ABOUT THE AUTHOR

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Dear Social Studies Student,

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

Note-Taking and Student Success

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

The Cornell Note-Taking System

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

The Importance of Graphic Organizers

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

Research-Based Vocabulary Development

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

**Writing Prompts and Note-Taking**

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

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

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

I hope you have a successful school year.

Sincerely,

Douglas Fisher
Chapter 1, Section 1
Life in Ancient Rome
(Pages 136–143)

Main Idea
Setting a Purpose for Reading Think about these questions as you read:
• How did Augustus create a new era of prosperity?
• What ideas did the Romans borrow from the Greeks?

Reading Strategy
As you read pages 137–143 in your textbook, complete this Venn diagram to show similarities and differences between Roman culture and Greek culture.
Augustus paved the way for 200 years of peace and prosperity. Why do you think the Roman Empire remained at peace even with weak emperors such as Caligula and Nero?

Define or describe the following term from this lesson.

Explain why this person is important.

What did Augustus do to make the empire safer and stronger?
Roman historians took different views of the Roman Empire. After you read the entire passage, read the views of Livy and Tacitus again (page 140). Now you play the historian. Using all you have read and learned about Rome up to this point, write your own view of the empire.

---

Define or describe the following terms from this lesson.

- vault
- satire
- ode
- anatomy
- aqueduct
- Stoicism
Explain why these people are important.

Virgil

Horace

Galen

Ptolemy

Define these academic vocabulary words from this lesson.

distinct

emphasis

How did the Romans improve on Greek ideas in architecture?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did Augustus create a new era of prosperity?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What ideas did the Romans borrow from the Greeks?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Roman culture, government, and religion were heavily influenced by the Greeks. On a separate sheet of paper, write an expository essay describing the Roman influence on modern civilization.
Main Idea

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

Reading Strategy
As you read pages 145–153 in your textbook, complete the diagram showing the causes of the fall of the Roman Empire.

---

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Use the chart below to summarize the reforms made by Diocletian and Constantine.

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

Define or describe the following terms from this lesson.

- inflation
- barter
- reform

Briefly describe the following place.

Constantinople

Define these academic vocabulary words from this lesson.

- stable
- purchase
How did Diocletian try to reverse the decline of Rome?

Rome Falls (pages 149–151)

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

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

2. Why did Germanic groups invade the empire?

3. What happened at the Battle of Adrianople?

4. Who was Alaric?

5. Who was Odoacer?
**People To Meet**

Explain why this person is important.

Theodosius

**Sum It Up**

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

---

**The Legacy of Rome** (pages 152–153)

**Reviewing**

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

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

**Academic Vocabulary**

Define this academic vocabulary word from this lesson.

consider
Which aspects of the Roman Empire are reflected in present-day cultures?

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

Why was the Roman Empire weakened?

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

Research to learn about inflation. On a separate sheet of paper, write an expository essay describing the causes and effects of inflation on the decline of the Roman empire.
Chapter 1, Section 3
The Byzantine Empire
(Pages 156–165)

Main Idea

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

Reading Strategy
As you read pages 157–165 in your textbook, complete this chart to show the
causes and effects of Justinian’s new law code.

Causes

New Code of Laws

Effects
Previewing

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

Places To Locate

Briefly describe the following places.

- Black Sea
- Aegean Sea

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

Sum It Up
## Emperor Justinian (pages 158–159)

### Determining the Main Idea

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

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

### People To Meet

Explain why these people are important.

<table>
<thead>
<tr>
<th>Person</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justinian</td>
<td></td>
</tr>
<tr>
<td>Theodora</td>
<td></td>
</tr>
<tr>
<td>Belisarius</td>
<td></td>
</tr>
<tr>
<td>Tribonian</td>
<td></td>
</tr>
</tbody>
</table>

### Academic Vocabulary

Define this academic vocabulary word from this lesson.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>utilize</td>
<td></td>
</tr>
</tbody>
</table>

### Sum It Up

What did Justinian accomplish during his reign?

<table>
<thead>
<tr>
<th>Accomplishment</th>
<th>Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As you read, look for the reasons for the conflicts that led to the break between the Roman Catholic and Eastern Orthodox churches. Then, after you read, use the chart below to summarize the major reasons for the split.

**Church Conflicts**

Define this academic vocabulary word from this lesson.

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

**Byzantine Civilization (pages 163–165)**

Complete this outline as you read.

**I. The Importance of Trade**

A. 

B. 

**II. Byzantine Art and Architecture**

A. 

B. 
III. Byzantine Women
A. ______________________________________________________
B. ______________________________________________________

IV. Byzantine Education
A. ______________________________________________________
B. ______________________________________________________

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

- **mosaic**
  - ______________________________________________________
  - ______________________________________________________
- **saint**
  - ______________________________________________________
  - ______________________________________________________
- **regent**
  - ______________________________________________________
  - ______________________________________________________
- **stress**
  - ______________________________________________________
  - ______________________________________________________

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

What church is one of Justinian’s greatest achievements?

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

What policies and reforms made the Byzantine Empire strong?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What ideas and beliefs shaped Byzantine culture?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

Research to learn more about icons. On a separate sheet of paper, write a comparative essay describing the arguments for and against the use of icons in the Church of the Byzantine Empire.
Chapter 2, Section 1
The Rise of Islam
(Pages 174–180)

Main Idea

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

Reading Strategy
As you read pages 175–180 in your textbook, complete this diagram to identify the Five Pillars of the Islamic faith.

Five Pillars

[Blank diagram with five sections to be filled in]

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

Define or describe the following terms from this lesson.

oasis

sheikh

caravan

Bedouins

Explain why this group is important.
Briefly describe the following places.

- Makkah
- Kaaba

Define these academic vocabulary words from this lesson.

- intense
- transport

How did geography shape life in Arabia?

Muhammad: Islam’s Prophet (pages 176–177)

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

1. ____________________________________________
   ____________________________________________
   ____________________________________________
2. Briefly describe the following place.

3. Why did Muhammad’s message appeal to the poor?

Islam’s Teachings (pages 179–180)

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

<table>
<thead>
<tr>
<th>What I know about Islam</th>
<th>What I want to learn about Islam</th>
<th>What I learned about Islam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Define or describe the following term from this lesson.

Quran

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

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

How did geography shape the Arab way of life?

What did Muhammad teach?

One of the five pillars of Islam requires each Muslim to pray five times a day facing Makkah. On a separate sheet of paper, write an expository essay explaining the importance of Makkah to Muslims.
Chapter 2, Section 2
Islamic Empires
(Pages 181–189)

Main Idea

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

Reading Strategy
As you read pages 182–189 in your textbook, complete the diagram to show why the Arabs were successful conquerors.

Arabs were successful conquerors
The Spread of Islam (pages 182–184)

Determining the Main Idea

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

Terms To Know

Define or describe the following term from this lesson.

caliph

People To Meet

Briefly describe why these people are important.

Umayyad

Sufi

Places To Locate

Briefly describe the following places.

Damascus

Indonesia

Timbuktu
How did Arabs spread the religion of Islam through trade?

Struggles Within Islam (pages 185–186)

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

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

Terms To Know
Define or describe the following terms from this lesson.

Shiite

Sunni

sultan
Explain why this group is important.

**Abbasids**

Briefly describe the following place.

**Baghdad**

Define these academic vocabulary words from this lesson.

**policy**

**devote**

What is the difference between Shiite and Sunni Muslims?
As you read, fill in the information in the chart below. Use this chart to review information about the Ottoman and Mogul empires.

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

Explain why these people are important.

Suleiman I

Moguls

Akbar

Briefly describe the following place.

Delhi
Define these academic vocabulary words from this lesson.

- style
- impose

How did Constantinople change in 1453?

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

How did Islam spread?

Why did Muslims split into two groups?

Reread the quote by Ibn Khaldun on page 186 in your textbook. On a separate sheet of paper, write a narrative essay in the voice of Khaldun explaining what he means by the phrase “A person who lacks the power to do a thing is never told to do it.”
Chapter 2, Section 3
Muslim Ways of Life
(Pages 190–197)

Main Idea

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

Reading Strategy
As you read pages 191–197 in your textbook, complete this pyramid to show the social classes in the early Muslim world.
Why would language and coins make trade easier for the Muslims? Write your answer in the space below.

Define or describe the following terms from this lesson.

- **mosque**
- **bazaar**

Define this academic vocabulary word from this lesson.

- **widespread**

How did the Muslim rulers give their merchants an advantage?
Before you read, scan the passage looking for information to include in the table below. After you read, add information to complete the table.

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

Define or describe the following terms from this lesson.

- **minaret**
- **crier**

Define this academic vocabulary word from this lesson.

- **innovate**
Explain why these people are important.

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

Briefly describe the following places.

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

What contributions did Muslims make in math and science?

**Key Points**

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

What was Muslim society like?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How did Muslims contribute to science and culture?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Research to learn about how Islam influenced Muslim art. On a separate sheet of paper, write a comparative essay describing the difference between Byzantine and Muslim art.
Chapter 3, Section 1
The Rise of African Civilizations
(Pages 206–214)

Main Idea

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

Reading Strategy
As you read pages 207–214 in your textbook, complete this diagram showing the accomplishments of medieval African civilizations.
As you read, picture yourself in the different parts of the African continent. Complete the chart below with a summary of each part of Africa. As you write, think about what it would be like to explore each of these very different places.

<table>
<thead>
<tr>
<th>Africa’s Geography (pages 207–208)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizing</td>
</tr>
<tr>
<td>Tropics</td>
</tr>
<tr>
<td>Deserts</td>
</tr>
<tr>
<td>Rain Forests</td>
</tr>
<tr>
<td>Mediterranean Sea Coasts</td>
</tr>
</tbody>
</table>

Define or describe the following term from this lesson.

plateau

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

oasis (Chapter 2, Section 1)

Why is the Niger River important?

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

1. 

2. 

3. 

Define or describe the following terms from this lesson.

- griot
- dhow

Define these academic vocabulary words from this lesson.

- fee
Explain why these people are important.

**People To Meet**

- **Sundiata Keita**
- **Mansa Musa**
- **Sunni Ali**

Briefly describe the following places.

**Places To Locate**

- **Benue River**
- **Ghana**
- **Mali**
- **Timbuktu**
Why did West Africa become the center of three large trade empires?

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

How did geography affect the development of African kingdoms?

What factors contributed to the growth of African civilizations?

The Bantu are considered the ancestors of much of Africa. On a separate sheet of paper, write a persuasive essay listing evidence of this common heritage.
Chapter 3, Section 2
Africa’s Religion and Government
(Pages 222–229)

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

Reading Strategy
As you read pages 223–229 in your textbook, complete the diagram to show the characteristics of Swahili culture and language.
As you read, take notes in the space below on the different African religious practices and beliefs. Then answer the question below:

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

Explain why this person is important.

Define this academic vocabulary word from this lesson.

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

<table>
<thead>
<tr>
<th>Growth of Islam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mansa Musa</td>
</tr>
<tr>
<td>Askia Muhammad</td>
</tr>
</tbody>
</table>

Define or describe the following terms from this lesson.

- **sultan**
- **Swahili**

Explain why these people are important.

- **Ibn Battuta**
- **Askia Muhammad**
Briefly describe the following place.

\[
\text{Makkah}
\]

Define these academic vocabulary words from this lesson.

\[
\text{accompany}
\]

\[
\text{element}
\]

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

\[
\text{Quran (Chapter 2, Section 1)}
\]

\[
\text{mosque (Chapter 2, Section 3)}
\]

How did Askia Muhammad gain control of Songhai?
Imagine you are a citizen of Ghana. You have a complaint against your neighbor. You just brought your complaint before the king. Write a paragraph about your meeting with the king. What did you do? What did he do? How did you feel as you approached the king? What was happening around you?

Define or describe the following term from this lesson.

**clan**

Define this academic vocabulary word from this lesson.

**benefit**

How was Mali ruled differently from Ghana?
Now that you have read the section, write the answers to the questions that were included in **Setting a Purpose for Reading** at the beginning of the lesson.

**What religions and beliefs shaped life in Africa?**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**How did African governments develop?**

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

**Islam spread to much of Africa along trade routes. On a separate sheet of paper, write a narrative essay from the perspective of a traditional African ruler deciding whether to convert to Islam.**
Chapter 3, Section 3
African Society and Culture
(Pages 230–237)

Main Idea

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

Reading Strategy

As you read pages 231–237 in your textbook, complete this Venn diagram to show the similarities and differences between the enslavement of Africans in Africa and the enslavement of Africans in Europe.
In West Africa, griots told stories passed down from generation to generation as part of the community's oral history. What stories have been passed down from generation to generation in your family or community? How has this story affected you? Write the story—your oral history—and your response to it in the space below.

Define or describe the following terms from this lesson.

- **extended family**
- **matrilineal**
- **oral history**

Explain why these people are important.

- **Dahia al-Kahina**
- **Nzinga**
Define this academic vocabulary word from this lesson.

bond

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

griot (Chapter 3, Section 1)

How were Bantu families organized?

Slavery (pages 233–234)

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

Define this academic vocabulary word from this lesson.

release
How did exploration change the African slave trade?


African Culture (pages 235–237)

Synthesizing

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


Why did Africans use dance to celebrate important events?


Section Wrap-up

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

What events shaped the culture of medieval Africa?


Chapter 3, Section 3
What effects has African culture had on other cultures around the world?

Africans had enslaved their fellow Africans for centuries before the Portuguese captured their first Africans to sell as slaves. On a separate sheet of paper, write an expository essay about how the slave trade changed in Africa.
Chapter 4, Section 1

China Reunites

(Pages 252–259)

**Main Idea**

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

**Reading Strategy**

As you read pages 253–259 in your textbook, complete this table to show the time periods, most important rulers, and the reasons for decline of the Sui and Tang dynasties.

<table>
<thead>
<tr>
<th></th>
<th>Sui</th>
<th>Tang</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time Period</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Important Rulers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reasons for Decline</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sequencing

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

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

Terms To Know

Define or describe the following terms from this lesson.

warlord

---

---

---

economy

---

---

---

reform

---

---

---

People To Meet

Explain why these people are important.

Wendi

---

---

Empress Wu

---

---
Key Points

Places To Locate

Briefly describe the following place.

Korea


Academic Vocabulary

Define this academic vocabulary word from this lesson.

project


Sum It Up

How did Wendi unite China?


Buddhism Spreads to China (pages 256–257)

Analyze

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

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buddhism spreads to China</td>
<td>Buddhism declines in China</td>
</tr>
</tbody>
</table>
Define or describe the following term from this lesson.

monastery

Define these academic vocabulary words from this lesson.

seek

medical

 Briefly describe the following place.

Japan

Why did some Chinese people dislike Buddhism?

New Confucian Ideas (pages 258–259)

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

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

How did the Sui and Tang dynasties reunite China?

What religious ideas influenced China in the Middle Ages?

Civil service exams were given by the Chinese government to challenge its best students to improve government. On a separate sheet of paper, write a persuasive essay on whether you think their system could have been improved for better results.
Chapter 4, Section 2
Chinese Society
(Pages 260–266)

Main Idea

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

Reading Strategy
As you read pages 261–266 in your textbook, complete this chart to describe the new technologies developed in China during the Middle Ages.

New Technologies

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

Define or describe the following term from this lesson.

porcelain

Define this academic vocabulary word from this lesson.

available

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

Define this academic vocabulary word from this lesson.

Why was the invention of printing so important?

As you read the information about Chinese art and literature, write a general statement about each art form: poetry, painting, and porcelain.

1. Poetry
2. Painting

Define or describe the following term from this lesson.

3. Porcelain

Briefly describe the following place.

Define or describe the following term from this lesson.

calligraphy

Explain why these people are important.

Places To Locate

Changan

PeoplTo Meet

Li Bo

Duo Fu
What did Duo Fu often write about?

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________

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

What new technologies developed in China?

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________

How did art and literature develop in the Tang and Song dynasties?

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________

Research to learn more about one of the inventions of the Tang era. On a separate sheet of paper, write an expository essay about the invention describing how it is used today.
Chapter 4, Section 3
The Mongols in China

(Pages 267–273)

Main Idea

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

Reading Strategy

As you read pages 268–273 in your textbook, complete this diagram to show the accomplishments of Genghis Khan’s reign.

Accomplishments

[Diagram with five blank boxes connected by arrows]
Glance over the reading to find answers to the following questions. After you read, fill in any missing details from the passage.

1. What were the Mongols known for?

2. What were Mongol warriors known for?

3. How big was the Mongol Empire?

Define or describe the following terms from this lesson.

- tribe
- steppe
- terror
**People To Meet**

Explain why this person is important.

Genghis Khan

---

**Places To Locate**

Briefly describe the following places.

Mongolia

Gobi

---

**Academic Vocabulary**

Define these academic vocabulary words from this lesson.

eventual

encounter

---

**Sum It Up**

What military and economic reasons explain why the Mongols were able to build an empire so quickly?

---
As you read, take notes on the actions and effects of Mongol rule in China in the chart below. Then, based on your notes, write a short paragraph evaluating the leadership of Kublai Khan. Use specific examples from your notes to support your opinion.

<table>
<thead>
<tr>
<th>Mongol Rule in China</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Evaluation**

---

**People To Meet**

Explained why each of these people is important.

- **Kublai Khan**
  -...
  -...
  -...

- **Marco Polo**
  -...
  -...
  -...

**Places To Locate**

Briefly describe the following places.

- **Karakorum**
  -...
### Key Points

<table>
<thead>
<tr>
<th>Khanbaliq</th>
<th>Beijing</th>
</tr>
</thead>
</table>

### Notes

### Sum It Up

Who founded the Yuan dynasty?

### Section Wrap-up

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

Who was Genghis Khan?

<table>
<thead>
<tr>
<th>Who was Genghis Khan?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

How did Mongol rule impact China?

<table>
<thead>
<tr>
<th>How did Mongol rule impact China?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

### Read To Write Challenge

Genghis Khan and the Mongol warriors were known for their fierce and violent conquests in battle. But under Mongol rule, China reached the height of its wealth and power. On a separate sheet of paper, write three or four descriptive paragraphs about the positive effects Mongol rule had on China.
Setting a Purpose for Reading  Think about these questions as you read:
• How did Ming rulers make China’s government strong?
• What did the Ming rulers accomplish?

Reading Strategy
As you read pages 282–287 in your textbook, complete this chart to show cause-and-effect links in China’s early trade voyages.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect 1</th>
<th>Effect 2</th>
<th>Effect 3</th>
<th>Effect 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zheng He traveled to parts of Asia and Africa.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As you read, list the ways the Ming reformed China in the chart below.

Define or describe the following terms from this lesson.

- treason
- census
- novel

Explain why these people are important.

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

Nanjing

Define these academic vocabulary words from this lesson.

- erode
- compile
- drama

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

- reform

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

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

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

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

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

Define or describe the following term from this section.

barbarian

Briefly describe the following place.

Portugal
Explain why this person is important.

Zheng He

Define this academic vocabulary word from this lesson.

contact

What caused the Ming dynasty to decline and fall?

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

How did Ming rulers make China’s government strong?

What did the Ming rulers accomplish?

The Ming government did not encourage contact with the outside world. On a separate sheet of paper, write an expository essay explaining why Ming officials resisted European trade and ideas, including conversion to Christianity.
Chapter 5, Section 1

Early Japan

(Pages 296–301)

Main Idea

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

- How did geography affect the development of Japan?
- What ideas shaped Japan’s religion and government?

Reading Strategy

As you read pages 297–301 in your textbook, complete this diagram to show the basic beliefs of the Shinto religion.
As you read, complete the diagram below to show the effects of geography on life in Japan.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
<th>Effect</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mountains</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Islands</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Briefly describe the following places.

Japan

Hokkaido

Honshu

Shikoku

Kyushu

Define this academic vocabulary word from this lesson.

occur
How did Japan’s geography shape its society?

The First Settlers (page 298)

Interpreting

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

Yayoi

Yamato

Akihito

Jimmu

Yayoi


Define or describe the following term from this lesson.

clan

Define this academic vocabulary word from this lesson.

portion

Explain why this person is important.

Jimmu

What do historians know about the rise of the Yamato?

Prince Shotoku’s Reforms (page 299)

Complete the diagram below to list Prince Shotoku’s reforms.

Prince Shotoku’s Reforms
Define or describe the following term from this lesson.

constitution

Explain why this person is important.

Shotoku

What Chinese ideas influenced Prince Shotoku?

What Is Shinto? (page 301)

After you read, write one or two sentences summarizing the beliefs of the Shinto religion in the space below.
Define or describe the following terms from this lesson.

- animism
- shrine

How did the Japanese honor the kami?

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

How did geography affect the development of Japan?

What ideas shaped Japan's religion and government?

Reread Prince Shotoku’s constitution on page 299 in your textbook. On a separate sheet of paper, rewrite the rules in your own words. Then, choose one of the rules and describe how that rule might be applied by a government official.
Main Idea

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

Reading Strategy
As you read pages 303–308 in your textbook, complete the diagram to show the relationship between daimyo and samurai.
Inferring

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

1. What did Japan’s census count?

   ____________________________________________

   ____________________________________________

2. What happened based on the results of the census?

   ____________________________________________

   ____________________________________________

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

   ____________________________________________

   ____________________________________________

Define this academic vocabulary word from this lesson.

role

________________________________________________________________________

________________________________________________________________________

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

census

(Chapter 4, Section 4)

________________________________________________________________________

________________________________________________________________________
How did Buddhist ideas affect Japan’s government?

The Rise of the Shogun (pages 304–306)

Outlining

Complete this outline as you read.

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

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

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

IV. The Mongols Attack
   A. ____________________________________________
   B. ____________________________________________
Define or describe the following terms from this lesson.

**Terms To Know**

- samurai
- shogun

**People To Meet**

*Explain why this person is important.*

- Minamoto Yoritomo

**Places To Locate**

*Briefly describe the following places.*

- Heian
- Kamakura

**Academic Vocabulary**

*Define this academic vocabulary word from this lesson.*

- conduct
Terms To Review

clan
(Chapter 3, Section 2)

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

________________________________________________________________________

________________________________________________________________________

Who was the shogun, and why was he important?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

The Daimyo Divide Japan  (pages 307–308)

Predicting

Read the first paragraph on page 307. Based on your reading about Japan to this point, what do you predict will happen next? Write your prediction in the space below. Now read the entire passage. Was your prediction correct? Write your reaction to the actual events in the space provided.

Prediction

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Reaction

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Define or describe the following terms from this lesson.

- daimyo
- vassal
- feudalism

People To Meet

Explain why this person is important.

Ashikaga Takauji

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

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

How did Buddhism spread to Japan?

(Blank lines for answers)
Who were the shoguns and samurai?

Japanese rulers borrowed many efficient systems from the Chinese government. On a separate sheet of paper, write a comparative essay describing the differences between the Japanese and the Chinese systems for hiring officials.
Chapter 5, Section 3
Life in Medieval Japan
(Pages 309–315)

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

Reading Strategy
As you read pages 310–315 in your textbook, complete this diagram to describe the role of women in the families of medieval Japan.
Two sects of Buddhism were important in Japan. Use the diagram below to compare and contrast these sects. What did they have in common? How were they different?

Define or describe the following terms from this lesson.

- sect
- martial arts
- meditation
- calligraphy
- tanka
Define these academic vocabulary words from this lesson.

- involve
- reveal

Explain why this person is important.

Murasaki Shikibu

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

novel (Chapter 4, Section 4)

How are martial arts and meditation connected to Zen Buddhism's principle of self-control?
Economy and Society (pages 314–315)

**Previewing**

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


**Terms To Know**

Define or describe the following term from this lesson.

- **guild**


**Places To Locate**

Briefly describe the following place.

- **Kyoto**


**Academic Vocabulary**

Define this academic vocabulary word from this lesson.

- **contribute**


**Terms To Review**

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

- **economy**

(Chapter 4, Section 1)


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

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

How did religion shape Japan's culture?

What was life like for people in medieval Japan?

Research to learn about tanka and haiku poetry. On a separate sheet of paper, write a poem in either style, and then describe how your poem matches that style.
Chapter 6, Section 1
The Early Middle Ages
(Pages 324–333)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• How did geography influence where medieval Europeans settled and what they did?
• How did religion affect life in the Middle Ages?

Reading Strategy

As you read pages 325–333 in your textbook, complete this table to show the major accomplishments of medieval leaders.

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

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect 1</th>
<th>Effect 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peninsula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seas and rivers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mountains</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Define these academic vocabulary words from this lesson.

- significant
- instance
- enable

What did Europe’s seas and rivers provide for its people?
Look at the following headings and write a question about each one. Find answers to your questions as you read. Revise your question if the answer is not found in the reading.

The Germanic Kingdoms

Who Were the Franks?

Who Was Charlemagne?

Europe Is Invaded

The Holy Roman Empire

Define or describe the following term from this lesson.

fjord

People To Meet

Clovis

Explain why each of these people is important.
Who were the Vikings, and why did they raid Europe?

The Rise of the Catholic Church (pages 331–333)

Summarizing

What were monks’ roles in medieval Europe?

Terms To Know

Define or describe the following terms from this lesson.

missionary

excommunicate

concordat

Academic Vocabulary

Define this academic vocabulary word from this lesson.

exclude
Explain why each of these people is important.

Gregory VII

Henry IV

How did Gregory VII and Henry IV disagree?

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

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

How did religion affect life in the Middle Ages?

The Catholic Church was at the height of its power in A.D. 1198. On a separate sheet of paper, write a persuasive essay of two or three paragraphs predicting the response of kings to the pope’s control.
Chapter 6, Section 2
Feudalism
(Pages 334–343)

Main Idea

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

Reading Strategy

As you read pages 335–343 in your textbook, complete this Venn diagram to show the similarities and differences between serfs and slaves.

```
Serfs
   Both

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

Define or describe the following terms from this lesson.

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


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


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


Life in Feudal Europe (pages 338–340)

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


What was the code of chivalry?


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

Define or describe the following term from this lesson.

**guild**

Define this academic vocabulary word from this lesson.

**process**

How did guilds change the way goods were made and sold?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

Why did feudalism develop in Europe?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

What was life like in a feudal society?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Feudalism led to safer roads and increased production in farms and cities. On a separate sheet of paper, write an expository essay on how the shift from a barter system to a money system changed medieval Europe.
Chapter 6, Section 3
Kingdoms and Crusades
(Pages 346–354)

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

Reading Strategy
As you read pages 347–354 in your textbook, complete this diagram to show the
causes and effects of the Crusades.

<table>
<thead>
<tr>
<th>Cause:</th>
<th>Effect:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
As you read, answer the questions below about the Magna Carta. Review your answers to ensure you understand the document and its importance.

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

2. What rights were guaranteed by the Magna Carta?

3. Why is the Magna Carta important?

Define or describe the following terms from this lesson.

Terms To Know

grand jury

trial jury

People To Meet

William the Conqueror

King John

Explain why each of these people is important.
Define these academic vocabulary words from this lesson.

- guarantee
- document

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

---

The Kingdom of France (page 350)

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

---

Evaluation

---

Chapter 6, Section 3
Define or describe the following term from this lesson.

clergy

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

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

Define this academic vocabulary word from this lesson.

nonetheless
Terms to Review

missionary (Chapter 6, Section 1)

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

Why was Alexander Nevsky important?

The Crusades (pages 352–354)

Sequencing

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

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

2. ___ The Crusaders create four states.

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

4. ___ Crusaders burn and loot the Byzantine capital.

5. ___ The Muslims capture Edessa.

6. ___ The Crusaders capture Antioch and Jerusalem.

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

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

9. ___ Saladin captures Jerusalem.
What did the First Crusade accomplish? What did the Third Crusade accomplish?

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

What types of governments did European kingdoms create?

Why did European Christians launch the Crusades?

Beginning in the 1100s with common law, the English developed a government that resembles today’s representative government. On a separate sheet of paper, write a comparative essay describing elements of the English system that influenced modern democracy.
Chapter 6, Section 4

The Church and Society

(Pages 355–363)

Main Idea

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

Reading Strategy

As you read pages 356–363 in your textbook, complete this Venn diagram to show the similarities and differences between Romanesque and Gothic cathedrals.
Before you read, scan the main headings and terms in this passage. Write four questions about the main ideas presented in the text. After you finish reading, write the answers to these questions.

1. 

2. 

3. 

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

- mass
- heresy
- anti-Semitism

Explain why this person is important.

- Francis of Assisi

Define this academic vocabulary word from this lesson.

- job

How did the main goal of the Franciscans differ from the main goal of the Dominicans?
Medieval Culture (pages 360–363)

Determining the Main Idea

After you read each section, summarize the main idea of the section in one sentence in the space below.

1. Medieval Art and Architecture

2. The First Universities

3. Who Was Thomas Aquinas?

4. Medieval Literature

Terms to Know

Define or describe the following terms from this section.

- theology
- scholasticism
- vernacular
People To Meet

Thomas Aquinas

Explain why this person is important.

Define these academic vocabulary words from this lesson.

demonstrate

obtain

Terms To Review

guild

(Chapter 6, Section 2)

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

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

What role did the Catholic Church play in medieval Europe?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What new ideas developed in medieval Europe?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

The Inquisition was the Catholic Church’s attempt to get rid of non-believers. On a separate sheet of paper, write a persuasive essay to convince Church leaders that heresy trials and persecution of Jews was wrong.
Main Idea

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

Reading Strategy

As you read pages 365–369 in your textbook, complete this table to show the path of the Black Death in Europe and Asia.

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Affected Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1330s</td>
<td></td>
</tr>
<tr>
<td>1340s</td>
<td></td>
</tr>
<tr>
<td>1350s</td>
<td></td>
</tr>
</tbody>
</table>
After you read, write your answer to the following question in the space below.

How does a dramatic decrease in population affect the economy?

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

Define or describe the following term from this lesson.

plague

_________________________________________________________

_________________________________________________________

Define this academic vocabulary word from this lesson.

approximate

_________________________________________________________

_________________________________________________________

How many Europeans died of the plague between 1347 and 1351?

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________
A Troubled Continent (pages 367–369)

Reviewing

As your read, complete the table below to summarize the conflicts in Europe in the late Middle Ages. After you read, use your table for review.

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

Define or describe the following term from this section.

**Reconquista**

Explain why each of these people is important.

**Joan of Arc**

**Isabella of Castile**

**Ferdinand of Aragon**
Places To Locate

Briefly describe the following places.

Crécy

Orléans

Academic Vocabulary

Define this academic vocabulary word from this lesson.

abandon

Sum It Up

What caused the Hundred Years' War?

Section Wrap-up

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

What was the Black Death?

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

Read To Write Challenge

Joan of Arc convinced the leaders and soldiers of France that God was on their side in a war for freedom. On a separate sheet of paper, write a narrative essay from the perspective of Charles, deciding whether to support her in her efforts.
Chapter 7, Section 1
The Renaissance Begins
(Pages 384–391)

Main Idea

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

• Why did the Renaissance begin in Europe?
• How did Italy’s city-states grow wealthy?
• How did nobles of the Italian city-states make their living?

Reading Strategy

As you read pages 385–391 in your textbook, complete this chart to show the reasons Italian city-states grew wealthy.

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

**Cause**
Italy’s population becomes more urban

**Effect/Cause**

**Effect**

Define or describe the following terms from this lesson.

**Renaissance**

**secular**

Briefly describe the following places.

**Florence**

**Venice**
Why did the Renaissance start in Italy?

1. 

2. 

3. 

4. 

The Rise of Italy’s City-States (pages 387–389)

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

1. 

2. 

3. 

4. 
**People To Meet**

Explain why these people are important.

- Marco Polo

- Medici

**Academic Vocabulary**

Define these academic vocabulary words from this lesson.

- network

- publish

**Terms To Review**

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

- caravan
  (Chapter 2, Section 1)

**Sum It Up**

How did Florence and the Medici family become so wealthy?

[Additional content not visible in the image]
What is your personal response to Machiavelli’s ideas about government? Do you agree or disagree? Why or why not? Present your response to Machiavelli in a brief paragraph.

Define or describe the following terms from this lesson.

- doge
- diplomacy

Explain why this person is important.

Niccolò Machiavelli
How were medieval and Renaissance nobles different from each other?

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

Why did the Renaissance begin in Europe?

How did Italy’s city-states grow wealthy?

How did nobles of the Italian city-states make their living?

Research the progression of the Renaissance through Europe. On a separate sheet of paper, create a map, time line, or a narrative essay that shows where the Renaissance started, and how it spread throughout Europe.
Chapter 7, Section 2
New Ideas and Literature
(Pages 394–400)

Main Idea
Setting a Purpose for Reading  Think about these questions as you read:
• What is humanism and how did it affect the Renaissance?
• Why did literature become more popular during the Renaissance?

Reading Strategy
As you read pages 395–400, create a chart listing people who contributed to
Renaissance literature.

<table>
<thead>
<tr>
<th>Contributor</th>
<th>Role in Renaissance Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For each section of your reading, write a one-sentence summary of the main idea presented.

1. Ancient Works Become Popular

2. How Did Humanism Affect Society?

Define or describe the following term from this lesson.

People To Meet

Leonardo da Vinci

Use this term that you studied earlier in a sentence that reflects the term's meaning.
How did Renaissance thinkers view ancient writings?


Places To Locate

Briefly describe the following place.

Canterbury

People To Meet

Explain why these people are important.

Dante Alighieri

Johannes Gutenberg

William Shakespeare

Define these academic vocabulary words from this lesson.

debate

credit

Sum It Up

What was the benefit of writing in the vernacular?

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

What is humanism and how did it affect the Renaissance?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Why did literature become more popular during the Renaissance?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Research some of the inventions and ideas of Leonardo da Vinci. Then, on a separate sheet of paper, write a narrative essay, or create detailed sketches, describing things you think might be invented in the next two or three hundred years.
Chapter 7, Section 3
Renaissance Art
(Pages 408–413)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What makes Renaissance art different from previous art?
• What important method was developed by Northern Renaissance artists?

Reading Strategy
As you read Section 3, create a diagram like the one below to show features of Renaissance art.

[Diagram with circles and lines connecting them, labeled 'Art']
As you read the passage, take notes about the differences between medieval and Renaissance art. Then answer this question: How was Renaissance art affected by humanism?

Define or describe the following terms from this lesson.

- **chiaroscuro**

- **fresco**

Explain why these people are important.

- **Sandro Boticelli**

- **Raphael Sanzio**

- **Michelangelo Buonarroti**

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

- differentiate
- perspective

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

The Renaissance Spreads (pages 412–413)

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

Briefly describe the following place.

Flanders
Explain why these people are important.

Jan Van Eyck

Albrecht Dürer

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

knight
(Chapter 6, Section 2)

How did the Northern Renaissance differ from the Italian Renaissance?

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

What makes Renaissance art different from previous art?
What important method was developed by Northern Renaissance artists?

Research elements of Renaissance art that make it unique. On a separate sheet of paper, write a descriptive essay that explains some of these elements in detail. If possible, include visual examples from your research.
Chapter 8, Section 1
The Reformation Begins
(Pages 422–429)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• How did Martin Luther’s ideas change the Church?
• Why did political leaders support Protestantism?

Reading Strategy
As you read pages 423–429 in your textbook, complete this diagram to show the causes of the Reformation.
Complete this outline as you read.

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

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

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

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

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

- **Reformation**
- **indulgence**
- **denomination**

Explain why these people are important.

- **Martin Luther**
- **Desiderius Erasmus**
- **John Wycliffe**
- **William Tyndale**

Briefly describe the following place.

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

conclude

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

clergy
(Chapter 6, Section 3)

excommunicate
(Chapter 6, Section 1)

What was the result of the Catholic Church’s decision to sell indulgences in 1517?

...
Synthesizing

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

Define these academic vocabulary words from this lesson.

- Energy
- Resource
- Convert

Why did many German princes support Martin Luther’s ideas?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

How did Martin Luther's ideas change the Church?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Why did political leaders support Protestantism?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Luther’s ideas led to revolutions in religion and politics. Research Martin Luther’s life and his reasons for challenging the Roman Catholic Church. Use what you learn to write a narrative essay on a separate sheet of paper, answering the question of why Luther’s ideas were so provocative.
Chapter 8, Section 2
The Reformation Spreads
(Pages 430–434)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What did John Calvin teach?
• Why did Henry VIII create the Anglican Church?

Reading Strategy
As you read pages 431–434 in your textbook, complete a table to show the major impact of rulers on the English Reformation.

<table>
<thead>
<tr>
<th>Ruler</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scanning

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

1. Who was John Calvin?

   _______________________________________________________________
   _______________________________________________________________

2. What is Calvinism?

   _______________________________________________________________
   _______________________________________________________________

Terms To Know

Define or describe the following terms from this lesson.

- theology

   _______________________________________________________________
   _______________________________________________________________

- predestination

   _______________________________________________________________
   _______________________________________________________________

People To Meet

Explain why this person is important.

- John Calvin

   _______________________________________________________________
   _______________________________________________________________

Places To Locate

Briefly describe the following place.

- Geneva

   _______________________________________________________________
Define these academic vocabulary words from this lesson.

clarify

consent

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

The English Reformation (pages 432–434)

Think about what you have already read about the effects of Protestantism in Europe. Now, before you read, make a prediction about what will happen in England. After you read, write your response to the actual events.

Prediction

Reaction
Define or describe the following term from this section.

annul

Place to Locate

London

People to Meet

Henry VIII

Mary I

Elizabeth I

Terms to Review

excommunicate (Chapter 6, Section 1)

Why did Henry VIII create the Anglican Church?

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

Briefly describe the following place.

Explain why each of these people is important.

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

What did John Calvin teach?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Why did Henry VIII create the Anglican Church?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

On a separate sheet of paper, write a comparative essay that highlights similarities and differences between Luther’s teachings and Calvin’s teachings.
Chapter 8, Section 3
The Counter-Reformation
(Pages 435–441)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What was the Counter-Reformation?
• How did the Reformation allow kings to become more powerful?

Reading Strategy

As you read pages 436–441 in your textbook, complete this diagram to show the results of the Catholic Church’s attempts to reform.
As you read, list the effects of the Reformation on the following kingdoms in the chart below.

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

Define or describe the following terms from this lesson.

- **seminary**
- **heresy**

Explain why each of these people is important.

- **Ignatius of Loyola**
- **Huguenot**
- **King Ferdinand**
- **Queen Isabella**
- **Maimonides**
Briefly describe the following places.

- Trent
- Navarre
- Paris

Define these academic vocabulary words from this lesson.

- contradict
- impact
- philosophy
- eliminate

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

- reform (Chapter 1, Section 2)
- clergy (Chapter 6, Section 3)
What deal earned Henry of Navarre the French throne?

Legacy of the Reformation (pages 440–441)

As you read, write three details about the legacy of the Reformation. Then write a general statement summarizing what you learned.

1. ____________________________________________
   ____________________________________________
   ____________________________________________

2. ____________________________________________
   ____________________________________________
   ____________________________________________

3. ____________________________________________
   ____________________________________________
   ____________________________________________

Define or describe the following term from this lesson.

divine right
   ____________________________________________
   ____________________________________________
   ____________________________________________
Explain why this person is important.

Francis Xavier

In what parts of the world did Catholic missionaries teach?

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

What was the Counter-Reformation?

How did the Reformation allow kings to become more powerful?

Research the Spanish Inquisition. On a separate sheet of paper, write an expository essay explaining what life was like during this terrible time.
Chapter 9, Section 1
The First Americans
(Pages 450–455)

Main Idea

Setting a Purpose for Reading Think about these questions as you read:
• Who were the first people in the Americas and how did they get there?
• What was life like for people in the first American civilizations?

Reading Strategy
As you read pages 451–455 in your textbook, complete this chart to show the characteristics of the Olmec and Moche.

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

End of Ice Age

Define or describe the following term from this lesson.

glacier

Briefly describe the following places.

Beringia

Mesoamerica

Define this academic vocabulary word from this lesson.

environment

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

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

General Statement
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Define or describe the following term from this lesson.

**monopoly**
________________________________________________________________________
________________________________________________________________________

Explain why these people are important.

**Olmec**
________________________________________________________________________
________________________________________________________________________

**Maya**
________________________________________________________________________
________________________________________________________________________
### Key Points

- Toltec
- Moche
- Inca

### Places To Locate

**Briefly describe the following places.**

- Teotihuacán
- Yucatán Peninsula
- Cuzco

### Academic Vocabulary

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

- design
What do historians think caused Teotihuacán’s collapse?

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

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

What was life like for people in the first American civilizations?

Research the early peoples of the Americas. On a separate sheet of paper, create a map showing where each civilization lived. If possible, locate the capital city of the civilization, and show the area under its influence or controlled by it.
Chapter 9, Section 2
Life in the Americas
(Pages 456–464)

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

Reading Strategy
As you read pages 457–464 in your textbook, complete the pyramid to show Incan social classes.
The Mayan People (page 457)

**Scanning**

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

Discovery of Mayan Civilization

---

Government

---

**Terms to Know**

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

- sinkhole

---

**Academic Vocabulary**

*Define these academic vocabulary words from this lesson.*

- source

---

- cooperate

---

**Places To Locate**

*Briefly describe the following place.*

- Petén

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

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

Mayan Culture (page 458)

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

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
Define or describe the following term from this lesson.

alliance

Explain why this person is important.

Jasaw Chan K'awiil I

How did the Maya treat enslaved people?

The Aztec (pages 460–462)

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

1. What did the Aztec expect of their kings?

__________________________

__________________________

__________________________
2. Who was worthy of an afterlife and why?


3. How was the Aztec civilization able to support such a large population?


Define or describe the following term from this lesson.

**codices**


Briefly describe the following place.

**Tenochtitlán**


How could commoners move into the noble class?
### Life in the Inca Empire (pages 462–464)

**Determining the Main Idea**

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

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

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

### Terms To Know

**quipu**

Define or describe the following term from this lesson.

<table>
<thead>
<tr>
<th>quipu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### People To Meet

**Pachacuti**

Explain why this person is important.

<table>
<thead>
<tr>
<th>Pachacuti</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Places To Locate

**Machu Picchu**

Briefly describe the following place.

<table>
<thead>
<tr>
<th>Machu Picchu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
How did Pachacuti make sure local leaders would be loyal to him?

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

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

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

The Aztec, Incan, and Mayan cultures all built buildings of incredible size and precision. Select any one of these cultures and research their style of building and architecture. On a separate sheet of paper, write a descriptive essay explaining the current thought on how they accomplished these amazing feats.
The Fall of the Aztec and Inca Empires
(Pages 470–477)

Main Idea
Setting a Purpose for Reading

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

Reading Strategy

As you read pages 471–477 in your textbook, complete this diagram to show the reasons Cortés was able to conquer the Aztec.
You are one of the Taino people, living on the island of Hispaniola. For you, it is a day like any other day until you see Spanish soldier-explorers approaching from the beach. Based on the passage, write a paragraph about your first encounter with the Spaniards. How do you react to them? How do they react to you?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Define or describe the following term from this lesson.

conquistador

________________________________________________________________________

________________________________________________________________________

Explain why these people are important.

Christopher Columbus

________________________________________________________________________

________________________________________________________________________

Hernan Cortés

________________________________________________________________________

________________________________________________________________________

Montezuma II

________________________________________________________________________

________________________________________________________________________

Malintzin

________________________________________________________________________

________________________________________________________________________
Places To Locate

Briefly describe the following places.

Hispaniola

Extremadura

Academic Vocabulary

Define these academic vocabulary words from this lesson.

finance

generate

Sum It Up

Who were the conquistadors?

Pizarro Conquers the Inca (pages 476–477)

Analyzing

After you read, answer the question below.

Why were the Inca so easily defeated by Pizarro?
Define or describe the following term from this lesson.

______________________________

______________________________

Explain why this person is important.

______________________________

______________________________

How did Pizarro fail to keep his promise to Atahualpa?

______________________________

______________________________

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

How did Spain conquer Mexico?

______________________________

______________________________

______________________________

______________________________

What brought an end to the Inca Empire?

______________________________

______________________________

______________________________

______________________________

Research the life of one of the conquistadors mentioned in this section. On a separate sheet of paper, write a narrative essay describing this person’s life.
Chapter 10, Section 1
Europe Explores the World
(Pages 486–492)

Main Idea
Setting a Purpose for Reading Think about these questions as you read:
• What led to a new era of exploration in the 1400s?
• Which European countries explored and where?

Reading Strategy
As you read pages 487–492 in your textbook, complete this diagram to show why Europeans began to explore.
How did the events listed in this passage lead to exploration? As you read, write a one-sentence summary for each of the main headings to answer this question.

1. Trade with Asia
   
   
   

2. New Technology
   
   
   

3. The Rise of Strong Nations
   
   
   

4. Did Maps Encourage Exploration?
   
   
   

Define or describe the following terms from this lesson.

astrolabe

compass
Define this academic vocabulary word from this lesson.

1. caravel  
2. cartography  
3. fund  

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

1.  
2.  
3.  
4.  

Exploring the World (pages 489–492)

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

1.  
2.  
3.  
4.  

Chapter 10, Section 1
Briefly describe the following places.

2. Azores

3. Madeira

4. Hispaniola

5. Strait of Magellan
**Key Points**

Newfoundland

St. Lawrence River

**People To Meet**

Explain why these people are important.

Vasco da Gama

Christopher Columbus

Ferdinand Magellan

John Cabot

Jacques Cartier

**Academic Vocabulary**

Define this academic vocabulary word from this lesson.

locate
Who was the first European to sail to India? Whose crew first sailed around the world?

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

What led to a new era of exploration in the 1400s?

Which European countries explored and where?

Advances in sailing technology enabled explorers to sail farther from land than ever before. Research the astrolabe or another advance mentioned in the text. On a separate sheet of paper, write an expository essay explaining how the device was used.
Chapter 10, Section 2
Trade and Empire
(Pages 493–499)

**Main Idea**

**Setting a Purpose for Reading** Think about these questions as you read:
- How did the Spanish and the Portuguese build world empires?
- How did Europeans increase trade?

**Reading Strategy**
As you read the section, complete a diagram like the one below showing what led to the rise of modern capitalism.

![Diagram](image-url)
As you read, write the main idea of the passage. Review your statement when you have finished reading and revise as needed.

---

Briefly describe the following place.

Netherlands

---

Explain why these people are important.

Henry VIII

---

Elizabeth I

---

Define these academic vocabulary words from this lesson.

primary

---

aid
How did the arrival of the Spanish change the Americas?

The Commercial Revolution (pages 497–499)

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

Effects

Cause: European exploration

Define or describe the following terms from this lesson.

mercantilism

export

import

colony
commerce

invest

capitalism

Places To Locate  
Briefly describe the following place.

Moluccas

People To Meet  
Explain why this person is important.

Pedro Alvares Cabral

Academic Vocabulary  
Define this academic vocabulary word from this lesson.

anticipate

Sum It Up

How did merchants raise the money for overseas trade?
Now that you have read the section, write the answers to the questions that were included in **Setting a Purpose for Reading** at the beginning of the lesson.

How did the Spanish and the Portuguese build world empires?

________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

How did Europeans increase trade?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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**Read To Write Challenge**

Capitalism is the economic system still used in the United States, and in many parts of the world today. On a separate sheet of paper, write a **comparative essay** describing both the advantages and disadvantages of the capitalist system.
Chapter 10, Section 3
A Global Exchange
(Pages 502–505)

Main Idea

Setting a Purpose for Reading  Think about these questions as you read:
• What did exploration and trade lead to?
• In what ways did global exchange have both a positive and a negative impact?

Reading Strategy

As you read the section, create a chart like the one below showing the positive and negative effects of the global exchange.

<table>
<thead>
<tr>
<th>The Global Exchange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Effects</td>
</tr>
<tr>
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<td></td>
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</tbody>
</table>
New goods from the Americas changed the lives of Europeans. Make a note of any points that support this statement. After you read, go back and fill in additional information.

Define or describe the following terms from this lesson.

Define this academic vocabulary word from this lesson.

Briefly describe the following places.

The Columbian Exchange (pages 503–504)
Describe the Columbian Exchange.

Problems with the Exchange (pages 504–505)

Preventing
To preview this section, first skim the section. Then write a sentence or two explaining what you think you will learn. After you finish reading, revise your statements as necessary.

Terms to Know
Define or describe the following terms from this lesson.

East India Company

Dutch East India Company

Places to Locate
Briefly describe the following place.

Caribbean
Define this academic vocabulary word from this lesson.

positive

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

shogun
(Chapter 5, Section 2)

daimyo
(Chapter 5, Section 2)

How did the global exchange create problems?

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

What did exploration and trade lead to?
In what ways did global exchange have both a positive and a negative impact?

Research the East India Company and the English empire in India. On a separate sheet of paper, write an expository essay describing the influence of the English on India.
Chapter 11, Section 1

The Scientific Revolution

(Pages 514–523)

Main Idea

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

Reading Strategy

As you read pages 515–523 in your textbook, complete this diagram to show the similarities and differences in the views of Ptolemy and Copernicus.
What factors led to the growth of scientific knowledge in Europe? As you read, list the factors in the chart below.

**Scientific Knowledge Grows in Europe**

Define or describe the following term from this lesson.

**theory**

Explain why this person is important.

**Ptolemy**

Define this academic vocabulary word from this lesson.

**investigate**

**approach**

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

Explain why these people are important.

Copernicus

Kepler

Galileo

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

heresy

(Chapter 8, Section 3)
How did Galileo support Copernicus’s theory?

<table>
<thead>
<tr>
<th>Scientist</th>
<th>Discovery</th>
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<tbody>
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</table>
People To Meet

Explain why this person is important.

Newton

Sum It Up

According to Newton, what force held the planets in orbit?

The Triumph of Reason (pages 522–523)

Sequencing

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

- rationalism
- scientific method
- hypothesis

Explain why this person is important.

- Descartes

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

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

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

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

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

New ideas, such as Copernicus’s theory of a heliocentric universe, are often met with criticism and even hostility. Imagine that you were Copernicus and had to persuade other people that you were right. On a separate sheet of paper, write a persuasive essay that would help convince people of your idea.
Chapter 11, Section 2

The Ideas of the Enlightenment

(Pages 524–530)

Main Idea

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

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

Reading Strategy

As you read pages 525–530 in your textbook, complete this table to show the major ideas of Enlightenment thinkers.

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

Define or describe the following terms from this lesson.

- natural law
- social contract
- separation of powers

Explain why these people are important.

- Thomas Hobbes
- John Locke
- Baron Montesquieu
Define this academic vocabulary word from this lesson.

error

According to Montesquieu, how should government be organized?

The French Philosophes (pages 528–530)

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

Voltaire

Denis Diderot

Mary Wollstonecraft

Explain why these people are important.
Define these academic vocabulary words from this lesson.

- topic
- advocate

Compare Voltaire’s ideas to those of Rousseau.

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

What was the Enlightenment?

- 
- 
- 
- 
- 
- 
- 
- 
- 
-
How did Enlightenment ideas affect government?

Many of the ideas for the Declaration of Independence and the Constitution of the United States are based on ideas expressed during the Enlightenment. On a separate sheet of paper, write an expository essay that identifies some of these key ideas and how they were influential.
Chapter 11, Section 3
Politics and the Enlightenment
(Pages 531–541)

Main Idea

Setting a Purpose for Reading
Think about these questions as you read:
• What ideas of government influenced Americans?
• Why did American colonists fight to form a new nation?
• How do Enlightenment principles influence the world today?

Reading Strategy
As you read pages 532–541 in your textbook, complete a cause-and-effect diagram showing how Enlightenment ideas led to the American Revolution and the French Revolution.

[Diagram]

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The Age of Absolutism (pages 532–534)

**Skimming**

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Terms to Know**

Define or describe the following term from this lesson.

- **absolutism**
  
________________________________________________________________________

________________________________________________________________________

People To Meet

Explain why these people are important.

- **Louis XIV**
  
________________________________________________________________________

________________________________________________________________________

- **Frederick II**
  
________________________________________________________________________

________________________________________________________________________

- **Catherine II**
  
________________________________________________________________________

________________________________________________________________________

Places To Locate

Briefly describe the following places.

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

**serf**  
(Chapter 6, Section 2)

How did the ideas of absolute monarchs conflict with the ideas of Enlightenment thinkers?

Revolution and Enlightenment  
(pages 534–539)

As you read, complete the diagram below to identify the reasons that English settlers came to North America.
Define or describe the following terms from this lesson.

**Terms to Know**

- **Representative government**
- **Constitution**
- **Popular sovereignty**
- **Estate**
- **Bourgeoisie**

**People to Meet**

- George Washington
- Thomas Jefferson

**Academic Vocabulary**

- **Tension**

Explain why these people are important.

Define this academic vocabulary word from this lesson.
Why did the colonists decide to separate from Great Britain and create a new nation?

1. 

2. 

3. 

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

1. 

2. 

3. 

How did Martin Luther King, Jr., use Enlightenment principles?
Now that you have read the section, write the answers to the questions that were included in Setting a Purpose for Reading at the beginning of the lesson.

What ideas of government influenced Americans?

________________________________________________________________________

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Why did American colonists fight to form a new nation?

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How do Enlightenment principles influence the world today?

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________________________________________________________________________

The ideas of the Enlightenment continue to shape our world today. On a separate sheet of paper, write an expository essay that examines how the Enlightenment is still influential.