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**Our
World**

**Practice
and
Activity
Workbook**

Social Studies • Grade

6

- **Content**
- **Vocabulary**
- **Skills**
- **Writing**

**Mc
Graw
Hill**

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Acknowledgments

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From LITERARY WORKS OF LEONARDO DA VINCI, Jean-Paul Richter and Irma A. Richter, eds. Oxford University Press, London.

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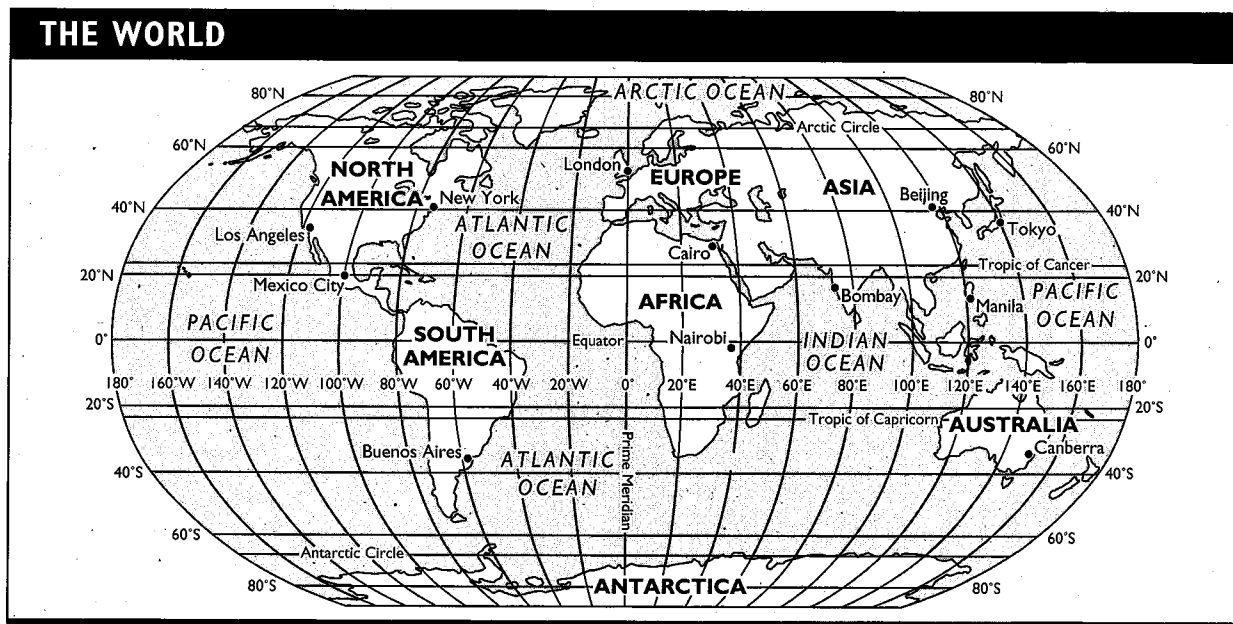
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Mapping Earth

You can locate places on a map by using lines of latitude and longitude. Use the map to complete the activity. For help, you may refer to pages H11 and H12 in your textbook.

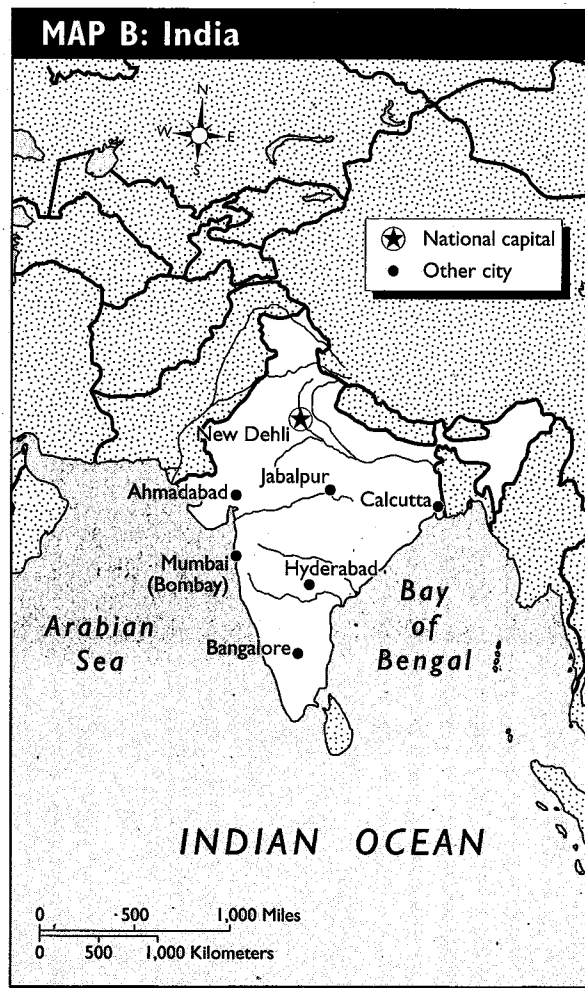
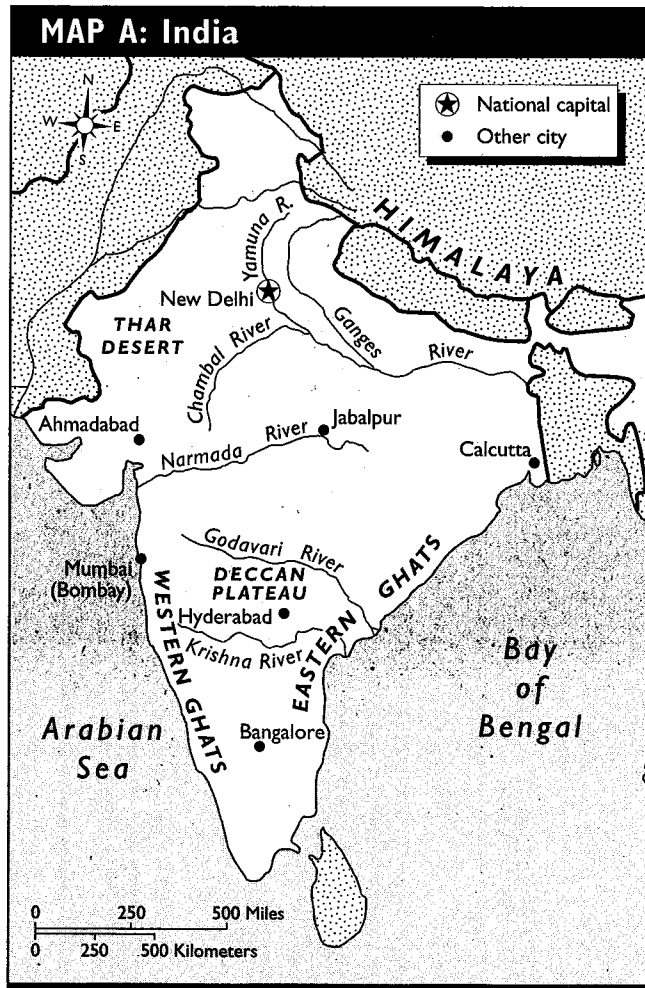


- _____ 1. What lines on the map run north to south?
 - a. latitude lines
 - b. polar lines
 - c. longitude lines
- _____ 2. Latitude lines measure distance in degrees north and south of this imaginary line.
 - a. the equator
 - b. the prime meridian
 - c. degrees north
- _____ 3. Look at the map. Which longitude line is closest to Mexico City?
 - a. 120°W
 - b. 140°E
 - c. 100°W
- _____ 4. What area does the latitude line 60°S cross?
 - a. three continents
 - b. Antarctica
 - c. three oceans
- _____ 5. Which city is nearest to 40°N, 120°E?
 - a. Los Angeles
 - b. Beijing
 - c. Tokyo
- _____ 6. What is the approximate location of Nairobi?
 - a. 40°N, 0°
 - b. 0°, 40°W
 - c. 0°, 40°E



Using Maps

The maps show the same area using different scales. Use the maps to complete the activity. For help, you may refer to pages H13 to H15 in your textbook.



1. How does Map A compare with Map B?

2. Make two scale strips (see page H14 in your textbook for directions), one for Map A and one for B. Use the scale strips to answer the questions.

a. How many miles is Ahmadabad from New Delhi? _____

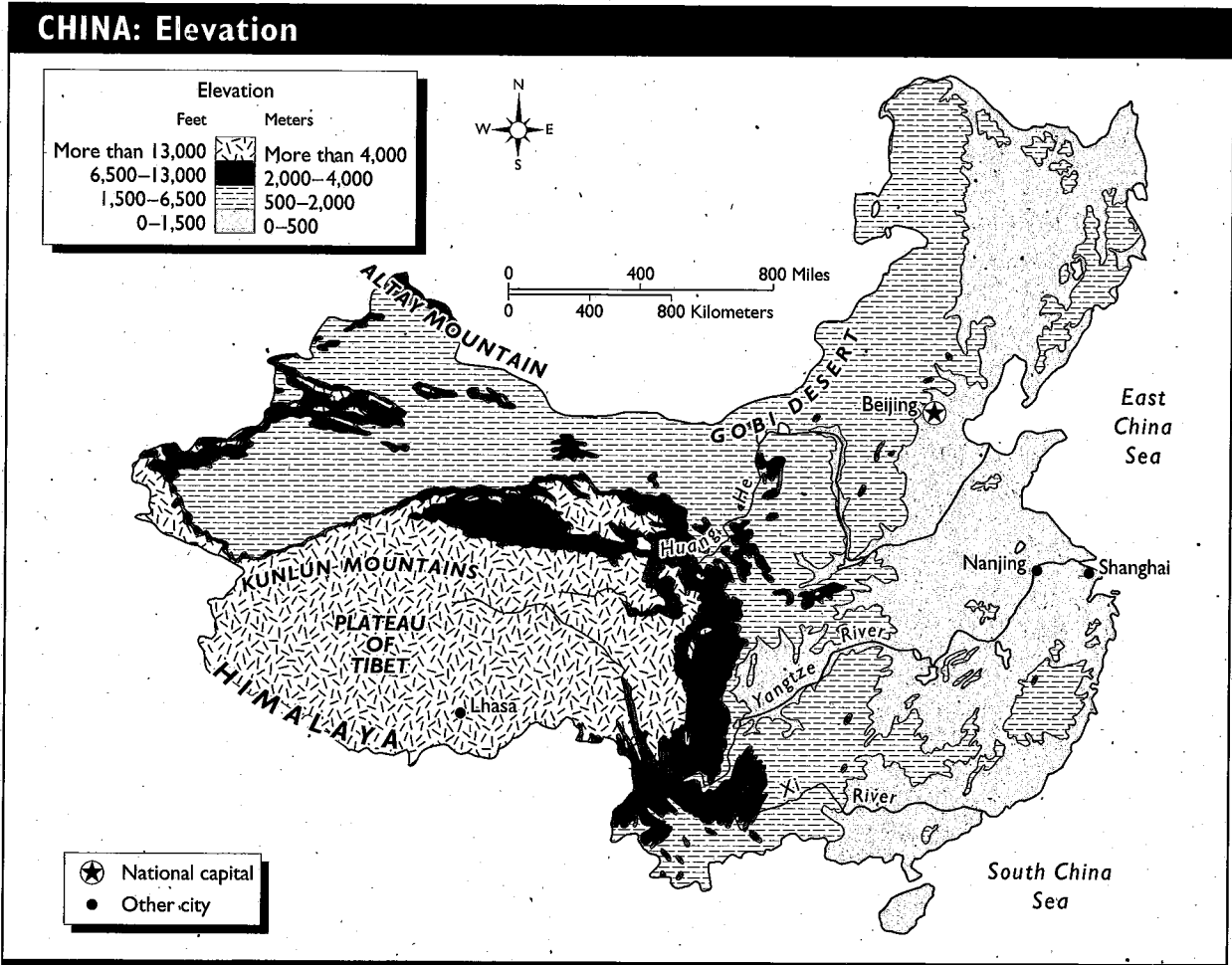
Which map did you use to answer the question? _____

b. Which city lies about 500 miles south of the Godavari River? _____

Which map did you use to answer the question? _____

Using a Physical Map

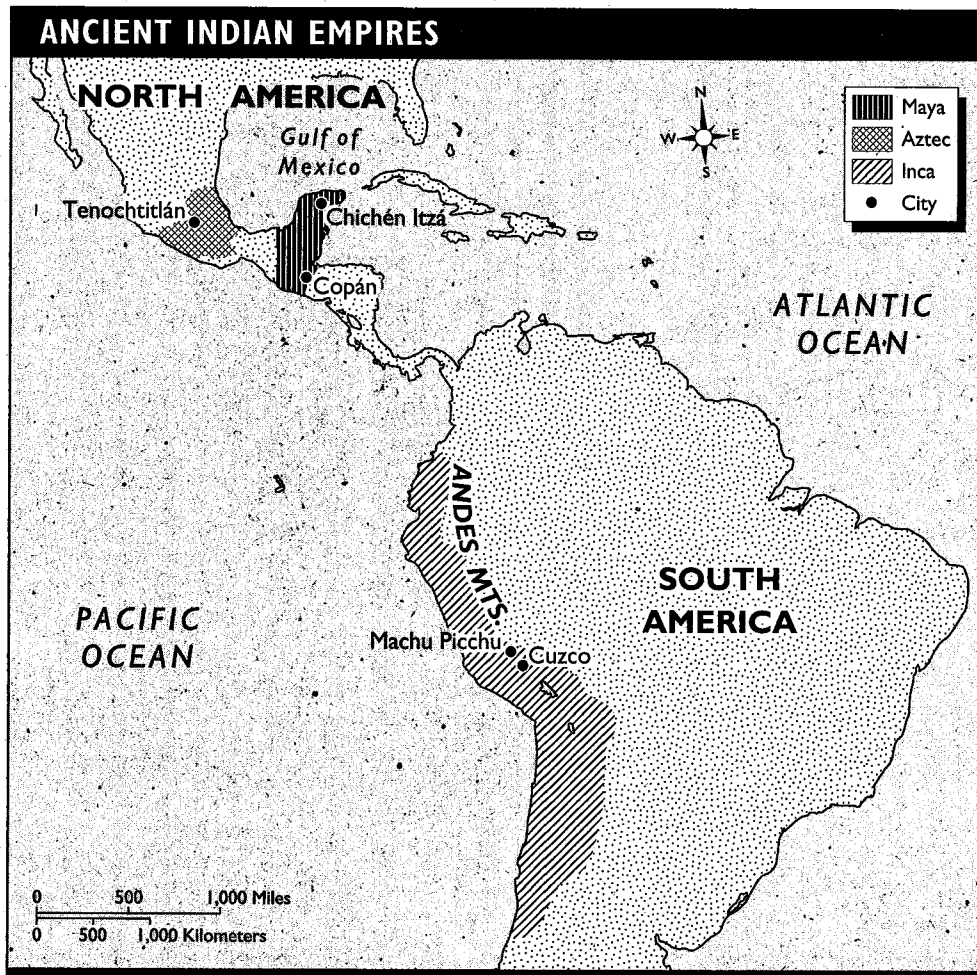
The map shows the elevation of China. Study the map and the map key. Then put an **X** next to each correct sentence. For help, you may refer to pages H16 to H18 in your textbook.



- _____ 1. The map of China is a physical map.
- _____ 2. The elevation along the eastern coast of China is about 7,000 feet.
- _____ 3. The southwestern part of China has an elevation of more than 13,000 feet.
- _____ 4. The capital city of China has an elevation between 0 and 500 meters.
- _____ 5. The city of Lhasa has a much lower elevation than Shanghai.
- _____ 6. Shanghai and Beijing have about the same elevation.
- _____ 7. The elevation of most of China is less than 700 feet.
- _____ 8. The elevation of China increases as you travel from east to west.

Using a Historical Map

The map shows the Indian empires that existed in the Americas long ago. Use the map to answer the questions. For help, you may refer to pages H16 to H18 in your textbook.



1. What is the title of this map?

2. What continents are shown on the map?

3. What three empires are shown on the map?

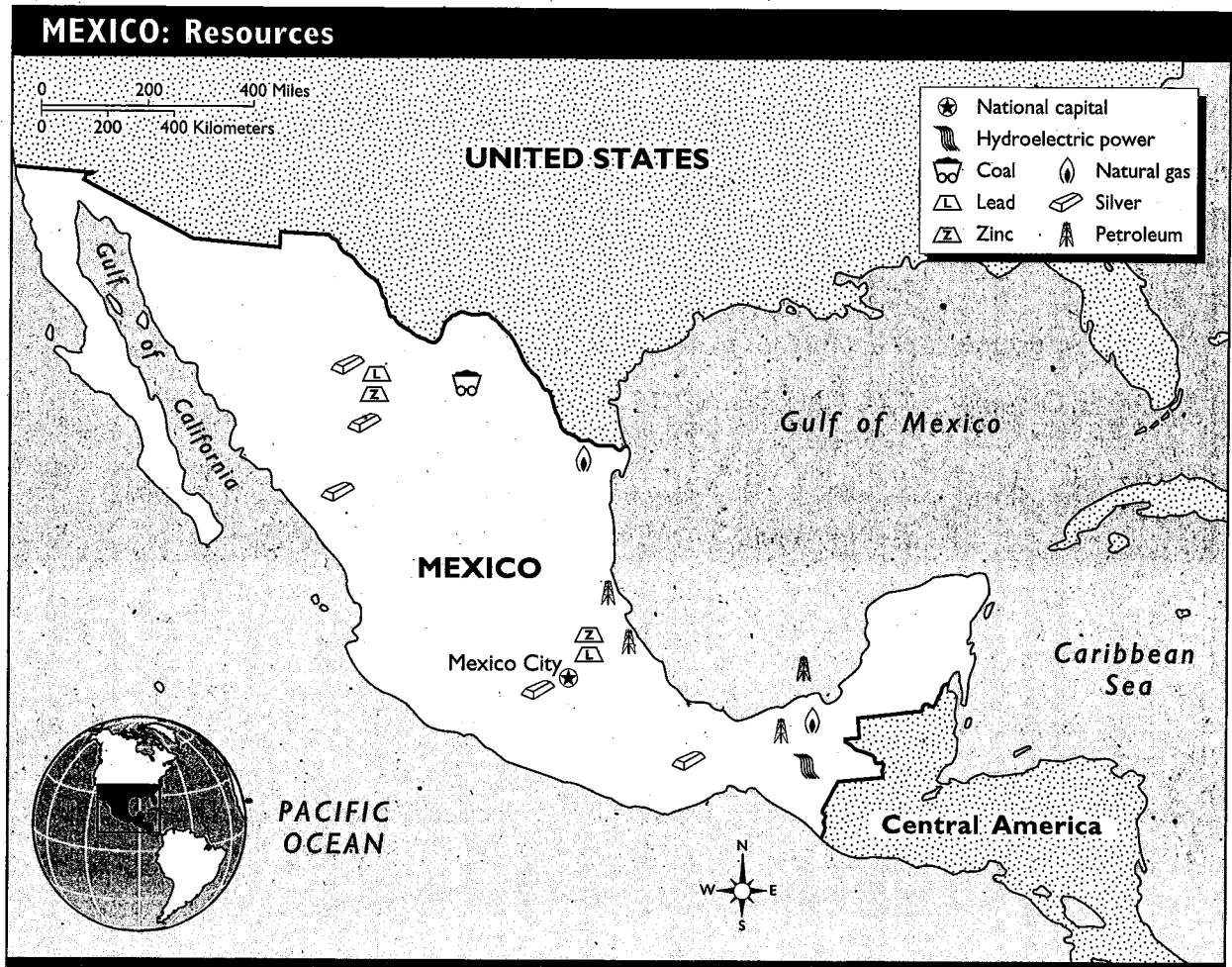
4. Which group of ancient peoples built the city of Tenochtitlán?

5. Today many tourists visit the historic site of Machu Picchu. Who built this city?

6. On which continent did the Inca settle?


Using a Distribution Map

The map shows some of Mexico's natural resources. Use the map to answer the questions. For help, you may refer to pages H16 to H18 in your textbook.



1. What does the locator map show? (For help, see page 15 in your textbook.)

2. Why is the map key important to the map above?

3. What does the symbol  stand for?

4. What resource is found along the east coast of Mexico? _____

5. In what part of Mexico is coal mined? _____



World Regions

Below is a profile of the land, climate, and people found in one country. Use the information to answer the questions. Then write the name of the country.

Location: North America

Climate: mostly temperate, but varies from tropical to arctic; arid to semiarid in west

Landforms: vast central plains; mountains in west, hills and low mountains in east

Natural Borders: Atlantic Ocean on the east; Gulf of Mexico, south; Pacific Ocean, west; Great Lakes, north

Language: predominantly English; sizable Spanish-speaking minority

Ethnic Groups: 75% Caucasian, 12% African American, 12% Hispanic, 3% Asian, 1% Native American, 1% other

Major Religions: 93 million (m) Protestant, 60 m Roman Catholic, 6 m Jewish, 4 m Mormon, 3 m Muslim, 3 m Eastern Orthodox

Government: federal republic; strong democratic traditions; executive, legislative, and judicial branches

Administrative

Divisions: 50 states and 1 district

Source: Information Please Almanac 2000

1. What physical regions make up the geography of this country?

2. What kinds of climate does this country have?

3. What administrative divisions make up the country?

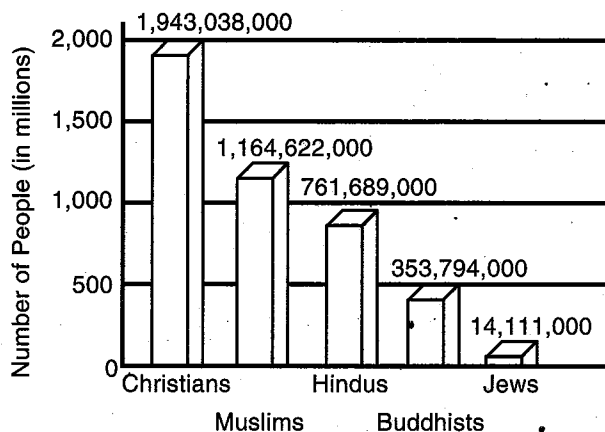
4. Identify the country's major ethnic group and religion.

Name of Country:

World Cultures

One important part of any culture is its values or the things people hold most important. People base their values on religion, politics, and customs. Study the graph below, which provides information on five religions of the world. Then answer the questions to complete the activity. For help, you may refer to pages 6 to 11 in your textbook.

World Religious Groups



Source: Ethnologue, 13th edition (1996)

1. Which religion has the most followers?
the fewest followers?

2. Why might Christianity have the most followers?

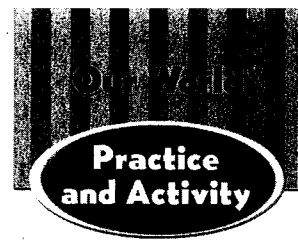
Which other religions have spread to other regions?

3. Which religion has about 760 million followers?

4. Which religion has about 14 million followers?

5. What kind of political beliefs operate in the United States?

6. What is a custom?



Taking Notes and Writing Outlines

Use this activity to practice the skill of taking notes and writing outlines. For help, you may refer to pages 12 and 13 in your textbook.

On an October morning in 1492, Christopher Columbus, an explorer from Spain, arrived in the Americas. He was greeted by the Taino people living there. This meeting brought together the people of two vastly different hemispheres—the east and the west. It also set in motion a chain of events that reshaped the world.

Following in Columbus's footsteps, other European explorers raced westward, across the Atlantic Ocean. They claimed Native American lands and new riches for their countries. Many Native Americans lost their freedom and their lives trying to protect their way of life. Before the end of the 1500s, a different America—not quite Indian, not quite European—began to take shape.

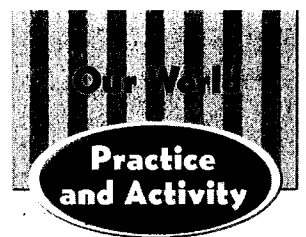
1. What is the main idea of the paragraphs?

2. How did you identify the main idea?

3. What ideas or examples support the main idea in each paragraph?

4. How can taking notes and outlining help you understand what you read?

5. Write an outline using your answer to questions 1 and 3.



Learning About the Past

Below is an advertisement from 1949. It called television a “miracle” that was “undreamed of 150 years ago.” What can you learn about American culture in the 1940s from this ad?



Could *anything* be more exciting than television?

| | | |
|--|---|---|
| <p>It may be hard to believe. But television was undreamed of 150 years ago when the Bank of Manhattan opened.</p> <p>You can be sure the next 150</p> | <p>years will hold many such “miracles” in store.</p> <p><i>And tomorrow’s “miracles” will become available to more people at lower cost with the</i></p> | <p><i>aid of imaginative banking.*</i></p> <p>We are looking ahead to our next 150 years—and their promise of growth and progress through financial management.</p> |
|--|---|---|

Source: Library of Congress

1. What does this ad tell you about the attitude of the American people toward television in the 1940s?

2. What does the ad suggest about families and family values in the 1940s?

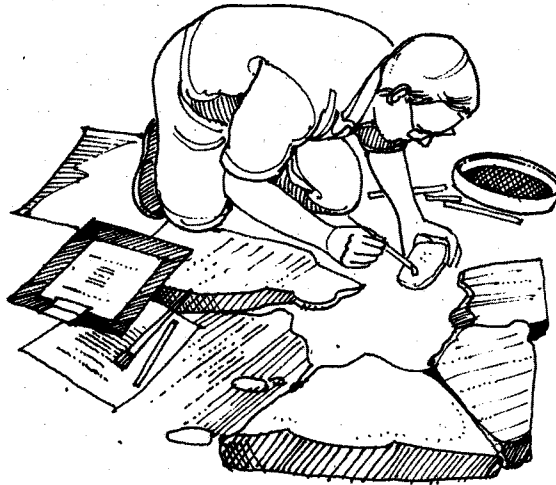
3. How might people in today’s society view this ad?

4. This ad is considered a primary source. Why?

Ancient Cities

New discoveries often lead historians to change their ideas about the past. Answer the questions here on ancient cities. For help, you may refer to pages 16 to 19 in your textbook.

1. What are the mounds at Caral, in Peru, and to what era do they date?



An archaeologist at work

2. How did archaeologists determine the age of the ancient mounds at Caral?

3. What new information did the mounds at Caral provide?

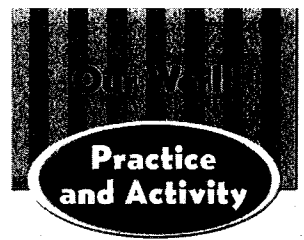
4. Which amazing ruins are archaeologists excavating today in Xian, China?

5. Which ancient city of the Americas disappeared mysteriously about 1,200 years ago?

6. Why do archaeologists study the ruins of ancient cities?

Name: _____

Date: _____



Using New Words

Answer each question in the space provided. For help, you may refer to the lessons in the Introduction of your textbook.

1. What is **geography**?

2. Why do we use **climate** as a way to define a region?

3. What can **culture** tell us about a region?

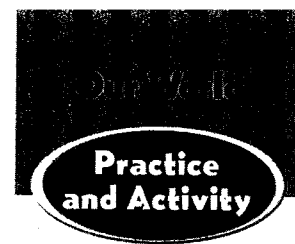
4. Which **customs** does your family observe?

5. How do **cultures** change over time?

6. What is a **source**?

7. What kind of scientist is an **archaeologist**?

8. How do **oral histories** and **artifacts** help us learn about the past?



Early People

How did early people discover the uses of fire? Read the possible explanation below and then answer the questions that follow. For help, you may refer to pages 30 to 35 in your textbook.

They learned to carry it [fire] from the wilds, where it appeared when a volcano erupted, when lightning struck in the dry grass of the plains, or when some outcrop of coal or shale oil burst into flames by spontaneous combustion. Having captured fire, the first men learned to keep it going in their hearths.

Besides the protection it afforded, fire was a key to survival in other ways. Once *Homo erectus* discovered the art of cooking—perhaps by accident as a slab of meat fell onto a flaming hearth and was eaten—he seems to have cooked much of what he caught.

Besides cooking with fire, *Homo erectus* discovered other practical uses for it. It broadened his choice of tools and weapons. The observation that bone or antler grew hard in the heat of a campfire or that green wood did not always burn completely and instead hardened must have led him to employ fire in toolmaking.

Editors of Time-Life Books, *The First Men* (New York: Time-Life Books, 1973), pages 20–21.

1. How did people discover various uses for fire?

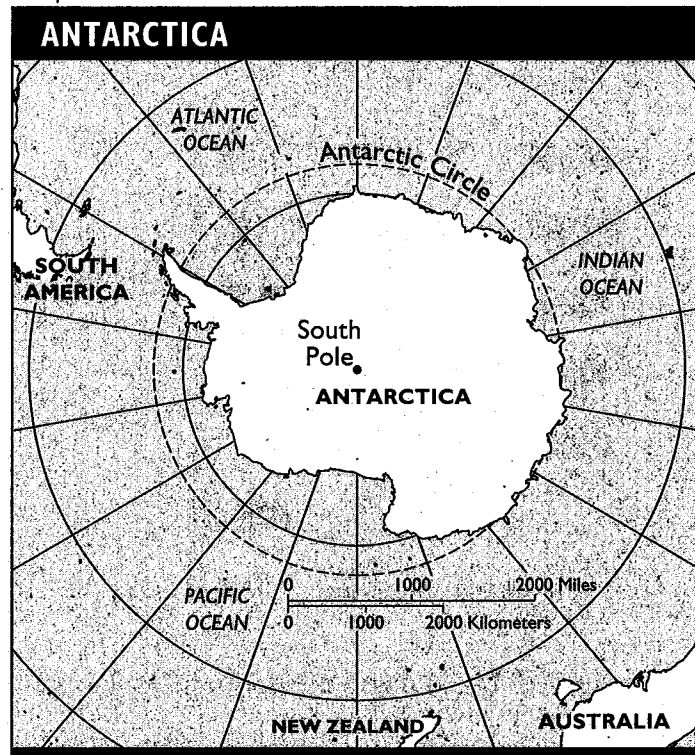
2. How did the technology of building fires change life in the past?

3. What were the first tools used by humans? For what were they used?

4. What do ancient rock paintings and carvings reveal about early people?

Using Map Projections

A projection is a way of placing parts of Earth on a flat map. Use the map below to answer the questions. For help, you may refer to pages 36 and 37 in your textbook.



1. What is this kind of map called?

2. What is distortion?

3. a. Which continent is shown in the center of the map?

b. What other continents does the map show?

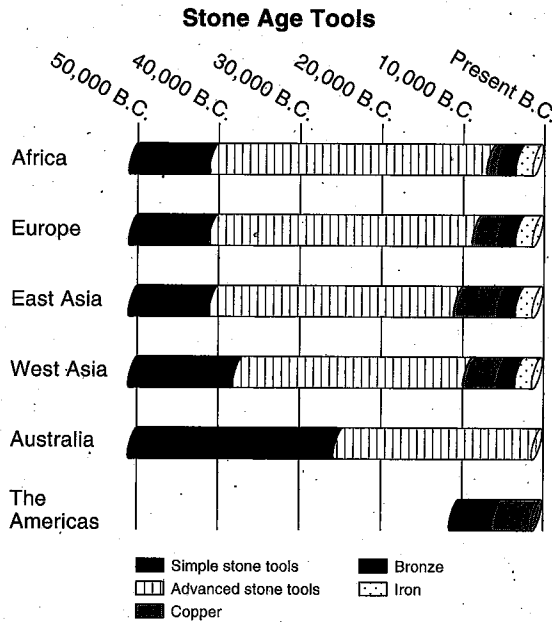
4. Which three oceans does the map show?

5. What do we call the location in the center of the map?

6. What kind of map projection would you use to show the size of various land masses?

Stone Age Technology

Early people made tools for many purposes. Trace the development of tools by looking over the chart. Then answer the questions. For help, you may refer to pages 38 to 41 in your textbook.



1. When did the people of Africa begin using copper to make tools?

2. On which continent were copper and bronze tools used first?

3. On which continent were advanced tools used for the longest time? _____

4. What invention made hunting safer for the hunter? Explain.

5. How were simple tools helpful to early people?



Problem Solving

A problem is a question needing a solution. Think about a problem you've wanted to solve. Try to solve it using the steps in problem solving outlined in your textbook on pages 42 and 43.

Follow these steps to solve your problem:

1. Identify the problem.

2. Gather information.

3. Identify the options (ways to solve the problem).

4. List the possible consequences (results).

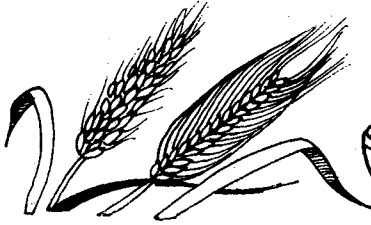
5. Choose a solution.

6. Evaluate the solution.



The Beginning of Agriculture

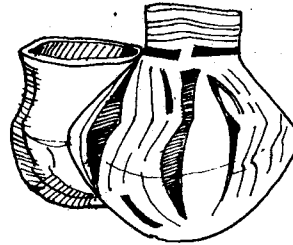
Products of Catal Huyuk



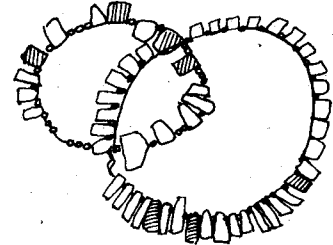
wheat



barley



clay pots



jewelry

You are an archaeologist who is investigating the remains of one of the world's oldest cities, Catal Huyuk. Use what you've learned to answer the questions. For help, you may refer to pages 44 to 49 in your textbook.

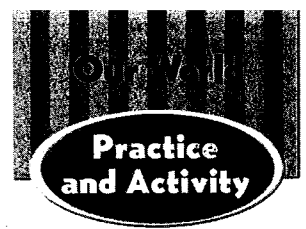
1. What were some features of the houses of Catal Huyuk?

2. What kinds of foods did the people of Catal Huyuk eat?

3. The farmers of Catal Huyuk were able to provide a surplus of food. How did this affect life in the city?

4. What kinds of crafts did the people produce?

5. What goods did the people of Catal Huyuk have to trade?



Using New Words

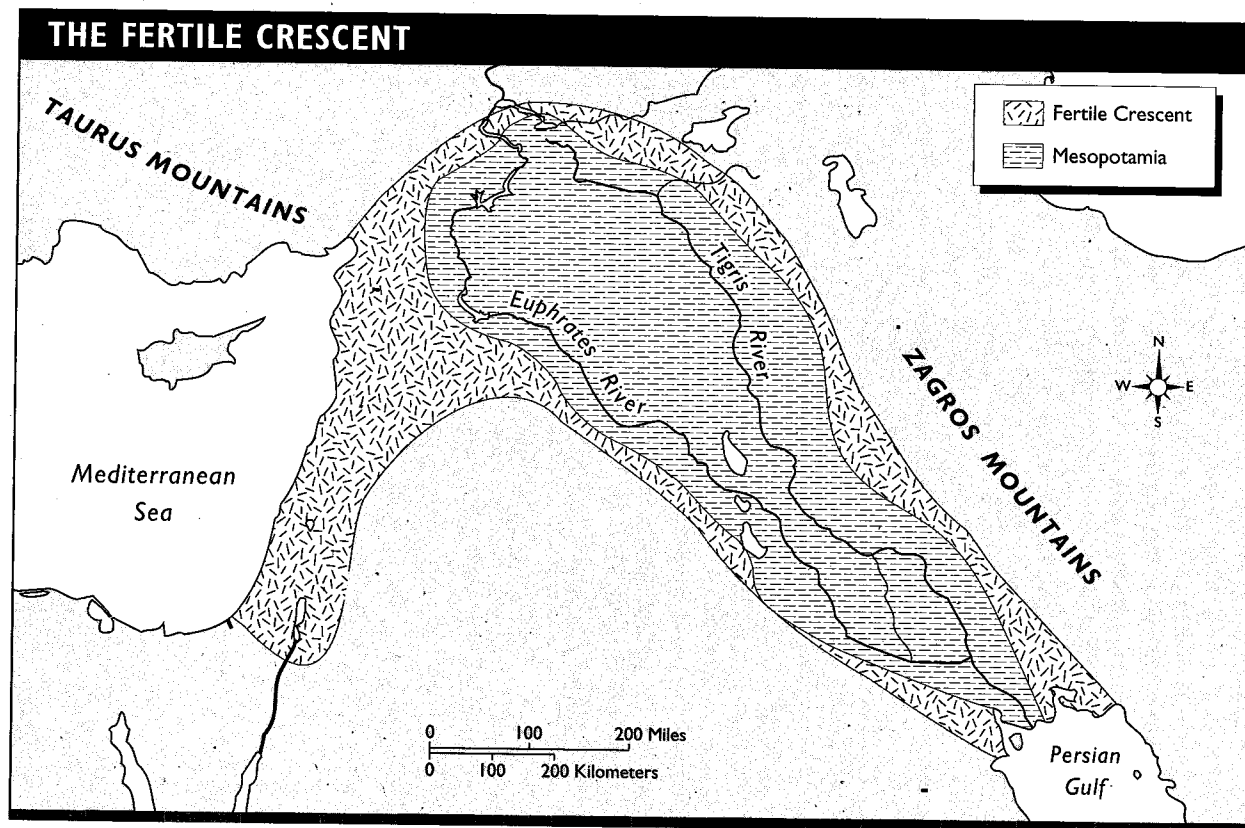
Choose a word from the box to complete each sentence. For help, you can refer to the lessons in Chapter 1 of your textbook.

| | | |
|-----------------|------------------|-------------|
| civilization | agriculture | technology |
| Neolithic Era | surplus | specialize |
| Paleolithic Era | hunter-gatherers | domesticate |

1. The period of time when people used simple stone tools is called the _____.
2. Hunters and gatherers used simple _____, such as stone tools, to meet their needs.
3. About 12,000 years ago people began practicing _____, the raising of crops and animals for human use.
4. The world's first farmers learned to _____ animals, such as wild goats, cattle, and sheep.
5. Eventually, early farmers began to produce an oversupply, or _____, of food.
6. Having an oversupply of food freed some people to _____, or train to do a specific task, such as turning wheat into flour for baking bread.
7. During the _____, which ended about 6,000 years ago, people began to settle down in permanent locations.
8. Complex changes in the way people lived and worked sparked the development of _____, cultures with systems of religion, education, and government.
9. People who met their needs by hunting animals and gathering plants are called _____.

Geography of the Fertile Crescent

Use the map below to answer the questions. For help, refer to pages 54 to 57 in your textbook.



1. What two important rivers are shown on the map?

2. Where do the rivers begin?

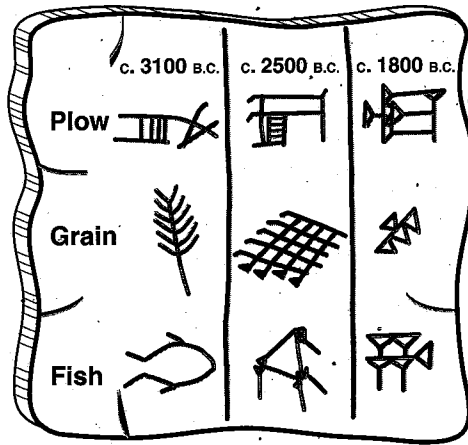
3. Into what body of water do these rivers flow?

4. In ancient times what civilization developed between the Tigris and Euphrates rivers?

5. What made the Fertile Crescent good for farming?

The Cities of Sumer

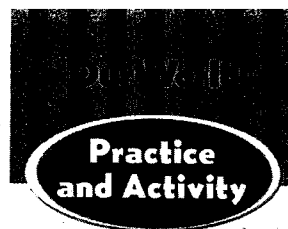
Write about each aspect of Sumerian culture listed below. For help, you may refer to pages 58 to 63 in your textbook.



1. Which Sumerian invention was the most important and why? Describe this invention.

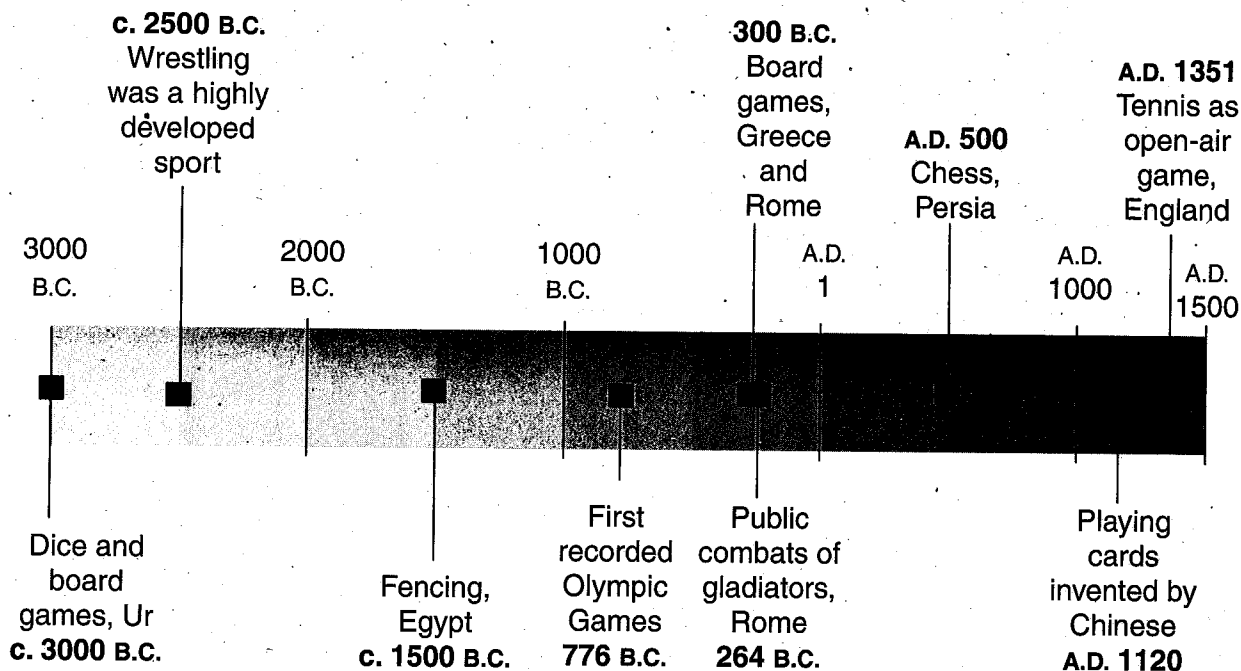
2. Describe Sumerian religious practices.

3. Imagine you are a Sumerian from a poor family of craftworkers. Describe a day in your life. Where did you live? How was your dwelling furnished? What was the role of the male, the female? How did you spend your free time?



Reading Time Lines

The time line below shows important events in the development of sports and games. Use the time line to answer the questions. For help, you may refer to pages 64 and 65 in your textbook.



Bernard Grun, *Timetables of History*, and *Guinness Book of Records*, 1990.

1. What period does the time line cover?

2. When did the first recorded Olympic Games take place?

3. About how many years passed between the appearance of board games in Ur and in Greece and Rome?

4. Which appeared earlier, gladiator combats in Rome or fencing in Egypt?

5. Which came later, the invention of playing cards or open-air tennis?

6. The Greeks began playing ball games about 500 B.C. Add this event to the time line.

The Code of Hammurabi

The Code of Hammurabi contained more than 200 laws. Read some of the laws listed below and answer the questions that follow. For help, you may refer to pages 66 to 71 in your textbook.

If a citizen has stolen property of the temple or of the crown, that man shall die, and whosoever receives the stolen goods from his hand shall die.

If a citizen steals the child of a citizen, he shall die.

If a citizen has committed a robbery and is caught, that man shall die.

If a son has struck his father, they shall cut off his hand.

If a citizen has destroyed the eye of one of citizen status, they shall destroy his eye.

If he has destroyed the eye of a vassal, he shall pay one mina (17.5 ounces) of silver.

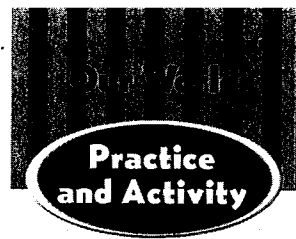
If he has destroyed the eye of a slave of a citizen, he shall pay half of his market value.

1. What kinds of behavior did the above laws punish?

2. What punishment did the law require if a father complained that his son hit him during a quarrel?

3. Was everyone treated equally under Hammurabi's laws? Explain.

4. Why did Hammurabi distribute copies of his laws throughout his empire?



The Birth of Judaism

You have been asked to prepare a Question and Answer almanac entry on the Jewish religion. Below are the questions your editor has asked you to answer. Fill in the spaces with the answers. For help, refer to pages 72 to 77 in your textbook.

Q: What special agreement marked the beginning of Jewish history?

A: _____

Q: Who were the first Jews?

A: _____

Q: What role did Moses play in Jewish history?

A: _____

Q: What laws were among those Moses received from God at Mount Sinai?

A: _____

Q: Why is the Torah so important to the Jewish people?

A: _____

Q: What belief set the Israelites apart from other groups living in the Fertile Crescent?

A: _____

Q: Why is the city of Jerusalem so important to Jews today?

A: _____

Using New Words

Write the letter of the term that matches each definition. For help, refer to the lessons in Chapter 2 in your textbook.

- | | | |
|---------------------|---------------|--------------|
| a. city-state | e. Judaism | i. cuneiform |
| b. code of law | f. monotheism | j. drought |
| c. Diaspora | g. empire | k. Torah |
| d. Ten Commandments | h. polytheism | l. ziggurat |

- _____ 1. the first five books of the Hebrew Bible
- _____ 2. the scattering of Jews to many parts of the world
- _____ 3. a belief in only one god
- _____ 4. a group of lands and people ruled by one government
- _____ 5. a set of written laws that apply to everyone under a government
- _____ 6. a long period of dry weather
- _____ 7. a large building with a temple on top
- _____ 8. a self-governing city and its surrounding villages
- _____ 9. the belief in many gods and goddesses
- _____ 10. the laws given by God to Moses at Mount Sinai
- _____ 11. the religion of the Jewish people
- _____ 12. an early system of writing that used symbols to represent sounds, ideas, and objects

Write a sentence about Sumer or Babylon. Use two terms from the word box in your sentence.

Write a sentence about the beginnings of Judaism. Use two or more words from the box in your sentence.

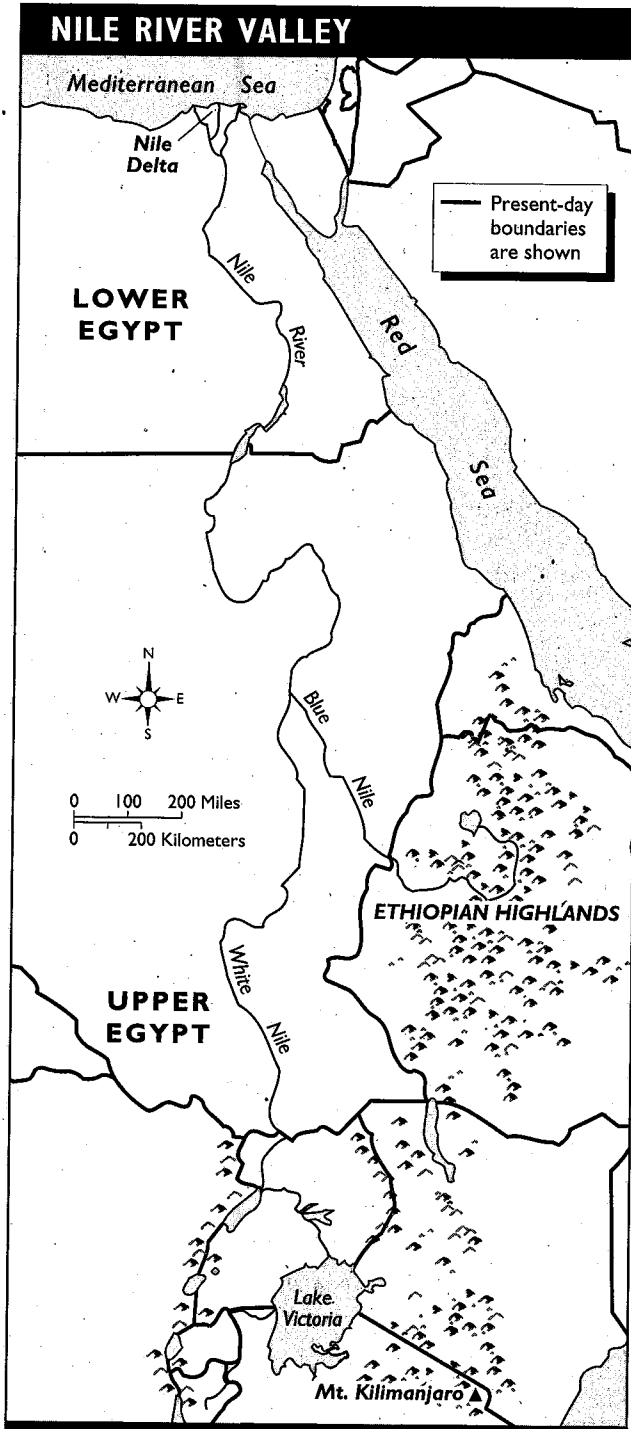
Name: _____

Date: _____


**Practice
and Activity**

The Gift of the Nile

You have been asked to write an entry about the Nile River for the *Geography Book of Records*. Use the outline map and the categories below to write your entry. For help, refer to pages 82 to 85 in your textbook


LENGTH _____

LOCATION _____

DIRECTION IT FLOWS _____

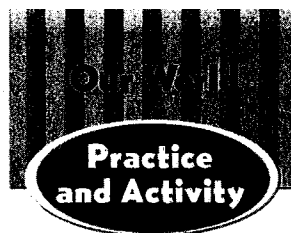
WHERE IT EMPTIES _____

FLOOD SEASON _____

IMPORTANCE TO ANCIENT EGYPT

LANDSCAPE OF THE NILE REGION

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Decision Making About Artifacts

One of the most important tasks of historians is decision making. Below is a story about a scholar's decision that made headlines in May 1995. Answer the questions that follow the story. If you need help, refer to pages 86 and 87 in your textbook.

Dr. Kent Weeks is a scholar at the American University in Cairo, Egypt. His main goal is to find and preserve every possible artifact that exists in the Valley of the Kings. This valley, which is located on the west bank of the Nile River in Upper Egypt, is where most of the tombs of ancient Egyptian kings have been found.

In 1988 Dr. Weeks had a difficult decision to make. A site known as Tomb 5 had been identified as a good place to build a parking lot for tourists. When the site was first explored in 1820, a British scholar concluded that all the artifacts had been uncovered. Dr. Weeks, however, wasn't so sure. Should he explore the site one more time, or should he begin a new dig in a completely different part of the Valley of the Kings?

Dr. Weeks decided to explore Tomb 5 again. After seven years of slow, careful digging, he was finally able to pry open a stone door that had remained shut for thousands of years. There, before his eyes, was the discovery of a lifetime: a long corridor with ten doors on each side and at the end a statue of Osiris, the god of the afterlife. This and other artifacts led Dr. Weeks to conclude that he had found the last resting place of as many as 50 sons of Rameses II, the greatest of all the ancient Egyptian kings.

Michael D. Lemonick, "Secrets of the Lost Tomb," *Time*, May 29, 1995.

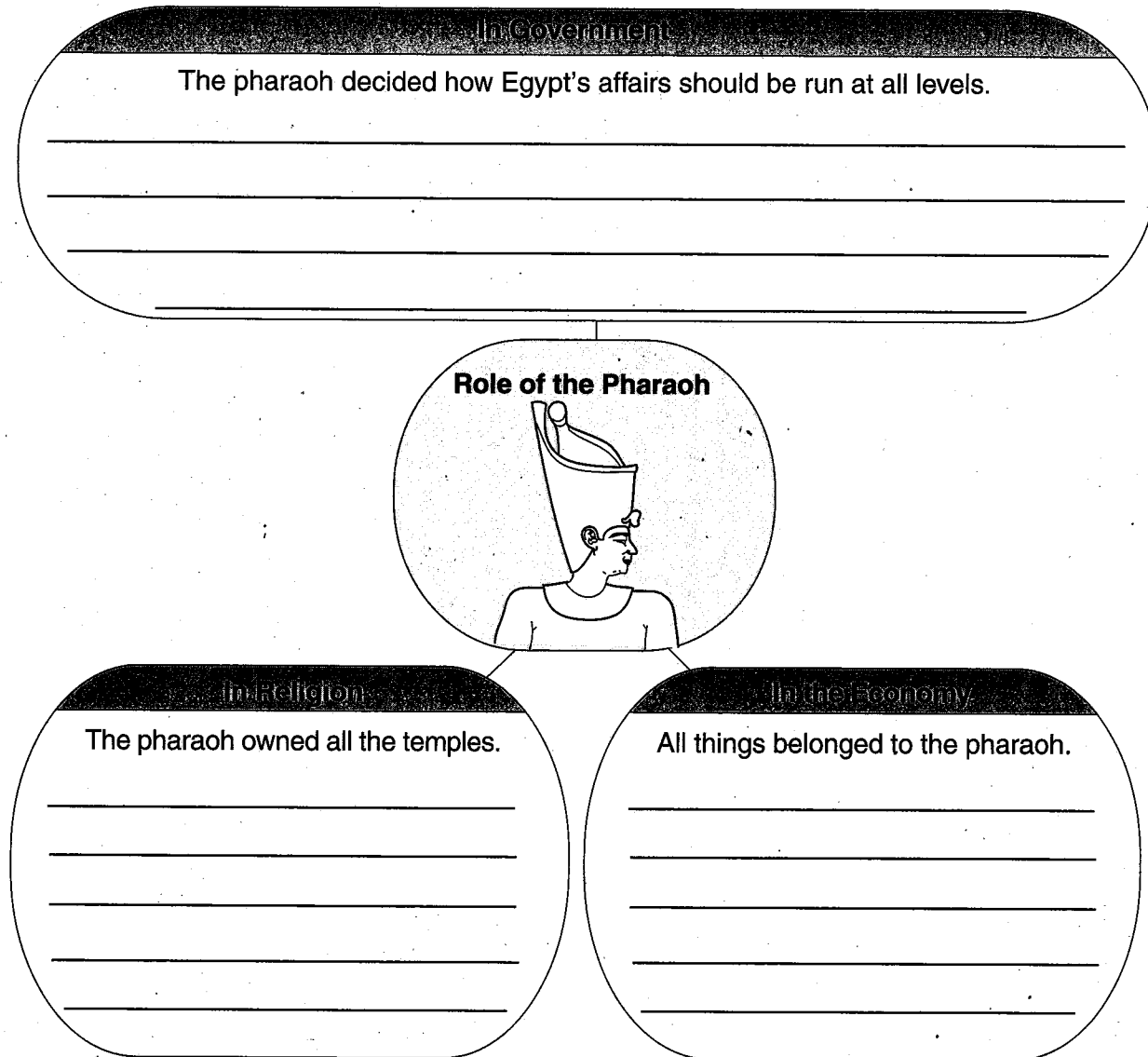
1. What was Dr. Weeks's goal?

2. What alternatives did he consider?

3. What decision did he make? Why did he choose this alternative?

The Kingdoms of Egypt

Complete the diagram below to explain how the pharaoh was the center of Egyptian civilization in the Old Kingdom. One entry has been done for you in each section. Then use the diagram to answer the question that follows. If you need help, refer to pages 88 to 95 in your textbook.



Why did local leaders revolt against the pharaohs' government?

Name: _____ Date: _____



Ancient Egyptian Culture

You are a reporter for *Egypt Today*. Your job is to write a brief paragraph to go with each newspaper headline below. For help, refer to pages 96 to 101 in your textbook.

EGYPTIANS DEFEAT HYKSOS

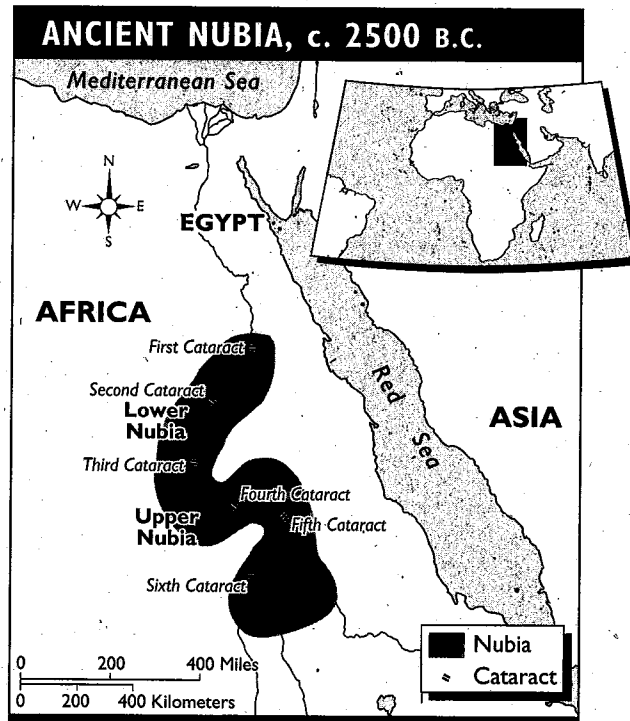
EGYPTIAN TRADERS BRING BACK AFRICAN RICHES

AKHENATON'S REIGN OVER EGYPT

EGYPT GAINING FAME FOR NEW IDEAS AND SKILLS

The Land of Nubia

About 10,000 years ago, the kingdom of Nubia grew up on the banks of the Nile River. Study the map of ancient Nubia. Then answer the questions. For help, you may refer to pages 102 to 107 in your textbook.

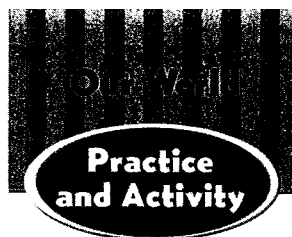


1. On which present-day continent was Nubia located? _____
2. Find and label the Nile River on the map. Which two bodies of water lie north and east of the Nile? How did the Nile benefit Nubia? _____

3. How many regions did Nubia have? Describe them. _____

4. With which ancient civilization in the north did the Nubians trade? What impact did this civilization have on Nubia? _____

5. How did Nubia grow wealthy? _____

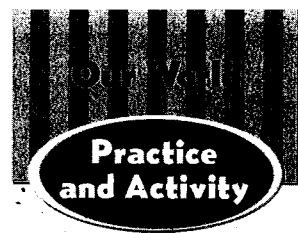


Using New Words

Choose a word or phrase from the box to match each clue. For help, you can refer to the lessons in Chapter 3 of your textbook.

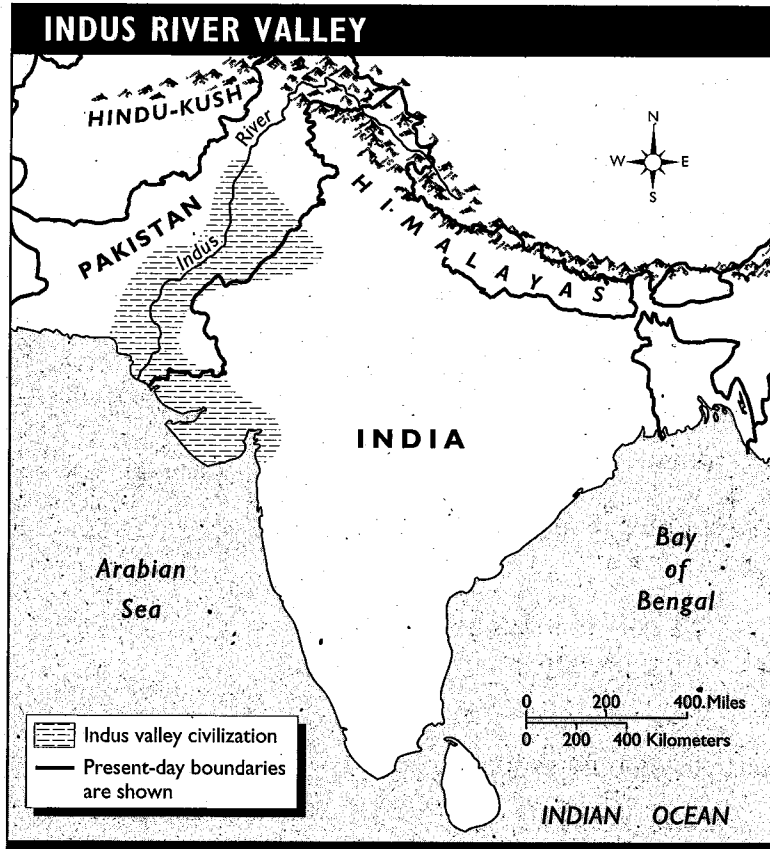
| | | |
|---------------|----------------|-------------|
| mummification | social pyramid | delta |
| pharaoh | cataract | expedition |
| unification | papyrus | Old Kingdom |
| economy | hieroglyphics | pyramids |

1. a fertile, fan-shaped land mass created where the Nile empties into the Mediterranean Sea _____
2. steep rapids in a river _____
3. the joining of Upper Egypt and Lower Egypt into one kingdom _____
4. the way a country's people manage money and resources for the production of goods and services _____
5. huge stone structures built as tombs _____
6. the name given to Egyptian rulers _____
7. a system of writing made up of about 800 picture signs _____
8. a reed-like plant growing along the Nile used to make paper _____
9. a group of lands and peoples ruled by early Egyptian pharaohs _____
10. a caravan of people sent to trade with Egypt's neighbors _____
11. a process used to preserve the body of someone who has died _____
12. how Egyptian society was shaped _____



The Indus River Valley

Use the map to answer questions 1 to 4. If you need help, refer to pages 112 to 115 in your textbook.



1. In what mountains does the Indus River originate?

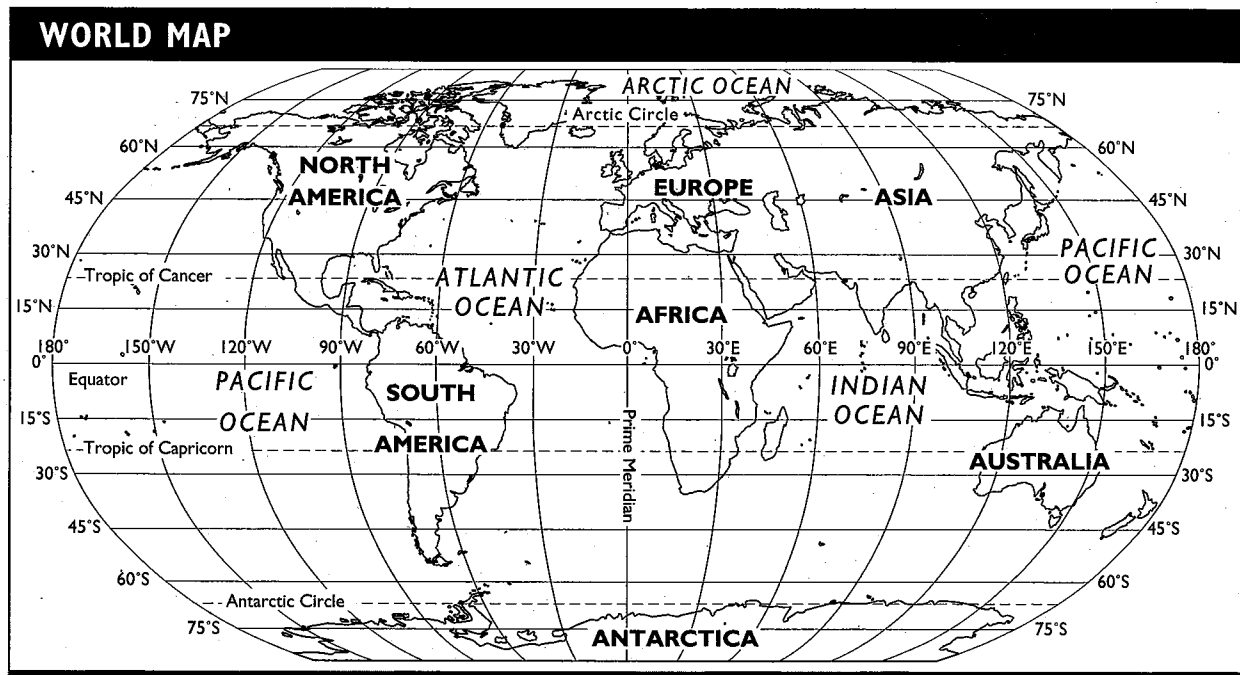
2. Into what body of water does the Indus River flow?

3. Through what country does the Indus River mainly flow?

4. In what ways does the Indus River resemble the Nile, Tigris, and Euphrates rivers?

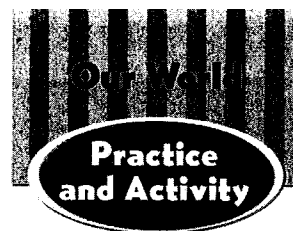
Using Latitude and Longitude

Plan a trip in which you will visit each of the capital cities listed here. Use latitude and longitude to locate each city. Then label the city (see the chart, third column). For help, you may refer to pages 116 and 117 in your textbook.



| CITY | LOCATION | LABELS FOR MAP |
|--------------------------|-------------|----------------|
| Washington, D.C., U.S.A. | 38°N, 77°W | A |
| Paris, France | 48°N, 2°E | B |
| Moscow, Russia | 55°N, 37°E | C |
| Beijing, China | 40°N, 116°E | D |
| Canberra, Australia | 35°S, 149°E | E |
| Cape Town, South Africa | 34°S, 18°E | F |
| Brasília, Brazil | 15°S, 47°W | G |
| Mexico City, Mexico | 19°N, 99°W | H |

A degree is a unit of measurement that describes the distance between lines of latitude and longitude. What is the approximate distance in degrees between the Tropic of Cancer and the Tropic of Capricorn?

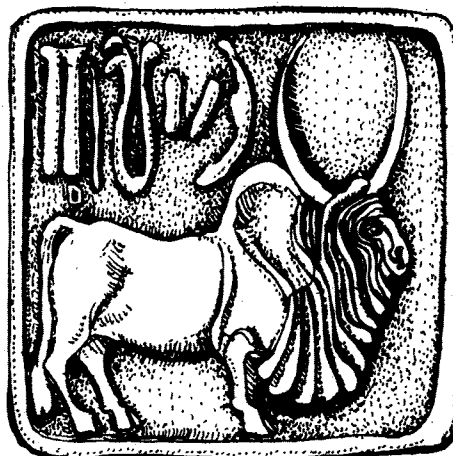


Indus Valley Civilization

Archaeologists have pieced together a picture of India's ancient past by studying the ruins and artifacts of Harappa and Mohenjo-Daro. The box lists descriptions of some of the ruins and artifacts. Write the letter of each description next to the conclusion it led archaeologists to draw about life in ancient India. For help, refer to pages 118 to 123 in your textbook.

Ruins/Artifacts

- a. ivory and copper from civilizations nearby
- b. a large warehouse used for storing grain
- c. a sewer system and paved streets laid out in grid pattern
- d. painted pottery, carved stone figures, bronze statues
- e. stone seals, with writing
- f. a massive fort with thick walls



Stone Seal

Conclusions

- _____ 1. Cities were planned and built carefully.
- _____ 2. Farmers harvested surplus grain, which they set aside.
- _____ 3. The people marked their belongings.
- _____ 4. The Harappans traded with their neighbors.
- _____ 5. The craftworkers of the civilization were highly skilled.
- _____ 6. The city tried to protect itself from enemy attacks and floods.

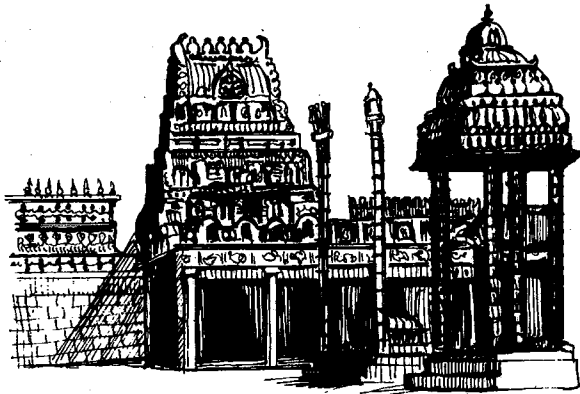
The Birth of Hinduism

Hinduism, one of the world's major religions, is practiced by 80 percent of the people in India. The pictures below show some aspects of Hinduism. Use the pictures and pages 124 to 129 in your textbook to answer the questions.



1. What are the names of three gods and goddesses worshiped by different groups of Hindus today?

Which one is considered the "Mother of Creation"?



2. Where do Hindus worship their favorite gods?

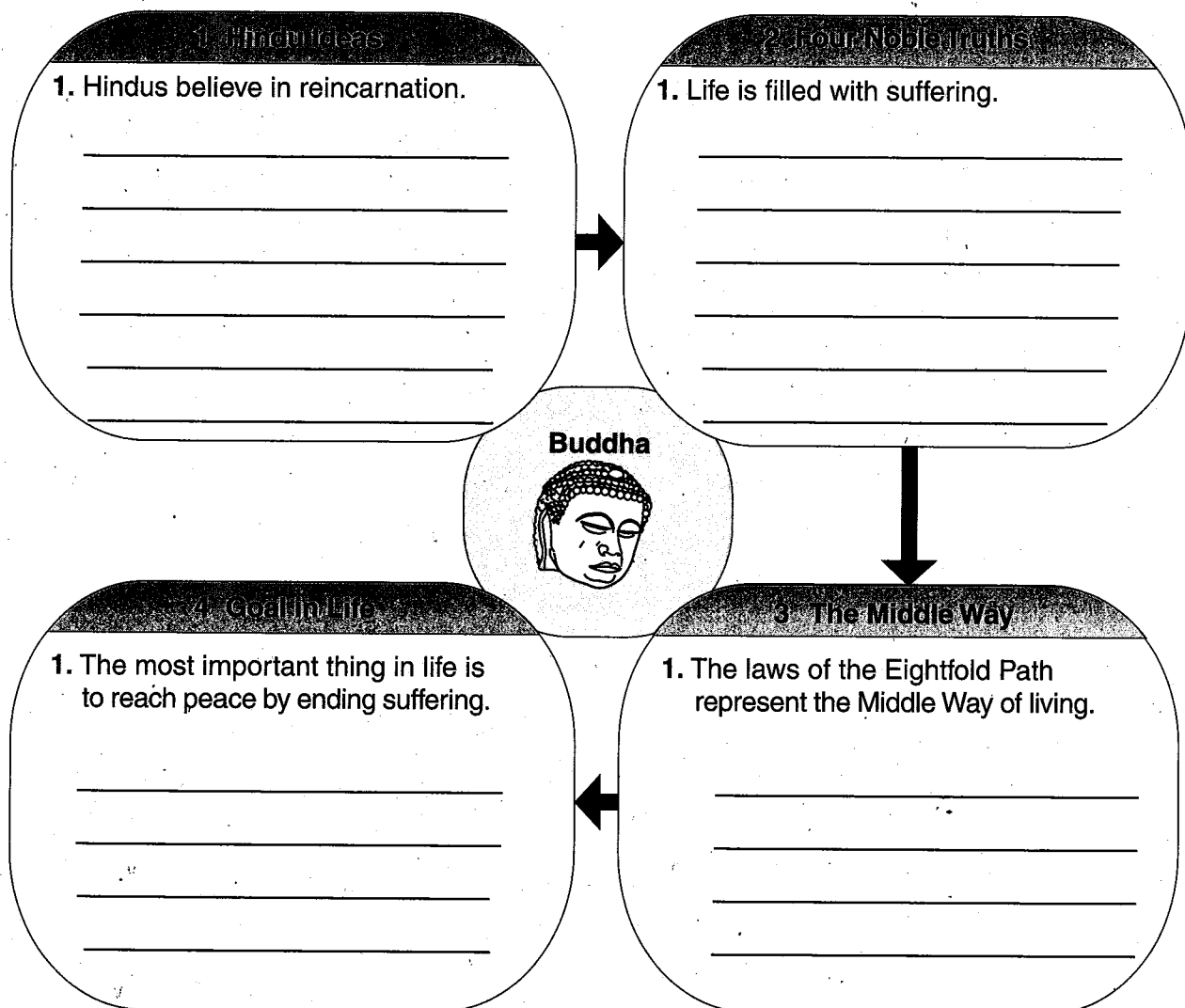


3. What are the Vedas and two important Hindu beliefs presented in them?

The Birth of Buddhism

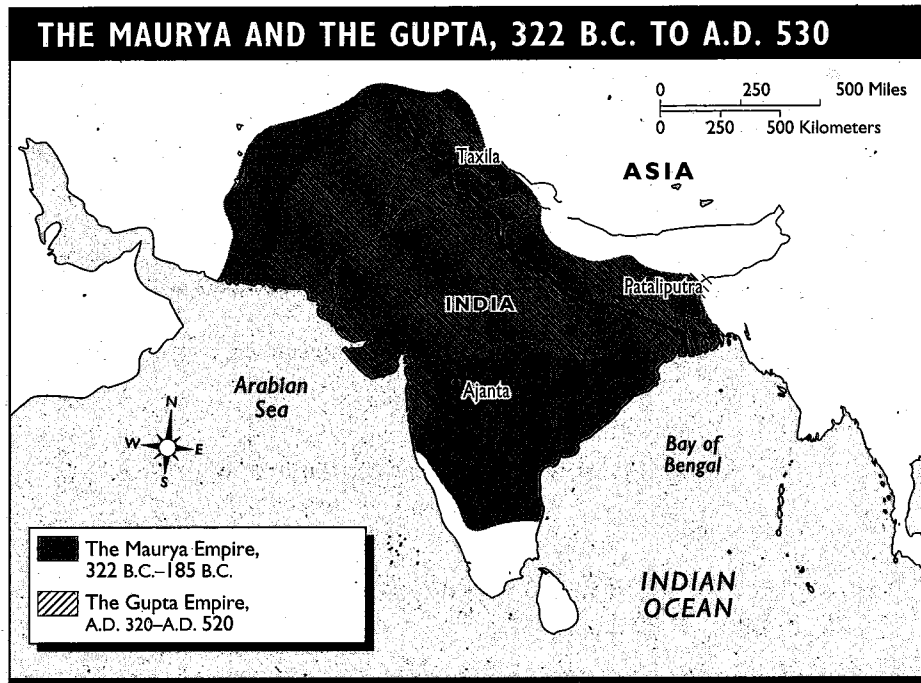
Use the information below to finish each section of the diagram. For help, you may refer to pages 130 to 135 in your textbook.

Hindus believe in karma, a force caused by a person's good and bad acts.
The Middle Way of life was meant to be neither too strict nor too easy.
Suffering is caused by people's wants.
Suffering can be ended if people stop wanting things.
To stop wanting, people must follow eight basic laws.
One ends suffering by following the Eightfold Path.



Indian Empires

Two great empires ruled in India during the years between 300 B.C. and A.D. 500. Study the map of ancient India. Then answer the questions. For help, you may refer to pages 136 to 139 in your textbook.



- Which bodies of water border India on the east and west?

- Of which continent is India a part?

- Find and label the Grand Trunk Road on the map. Why did Maurya rulers build the road?

- Which mountain range runs along India's northern border?

- Which empire was larger, the Maurya or the Gupta?

- Which emperor of India united almost all the subcontinent of India for the first time?

Using New Words

Use the words in the box to complete the sentences below. You may use some words more than once. For help, you may refer to the lessons in Chapter 4 in your textbook.

| | | |
|----------------|-------------------|---------------|
| Buddhism | Four Noble Truths | monk |
| caste system | Hinduism | reincarnation |
| citadel | karma | subcontinent |
| dharma | Middle Way | |
| Eightfold Path | Vedas | |

1. In the _____ a person's place in society can be altered only through _____.
2. At Mohenjo-Daro archaeologists have found the remains of a large fort or _____.
3. Around 1500 B.C. the Aryans began to migrate to the Indian _____, bringing their language, called *Sanskrit*.
4. The beginnings of the religion called _____ can be found in the ancient Aryan songs called the "Books of Knowledge," or the _____.
5. The Vedas state that people move in a constant cycle of life, death, and rebirth, which is called _____.
6. The Hindu religion includes hundreds of laws and duties, as outlined in the "Books of Knowledge," called the _____.
7. Siddhartha Gautama, the founder of the religion called _____, left his home and became a _____.
8. The Buddha believed in _____, a force, caused by a person's good and bad acts, that affects future lives.
9. The Buddha's idea that suffering is central to life was expressed in the _____.
10. The Buddha taught that the way to end suffering was to follow the _____. These instructions outlined a way of living, neither too strict nor too easy, called the _____.

Land of the Middle Kingdom

Use the terms in the box and the clues to complete the puzzle. Write one letter of each word on a blank line. For help, you may refer to pages 146 to 149 in your textbook.

Words

gorge

Long River

famine

China's Sorrow

plateau

loess

North China Plain

Clues

1. a major landform in China flooded by the Huang He
2. a large high plain in Tibet from which the Huang He begins
3. a time of crop failure and starvation
4. another name for the Chang Jiang river of China
5. a mountain pass with steep rocky sides
6. what the people of China call the Huang He because the river's flooding has killed thousands of people
7. a dusty, yellow soil, carried by wind, turning the Huang He a yellowish color

What is another name for the Yellow River? _____

| | | | | | | | | | |
|----|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| 6. | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| 7. | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |



The First Dynasties of China

During the Shang dynasty, the symbols of Chinese writing could stand for objects or ideas. Answer the questions to complete the activity. For help, you may refer to pages 150 to 157 in your textbook.

1. Before the Shang dynasty, an early writing system had developed along parts of which river?

2. Where have experts found writing from the Shang period?

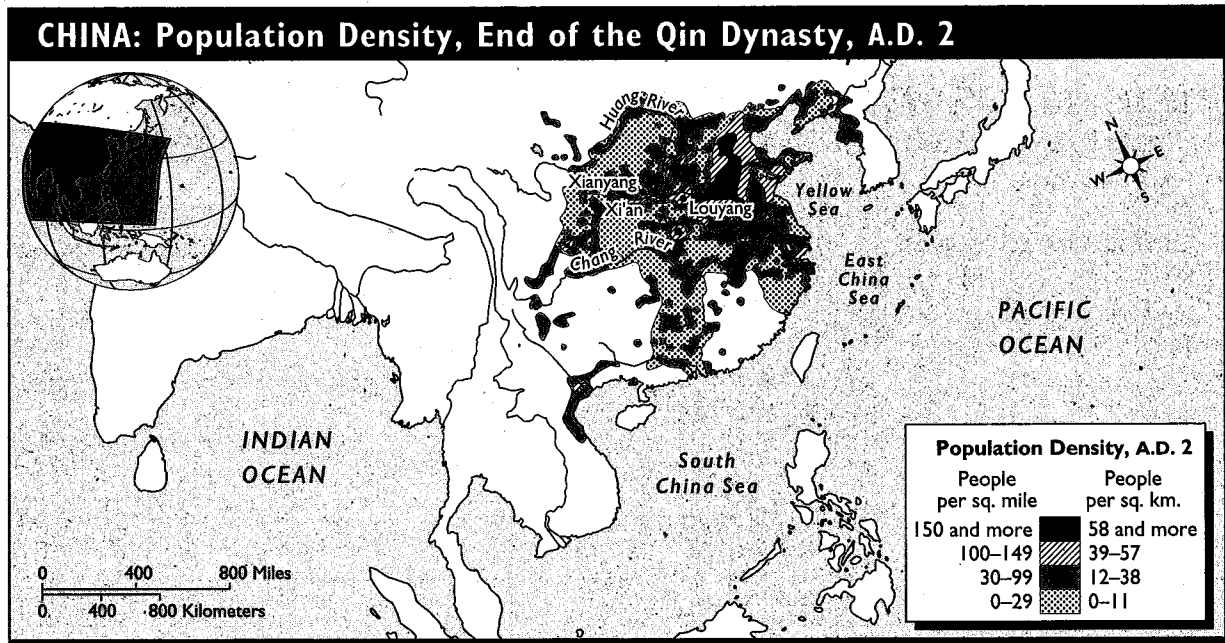
3. How was the future predicted during the Shang?

4. Pictured at left is the Chinese character for the word *up*. Look at the character on the right. What might it mean?



Reading a Distribution Map

A distribution map shows how something, such as population, natural resources, and climate, is spread out, or distributed, over an area. The map shows the population density of northeastern China in A.D. 2. Use the map to answer the questions. For help, you may refer to pages 158 and 159 in your textbook.



1. What symbol stands for the most densely populated area? (Circle one.)

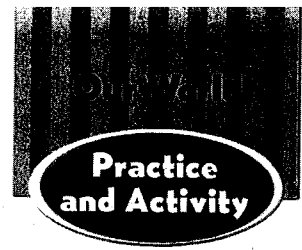


2. Where is the most densely populated area?

3. What is the population density of Luoyang?

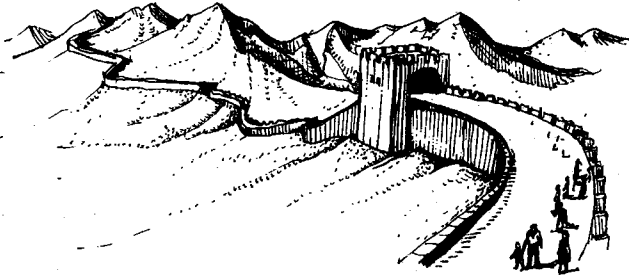
4. What is the population density along the Chang River?

5. Why do you think the population density is sometimes high near rivers?



The First Chinese Empire

Shihuangdi was a strong ruler of China's first empire, in Qin. Some of his new ideas about how a government should be run are listed below. Explain how each idea helped Shihuangdi create a strong, unified empire. For help, you may refer to pages 160 to 165 in your textbook.



Shihuangdi's Idea

How It Helped Unify the Empire

He set up a single system of writing.

1. _____

He created a single system of money.

2. _____

He collected taxes from farmers.

3. _____

He allowed farmers to own land.

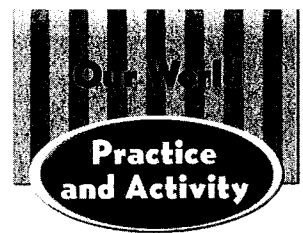
4. _____

He ordered farmers to strengthen walls along the northern border.

5. _____

What geographical features helped Shihuangdi win control of the Qin region?

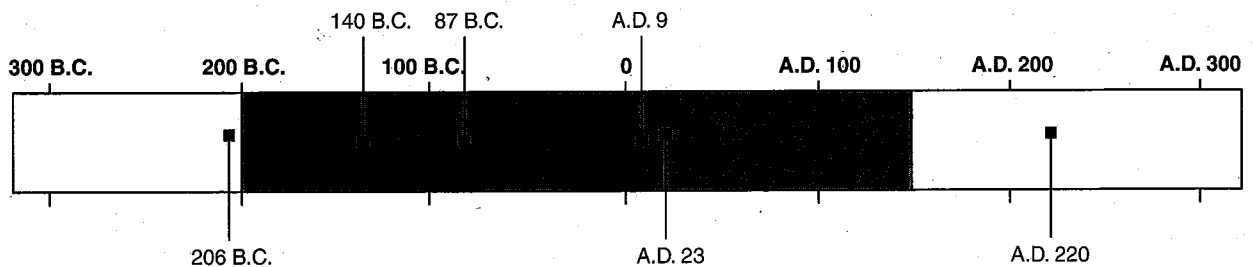
Which of Shihuangdi's ideas would become lasting legacies?



The Han Dynasty

The time line shows the dates of several events that took place in China during the Han dynasty. Finish the time line by writing the number of each event under the appropriate date. For help, you may refer to pages 166 to 171 in your textbook.

Events of the Han



1. The Han overthrow Wang Mang and seize control of China.

2. Wudi begins his long rule of China, expanding the government bureaucracy.

3. The Han dynasty falls.

4. Wang Mang seizes control of China from the Han. He tries to reduce the power of landlords but fails.

5. The Chinese invent paper.

6. Gao Zu becomes Emperor of China, beginning the Han dynasty.

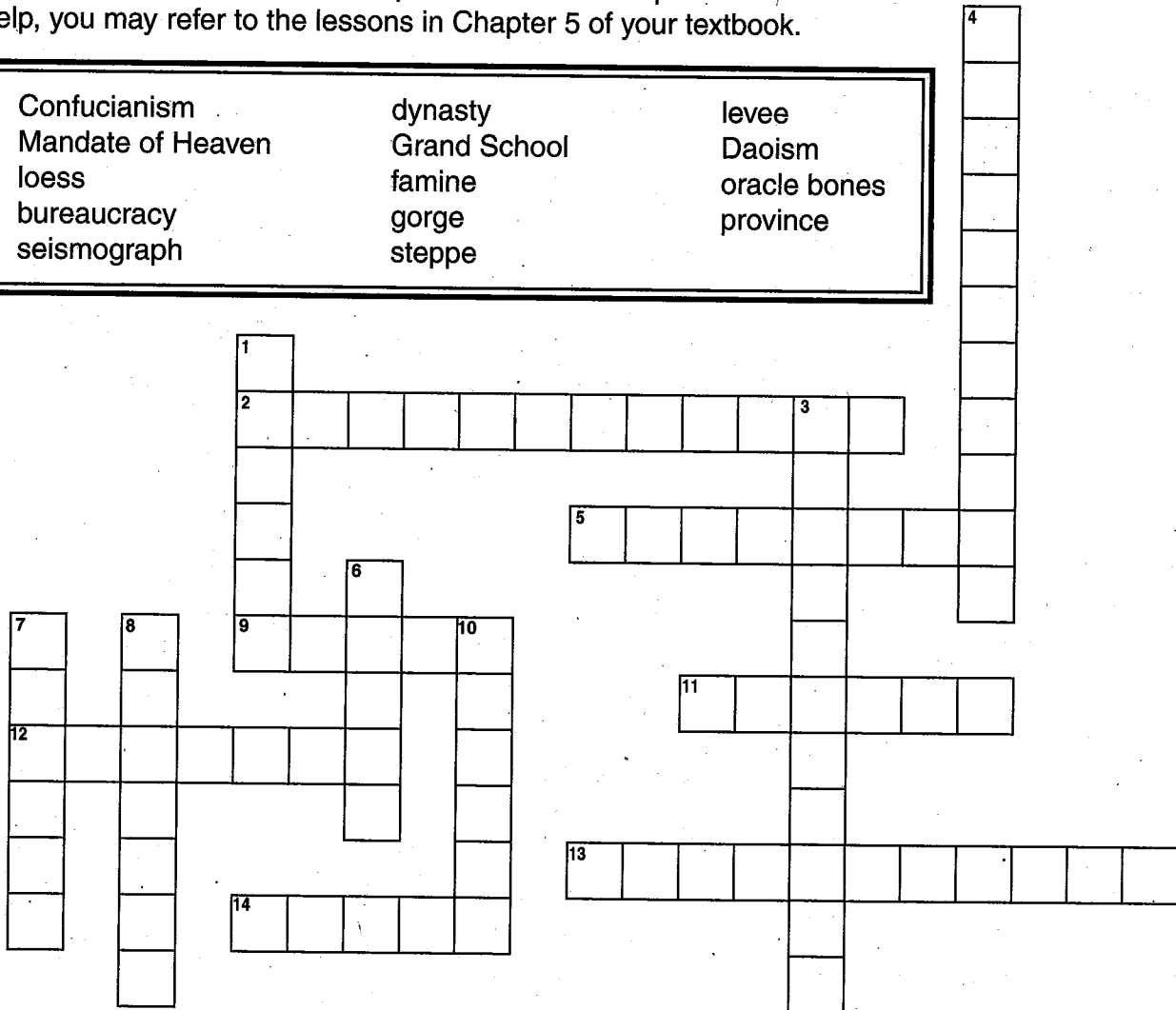
7. Scholars write the first Chinese dictionary.

8. Wudi's reign ends.

Using New Words

Use the words in the box to complete the crossword puzzle. For help, you may refer to the lessons in Chapter 5 of your textbook.

| | | |
|-------------------|--------------|--------------|
| Confucianism | dynasty | levee |
| Mandate of Heaven | Grand School | Daoism |
| loess | famine | oracle bones |
| bureaucracy | gorge | province |
| seismograph | steppe | |



Across

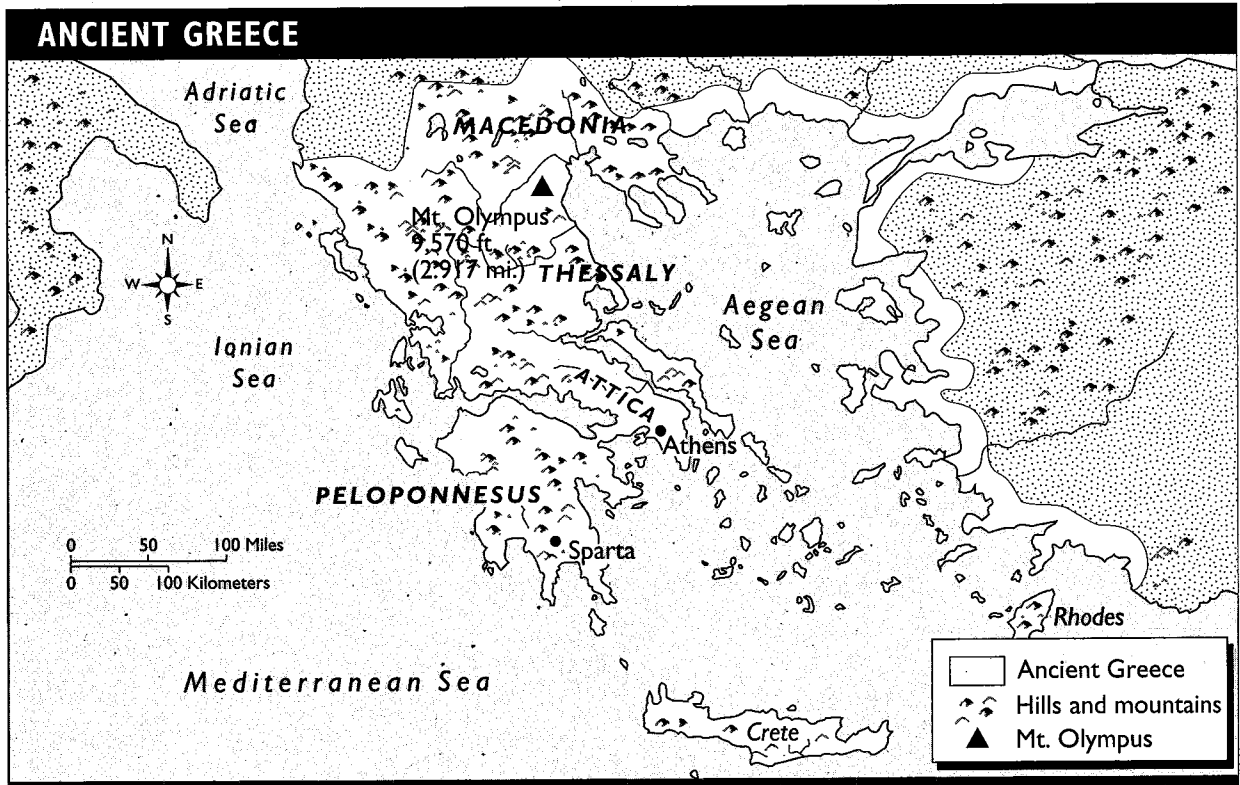
2. the teachings of Confucius
5. a political division of land in the empire
9. a dusty, yellow soil
11. the teachings of Lao-zi
12. it holds that a government may rule if it benefits the people (the first of 3 words)
13. an organization that runs the business of government
14. a mountain pass with steep, rocky sides

Down

1. the best place for a Chinese student to be educated during the Han dynasty (the second of two words)
3. a machine that detects earthquakes
4. used to predict the future (2 words)
6. a wall that keeps a river within its banks
7. a widespread shortage of food
8. a line of rulers who belong to the same family
10. a dry, treeless plain

The Land of Greece

Use the map to answer the questions. For help, you may refer to pages 184 to 187 in your textbook.



1. What seas border Greece?

2. On what peninsula is Sparta located?

3. On what peninsula is Athens located?

4. What is the name of the largest Greek island?

5. Which island lies northeast of Crete?

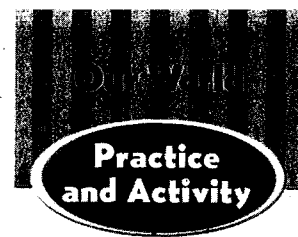
6. Why is it difficult to travel by land in Greece?



The Birth of Greek Civilization

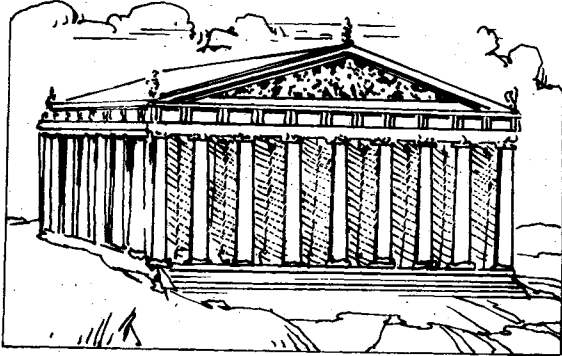
The two Greek city-states of Athens and Sparta shared a common culture yet differed from each other in many ways. Read the sentences below carefully. If the sentence describes life in Athens, circle **A**. If the sentence describes life in Sparta, circle **S**. If the sentence describes life in both Athens and Sparta, circle **A and S**. For help, you may refer to pages 188 to 195 in your textbook.

- | | | |
|---|---|---|
| 1. Only men could be citizens of a polis. | A | S |
| 2. The helots, or farmers, revolted against the government in 600 B.C. | A | S |
| 3. People honored Athena, the goddess of wisdom. | A | S |
| 4. People gathered at temples to worship Zeus, the most powerful Greek god. | A | S |
| 5. Life revolved around the agora and acropolis. | A | S |
| 6. Boys spent a lot of time training to be soldiers. | A | S |
| 7. Girls practiced sports and were trained to be strong mothers of strong children. | A | S |
| 8. Girls stayed at home to perform household tasks and learn to weave. | A | S |
| 9. Boys worked with their fathers in the fields or in craft shops. | A | S |
| 10. Women and slaves had few rights. | A | S |
| 11. The government changed from an oligarchy to a democracy. | A | S |
| 12. The people enjoyed hearing the stories of Homer. | A | S |
| 13. Ports were busy with trade. | A | S |
| 14. This was the largest city-state in Greece. | A | S |



The Golden Age in Athens

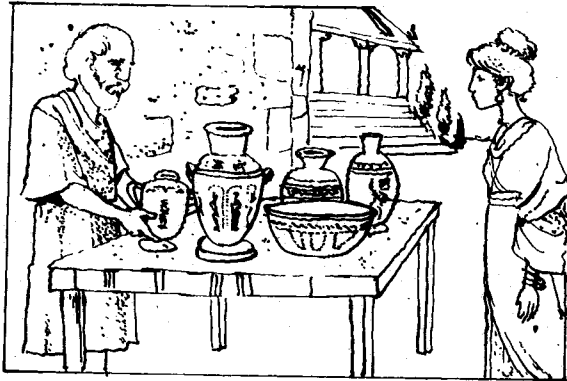
The pictures below show important people and places in Athenian life. Write a caption for each picture explaining how the person or place reflected the "Golden Age" of Greece. For help, refer to pages 198 to 205 in your textbook.



Parthenon



Pericles



Agora



Plato

Alexander and the Greek Empire

Suppose that you have found a scroll dating from ancient Greece. Translate the Greek into English using the alphabets below. (Each letter in the English alphabet has the Greek equivalent listed below.) Then answer the question. For help, you may refer to pages 208 to 213 in your textbook.

English

A B C D E F H I K L M N O P Q R S T V X Z

Ancient Greek

Α Β Γ Δ Ε Ζ Η Θ Ι Κ Λ Μ Ν Ο Π Ρ Σ Τ Υ Χ Ξ

1.

ΡΟΛΣΣ

2.

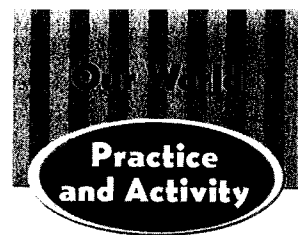
ΑΓΡΟΡΟΛΣΣ

3.

ΣΟΓΡΑΤΕΣ

- When Alexander the Great conquered the Persian empire, he spread Greek culture from Egypt to India. In addition to the Greek alphabet, what other legacies did Alexander spread throughout his empire?

- What was Hellenism?



Using New Words

Choose a term from the box to answer each question. For help, you can refer to the lessons in Chapter 6 of your textbook.

| | | |
|-----------|-----------|-------------------|
| acropolis | democracy | Peloponnesian War |
| agora | harbor | peninsula |
| assembly | jury | philosophy |
| citizen | monarchy | polis |
| Hellenism | oligarchy | |

1. What is the Greek word for a city-state? _____
2. Where did the ancient Greeks meet and conduct business? _____
3. What kind of government is headed by one ruler? _____
4. What Greek lawmaking body voted on issues, shaping the future of a city?

5. What was the name of the conflict between Athens and Sparta and their allies?

6. Where do ships find a sheltered place along a coast? _____
7. Who hears evidence and makes decisions in a court of law? _____
8. What is the name of the large hill around which Greek city-states were built?

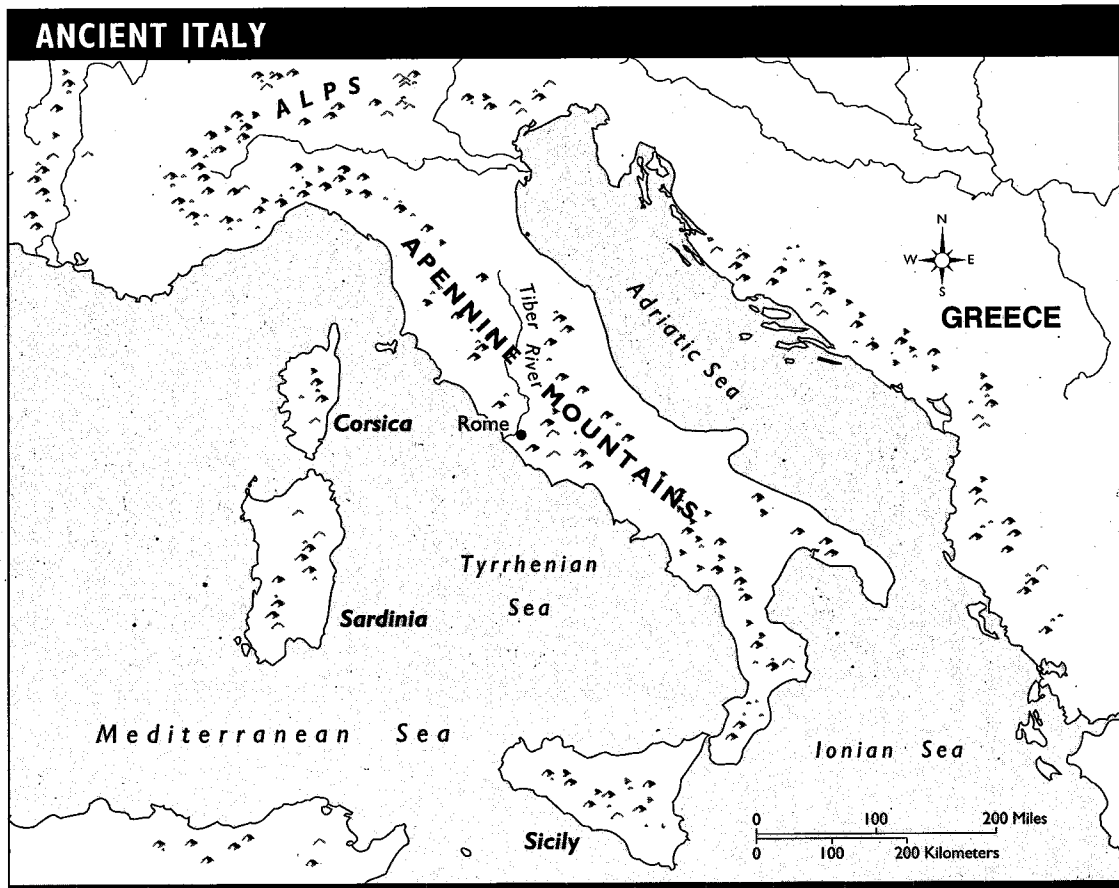
9. What area of land is nearly surrounded by water? _____
10. What kind of government is run by a small group of people? _____
11. What people had rights and responsibilities in Greek city-states?

12. In what form of government do people vote to make decisions? _____
13. If you wanted to search for wisdom and the right way to live, what would you study?

14. Name the new culture that combined Greek ideas with African and Asian tradition.

The Land of Italy

Use the map to answer the questions. For help, you may refer to pages 218 to 221 in your textbook.



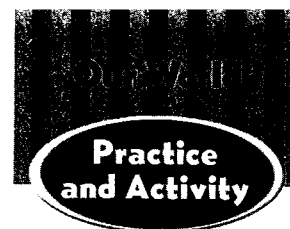
1. How is the geography of Italy and Greece similar?

2. What mountain range separates Italy from the rest of Europe? _____

3. What mountain range runs down the center of Italy? _____

4. What large island is part of southern Italy? _____

5. What two geographic features make the location of Rome favorable?



The Roman Republic

In 390 B.C. an army of Gauls attacked Rome. In the passage below, the Roman historian Livy describes how the Gauls tried a surprise attack on the Romans.

Read the passage and then answer the questions. For help, you may refer to pages 222 to 229 in your textbook.

The Capitol of Rome was meantime in great danger; for the Gauls had [observed] the easy ascent [to it] by the rock at the Temple of Carmentis. On a moonlight night, after they had first sent ahead a man unarmed to test the way . . . they gained the summit all in silence. Not merely had they escaped the [sight] of the [guards], but even the dogs, sensitive as they are to noises at night, had not been alarmed. But they did not escape the notice of the geese; for these creatures were sacred to [the goddess] Juno, and had been accordingly spared despite the scarcity of food.

Thus it befell that Marcus Manlius, who had been consul three years earlier, and who was a [respected] warrior, was awakened by their hissing and the flapping of their wings. He snatched his arms, and calling loudly to his fellows, ran to the spot. Here he [hit] with . . . a shield a Gaul who had already gained a foothold on the summit, and tumbled him headlong. . . . Manlius also slew certain others who in their alarm had cast aside their weapons and were clinging to the rocks. By this time the rest [of the Romans] had rushed together, and crushed the enemy with darts and stones, so that the whole band, dislodged from their foothold, were hurled down the precipice in general ruin.

1. Describe the Gauls' plan to attack the Romans.

2. How did the Romans discover that the Gauls were attacking?

3. What did Marcus Manlius do when he realized that the Gauls were attacking?

4. Rome's army defeated the Gauls. Later, Roman soldiers fought in the Punic Wars and in the Battle of Zama. What was the outcome of each of these conflicts for Rome?

Making Generalizations

Answer the questions to complete the activity. For help, you may refer to pages 230 and 231 in your textbook.

1. What is a generalization?

2. Put the steps in making a generalization in order, from one to four.

_____ Gather examples.

_____ Make a generalization.

_____ Identify the topic.

_____ Examine examples for similarities.

3. Study the steps in making generalizations. Then practice the skill by making a generalization about a current event of your choice.

Step 1

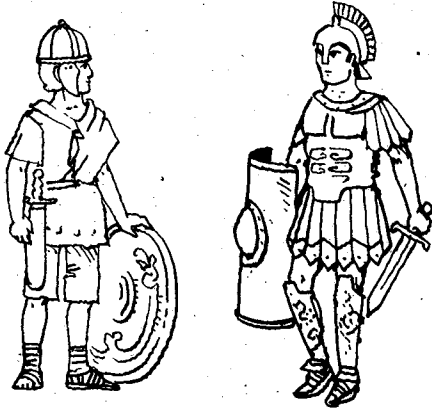
Step 2

Step 3

Step 4

The Roman Empire

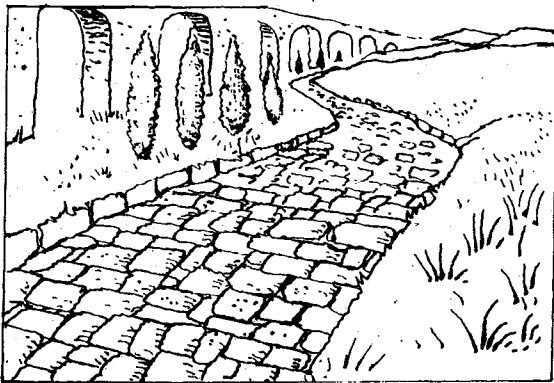
Explain how each of the following helped to keep the Roman empire together during the 200 years of the Pax Romana. For help, you may refer to pages 232 to 239 in your textbook.



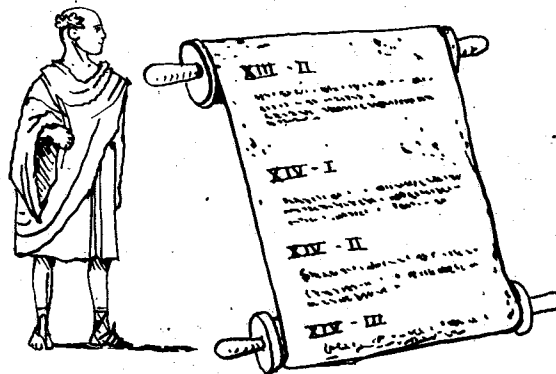
1. Army



3. Tax collectors



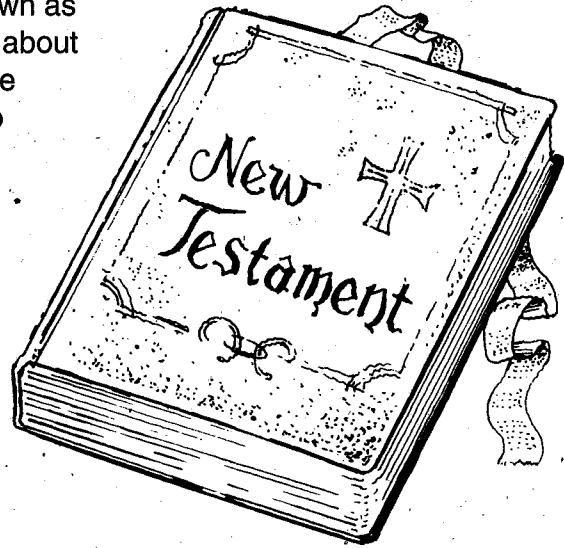
2. Roads



4. Laws

The Birth of Christianity

The first four books of the New Testament, known as the Gospels, give different kinds of information about Jesus. Read the excerpts below and answer the questions that follow. For help, you may refer to pages 240 to 245 in your textbook.



- A.** Jesus was born in the town of Bethlehem in Judea, during the time when Herod was king.

—Matthew 2:1

- C.** But I tell you who hear me: Love your enemies, do good to those who hate you, bless those who curse you, and pray for those who mistreat you.

—Luke 6:27–28

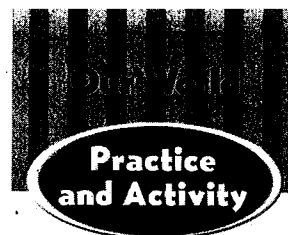
- B.** They crossed the lake and came to land at Gennesaret, where the people recognized Jesus. So they sent for the sick people in all the surrounding country and brought them to Jesus. They begged him to let the sick at least touch the edge of his cloak; and all who touched it were made well.

—Matthew 14:34–36

- D.** What do you think a man does who has one hundred sheep and one of them gets lost? He will leave the other ninety-nine grazing on the hillside and go and look for the lost sheep. When he finds it, I tell you, he feels far happier over this one sheep than over the ninety-nine that did not get lost. In just the same way, your Father in heaven does not want any of these little ones to be lost.

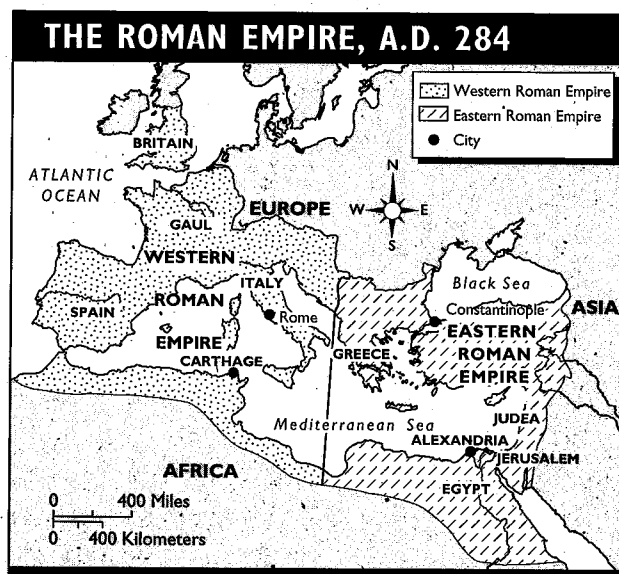
—Matthew 18:12–14

1. Which passage shows Jesus teaching people the right way to live? _____
2. Which passage tells about Jesus as a historical person? _____
3. Which passage tells about Jesus as a healer? _____
4. Which passage presents a story that Jesus told? _____
5. What is the name for the kind of story Jesus told? _____



Rome and Byzantium

Use the map to complete the activities below. Refer to pages 246 to 253 in your textbook.



1. In A.D. 284 the emperor Diocletian divided the empire into two halves. Why?

2. Circle the name of the city to which Constantine moved his capital. Where was it located?

3. Give two reasons Constantine located his capital on this site.

4. The western Roman empire collapsed in the 400s, but the eastern empire continued for another 1,000 years. What did it become known as?

5. What two forms of Christianity developed in the divided empire?

Using New Words

Circle the word in each group that does not belong. Then write a sentence using the remaining three words. For help, you may refer back to the lessons in Chapter 7 of your textbook.

1. Forum patricians Messiah Twelve Tables

2. republic architecture consuls Senate

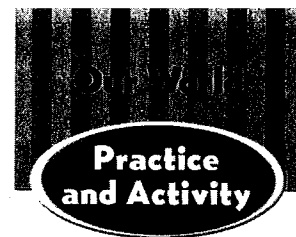
3. representatives tribunes plebeians Punic Wars

4. apostles Pax Romana aqueducts census

5. Christianity New Testament parables gladiators

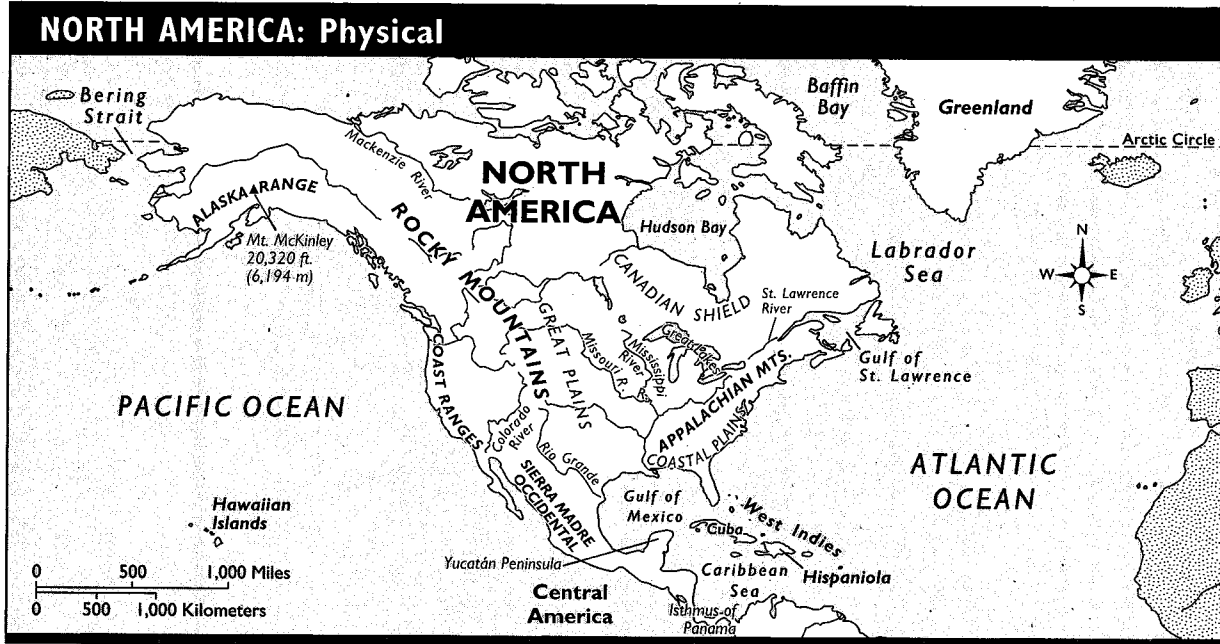
6. Eastern Orthodox Christianity dictator Roman Catholicism pope

7. Choose two of the words that you crossed out. Write two sentences explaining how each word relates to the history of ancient Rome.



Geography of North America

Use the map to answer the questions. For help, you may refer to pages 258 to 263 of your textbook.



1. Locate and circle the Bering Strait. Explain the geography of this area during the Ice Age.

2. Locate and circle the two largest mountain ranges in North America.
 - a. Name the two mountain ranges.

- b. In which area of the United States is each mountain range?

3. Locate and circle southern Mexico and Central America. What kind of landscape and climate does this region have?

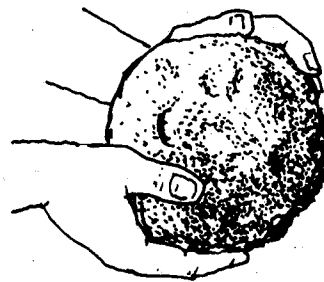
The Olmec and the Maya

Archaeologists have found the artifacts pictured below. In the space provided write what each one reveals about the Olmec civilization. Then answer the questions about the Maya. For help, you may refer to pages 264 to 269 in your textbook.

1. Carved head



2. Rubber ball



3. Describe the Maya system of writing.

4. What caused the Maya Empire to decline?

Summarizing

Follow the steps to create a summary. For help, you may refer to pages 270 and 271 of your textbook.

¹Maya farmers grew a plentiful supply of food to feed a large population. ²They used their knowledge of the environment to get the most out of the land. ³In hilly areas farmers built terraces to make level surfaces for planting. ⁴In swampy areas they built islands above the water by piling up mounds of soil. ⁵Farmers also moved their fields from place to place to help keep the soil from wearing out. ⁶Although the Maya grew a variety of crops, corn was their main source of food. ⁷People made corn dough into flat cakes, like the tortillas people eat today.

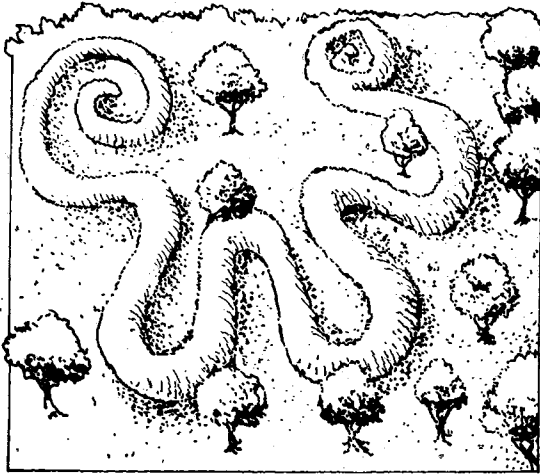
1. Underline the topic sentence in the passage.
2. Which sentences provide supporting information?

3. Which facts in the passage can you leave out of your summary and why?

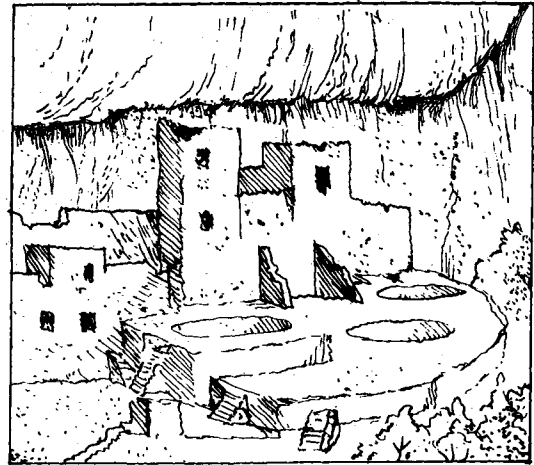
4. Summarize the passage in your own words.

Ancient North American Cultures

Underline the phrase or phrases that complete each sentence. For help, you may refer to pages 272 to 277 in your textbook.

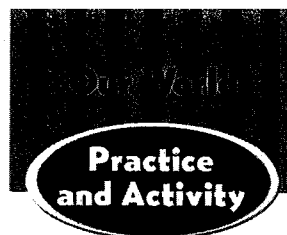


Great Serpent Mound



Mesa Verde

- The people who built the Great Serpent Mound are known as the _____.
 Maya and Olmec
 Mound Builders
 Anasazi
 Aztec of Mexico
- Archaeologists believe that this mound was used _____.
 for religious ceremonies
 as protection against enemies
 to bury the dead
 as a foundation on which to build
- The mound was made from _____.
 stones
 trees
 dirt
 grasses
- The _____ built Mesa Verde on the side of a cliff.
 Maya
 Mound Builders
 Hohokum
 Anasazi
- These people perfected the farming technique called _____.
 dry farming
 weed-free soil
 irrigation
 run-off farming
- Archaeologists have found evidence that these people knew the science of _____.
 theories
 psychology
 astronomy
 dry farming



Using New Words

Use the clues and the words in the box to complete the puzzle and spell the name of a country in Middle America. For help, you may refer to the lessons in Chapter 8 of your textbook.

Words

Classic Period

dry farming

slash and burn

adobe

maize

stela

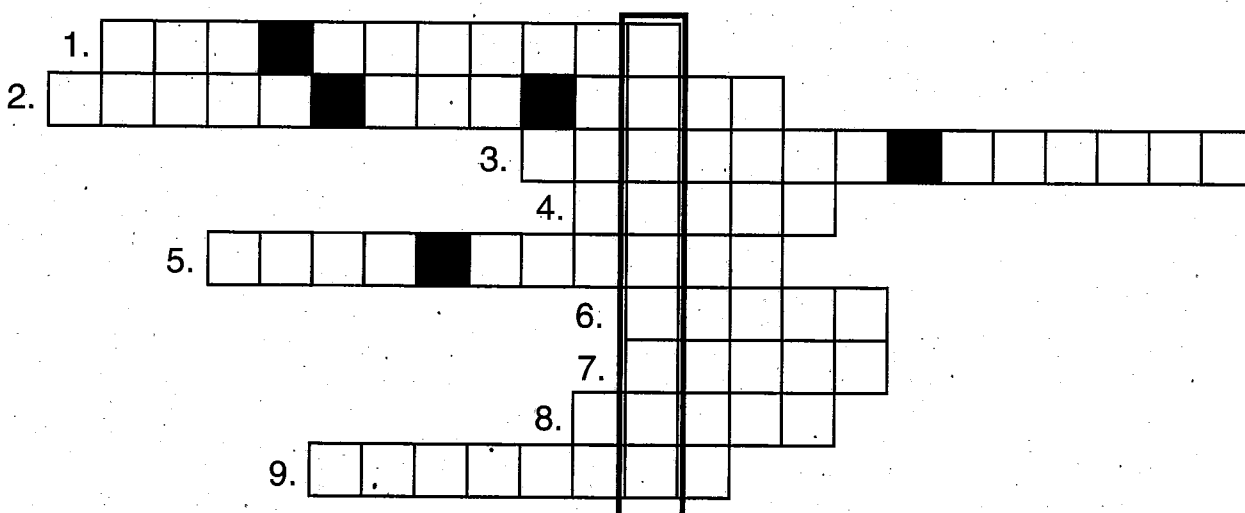
glyph

rain forest

tropical

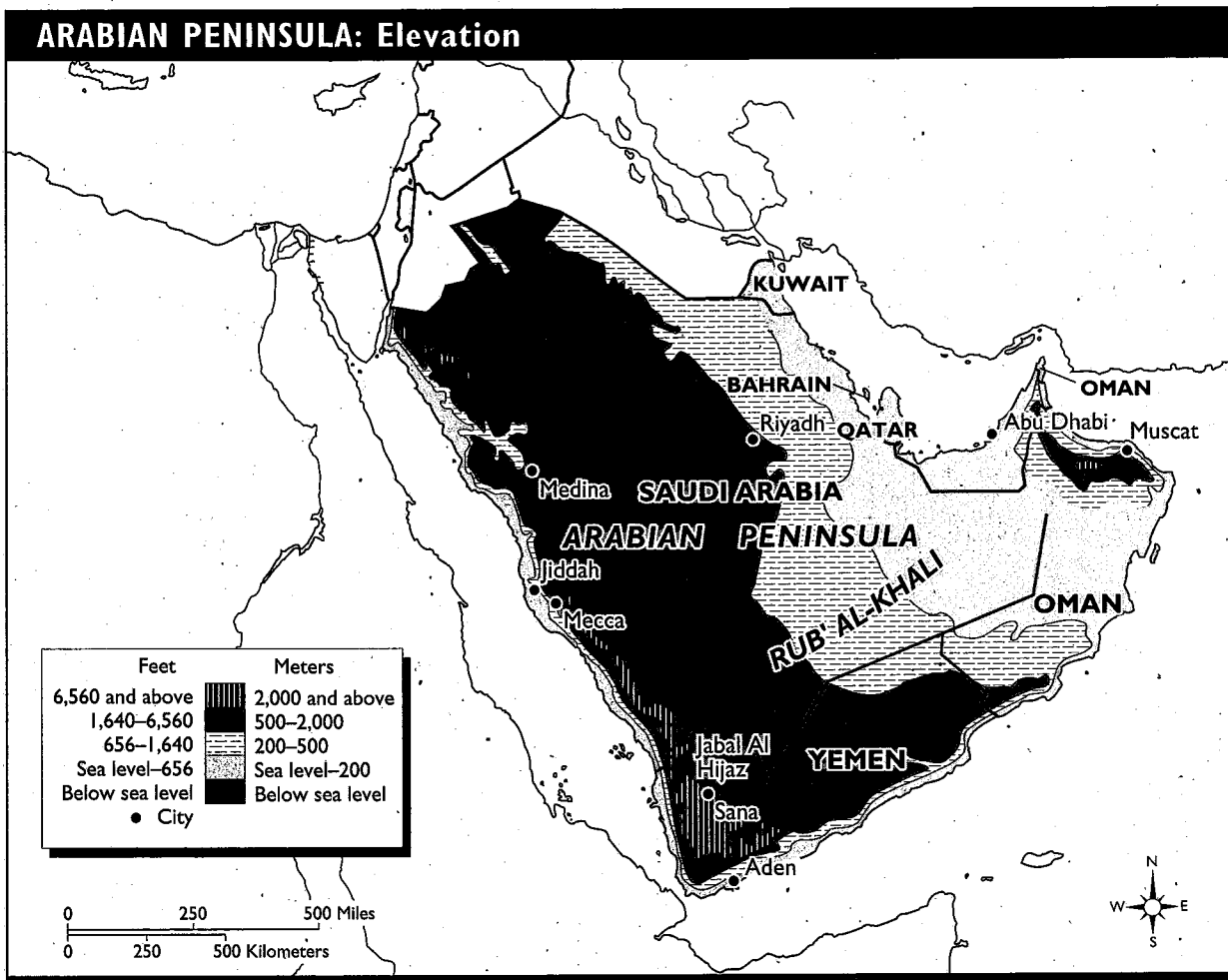
Clues

1. a technique for growing crops with limited rainfall (2 words)
2. a method in which dense jungles are cleared for farming (3 words)
3. an important time of cultural achievement for a civilization (2 words)
4. a tall, flat stone
5. a wooded area that receives more than 80 inches of rain per year (2 words)
6. another word for corn
7. a kind of brick made from clay mixed with straw
8. a symbol used in Maya writing
9. the kind of climate found in many areas near the equator



The Land of Arabia

Use the map to complete the activity. For help, you may refer to pages 282 to 285 in your textbook.



1. The Persian Gulf borders the Arabian peninsula on the east, the Arabian Sea on the south, and the Red Sea on the west. Locate and label these bodies of water on the map.
2. Which city has the highest elevation? _____
3. Locate the city of Mecca. What is the elevation of Mecca?

4. In what areas of the Arabian peninsula did towns and cities develop?

5. Which modern nations are shown on the Arabian peninsula.



The Birth of Islam

Answer the questions to complete the activity. For help, you may refer to pages 286 to 291 in your textbook.



1. What is the holy city of Islam?

2. Why is the year 622 important to Muslims?

3. What are a Muslim's five basic duties?

• _____

• _____

• _____

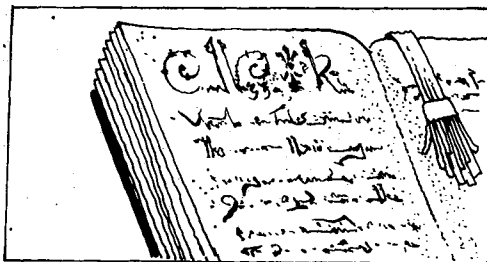
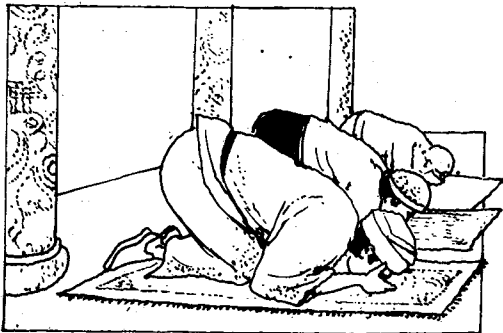
• _____

• _____

• _____

4. What is the name of the sacred book containing these five duties?

5. According to Muslim beliefs, from where did this sacred book come?



The Arab Empire

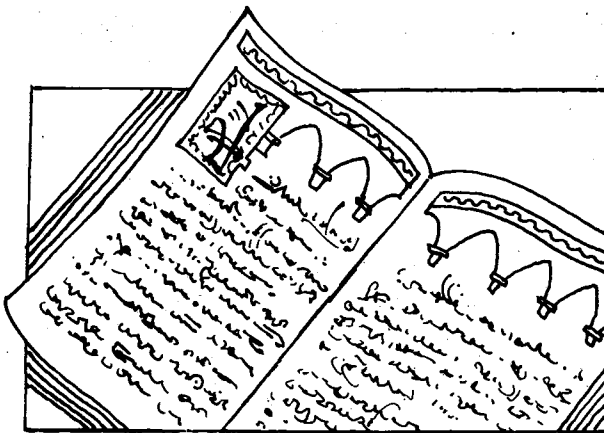
The caliphs of Baghdad built a huge library called the House of Wisdom. There Arab scholars translated and studied Greek, Roman, and Indian works. They also wrote books in the fields of medicine, math, science, and literature. Answer the question to complete the activity. For help, you may refer to pages 292 to 299 in your textbook.



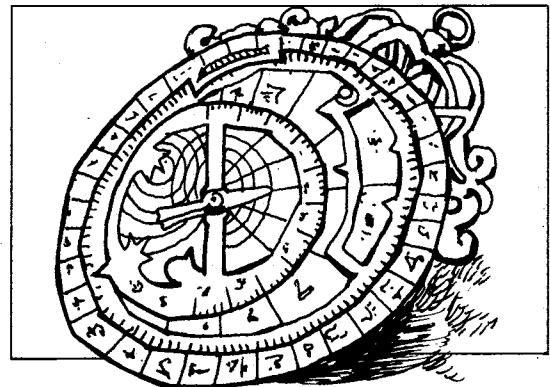
He was a Persian doctor who wrote a famous medical textbook. What was his name?



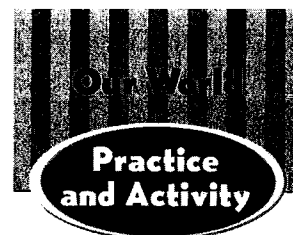
You use a system of numbers invented by Muslim mathematicians. What is the name of this system?



People today still read a collection of stories originally written in Arabic. What is the name of this book?



The Muslims perfected an old Greek instrument that helps people find their way at sea. What was the name of the instrument?



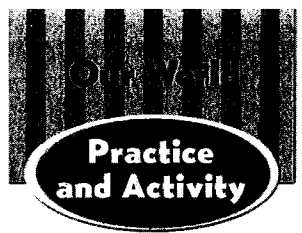
Using New Words

Use the words in the box to complete the activity. For help, you may refer to the lessons in Chapter 9 of your textbook.

| | | |
|-----------|--------------|------------|
| algebra | Five Pillars | mosque |
| astrolabe | hijra | oasis |
| caliph | Islam | pilgrimage |
| caravan | Kaaba | Quran |

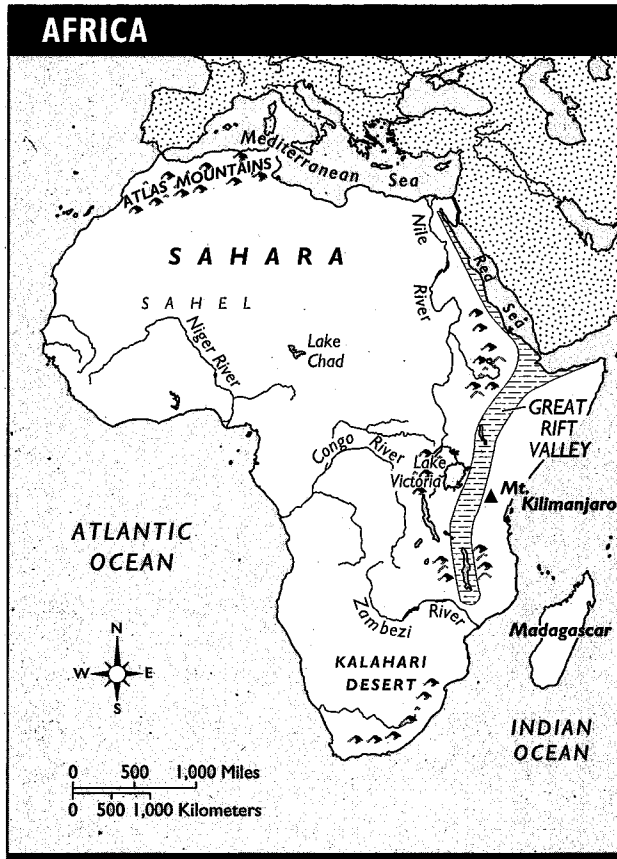
Rearrange the letters of each nonsense word to spell the real word that fits the definition.

| Word | Definition |
|------------------------|---|
| 1. paिल्च _____ | a successor to the prophet Muhammad |
| 2. quesom _____ | a Muslim place of worship |
| 3. elbagar _____ | a branch of mathematics |
| 4. blastearo _____ | an instrument used to find a seafaring vessel's position from stars |
| 5. soisa _____ | a place in the desert watered by underground streams |
| 6. ranavac _____ | a group of people and animals traveling together |
| 7. malls _____ | the Muslim religion |
| 8. narQu _____ | the sacred book of Islam |
| 9. abaKa _____ | a square-shape temple in Mecca |
| 10. rajih _____ | the name of Muhammad's migration from Mecca to Medina |
| 11. veiF sliPlar _____ | a Muslim's basic duties |
| 12. miggrapile _____ | a journey for religious purposes |



The Geography of Africa

You are doing research for a television documentary called "Amazing Africa." Use the map to help you list the natural features you plan to film. For help, you may refer to pages 312 to 315 in your textbook.



1. The world's largest desert region:

2. The world's longest river:

3. The highest mountain in Africa:

4. The river that flows through southern Africa, emptying into the Indian Ocean:

5. The narrow, dry grassland along the Sahara's southern edge:

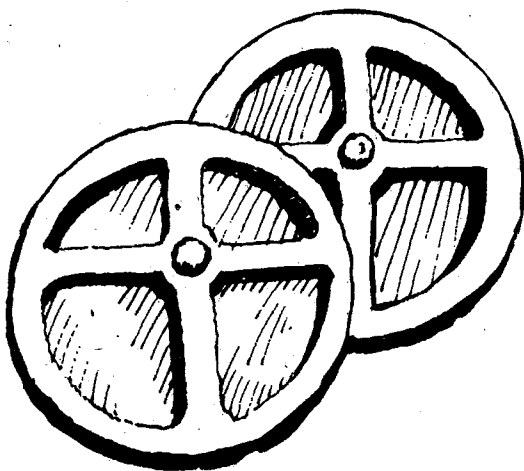
6. The gigantic valley, extending almost 3,000 miles:

7. The world's second largest fresh water lake:

8. The two seas and two oceans that border Africa:

The Kingdom of Aksum

Answer the questions to complete the activity. For help, you may refer to pages 316 to 319 in your textbook.



Coins from Aksum

1. a. How did Aksum become a wealthy kingdom?

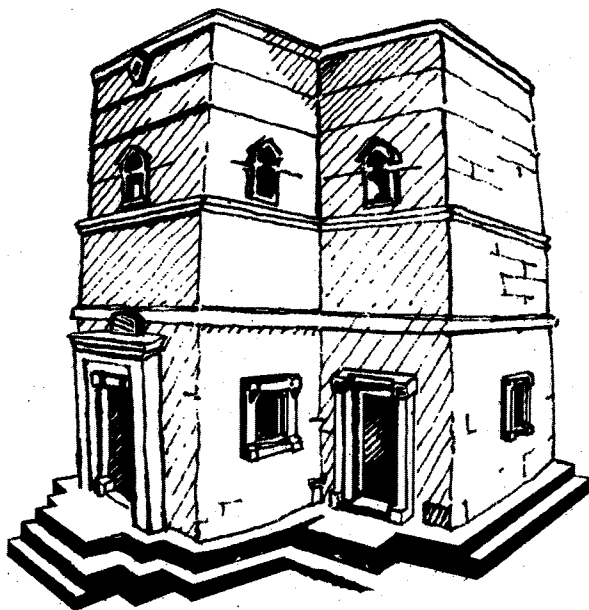
- b. What do the gold coins reveal about the kingdom of Aksum?

2. a. What kingdom did Aksum conquer?

- b. Why was Adula an important city in Aksum?

3. a. In what kingdom was the city of Lalibela?

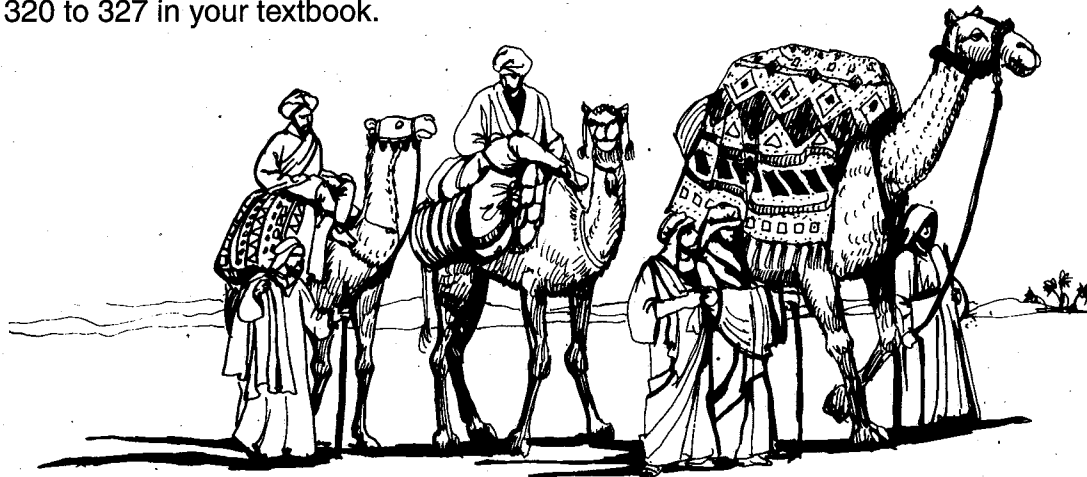
- b. During whose rule was the stone church (left) built?



Church at Lalibela

West African Empires

Answer the questions to complete the activity. For help, you may refer to pages 320 to 327 in your textbook.



Muslim Traders

1. Why did Muslim traders from North Africa begin to cross the Sahara heading for lands to the south?

2. What resource of Northern Africa did West Africans want?

3. Why did the kings of Ghana grow wealthy? _____

4. How did Ghana's kings keep the price of gold high? _____

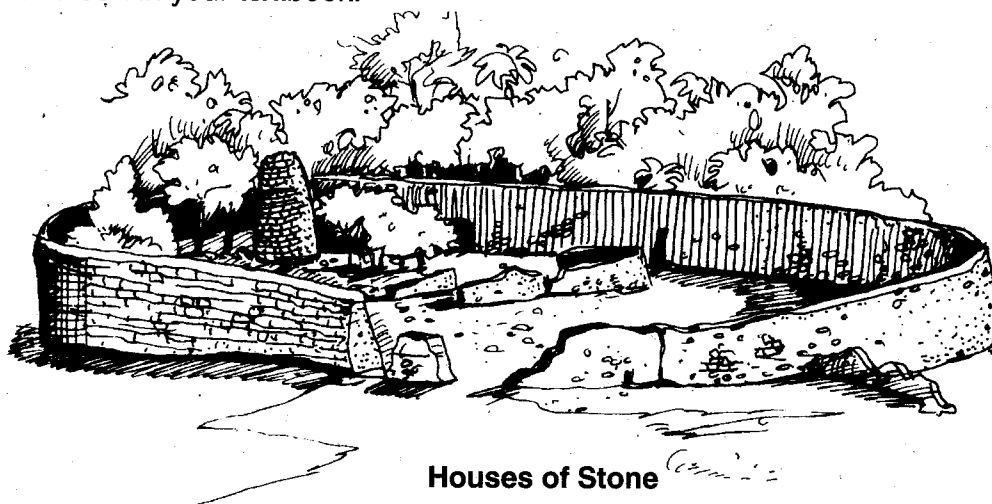
5. Which empire did Sunjata rule? How did he use his talents as a ruler? _____

6. Which religion did Muslims bring to Western Africa? _____



Great Zimbabwe and the Coastal Cities

We know that the builders of Great Zimbabwe encircled their city with walls of solid stone. What else do we know about the city? Answer the "Do we know questions" below with a *yes* or *no*. Then fill in the known information next to the *yes* answers. The first one has been done for you. For help, you may refer to pages 328 to 332 in your textbook.



Do we know . . .

1. the type of stone used to build the walls around the city? yes, granite
2. the height of the walls? _____
3. how the stone walls were built? _____
4. about the lifestyle of the people? _____
5. how the city gained power? _____
6. the city's source of wealth? _____
7. what type of pottery the craftworkers made? _____
8. what type of jewelry the craftworkers made? _____
9. the type of metal used to make tools? _____
10. the oral traditions of the people of Great Zimbabwe? _____
11. the size of the city's population during the early 1400s? _____
12. the reason the city declined? _____
13. the reason the city was abandoned? _____

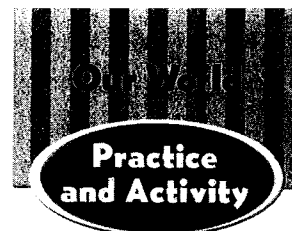
Using New Words

Write a word from the box next to its definition. Then locate and circle the words in the puzzle below. For help, you may refer to the lessons in Chapter 10 of your textbook.

| | |
|--------|---------|
| demand | supply |
| griot | savanna |
| basin | granary |

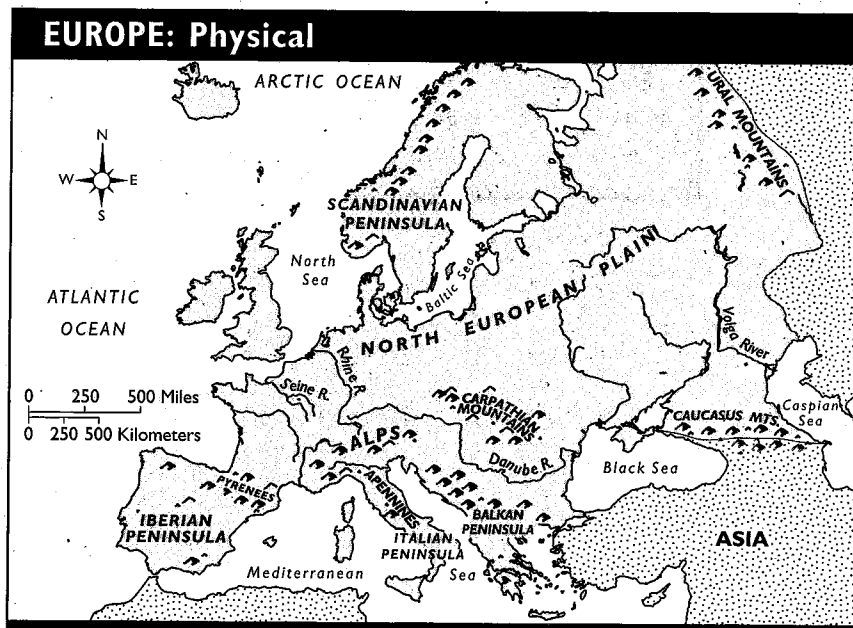
| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Z | S | G | J | Y | O | D | L | C | D | S | J | G |
| M | U | T | T | U | R | L | E | O | A | A | P | R |
| E | P | X | B | N | M | A | P | M | B | R | W | I |
| U | P | M | A | A | R | J | N | D | A | P | N | O |
| T | L | V | X | W | S | R | X | A | O | N | H | T |
| W | Y | H | O | T | X | I | M | T | R | A | D | G |
| P | O | R | S | A | V | A | N | N | A | G | R | P |

- _____ 1. a grassy, tree-dotted plain
- _____ 2. a quantity of some good, product, or resource
- _____ 3. a person who tells stories that describe historical events
- _____ 4. people's desire for a particular good, product, or resource
- _____ 5. a large bowl-shaped dip in the land into which a river flows
- _____ 6. a building for storing grain



The Geography of Europe

Use the map to answer the questions. For help, you may refer to pages 336 to 339 in your textbook.



1. a. Name the largest peninsula in northern Europe.

- b. Name the largest peninsula in southern Europe.

2. a. What river empties into the North Sea?

- b. What river flows through central Europe to the Black Sea?

3. a. What ocean lies north of Europe?

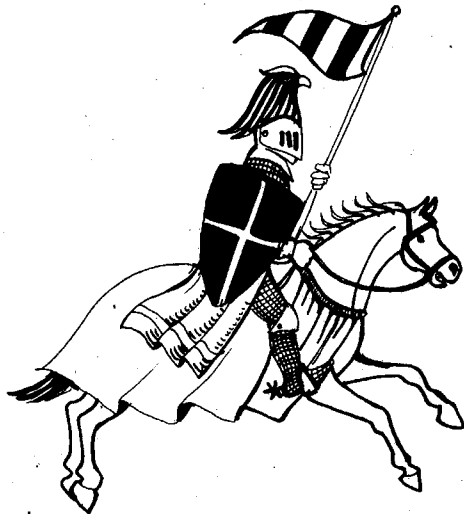
- b. What sea forms the southern boundary of Europe?

4. a. Which two mountain ranges separate the continent of Europe from Asia?

- b. What landform covers more than 50 percent of Europe?

Birth of the Middle Ages

Follow the directions to complete the activity. For help, you may refer to pages 340 to 347 in your textbook.



Vassal (or Knight)



Serf



Craftworker

1. What did a vassal agree to do for his king or lord in return for land?

What did the king or lord give his vassals?

What word describes the relationship between lords and vassals?

2. Where did a medieval serf live?

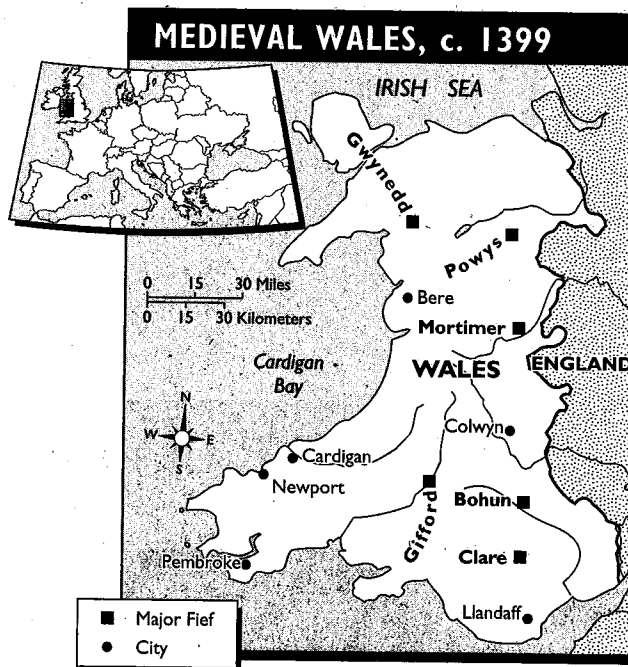
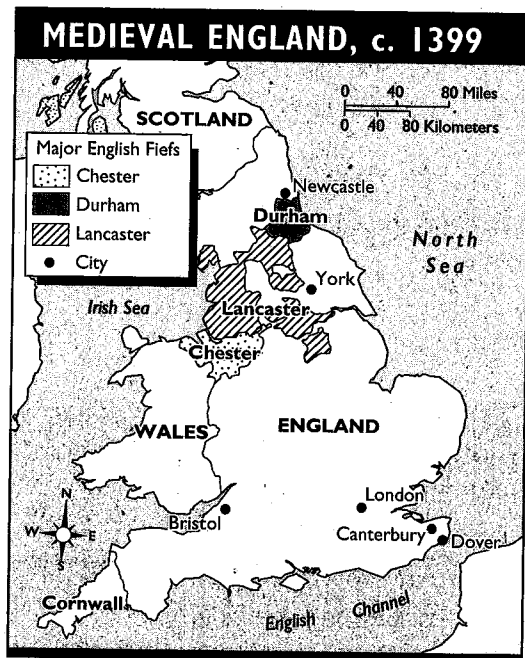
How did serfs serve the lord?

3. Where did craftworkers live in the Middle Ages?

Give two examples of the kinds of work done by craftworkers.

Using Maps at Different Scales

A map scale is a unit of measure, such as an inch, used to represent a distance on Earth. A mapmaker can show different areas of a map by changing the scale. Use the maps to answer questions. For help, you may refer to pages 348 and 349 in your textbook.



1. Identify the large-scale map and the small-scale map.

2. What information is given on the large-scale map that is not on the small-scale map?

3. Which map would you use to estimate the distance between Wales and Scotland?

4. How many miles does an inch represent on the map of Medieval England?
Medieval Wales?

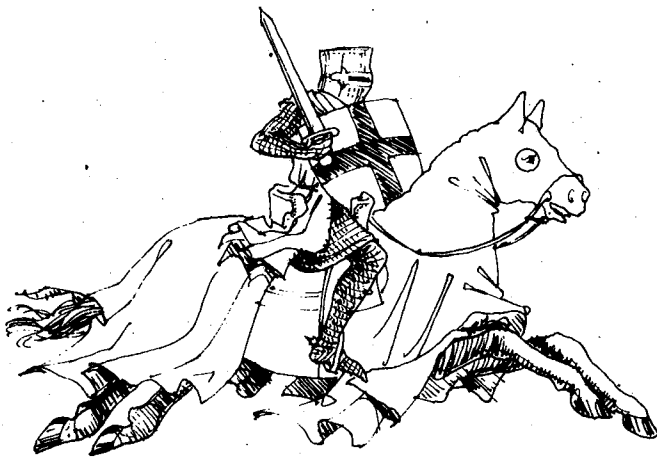
The Middle Ages and the Church

Read the passage below and answer the questions. For help, you may refer to pages 350 to 355 in your textbook.

In 1095, Pope Urban II made a speech calling for war to capture Jerusalem and nearby lands from the Turks. Here is part of his speech.

For your brethren who live in the east are in urgent need of your help, and you must hasten to give them the aid which has often been promised them. For, as most of you have heard, the Turks and Arabs have attacked them. . . . They have killed and captured many, and have destroyed the churches and devastated the empire. If you permit them to continue . . . the faithful of God will be much more widely attacked by them. On this account I, or rather the Lord, beseech you as Christ's heralds to publish this everywhere and to persuade all people of whatever rank, footsoldiers and knights, poor and rich, to carry aid promptly to those Christians and to destroy that vile race from the lands of our friends. . . . Moreover, Christ commands it.

Oliver J. Thatcher and Edgar H. McNeal, *A Source Book for Mediaeval History* (New York: Charles Scribner's Sons, 1905).



1. Who was Pope Urban trying to persuade to go on the Crusades?

2. What did Urban say to persuade people to join the Crusades?

3. a. What armies did the Crusaders fight? What was their religion?

- b. Did the first Crusaders succeed in capturing Jerusalem?

4. How did the Crusades change Europe?

The Renaissance

Leonardo da Vinci, who described himself as a “disciple of experiment,” had many interests and talents. Read parts of a letter in which da Vinci describes his inventions and abilities to a noble in Italy. Then complete the activity. For help, you may refer to pages 356 to 363 in your textbook.

- A. I have a sort of extremely light and strong bridges, adapted to be most easily carried, and with them you may pursue, and at any time flee from the enemy.
- B. I will make covered chariots, safe and unattackable, which, entering among the enemy with their artillery, there is no body of men so great but they would break them.
- C. In time of peace I believe I can give perfect satisfaction and to the equal of any other in architecture and the composition of buildings public and private.
- D. I can carry sculpture in marble, bronze, or clay, and also I can do in painting whatever may be done, as well as any other, be he who he may.

Jean Paul Richter and Irma A. Richter, editors, *The Literary Works of Leonardo da Vinci* (London: Oxford University Press, 1936).

1. **a.** In which statement does Leonardo describe himself as an artist? _____
b. Name the patron in Florence who invited Leonardo to set up a studio in his house.

2. **a.** In which statement does Leonardo describe himself as an inventor? _____
b. Name two things that Leonardo planned or designed.

3. **a.** In which statement does Leonardo describe himself as an engineer? _____
b. Why might a noble be interested in Leonardo's engineering ability?

4. **a.** In which statement does Leonardo describe himself as an architect? _____
b. Name another Renaissance artist who was an architect as well as a painter and sculptor.

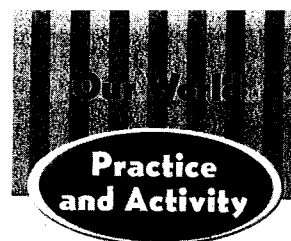
5. In what way was the Renaissance both a time of looking back and a time of looking forward?

The Reformation

Each pair of sentences below states a cause-effect relationship. Write **C** next to the sentence that states a cause and **E** next to the sentence that states an effect. For help, you may refer to pages 366 to 371 in your textbook.

- _____ 1. Pope Leo X needs money to complete St. Peter's Cathedral in Rome.
_____ He sells indulgences to raise money.
- _____ 2. The Dutch writer Erasmus begins to criticize the policies of the Church.
_____ Church officials appear more interested in worldly matters than in religion.
- _____ 3. The Reformation movement begins in Germany.
_____ Martin Luther posts his 95 Theses to the door of a church in Germany.
- _____ 4. Johannes Gutenberg invents a printing press that uses movable type.
_____ Books are made quickly and cheaply.
- _____ 5. In protest, many of Luther's supporters leave the Church.
_____ Pope Leo X gives orders to have Luther's writings burned.
- _____ 6. Leaders of the Catholic Church meet in Trent.
_____ The Catholic Church reforms some of its practices.
- _____ 7. The Pope refuses to give King Henry VIII permission to divorce his wife.
_____ Henry breaks with Rome and starts the Anglican Church of England.

Write a pair of sentences about the Reformation. One sentence should state a cause, the other, an effect. Identify each sentence.



Using New Words

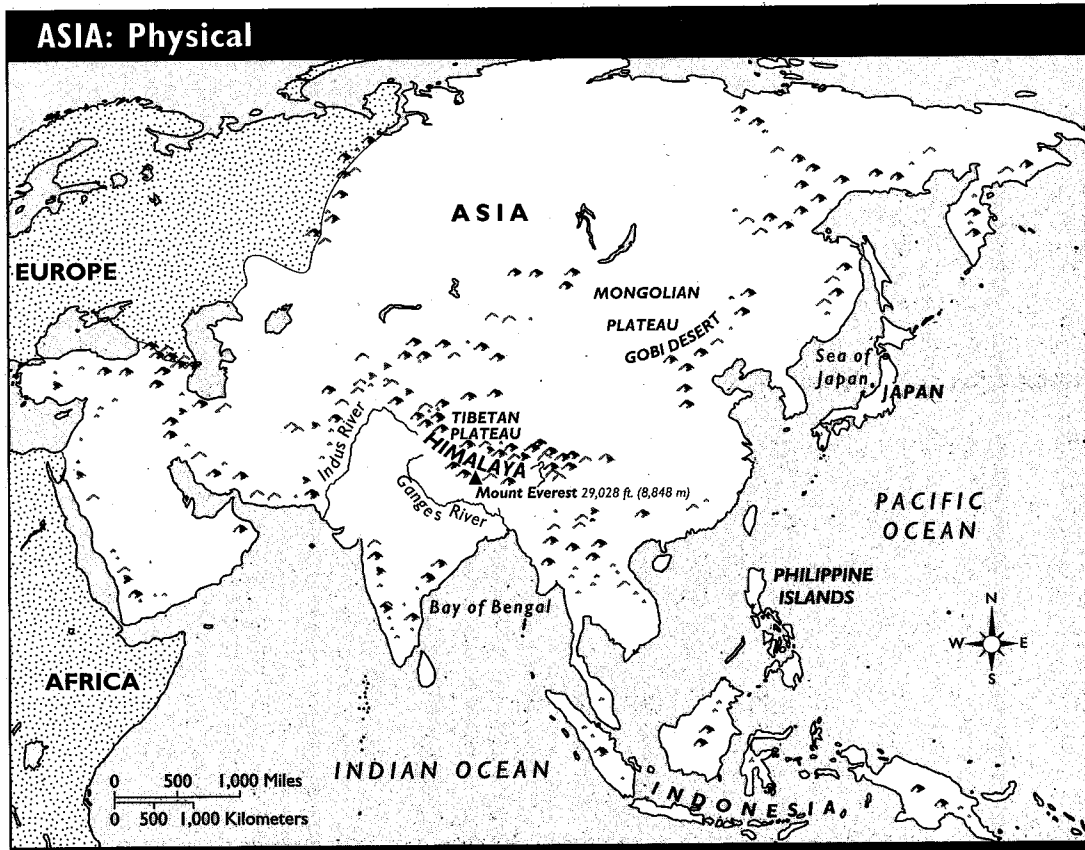
Write the letter of the correct word from the box next to its meaning. For help, you may refer to the lessons in Chapter 11 of your textbook.

| | | | |
|------------------|----------------|--------------------|----------------|
| a. fjord | h. perspective | o. monastery | v. Reformation |
| b. cathedral | i. humanism | p. navigable | w. Renaissance |
| c. chivalry | j. indulgence | q. nun | x. saint |
| d. Crusades | k. Gothic | r. patron | y. serf |
| e. deforestation | l. Magna Carta | s. plague | z. temperate |
| f. feudalism | m. manor | t. Protestant | aa. vassal |
| g. fief | n. Middle Ages | u. Anglican Church | |

- | | |
|---|---|
| <p>_____ 1. when water is deep enough for ship to navigate</p> <p>_____ 2. a concern with human interests and values</p> <p>_____ 3. a church started by Henry VIII</p> <p>_____ 4. the land given to a vassal by a lord</p> <p>_____ 5. a person believed to be holy</p> <p>_____ 6. a code of conduct for knights</p> <p>_____ 7. the process of clearing a forest</p> <p>_____ 8. a style of architecture that emerged during the Middle Ages</p> <p>_____ 9. an English charter giving legal rights to all</p> <p>_____ 10. a mild climate</p> <p>_____ 11. a historical period of great creativity</p> <p>_____ 12. a noble who served a powerful landowner</p> <p>_____ 13. a branch of Christianity that broke away from Roman Catholicism</p> | <p>_____ 14. a narrow inlet between cliffs</p> <p>_____ 15. a terrible disease that spreads quickly</p> <p>_____ 16. a movement to reform the Catholic Church in Europe</p> <p>_____ 17. a pardon for sins sold by the Church</p> <p>_____ 18. a person who lived and worked on a manor</p> <p>_____ 19. the period of history between ancient Roman times and the 1400s</p> <p>_____ 20. a large Christian church</p> <p>_____ 21. a woman who devotes her life to serving God</p> <p>_____ 22. an estate owned by a noble</p> <p>_____ 23. a system of government based on land and military service</p> <p>_____ 24. a religious community of monks</p> <p>_____ 25. a supporter of the arts</p> <p>_____ 26. a series of holy wars</p> <p>_____ 27. a technique in painting of showing three dimensions on a flat surface</p> |
|---|---|

Geography of Asia

Use the map to complete the activity. For help, you may refer to pages 376 to 379 in your textbook.



1. Locate and circle the Himalaya. Explain how they influence the climate of Asia.

2. Locate and circle the large plateau on the northern border of the Himalaya.

- a. What is the name of this plateau? _____
- b. What river begins on this plateau and flows through India into the Bay of Bengal?

3. Locate and circle Japan, a country that is made up of 3,400 islands.

- a. What is the name for a group or chain of islands? _____
- b. Locate and name another group of islands in Asia. _____

The Ottoman Empire

Read the following passage and answer the questions below. For help, you may refer to pages 380 to 385 in your textbook.

In 1453 the Ottomans tried to capture the Byzantine city of Constantinople. The city had thick stone walls with moats and ditches, and was surrounded on three sides by water. The Ottomans could not sail into the harbor because the Byzantines had blocked it with a heavy iron chain.

The Ottoman leader, Muhammad, had 70 light ships built and dragged on rollers overland to the Golden Horn. The ships were then loaded with soldiers and guns. The Ottomans sailed the ships up to the city and attacked from the rear. They broke through the walls and captured the city. The last Byzantine emperor, Constantine, was killed.

1. Why was the city of Constantinople difficult to attack?

2. How were the Ottomans able to capture the city?

3. Why is the year 1453 considered a turning point in European history?

4. Name one way in which the Ottoman Empire differed from the Byzantine Empire.

5. a. Under whose rule did the Ottoman Empire reach its peak?

b. How long did the Ottoman Empire last?

China's Great Dynasties

Compare and contrast two great dynasties of China. Complete the chart below by writing each item from the box in the correct column. For help, you may refer to pages 386 to 393 in your textbook.

- 1368: rebel Chinese forces drove out Mongols
- 1252: Mongols gain control of China, began Yuan Dynasty
- expansion of Grand Canal
- Kublai Khan
- improved the paper-money system
- Forbidden City
- China became a great sea power
- various emperors
- extension of Great Wall
- made Silk Road safe for travel

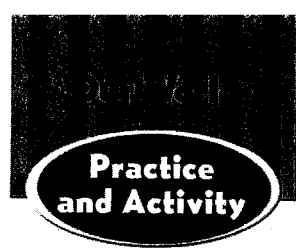
| | YUAN DYNASTY | MING DYNASTY |
|--------------------------|--------------|--------------|
| ORIGIN | | |
| LEADERS | | |
| BUILDING PROJECTS | | |
| ACHIEVEMENTS | | |



Kublai Khan



Ming vase



The Mughal Empire

The following statements describe the Mughal emperor Akbar. To complete the activity, write two facts that support each statement. For help, you may refer to pages 394 to 399 in your textbook.

1. Akbar was a successful military leader.

2. Akbar helped farmers and business people.



Akbar

3. Akbar made changes to improve life for the Hindus in the empire.

4. Akbar was interested in learning about other religions.

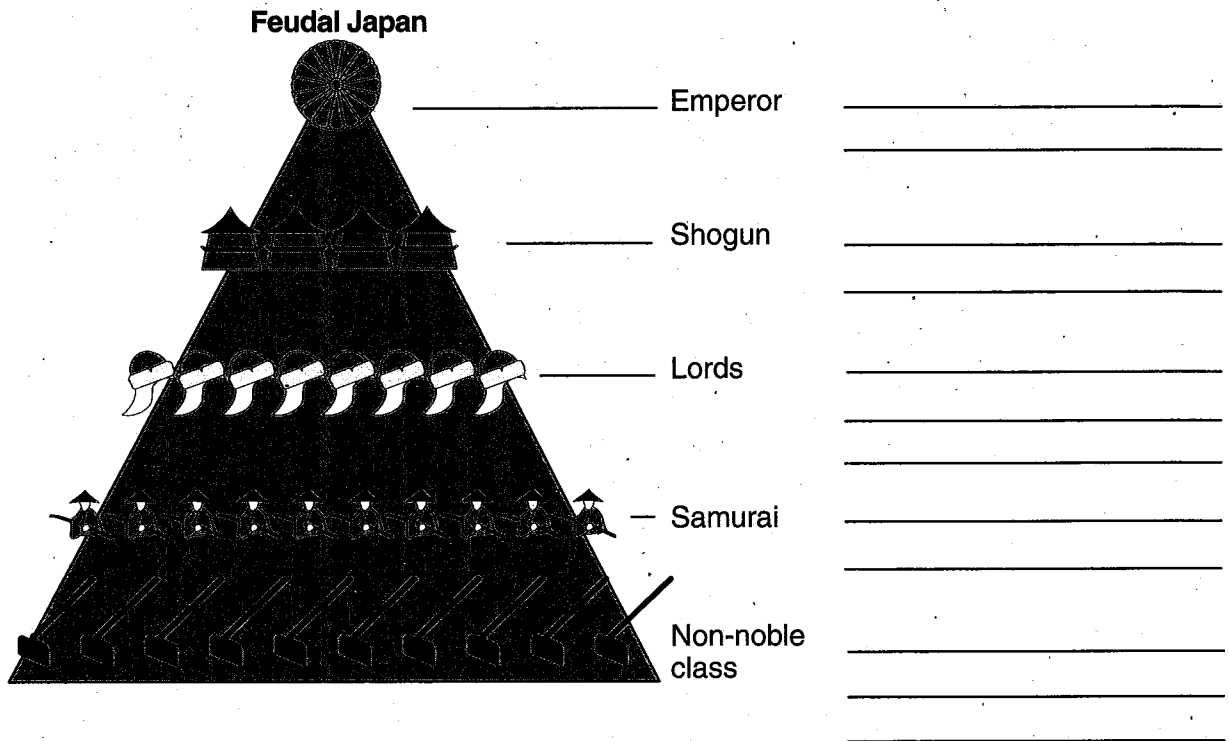
5. Although he couldn't read, Akbar was interested in learning.

6. Akbar was a patron of the arts.



Feudal Japan

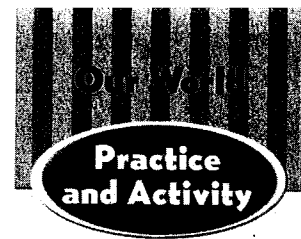
Below is a social pyramid of feudal Japan after 1192. Explain the role of each person. For help, you may refer to pages 400 to 405 in your textbook.



Culture flourished in feudal Japan. *Haiku*, a popular form of poetry, was created at this time. *Haiku* is a short, unrhymed verse of three lines. It has 17 syllables, in a 5-7-5 pattern. Here is an example of haiku.

In the morning light (5 syllables)
 Purple rays of dawn creep down (7 syllables)
 Covering the earth. (5 syllables)

Try your skill at writing haiku.



Using Software

Software is a set of instructions that tells a computer what to do. You might use a software program to write a report, calculate numbers, or search a database. Answer the questions below to complete the activity. For help, you may refer to pages 406 and 407 in your textbook.

1. Decide whether the software will help you.

What are some things you should consider first?

2. Start the program.

What is an icon?

How else could you start the program?

3. Look for menu choices.

What features are usually available to help you operate a software program?

4. Experiment.

What feature might allow you to fix a mistake?

5. Perform the task.

What should you remember to do once you begin a project?

6. Describe a project you could do on a computer and how you would select the correct type of software for the project.

Southeast Asian Kingdoms

Read the passage below and answer the questions. For help, you may refer to pages 408 to 411 in your textbook.

In January 1860 a young Frenchman, Henri Mouhot, was traveling by canoe and on foot through thick forests in Southeast Asia. He saw in the distance a huge stone building with five towers: the temple of Angkor at Angkor Wat. Exploring the ruins, he found sculptures of lions and elephants, huge walls of stone, and collapsed towers. The deserted ruins were overgrown by large trees and vines. "The howling of wild animals, and the cries of a few birds, alone disturb the solitude," he wrote.

Mouhot caught a tropical fever and died in the forest, without ever knowing that he had discovered the largest religious monument in the world. His notebook, with sketches of Angkor Wat, was recovered and published in Europe, leading others to explore the ruins and eventually restore some of them.

1. Who built Angkor Wat?

2. Who discovered its remains in 1860?

3. What was Angkor Wat?

4. When and where was it built?

5. How was Angkor Wat used?

6. Why does Angkor Wat today contain both Buddhist and Hindu statues?

7. Who was Jayavarman VII?



Using New Words

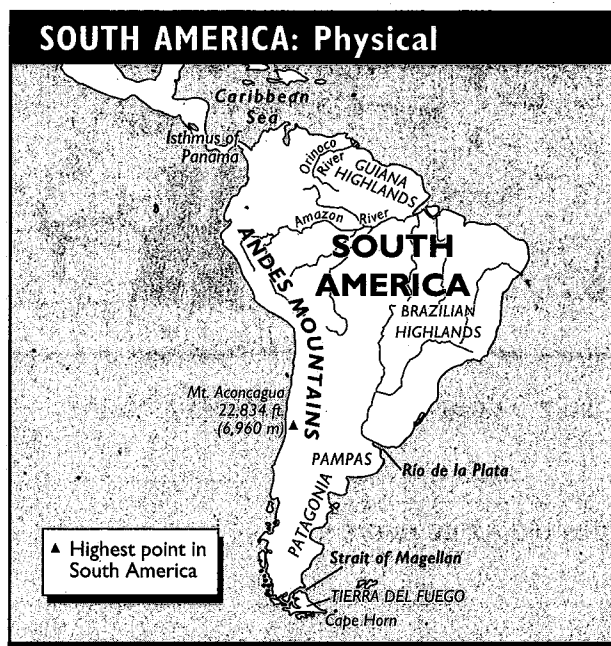
Write each word or term from the box in front of its definition. For help, you may refer to the lessons in Chapter 12 of your textbook.

| | | | |
|-------------|-------------|---------|-----------|
| archipelago | grand mufti | samurai | shogun |
| complex | daimyo | shah | porcelain |
| Grand Canal | monsoon | Shinto | sultan |

1. _____ a group or chain of islands
2. _____ seasonal winds that bring rain
3. _____ the supreme ruler of the Ottoman empire
4. _____ a Muslim religious leader
5. _____ a link between the Huang He and Chang rivers
6. _____ a type of fine pottery
7. _____ a Japanese religion
8. _____ a Japanese military leader
9. _____ the head of a Japanese family who controlled large areas of land
10. _____ a Japanese soldier
11. _____ a group of buildings
12. _____ a Persian word meaning *emperor*

The Geography of South America

Use the map to answer the questions. For help, you may refer to pages 416 to 421 of your textbook.



1. Locate and circle the narrow strip of land that connects North and South America. Which label did you circle? How was this land mass formed?

2. Locate and circle the longest mountain range in the world. Which range did you circle? Which body of water lies west of the range?

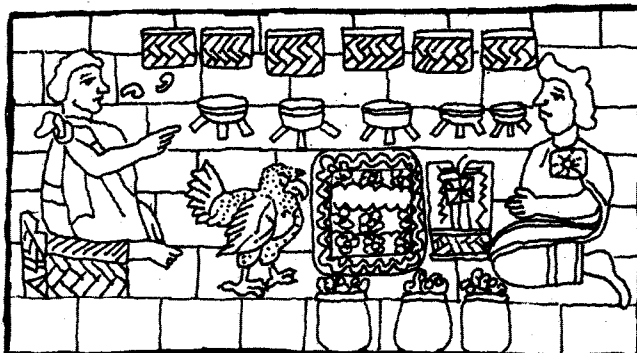
3. Locate and circle the largest river in the world. Which river did you circle? Through which two countries does it flow?

4. Locate and circle a grassy area in South America. Which area did you circle? In which area of South America? For what is this area used?



The Aztec

The picture shows an Aztec man and woman preparing for a feast. Use the picture and pages 422 to 427 in your textbook to answer the questions.



1. What kind of house did the people pictured probably live in?

2. In what kinds of homes did Aztec rulers live?

3. Describe the city at the heart of Aztec culture.

4. The man and woman pictured were probably members of the largest social group in Aztec society.
 - a. Who were members of this group?

 - b. Who had the lowest status in Aztec society?

 - c. Who was at the top of Aztec society?

5. How important was religion to the Aztec?

Drawing Conclusions

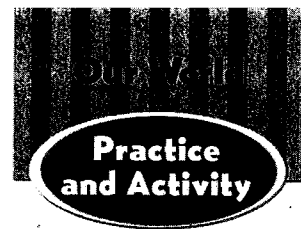
Drawing a conclusion involves forming an opinion after looking at the evidence. Practice this skill by reading the passage and completing the activity. For help, you may refer to pages 428 and 429 in your textbook.

Here is an excerpt from Lesson 2 of your textbook.

In healing a wound, reducing a fever, or curing a stomach ache, Aztec doctors could choose from more than 1,000 medicines. Aztec astronomers built on the knowledge of the Maya to predict eclipses and to study the movements of the planets. Craftworkers created beautiful feather headdresses, gold and copper jewelry, ceramic jars, and cloth. Priests calculated the Aztec calendar so they could predict future events. Others kept records using the Aztec system of writing. Colorful pictures and symbols were drawn on a long folded sheet of paper. Each of these sheets, called a *codex*, told about the history, religion, government, or science of the Aztec.

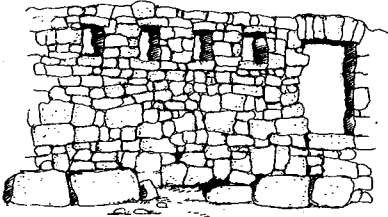
Mark **X** next to each statement that is a reasonable conclusion based on the information you have just read.

- _____ 1. The Aztec were interested in learning.
- _____ 2. Aztec workers mined for gold and copper.
- _____ 3. Gold and copper were plentiful.
- _____ 4. Many Aztec adults liked to read.
- _____ 5. The Aztec came into contact with the Maya.
- _____ 6. Any Aztec child could become a doctor or an astronomer.
- _____ 7. The Aztec built telescopes to use in stargazing.
- _____ 8. Aztec priests were powerful, since they could predict the future.
- _____ 9. The Aztec were not superstitious.
- _____ 10. Aztec priests were intelligent.

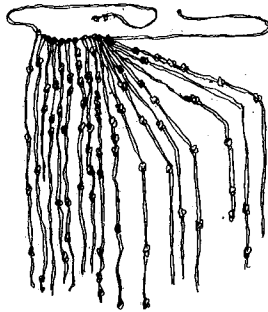


The Inca Empire

Explain why each of the following items was important to the Inca. For help, you may refer to pages 430 to 435 in your textbook.



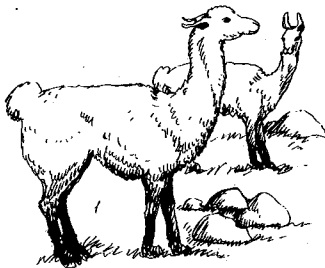
Cuzco



Quipu



Mountain Farming



Llamas

1. a. Why was Cuzco important? _____

b. How did the Inca use their building skills to hold their empire together?

2. a. How were quipus used?

b. How did quipus help the Inca rule their empire?

3. a. How were the Inca able to grow food on hilly mountain slopes?

b. What crops did the Inca grow?

4. How did the Inca use llamas? _____

Using New Words

Use the words in the box to answer the questions below. For help, you may refer to the lessons in Chapter 13 of your textbook.

| | | |
|-----------|------------|-----------|
| chinampas | terraces | El Niño |
| codex | gaucho | sacrifice |
| pampas | timberline | quecha |
| isthmus | conclusion | quipus |

1. A narrow strip of land that connects North and South America. _____
2. A gift or offering made to a god. _____
3. An imaginary line on a mountain above which trees cannot grow. _____
4. Where the Aztec grew food. _____
5. An opinion reached after looking at evidence. _____
6. The name for a South American cowhand.

7. What the Aztec used to record information. _____
8. What the Inca built to help them grow crops on hilly slopes. _____
9. The current that carries warm water northward along the coast of South America.

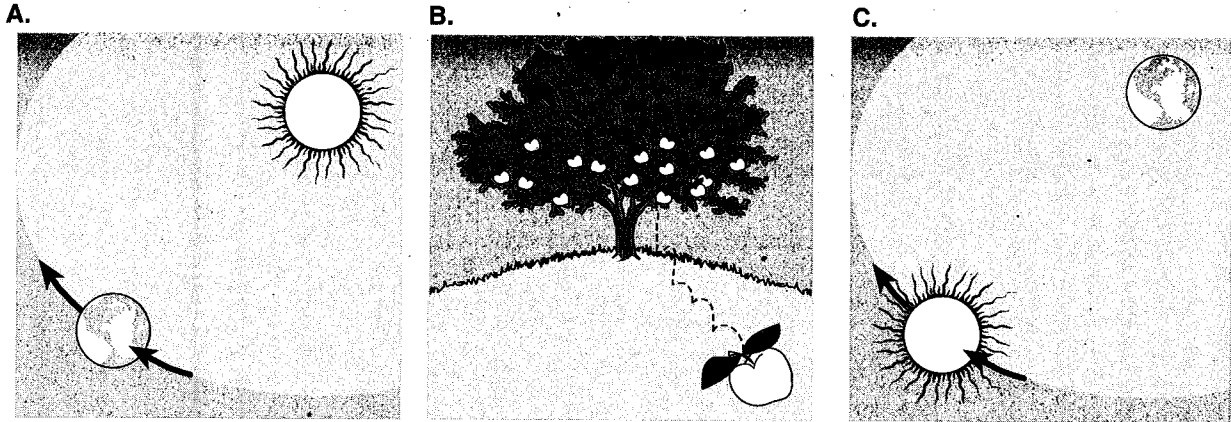
10. The Incan word that means "to fight." _____
11. The region of sweeping grassland located in South America.

12. What the Inca used to keep records.



A Revolution in Science and Thought

Use the pictures below to answer the questions on this page. For help, you may refer to pages 448 to 461 in your textbook.



1. Which picture illustrates the geocentric theory? _____

Why did most Europeans in the Middle Ages support this view?

2. Which picture illustrates the heliocentric theory? _____

How did Galileo's improved telescope allow him to support this theory?

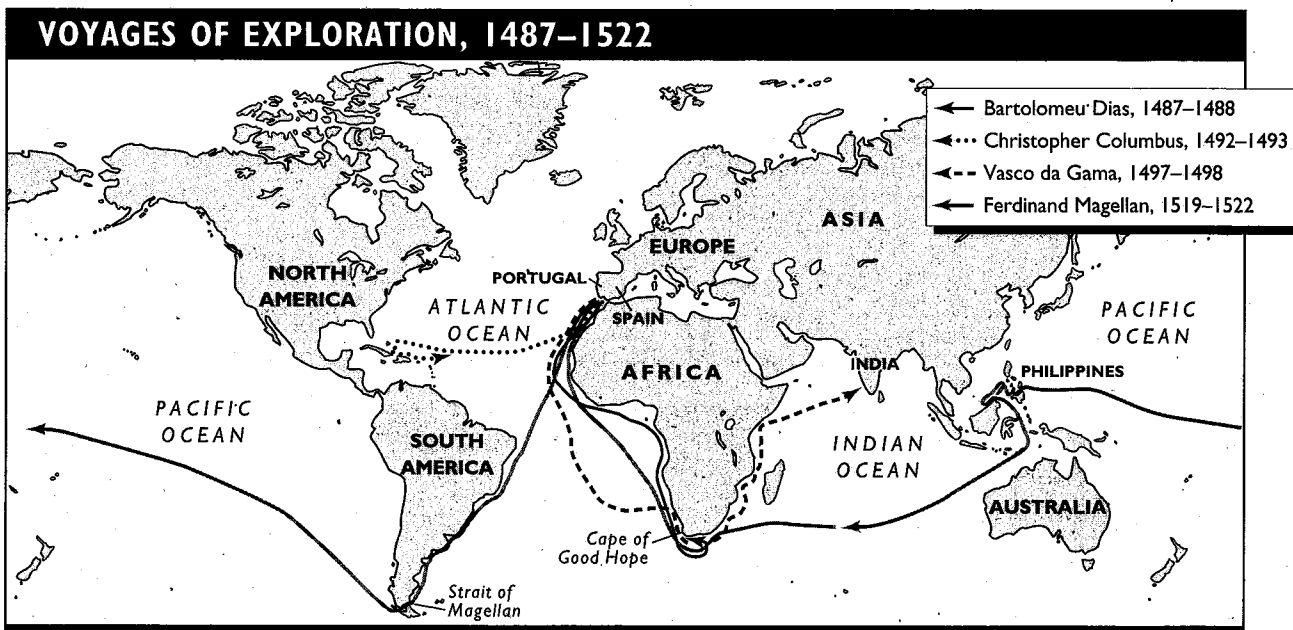
3. Which picture illustrates the force of gravity? _____

What scientific phenomenon did Isaac Newton's studies help him discover?

4. Which great thinker's ideas started an age of political change? Which new republic benefited from his ideas? What were some of his ideas? _____

An Age of Exploration

Use the map to complete the activity. For help, you may refer to pages 456 to 461 in your textbook.



- Write the name of the explorer next to the description of his voyage.
 - From Portugal to the southernmost tip of Africa _____
 - From Portugal around the Cape of Good Hope to India _____
 - From Spain to the Strait of Magellan to the Pacific Ocean to the Philippines to the Cape of Good Hope and the west coast of Africa _____
 - From Spain to the Caribbean islands _____
- How did the invention of the caravel help European explorers?

- Why were European explorers so eager to find an all-water route to Asia?

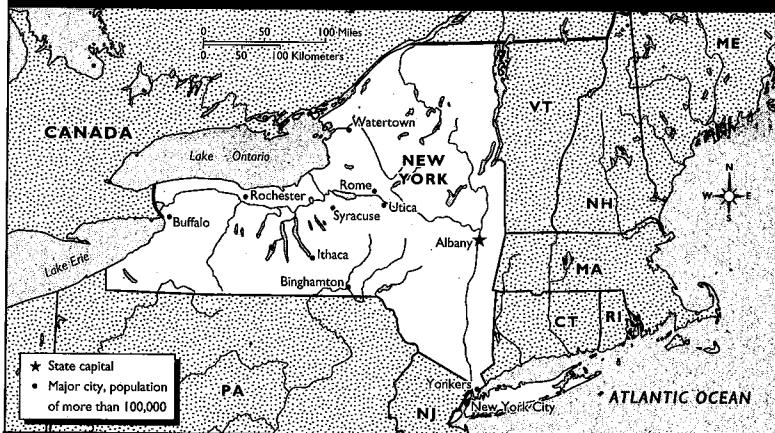
Using Maps to Compare

Comparing maps helps you to see relationships. Compare the maps below by answering the questions. For help, you may refer to pages 462 and 463 in your textbook.

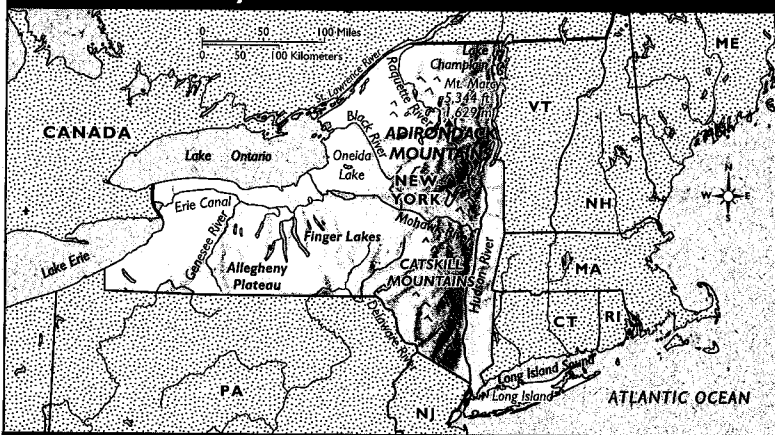
1. What types of maps are shown here?

2. What is *relief* and which map shows it?

NEW YORK: Political



NEW YORK: Physical



3. What are some physical features of New York?
-
4. In which kinds of physical areas are most cities of New York built?
-
5. Which kinds of physical areas have few or no cities?
-
6. What one conclusion can you draw about the effect of physical features on the development of cities in New York?
-

Conquering the Americas

Use the information in the box to complete the chart. (One entry has been filled in for you as an example.) Then answer the questions that follow. For help, you may refer to pages 464 to 471 in your textbook.

- | | | |
|---|--|------------------------|
| • Pedro Cabral | • Francisco Pizarro | • Hernando Cortés |
| • present-day Mexico | • Christopher Columbus | • beginning of Spanish |
| • Hispaniola | • Brazil | colonization in |
| • conquest of the Inca empire | • conquest of the Aztec empire | the Americas |
| • beginning of Portuguese rule in Brazil | • the region of the Andes Mountains | |

| EXPLORER | LAND CLAIMED | OUTCOME OF VOYAGE |
|----------------------|--------------|--|
| Christopher Columbus | Hispaniola | beginning of Spanish colonization in the Americas |
| | | |
| | | |
| | | |

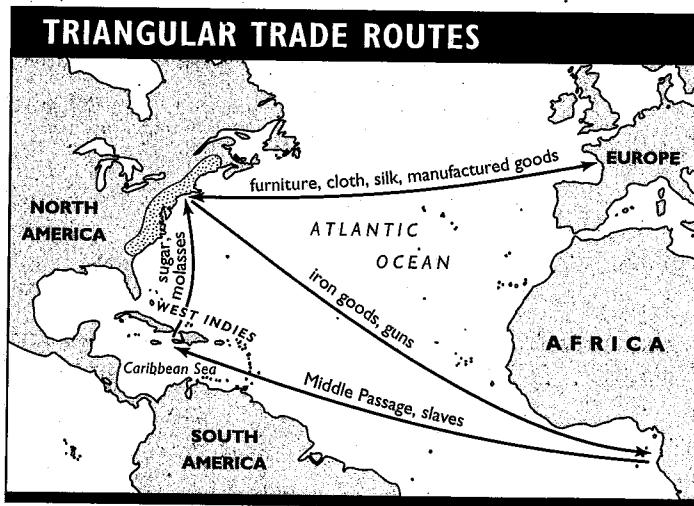
1. What was the main goal of Spanish missionaries in the Americas?

2. What was life like for Indians who lived in the Spanish Americas?

3. By the 1540s which two Spanish colonies dominated the Americas?

Slavery in the Americas

The triangular trade was a network of trade routes. Use the map to answer the questions. For help, you may refer to pages 472 to 477 in your textbook.



1. What areas of the world were linked by the triangular trade routes?

2. What part was the Middle Passage?

3. What were conditions like for kidnapped Africans during the three-month passage across the Atlantic?

4. Why were enslaved Africans important to plantation owners in the Americas?

Europeans in the Pacific

Answer the questions about the colonization of New South Wales.
For help, you may refer to pages 478 to 483 in your textbook.

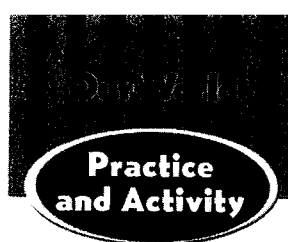
1. Who was James Cook and what did he do?

2. Why did Britain send prisoners from its jails to New South Wales?

3. Describe the conditions of life in New South Wales for the British prisoners.

4. What were some of the beliefs of the aboriginal peoples and how were they affected by the arrival of the colonists?

5. What role did women play in the new colony?



Using New Words

Answer each question to complete the activity. For help, you may refer to the lessons in Chapter 14 of your textbook.

1. How do the **heliocentric** and **geocentric** views of the universe differ?

2. How did Galileo's **telescope** and Newton's studies of **gravity** help support the heliocentric view of the universe?

3. What is the **scientific method**?

4. How did Prince Henry's **caravel** help explorers?

5. What is a **strait**? _____

6. What was the purpose of the **Line of Demarcation**?

7. What type of work was done on **haciendas**?

8. What role did the **Middle Passage** play in the **triangular trade**?

The French Revolution

Something that makes something else happen is a cause. What happens as the result of a cause is called an effect. Fill in the missing cause or effect in the sentence pairs below. For help, you may refer to pages 488 to 493 in your textbook.

1. **Cause:** _____

Effect: The Third Estate forms a new national congress, called the National Assembly.

2. **Cause:** In 1789, King Louis XVI tries to raise money by taxing the nobles.

Effect: _____

3. **Cause:** A rumor sweeps Paris that troops had been sent to arrest members of the National Assembly.

Effect: _____

4. **Cause:** The National Assembly issues the Declaration of the Rights of Man, proclaiming that all people are born free and equal in rights.

Effect: _____

5. **Cause:** In 1792, Robespierre wages a war against the enemies of the Revolution.

Effect: _____

6. **Cause:** An exhausted France longs for a strong leader who will end the chaos left in the wake of the Reign of Terror.

Effect: _____

Write a pair of sentences about the French Revolution in a cause and effect format.

Frame of Reference

Frame of reference refers to the things that influence a person's point of view. These influences include culture, economic status, and experience. Read the passage and follow directions to complete the activity. For help, you may refer to pages 494 and 495 in your textbook.



July 14, 1789

On July 14, 1789, a rumor swept Paris that troops were coming to arrest the National Assembly. The people of Paris marched to the Bastille, a royal fortress in the center of the city. They hoped to seize weapons to defend the National Assembly. A cannon was fired into the crowd. In the fighting that followed, 98 people were killed, but the citizens captured the Bastille. The anniversary of Bastille Day is celebrated in France every July 14.



1. Imagine it's July 14, 1789.

Scenario 1: You are an out-of-work French peasant with children to feed. How might you look upon the storming of the Bastille?

Scenario 2: You are Louis XVI, king of France. How might you look upon the storming of the Bastille?

2. How did your position in life affect your point of view on the storming of the Bastille?

Name: _____

Date: _____

Practice and Activity

Independence in the Americas

Use the information in the box to complete the chart. Then answer the questions that follow. For help, you may refer to pages 496 to 503 in your textbook.



| | | |
|----------------------------------|----------|-----------|
| Bolivia | Chile | Haiti |
| Mexico | Peru | Ecuador |
| Venezuela | Colombia | Argentina |
| to end slavery | | |
| gain equal rights for all people | | |
| gain freedom from France | | |
| gain freedom from Spain | | |

| REVOLUTIONARY LEADER | COUNTRY | REASON FOR THE REVOLUTION |
|--------------------------------------|---------|---------------------------|
| Toussaint L'Ouverture | | |
| Miguel Hidalgo José Mariá Morelos | | |
| José de San Martín | | |
| Simón Bolívar | | |

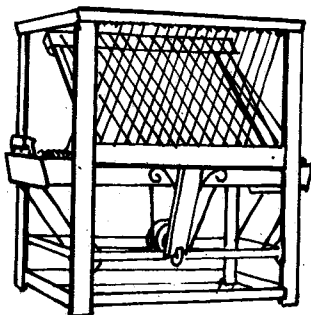
1. What complaints against European nations did the people of many Latin American colonies share?

2. How did the revolutions in France and the 13 colonies influence people in the colonies of the Americas?

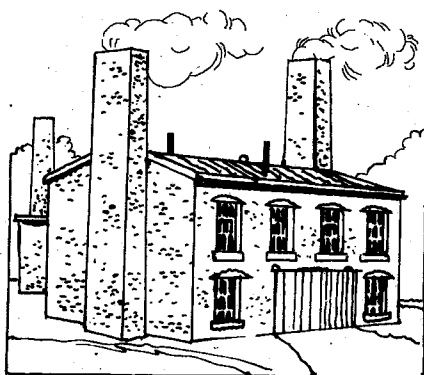


The Industrial Revolution

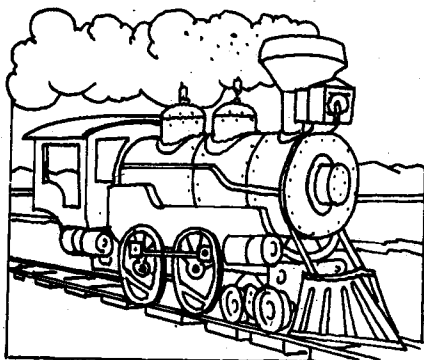
Answer the questions to complete the activity. For help, you may refer to pages 504 to 511 in your textbook.



1. Explain how new textile machines helped revolutionize industry.



2. Describe the working conditions in factories.



3. Explain how the steam locomotive revolutionized travel.



4. Describe the contributions of the middle and working classes to the British economy.

Name: _____

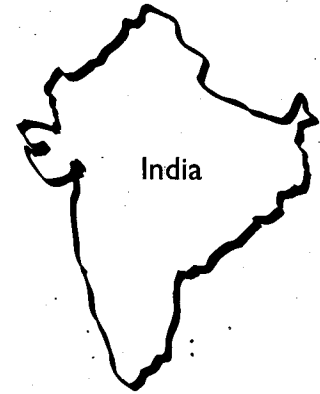
Date: _____

**Practice
and Activity**

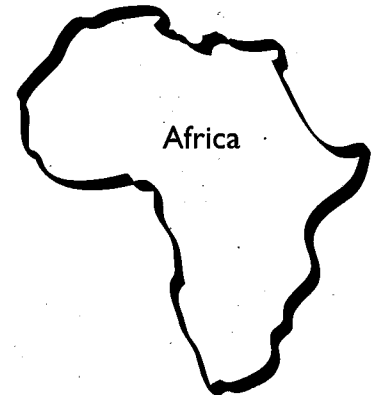
The Age of Imperialism

During the “Age of Imperialism,” from 1850 to 1914, many European countries took control of less developed countries. Describe the impact of imperialism on the three regions listed below. Then answer the question. For help, you may refer to pages 514 to 519 in your textbook.

India



Africa



Asia



In general, the people of less developed countries resented European domination. Was this resentment justified? Explain.



Reading Political Cartoons

The political cartoon, by Thomas Nast, appeared in the magazine *Harper's Weekly* around 1877. Look at the words and symbols in the cartoon. Then answer the questions. For help, you may refer to pages 520 and 521 in your textbook.

1. You read about imperialism in Lesson 4. Why was imperialism important to Europe?

2. What symbols do you see in the cartoon?



PEACE RUMORS.
LET US HAVE (A) PEACE (PIECE).

3. The figure looking down at the scene on the floor is the sultan of Turkey, a country in Asia. What group of people might he represent? What do you observe about him?

4. What might the other four figures represent? What are they doing?

5. What is the cartoonist trying to convey about his subject?

A Changing Japan

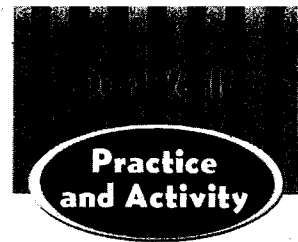
From the mid-1800s to the early 1900s, Japan experienced rapid changes in its government, military, economy, and culture. Complete the diagram using the events in the box. Write each event in the appropriate category. For help, you may refer to pages 522 to 527 in your textbook.

- During the Meiji Restoration, power is restored to the emperor.
- Japan invades Korea.
- The government creates a new constitution and parliament, the Diet.
- The Japanese begin to wear Western-style clothing.
- Western-style food finds its way to Japan.
- Japan changes from a feudal society to a modern industrialized nation.
- Japan seizes the island of Taiwan from China.
- Between 1883 and 1912, Japanese exports more than double world trade.
- Japan enters into a war with Russia.
- Japanese expansion begins.

GOVERNMENT**MILITARY****A Changing
Japan****ECONOMY****CULTURE**

Name: _____

Date: _____



Using New Words

To complete the activity, circle the term that does not belong with the other three. Then write a sentence using the three remaining terms. For help, you may refer to the lessons in Chapter 15 of your textbook.

1. a. aristocracy b. revolution c. absolute monarch d. socialism

2. a. peasant b. Meiji Restoration c. aristocracy d. estates

3. a. Reign of Terror b. Bastille c. imperialism d. Declaration of the Rights of Man

4. a. Latin America b. mestizos c. revolution d. Diet

5. a. textile b. factory c. confederation d. Industrial Revolution

6. a. middle class b. working class c. aristocracy d. Industrial Revolution

World War I

Each pair of sentences states a cause-effect relationship. Write **C** next to the sentence that states a cause, and **E** next to the sentence that states an effect. For help, you may refer to pages 540 to 545 in your textbook.



1. _____ a. Tension between two powerful alliances in Europe increased in the early 1900s.
 _____ b. The alliances built up large armies and pledged to fight together when war broke out.
2. _____ a. A Serbian nationalist assassinated Archduke Franz Ferdinand, heir to the throne of Austria-Hungary.
 _____ b. Austria-Hungary declared war on Serbia.
3. _____ a. A German U-boat sank the *Lusitania*, a British passenger liner, killing 28 Americans on board.
 _____ b. The United States declared war on Germany and the other Central Powers.
4. _____ a. Bloody battles were fought in trenches, at sea, and in the air.
 _____ b. During World War I, most warring nations had access to modern technology.
5. _____ a. Twenty years after World War I, Europe went to war again.
 _____ b. The Treaty of Versailles ended World War I but not disputes among the nations of Europe.

Write a pair of cause-effect sentences about life on the home front during World War I.

Name: _____

Date: _____



The Russian Revolution

The sentences in the box describe conditions and changes in Russia before and after the Revolution of 1917. Write each sentence in the appropriate column. Then add a sentence of your own to each column. For help, refer to pages 546 to 553 in your textbook.

- Wealthy nobles owned most of the farmland.
- Private property, including farms, was outlawed.
- Collective farms were created.
- Tsar Alexander II abolished serfdom.
- Communist leaders established a totalitarian society.
- Many farmers gave up their land and migrated to cities looking for work in factories.
- Factory workers protested grim working conditions by strike.
- Stalin makes Russia an industrial power.

Before the Russian Revolution

After the Russian Revolution

World War II

The newspaper headlines below relate to events that occurred before, during, and after World War II. Answer the questions beneath each headline. For help, you may refer to pages 554 to 561 in your textbook.

Hitler and the Nazi Party Gain Control of Germany

a. What type of government did Hitler create? _____

b. Which factors aided Hitler's rise to power?

German Tanks Roll into Poland! Britain and France Declare War on Germany!

a. In what month and year would this headline have been written? _____

b. What countries made up the Allied and the Axis powers?

Japanese Bomb Pearl Harbor

a. In which month and year would this headline have been written? _____

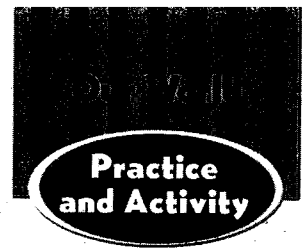
b. How did the United States react to this attack?

Concentration Camp Prisoners Freed

a. What was concentration camp?

b. To what does the term *Holocaust* refer?

Write two newspaper headlines that might have been printed during World War II.



Recognizing Propaganda

Governments have long used propaganda, or persuasive ideas and images, to influence how people think and feel and what people do. Use the paragraph to answer the questions below. For help, you may refer to pages 562 and 563 in your textbook.

The English wanted this war in the crazy hope that it was their last chance to stop Germany's growing strength. They passionately avoided doing anything that might have prevented war. Rather than encouraging Poland to accept the Führer's generous proposals to resolve the situation, they [the English] encouraged it [Poland] to let the deadline pass, thereby providing a reason for war. ... We fight because we were forced to fight by the insults and demands against us, because of the brutal suppression of ethnic Germans in Poland, and because of the open announcements that they [the English] would do everything in their power to strangle National Socialist Germany through military or economic means.

—an excerpt from an article that appeared in a German magazine, *Die Wehrmacht*, following the German invasion of Poland.

1. What is the topic of the excerpt?

2. Can the source of the speech be believed?

3. Which words in the poster indicate bias?

4. What is the purpose of the paragraph?

5. What opinion did you form in reading the excerpt?

Communist China

The quotations below are from Mao Zedong, founder of Communist China. Read the quotations carefully. Then complete the activity. For help, you may refer to pages 564 to 569 in your textbook.

Quote 1: War is the highest form of struggle for resolving contradictions when they have developed to a certain state, between classes, nations, states, or political groups, and it has existed ever since the emergence of private property and of classes.

Quote 2: We are advocates of the abolition of war; we do not want war, but war can only be abolished through war, and in order to get rid of the gun it is necessary to take up the gun. . . . When classes and states are eliminated there will be no more wars.

George Seldes, "Quotations from Chairman Mao," *The Great Thoughts* (New York: Ballantine Books, 1985).

1. Put an **X** next to each sentence that describes Mao Zedong's beliefs.

- _____ a. The only way to end a war is to fight the war.
_____ b. War is the worst way to resolve problems.
_____ c. The system of private property should be encouraged in China.
_____ d. Peace will be achieved when classes and states have been eliminated.

2. When and how did Mao and his Communist followers gain control of China?

3. How did Mao's "Great Leap Forward" affect life in China?

4. What were some effects of the Cultural Revolution?

Name: _____

Date: _____



The Cold War

The four events listed below caused tension between the United States and the Soviet Union. Complete each box by telling how one or the other superpower reacted to each event. For help, you may refer to pages 570 to 577 in your textbook.

- 1. Event:** Stalin forces many Eastern European countries to accept a communist government and closes roads leading to Berlin.

Reaction: _____

- 2. Event:** North Korea invades South Korea.

Reaction: _____

- 3. Event:** Thousands of East Berliners try to flee to West Berlin.

Reaction: _____

- 4. Event:** Soviet leader Khrushchev sends nuclear missiles to Cuba.

Reaction: _____

Name: _____

Date: _____

**Practice
and Activity**

Using New Words

Circle the term that does not belong with the other three. Then write a sentence using two or three of the related terms. For help, you may refer to the lessons in Chapter 16 of your textbook.

1. a. arms race b. abolish c. Berlin Airlift d. Cold War

2. a. warlord b. NATO c. Warsaw Pact d. alliance

3. a. Long March b. alliance c. communes d. Cultural Revolution

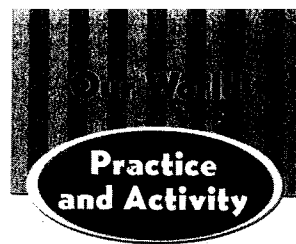
4. a. tsar b. Nazi c. alliance d. fascism

5. a. World War II b. Axis Powers c. Allied Powers d. Korean War

6. a. Russian Revolution b. Central Powers c. World War I d. Allied Powers

7. a. Treaty of Versailles b. League of Nations c. totalitarian d. armistice

8. a. Holocaust b. alliance c. concentration camps d. World War II



Struggles in India

Answer the questions to complete the activity. For help, you may refer to pages 582 to 589 in your textbook.

Indian National Congress

Q: In what year did the Indian National Congress meet for the first time?

A: _____

Q: What requests did the National Congress make of Great Britain?

A: _____

Q: How did the National Congress affect the people of India?

A: _____

Mohandas Gandhi

Q: When did Gandhi become an important leader in India?

A: _____

Q: How did Gandhi work for changes in India?

A: _____

Q: Give two examples of civil disobedience.

A: _____

Independence

Q: On what dates did Pakistan and India gain independence?

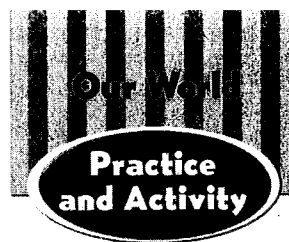
A: _____

Q: Why were two independent countries formed?

A: _____

Q: What changed in India after independence?

A: _____



Conflict in the Middle East

Use the information in the box to complete the chart below. Then answer the question at the bottom of the page. For help, you may refer to pages 590 to 597 in your textbook.

- The Israeli government and the PLO agree to begin negotiations toward peace.
- Anwar Sadat is assassinated.
- The Republic of Turkey is established.
- The state of Israel is founded.
- Egypt and Israel agree to peaceful relations.
- Israel begins the Six-Day War against Arab invasion.
- Saudi Arabia and Iraq become independent nations.
- Palestinians begin an intifada against the Israeli government.
- Yitzhak Rabin is assassinated.

| CHANGES IN THE MIDDLE EAST | |
|----------------------------|-------|
| YEAR | EVENT |
| 1923 | |
| 1932 | |
| 1948 | |
| 1967 | |
| 1978 | |
| 1981 | |
| 1987 | |
| 1993 | |
| 1995 | |

What is a primary cause of conflict between Palestinians and Jews over the area that is today Israel?

Name: _____

Date: _____

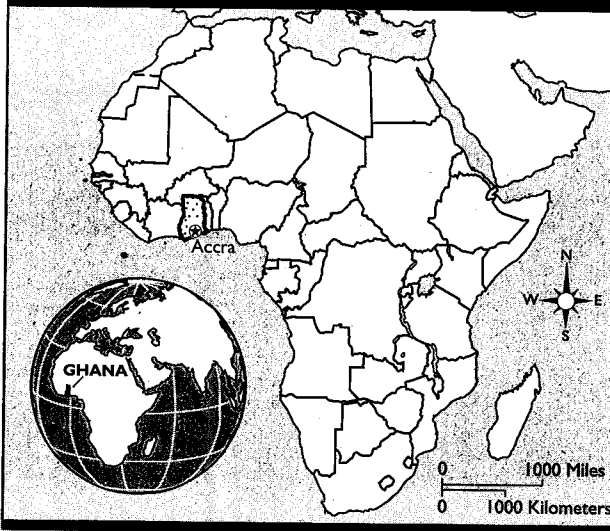
Practice and Activity

Independence in Africa

Use the information in the box and the maps to complete the activity.
For help, you may refer to pages 598 to 603 in your textbook.

- | | | |
|--------------|-------------------------------------|-------------------------|
| • Accra | • cacao | • seizure of Suez Canal |
| • Suez Canal | • military control of government | • Kwame Nkrumah |
| • Cairo | • boycotts of British goods | • Gamal Abdel Nasser |
| • cotton | • strikes against British companies | • gold |

GHANA



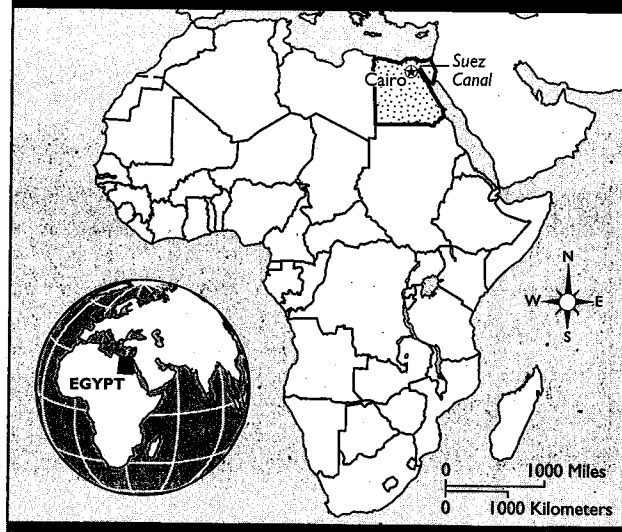
Importance to Britain: _____

Leader of independence movement: _____

Methods used to gain independence: _____

Capital city: _____

EGYPT



Importance to Britain: _____

Leader of independence movement: _____

Methods used to gain independence: _____

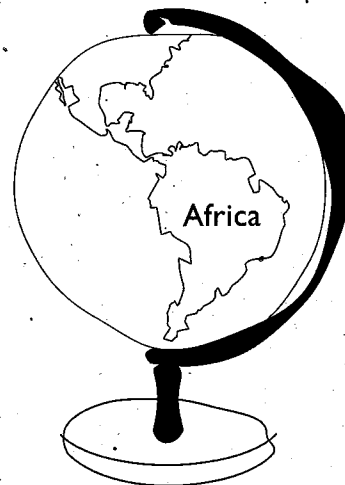
Capital city: _____

Recognizing Point of View

A point of view is the position from which a person looks at something. Answer the questions to complete the activity. For help, you may refer to pages 604 and 605 in your textbook.

"If we are to remain free, if we are to enjoy the full benefits of Africa's enormous wealth, we must unite to plan for the full [use] of our human and material resources in the interest of all our people."

—Kwame Nkrumah
Prime Minister of Ghana, 1957



1. What is Mr. Nkrumah's position?

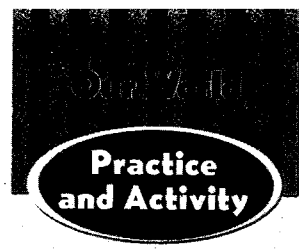
2. Nkrumah's speech offers his opinions. What kinds of facts could he have included to support his position?

3. Which words in the speech offer clues to Nkrumah's point of view?

4. How does recognizing a person's point of view help you understand past events?

Name: _____

Date: _____



Southeast Asia Today

Use the events in the box to complete the columns below. Then answer the questions that follow. For help, you may refer to pages 606 to 611 in your textbook.

- Vietnam is a French colony.
- Ho Chi Minh leads a communist revolt against the French.
- Communist North Vietnam seizes control of South Vietnam.
- Many South Vietnamese attempt to flee communism on rafts or small boats. Many die at sea.
- Vietnam is divided into two countries, North and South Vietnam.
- The French leave Vietnam after suffering defeat at the Battle of Dien Bien Phu.

Before the Vietnam War

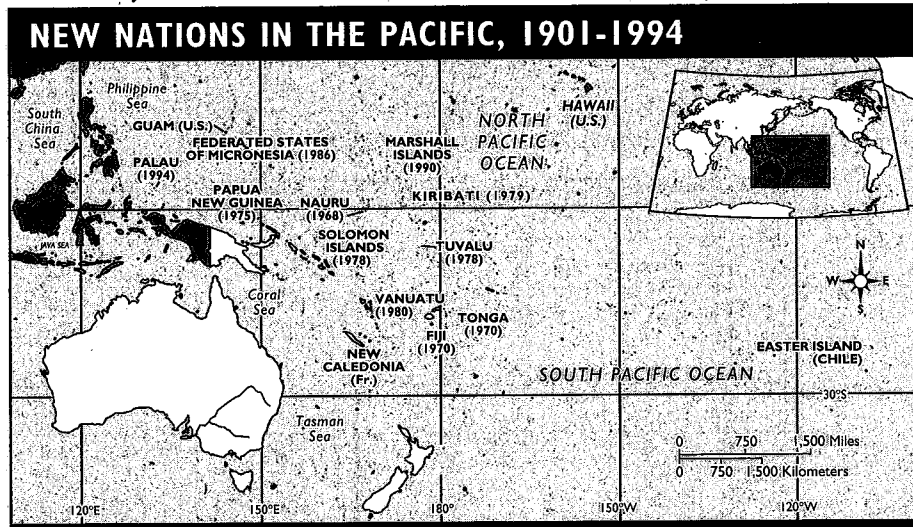
After the Vietnam War

1. Why did the United States participate in the Vietnam War?

2. How has the relationship between Vietnam and the United States changed recently?

New Nations in the Pacific

Use the map to answer the questions. For help, you may refer to pages 612 to 617 in your textbook.

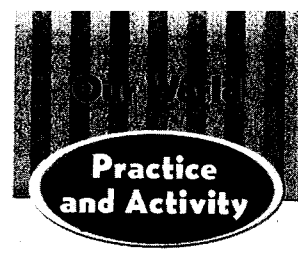


1. Locate and label the two industrialized nations in the Pacific. Include the date on which each gained independence.

Explain the relationship between these two countries and Great Britain.

2. Finish the chart. Then locate and circle the three island nations listed there. Finally, explain how Tuvalu became an independent nation.

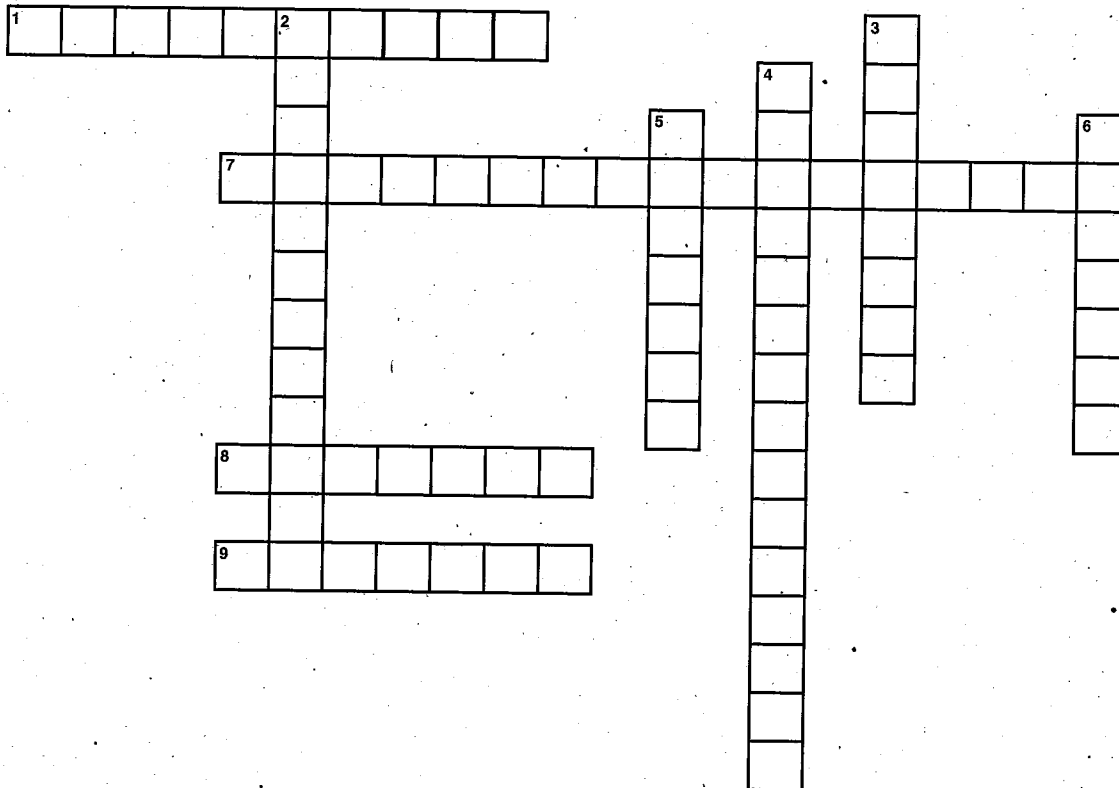
| NATION | ETHNICITY | WON INDEPENDENCE IN | POPULATION |
|---------|-----------|---------------------|------------|
| Tuvalu | | | |
| Nauru | | | |
| Vanuatu | | | |



Using New Words

Use the terms in the box and the clues to complete the crossword puzzle. For help, you may refer to the lessons in Chapter 17 of your textbook.

- | | | |
|----------------------|-----------------|---------------|
| • impeach | • boycott | • refugee |
| • civil disobedience | • Zionism | • martial law |
| • Green Revolution | • anti-Semitism | • intifada |



Across

- the law under which the military rules and all freedoms are taken away from the people (2 words)
- a means of protest without violence (2 words)
- a movement to establish a Jewish homeland
- to peacefully remove an official from office

Down

- discrimination against Jews
- a revolt or uprising against a government
- a program to boost agricultural output in India (2 words)
- a protest in which people refuse to buy certain goods
- a person who flees a country for safety

A Changing Europe

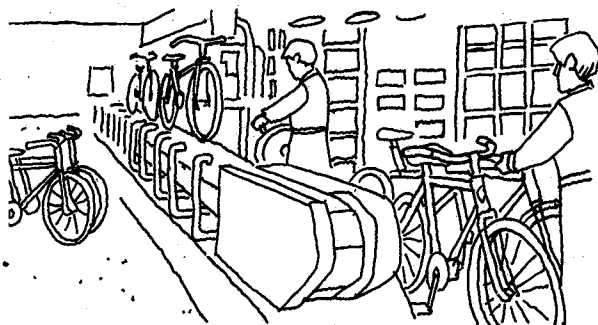
In 1993, 15 nations of Western Europe signed a treaty forming the European Union (EU). Answer the questions to complete the activity. For help, you may refer to pages 622 to 627 in your textbook.

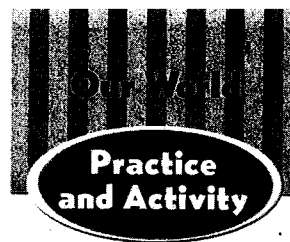


1. Explain how the European Union operates.

2. Describe the Balkan Wars.

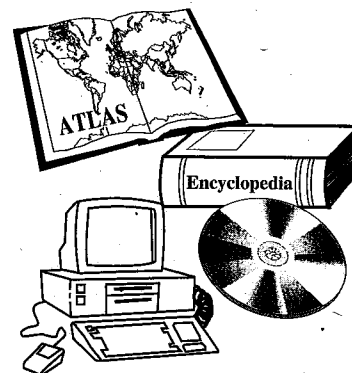
3. What challenges does the EU face in the future?





Using Reference Sources And Databases

Follow the directions to complete this activity on references sources and databases. Remember, you would use a reference source (encyclopedia, atlas, or database) to learn more about a subject. A CD-ROM and the Internet are two kinds of databases. For help, you may refer to pages 628 and 629 in your textbook.



1. You want to learn more about the collapse of the Soviet Union in 1991. You visit the classroom library and check the encyclopedia. It was published in 1990. You do not find information on your subject. What is the problem?

2. You want to see the geography of Europe after the fall of the Soviet Union. In which kind of reference source would you look?

3. You want to find articles about the destruction of the Berlin Wall in 1989. You decide to look on the Internet. What should you keep in mind during your search?

4. Which key words would you use to search the Internet for information on the economy of East Germany?

5. In which reference source would you find general information on the Berlin Wall?

6. Why should you become familiar with various types of reference sources?

A Changing Africa

Write the events listed in the box in the correct place on the chart. Then answer the questions that follow. For help, you may refer to pages 630 to 637 in your textbook.

- Black South Africans begin to demonstrate against apartheid.
- The Hutu and Tutsi agree to share power in Rwanda.
- The president of South Africa ends apartheid.
- Angola gains independence from Portugal.
- World leaders begin to impose sanctions against the South African government.
- Africa looks for ways to make better use of its natural resources.
- South Africans elect Nelson Mandela president.

| CHANGES IN AFRICA | |
|-------------------|-------|
| DECADE | EVENT |
| 1960s and 1970s | |
| 1980s | |
| 1990s | |
| 2000s | |

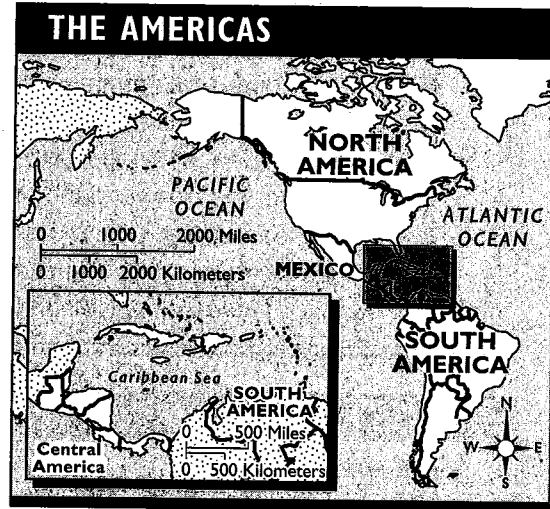
1. How did the system of apartheid discriminate against blacks in South Africa?

2. What changes have occurred in South Africa since apartheid ended?

The Changing Americas

Choose from the words in the box to fill in the blanks. For help, you may refer to pages 640 to 647 in your textbook.

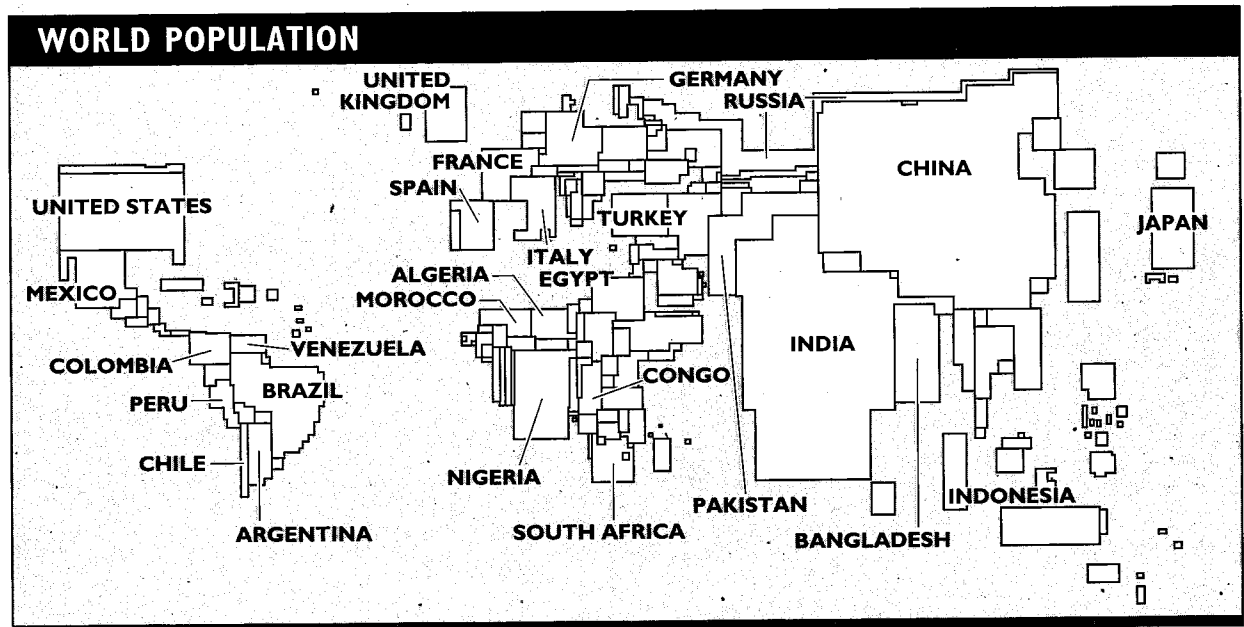
| | |
|-------------------------------------|-----------------|
| Vicente Fox | two |
| countryside | work |
| dictatorship | trade |
| urbanization | cities |
| democracies | duties |
| Canada | trade |
| United States | NAFTA |
| Latin America | elected |
| North America | free trade zone |
| South America | |
| Central America | |
| Caribbean Islands | |
| Institutional Revolutionary Party | |
| North American Free Trade Agreement | |



- On December 1, 2000, _____ became the first president of _____ to be elected from a political party other than the _____.
- The Western Hemisphere includes _____ cultural regions. The _____ and _____ make up Anglo America. Mexico, _____, the _____, and _____ make up Latin America.
- In recent years, most countries in Latin America have changed in two ways. One change was through _____, in which people began moving from their small farms in the _____ to the _____, looking for _____. Another change saw a shift from _____ to _____. Most of the countries of _____ have _____ more democratic governments in recent years.
- Canada, the United States, and Mexico make up _____. As neighbors, these countries agreed to eliminate all barriers to _____. They forged the _____, or _____. It created a _____ in North America, which means that any product made in one country could be traded in another free of _____, or import taxes.

Using Cartograms

A cartogram is a map used to compare information about countries. On a cartogram, the size of a country is related to the information that is being compared. Use the cartogram below to answer the questions. For help, you may refer to pages 648 and 649 in your textbook.



- What information does the cartogram show?

- How can you tell that India has a larger population than the United States?

- Which country has the largest population in the world?

- Which nation has more people, Argentina or Brazil?

- Which nation has fewer people, Japan or Spain?

- Which African country has the largest population?

- Were you surprised by any information in the cartogram of world population? Explain.

Name: _____

Date: _____



A Changing Asia

Listed below are challenges facing Asia in the second half of the 1900s. Explain what the different countries in Asia have done, or are doing, to meet each challenge. For help, you may refer to pages 650 to 657 in your textbook.

1. Challenge: Mao Zedong, the ruler of China, dies in 1976.

Action: _____

2. Challenge: After World War II, Japan's cities lay in ruins.

Action: _____

3. Challenge: Other Asian countries begin to expand their economies.

Action: _____

What are some of the challenges facing Asia in the 2000's?

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Using New Words

Write the letter of the correct term next to its definition. For help, you may refer to the lessons in Chapter 18 of your textbook.

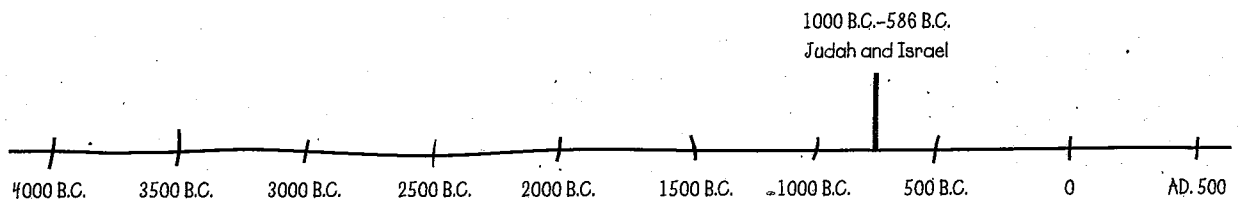
- | | | | |
|---------------------------|------------------------------------|--------------------------|-----------------------|
| a. desertification | d. apartheid | g. European Union | j. Pacific Rim |
| b. genocide | e. urbanization | h. arable | k. sanction |
| c. euro | f. duty | i. shantytown | |
| | l. World Trade Organization | | |

- _____ 1. the currency used by European Union countries
- _____ 2. a group of Western European nations working to build a common economy
- _____ 3. a penalty placed on a nation to make it change its policies
- _____ 4. a system of laws that discriminated against black South Africans
- _____ 5. a ring of countries in the Pacific Ocean
- _____ 6. the advance of a desert into once arable land
- _____ 7. a planned killing of an ethnic group
- _____ 8. the growth of cities
- _____ 9. land fit for growing crops
- _____ 10. an import tax on goods
- _____ 11. groups of homes built on open land from scrap wood and other waste materials
- _____ 12. an international organization that establishes rules for manufacturers in all member countries

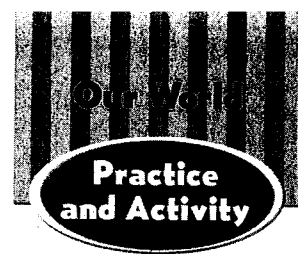
Language Arts

- Working with a partner, write and conduct an interview with someone from a culture you have learned about in Unit 1. Focus on a culture such as the Kush or the Harappans, of interest to both of you.
- Review what you have learned about the culture. If necessary, research it further on the Internet or in an encyclopedia.
- Think up a person from the culture to interview. Then write questions to ask the person. What is his or her name, occupation, marital status, for example? Where does he or she live? Does he or she have any children?
- Take turns writing answers to the questions. As you write, keep in mind the time in which the person lived.
- Role-play by having one partner act as the interviewer and the other, the interviewee. Practice your interview. Then conduct the interview in front of the class.

The Earliest Cultures



- Working in small groups, create a time line telling about the earliest cultures.
- On a sheet of paper, list the name of each culture and when it existed. Then get a large sheet of oak tag and some markers.
- Holding the oak tag horizontally, draw a straight line across the center. Then tick off ten places of equal length on the time line. Next draw ten one-inch vertical lines and add dates to your time line in 500-year increments. Your dates should include the following, 4000 B.C., 3500 B.C., 3000 B.C., 2500 B.C., 2000 B.C., 1500 B.C., 1000 B.C., 500 B.C., 0, A.D. 500.
- Now add each culture's name and dates of existence to the time line. Use a different color marker for each culture. One has been done for you as an example.
- Share your time line with the class.

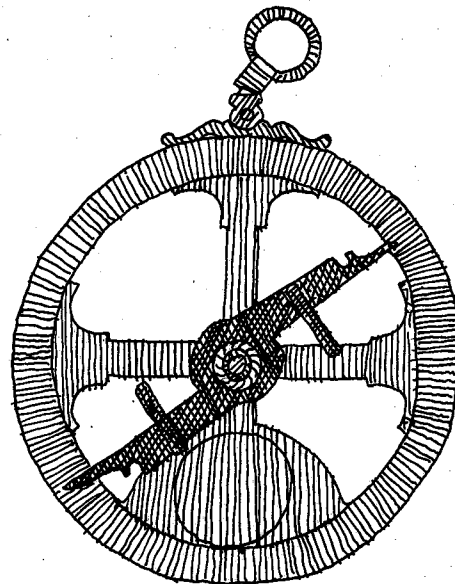


Language Arts

- Working in a group of three, make a list of the countries you learned about in Unit 2. Then choose one country to explore.
- Come up with some questions about the country. For example: What continent is it on? What physical features does it have? Where do the people live?
- Organize your questions into topics, which might include art, culture, and history. Have each student choose one topic to research on the Internet or in a library.
- Write a brief report on your topic. Include pictures, diagrams, and maps if possible. Combine each report into one document and present your report to the class.

Columbus Sets Sail

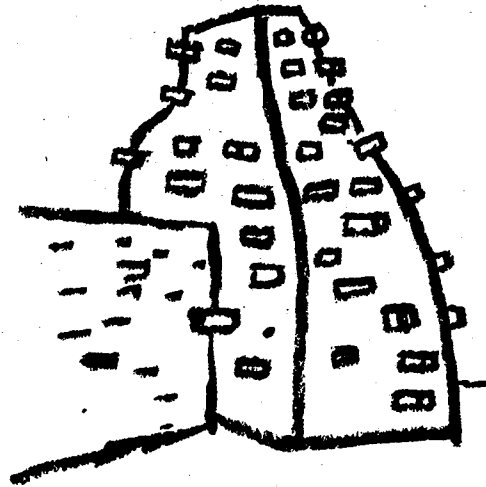
- Trace a map of the world and cut it out. Then paste it onto a large piece of oak tag.
- Label the major countries and bodies of water on your map. Then draw a line showing the route Columbus took from Spain to North America.
- Create several small drawings of what Columbus saw at each place he landed. Then paste the drawings onto your map in the appropriate area. Add captions to your map explaining the drawings.
- Present your map to the class.



To navigate their ships over the seas, Columbus and other explorers used an instrument called the *astrolabe* (pictured).

Art

- Working with a team, create a mural about a civilization you learned about in Unit 3. You might choose the Songhai of Africa or the Mughal of India.
- Review what you know about the civilization. What were its physical features, including mountains, forests, desert? How was the society structured? What kinds of buildings did the people construct?
- Draw several aspects of the civilization on construction paper. Write captions explaining your drawings. Paste the drawings onto a large sheet of oak tag to create a mural. Decorate it using paint or markers.
- Add a title to your mural and share it with the class.



A traditional mud building of Timbuktu, a great city of the empire of Mali, A.D. 1250.

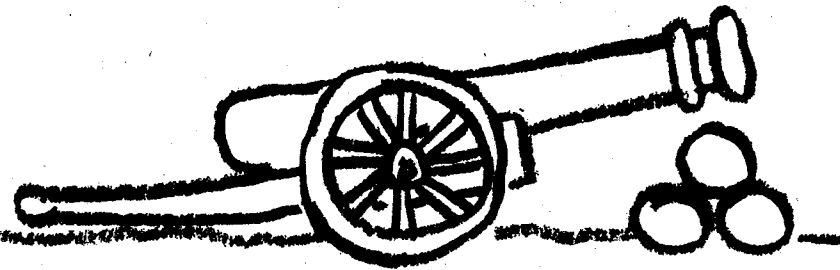
A Country in Europe

- Suppose your class plans to travel to a country in Europe to learn about its history. It could be either Iceland, where the Vikings settled; England, where the Magna Carta originated; or Italy, the birthplace of the Renaissance.
- Choose which country you'd like to visit and make a list of all the sites you plan to see.
- Write a print ad to sell your classmates on your country of choice. The ad can be a brochure, a poster, or a billboard. Highlight the most interesting places. Use short interesting sentences in your descriptions. Include sketches or photographs of the sites you mention.
- Present your advertisement to the class.

Science

- The Renaissance, a revolution in art, science, and thought, marked the end of the Middle Ages. Thanks to the scientists of this fertile period, we can now travel to the moon, build computers, and cure many diseases. In fact, most scientists owe their achievements to the work of scientists who came earlier. That's because advances in science build on each other, thereby allowing our knowledge of the world to evolve and grow.
- Scientists have a special way of asking questions, called the *scientific method*. Use the Internet or a library to determine the steps in the scientific method.
- Ask a question. For example: Which falls faster, a marble or a basketball? How would you test this question scientifically? What materials would you need? What would your experiment prove: a) if one falls faster than the other; and b) if both fall at exactly the same speed?
- Present your findings to the class.

The Revolutionary War



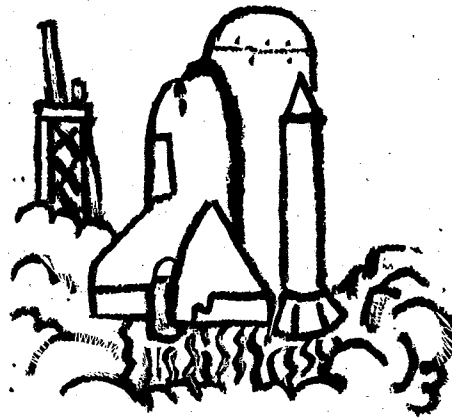
- Working in a small group, trace a map of the original 13 colonies. Then cut out the map, paste it onto a large piece of oak tag, and label each colony.
- Gather information on the battles of the Revolutionary War using the Internet or the resources of a library. Record the battles on the map. Label and date the battle sites.
- Add to the map a brief description of each battle written on a note card. Draw or cut out pictures that represent each battle. Paste the pictures near the appropriate site on your map.
- Present your map to the class.

Language Arts

- Review Unit 5 with a partner. Then choose a period, from World War I to the conflict in the Middle East, of interest to you both. Use the Internet and your school library to research the period in depth.
- Write a dialogue between two people from the period you researched. The dialogue should reflect the major events of the period and their impact on ordinary people. Make sure the dialogue conveys the fears and joys of the people.
- Have each partner choose a role to play. Then practice the dialogue.
- Present the well-rehearsed dialogue to the class.

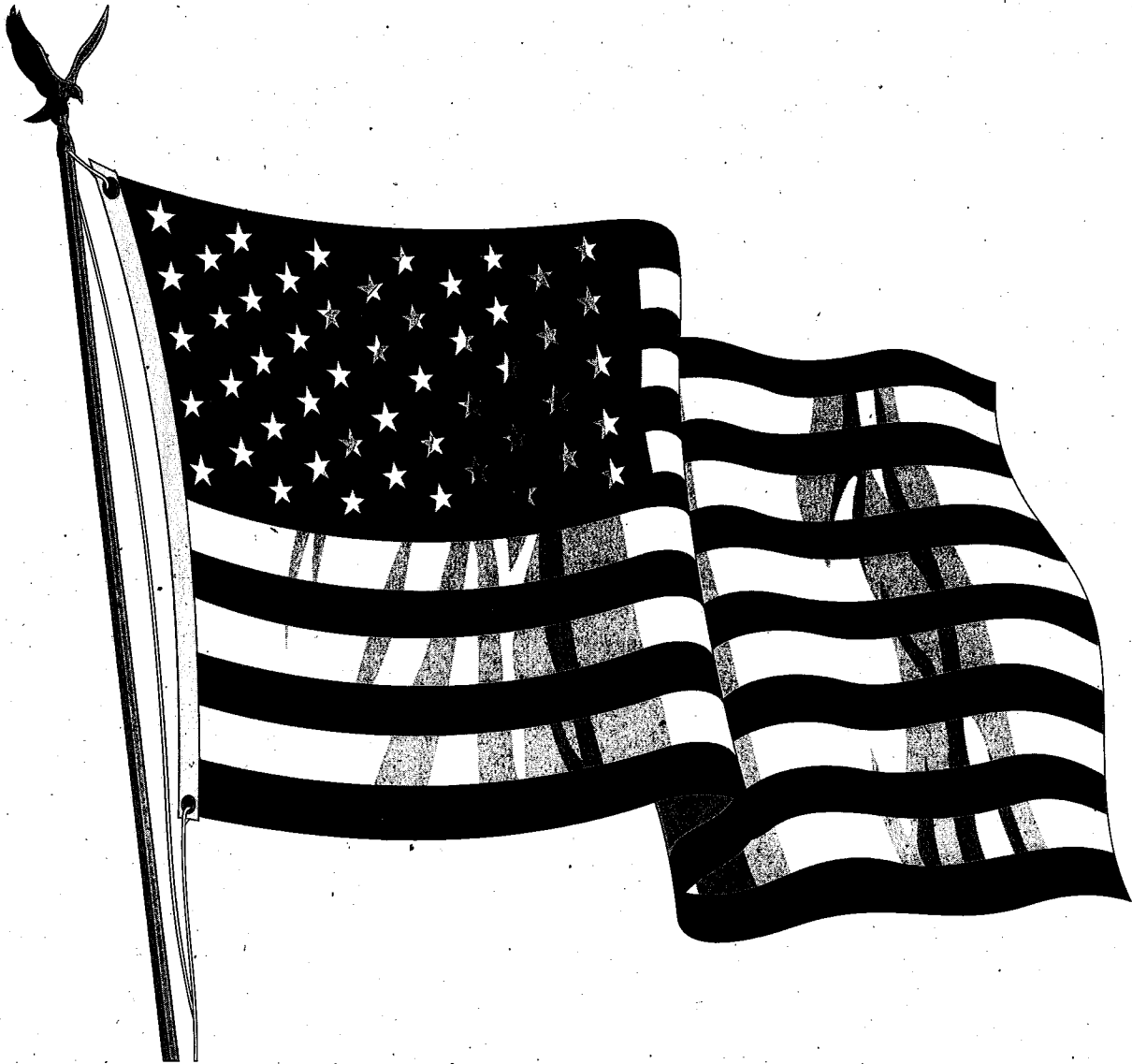
The 20th Century

- Working in groups of three, list the major events of the twentieth century and where they occurred.
- Draw a chart on a piece of oak tag. Include ten rows, one for each decade in the twentieth century, beginning with 1910 and ending with 2000. Make your rows deep, so you can add lots of information. (See the chart below.)

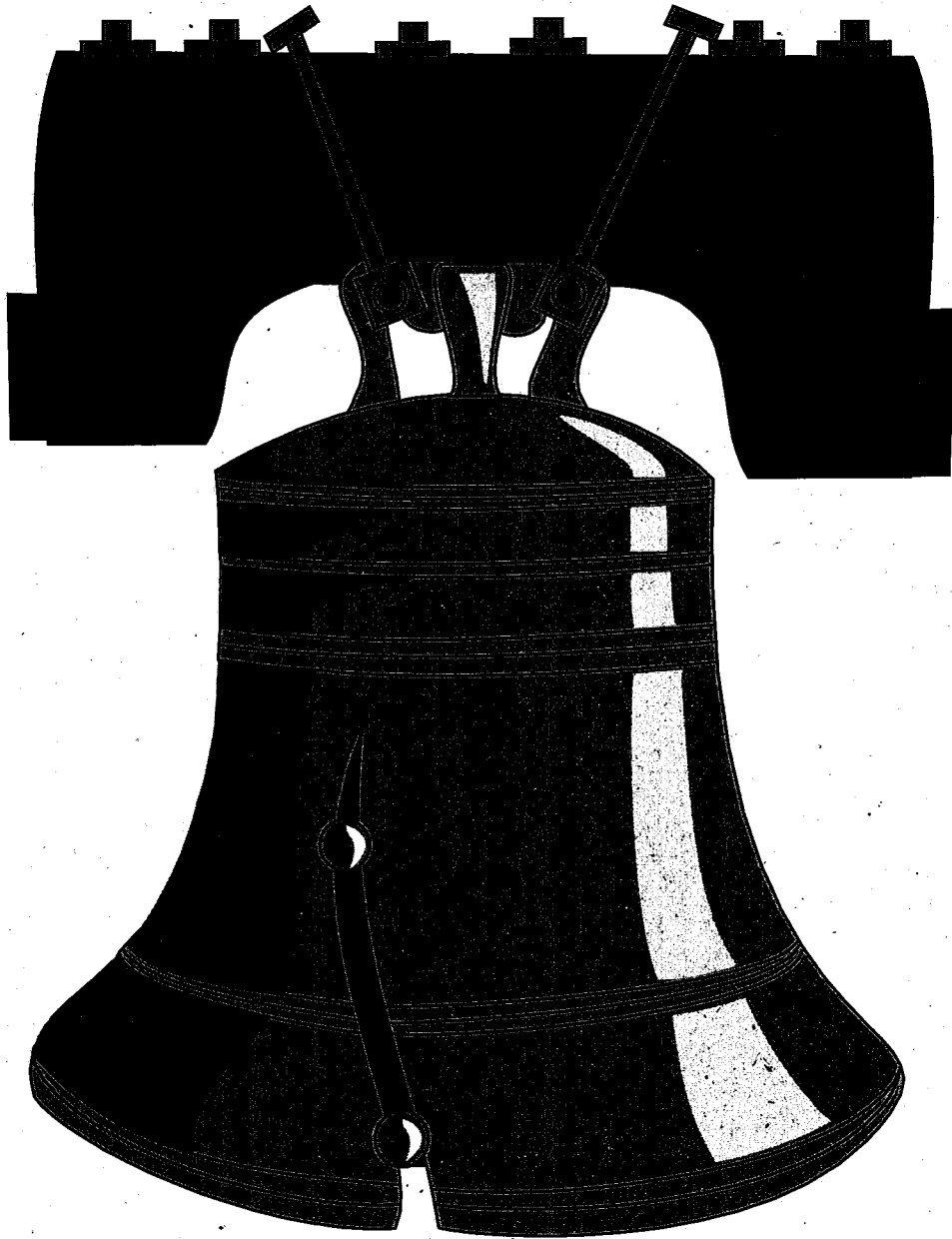


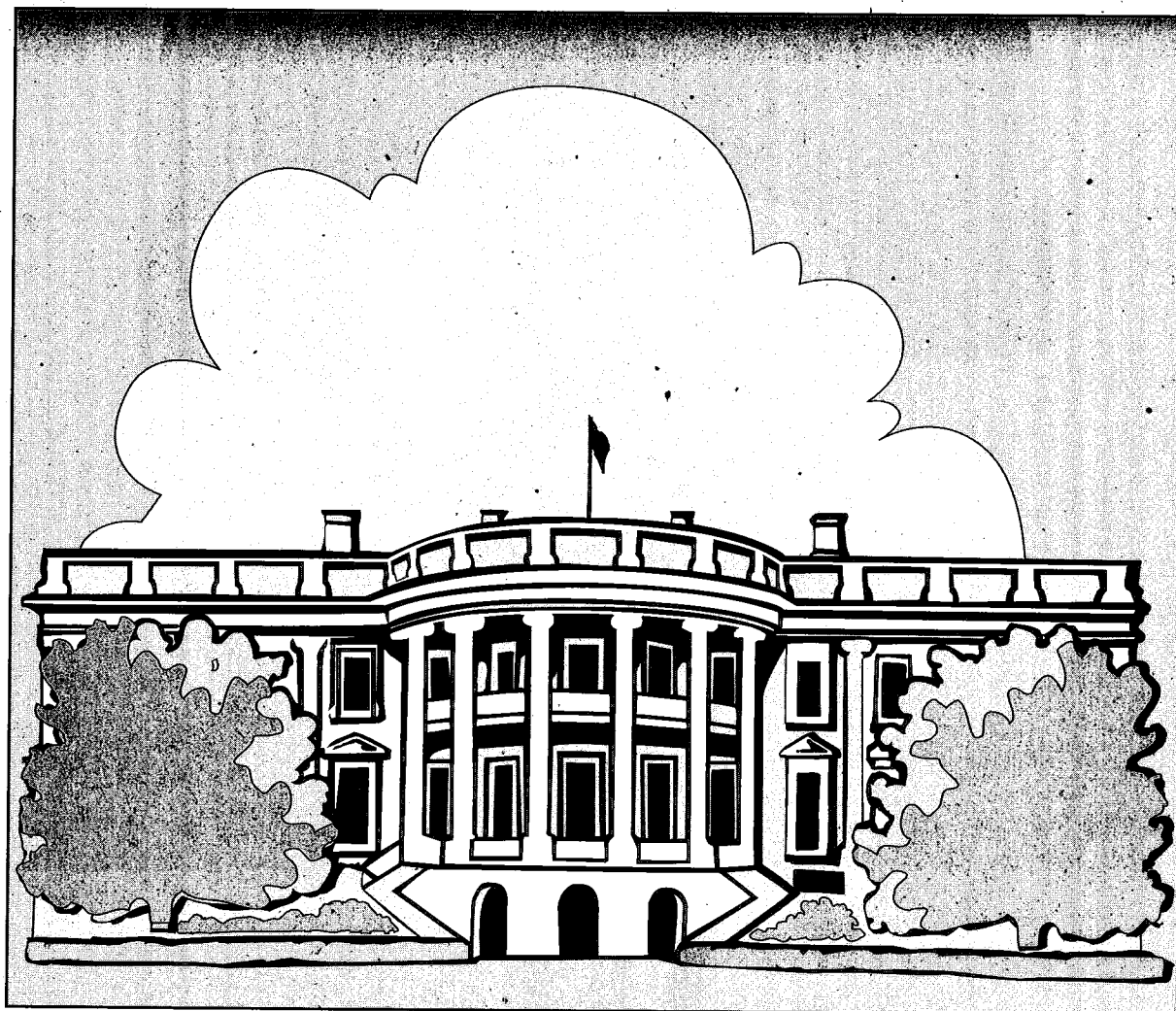
| DATE | COUNTRY | EVENT | GRAPHIC |
|------|---------|-------|---------|
| 1910 | | | |
| 1920 | | | |
| 1930 | | | |
| 1940 | | | |
| 1950 | | | |

- Fill in the chart by describing one event of the decade and where the event occurred. Then draw a small picture or symbol to represent the event.
- Add a title to your chart and present it to the class.

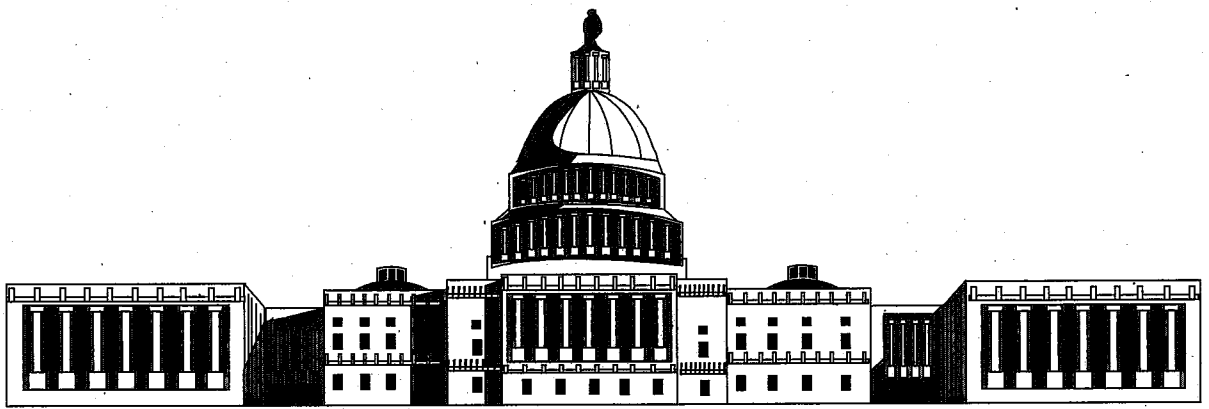


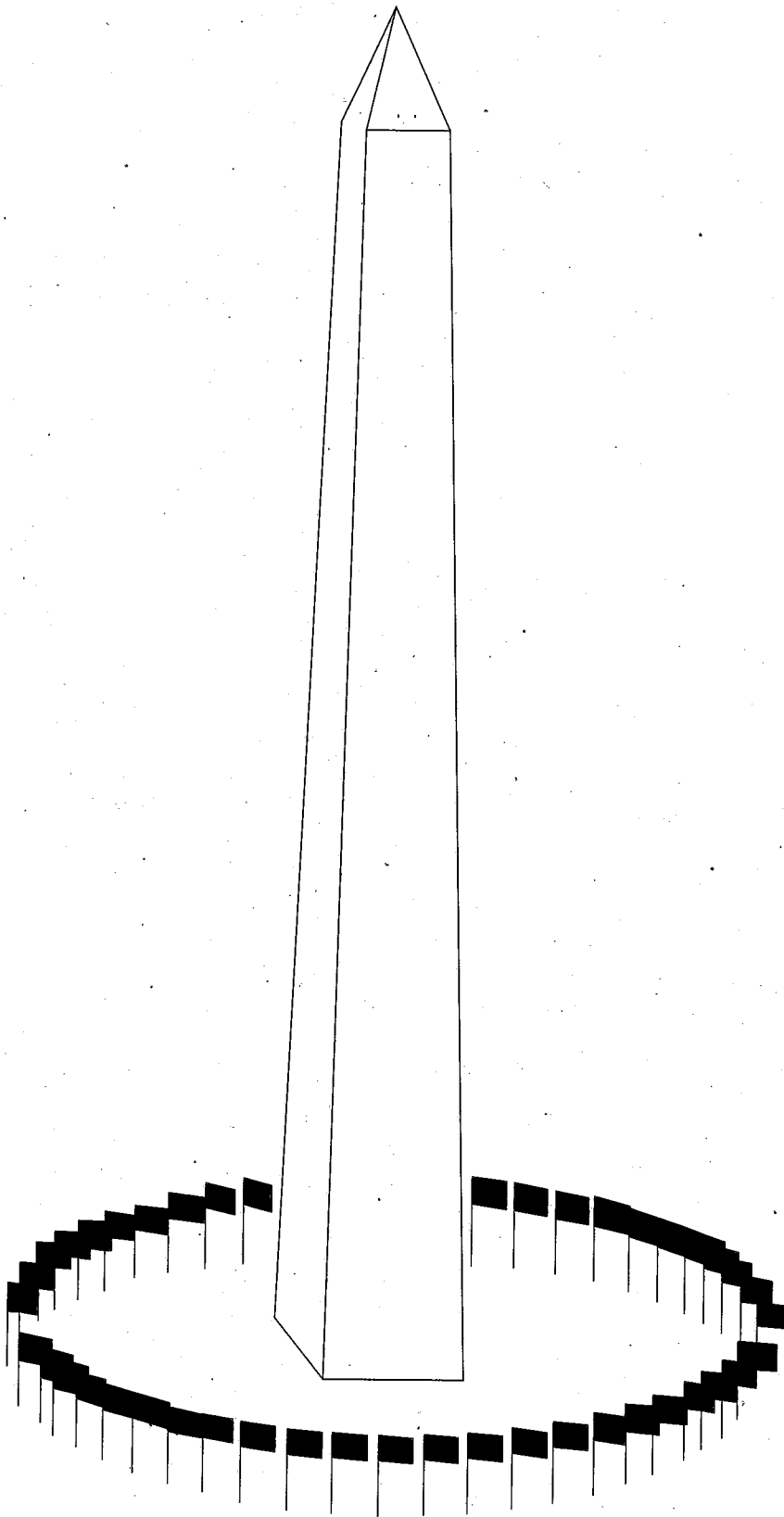
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