an alphabet.

3. Improvements in farming tools helped farmers produce more crops.

4. Instead of nobles driving chariots, the warring states used large armies of foot soldiers.

5. During the Zhou dynasty, farming methods improved and trade increased.

6. The Chinese writing system was created nearly 3,500 years ago during the Shang dynasty.

7. The family was the basic building block of Chinese society.

8. Confucius left politics and began his teaching career.

9. The Qin ruler took over neighboring states one by one.

10. A large bureaucracy was needed to rule the rapidly growing empire.

11. Paper, another Han invention, was used by government officials to record a growing amount of information.

(continued)
Word Usage Activity

Homonyms and Spelling

Word Usage Note: Homonyms and Spelling
The words *night* and *knight* are homonyms and can be confused. Homonyms are words that are pronounced alike but have different spellings and meanings.

*Herd* is a group of animals, such as cattle, of the same breed that are kept together.

*Heard* is the past tense of the verb *hear*.

**Directions:** Circle the correct form of each homonym in the sentences below.

1. The Silk Road was an important trade (root / route) that linked China to the West.
2. The people had to pay a (tacks / tax).
3. Students were not (aloud / allowed) to do physical labor or to play most sports.
4. Chinese rulers claimed that the Mandate of Heaven gave them the (right / write) to rule.
5. Confucianism (taught / taut) that all men with a talent for governing should take part in government.
6. When an aristocrat died, his (son / sun) or another relative would take over as ruler of the territory.
7. Unlike Chinese, English and many other languages have writing systems (based / baste) on an alphabet.
8. The Chinese use some characters to stand for sounds, but most characters still represent (hole / whole) words.
9. Aristocrats relied on farmers to grow the crops that (made / maid) them rich.
10. With so little land, farm families could not (raise / raze) enough animals or grow enough crops.
11. In the (passed / past), parents gave their land to their children.
12. After many years of schooling, the students took their civil service examinations. Only one in five (passed / past).

(continued)
13. Many people disliked how Qin Shihuangdi spent lavish amounts of money to (build / billed) palaces and a gigantic tomb for himself.

14. The towering Himalaya (close / clothes) off China to the southwest.

15. Shang bronze objects included sculptures, vases, drinking cups, and containers called (earns / urns).

Word Usage Activity
Understanding Collocations

Word Usage Note: Understanding Collocations
When we speak or write, some words are expected to go together. Words that go together are called collocations. For example, the word interest is usually followed by the word in and the word followers is usually followed by the word of. If other words are substituted for these words, the sentences sound strange and are incorrect. The class is interested in learning more about the Chinese history. Followers of Confucius and Daoists admired Buddhist ideas.

Some of the common collocations that are used in Chapter 7 are:
be interested in: to want to be involved in something, to want to learn about something, to pay attention to something because of curiosity
be popular in: to be liked somewhere, to appeal to a lot of people
believe in: to accept something as true or real
bring to: to take something to an area or place
collapse of: the failure of something
cope with: to deal successfully with a difficult situation or problem
followers of: people who are led or influenced by a person such as a religious leader
lose respect for: to no longer like or admire a person
put an end to: to stop something
spread to: to grow bigger in a place, to increase in size in an area

Directions: Each of the collocations above is used once in the sentences below. Complete the following sentences by filling in the blanks with the words that are missing from these collocations.

1. By the 400s, Buddhism had become popular ________________ China.

2. Buddhism soon spread ________________ other countries as well.
3. Merchants and teachers from India brought Buddhism to China during the A.D. 100s.

4. At first, only a few merchants and scholars were interested in the new religion.

5. One of the most important reasons that the Chinese people began to believe in Buddhism was the fall of the Han dynasty.

6. People lost respect for the Han emperors after Wudi, because they thought these emperors were weak and foolish.

7. Wars, rebellions, and plots (secret plans, often illegal) against the emperor put an end to the Han dynasty.

8. As the Han dynasty lost power, many Chinese became followers of Buddhism.

9. The collapse of the government frightened many Chinese.

10. Buddhist ideas helped people cope with their stress and their fear.
Language Usage Activity

Coordinating Conjunctions

Language Usage Note: Coordinating Conjunctions in Compound Sentences

Remember that a simple sentence can be made from a single subject and verb.

Sandra studies.

A simple sentence can be expanded to include more than one subject and verb and also some descriptive words.

Sandra and Roberto study hard in their history class.

A compound sentence consists of two simple sentences that are combined into one sentence. The two sentences are combined by using coordinating conjunctions: and, but, or, for, so, and yet.

Sandra studies a lot, but she plays many sports too.

And, but, or, for, so, and yet each have a different use.

<table>
<thead>
<tr>
<th>Coordinating Conjunction</th>
<th>Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>to add information</td>
<td>The history chapter has 20 pages, and the comprehension questions are on the last page.</td>
</tr>
<tr>
<td>but</td>
<td>to show contrast</td>
<td>The test was difficult, but Sam got an A.</td>
</tr>
<tr>
<td>or</td>
<td>to give a choice</td>
<td>We should take the test tomorrow, or we will have to stage our debates.</td>
</tr>
<tr>
<td>for</td>
<td>to show reason</td>
<td>The students are studying hard, for they have two tests tomorrow.</td>
</tr>
<tr>
<td>so</td>
<td>to show a result</td>
<td>Sandra and Roberto study hard in their history class, so they always get good grades.</td>
</tr>
<tr>
<td>yet</td>
<td>to show a contrast</td>
<td>Martha isn’t a very good athlete, yet she still looks forward to PE.</td>
</tr>
</tbody>
</table>

Notice that there is always a comma at the end of the first sentence and before the connecting word.
Directions: Using one of the coordinating conjunctions above, combine the two sentences into one sentence. Study the example before you begin.

Example:
Confucius served as an apprentice to a bookkeeper. Confucius worked as a stable manager.
Confucius served as an apprentice to a bookkeeper, and he worked as a stable manager.

1. Confucius did not want to work as an apprentice. Confucius wanted to work as a government official.

2. Confucius wanted to use his position to improve society. He finally obtained a government job.

3. Confucius wanted the Chinese to return to the beliefs and rituals of their ancestors. Many people no longer held traditional views.

4. Confucius did not write down his ideas. His followers later collected his sayings into a book.
Text Analysis Activity

Modals

Language Usage Note: Modals
Modals add meaning to verbs. *Juan can play soccer well* means that Juan has the ability to play soccer well.

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Past Tense Modal</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>ability</td>
<td><em>could</em> + simple verb</td>
<td>The Chinese <em>could build</em> a great civilization.</td>
</tr>
<tr>
<td>inference or capacity</td>
<td><em>would</em> + simple verb</td>
<td>If the emperor were kind, the people would respect him.</td>
</tr>
<tr>
<td>possibility</td>
<td><em>may/might/could</em> + have + past participle</td>
<td>Powerful enemies <em>may have destroyed</em> parts of their civilization.</td>
</tr>
<tr>
<td>advisability</td>
<td><em>should</em> + have + past participle</td>
<td>The farmers <em>should have left</em> their farms in search of better places to grow crops.</td>
</tr>
<tr>
<td>strong probability or inference</td>
<td><em>must</em> + have + past participle</td>
<td>If a drought came, the Chinese <em>must have left</em> their crops to die.</td>
</tr>
<tr>
<td>obligation</td>
<td><em>had</em> + to + simple verb</td>
<td>The filial son <em>had to</em> respect his parents.</td>
</tr>
<tr>
<td></td>
<td><em>ought</em> + to + simple verb</td>
<td>The filial son also <em>ought to care for</em> his parents in their old age.</td>
</tr>
</tbody>
</table>

**Directions:** Circle nine modals in the following passage.

Confucius believed that people ought to have a sense of duty. Duty meant that a person must put the needs of family and community before his or her own needs. Each person owed a duty to another person. Parents should give their children love, and children should give their parents honor. Husbands should give their wives support, and wives should give their husbands obedience. Above all, rulers had to set good examples. If a king ruled for the common good, his subjects would respect him and society would prosper.
Chapter 6
THE ANCIENT AMERICAS

Pre-Reading Activity

Improving Reading Comprehension

Directions: Before reading “Early American Civilizations” on pages 315–316, answer the following questions.

1. Many advanced civilizations developed in the Americas once people did not have to spend so much time hunting and gathering food. How would your life be different today if you had to spend most of your time looking for food? Would you have any time for sports, games, or television?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Early Americans also developed trade systems between people in different regions. How does trade help a civilization develop? What do you imagine that they traded?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(continued)
Word Building Activity

Words in Context

Directions: Study the words and their definitions below. Then, complete the sentences with the words. Use all of the words once.

canal (n.): a long, narrow stream of water that boats can travel on
coastal (adj.): describing a coast, the land next to an ocean
engineer (n.): a person who designs the way roads, bridges, and machines are built
exchanged (v.): traded, gave and received
expanded (v.): became larger in size, area, or number
goods (n.): things that are made to be sold
homeland (n.): the country where you were born
irrigation (n.): the act of giving plants water
shortage (n.): a situation in which there is not enough of something that people need

1. The Moche (A.D. 100 to A.D. 700) lived in the ____________ area bordering the Pacific Ocean in what is now Peru.

2. The Moche dug ____________ that carried water from rivers in the Andes mountain ranges to the desert.

3. They brought the water to their desert ____________ where they lived and raised their families.

4. Because of their system of watering crops, or ____________, the desert bloomed with crops.

5. The Moche had plenty of crops such as corn, squash, beans, and peanuts, so they did not have a ____________ of food.

6. Moche ____________ designed huge pyramids, such as the Pyramid of the Sun.

7. Moche traded ____________, or products, with people as far away as the rain forests of the Amazon River valley.

8. They ____________ pottery, cloth, and jewelry with other traders.

9. For all their achievements, however, the Moche never ____________ much beyond their homeland.
Word Family Activity

Sentence Completion

Directions: Fill in the blanks with the correct word.

1. resourceful / resource / resources
   The Maya were very __________________. They were good at solving problems in difficult situations.

2. prediction / predict / predictable
   The Maya developed a 365-day calendar and used it to __________________ eclipses and to schedule religious festivals, plantings, and harvests.

3. reveal / revealed / revelation
   The calendar __________________ the best time to plant and harvest crops.

4. invent / invention / inventor / invented
   The Maya also __________________ a method of counting based on 20.

5. design / designed / designer
   Like the Egyptians, the Maya __________________ a system of hieroglyphics.

6. achieve / achiever / achievements
   Only in recent times have scholars begun to realize many of their important __________________.

7. significant / significance / signify
   They had one of the most __________________ Native American civilizations in Mesoamerica.
Word Usage Activity

Word Associations

Word Usage Note: Word Associations

When you think of a word such as snow, you often think of other words such as winter, holidays, and cold. When you think of people who are high achievers, those who are very successful and reach their goals, you may think of words such as motivation, work, and intelligence.

Directions: Circle all the words below that you think of when you hear the expression high achievers.

<table>
<thead>
<tr>
<th>careful</th>
<th>successful</th>
<th>resourceful</th>
</tr>
</thead>
<tbody>
<tr>
<td>effective</td>
<td>dumb</td>
<td>hard-working</td>
</tr>
<tr>
<td>smart</td>
<td>careless</td>
<td>slow</td>
</tr>
<tr>
<td>efficient</td>
<td>sad</td>
<td>dependable</td>
</tr>
<tr>
<td>unsuccessful</td>
<td>winning</td>
<td>unbeaten</td>
</tr>
</tbody>
</table>

Word Usage Activity

Understanding Words with Multiple Meanings

Word Usage Note: Understanding Words with Multiple Meanings

The word significant has two different meanings:

a. (adj.) important
b. (adj.) having a special meaning that is not known to everyone

Directions: Match the above definitions of the word significant with the underlined words in the sentences that follow.

_____ 1. The Maya had one of the most significant civilizations in ancient America.

_____ 2. Manuel and Dyanara exchanged significant looks.

_____ 3. Mayan contributions to mathematics were significant.
**Language Usage Activity**

**Prepositions of Time**

Language Usage Note: **Prepositions**

A preposition connects a noun or a pronoun to another word in a sentence and indicates a relationship—often of place, time, cause, purpose, direction, or means.

Some people say that a preposition is anything a worm can do to an apple: go through it, around it, on it, inside it, or over it.

Prepositions are usually one word. The most frequently used one-word prepositions are **at, by, for, from, in, of, on, to, and with**. Some expressions function as prepositions but contain more than one word. These expressions include **according to, along with, away from, and in front of**. Other prepositions are **above, across, after, against, along, among, before, behind, below, beside, between, into, over, through, up, and without**.

**Prepositions of Time**

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>month / year</td>
<td>Aidan arrived home in June.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In 1200 B.C., the Olmec built a great empire.</td>
</tr>
<tr>
<td>on</td>
<td>day / date</td>
<td>He began school on Monday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He began school on September 8th.</td>
</tr>
<tr>
<td>at, in</td>
<td>specific time</td>
<td>School started at 8:00 A.M.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Maya planted their crops in the afternoon / morning.</td>
</tr>
<tr>
<td>around, about, between</td>
<td>general or approximate time</td>
<td>The Olmec empire started around 1200 B.C. and lasted about 800 years. Teotihuacán reached its height around A.D. 400. Scientists estimate that the first people arrived between 15,000 to 40,000 years ago.</td>
</tr>
<tr>
<td>between, during, for</td>
<td>duration</td>
<td>Mayan cities did well for many years. Between A.D. 500 and A.D. 800, Mayan culture disappeared. Scientists studied the earth’s geography during the Ice Age.</td>
</tr>
</tbody>
</table>
Directions: Complete the following sentences with in, on, at, between, during, around, about, from, or to. You may use the same preposition more than once. Some items have more than one correct answer.

1. After people came to the Americas ______________ the Ice Age, farming began.

2. Farming began in Mesoamerica ______________ 10,000 years ago.

3. The first people arrived ______________ 15,000 to 40,000 years ago.

4. Starting ______________ 1500 B.C., the first of several ancient civilizations appeared.

5. The Moche ruled ______________ A.D. 100 to A.D. 700.

6. Historians believe that Moche civilization began ______________ A.D. 100.

7. Teotihuacán prospered ______________ A.D. 400.

8. Jasaw Chan K’awiil I began to rebuild Tikal ______________ his reign.

9. ______________ A.D. 600, Teotihuacán started to decline.

10. ______________ A.D. 1839, an American lawyer named John Lloyd Stevens and an English artist named Frederick Catherwood slashed their way into the tangled Yucatán rain forest.

11. ______________ April 15th, all students must have complete their draft reports on the Mayan civilization.

12. The final reports are due ______________ May.
**Word Usage Activity**

**Spelling**

**Word Usage Note: Spelling**

Use *i* before *e* with words like *achieve*, *belief*, and *grief*.
Use *ei* after *c* in words like *receive*, *ceiling*, and *receipt*.
Use *ei* when sounding as *a* in works like *vein*, *reign*, and *freight*.

Some exceptions to the rules are:
- *ei*: *either*, *neither*, *foreign*, and *weird*
- *ie*: *ancient* and *science*

This rhyme may help you to remember whether to use *ie* or *ei* when spelling words like *believe* or *neighbor*.

**Directions:** Circle the correct spelling for the words listed below.

1. science  
   sceince

2. acheive  
   achieve

3. ancient  
   anceint

4. beleif  
   belief

5. weigh  
   wiegh

6. breif  
   brief

7. freind  
   friend

8. patience  
   pateince

9. priest  
   preist

10. recieve  
    receive
Text Analysis Activity

Vocabulary in Context

Language Usage Note: Vocabulary in Context

One way to find out the meaning of a new word is to use its context. The context refers to the words around the new word. Here are three ways that writers use context to help define new words.

a. They give definitions or descriptions and set them off with commas, dashes, or parentheses.
b. They explain new words.
c. They rely on readers to use their general knowledge or experience to guess the meanings of new words.

Directions: Use the context to figure out the meaning of the underlined words. Then, write a brief definition of each word.

1. During the Ice Age (a period when temperatures dropped sharply) much of the earth’s water froze into huge sheets of ice.

2. By testing the age of bones and tools at ancient campsites, scientists estimate that the first people arrived 15,000 to 40,000 years ago. Testing enables scientists to make good predictions concerning the time when the first people arrived.

3. The woolly mammoth provided meat, hides for clothing, and bones for tools to early humans.

4. As the Ice Age ended, some animals became extinct, or disappeared from the earth.

5. One piece of art was of great importance: the effigy, a representation or image of the god that armies carried into battle.

6. Like the Egyptians, the Maya used a system of hieroglyphics. Symbols represented sounds, words, or ideas. Only nobles could read hieroglyphics.
Chapter 7

THE ANCIENT GREEKS

[A] Reading Comprehension Activity

Multiple Choice

Directions: Read the passage “The Minoans” on page 338. Then complete the multiple-choice exercise below. Circle the letter that best answers the question.

1. Who was Arthur Evans?
   a. an archaeologist
   b. a geologist
   c. a historian

2. What did he discover?
   a. a temple
   b. a house
   c. a farm

3. Where did he make this discovery?
   a. on the island of Corfu
   b. on the island of Crete
   c. on the island of Minoa

4. Who lived in the palace in ancient times?
   a. Greeks
   b. Phoenecians
   c. Minoans

5. Who lived in the private quarters?
   a. only children
   b. the royal family
   c. the servants

6. What other rooms were in the palace?
   a. storerooms
   b. libraries
   c. hospitals

(continued)
7. How old was the palace?
   a. 500 years
   b. over 5,000 years
   c. 1,200 years

8. What was the most significant discovery about the palace?
   a. that a sophisticated ancient civilization had existed in Greece before the ancient Greeks
   b. that ancient peoples were able to build bathrooms in their palaces
   c. that the Minoans had a big palace

Language Usage Activity
Understanding Verb Tense

<table>
<thead>
<tr>
<th>Tense</th>
<th>Use</th>
<th>Formation</th>
<th>Example</th>
<th>Sentence Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past Progressive</td>
<td>to show an event that was going on when something else happened</td>
<td>was (for singular subjects) or were (for plural subjects and you) + verb with -ing ending</td>
<td>was looking</td>
<td>I was looking out the window when it began to rain. Clarissa and Brittany were singing loudly when they saw Jack.</td>
</tr>
</tbody>
</table>

The past progressive (also called the past continuous) is used to write and speak about actions or situations that were in progress in the past.

   In ancient Greece, merchants were exchanging goods for money rather than more goods.
   While they were fighting amongst themselves, the Greeks failed to notice that to their north, the kingdom of Macedonia was growing in power.

The past progressive is formed with be + verb + ing. In the past, the verb be is formed with was and were.
Use was for the subjects I, he, she, and it.
Use were for the subjects you, we, and they.
Directions: Underline the two verbs (be + verb + ing) that form the past progressive in these sentences.

Remember: The past progressive shows that the situations or actions took place over a period of time in the past.

1. Greeks built strong but separate city-states. At the same time far to the east, the Persians were building a powerful empire.

2. Persian kings had many wives and children. The sons had little, if any, power so they were constantly plotting to take over the throne.

3. Greeks defeated the Persian army, and they helped to weaken it. The empire was already facing internal problems.

4. Because the newer Greek alphabet made writing simpler than before, soon people were writing down tales that had been passed down by storytellers for generations.
Language Usage Activity

Understanding Verb Tense

Directions: Write four sentences that use the past progressive. Use the subjects and verbs that are given. Study the example before you begin.

Example:
Athenians / develop
The Athenians were developing a peaceful, organized society at the time the Spartans were developing a military.

1. Greeks / defeat

2. Greek women / raise

3. people / write

4. Spartans / build
Language Usage Activity

Time Expressions

Language Usage Note: Time Expressions

In written and spoken English, it's helpful to use time expressions. These expressions help listeners and readers understand if an event takes place in the past, present, or future. Here are some time expressions that are frequently used with the past progressive: while, when, as, at that time/moment, at the time, during, in ancient Greece.

While the Greeks were building democracy, the Spartans were building their military.

Directions: Choose one of the time expressions from above or use one of your own to complete the sentences. Use each time word only once.

1. _______________ fighting each other, the Greeks did not notice that the Macedonians were gaining power.

2. _______________ people were using the Greek alphabet to write stories.

3. _______________ the Greeks were defeating the Persians, they were also weakening the Persian empire.

4. _______________ the Greek citizens were voting, the slaves were not.

5. The Greeks were trying to establish a democratic society _______________.

(continued)
Word Usage Activity

Frequently Confused Words

Word Usage Note: Frequently Confused Words

from and than

different from + Noun

not
different than + Noun

Athenians were very different from Spartans.
NOT–Athenians were very different than Spartans.

Directions: Using the underlined words, answer the following questions in complete sentences.

1. How were the Spartans different from the Athenians?

2. In what specific ways were Spartan women different from Athenian women?

3. How were the lives of Spartan boys different from the lives of Athenian boys?

(continued)
**Language Usage Activity**

**Understanding Comparisons and Superlatives**

Language Usage Note: Understanding Comparatives and Superlatives

1. Regular comparatives and superlatives are formed by adding \(-er\) and \(-est\) endings to the base form of short adjectives.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative (Comparison of Two)</th>
<th>Superlative (Comparison of More than Two)</th>
</tr>
</thead>
<tbody>
<tr>
<td>easy</td>
<td>easier</td>
<td>easiest</td>
</tr>
<tr>
<td>fast</td>
<td>faster</td>
<td>fastest</td>
</tr>
<tr>
<td>long</td>
<td>longer</td>
<td>longest</td>
</tr>
<tr>
<td>proud</td>
<td>prouder</td>
<td>proudest</td>
</tr>
<tr>
<td>rich</td>
<td>richer</td>
<td>richest</td>
</tr>
<tr>
<td>small</td>
<td>smaller</td>
<td>smallest</td>
</tr>
<tr>
<td>soon</td>
<td>sooner</td>
<td>soonest</td>
</tr>
<tr>
<td>strong</td>
<td>stronger</td>
<td>strongest</td>
</tr>
</tbody>
</table>

2. Irregular comparatives and superlatives (usually more than two syllables in length) form their comparative and superlative forms with *more* and *most*.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative (Comparison of Two)</th>
<th>Superlative (Comparison of More than Two)</th>
</tr>
</thead>
<tbody>
<tr>
<td>successful</td>
<td>more successful</td>
<td>most successful</td>
</tr>
<tr>
<td>democratic</td>
<td>more democratic</td>
<td>most democratic</td>
</tr>
<tr>
<td>important</td>
<td>more important</td>
<td>most important</td>
</tr>
<tr>
<td>effective</td>
<td>more effective</td>
<td>most effective</td>
</tr>
<tr>
<td>problematic</td>
<td>more problematic</td>
<td>most problematic</td>
</tr>
<tr>
<td>powerful</td>
<td>more powerful</td>
<td>most powerful</td>
</tr>
<tr>
<td>responsible</td>
<td>more responsible</td>
<td>most responsible</td>
</tr>
<tr>
<td>prepared</td>
<td>more prepared</td>
<td>most prepared</td>
</tr>
<tr>
<td>well-rounded</td>
<td>more well-round</td>
<td>most well-rounded</td>
</tr>
</tbody>
</table>

Remember: Adjectives such as *perfect*, *superior*, and *unique* have no comparative and superlative forms.
Directions: Use the words in parentheses to complete the sentences below.

1. (proud) Although trade made the Mycenaeans wealthy, they were _______________ of their deeds in battle than they were of their wealth.

2. (strong) Iron weapons were _______________ than those made of bronze.

3. (fast) In general, Spartans could probably run _______________ than Athenians.

4. (well-rounded) Because the Athenians studied so many different subjects, they were _______________ than the Spartans.

5. (democratic) In government, Athens was _______________ than the Spartans.

6. (prepared) When it came to fighting, the Spartans were _______________ than the Athenians.

7. (important) Pericles believed that people’s talents were _______________ than their social standing.

8. (powerful) The oligarchy of Sparta and the democracy of Athens became two of the _______________ governments of early Greece.

9. (rich) Some of the _______________ civilizations of the world developed in Greece.
Language Usage Activity

Irregular Comparative and Superlative Forms

Directions: Compare the Spartans to the Athenians. Using the underlined words, answer the following questions in complete sentences.

1. Who had better soldiers?

2. Who was better at building a democratic society?

3. Who did worse in the fields of art and literature?

4. Who did worse in martial arts?

5. Out of all Greek city-states, which was the best?
# Word Usage Activity

## Spelling

Word Usage Note: Spelling

Rules for Short Adjectives
Add \(-er\) or \(-est\) to short adjectives to form comparatives and superlatives.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adjective Ending In</th>
<th>Spelling Rule</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>close</td>
<td>the letter e</td>
<td>drop the e at the end of the word and add (-er) or (-est).</td>
<td>close ⇒ closer / closest</td>
</tr>
<tr>
<td>hot</td>
<td>one vowel and one consonant</td>
<td>double the consonant and add (-er) or (-est).</td>
<td>hot ⇒ hotter / hottest</td>
</tr>
<tr>
<td>pretty</td>
<td>the letter y</td>
<td>change the y to i and add (-er) or (-est).</td>
<td>pretty ⇒ prettier / prettiest</td>
</tr>
<tr>
<td>near</td>
<td>all other letters</td>
<td>add (-er) or (-est) to the base form.</td>
<td>near ⇒ nearer / nearest</td>
</tr>
</tbody>
</table>

**Directions:** Check your spelling. Which of the three words in each row listed below is correct? Circle the correct version.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ugliest</td>
<td>uglyiest</td>
<td>ugliest</td>
</tr>
<tr>
<td>2.</td>
<td>more beautiful</td>
<td>beautifuler</td>
<td>beautifuller</td>
</tr>
<tr>
<td>3.</td>
<td>sooner</td>
<td>more soon</td>
<td>soonerier</td>
</tr>
<tr>
<td>4.</td>
<td>easyest</td>
<td>most easiest</td>
<td>easiest</td>
</tr>
<tr>
<td>5.</td>
<td>hotest</td>
<td>hottest</td>
<td>most hot</td>
</tr>
<tr>
<td>6.</td>
<td>specialer</td>
<td>more special</td>
<td>specialler</td>
</tr>
<tr>
<td>7.</td>
<td>most nosiest</td>
<td>most nosyest</td>
<td>nosiest</td>
</tr>
<tr>
<td>8.</td>
<td>interestingest</td>
<td>interestingest</td>
<td>most interesting</td>
</tr>
<tr>
<td>9.</td>
<td>sader</td>
<td>more sader</td>
<td>sadder</td>
</tr>
<tr>
<td>10.</td>
<td>strangest</td>
<td>strangeest</td>
<td>most strange</td>
</tr>
<tr>
<td>11.</td>
<td>worst</td>
<td>most bad</td>
<td>worstest</td>
</tr>
<tr>
<td>12.</td>
<td>hapiest</td>
<td>happyest</td>
<td>happiest</td>
</tr>
</tbody>
</table>
Chapter 8
GREEK CIVILIZATION

Word Building Activity
Sentence Completion

Directions: Study the words and their definitions below. Then, complete the sentences with one of the words from the list. Remember: synonyms are words that have similar meanings.

affected (v.): influenced by someone or something
event (n.): happening or occurrence
goddess (n.): female god or deity, supreme being
god (n.): male deity, supreme being
impressive (adj.): producing a strong effect on someone, such as awe or excitement
temple (n.): place of worship
traditional (adj.): doing something in a certain way and handed down for as long as can be remembered

1. Myths are ___________ stories about gods and heroes that have been read by many throughout the ages.

2. The Greeks believed in many gods and ___________.

3. They also believed that gods and goddesses ___________ events.

4. That is why the most important buildings in Greek cities were religious ___________.

5. These temples were both beautiful and ___________.

6. In these temples, the Greeks worshiped the ___________ and goddesses.
Editing Exercise

Understanding Capitalization

Language Usage Note: **Title Case**

Capitalize the first, last, and all main words in titles and subtitles of books, articles, songs, poems, short stories, fables, and plays. Do not capitalize words such as conjunctions (and, but, or), prepositions (in, on, under, with), or articles (a, an, the), unless these words are the first or last words in the title.

*The Republic*
*The History of the Peloponnesian War*
*The Anabasis of Alexandria*
*The Icarus and Daedalus*

**Directions:** Change the nine title case errors in the passage below.

Aesop’s fables always contain a moral. For instance, the moral of the fable called “the dogs and the fox” is that it is easy to kick someone who is down or not doing well. The moral of the fable “the lion and the mouse” is that little friends are great friends. The moral of the fable called “the tortoise and the hare” is that going slowly and steadily wins the race. All of these fables can be read in the book, *aesop’s fables.*

Language Use Activity

**Dictation**

**Directions:** Find a partner. Take turns playing the roles of Partner A and Partner B.

**Directions for Partner A:** Read the following passage aloud to Partner B.

Who Was Aesop?
About 550 b.c., a Greek slave named Aesop (EE • sahp) made up his now famous fables. They are known as Aesop’s fables. A fable (FAY • buhl) is a short tale that teaches a lesson. In most of Aesop’s fables, animals talk and act like people. These stories are often funny. They point out human flaws as well as strengths. Each fable ends with a message, or moral.

One of the best-known fables is “The Tortoise and the Hare.” The fable is about a tortoise and a hare. A tortoise is a type of turtle that is a slow-moving animal with a large shell. A hare is a rabbit. In the fable, a tortoise and a hare decide to race. More than

(continued)
halfway into the race, the hare is way ahead. He stops to rest and falls asleep. Meanwhile, the tortoise keeps going at a slow but steady pace and finally wins the race.

The moral of the story is “slow and steady wins the race.”

Directions for Partner B: Fill in the blanks as Partner A reads the passage aloud to you.

About 550 B.C., a Greek slave named Aesop made up his now famous fables. They are (1.) ________ as Aesop’s fables. A fable is a short tale that teaches a lesson. In most of Aesop’s (2.) ________, animals talk and act like people. These (3.) ________ are often funny. They point out human (4.) ________ as well as strengths. Each fable ends with a message, or (5.) ________.

One of the best-known fables is “The Tortoise and the Hare.” The fable is about a (6.) ________ and a hare. A tortoise is a type of (7.) ________ that is a slow-moving animal with a large shell. A (8.) ________ is a rabbit. In the fable, a tortoise and a hare decide to race. More than (9.) ________ into the race, the hare is way ahead. He stops to rest and falls asleep. (10.) ________, the tortoise keeps going at a slow but steady pace and finally wins the race. The moral of the story is “slow and steady wins the race.”
**Word Usage Activity**

**Transitions**

**Word Usage Note:** Transitions

Transitions are words that writers use to signal to the reader a move from one idea to another. Some transitions, such as *however*, indicate that there is a contrast between one idea and the next.

At one time, Athens had a tradition of questioning leaders and speaking freely. *However*, the defeat of the Athenians in the Peloponnesian War changed the Athenians, making them unwilling to trust debate.

Transitions like *as a result* indicate that the writer is showing a result. Pythagoras believed that all relationships in the world could be expressed in numbers. *As a result*, he developed many new ideas about mathematics.

**Directions:** Study the transitions and their definitions below. Then, fill in the blanks with the correct transitions.

*as a result* (adv.): thus; used to show the effect of an action

*however* (adv.): but, nevertheless; used to show contrast

---

1. Today the word *epicurean* means the love of physical pleasure, such as good food or comfortable surroundings.
   
   ________________, to Epicurus, pleasure meant spending time with friends and learning not to worry about things.

2. After Alexander died, his generals fought one another for power. ________________, the empire that Alexander had created fell apart.

3. Fighting destroyed many farms and left people with no way to earn a living. ________________, thousands of young Greeks left Greece to join the Persian army.

4. Philip urged Athens and other city-states to join together to fight the Macedonians. ________________, by the time the Greeks saw the danger, it was too late.

5. Before Philip could carry out his plan to invade Asia, he was murdered. ________________, the invasion of Asia fell to his son.

(continued)
6. Kings and leading citizens spent generous sums of money supporting writers’ work. __________, the Hellenistic Age produced a large body of literature.

7. We know that the Greeks painted murals, even though none of them have survived. __________, we can still see examples of Greek painting on Greek pottery.

8. The Oresteia teaches that evil acts cause suffering.

__________ in the end, reason triumphs over evil.

**Language Usage Activity**

**Prepositional Phrases**

<table>
<thead>
<tr>
<th>Language Usage Note: Prepositional Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>A prepositional phrase consists of at least one preposition and noun. Prepositional phrases have no verbs. These phrases allow writers to add important descriptive information to their writing. Some common prepositions are at, in, on, and to. Study the following two sentences that contain prepositional phrases.</td>
</tr>
<tr>
<td>The 12 most important gods and goddesses lived on Mount Olympus. Athena was the goddess of wisdom and crafts.</td>
</tr>
<tr>
<td>The italicized prepositional phrases are used in Chapter 5. The most famous Greek oracle was at the Temple of Apollo at Delphi. The oracle chamber was deep inside the temple. The room had an opening in the floor where volcanic smoke hissed from a crack in the earth.</td>
</tr>
</tbody>
</table>

**Directions:** Underline the prepositional phrases in the following sentences. Study the example before you begin.

*Example:*  
Greek poetry, art, and drama are still part of our world.

1. The Greeks had a great love of wisdom.
2. Greek cities became centers of learning and culture.
3. Under Pericles, Athens became a center of culture.
4. Greek art expressed Greek ideas of beauty.
5. A ritual is a set of actions followed in a fixed way.
Word Usage Activity

Suffixes

Word Usage Note: Suffixes
A suffix goes at the end of the base or root of a word. Learning suffixes helps you increase your vocabulary.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ess</td>
<td>female</td>
<td>countess, duchess, empress, giantess, goddess, lioness, priestess, princess, seamstress</td>
</tr>
</tbody>
</table>

Today many people think that it is old-fashioned or sexist to use the suffix –ess to indicate a female in these words: actor-actress, sculptor-sculptress, steward-stewardess, waiter-waitress. The words actor, sculptor, and flight attendant are used to refer to both males and females. Some words such as goddess and giantess that have long been used in mythology and titles that indicate nobility are not likely to be seen as sexist.

Give the male version of the following words:

1. __________ countess (n.): a female in certain countries in Europe who has the high rank of nobility
2. __________ princess (n.): the daughter of a king and queen
3. __________ giantess (n.): a female creature of very large size
4. __________ goddess (n.): a female god in Greek and Latin myths
5. __________ lioness (n.): a female lion
6. __________ priestess (n.): a female priest
7. __________ empress (n.): a woman who rules an empire, or the wife or widow of an emperor
**Word Usage Activity**

**Compound Words**

Word Usage Note: Compound Words

A compound word is made up of two words. You can use the meaning of each word to find the meaning of the compound word. For instance, *toothache* is a compound word that is composed of *tooth* and *ache*. When you say you have a *toothache*, it means your tooth hurts.

**Directions:** Complete the chart below. Write the words that make up each of the compound words in the Column A.

<table>
<thead>
<tr>
<th>A. Compound Word</th>
<th>B. First Word</th>
<th>C. Second Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bloodthirsty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>doorstep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>horseback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lifelong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>outdoor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Fill in the blanks below with a compound word from above. Use each compound once only.

1. The Greeks performed plays in ________________ amphitheaters as part of their religious festivals.

2. The pictures on much of Greek pottery are red on a black ________________.

3. Aristotle left his home in Stagira and arrived on the Academy’s ________________ when he was eighteen years old.

4. Aristotle spent 20 years at Plato’s Academy involved in ________________ learning.

5. The Macedonians were a warrior people who fought mainly on ________________ rather than on foot.

6. Some people think that Alexander the Great was cruel and ________________.
Avoiding Incorrect Shifts in Verb Tenses

Language Usage Note: Avoiding Incorrect Shifts in Verb Tense

Do not change verb tenses unless you have a good reason for doing so.

Incorrect: The ancient Greeks performed plays in outdoor theaters as part of their religious festivals. They develop two kinds of dramas—comedies and tragedies.

Correct: The Greeks performed plays in outdoor theaters as part of their religious festivals. They developed two kinds of dramas—comedies and tragedies.

A good reason to shift, or change, from the past tense to the present tense is a reference to the present tense.

These words trigger, or cause a need, for the use of the past tense: in ancient times, in the past, in ancient Greece, in ancient literature/tragedies, in early Greek tragedies, yesterday, last year, a long time ago

These words trigger, or cause a need for, the use of the present tense: today, in modern times/plays/tragedies, nowadays, still

Directions: Circle seven errors involving incorrect shifts in verb tense. The underlined words that trigger the use of the present or the past tense will help you.

In modern tragedies, a person struggles to overcome difficulties but fails. As a result, modern tragedies had unhappy endings. Ancient Greek tragedies present people in a struggle against their fate. Today we used the word comedy to mean a funny story. The word still means any drama that had a happy ending.

Early Greek tragedies had only one actor who gave speeches and a chorus that sings songs describing the events. Aeschylus was the first to introduce the idea of having two actors. His ancient works also introduce costumes, props, and stage decorations—all ideas we still use today.
Chapter 9
THE RISE OF ROME

A Reading Comprehension Activity

Multiple Choice

Directions: Read the passage “Where Was Rome Located?” on pages 421–422. Then complete the multiple-choice exercise below. Circle the letter of the choice that best completes the sentence.

1. Where is Rome located?
   a. next to the Western Mediterranean Sea
   b. close to the Western Mediterranean Sea
   c. close to the Eastern Mediterranean Sea

2. What river provided Romans with a source of water?
   a. The Tiber River
   b. The Arno River
   c. The Po River

3. How far is Rome from the Mediterranean Sea?
   a. five miles
   b. fifteen miles
   c. twenty miles

4. How many hills was Rome built on?
   a. seven
   b. eleven
   c. five

5. What were the hills like?
   a. flat
   b. level
   c. steep

6. Who might want to raid Rome?
   a. friends
   b. enemies
   c. Roman citizens

(continued)
7. What group of people was likely to raid from the sea?
   a. pirates
   b. friends
   c. all Romans

8. Why was Rome easy to defend?
   a. It was difficult for enemies to climb hills and not be seen.
   b. Pirates defended Rome.
   c. The Romans could easily leave Rome by ship.

9. Why did Rome become a stopping place for people traveling north and south in western Italy and for merchant ships sailing in the western Mediterranean?
   a. Rome was located at a place where people could easily cross the Tiber River.
   b. Rome was located at a place where people could easily cross the Mediterranean Sea.
   c. Rome was located at a place where people could easily cross the Po River, which flows from the Alps near the French border eastward into the Adriatic Sea.
**Word Building Activity**

**Vocabulary in Context**

**Directions:** Study the words and their definitions below. Then, fill in the blanks with the correct word from the list.

assumption (n.): a best guess, especially when you do not have enough evidence or all of the facts

capability (adj.): the skills, knowledge, or intelligence to do something

debatable (adj.): arguable, the quality of not agreeing

distinction (n.): condition of being different or special

documentation (n.): the process of providing written details or information about something

legislator (n.): somebody who writes or passes laws

policy (n.): something (such as a set of principles or rules) that has been officially agreed upon

1. Italy has the ________________ of being the location of the Roman civilization.

2. To win the votes of the poor, Roman politicians developed a ________________ of giving away cheap food.

3. The five “good emperors” of the Roman empire showed their devotion to the empire and their ________________ of developing a great civilization.

4. The ________________ of laws ensured that everyone knew the laws and that judges did not apply the laws differently to different people.

5. ________________ are people who make laws.

6. When people disagree with one another about the value of their laws, we can say that the laws are ________________.

7. People who do not have all the facts about a law sometimes make ________________ that are not correct.
Word Family Activity

Word Chart

Directions: Fill in the chart with the correct word forms.

Remember: Sometimes the noun and verb have the same form. A verb is a word that is used to describe an action, experience, or state of being. Examples include govern, attempt, and seem. Sometimes the noun and the verb forms are the same.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>abandonment</td>
<td>assume</td>
</tr>
<tr>
<td></td>
<td>debate</td>
</tr>
<tr>
<td></td>
<td>document</td>
</tr>
<tr>
<td></td>
<td>legislate</td>
</tr>
<tr>
<td>pursuit</td>
<td></td>
</tr>
<tr>
<td>belief</td>
<td></td>
</tr>
</tbody>
</table>

(continued)
Word Building Activity

Words in Context

Directions: In each sentence below, circle the word that has the same meaning as the underlined word.

1. The traditional story is that twin brothers named Romulus and Remus, who founded the city of Rome, were left as boys near the Tiber River. Their parents (abandoned / kept) them.

2. Italy has a characteristic shape: it looks like a high-heeled boot jutting into the sea. This (distinctive / unnoticeable) shape makes it easy to find Italy on a map.

3. Rome’s most important lawmaking body was the Senate. This (legislative / weak) organization was a select group of 300 men who came from wealthy families and who served for life.

4. By the 200s B.C., the Senate could also hold heated discussions on important issues and approve building programs. These (debates / talks) often led to new laws.

5. The five “good emperors” were among the most devoted and able rulers in Rome’s history. They were so (capable / useless) that they accomplished a great deal.

6. In his will, Caesar adopted Octavian as his son and made Octavian his heir—a position that Antony had believed would be his. Antony (assumed / doubted) that he would inherit Caesar’s wealth and title.

7. Augustus wrote a historical record describing his accomplishments. His (document / folktale) is about his military leadership.

8. Writing the laws down to show them to the public ensured that everyone knew the laws. The public (display / hiding) of laws also ensured that judges did not apply the laws differently to different people.

9. The rise of the Roman Republic was a sign of the beginning of a new chapter in Rome’s history. It (kept secret / marked) the establishment of a great empire.

10. An unusual feature of the Roman Republic was the office of the ruler. The Roman (dictator / slave) had complete control but served the people and ruled on a temporary basis during emergencies.
Word Usage Activity

Prefixes

Word Usage Note: Prefixes
A prefix comes before the root or base form of a word and changes the word’s meaning. For example, when un- is added to the word happy, the new word unhappy means the opposite of the original word. A number of other prefixes have the meaning not.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis-</td>
<td>disbelief, disagree, dishonest</td>
</tr>
<tr>
<td>il-</td>
<td>illegal, illogical, illiterate</td>
</tr>
<tr>
<td>im-</td>
<td>immature, impossible, impolite</td>
</tr>
<tr>
<td>in-</td>
<td>inability, inconsiderate, incorrect</td>
</tr>
<tr>
<td>ir-</td>
<td>irregular, irresponsible, irreversible</td>
</tr>
<tr>
<td>non-</td>
<td>nonsense, nonsmoker, nonstop</td>
</tr>
<tr>
<td>un-</td>
<td>unclear, unlike, untie</td>
</tr>
</tbody>
</table>

Directions: Circle the correct word to complete the following sentences.

1. Once the Roman emperor decided to increase his control of others, his decision was (reversible / irreversible); in other words, it could not be changed.

2. Poverty, corruption, (unemployment / employment), crime, and violence are problems that the Romans struggled with 2,000 years ago.

3. The plebeians became (unhappy / happy) with the patricians—rich people who owned large farms, ran the Senate, and held the most powerful government jobs.

4. (Honest / Dishonest) officials stole money, and the gap between rich and poor grew.

5. After Nero committed suicide, Rome passed through a period of (disorder / order) and chaos until Vespasian, a general and one of Nero’s proconsuls, took the throne.

6. Some found it (possible / impossible) to live in such chaos and moved to the countryside.

7. As the Romans took over more lands, they realized that new rules were needed to solve legal problems between those who could vote and (non-citizens / citizens).
8. The Roman Empire’s prosperity did not reach all of its people and resulted in ongoing (inequality / quality).

9. Many plebeians were (satisfied / dissatisfied) with the inequality.

10. Although it took many years to establish the Roman Empire, eventually it (disappeared / appeared).

Text Analysis Activity

Dependent Clauses

Language Usage Note: Dependent Clauses

A dependent clause is a group of words with both a subject and a verb. Unlike a simple sentence, however, a dependent clause cannot stand alone. Subordinating conjunctions join a dependent clause to a simple sentence.

<table>
<thead>
<tr>
<th>Subordinating Conjunction</th>
<th>Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>after as before when</td>
<td>explains when an event happened</td>
<td><em>When</em> Rome’s territory grew, the army gained political power.</td>
</tr>
<tr>
<td>because</td>
<td>gives a reason</td>
<td>In battle, tall poles with symbols helped keep units together, <em>because</em> the soldiers could see them above the action.</td>
</tr>
<tr>
<td>although</td>
<td>shows a contrast</td>
<td><em>Although</em> he probably could have continued ruling, Cincinnatus did not want power.</td>
</tr>
</tbody>
</table>
**Directions:** Underline five dependent clauses in the passage below. Circle their five subordinating conjunctions.

One of Rome’s chief gifts to the world was its system of law. Before Rome adopted the Twelve Tables in about 451 B.C., Rome’s laws were not written down. Plebeians demanded that the laws be put in writing for everyone to see, because they claimed that patrician judges often favored their own class.

Although at first the patricians disagreed, they finally agreed. They had the laws carved on bronze tablets that were placed in Rome’s marketplace, or the Forum. After the Twelve Tables were adopted, they became the basis for all future Roman laws. They established the principle that all free citizens had the right to be treated equally by the legal system.

The Twelve Tables, however, applied only to Roman citizens. As the Romans took over more lands, they realized that new rules were needed to solve legal disputes between citizens and non-citizens. They created a collection of laws called the Law of Nations. It stated principles of justice that applied to all people everywhere.
**Language Usage Activity**

**Articles**

**Language Usage Note: Articles**

_The_ is called a definite article and is used with singular or plural nouns when writing or speaking about a specific item.

_The Senate_ would appoint dictators in times of great danger.

_As soon as the danger was past, Roman dictators gave up their power._

_The officials_ found Cincinnatus plowing his fields.

_A_ and _an_ are called indefinite articles and are used with singular nouns when writing or speaking about a noun that is not specific or is mentioned for the first time. _An_ appears before nouns that begin with a vowel sound (A, E, I, O, and U), and _a_ appears before nouns that begin with all other sounds.

_A farmer_ was one of Rome’s earliest dictators.

_An army_ defeated Rome’s enemy.

**Directions:** Circle the articles that modify the underlined nouns. Some nouns and articles may be separated by adjectives that modify the nouns.

The best-known early Roman _dictator_ is Cincinnatus. About 460 B.C., a powerful _enemy_ had surrounded a Roman _army_. Officials decided that the _crisis_ called for a _dictator_ and that Cincinnatus was the _man_ for the job. The officials found Cincinnatus plowing his fields. A loyal and devoted _citizen_, Cincinnatus left his farm and gathered an _army_. He quickly defeated the _enemy_ and returned to Rome in triumph.
While Rome developed its government, it also faced many challenges abroad. The Romans had completed their conquest of Italy. However, they now faced powerful rival in the Mediterranean area. This enemy was the state of Carthage on coast of North Africa. The Phoenicians had founded it around 800 B.C. As you learned earlier, Phoenicians were sea traders from Middle East.

Carthage ruled unique trading empire that included parts of northern Africa and southern Europe. By controlling the movement of goods in this region, Carthage made itself largest and richest city in western Mediterranean.

Both Carthage and Rome wanted to control island of Sicily. In 264 B.C. the dispute brought the two powers to blows. The war that began in 264 B.C. is called First Punic War. Punicus is the Latin word for “Phoenician.” The war started when the Romans sent army to Sicily to prevent a Carthaginian takeover. The Carthaginians, who already had colonies on the island, were determined to stop this invasion.

Up until then, the Romans had fought their wars on land. However, they soon realized they could not defeat sea power like Carthage without a navy. They quickly built a large fleet of ships and confronted their enemy at sea. The war dragged on for more than 20 years. Finally, in 241 B.C., Rome crushed Carthage’s navy off coast of Sicily. Carthage was forced to leave Sicily and pay a huge fine to Romans. The island then came under Roman rule.
Chapter 10

Roman Civilization

A Pre-Reading Activity

Improving Reading Comprehension

Directions: Before reading the passage called “Roman Literature” on page 462, answer the following questions.

1. Roman writers borrowed many of their ideas from the Greek writers that you read about in earlier chapters. What in Greek literature might have appealed to Romans?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. In the U.S. we have laws protecting artistic and intellectual work, so that no one else can take credit for or profit from them. These are called copyright laws. Do you believe such laws are important and necessary? Why or why not?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(continued)
Word Building Activity

Paraphrases

Directions: Before reading the passage about Roman literature, read the definitions of the words below. Then, circle the best paraphrase of the given sentence.

Remember: When you paraphrase a sentence, you express the sentence in a way that is easy to understand but also keeps the meaning of the original sentence.

based (v.): used as a starting point
composed (v.): put together, wrote down, created, especially in poetry or music
drew (v.): got an idea or a form from someplace else
envy (n.): jealousy, an emotion in which a person wants to be like someone or have something that person has
epic (adj.): full of action, bravery, and excitement
express (v.): to show
inspiration (n.): something that encourages you to do good work
looked to (v.): went to something or someone for ideas and leadership
model (n.): pattern
poked fun at (v.-slang): laughed at
work (n.): body of writing or other creative products

1. Roman authors based much of their writing on the writing of Greek writers.
   a. Roman authors used a lot of the ideas of Greek writers.
   b. When Roman authors wrote, they thought about Greek writing.
   c. Roman authors enjoyed reading Greek writing.

2. Greek works influenced Roman literature.
   a. Greek writing had an effect on Roman workers.
   b. Greek writing had an effect on Roman literature.
   c. Greek workers had an effect on Roman literature.

3. The Roman writer Virgil drew some of his ideas from Homer’s Odyssey.
   a. Virgil made pictures out of Homer’s ideas.
   b. Virgil took some of his ideas from Homer’s Odyssey.
   c. Virgil liked to read Homer’s Odyssey.

(continued)
4. Virgil wrote an epic poem.
   a. Virgil wrote a poem that was later set to music.
   b. Virgil wrote a poem about exciting and brave acts or deeds.
   c. Virgil wrote a poem about interesting men and women who lived in Rome.

5. The Roman poet Horace looked to Greek literature for inspiration.
   a. Horace was motivated by Greek literature.
   b. Horace liked to read Greek literature.
   c. Horace enjoyed going to Greece.

6. Using Greek models, the poet Horace wrote satires.
   a. A poet named Horace ate Greek food when he wrote his satires.
   b. A poet named Horace used Greek writing as patterns when he wrote his satires.
   c. A poet named Horace was very influenced by Greek writing.

7. Satires poked fun at human weaknesses.
   a. Satires weakened the ability of people to have fun.
   b. Satires made people sad because they talked about the problems human beings have.
   c. Satires made people laugh at the weak points of human beings.

8. Horace also composed odes.
   a. Horace also read odes.
   b. Horace also wrote odes.
   c. Horace also talked about odes.

9. Odes are poems that express strong emotions about life.
   a. Odes discuss emotions such as love, hate, sadness and jealousy.
   b. Odes show people how to be happy.
   c. Odes give people useful information about life.

10. The poet Catullus wrote short poems about love, sadness, and envy.
    a. Catullus wrote long, emotional poetry.
    b. Catullus wrote short poems about the strong emotions of love, sadness, and jealousy.
    c. Catullus expressed strong emotions such as love, sadness, and hate in his short poems.
**Text Analysis Activity**

**Understanding Definitions**

**Text Analysis: Learning New Vocabulary**

As you read, you may find words that you don’t know. Many times authors realize they are using new and complicated words, so they put definitions of these words into their writing. By reading and understanding the definitions of these new words, you will expand your vocabulary and make future reading much quicker and easier.

As you read the following examples, notice how the definitions of the new words may appear before the new word, after the new word, between dashes, in a separate sentence, or between commas. The new words are italicized and their definitions are underlined.

Rows of arches were often built against one another to form a **vault** (vawlt), or curved ceiling.

The Romans were the first people to invent and use **concrete**, a mixture of volcanic ash, lime, and water. When it dried, this mix was as hard as rock.

At its center was the **Forum** (fohr • um). This was an open space that served as a marketplace and public square.

Many different **Germanic groups** existed—Ostrogoths, Visigoths, Franks, Vandals, Angles, and Saxons. They came from the forests and marshes of northern Europe.

Instead of foot soldiers, the Byzantine army came to rely on **cavalry**—soldiers mounted on horses.

**Directions:** Circle the definitions of the underlined words in the sentences below.

1. Some older boys did go to schools, where they learned reading, writing, and **rhetoric**, or public speaking.

2. The Romans began to **barter**, or exchange goods without using money.

3. Rome also began to suffer from **inflation**, or rapidly increasing prices.

4. From Asia, ships and caravans brought **luxury goods**—spices, gems, metals, and cloth—to Constantinople.

5. **Mosaics** are pictures made from many bits of colored glass or stone.

6. A **regent** is a person who stands in for a ruler who is too young or too ill to govern.
7. A plague, or a disease that spreads widely, also took its toll.

8. Called the paterfamilias, or “father of the family,” he had complete control over family members.

9. Galen emphasized the importance of anatomy, the study of body structure.

**Word Usage Activity**

**Understanding Collocations**

Word Usage Note: Understanding Collocations

Some words are expected to go together. Words that go together are called collocations. For example, the word led is usually followed by the word to. If another word is substituted for to, the sentence sounds strange and is incorrect:

A number of other factors led to a greatly weakened Roman Empire.

Other collocations include the following:

- **believe in something**
  - Constantine believed in Christianity.

- **be victorious in battle**
  - Constantine’s army was victorious in battle.

- **have an impact on**
  - Latin had an impact on future languages.

**Directions:** Complete the following sentences by filling in the blank with the appropriate word.

1. The Byzantines developed a rich culture based
   
   _____________ Roman, Greek, and Christian ideas.

2. Greeks made _____________ the empire’s largest group, but many other peoples were found within the empire.

3. Constantinople’s success was its location. It lay
   
   _____________ the waterways between the Black Sea and the Aegean Sea.

4. Lying _____________ a peninsula, Constantinople was easily defended.

5. Byzantine political and social life also were based
   
   _____________ that of Rome.
6. Even though Constantine had many political and religious successes, his life was filled ____________ controversy.

7. Fausta accused Constantine’s eldest son Crispus ____________ crimes.

8. Fausta lied because she wanted her own son to be ____________ line for the throne.

9. Constantine believed freedom ____________ religion was important for the success of his empire.

---

**Word Meaning Activity**

**Frequently Confused Words**

Word Usage Note: Frequently Confused Words

*advice* and *advise*

Because the words *advice* and *advise* are spelled similarly, they can easily be confused in writing. They also have similar meanings. *Advice* is a noun that means an opinion you give a person about what the person should do. *Advise* is a verb that means to tell a person what the person should do.

Theodora did her best to *advise* Justinian well. As a result, Justinian took Theodora’s *advice*.

**Directions:** Choose *advice* or *advise* to complete the following sentences correctly. You may need to add –ed endings.

1. Theodora’s mother ____________ Theodora to become an actress.

2. In his writings, Justinian said he asked for Theodora’s ____________ on laws and policies.

3. Justinian took Theodora’s ____________ to stay in the city and crush the uprising.

4. Justinian thought that the way Theodora ____________ him was very helpful.

5. In return, he offered her good ____________.

6. He ____________ her on many matters.

(continued)
**Word Usage Activity**

**Spelling**

**Word Usage Note: Spelling**

Here is a list of commonly misspelled words:

<table>
<thead>
<tr>
<th>Absolutely</th>
<th>Available</th>
<th>Immortal</th>
<th>Rhetoric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance</td>
<td>Christian</td>
<td>Innocent</td>
<td>Similar</td>
</tr>
<tr>
<td>Although</td>
<td>Counterfeit</td>
<td>Official</td>
<td>Soldier</td>
</tr>
<tr>
<td>Architecture</td>
<td>Civilization</td>
<td>Plague</td>
<td>Technique</td>
</tr>
</tbody>
</table>

**Directions:** Write the letter of the word that is correctly spelled in the blank.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>______</td>
<td>retoric</td>
<td>______</td>
</tr>
<tr>
<td>2.</td>
<td>______</td>
<td>plage</td>
<td>______</td>
</tr>
<tr>
<td>3.</td>
<td>______</td>
<td>available</td>
<td>______</td>
</tr>
<tr>
<td>4.</td>
<td>______</td>
<td>innocent</td>
<td>______</td>
</tr>
<tr>
<td>5.</td>
<td>______</td>
<td>similar</td>
<td>______</td>
</tr>
<tr>
<td>6.</td>
<td>______</td>
<td>absolutely</td>
<td>______</td>
</tr>
<tr>
<td>7.</td>
<td>______</td>
<td>Cristian</td>
<td>______</td>
</tr>
<tr>
<td>8.</td>
<td>______</td>
<td>civilazation</td>
<td>______</td>
</tr>
<tr>
<td>9.</td>
<td>______</td>
<td>although</td>
<td>______</td>
</tr>
<tr>
<td>10.</td>
<td>______</td>
<td>cirkumstance</td>
<td>______</td>
</tr>
<tr>
<td>11.</td>
<td>______</td>
<td>counterfeit</td>
<td>______</td>
</tr>
<tr>
<td>12.</td>
<td>______</td>
<td>immortal</td>
<td>______</td>
</tr>
<tr>
<td>13.</td>
<td>______</td>
<td>arcquiteceter</td>
<td>______</td>
</tr>
<tr>
<td>14.</td>
<td>______</td>
<td>tecnic</td>
<td>______</td>
</tr>
<tr>
<td>15.</td>
<td>______</td>
<td>oficial</td>
<td>______</td>
</tr>
</tbody>
</table>
Language Usage Activity

Sentence Structure – Subjects and Predicates

Directions: Underline and label the subject and predicate in each sentence below. Study the example before you begin.

Example:
The paterfamilias or father arranged his children’s marriages.

subject predicate

1. Poor Romans could not afford to send their children to school.

2. Wealthy Romans hired tutors to teach their young children at home.

3. Some older boys did go to schools.

4. They learned reading, writing, and rhetoric, or public speaking.

5. Older girls did not go to school.

6. They studied reading and writing at home.

7. They learned household duties.
Language Usage Activity

Identifying Dependent Clauses

Language Usage Note: Identifying Dependent Clauses
A dependent clause contains a subject and a verb. It depends on the rest of the sentence to make sense. It can never stand alone as a complete sentence.
When a dependent clause is at the beginning of a sentence, the clause is followed by a comma.
While John studied, Marco played soccer.
Dependent clauses that tell you when something happens begin with these words: after, as, before, until, when, and while.

Directions: Underline 13 dependent clauses in the paragraphs below.

In this story, a pleasant husband and wife are rewarded when they receive special guests into their home.

Philemon and Baucis did not know the two men who knocked on their door, but they offered a warm welcome to the strangers. Jupiter and Mercury were dressed as poor men. When the strangers arrived, Philemon told them that his wife Baucis would cook them dinner.

As Philemon said this, Baucis tugged at his sleeve. There was no food in the house. There was not even any bread. Philemon and Baucis decided that they would cook their pet goose, Clio. Because guests are a blessing sent by the gods, they must be fed. After Philemon fetched his sharp ax, Baucis began to chase the goose.

While Jupiter sat back in his chair waiting patiently for dinner, he asked Mercury whether they should help. Mercury replied that they should simply wait until Philemon and Baucis killed the goose.

When Philemon chased the goose with an ax, a wild goose chase began.

“Do you think we should help them?” said Jupiter, as he and Mercury listened to the wild-goose chase. While the goose chase was happening, Jupiter and Mercury were getting hungry.

At last Philemon and Baucis cornered the goose, Clio, against the cottage door. When Philemon raised his ax, Clio ran backward into the shack. Clio ran around the room until she saw Jupiter.

When Clio saw Jupiter, she knew that he was the king of the gods and threw herself on his mercy. Neck outstretched, eyes bulging, she ran straight between his knees and into his lap.

(continued)
“A thousand pardons, friend,” gasped Baucis, crawling in at the door, her hair stuck with goose quills. As Jupiter pet Clio, Clio yelled, “Protect me!” in the language of geese. Jupiter allowed Clio to live. After Philemon and Baucis showed how generous they were, Jupiter decided to build them a beautiful temple.
Chapter 11
THE RISE OF CHRISTIANITY

Word Building Activity

Words in Context

Directions: Study the words and their definitions below before you read the passage called “The Jews and the Romans” on page 501. Then, complete each sentence with the correct word.

instead of (adv.): in the place of something or someone, rather than province (n.): a region within a country with its own government ruled through (v.): controlled or governed, using somebody else as a ruler scattered (v.): spread over an area survive (v.): stay alive, even in bad times turned (something) into (v): changed something from one form into another form united (v.): joined together unity (n.): things combined into an unbroken whole

1. Two great kings, David and Solomon, _________________ all the different groups of Israelites, bringing them all together in a single land called Israel.

2. These two great kings formed a single country. The _________________ of the different groups of Israelites did not last long, however, since Israel divided into two kingdoms: Israel and Judah.

3. Israel’s powerful neighbors destroyed Israel, and its people were _________________, ending up in different places far away from one another.

4. Even though the Jews faced many problems, including frequent attacks, they managed to _________________.

5. In 63 B.C., the Romans took over Judah and governed it. At first, they _________________ Jewish kings.
6. In A.D. 6, during Emperor Augustus’s rule, Judah a Roman province called Judaea.

7. The emperor himself did not rule Judaea. a king, a Roman governor called a procurator, was the ruler.

8. Because the Roman Empire had grown so large, it was divided into sections to make it easier to govern. The procurator ruled over the new of Judaea, which now had become a part of the Roman Empire.

Word Usage Activity

Understanding Words with Multiple Meanings

Word Usage Note: Understanding Words with Multiple Meanings

The word *stable* has different meanings:

a. (adj.) steady and not likely to change, predictable
b. (adj.) calm and reasonable
c. (n.) a building where horses are kept

Directions: Match the above definitions of the word *stable* to the sentences that follow.

1. _____ My friend maintains a stable manner; even in an emergency, he never gets upset.

2. _____ The horses are in the stable.

3. _____ The ladder does not look stable, so you might fall if you are not careful.
Word Usage Activity

Frequently Confused Words

Word Usage Note: Frequently Confused Words

Accept and except have very different meanings. They can be easily confused because of their similar pronunciation.

Accept is a verb that means to take something that someone offers you. Greek-speaking Christians would not accept the pope’s authority over them.

Except is a preposition that is used to show the things or people who are not included.

Many emperors, except Emperor Leo III, believed that icons were symbols of God’s presence in daily life.

Except is also a conjunction that is used to show that the statement that has just been made is not true for everyone or for every thing. Everyone in Israel was destroyed, except the Jews survived.

Directions: Fill in the blanks with accept or except.

1. The people could not ________________ the truth.

2. On that particular day, everyone went to the sea, ________________ the slaves who stayed in the countryside.

3. Small groups in the Greek-speaking cities of the eastern Mediterranean would ________________ the message of Jesus.

4. The shop was open each day ________________ Friday.

5. The people had to ________________ the changes in the rules.

(continued)
Language Activity

Appositives

Language Usage Note: Appositives

Commas are used to set off appositives, additional information in a sentence that renames nouns. The sentence is complete and understandable without the information that has been set off with commas. The appositives in the sentences below are underlined:

The word Christ comes from Christos, the Greek word for "messiah."

Christos = the Greek word "messiah"
The chief Jewish priest in Jerusalem then sent him to Damascus, a city in Syria, to stop Christians in the city from spreading their ideas.

Damascus = a city in Syria

Directions: Add commas to the sentences below to set off the appositives. Study the example before you begin.

Example:
The Jews, the people of Judah, survived difficult times.

1. The reports of Jesus’ resurrection from the dead led to a new religion Christianity.

2. In Judaea, a new religion Christianity had begun.

3. Apostles early Christian leaders played an important role in the growth of Christianity.

4. The belief that one God existed in three persons, the Father, Son, and Holy Spirit, was known as the Trinity a word meaning “three.”

5. During the 900s B.C., two great kings David and Solomon created the kingdom of Israel.

6. Jesus was charged with treason disloyalty to the government.

7. Christians buried their dead beneath the city of Rome in catacombs a series of dark, cold, stench-filled tunnels.

8. Augustine moved to several cities, often teaching rhetoric the art of speaking.

9. The head of the Western Roman Empire the pope became the strongest leader in Western Europe.

10. In the A.D. 700s, a major argument divided the Church in the Byzantine Empire over the use of icons pictures or images of Jesus, Mary (the mother of Jesus), and the saints.
Word Building Activity

Pronunciation

Word Usage Note: Pronunciation

All words in English have stress. Stress is when certain words or certain parts of a word are more forceful or louder than other words or parts of words. For example, in the word awful, the first syllable is stressed [‘aw ful], while in the word dramatic, the second syllable is stressed [dra ‘ma tic]. If the wrong syllable is stressed, people have difficulty understanding what you are saying. In fact, some words may be nouns, verbs, or adjectives depending on the syllable that is stressed.

conflict
(n.): disagreement
The conflict pointed out the differences in how each church felt about relations with the government. [‘con flict]
(v.): to disagree
Their ideas conflict. [con flict’]

record
(v.): to write down information so that it can be looked at in the future
Church leaders recorded the life of Christ. [re ‘corded]
(n.): information that can be studied later
Church leaders preserved a written record of the life of Jesus and put together a group of writings to help guide Christians. [re ‘cord]

In cases like these, verbs are usually stressed on the second syllable and the adjective or noun is usually stressed on the first syllable.

Some other words that follow this same pattern are:
increase, permit, progress, suspect, contrast, import, insult

Directions: Circle the syllable or part of the word that is stressed in the underlined words below.

1. The Jews and the Christians contrast in their belief about Jesus and his message.

2. The contrast between the Roman Catholic Church and the Eastern Orthodox Church was large.

3. A conflict grew during the time of the Roman Empire.

4. The beliefs of the Roman Catholic Church and the Eastern Orthodox Church conflict.
5. Christians would not permit their dead bodies to be burned, which was the Roman custom.

6. The Romans would not give a permit to anyone to bury their dead aboveground.

7. Christianity influenced the progress of the Roman Empire.

8. The expansion of Christianity in Western Europe would progress fairly steadily over time.

**Word Usage Activity**

**Spelling**

Word Usage Note: Spelling

Two-Syllable Words Ending in –ed

You often double the final consonant when you add –ed to a two-syllable word that has stress on the final syllable.

admít – admitted
occúr – occurred

**Directions**: Decide whether the words below should have a double final consonant before –ed. Check (✓) the appropriate column.

<table>
<thead>
<tr>
<th></th>
<th>Double the last consonant</th>
<th>Do not double the last consonant</th>
</tr>
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<tbody>
<tr>
<td>1. occur</td>
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<td>2. refer</td>
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<td>3. wonder</td>
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<td>10. permit</td>
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<td>11. regret</td>
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<td></td>
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<tr>
<td>12. equip</td>
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</tr>
</tbody>
</table>
Word Usage Activity

Spelling

**Directions:** Write the correct past tense form of the words in parentheses in the blanks.

1. Tribes from what are today Germany and Denmark invaded Britain. The invasion ____________ (occur) in the A.D. 400s.

2. The tribes were ____________ (refer) to as Angles and Saxons. They united to become the Anglo-Saxons.

3. The Celts ____________ (regret) the Anglo-Saxon invasion.

4. They ____________ (permit) the Anglo-Saxons to take over their territory.

5. The Anglo-Saxons soon pushed aside the Celts and ____________ (control) the southern parts of Britain.

6. They ____________ (excel) at pushing the Celts into the mountainous regions of Britain and Ireland.
**Language Usage Activity**

**Transitions**

Language Usage Note: More Transitions

Writers use transitions to move from one idea to another. Because a transition begins a new sentence or a new clause, it comes after a period (.) or a semi-colon (;).

<table>
<thead>
<tr>
<th>Transition</th>
<th>Purpose</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>nevertheless, however, nonetheless, on the other hand, in spite of, instead</td>
<td>to show contrast</td>
<td>As the church’s organization grew, women were not permitted to serve in the clergy. However, as members of the laity, they continued to care for the sick and needy.</td>
</tr>
<tr>
<td>also, in addition, furthermore, moreover</td>
<td>to add information</td>
<td>The pope believed that he had the authority of Peter, Jesus’ leading disciple. Also, his diocese was in Rome, the capital of the empire.</td>
</tr>
<tr>
<td>therefore, consequently, thus</td>
<td>to show cause and effect</td>
<td>Roman law did not allow bodies to be buried above-ground. Therefore, starting in the A.D. 100s, Christians buried their dead beneath the city of Rome in a series of dark, cold, stench-filled tunnels called catacombs.</td>
</tr>
</tbody>
</table>

**Directions:** Study the chart of transitions and their uses. Then, fill in the blanks with one of the transitions from the chart above. Choose at least one transition from each row.

1. Benedict thought that laziness and inactivity was not good for the soul. ________________, he thought that the brethren in the monasteries should keep busy, doing manual labor or reading religious writing.

2. David and Solomon united the Israelites; ________________, his unity did not last long.
3. Jesus urged people to turn from their sins.

_________________________, he told them that following Jewish religious laws was not as important as having a relationship with God, whom Jesus referred to as his Father.

4. Jesus’ disciples, reported seeing Jesus after he had died on the crucifix. __________________, the disciples pointed to his empty tomb as proof that Jesus was the messiah.

5. Like the Jews, Christians believed in the God of Israel and studied the Hebrew Bible. __________________, most Christians came to believe that the one God existed in three persons: Father, Son, and Holy Spirit.
Chapter 1

1-A.
1. Answers will vary but might include weather conditions and the isolation of his location.
2. Answers will vary but might include living conditions, eating habits, tools, and clothing.

1-B.
1. T
2. T
3. F
4. F
5. F
6. T
7. T
8. T
9. T
10. F

1-C.
- advances
- creation
- flint
- pieces
- humans
- flakes
- tools

1-D.
1. for
2. up
3. on
4. to
5. for
6. off
7. on
8. of

1-E.
1. mathematical
2. technological
3. political
4. historical
5. archaeological
6. mythological

1-F.
Answers will vary but should include facts about the location of Mesopotamia, problems with flooding, and the successful irrigation system.

Chapter 2

2-A.
1. Answers will vary but might include information learned from previous chapters or references to current social class structures in the United States or other countries.
2. Answers will vary but might include different aspects of everyday life like work, food, clothing, etc.

2-B.
1. A
2. S
3. S
4. A
5. S

2-C.
1. a
2. b
3. b
4. c
5. c
6. a

2-D.
1. a
2. c
3. b

2-E.
1-5. Answers will vary but should reflect correct use of the terms.

2-F.
1. they; him
2. They; he
3. They; it
4. he
5. he; me
6. (them); I; you; him
7. (him)
2-G.
1. This body of water
2. They
3. They; they
4. another
5. They
6. group within the middle class; they
7. largest group of early Egyptians; some; most; they
8. some; others

2-H.
1. geologists
2. geologists
3. geographers
4. geologists
5. geographers
6. geographers
7. geographers
8. geologists

2-I.
1. gradually
2. simply
3. willingly
4. entirely
5. tightly
6. truly
7. rarely
8. painstakingly

3-A.
1. descended from
2. descendant
3. drought
4. livestock
5. survive
6. enslaved
7. rebellion
8. desperate

3-B.
1. T
2. F
3. T
4. T
5. F
6. T
7. F
8. T
9. T
10. F
11. T
12. T
13. T
14. F
15. F

3-C.
1. Furthermore
2. However
3. Furthermore
4. However

3-D.
1. expand
2. symbol
3. convinced
4. occupy
5. removed
6. conduct

3-E.
1. splendid
2. temple
3. proverbs
4. taxed
5. especially
6. neighboring
7. rebelled
8. capital
9. founded
10. Jerusalem

3-F.
live; die; replace; decide; arrive; believe; want

3-G.
1. built
2. spread
3. met
4. gave
5. left
6. began
7. went
8. was
9. hid
10. found
11. grew
12. saw
13. heard
3-H.
1. Answers will vary but can include: yesterday; the day before yesterday; last week; last month; a few minutes ago
2. Answers will vary but can include: yesterday; the day before yesterday; last week; last month; a few minutes ago
3. Answers can include: in the past; long ago
4. Answers can include: during the 1800s B.C.; in the past; long ago
5. Answers can include: in ancient Israel; in the past; long ago

Chapter 4

4-A.
1. Answers will vary but should reflect understanding of the word monsoon.
2. Answers will vary but should reflect understanding of floods.

4-B.
1. b
2. c
3. a
4. a
5. c
6. b
7. a
8. a
9. c
10. a

4-C.
1. F
2. T
3. T
4. F
5. F
6. T

4-D.
1. houses
2. lanes
3. conveniences
4. residents
5. services
6. cities
7. lives
8. stories
9. knives
10. wives

4-E.
1. b
2. c
3. d
4. e
5. a

4-F.
1. a
2. b
3. b

4-G.
1. N
2. N
3. C
4. C
5. N
6. N
7. C
8. N
9. N
10. N
11. C
12. N

4-H.
weathers ⇒ weather
wheats ⇒ wheat
rices ⇒ rice
waters ⇒ water
poetries ⇒ poetry
violences ⇒ violence

Chapter 5

5-A.
1. F
2. T
3. T
4. F
5. F
6. T
7. T
8. T
9. T
10. T
5-B.
1. talented scholar
2. Exalted Emperor
3. enslaved people
4. talented people
5. invented waterwheels
6. embroidered clothes
7. high-priced goods
8. departed family

5-C.
1. leading civilization
2. writing systems
3. farming tools
4. warring states
5. farming methods
6. writing system
7. building block
8. teaching career
9. neighboring states
10. growing empire
11. growing information

5-D.
1. route
2. tax
3. allowed
4. right
5. taught
6. son
7. based
8. whole
9. made
10. raise
11. past
12. passed
13. build
14. close
15. urns

5-E.
1. in
2. to
3. to
4. in
5. in
6. for
7. to
8. of
9. of
10. with

5-F.
Answers may vary slightly.
1. Confucius did not want to work as an apprentice, for he wanted to work as a government official.
2. Confucius wanted to use his position to improve society, so he finally obtained a government position.
3. Confucius wanted the Chinese to return to the beliefs and rituals of their ancestors, but many people no longer held traditional views.
4. Confucius did not write down his ideas, so his followers later collected his sayings into a book.

5-G.
ought to; must put; should give; should give; should give; should give; had to set; would respect; would prosper

Chapter 6

6-A.
1. Answers will vary but should show students’ awareness of the amount of their free time.
2. Answers will vary but should reflect knowledge gained from previous chapters.

6-B.
1. coastal
2. canals
3. homeland
4. irrigation
5. shortage
6. engineers
7. goods
8. exchanged
9. expanded

6-C.
1. resourceful
2. predict
3. revealed
4. invented
5. designed
6. achievements
7. significant

6-D.
careful; effective; smart; efficient; successful; winning; resourceful; hard-working; dependable; unbeaten
6-E.
1. a
2. b
3. a

6-F.
1. in; during
2. around; about
3. around; about
4. in
5. from
6. in
7. around; about
8. during
9. in; around; about
10. In
11. On
12. in

6-G.
1. science
2. achieve
3. ancient
4. belief
5. weigh
6. brief
7. friend
8. patience
9. priest
10. receive

6-H.
1. period when temperatures dropped sharply
2. predict
3. gave
4. disappeared from the earth
5. an image of god
6. symbols representing sounds, words, or ideas

Chapter 7

7-A.
1. a
2. a
3. b
4. c
5. b
6. a
7. b
8. a

7-B.
1. were building
2. were plotting
3. was facing
4. were writing

7-C.
Answers may vary but should show correct use of the past progressive:
1. Greeks were defeating
2. Greek women were raising
3. People were writing
4. Spartans were building

7-D.
Answers may vary.
1. While
2. At that time
3. At the time
4. As
5. in ancient Greece

7-E.
Answers may vary.
1. Spartans emphasized military training, which was different from the Athenian focus on learning.
2. Spartan women were trained to fight and this training was very different from the women of Athens.
3. Spartan boys were different from boys in Athens; they did not live with their families.

7-F.
1. prouder
2. stronger
3. faster
4. more well-rounded
5. more democratic
6. more prepared
7. more important
8. most powerful
9. richest

7-G.
1-5. Answers will vary but should be accurate and show correct usage of the underlined words.

7-H.
1. ugliest
2. more beautiful
3. sooner
4. easiest
5. hottest
6. more special
7. nosiest
8. most interesting
9. sadder
10. strangest
11. worst
12. happiest

Chapter 8

8-A.
1. traditional
2. goddesses
3. affected
4. temples
5. impressive
6. gods

8-B.
“The Dogs and the Fox”; “The Lion and the Mouse”; “The Tortoise and the Hare”; Aesop’s Fables

8-C.
1. known
2. fables
3. stories
4. flaws
5. moral
6. tortoise
7. turtle
8. hare
9. halfway
10. meanwhile

8-D.
1. However
2. As a result
3. As a result
4. However
5. As a result
6. As a result
7. However
8. However

8-E.
1. of wisdom
2. of learning and culture
3. Under Pericles; of culture
4. of beauty
5. of actions; in a fixed way

8-F.
1. count
2. prince
3. giant
4. god
5. lion
6. priest
7. emperor

8-G.

<table>
<thead>
<tr>
<th>A. Compound Word</th>
<th>B. First Word</th>
<th>C. Second Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>background</td>
<td>back</td>
<td>ground</td>
</tr>
<tr>
<td>bloodthirsty</td>
<td>blood</td>
<td>thirsty</td>
</tr>
<tr>
<td>doorstep</td>
<td>door</td>
<td>step</td>
</tr>
<tr>
<td>horseback</td>
<td>horse</td>
<td>back</td>
</tr>
<tr>
<td>lifelong</td>
<td>life</td>
<td>long</td>
</tr>
<tr>
<td>outdoor</td>
<td>out</td>
<td>door</td>
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</tbody>
</table>

8-H.
had ⇒ have
present ⇒ presented
used ⇒ use
had ⇒ has
sings ⇒ sang
introduces ⇒ introduced
used ⇒ use

Chapter 9

9-A.
1. b
2. a
3. b
4. a
5. c
6. b
7. a
8. a
9. a
9-B.
1. distinction
2. policy
3. capability
4. documentation
5. Legislators
6. debatable
7. assumptions

9-C.
<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
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<tbody>
<tr>
<td>abandonment</td>
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</tr>
<tr>
<td>assumption</td>
<td>assume</td>
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<tr>
<td>debate</td>
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<td>document</td>
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<tr>
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<td>legislate</td>
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<tr>
<td>pursuit</td>
<td>pursue</td>
</tr>
<tr>
<td>belief</td>
<td>believe</td>
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</tbody>
</table>

9-D.
1. abandoned
2. distinctive
3. legislative
4. debates
5. capable
6. assumed
7. document
8. display
9. marked
10. dictator

9-E.
1. irreversible
2. unemployment
3. unhappy
4. dishonest
5. disorder
6. impossible
7. non-citizens
8. inequality
9. dissatisfied
10. disappeared

9-F.
Before Rome adopted the Twelve Tables in about 451 B.C. because they claimed that patrician judges often favored their own case; Although at first the patricians disagreed; After the Twelve Tables were adopted; As the Romans took over more lands

9-G.
The dictator; a enemy; the army; the crisis; a dictator; the man; a citizen; an army; the enemy

9-H.
However, they now faced a powerful rival in the Mediterranean area.
This enemy was the state of Carthage on the coast of North Africa.
As you learned earlier, Phoenicians were sea traders from the Middle East.
Carthage ruled a unique trading empire that included parts of northern Africa and southern Europe.
By controlling the movement of goods in this region, Carthage made itself the largest and richest city in the western Mediterranean.
Both Carthage and Rome wanted to control the island of Sicily.
The war that began in 264 B.C. is called the First Punic War.
The war started when the Romans sent an army to Sicily to prevent a Carthaginian takeover.
However, they soon realized they could not defeat a sea power like Carthage without a navy.
Finally, in 241 B.C., Rome crushed Carthage’s navy off the coast of Sicily.

Chapter 10

10-A.
1. Answers will vary but might include information learned from previous chapters.
2. Answers will vary but should show good reasoning.

10-B.
1. a
2. b
3. b
4. b
5. a
6. b
7. c
8. b
9. a
10. b
10-C.
1. public speaking
2. exchange goods without using money
3. rapidly increasing prices
4. spices, gems, metals, and cloth
5. pictures made from many bits of colored glass or stone
6. a person who stands in for a ruler who is too young or ill to govern
7. a disease that spreads widely
8. “father of the family”
9. the study of body structure

10-D.
1. on
2. up
3. on
4. on
5. on
6. with
7. of
8. in
9. of

10-E.
1. advised
2. advice
3. advice
4. advised
5. advice
6. advised

10-F.
1. c
2. b
3. a
4. c
5. a
6. c
7. c
8. b
9. b
10. c
11. c
12. a
13. c
14. b
15. b

10-G.
1. Poor Romans could not afford to send their children to school.
   subject
   predicate
2. Wealthy Romans hired tutors to teach their young children at home.
   subject
   predicate
3. Some older boys did go to school.
   subject
   predicate
4. They learned reading, writing, and rhetoric, or public speaking.
   subject
   predicate
5. Older girls did not go to school.
   subject
   predicate
6. They studied reading and writing at home.
   subject
   predicate
7. They learned household duties.
   subject
   predicate

10-H.
When the strangers arrived, Philemon told him that his wife Baucis would cook them dinner. As Philemon said this, Baucis tugged at his sleeve. Because guests are a blessing sent by the gods, they must be fed. After Philemon fetched his sharp ax, Baucis began to chase the goose. While Jupiter sat back in his chair waiting patiently for dinner, he asked Mercury whether they should help. When Philemon chased the goose with an ax, a wild goose chase began. “Do you think we should help them?” said Jupiter, as he and Mercury listened to the wild-goose chase. While the goose chase was happening, Jupiter and Mercury were getting hungry. When Philemon raised his ax, Clio ran backward into the shack. Clio ran around the room until she saw Jupiter. When Clio saw Jupiter, she knew that he was the king of the gods and threw herself on his mercy. As Jupiter pet Clio, Clio yelled, “Protect me!” in the language of geese. After Philemon and Baucis showed how generous they were, Jupiter decided to build them a beautiful temple.
Answer Key

Chapter 11

11-A.
1. united
2. unity
3. scattered
4. survive
5. ruled through
6. turned into
7. Instead of
8. province

11-B.
1. b
2. c
3. a

11-C.
1. accept
2. except
3. accept
4. except
5. accept

11-D.
1. The reports of Jesus’ resurrection from the dead led to a new religion, Christianity.
2. In Judaea, a new religion, Christianity, had begun.
3. Apostles, early Christian leaders, played an important role in the growth of Christianity.
4. The belief that one God existed in three persons, the Father, Son, and Holy Spirit, was known as the Trinity, a word meaning “three.”
5. During the 900s b.c., two great kings, David and Solomon, created the kingdom of Israel.
6. Jesus was charged with treason, disloyalty to the government.
7. Christians buried their dead beneath the city of Rome in catacombs, a series of dark, cold, stench-filled tunnels.
8. Augustine moved to several cities, often teaching rhetoric, the art of speaking.
9. The head of the Western Roman Empire, the pope, became the strongest leader in Western Europe.
10. In the a.d. 700s, a major argument divided the Church in the Byzantine Empire over the use of icons, pictures or images of Jesus, Mary (the mother of Jesus), and the saints.

11-E.
1. contrast
2. contrast
3. conflict
4. conflict
5. permit
6. permit
7. progress
8. progress

11-F.

<table>
<thead>
<tr>
<th></th>
<th>Double the last consonant</th>
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<td>4. follow</td>
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<td>5. equal</td>
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</tr>
<tr>
<td>6. control</td>
<td>✓</td>
<td></td>
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<td>7. favor</td>
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</tr>
<tr>
<td>8. travel</td>
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<tr>
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<td>10. permit</td>
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<td></td>
</tr>
<tr>
<td>11. regret</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12. equip</td>
<td>✓</td>
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</tbody>
</table>

11-G.
1. occurred
2. referred
3. regretted
4. permitted
5. controlled
6. excelled

11-H.
1. Answers will vary but could be therefore, consequently, or thus.
2. Answers will vary but could be nevertheless, however, or nonetheless.
3. Answers will vary but could be also, in addition, furthermore, or moreover.
4. Answers will vary but could be furthermore or moreover.
5. Answers will vary but could be however or on the other hand.