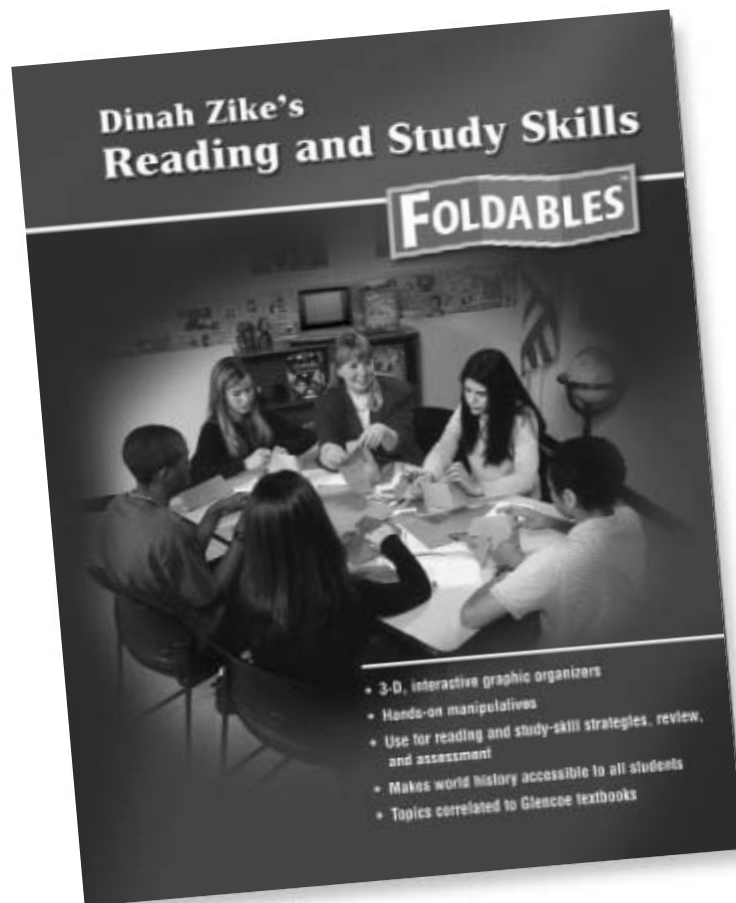


Dinah Zike's Reading and Study Skills

FOLDABLES™



Glencoe

New York, New York Columbus, Ohio Chicago, Illinois Peoria, Illinois Woodland Hills, California



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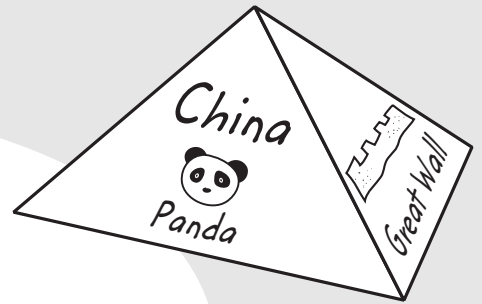
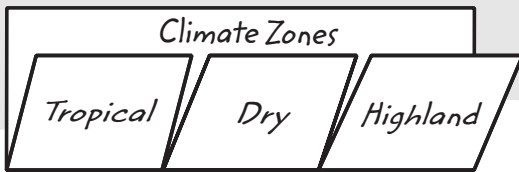
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Dear Teacher,

What is a Foldable?

A Foldable is a 3-D, student-made, interactive graphic organizer based upon a skill. Making a Foldable gives students a fast, kinesthetic activity that helps them organize and retain information. Every chapter in the student edition of the textbook begins with a Foldable that is used as a Study Organizer. Each chapter's Foldable is designed to be used as a study guide for the main ideas and key points presented in sections of a chapter. Foldables can also be used for a more in-depth investigation of a concept, idea, opinion, event, or a person or place studied in a chapter. The purpose of this ancillary is to show you how to create various types of Foldables and provide chapter-specific Foldables examples. With this information, you can individualize Foldables to meet your curriculum needs.

This book is divided into two sections. The first section presents step-by-step folding instructions, illustrations, and photographs of 34 types of Foldables. I have included over 100 photographs of examples of Foldables to help you visualize ways in which they might enhance instruction. The second section presents extra Foldables ideas for each chapter in the textbook. You can use the first instruction section to design your own Foldables or alter the Foldables that are presented for each chapter. I highly suggest making this book available as a source for students who wish to learn new and creative ways in which to make study guides, present projects, or do extra-credit work.

Who am I?

You may have seen Foldables featured in this book used in supplemental programs or staff-development workshops. Today my Foldables are used internationally. I present workshops and keynotes to over fifty thousand teachers and parents a year, sharing Foldables that I began inventing, designing, and adapting over 35 years ago. Students of all ages are using them for daily work, note-taking activities, student-directed projects, forms of alternative assessment, journals, graphs, tables, and more.

Have fun using and adapting Foldables,

A handwritten signature in black ink, reading "Dinah Zike". The signature is written in a cursive, flowing style with a large loop at the end of the last name.

Why Use Foldables in Social Studies?

When teachers ask me why they should take time to use the Foldables featured in this book, I explain that they

- . . . organize, display, and arrange information, making it easier for students to grasp social studies concepts, theories, facts, opinions, questions, research, and ideas.
- . . . are student-made study guides that are compiled as students listen for main ideas, read for main ideas, or conduct research.
- . . . provide a multitude of creative formats in which students can present projects, research, interviews, and inquiry-based reports.
- . . . replace teacher-generated writing or photocopied sheets with student-generated print.
- . . . incorporate the use of such skills as comparing and contrasting, recognizing cause and effect, and finding similarities and differences.
- . . . continue to “immerse” students in previously learned vocabulary, concepts, information, generalizations, ideas, and theories, providing them with a strong foundation that they can build upon with new observations, concepts, and knowledge.
- . . . can be used by students or teachers to easily communicate data through graphs, tables, charts, models, and diagrams, including Venn diagrams.
- . . . allow students to make their own journals for recording observations, research information, primary and secondary source data, surveys, and so on.
- . . . can be used as alternative assessment tools by teachers to evaluate student progress or by students to evaluate their own progress.
- . . . integrate language arts, the sciences, and mathematics into the study of social studies.
- . . . provide a sense of student ownership or investiture in the social studies curriculum.

Foldables and the NCSS Thematic Strands

In *Curriculum Standards for Social Studies: Expectations of Excellence*, the National Council for the Social Studies (NCSS) identified 10 themes that serve as organizing strands for the social studies curriculum at every school level. The themes include

- I. Culture
- II. Time, Continuity, and Change
- III. People, Places, and Environments
- IV. Individual Development and Identity
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- VII. Production, Distribution, and Consumption
- VIII. Science, Technology, and Society
- IX. Global Connections
- X. Civic Ideals and Practices

Students are expected to master specific skills that are organized around these themes, such as analyzing data, comparing and contrasting similarities and differences, explaining and describing concepts, and identifying cause-and-effect relationships.

Foldables help students practice and master these specific skills. Foldables require students to identify and describe main ideas, relationships, and processes. In most cases, students need to understand and comprehend information before they can illustrate it in a Foldable. Foldables help students think, analyze, and communicate.

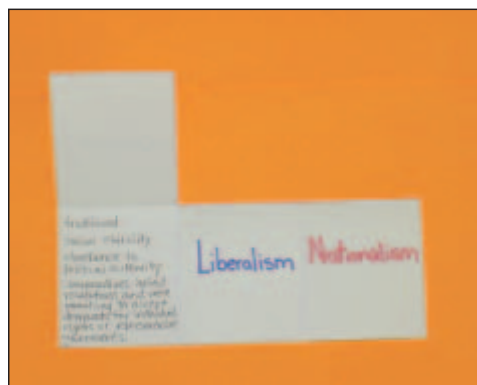
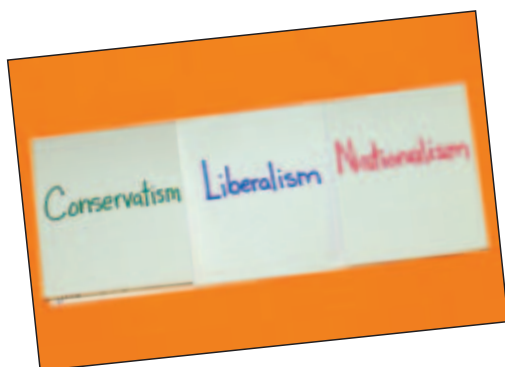
Foldable Basics

What to Write and Where

Teach students to write general information such as titles, vocabulary words, concepts, questions, main ideas, and dates on the front tabs of their Foldables. This way students can easily recognize main ideas and important concepts. Foldables help students focus on and remember key points without being distracted by other print.

Ask students to write specific information such as supporting ideas, student thoughts, answers to questions, research information, class notes, observations, and definitions under the tabs.

As you teach, demonstrate different ways in which Foldables can be used. Soon you will find that students make their own Foldables and use them independently for study guides and projects.



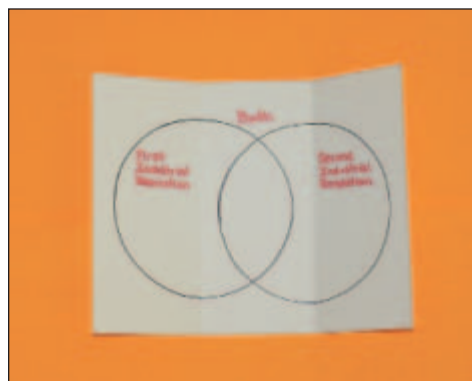
With or Without Tabs

Foldables with flaps or tabs create study guides that students can use to check what they know about the general information on the front of tabs. Use Foldables without tabs for assessment purposes or projects where information is presented for others to view quickly.

Venn diagram used as a study guide

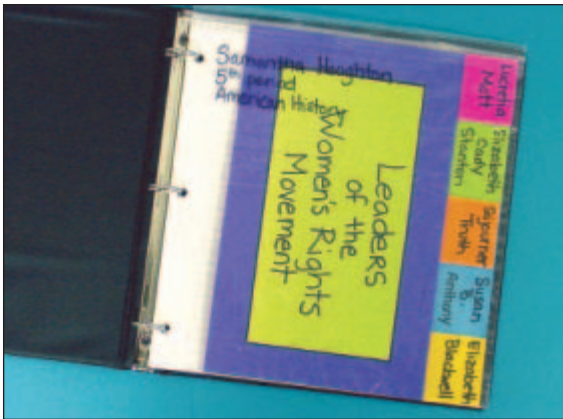


Venn diagram used for assessment



What to Do With Scissors and Glue

If it is difficult for your students to keep glue and scissors at their desks, set up a small table in the classroom and provide several containers of glue, numerous pairs of scissors (sometimes tied to the table), containers of crayons and colored pencils, a stapler, clear tape, and anything else you think students might need to make their Foldables.



Storing Foldables

There are several ways that students can store their Foldables. They can use grocery bags, plastic bags, or shoe boxes. Students can also punch holes in their Foldables and place them in a three-ring binder. Suggest they place strips of two-inch clear tape along one side and punch three holes through the taped edge.

By keeping all of their Foldables together and organized, students will have created their own portfolio.

HINT: *I found it more convenient to keep student portfolios in my classroom so student work was always available when needed. Giant detergent boxes make good storage containers for portfolios.*

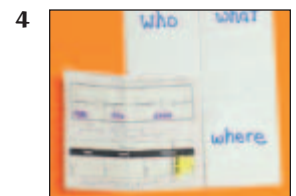
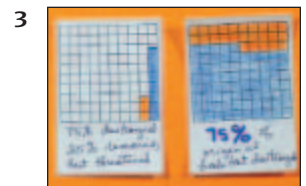
Use This Book as a Creative Resource

Have this book readily available for students to use as an idea reference for projects, discussions, social studies debates, extra credit work, cooperative learning group presentations, and so on. Encourage students to think of their own versions of Foldables to help them learn the material the best way possible.

Using Visuals and Graphics With Foldables

The graphics on pages 6–12 can be used as visual aids for students' Foldables. Students can incorporate them into their journals, notes, projects, and study guides independently. I found that students and teachers were more likely to use graphics if they were available on a classroom computer where they could be selected and printed out as needed. You can also photocopy and distribute the pages that follow for students to trace or cut out for their projects. All these visuals will aid student understanding and retention.

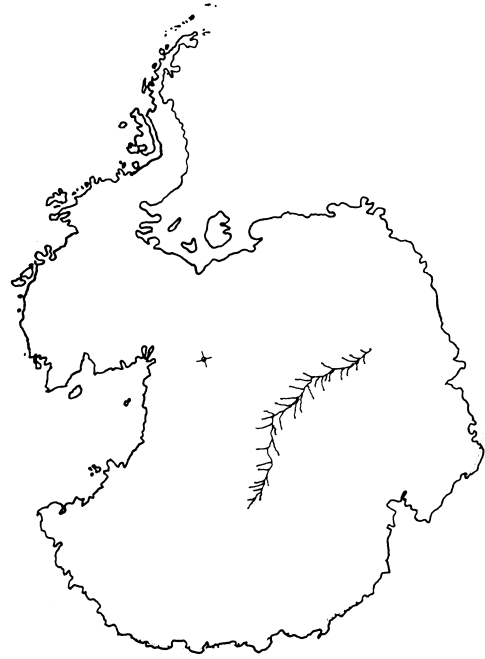
1. Students can mark and label large United States and world maps to show where past and recent events occurred, where a historic person lived and worked, where wars were fought and battles won, where volcanoes are active and inactive, where boundaries of territories or regions existed, and so on.
2. Students can mark and label smaller maps of continents to illustrate more specific locations. For example, when making a *who*, *what*, *when*, *where* Foldable, students can identify exactly where the particular event occurred or where the individual lived.
3. Bar graphs, grids, and circle graphs can be used to show changes over time, population distribution, and so on.
4. Use time lines to record when someone lived or when an event or sequence of events occurred. Use two time lines to compare what was happening in two different areas at the same time.
5. Use small picture frames to sketch or name a person, place, or thing.



Africa



Antarctica



Asia

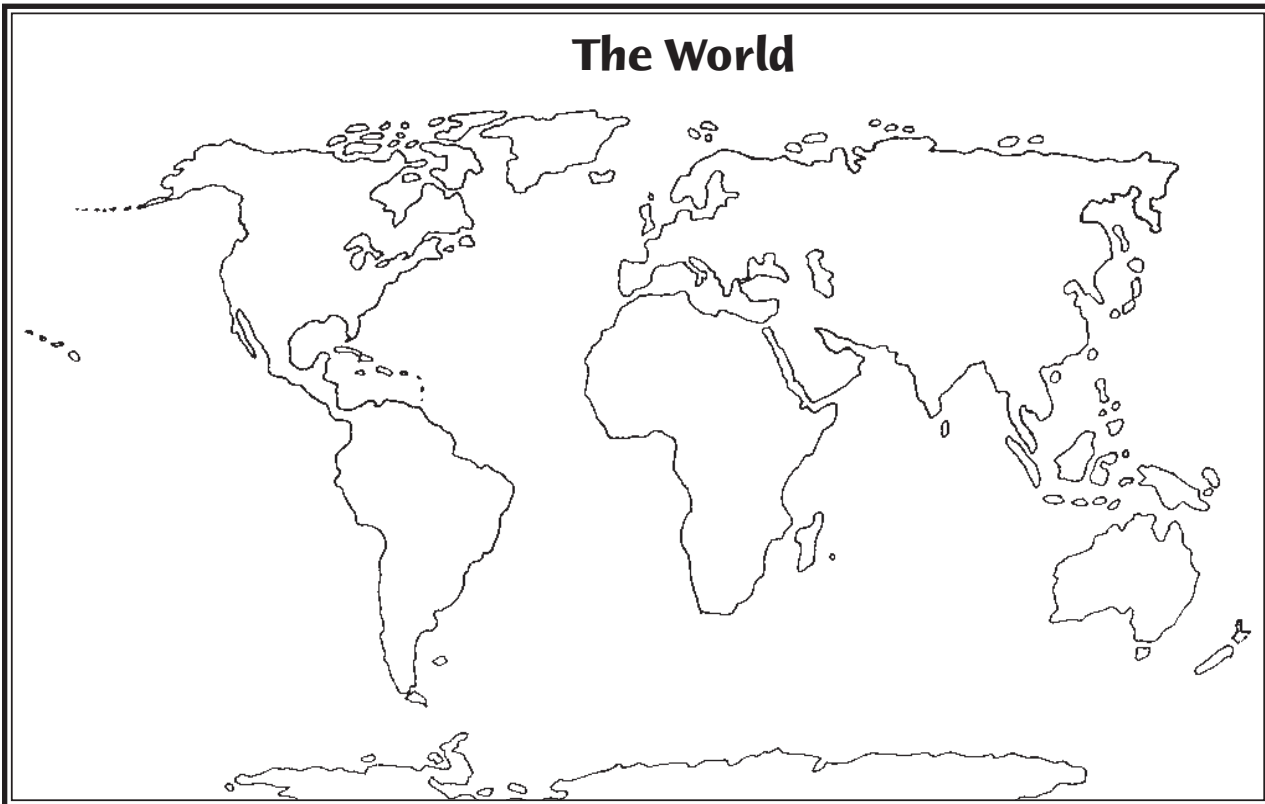
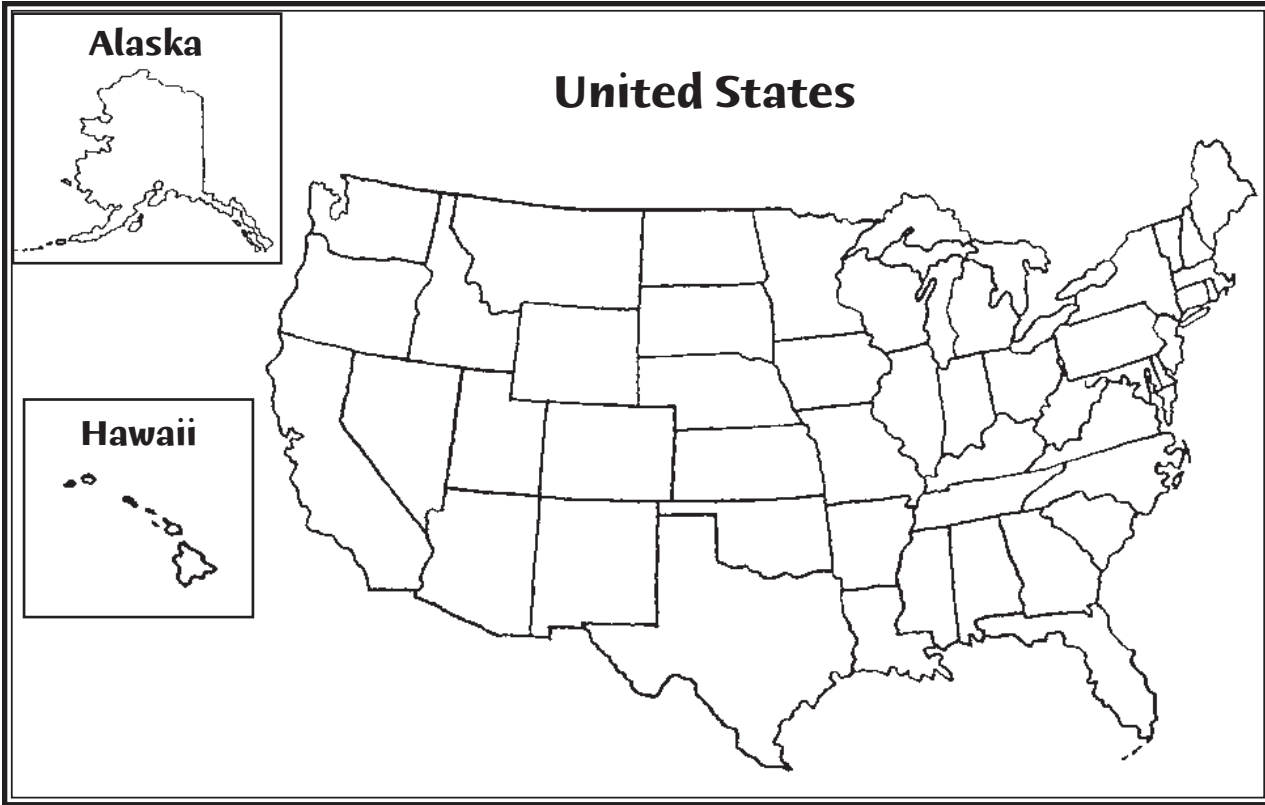


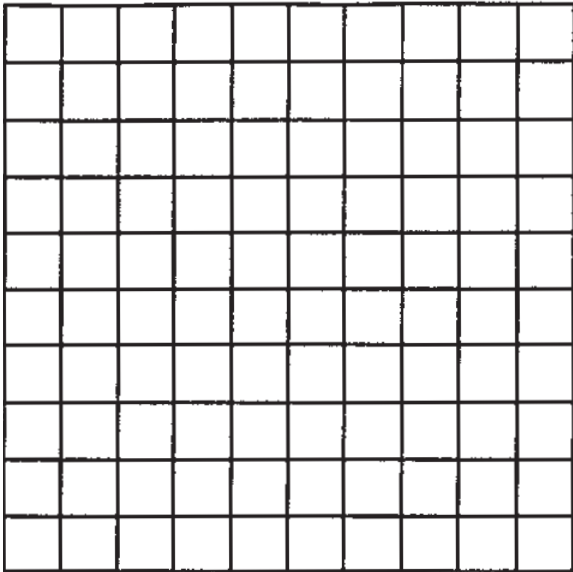
Australia



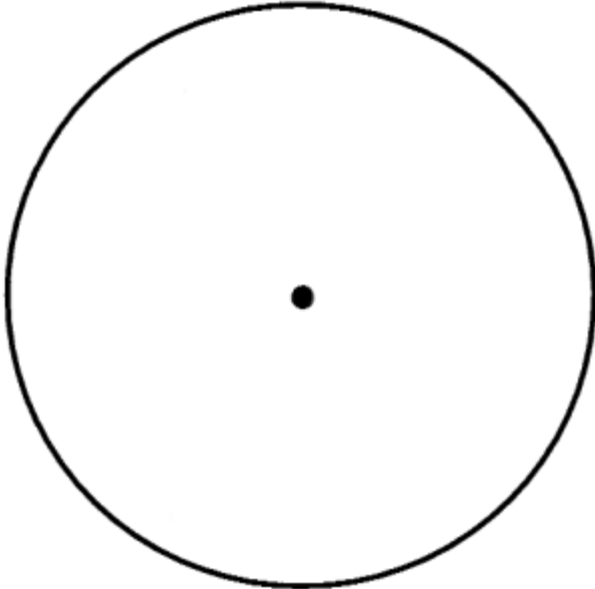
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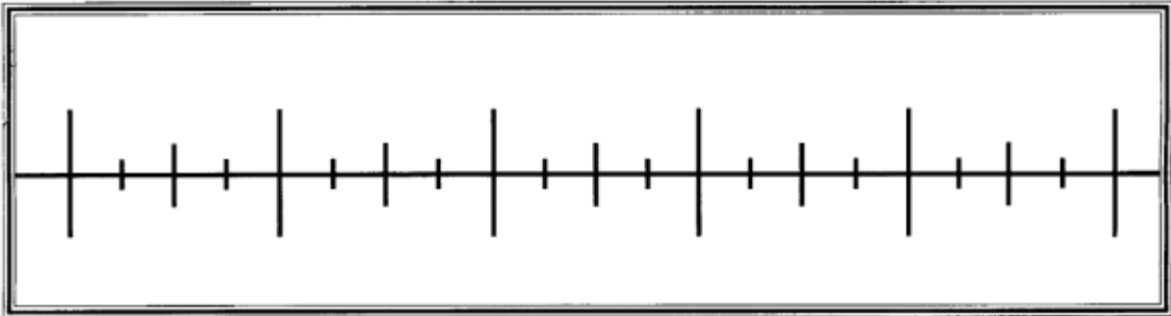




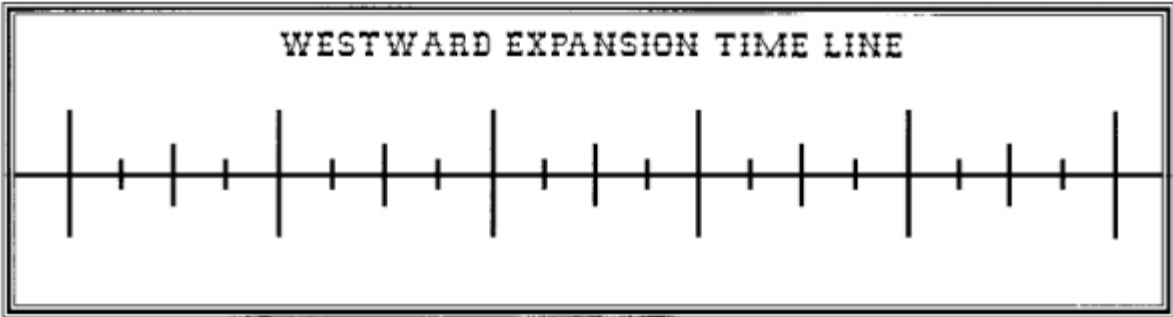
Percentages or bar graph



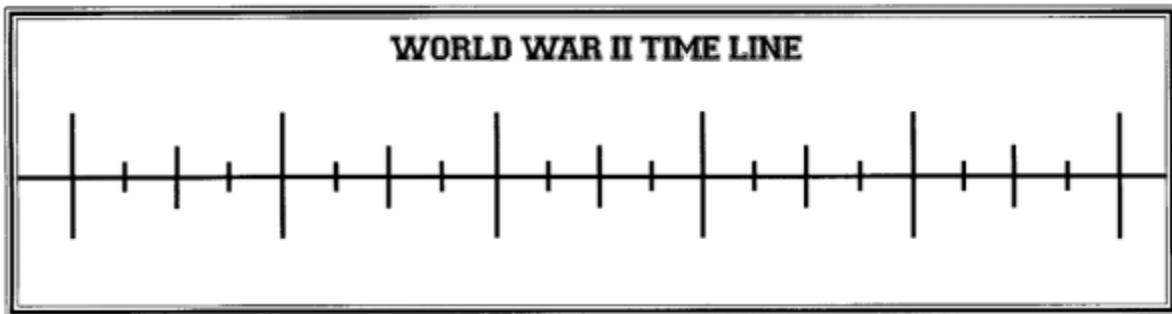
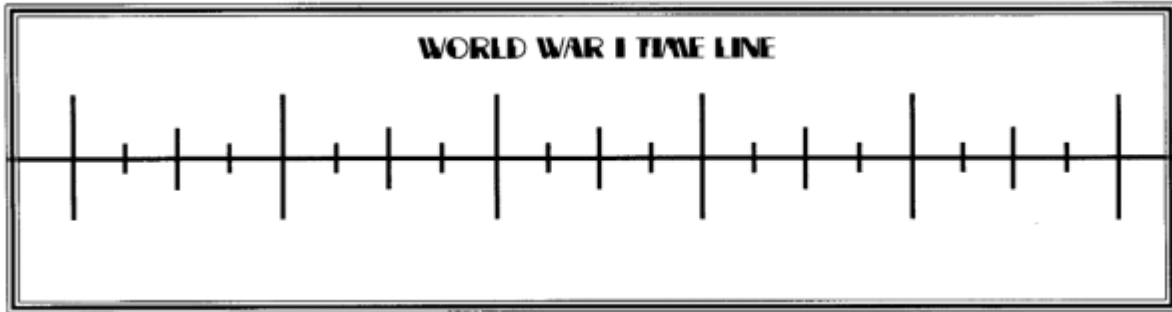
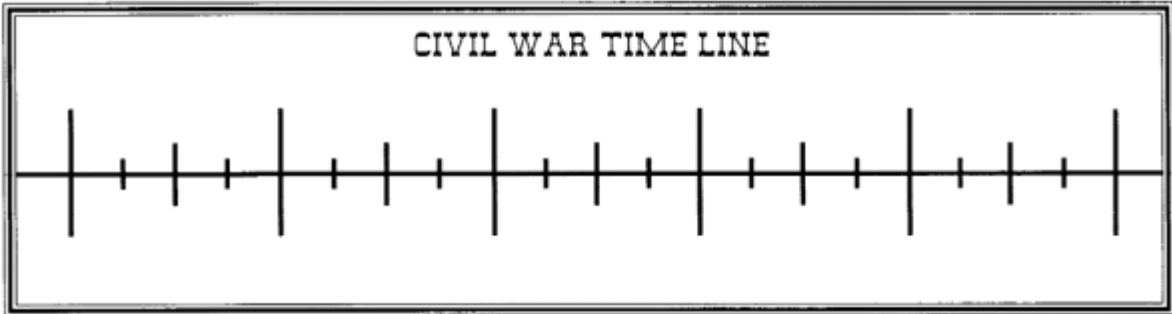
Circle graph

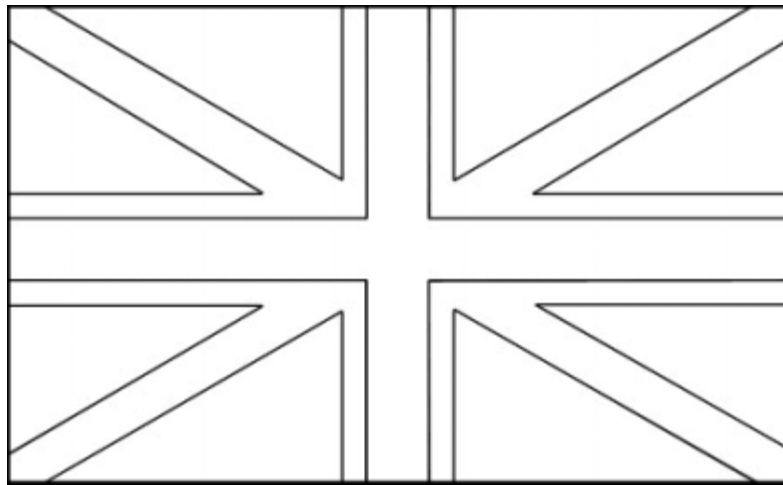


Generic Time Line

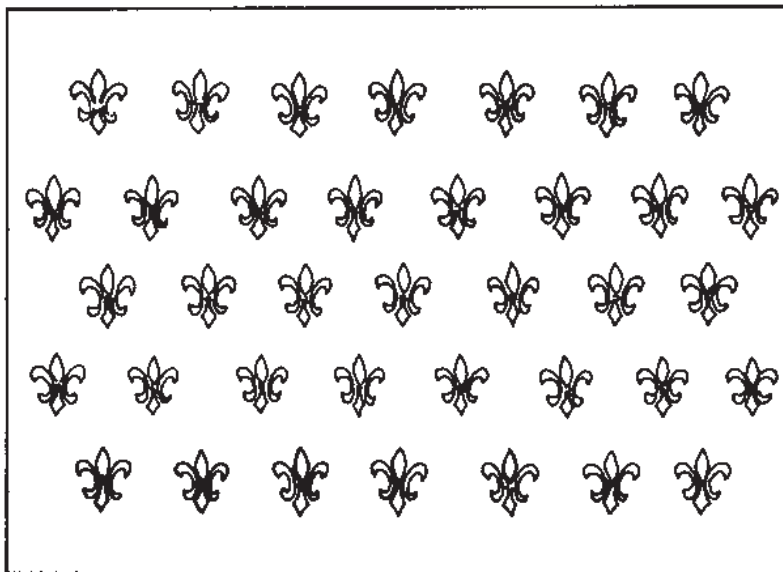


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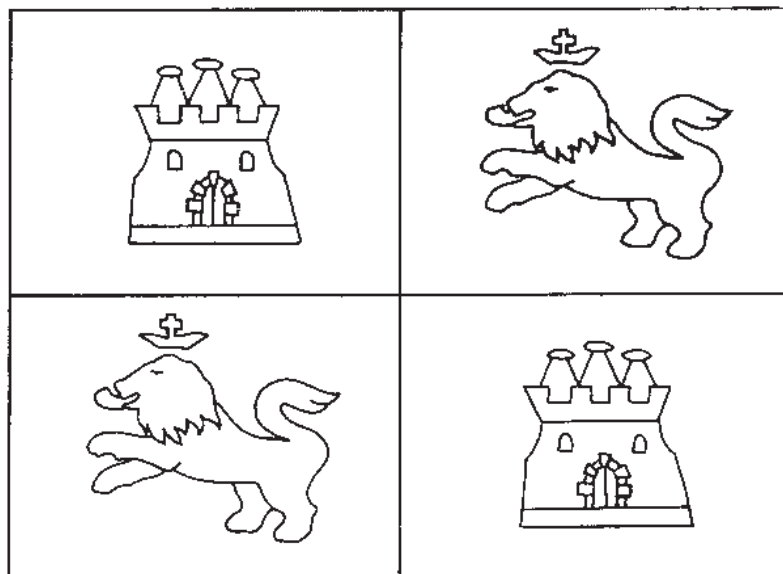




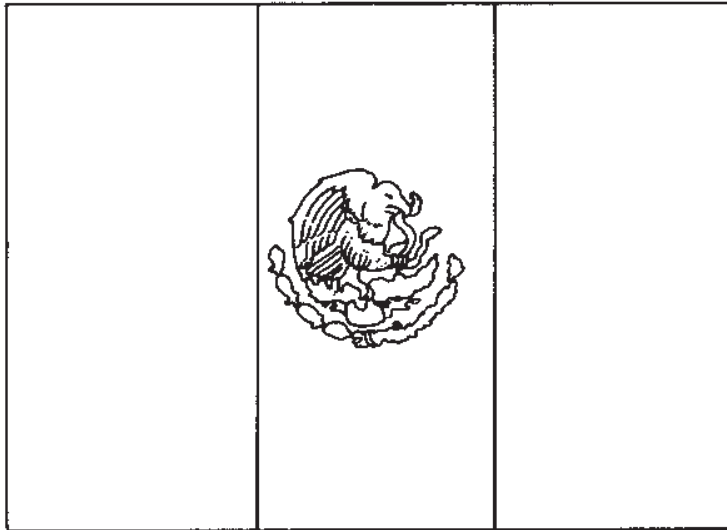
United Kingdom



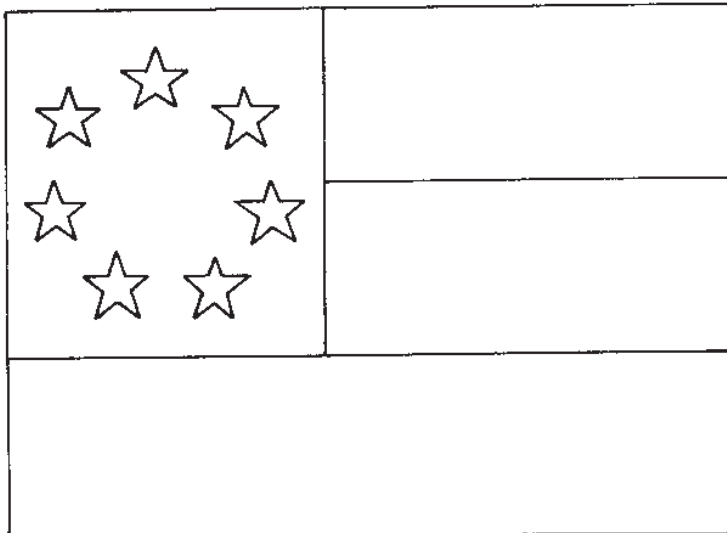
France



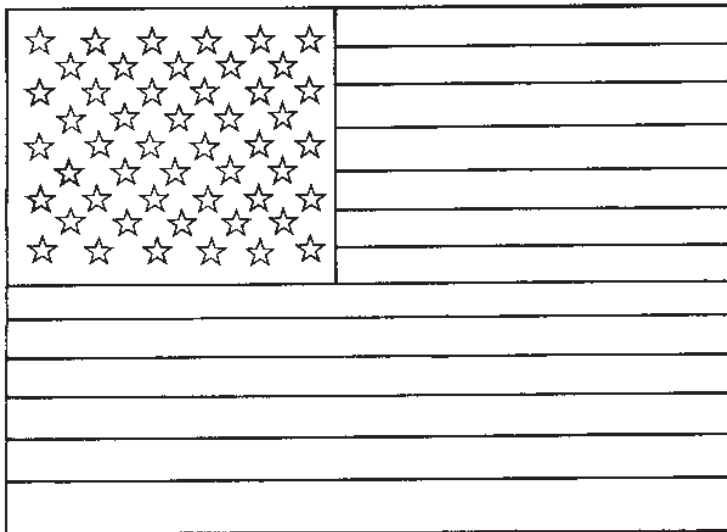
Spain



Mexico



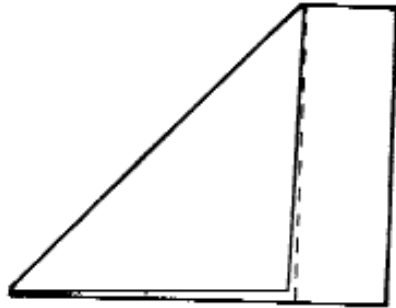
Confederacy



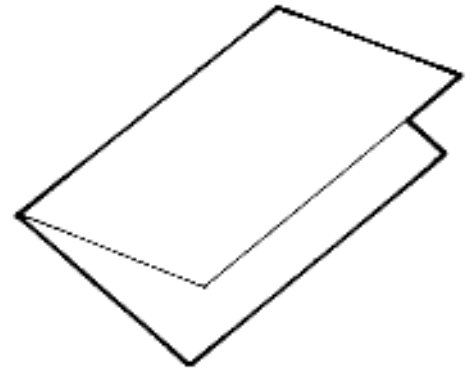
United States of America

Basic Foldables Shapes

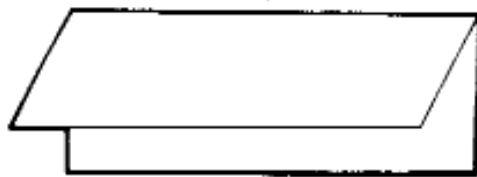
The following figures illustrate the basic folds that are referred to throughout the instruction section of this book.



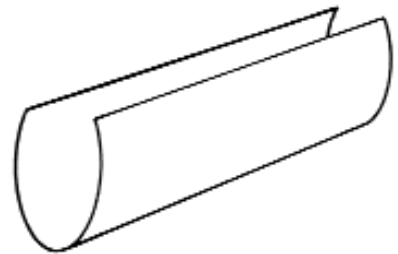
Taco Fold



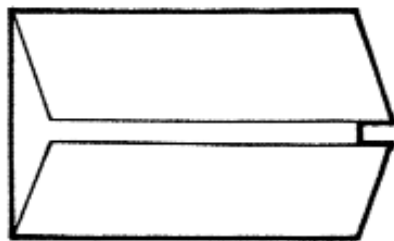
Hamburger Fold



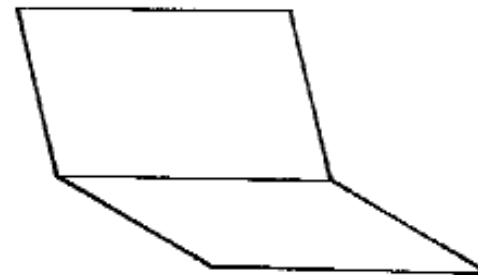
Hot Dog Fold



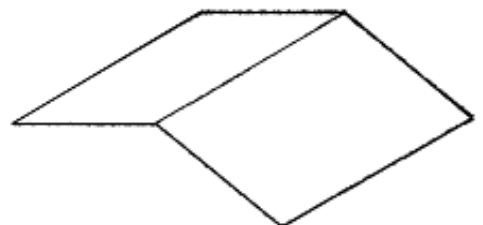
Burrito Fold



Shutter Fold



Valley Fold



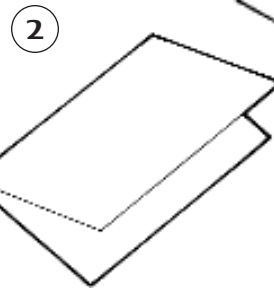
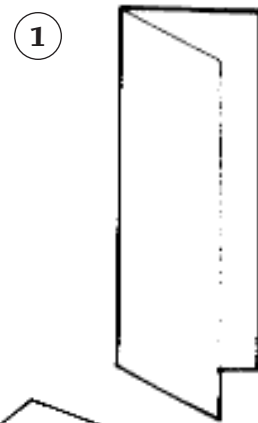
Mountain Fold

Half Book

Fold a sheet of paper in half.

1. This book can be folded vertically like a *hot dog* or . . .
2. . . . it can be folded horizontally like a *hamburger*.

Use this book for descriptive, expository, persuasive, or narrative writing, as well as graphs, diagrams, or charts.

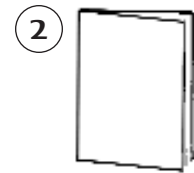
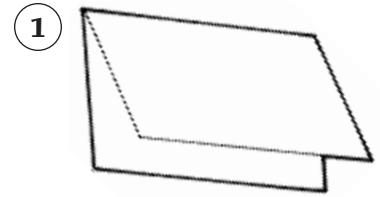


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Folded Book

1. Make a *half-book*. (p. 14)
2. Fold it in half again like a *hamburger*. This makes a ready-made cover and two small pages for information on the inside.

Use photocopied worksheets, Internet printouts, and student-drawn diagrams or maps to make this book. One sheet of paper becomes two activities and two grades.



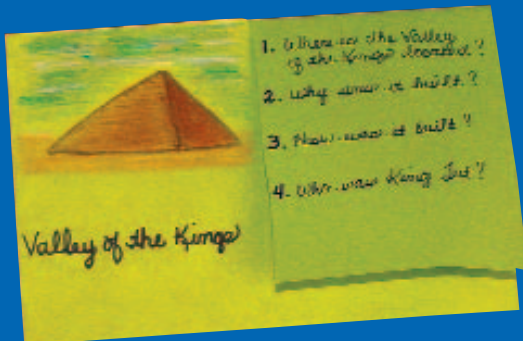
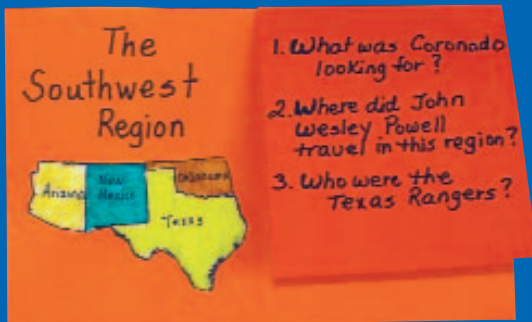
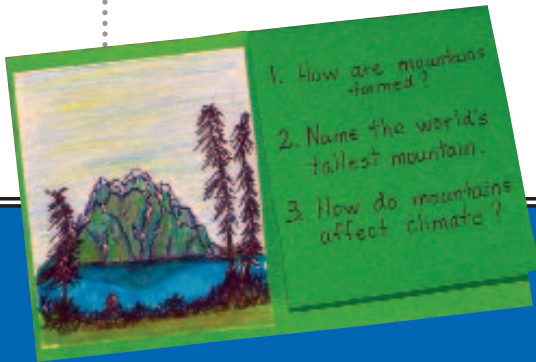
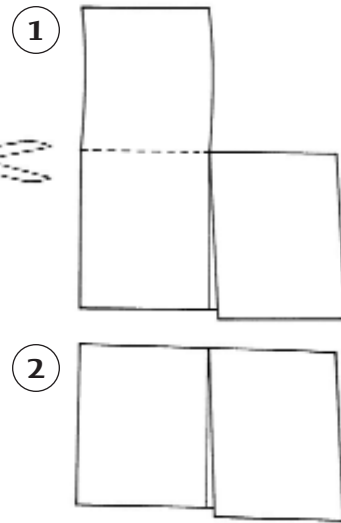
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When folded, the worksheet becomes a book for recording notes and questions.

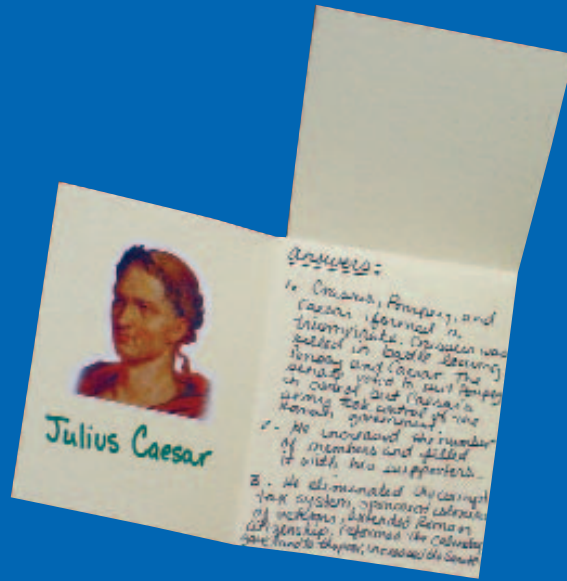
Three-Quarter Book

1. Make a *two-tab book* (p. 18) and raise the left-hand tab.
2. Cut the tab off at the top fold line.
3. A larger book of information can be made by gluing several *three-quarter books* side by side.

Sketch or glue a graphic to the left, write one or more questions on the right, and record answers and information under the right tab.

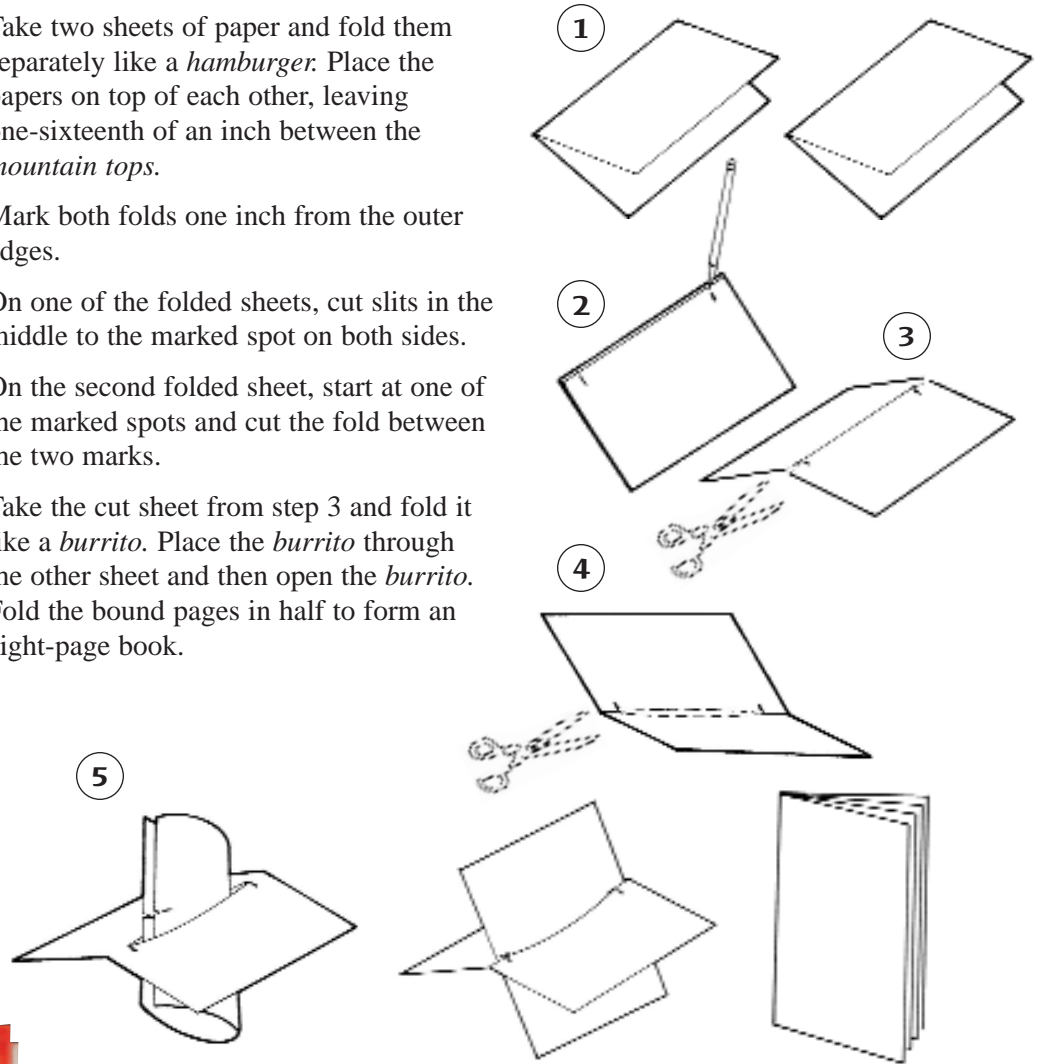


Example of several books glued side by side.

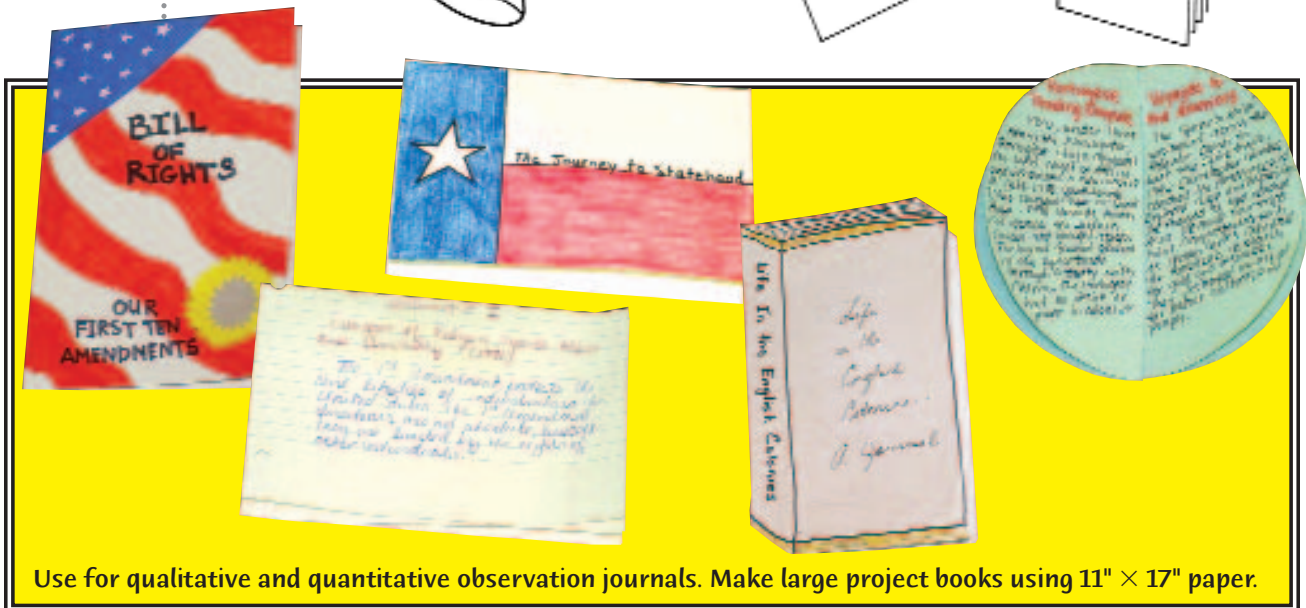


Bound Book

1. Take two sheets of paper and fold them separately like a *hamburger*. Place the papers on top of each other, leaving one-sixteenth of an inch between the *mountain tops*.
2. Mark both folds one inch from the outer edges.
3. On one of the folded sheets, cut slits in the middle to the marked spot on both sides.
4. On the second folded sheet, start at one of the marked spots and cut the fold between the two marks.
5. Take the cut sheet from step 3 and fold it like a *burrito*. Place the *burrito* through the other sheet and then open the *burrito*. Fold the bound pages in half to form an eight-page book.



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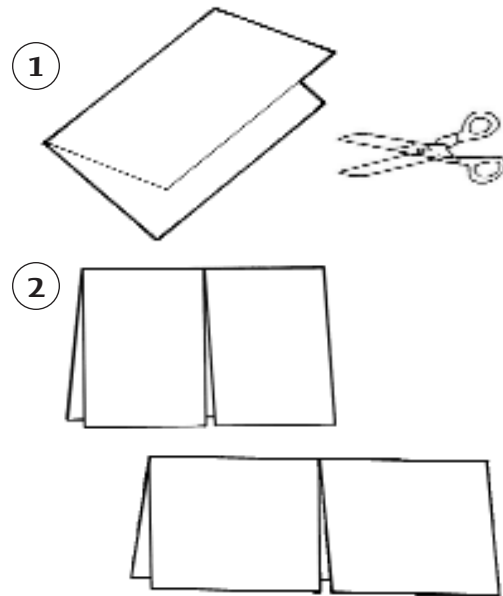


Use for qualitative and quantitative observation journals. Make large project books using 11" × 17" paper.

Two-Tab Book

1. Make a *folded book* (p. 15) and cut up the *valley* of the inside fold toward the *mountain top*. This cut forms two large tabs that can be used for text and illustrations on the front and back.
2. The book can be expanded by making several of these folds and gluing them side by side.

Use this book for learning about two things. For example, use it for comparing and contrasting, determining cause and effect, finding similarities and differences, using Venn diagrams, and so on.

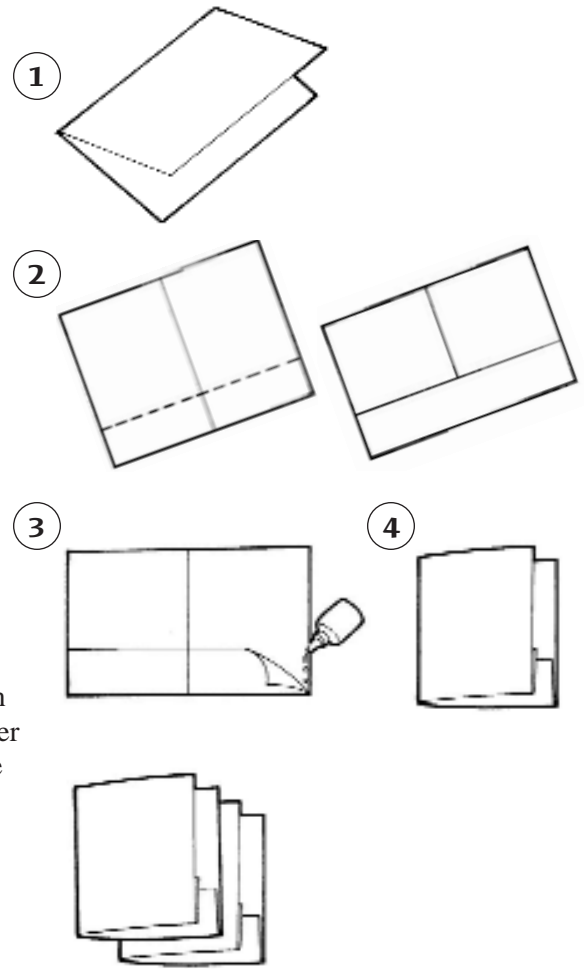


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Pocket Book

1. Fold a sheet of paper in half like a *hamburger*.
 2. Open the folded paper and fold one of the long sides up two inches to form a pocket. Refold along the *hamburger* fold so that the newly formed pockets are on the inside.
 3. Glue the outer edges of the two-inch fold with a small amount of glue.
 4. **Optional:** Glue a cover around the *pocket book*.
- Variation:** Make a multi-paged booklet by gluing several pockets side by side. Glue a cover around the multi-paged *pocket book*.

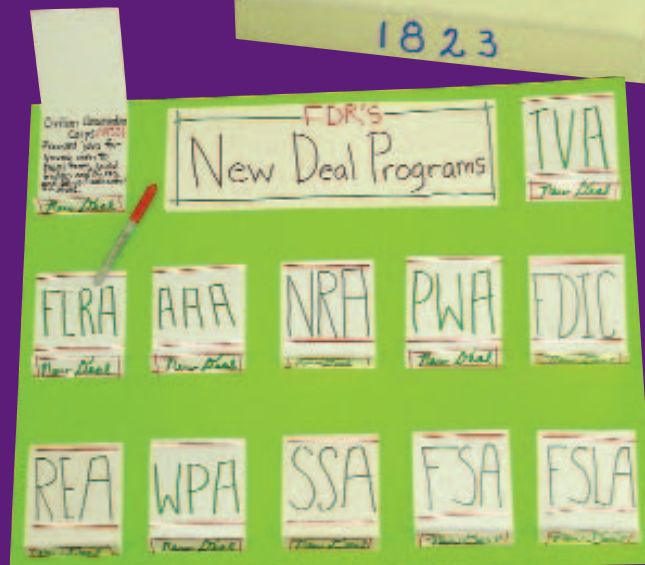
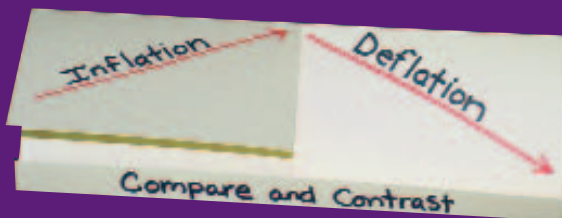
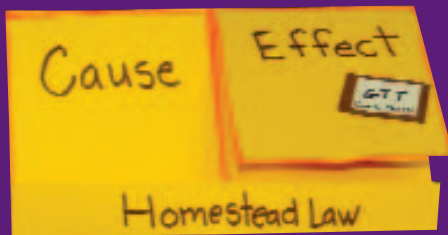
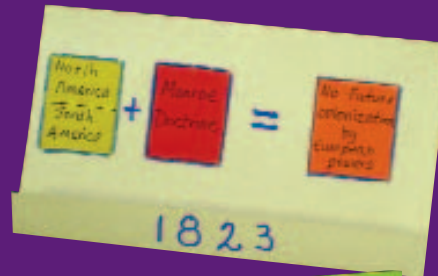
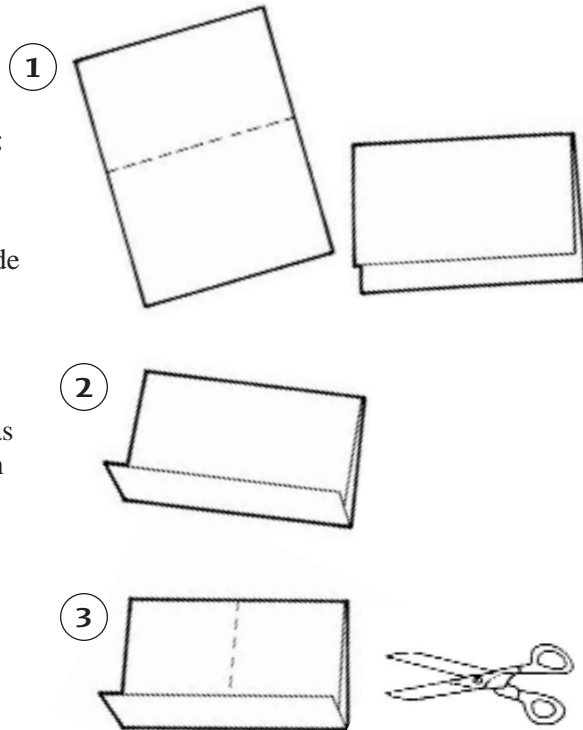
Summarize information on note cards or on quarter sheets of notebook paper. Store other foldables, such as *two-tab books*, inside the pockets.



Matchbook

1. Fold a sheet of paper like a *hamburger*, but fold it so that one side is one inch longer than the other side.
2. Fold the one-inch tab over the short side forming a fold like an envelope.
3. Cut the front flap in half toward the *mountain top* to create two flaps.

Use this book to report on one thing, such as a person, place, or thing, or for reporting on two things, such as the cause and effect of Western Expansion.

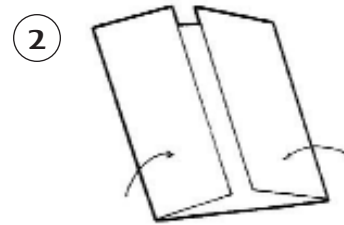
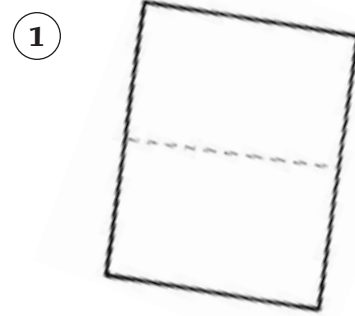


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Shutter Fold

1. Begin as if you were going to make a *hamburger* but instead of creasing the paper, pinch it to show the midpoint.
2. Fold the outer edges of the paper to meet at the pinch, or mid-point, forming a *shutter fold*.

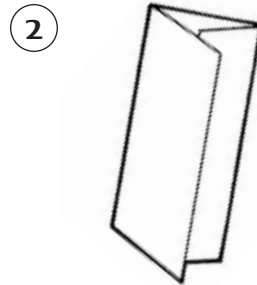
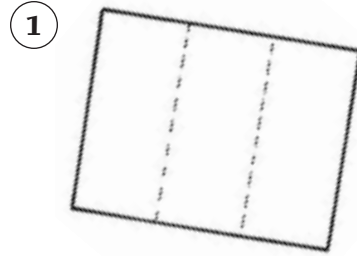
Use this book for comparing two things. Students could also make this foldable with 11" × 17" paper and then glue smaller books—such as the *half book*, *journal*, and *two-tab book*—inside to create a large project full of student work.



Trifold Book

1. Fold a sheet of paper into thirds.
2. Use this book as is, or cut into shapes. If the trifold is cut, leave plenty of paper on both sides of the designed shape, so the book will open and close in three sections.

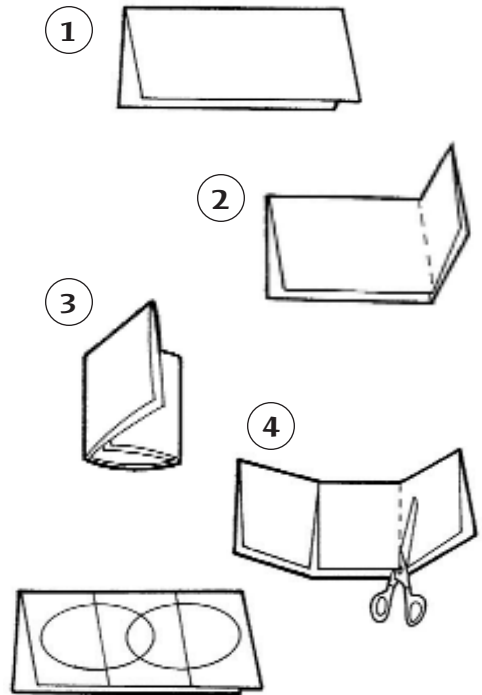
Use this book to make charts with three columns or rows, large Venn diagrams, reports on three events or people, or to show and explain the outside and inside of something.



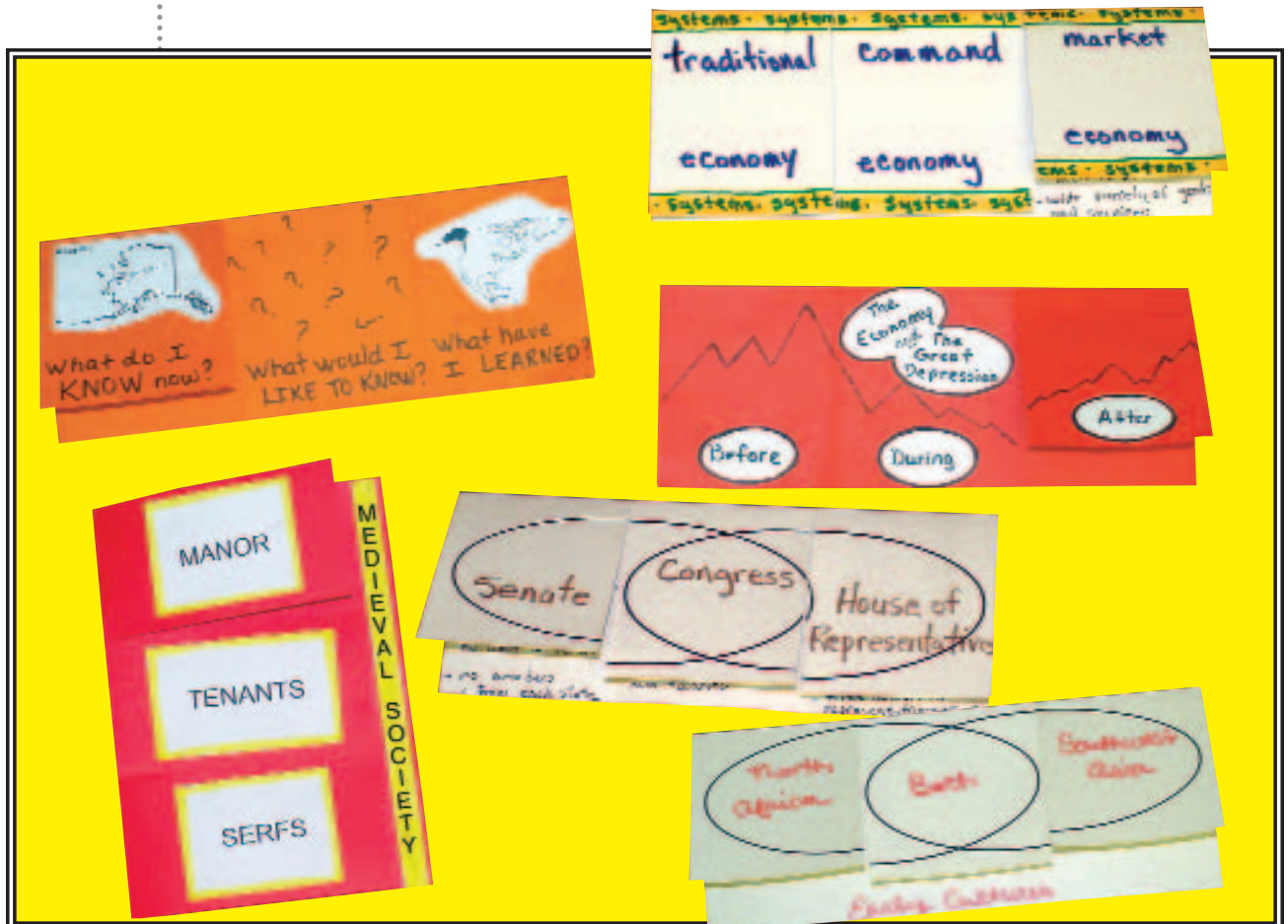
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Three-Tab Book

1. Fold a sheet of paper like a *hot dog*.
2. With the paper horizontal, and the fold of the *hot dog* up, fold the right side toward the center, trying to cover one-third of the paper.
- NOTE:** *If you fold the right edge over first, the final foldable will open and close like a book.*
3. Fold the left side over the right side to make a book with three folds.
4. Open the folded book. Place your hands between the two thicknesses of paper and cut up the two *valleys* on the top layer only along both folds. This will make three tabs.



Use this book for writing information about three things and for Venn diagrams.

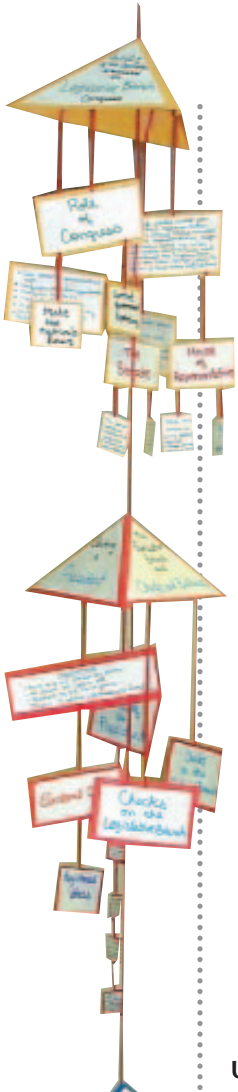
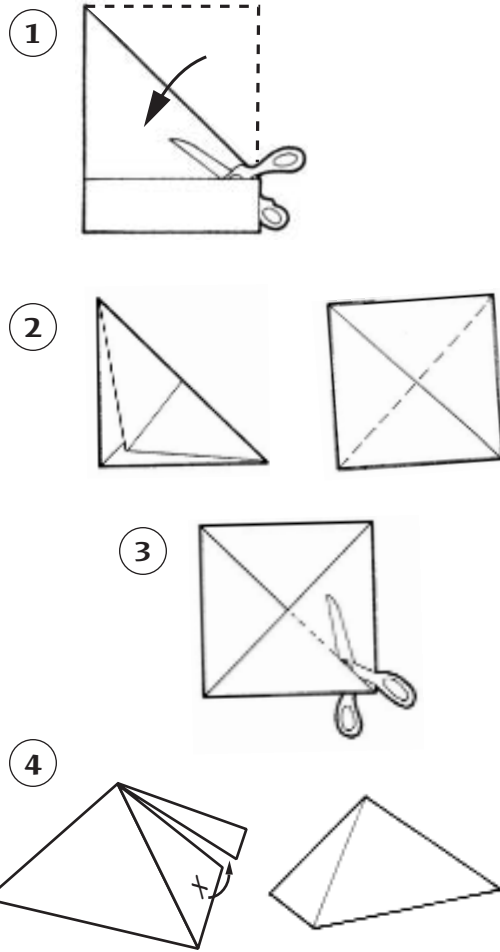


Pyramid Fold

1. Fold a sheet of paper into a *taco*, forming a square. Cut off the leftover piece.
2. Fold the triangle in half. Unfold. The folds will form an X, dividing the paper into four equal sections.
3. Cut up one fold line and stop at the middle. Draw an X on one tab and label the other three.
4. Fold the X flap under the other flap and glue together. This makes a three-sided pyramid.

Label front sections and write information, notes, thoughts, and questions inside the pyramid on the back of the appropriate tab.

Use to make mobiles and dioramas.



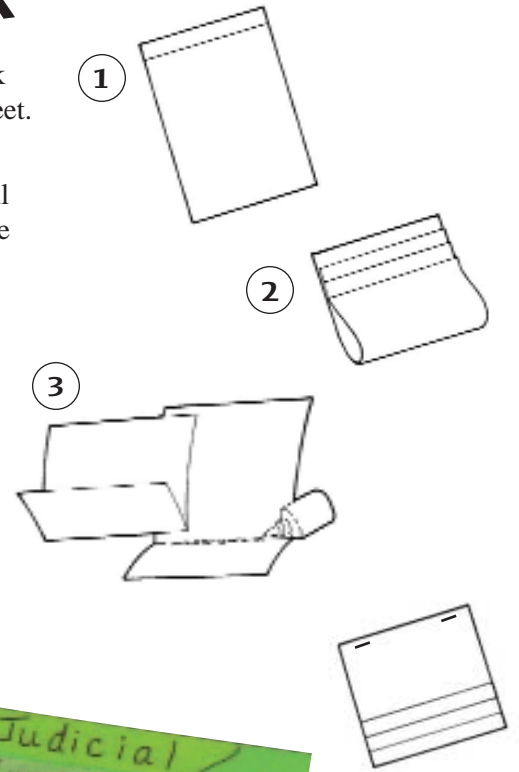
Record data inside the pyramid.

Glue four pyramids together to form a diorama showing four parts or stages.

Layered-Look Book

1. Stack two sheets of paper so that the back sheet is one inch higher than the front sheet.
2. Fold up the bottom edges of the paper to form four tabs. Align the edges so that all of the layers or tabs are the same distance apart.
3. When all tabs are the same size, crease the paper to hold the tabs in place and staple or glue the sheets together.

Glue the sheets together along the *valley* or inner center fold or staple them along the *mountain top*.

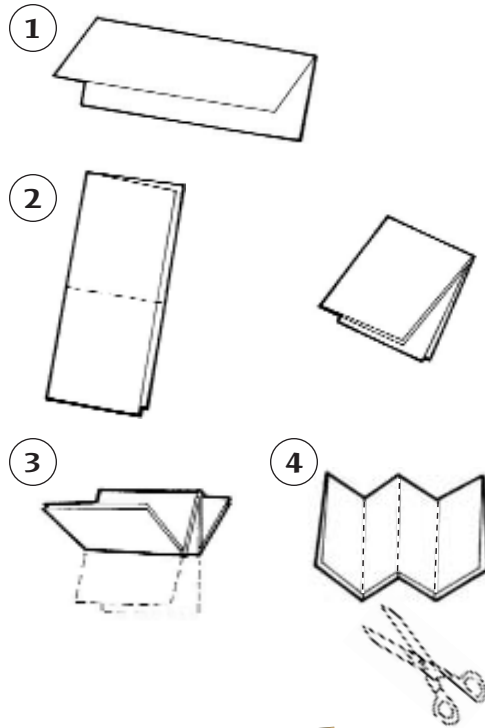


When using more than two sheets of paper, make the tabs smaller than an inch.

Four-Tab Book

1. Fold a sheet of paper in half like a *hot dog*.
2. Fold this long rectangle in half like a *hamburger*.
3. Fold both ends back to touch the *mountain top*.
4. On the side with two *valleys* and one *mountain top*, cut along the three inside fold lines on the front flap to make four tabs.

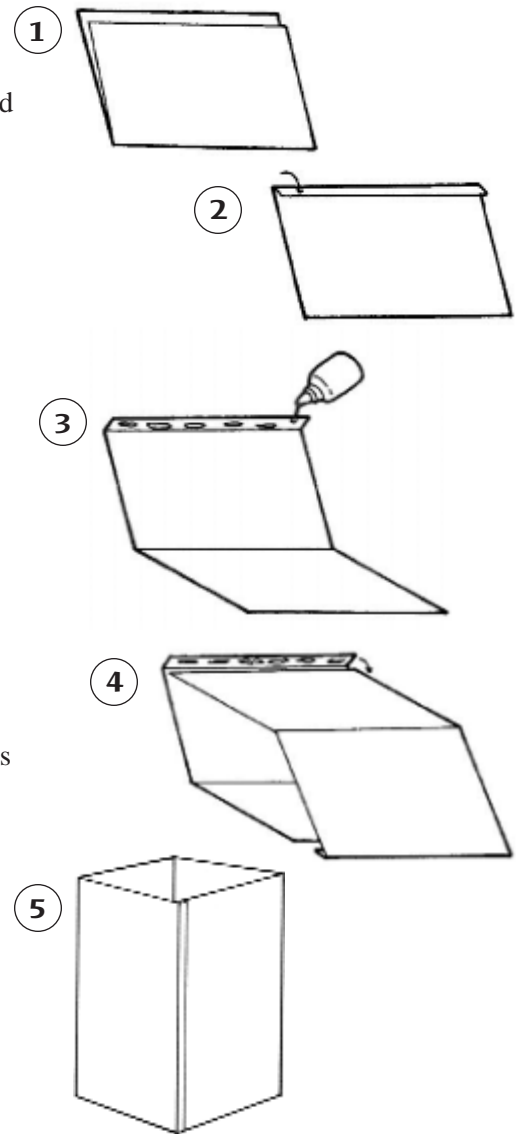
Use this book for recording information on four things, events, or people.



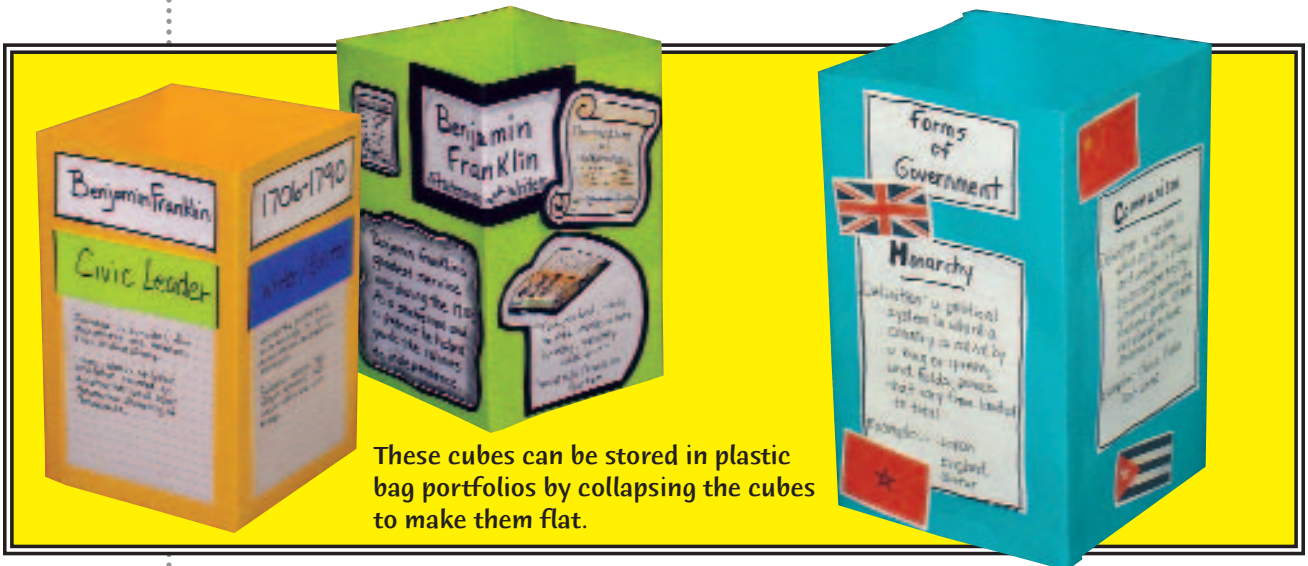
Standing Cube

1. Use two sheets of the same size paper. Fold each like a *hamburger*. However, fold one side one-half inch shorter than the other side. This will make a tab that extends out one-half inch on one side.
2. Fold the long side over the short side of both sheets of paper, making tabs.
3. On one of the folded papers, place a small amount of glue along the small folded tab next to the *valley*, but not in it.
4. Place the non-folded edge of the second sheet of paper square into the *valley* and fold the glue-covered tab over this sheet of paper. Press flat until the glue holds. Repeat with the other side.
5. Allow the glue to dry completely before continuing. After the glue has dried, the cube can be collapsed flat to allow students to work at their desks.

Use the cube for organizing information on four things. Use 11" × 17" paper to make larger project cubes that you can glue other foldables onto for display. Notebook paper, photocopied sheets, magazine pictures, and current events articles can also be displayed on the larger cubes.



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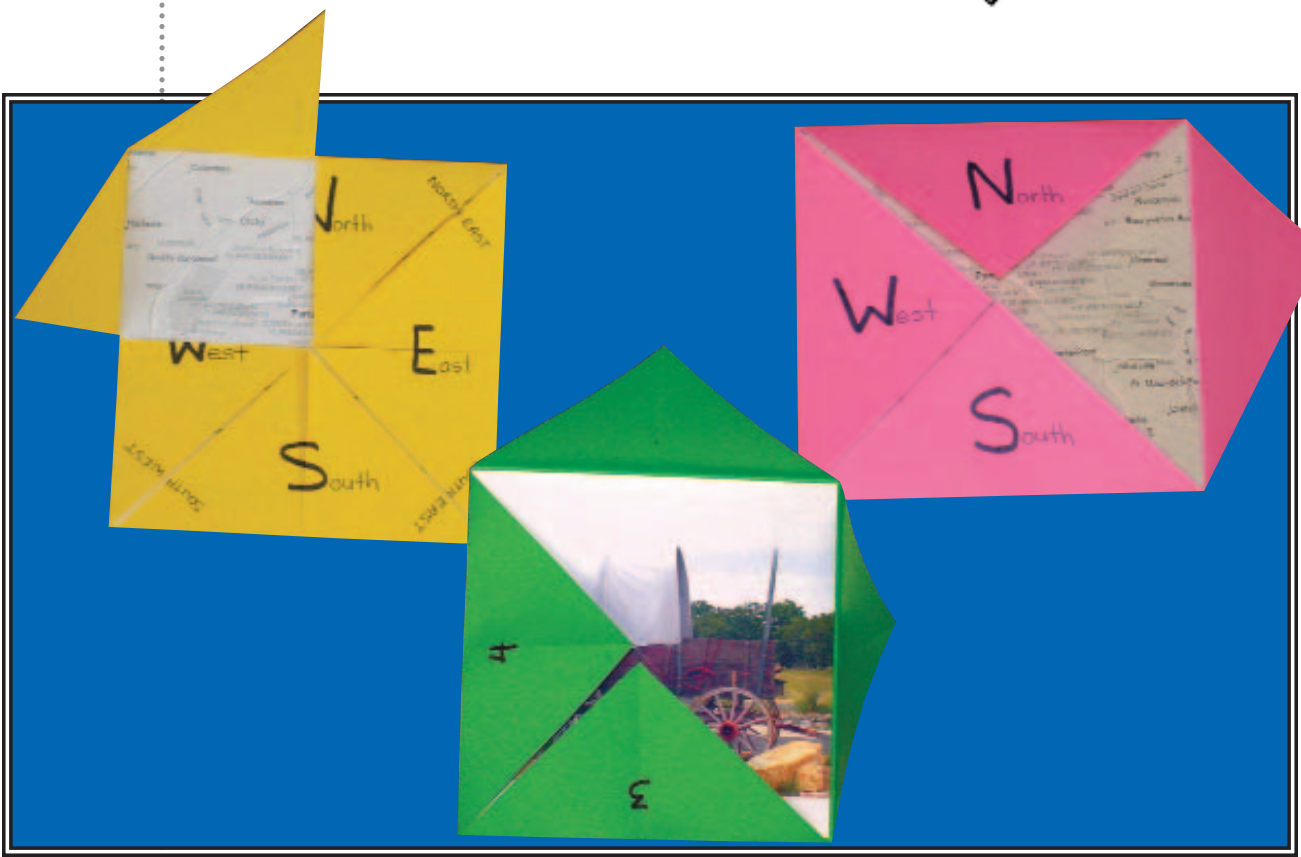
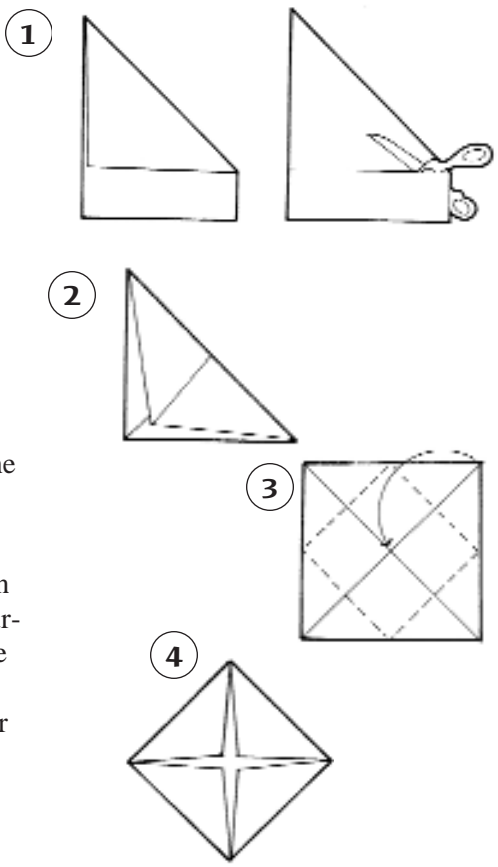


These cubes can be stored in plastic bag portfolios by collapsing the cubes to make them flat.

Envelope Fold

1. Fold a sheet of paper into a *taco*, forming a square. Cut off the leftover piece.
2. Open the folded *taco* and refold it the opposite way, forming another *taco* and an X-fold pattern.
3. Open the *taco fold* and fold the corners toward the center point of the X, forming a small square.
4. Trace this square onto another sheet of paper. Cut and glue it onto the inside of the envelope. Pictures can be placed under or on top of the tabs.

Use this Foldable for organizing information on four things. Use it for “hidden pictures” and current events pictures. Have your classmates raise one tab at a time until they can guess what the picture represents. Number the tabs in the order in which they are to be opened.

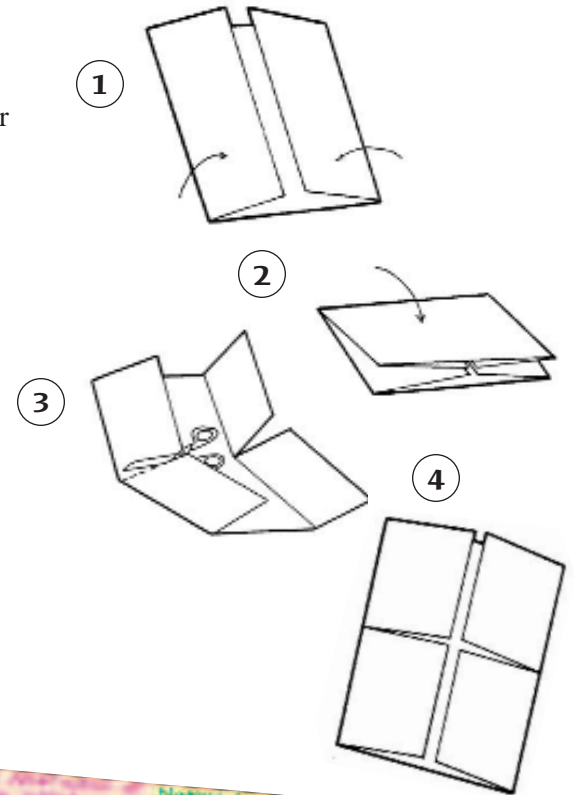


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Four-Door Book

1. Make a *shutter fold* (p. 21) using a larger sheet of paper.
2. Fold the *shutter fold* in half like a *hamburger*. Crease well.
3. Open the project and cut along the two inside *valley folds*.
4. These cuts will form four doors on the inside of the project.

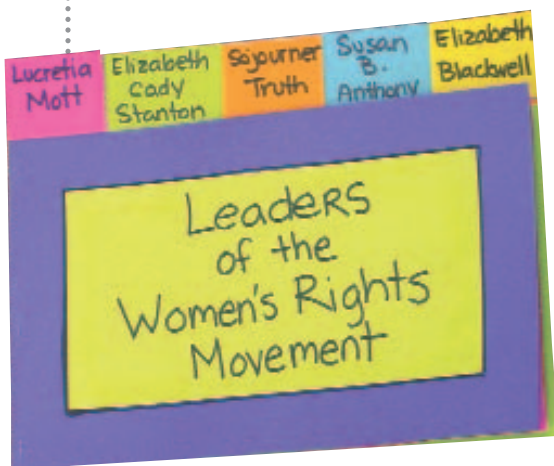
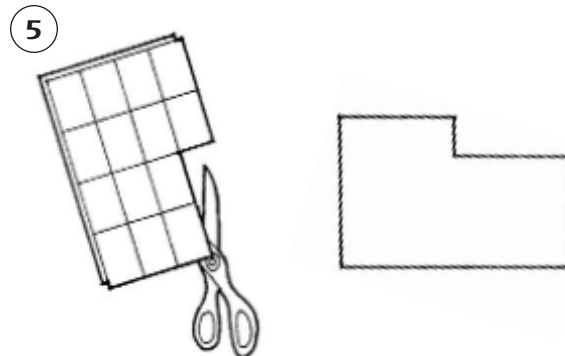
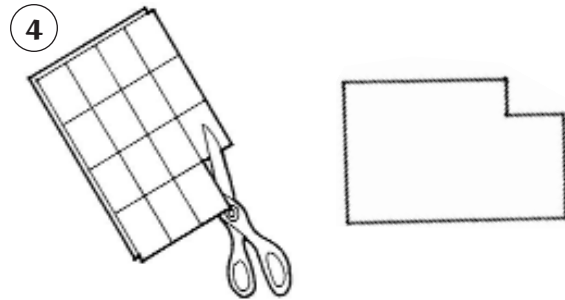
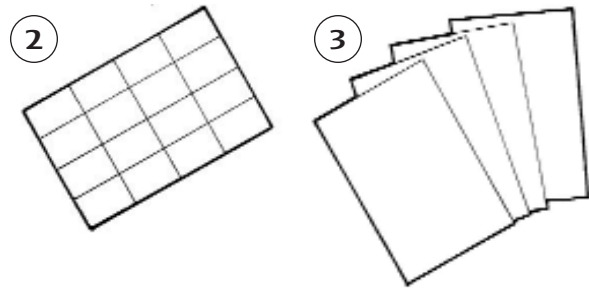
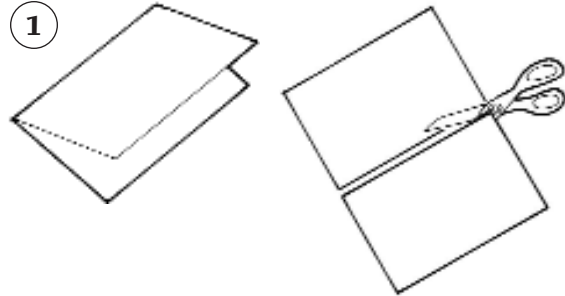
Use this book for organizing information on four things. When folded in half like a *hamburger*, a finished *four-door book* can be glued inside a large (11" × 17") *shutter fold* as part of a more inclusive project.



Top-Tab Book

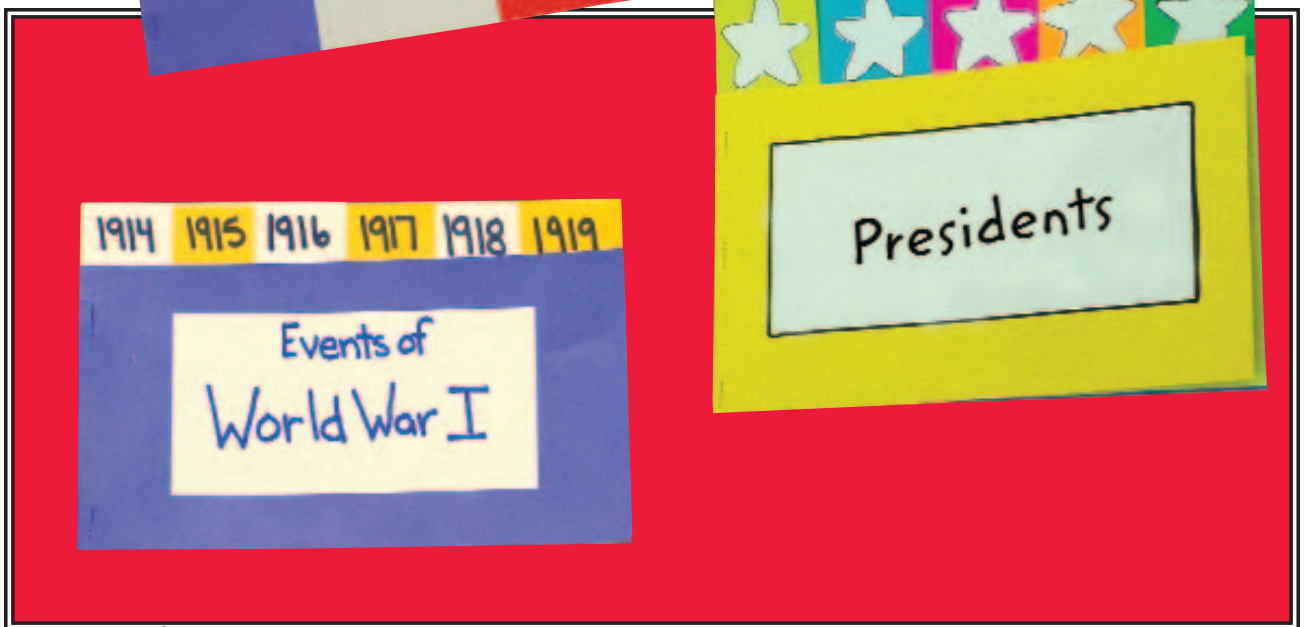
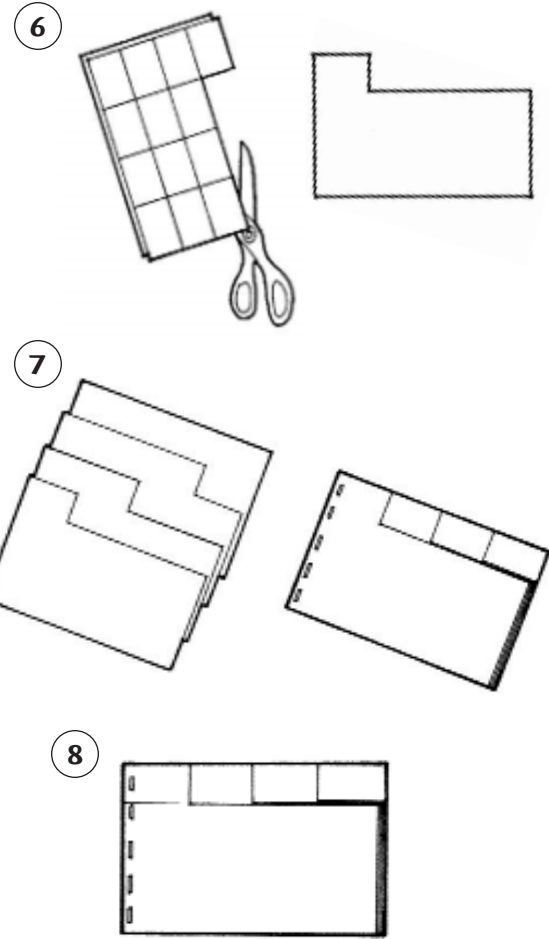
1. Fold a sheet of paper in half like a *hamburger*. Cut the center fold, forming two half sheets.
2. Fold one of the half sheets four times. Begin by folding it in half like a *hamburger*, fold again like a *hamburger*, and finally again like a *hamburger*. This folding has formed your pattern of four rows and four columns, or 16 small squares.
3. Fold two sheets of paper in half like a *hamburger*. Cut the center folds, forming four half sheets.
4. Hold the pattern vertically and place a half sheet of paper under the pattern. Cut the bottom right hand square out of both sheets. Set this first page aside.
5. Take a second half sheet of paper and place it under the pattern. Cut the first and second right hand squares out of both sheets. Place the second page on top of the first page.

(continued on next page)



6. Take a third half sheet of paper and place it under the pattern. Cut the first, second, and third right hand squares out of both sheets. Place this third page on top of the second page.
7. Place the fourth, uncut half sheet of paper behind the three cut out sheets, leaving four aligned tabs across the top of the book. Staple several times on the left side. You can also place glue along the left paper edges and stack them together.
8. Cut a final half sheet of paper with no tabs and staple along the left side to form a cover.

Use this Foldable to organize several events or characteristics of a person, place, or occurrence.



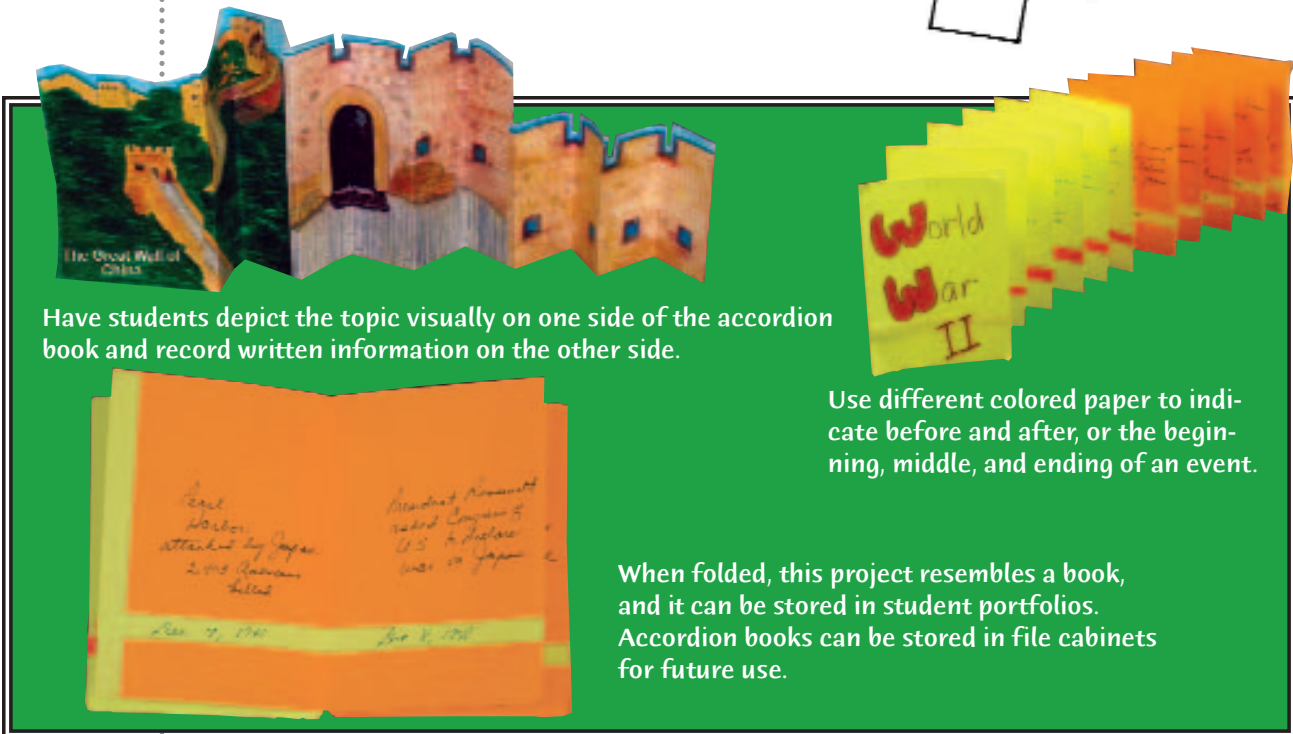
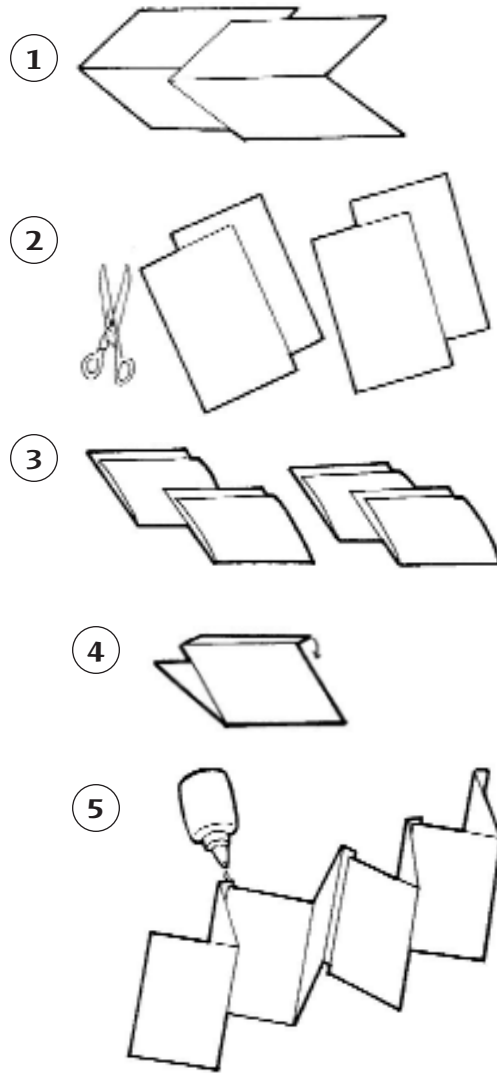
Accordion Book

1. Fold two sheets of paper into *hamburgers*.
2. Cut the sheets of paper in half along the fold lines.
3. Fold each section of paper into *hamburgers*. However, fold one side one-half inch shorter than the other side. This will form a tab that is one-half inch long.
4. Fold this tab forward over the shorter side, and then fold it back from the shorter piece of paper. (In other words, fold it the opposite way.)
5. Glue together to form an *accordion* by gluing a straight edge of one section into the *valley* of another section.

NOTE: Stand the sections on end to form an accordion to help students visualize how to glue them together. See illustration.

Always place the extra tab at the back of the book so you can add more pages later.

Use this book for time lines, sequencing events or information, biographies, and so on.



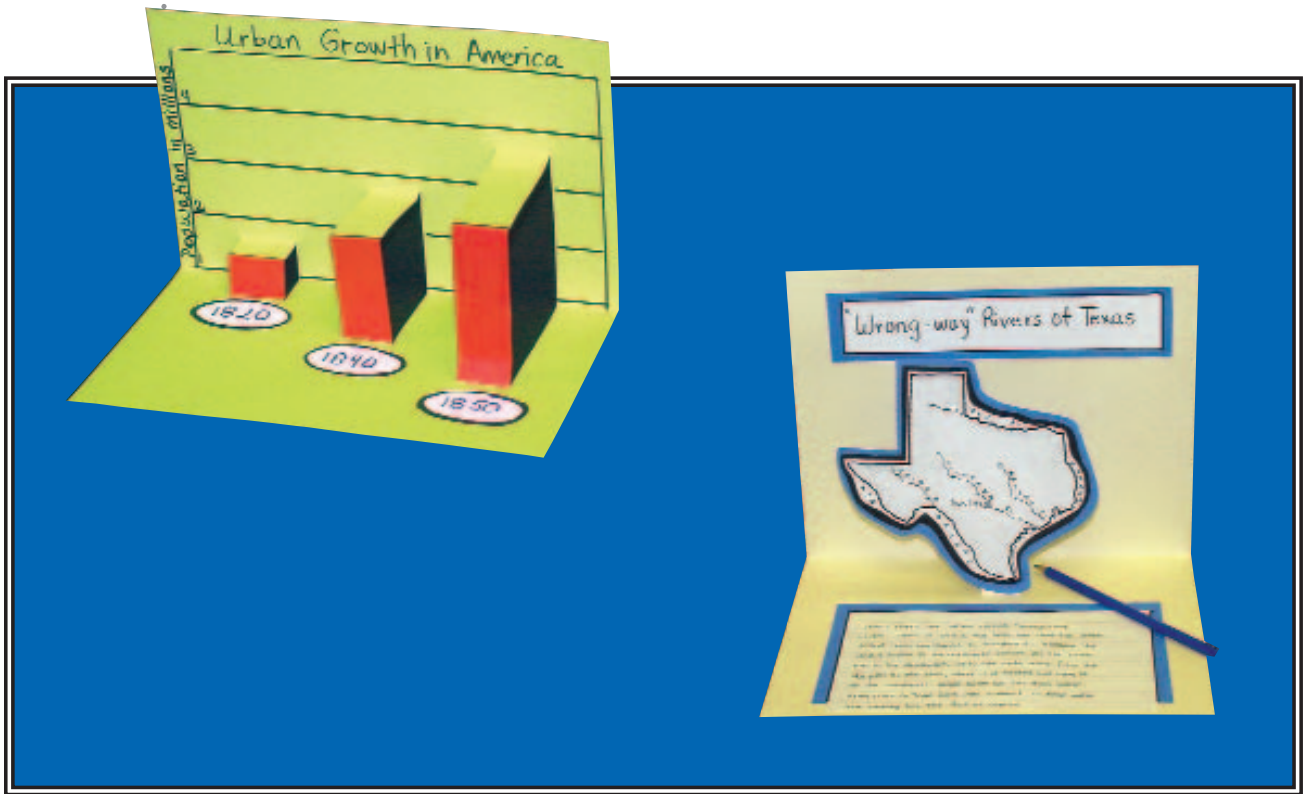
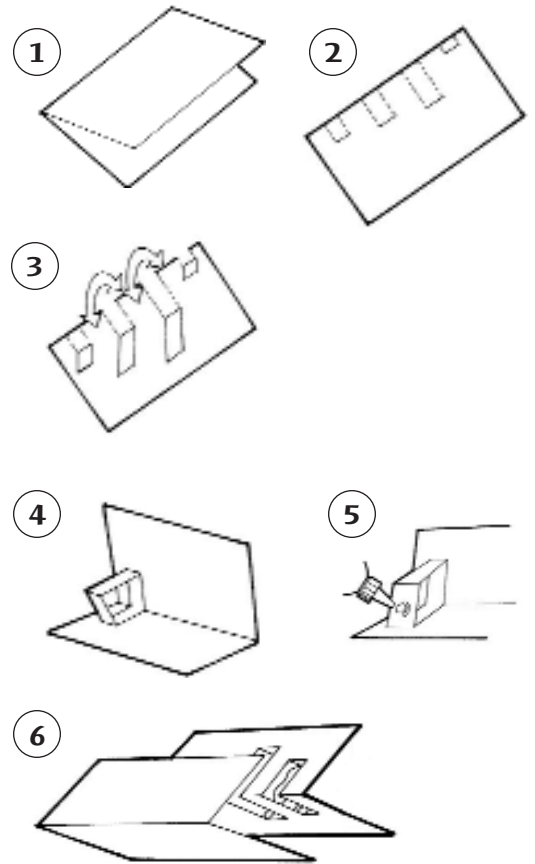
Have students depict the topic visually on one side of the accordion book and record written information on the other side.

Use different colored paper to indicate before and after, or the beginning, middle, and ending of an event.

When folded, this project resembles a book, and it can be stored in student portfolios. Accordion books can be stored in file cabinets for future use.

Pop-Up Book

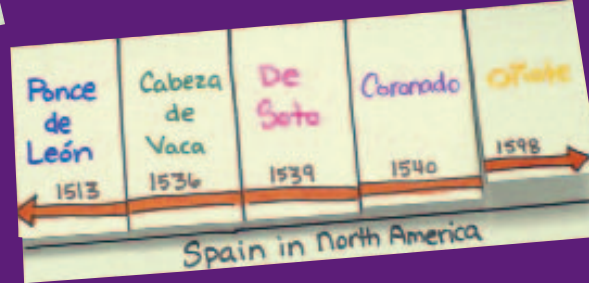
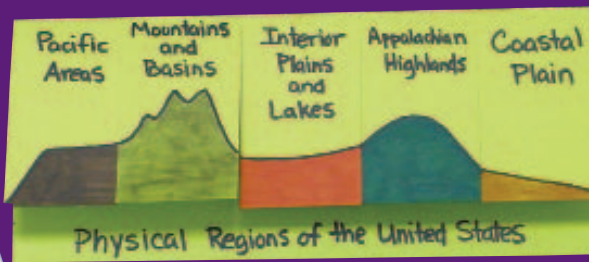
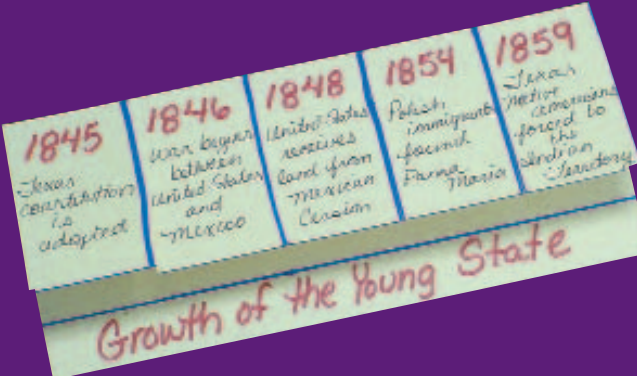
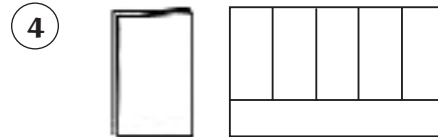
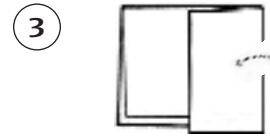
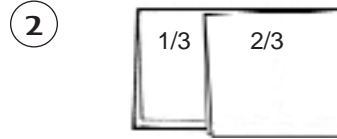
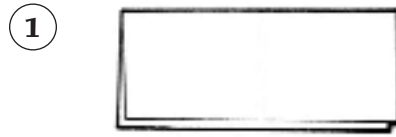
1. Fold a sheet of paper in half like a *hamburger*.
2. Beginning at the fold, or *mountain top*, cut one or more tabs.
3. Fold the tabs back and forth several times until there is a good fold line formed.
4. Partially open the *hamburger* fold and push the tabs through to the inside.
5. With one small dot of glue, glue figures for the *pop-up* book to the front of each tab. Allow the glue to dry before going on to the next step.
6. Make a cover for the book by folding another sheet of paper in half like a *hamburger*. Place glue around the outside edges of the *pop-up* book and firmly press inside the *hamburger* cover.



Five-Tab Book

1. Fold a sheet of paper in half like a *hot dog*.
2. Fold the paper so that one-third is exposed and two-thirds is covered.
3. Fold the two-thirds section in half.
4. Fold the one-third section (single thickness) backward to form a fold line.

The paper will be divided into fifths when opened. Use this Foldable to organize information about five countries, dates, events, and so on.



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Folded Table or Chart

1. Fold a sheet of paper into the number of vertical columns needed to make the table or chart.
2. Fold the horizontal rows needed to make the table or chart.
3. Label the rows and columns.

REMEMBER: Tables are organized along vertical and horizontal axes, while charts are organized along one axis, either horizontal or vertical.

Fold the sheet of paper into as many columns or rows that you need for the particular topic.

Table

Chart

Explorer	Date	Sponsoring Country	Discovery
Marco Polo	Late 13 th Century	Italy	Asia
Bartholomeu Dias	1487	Portugal	Cape of Good Hope
Christopher Columbus	1492	Spain	Nuhamia, Cuba, Hispaniola

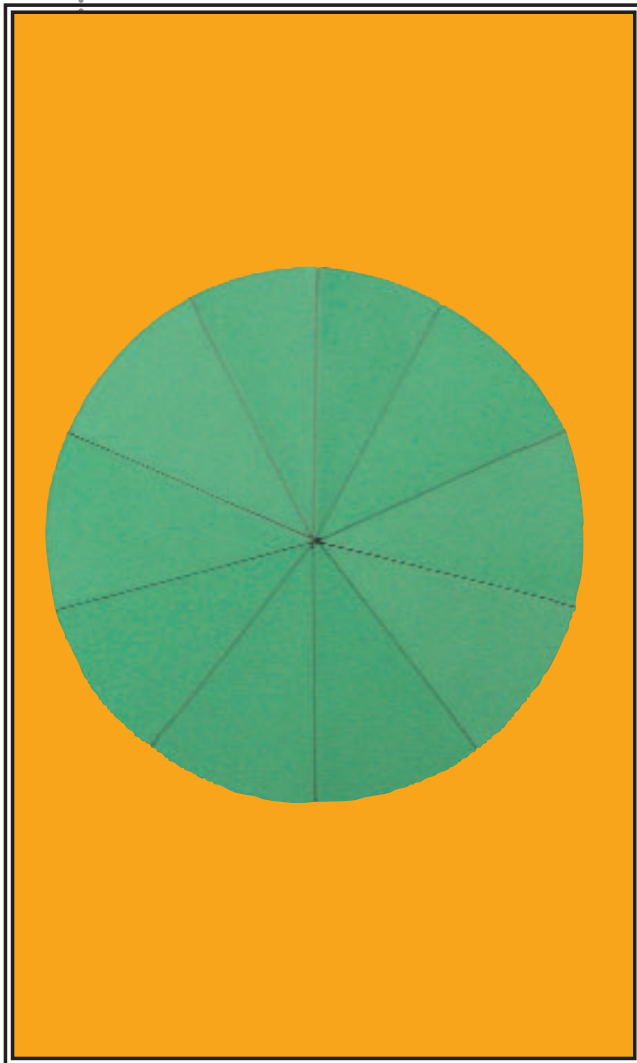
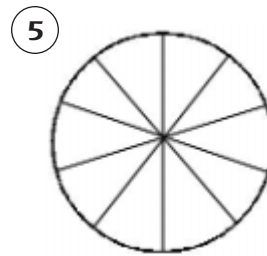
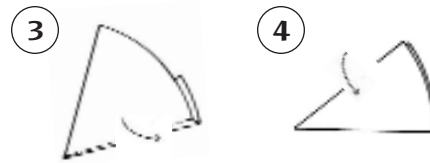
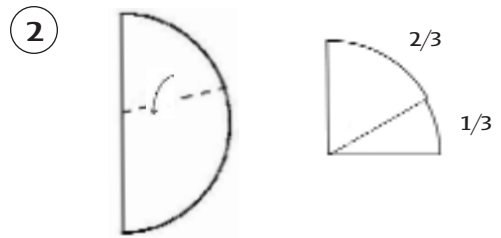
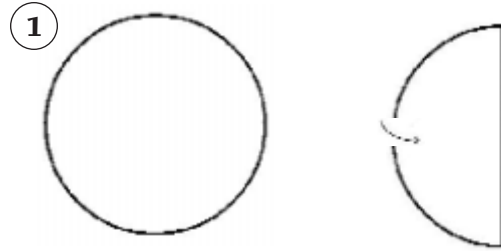
Chapter Two	Main Ideas	Vocabulary	Visuals or Data
Lesson 1			
Lesson 2			
Lesson 3			

Early Native Americans			
Hohokam	Anasazi	Mound Builders	Catholians
Lived in present-day Arizona. A.D. 300- A.D. 1200. Between Gila and Salt River valleys. Used irrigation canals. Pottery, carved stone, etched shells. Traded with coastal people.	Lived in Four Corners of Utah, Colorado, Arizona, New Mexico. Built stone dwellings - Pueblos. developed complex road systems between villages. Built dwellings in the sides of cliffs. Began leaving the area around 1300 AD. Possibly because of drought.	Lived in central North America, from present day Pennsylvania to the Mississippi River valley. Built mounds similar to stone pyramids of the Maya and Aztec. Some mounds contained burial chambers. The mounds were built by many different groups of people and objects found within indicated a widespread trade pattern.	Largest settlement of mound builders lived in present day Illinois. Built by the Mississippians with over 20,000 residents. The largest mound rose nearly 100 ft and was probably the largest structure north of Mexico. Priests studied the movement of the sun and stars and there appears to have been a close link to Mexico.

New Challenges	Ronald Reagan	George Bush	Bill Clinton	George W. Bush
Party				
Foreign Policy				
Domestic Policy				

Folding a Circle Into Tenths

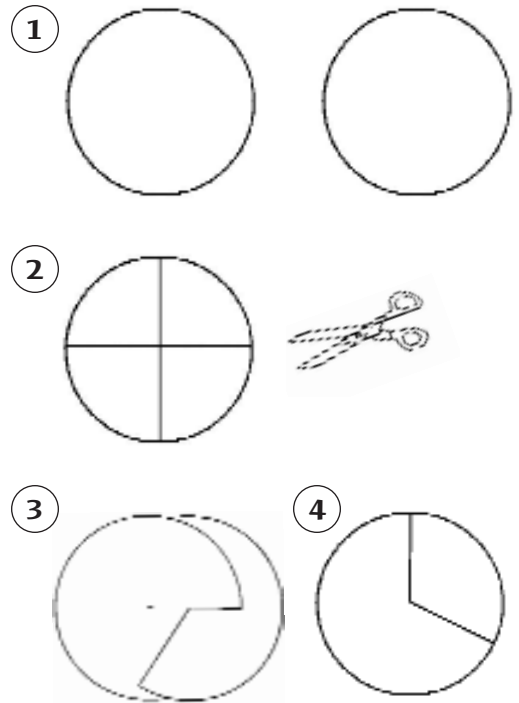
1. Cut a circle out of a sheet of paper. Then fold the circle in half.
2. Fold the half circle so that one-third is exposed and two-thirds is covered.
3. Fold the one-third (single thickness) backward to form a fold line.
4. Fold the two-thirds section in half.
5. The half circle will be divided into fifths. When opened, the circle will be divided into tenths.



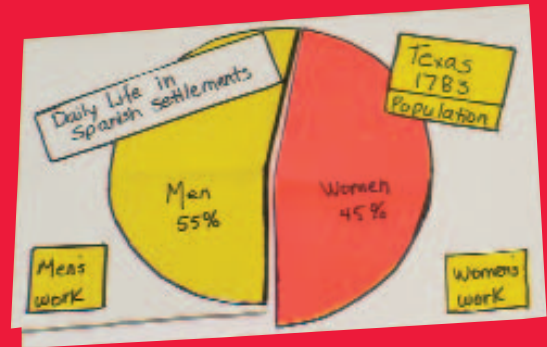
NOTE: Paper squares and rectangles are folded into tenths the same way. Fold them so that one-third is exposed and two-thirds is covered. Continue with steps 3 and 4.

Circle Graph

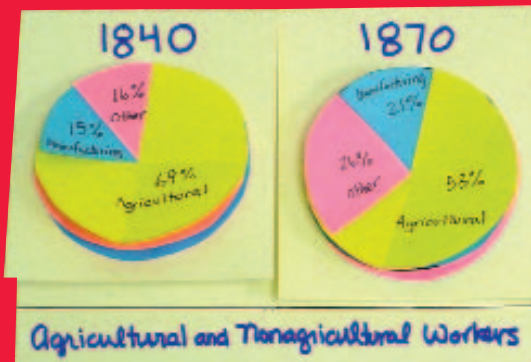
1. Cut out two circles from two sheets of paper.
2. Fold one of the circles in half on each axis, forming fourths. Cut along one of the fold lines (the radius) to the middle of each circle. Flatten the circle.
3. Place the two circles together along the cuts until they overlap completely.
4. Spin one of the circles while holding the other still. Estimate how much of each of the two (or you can add more) circles should be exposed to illustrate percentages or categories of information. Add circles to represent more than two percentages.



Use large circle graphs on bulletin boards.



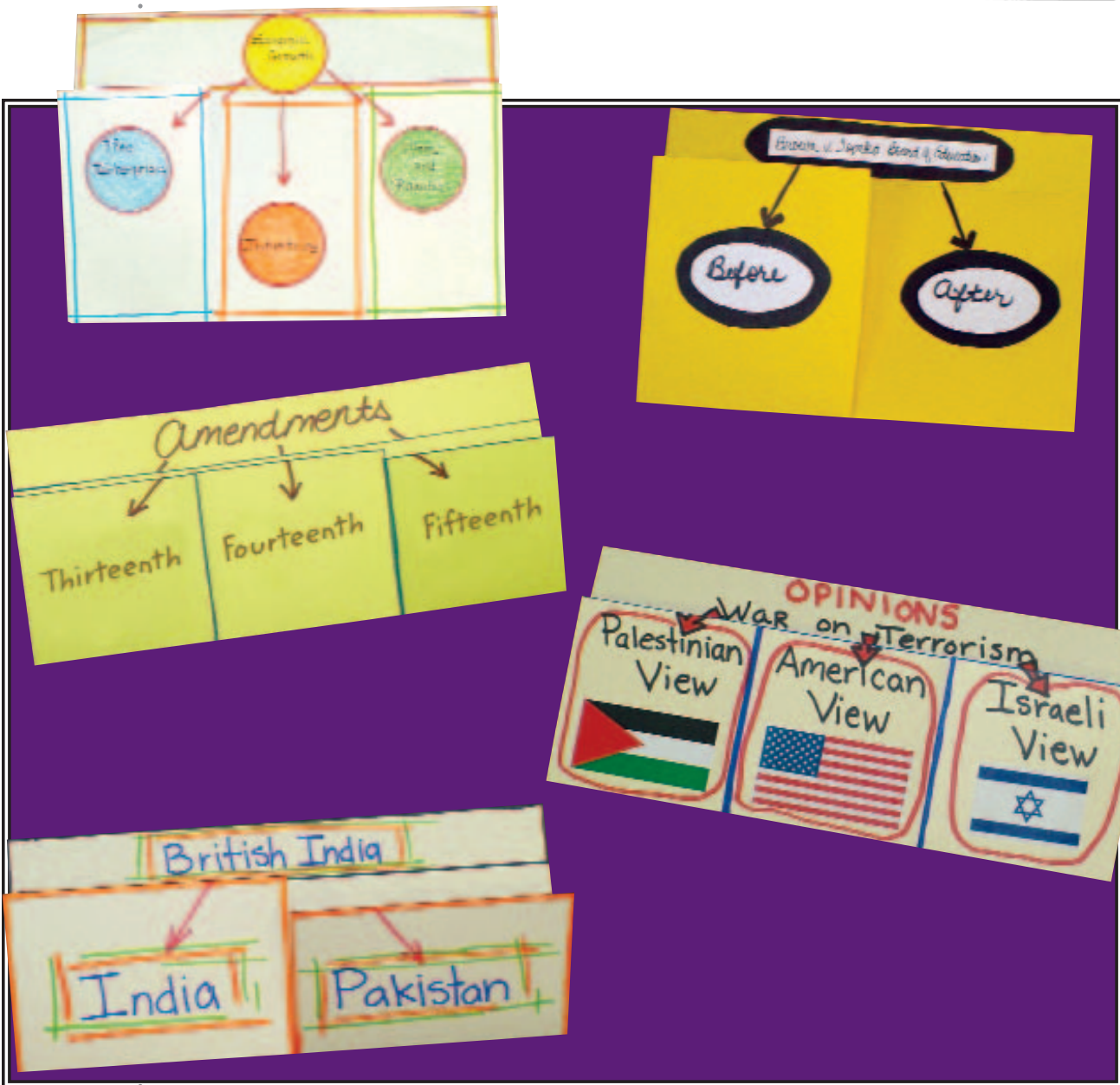
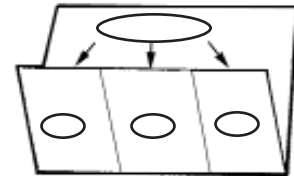
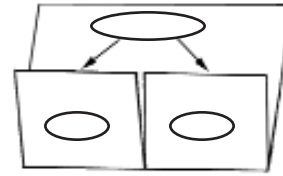
Use small circle graphs in student projects or on the front of tab books.



Concept-Map Book

1. Fold a sheet of paper along the long or short axis, leaving a two-inch tab uncovered along the top.
2. Fold in half or in thirds.
3. Unfold and cut along the two or three inside fold lines.

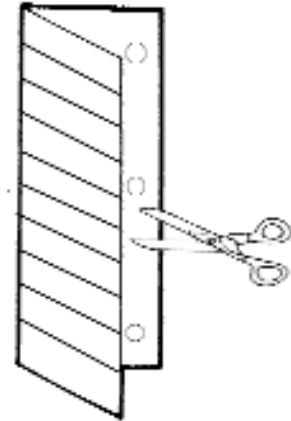
Use this book to write facts about a person, place, or thing under the appropriate tab.



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Vocabulary Book

1. Fold a sheet of notebook paper in half like a hot dog.
2. On one side, cut every third line. This usually results in ten tabs.
3. Label the tabs. See the illustration below for several uses.



The image shows three examples of the folded paper in use, all set against a yellow background. On the left, a stack of papers has tabs labeled with names: Lorenzo de Zavala, Moses Austin, Stephen Austin, Green Dewit, Martin de Leon, Haden Edwards, David Burnett, Joseph Velheim, Arthur Howe II, and James Power. The word 'Empresarios of TEXAS' is written vertically on the right side of the stack. In the center, a paper titled 'Imperialism' has tabs with definitions for 'indirect rule', 'direct rule', 'annex', 'indigenas', 'colony', 'social Darwinism', 'western domination', and 'separat'. On the right, a paper has ten numbered questions about the Industrial Revolution and American history, with corresponding answers written on the tabs.

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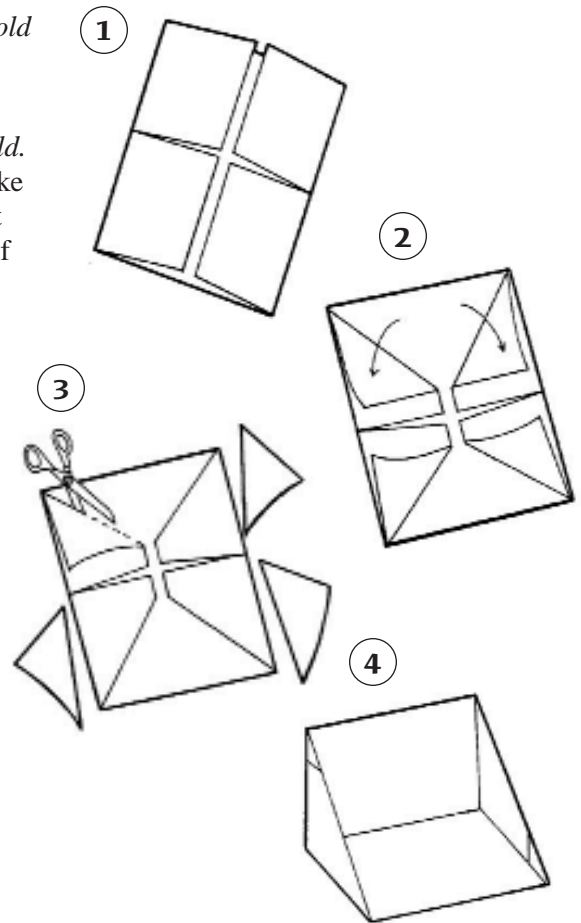
Use to take notes and record information. Leave the notebook holes uncovered and it can be stored in a notebook.

Use for vocabulary books.

Use for recording questions and answers.

Four-Door Diorama

1. Make a *four-door book* out of a *shutter fold* (p. 21).
2. Fold the two inside corners back to the outer edges (*mountains*) of the *shutter fold*. This will result in two *tacos* that will make the *four-door book* look like it has a shirt collar. Do the same thing to the bottom of the *four-door book*. When finished, four small triangular *tacos* have been made.
3. Form a 90-degree angle and overlap the folded triangles to make a display case that doesn't use staples or glue. (It can be collapsed for storage.)
4. Or, as illustrated, cut off all four triangles, or *tacos*. Staple or glue the sides.



Use 11" × 17" paper to make a large display case.

Use poster board to make giant display cases.

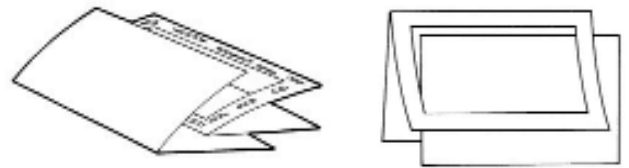
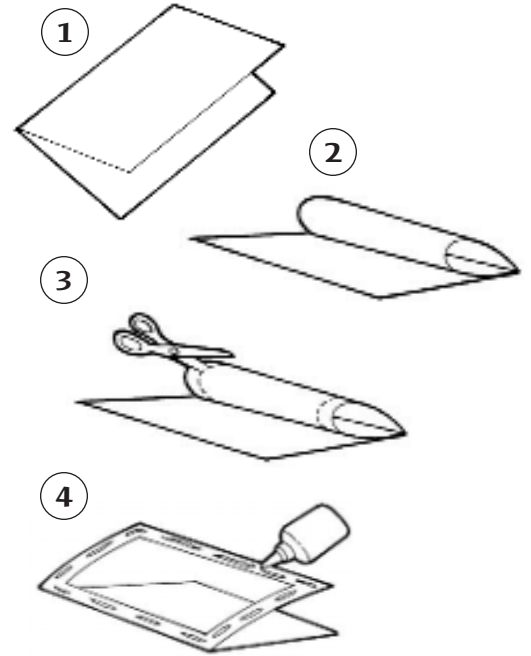
Place display cases next to each other to compare and contrast or to sequence events or data.



Picture Frame Book

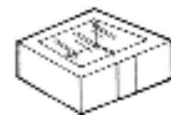
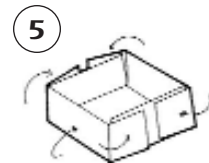
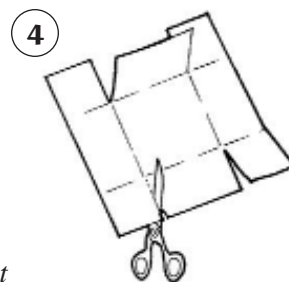
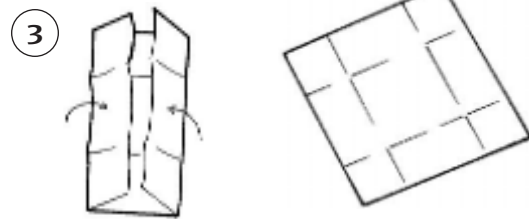
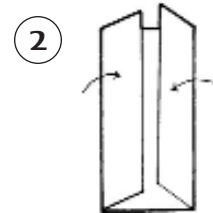
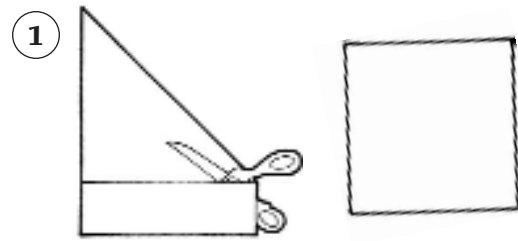
1. Fold a sheet of paper in half like a *hamburger*.
2. Open the *hamburger* and gently roll one side of the *hamburger* toward the *valley*. Try not to crease the roll.
3. Cut a rectangle out of the middle of the rolled side of the paper leaving a half-inch border, forming a frame.
4. Fold another sheet of paper in half like a *hamburger*. Apply glue to the inside border of the picture frame and place the folded, uncut sheet of paper inside.

Use this book to feature a person, place, or thing. Inside the picture frames, glue photographs, magazine pictures, computer-generated graphs, or have students sketch pictures. This book has three inside pages for writing and recording notes.



Display Case

1. Make a *taco* fold and cut off the leftover piece. This will result in a square.
2. Fold the square into a *shutter fold*.
3. Unfold and fold the square into another *shutter fold* perpendicular to the direction of the first. This will form a small square at each of the four corners of the sheet of paper.
4. As illustrated, cut along two fold lines on opposite sides of the large square.
5. Collapse the sides in and glue the tabs to form an open box.



How to Make a Lid

Fold another open-sided box using a square of paper one-half inch larger than the square used to make the first box. This will make a lid that fits snugly over the display box. *Example:* If the base is made out of an 8½" paper square, make the lid out of a 9" square.

Cut a hole out of the lid and cover the opening with a cut piece of acetate used on overhead projectors. Heavy, clear plastic wrap or scraps from a laminating machine will also work. Secure the clear plastic sheet to the inside of the lid with glue or tape.

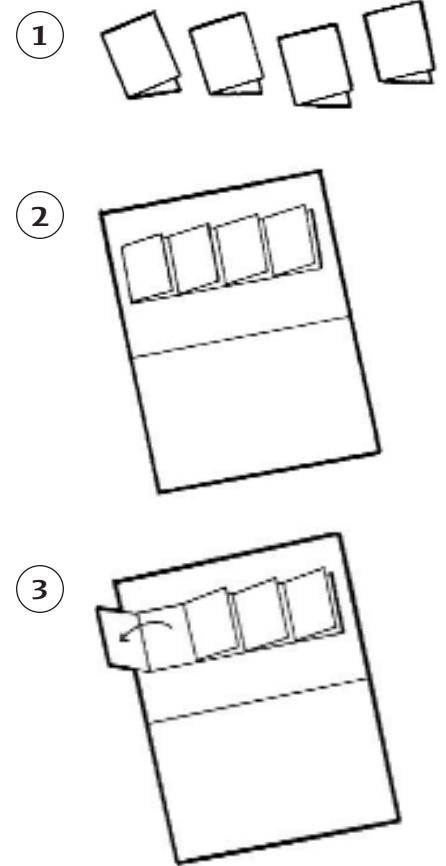
NOTE: You can place polystyrene foam or quilt batting in the boxes to display objects. Glue the boxes onto a sheet of cardboard to make them strong enough to display heavy objects.



Billboard Project

1. Fold all pieces of the same size of paper in half like *hamburgers*.
2. Place a line of glue at the top and bottom of one side of each folded billboard section and glue them side by side on a larger sheet of paper or poster board. If glued correctly, all doors will open from right to left.
3. Pictures, dates, words, and so on, go on the front of each billboard section. When opened, writing or drawings can be seen on the inside left of each section. The base, or the part glued to the background, is perfect for more in-depth information or definitions.

Use for time lines or for sequencing information, such as events in a war, presidents of the United States, or ratification of states.



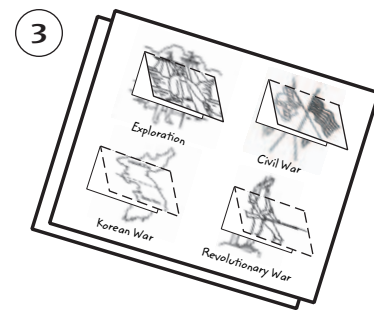
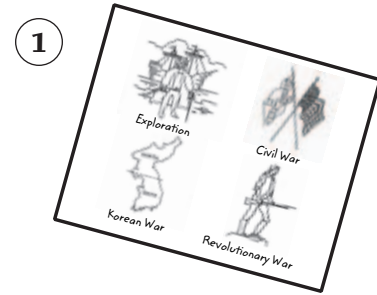
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Project Board With Tabs

1. Draw a large illustration, a series of small illustrations, or write on the front of a sheet of paper.
2. Pinch and slightly fold the sheet of paper at the point where a tab is desired on the illustrated sheet of paper. Cut into the paper on the fold. Cut straight in, then cut up to form an "L." When the paper is unfolded, it will form a tab with an illustration on the front.
3. After all tabs have been cut, glue this front sheet onto a second sheet of paper. Place glue around all four edges and in the middle, away from tabs.

Write or draw under the tabs. If the project is made as a bulletin board using butcher paper, tape or glue smaller sheets of paper under the tabs.

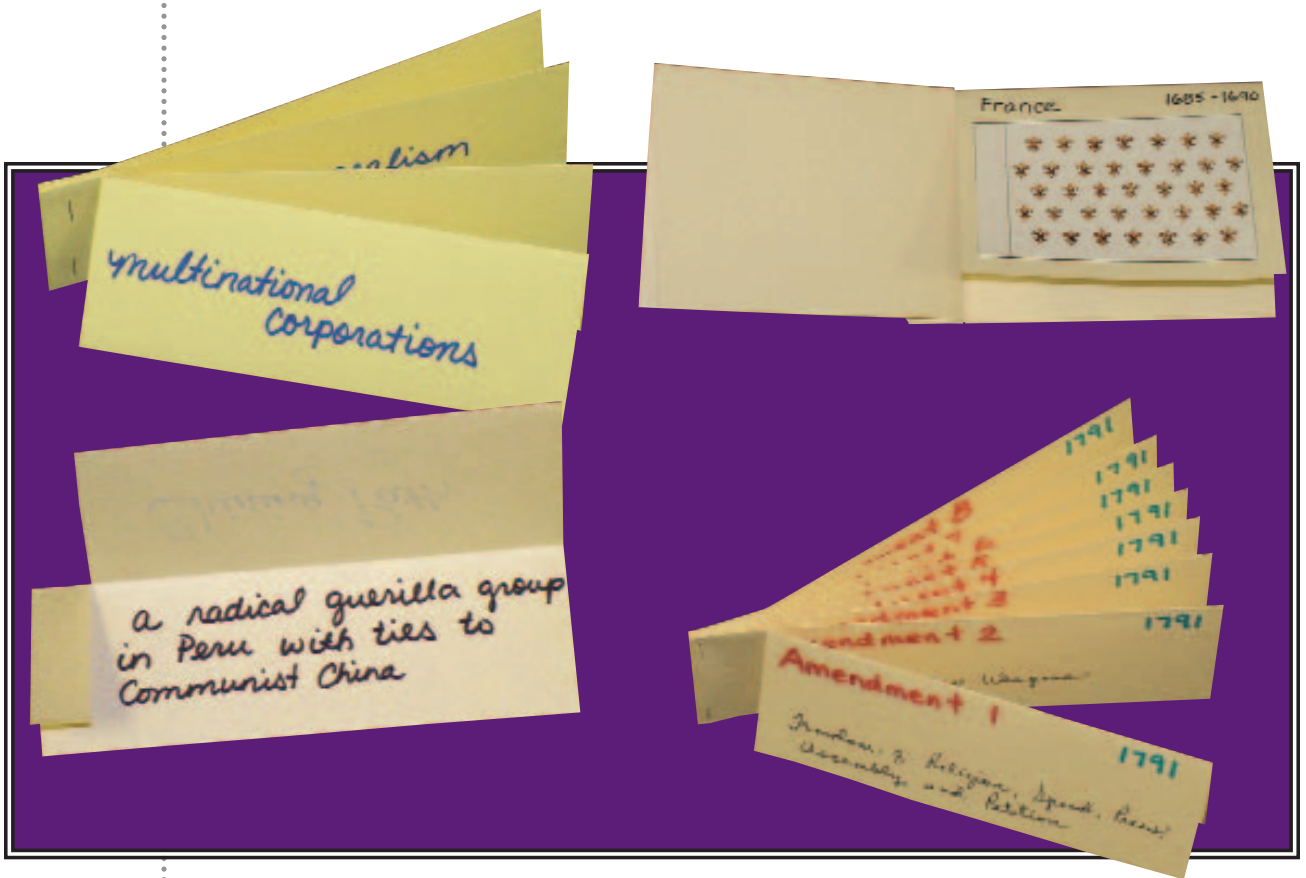
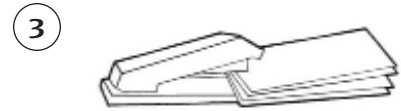
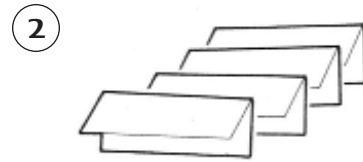
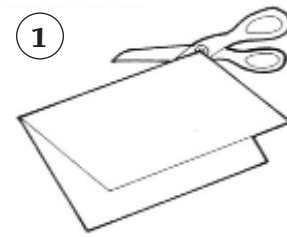


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Sentence Strips

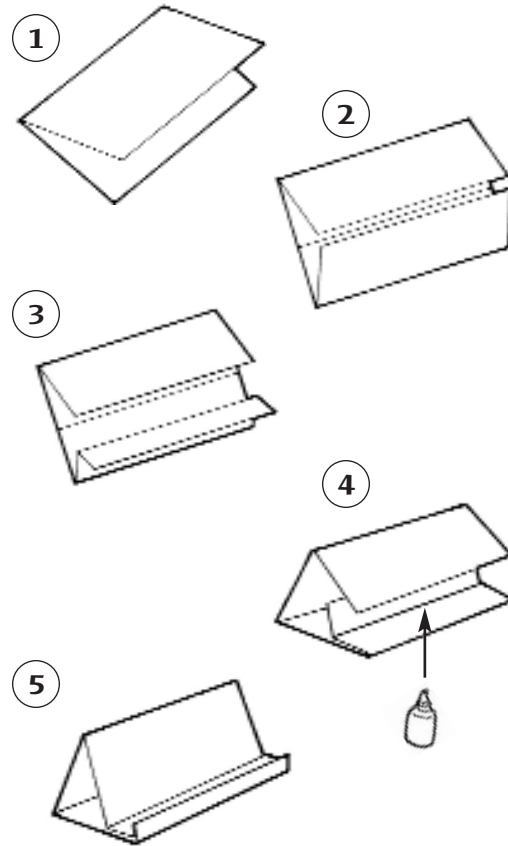
1. Take two sheets of paper and fold them into *hamburgers*. Cut along the fold lines making four half sheets. (Use as many half sheets as necessary for additional pages to your book.)
2. Fold each sheet in half like a *hot dog*.
3. Place the folds side by side and staple them together on the left side.
4. One inch from the stapled edge, cut the front page of each folded section up to the *mountain top*. These cuts form flaps that can be raised and lowered.

To make a half-cover, use a sheet of construction paper one inch longer than the book. Glue the back of the last sheet to the construction paper strip leaving one inch on the left side to fold over and cover the original staples. Staple this half-cover in place.



Sentence-Strip Holder

1. Fold a sheet of paper in half like a *hamburger*.
2. Open the *hamburger* and fold the two outer edges toward the *valley*. This forms a *shutter fold*.
3. Fold one of the inside edges of the shutter back to the outside fold. This fold forms a floppy L-tab.
4. Glue the floppy L-tab down onto the base so that it forms a strong, straight L-tab.
5. Glue the other shutter side onto the front of this L-tab. This forms a tent that is the backboard for the flashcards or student work to be displayed.
6. Fold up the edge of the L-tab one-quarter to one-half inch to form a lip that will keep the student work from slipping off the holder.

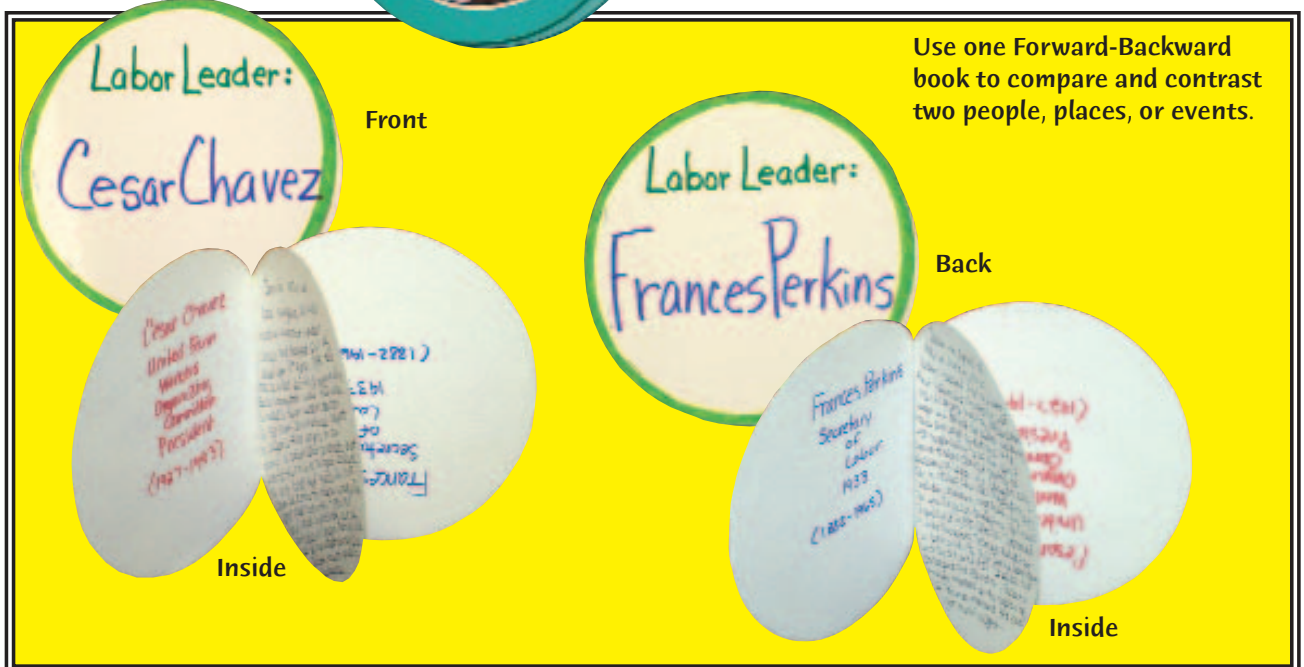
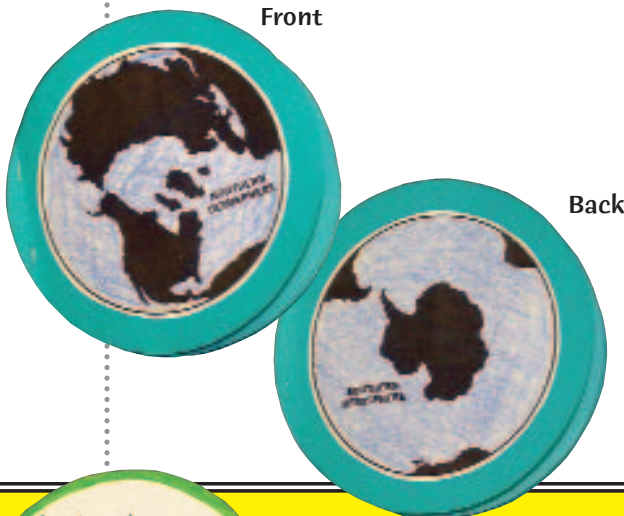
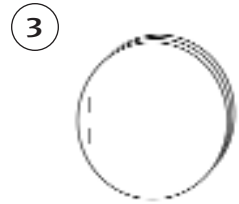
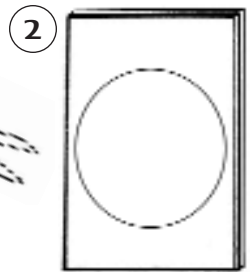
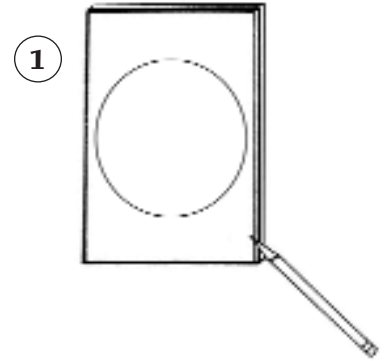


Use these holders to display student work on a table, or glue them onto a bulletin board to make it interactive.

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Forward-Backward Book

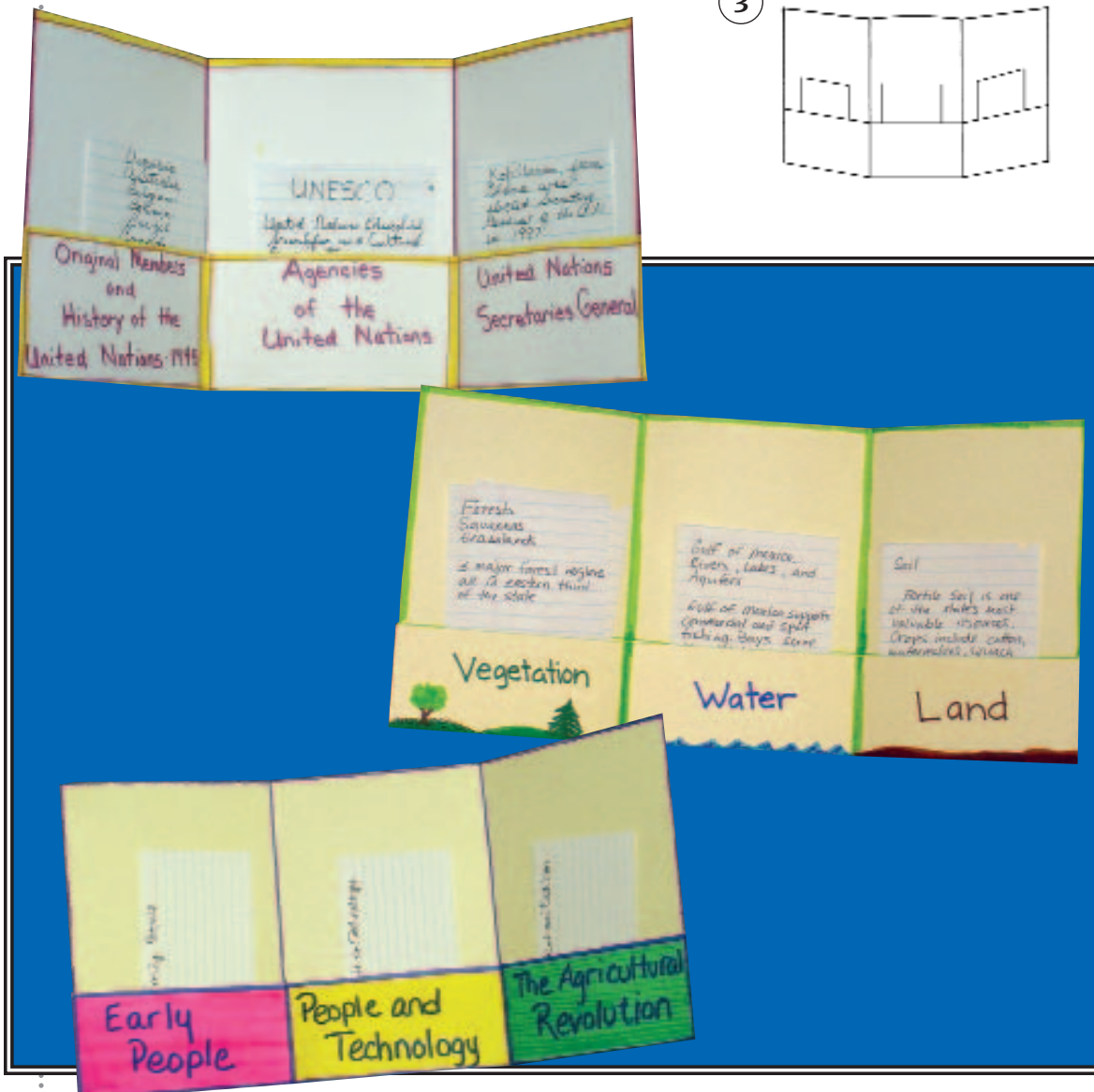
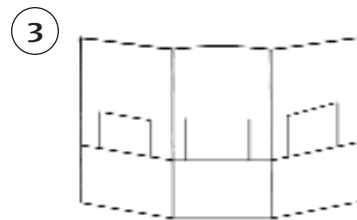
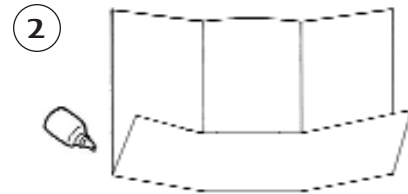
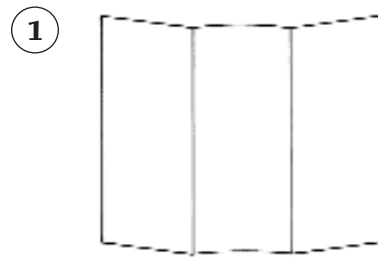
1. Stack three or more sheets of paper. On the top sheet, trace a large circle.
2. With the papers still stacked, cut out the circles.
3. Staple the paper circles together along the left-hand side to create a circular booklet.
4. Label the cover and takes notes on the pages that open to the right.
5. Turn the book upside down and label the back. Takes notes on the pages that open to the right.



Use one Forward-Backward book to compare and contrast two people, places, or events.

Three-Pocket Book

1. Fold a horizontal sheet of paper (11" × 17") into thirds.
2. Fold up the bottom edge two inches and crease well. Glue the outer edges of the two-inch tab to create three pockets.
3. Label each pocket. Use these pockets to hold notes taken on index cards or quarter sheets of paper.



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World History JOURNEY ACROSS TIME

The Early Ages

The pages that follow contain chapter-specific Foldables activities to use with *Journey Across Time*. Included are a Chapter Summary, a reproduction of the Foldables Study Organizer that appears on each chapter opener in the textbook, and a Follow-Up Foldables Activity. Use the Follow-Up Activity after students have studied each chapter. Students are asked to use the Foldables they create to review important chapter concepts and prepare for the chapter test.

Alternative Foldables activities are also included for every chapter. Use these activities during the study of each chapter or as chapter review activities. The Student Study Tip provides reading, writing, and test-taking strategies that you can share with your students throughout the course.

- | | | | |
|------------------|-------------------------|-------------------|---------------------------------|
| Chapter 1 | The First Civilizations | Chapter 10 | The Rise of Christianity |
| Chapter 2 | Ancient Egypt | Chapter 11 | Islamic Civilization |
| Chapter 3 | The Ancient Israelites | Chapter 12 | China in the Middle Ages |
| Chapter 4 | The Ancient Greeks | Chapter 13 | Medieval Africa |
| Chapter 5 | Greek Civilization | Chapter 14 | Medieval Japan |
| Chapter 6 | Early India | Chapter 15 | Medieval Europe |
| Chapter 7 | Early China | Chapter 16 | The Americas |
| Chapter 8 | The Rise of Rome | Chapter 17 | The Renaissance and Reformation |
| Chapter 9 | Roman Civilization | Chapter 18 | Enlightenment and Revolution |

The First Civilizations

CHAPTER SUMMARY

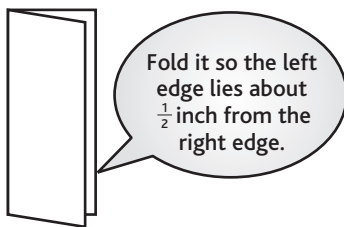
Paleolithic people hunted animals and gathered plants for food. They invented many tools to help them survive. In the Neolithic Age, farming developed, and people settled in towns and cities. Early Mesopotamian civilizations developed in the valleys of the Tigris and Euphrates Rivers. In Mesopotamia, religion and government were closely linked, and the kings created strict laws to govern the people. New empires arose in Mesopotamia around 900 B.C. These civilizations included the Assyrians and the Chaldeans. The Assyrians used powerful armies and iron weapons to conquer the region. The Chaldeans are best known for developing the first calendar with a seven-day week.

CHAPTER PREVIEW

FOLDABLES™ Study Organizer

Compare and Contrast Make this foldable to help you compare and contrast the ancient civilizations of Mesopotamia.

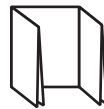
Step 1 Fold a sheet of paper in half from side to side.



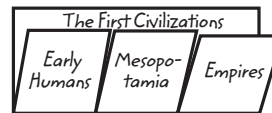
Step 3 Unfold and cut the top layer only along both folds.



Step 2 Turn the paper and fold it into thirds.



Step 4 Label as shown.



Reading and Writing As you read the chapter, write notes under each appropriate tab of your foldable. Keep in mind that you are trying to compare these civilizations.

CHAPTER REVIEW

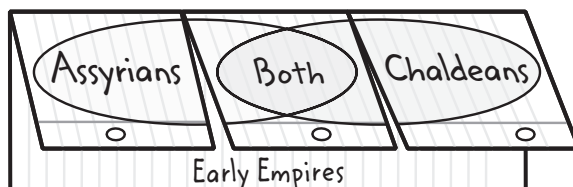
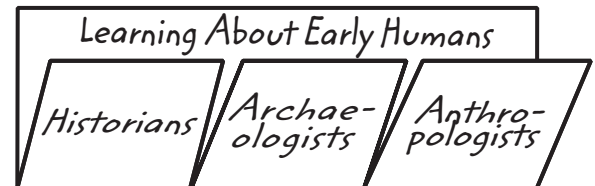
Foldables Follow-Up Activity

Organize students into small groups. Have them use their Foldables to take turns asking the other group members questions. After each group member has attempted to give the answer, the student asking the question may reveal the correct answer. After each student has asked several questions, the group members should use their questions to create a trivia game about the importance of the first civilizations.

Alternative Chapter Activities

DESCRIBING

Have students create this Foldable to describe three groups of professionals that study the past. After they write the characteristics of each profession under its tab in the Foldable, they should note whether or not they are interested in pursuing any of these careers. Have them contact local museums and historical organizations to find out what the people in these professions are currently learning.



COMPARE AND CONTRAST

Have students use a Venn diagram Foldable to compare the cultures of the Assyrians and the Chaldeans. Remind them to write characteristics unique to each group in individual circles. Shared characteristics should be placed in the center of the diagram. Randomly choose students to share specific details about each group of people.

Student Study Tip

As students are reading the chapter, remind them that time lines are effective study guides. Time lines they create should include the events in chronological order, and have a brief description of each event. For this chapter in particular, teach students how historians use *B.C.* and *A.D.* Remind them using time lines will help them see developing patterns in history.

Ancient Egypt

CHAPTER SUMMARY

By 5000 B.C., Egyptian civilization began in the fertile Nile River valley. The Egyptians relied on the flooding of the Nile to grow their crops. Around 3000 B.C., the kingdoms of Upper Egypt and Lower Egypt combined into one. The Egyptian society was divided into social groups based on wealth and power. The Egyptians of the Old Kingdom believed in many gods and goddesses. They built pyramids as tombs for their all-powerful pharaohs. During the New Kingdom, Egypt had gained new lands and power, but their empire fell by 1150 B.C. To the south of Egypt, the Kush civilization arose. The Kushites adopted many Egyptian ways and eventually conquered Egypt itself.

CHAPTER PREVIEW

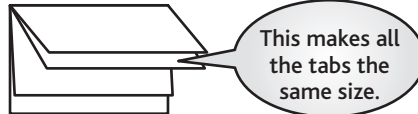
FOLDABLES™ Study Organizer

Organizing Information Make this foldable to help you organize the key events and ideas from ancient Egypt and Kush.

Step 1 Stack two sheets of paper so that the front sheet is one inch higher than the back sheet.

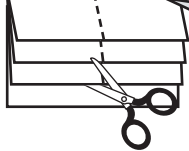


Step 2 Fold down the top edges of the paper to form four tabs. Align the edges so that all of the layers or tabs are the same distance apart.



Step 3 Crease the paper to hold the tabs in place, then staple them together. Cut the top three thicknesses to create a layered book.

Step 4 Label the booklet as shown and take



Staple together along the fold.

notes on the inside.



Reading and Writing As you read the chapter, take notes under the appropriate tabs. Write main ideas and key terms under the "what" tab.

CHAPTER REVIEW

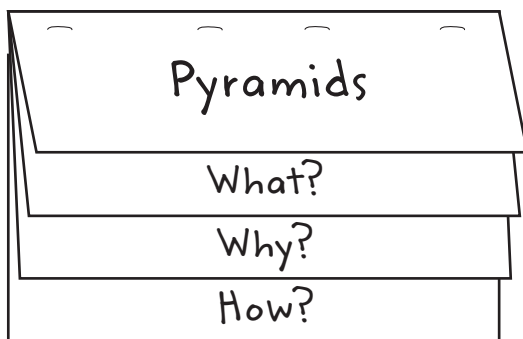
Foldables Follow-Up Activity

Have students use the information in their Foldables to create study guides for this chapter. Completed study guides should contain at least six questions about Egypt and six questions about Kush.

Alternative Chapter Activities

ORGANIZING

Students should *not* cut the top three tabs in half as shown in Step 3 to create this Foldable. They should label the Foldable as shown to organize the three time periods of ancient Egypt. Each student should then write a paragraph explaining which time period he or she finds most interesting and why.



IDENTIFYING

Students should *not* cut the top three tabs in half as shown in Step 3 to create this Foldable. They should label the Foldable as shown to organize information about pyramids. (For example, under the “what” tab, students should describe the materials and tools used to create pyramids.) After students have recorded information under each tab, they should use the Internet or library to locate photographs and descriptions of pyramids to share with the class.

Student Study Tip

Share the following tips with your students about taking notes while reading their textbook. Suggest they should first read one section without taking notes to focus on understanding the material. Second, they should locate main ideas and restate them in their own words. Finally they should write the paraphrased ideas in their notebooks and review them daily.

The Ancient Israelites

CHAPTER SUMMARY

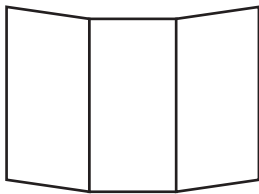
The Israelites believed in one God who set moral laws for his people. Their religion was called Judaism. The followers of this religion were eventually known as Jews. A man named Abraham founded the 12 tribes of Israel in the land of Canaan. The Israelites chose a king to unite them against their enemies. Two Israelite kings, David and Solomon, built a powerful kingdom with a capital in Jerusalem. The Israelites were eventually conquered and forced to leave Israel and Judah. The Jews continued to keep their religion even though other people ruled over them. They eventually settled in many places in Asia and Europe.

CHAPTER PREVIEW

FOLDABLES™ Study Organizer

Summarizing Information Make this foldable and use it to organize note cards with information about the Israelites.

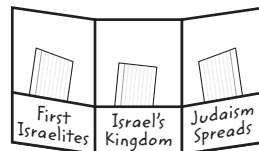
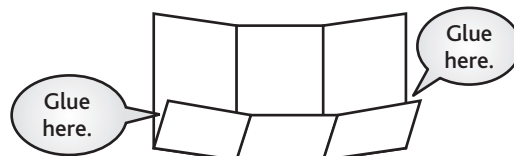
Step 1 Fold a horizontal sheet of paper (11" × 17") into thirds.



pockets to hold notes taken on index cards or quarter sheets of paper.

Step 2 Fold up the bottom edge two inches and crease well. Glue the outer edges of the tab to create three pockets.

Step 3 Label the pockets as shown. Use these



Reading and Writing As you read the chapter, summarize key facts on note cards or on quarter sheets of paper about Israel and the growth and spread of Judaism. Organize your notes by placing them in your pocket foldable inside the appropriate pockets.

CHAPTER REVIEW

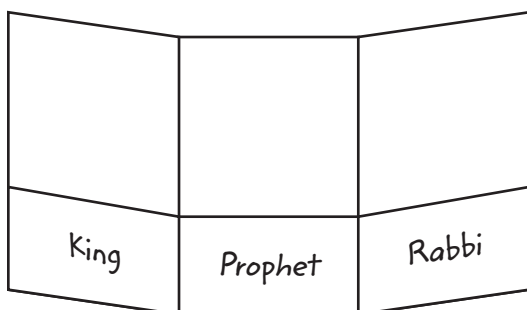
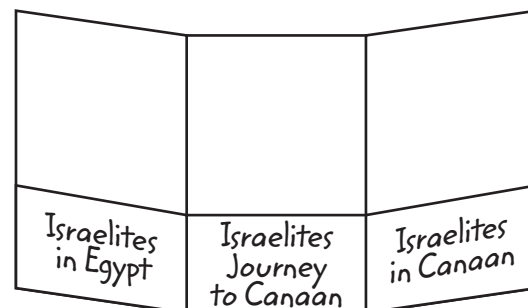
Foldables Follow-Up Activity

Have students use their Foldables to write questions for an interview with a well-known person from this chapter. Choices could include Abraham, Jacob, Moses, Deborah, Saul, David, Solomon, Nebuchadnezzar, Judas Maccabeus, Herod, Johanan ben Zakkai, Ruth, and Naomi. Then organize students into pairs for mock interviews.

Alternative Chapter Activities

SUMMARIZING

Have students make Foldables to describe the Israelites during different periods of time. Under the appropriate tabs, students should place notes about the Israelites *when they lived in Egypt*, *when they traveled to Canaan*, and *when they lived in Canaan*. Each student should then use the notes from all three pockets to write a brief essay explaining how the Israelites' lives changed during each time period.



IDENTIFYING

Have students identify three important groups of people in ancient Israel by defining the words on the Foldable and providing an example of each one. Then have each student write a short speech that a *king*, *prophet*, or *rabbi* in ancient Israel might have given. Have each student deliver his or her speech to the class.

Student Study Tip

To help students write a well-developed essay, remind them that the essay's first paragraph should contain a topic sentence that states the main idea. Throughout the essay, students should use examples, supporting details, and transitional words or phrases such as *therefore*, *as a result* and *in addition* to support the main idea.

The Ancient Greeks

CHAPTER SUMMARY

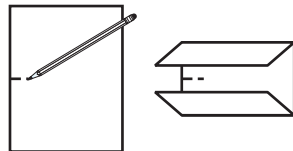
The mountains and seas surrounding Greece influenced the settlement and behavior there. The Greeks developed the idea of citizenship in their city-states. Two of the best known city-states in Greece were Sparta and Athens. The Spartans focused on their military to control those they conquered, while the Athenians were more concerned with building a democracy. These two groups played major roles in defeating the invasion by the Persian armies. After the Persian wars, Athens became more powerful and democratic under a leader named Pericles. Sparta and Athens fought in the Peloponnesian War for control of Greece. Sparta was victorious, but within 30 years, the Greek city-states rebelled and started a new war.

CHAPTER PREVIEW

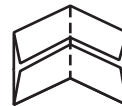
FOLDABLES™ Study Organizer

Summarizing Information Make this foldable to help you organize and summarize information about the ancient Greeks.

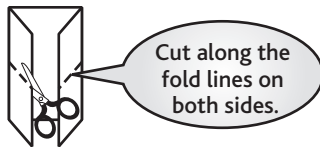
Step 1 Mark the midpoint of a side edge of one sheet of paper. Then fold in the outside edges to touch the midpoint.



Step 2 Fold the paper in half again from side to side.



Step 3 Open the paper and cut along the inside fold lines to form four tabs.



Step 4 Label as shown.



Reading and Writing As you read the chapter, write information under each appropriate tab. Be sure to summarize the information you find by writing only main ideas and supporting details.

CHAPTER REVIEW

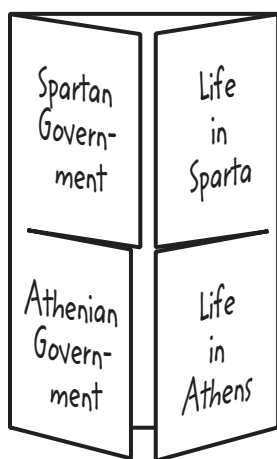
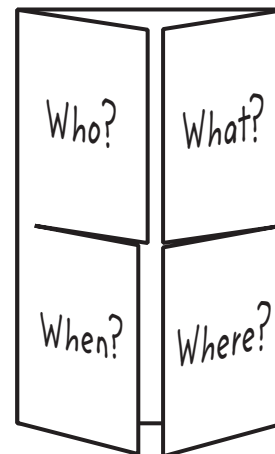
Foldables Follow-Up Activity

Have students use their Foldables to create an illustrated time line of the events in ancient Greece covered in this chapter. Time lines should extend from the rise of the Minoans through the Peloponnesian War. Suggest that students create drawings, photocopy images from books, or print images from a computer to illustrate their time lines. Then have students display the time lines and use them for chapter review.

Alternative Chapter Activities

CATEGORIZING

Have students create a Foldable to research a significant person from this chapter. Choices could include Agamemnon, Solon, Peisistratus, Cleisthenes, Cyrus the Great, Darius, Xerxes, Themistocles, and Aspasia. Suggest they use information from their textbooks or the Internet to answer the questions on the tabs. Then have each student use his or her Foldable to write a brief biography of that person.



COMPARE AND CONTRAST

Ask students to describe the governments and daily life of Sparta and Athens under the appropriate tabs of their Foldables. Then have students find similarities and differences between Sparta and Athens by using colored pencils or markers to draw a star beside any facts in their Foldables that are shared by both city-states.

Student Study Tip

After students have read the chapter, have them review any new vocabulary words. Students should begin with Section 1 and identify each new vocabulary term, describing it in their own words. If students struggle with identifying the correct meaning, have them read the definition in the Glossary out loud.

Greek Civilization

CHAPTER SUMMARY

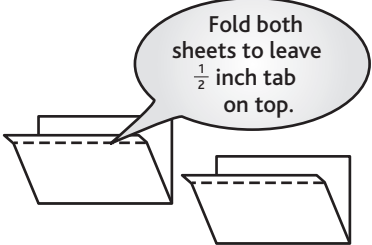
The Greeks believed that gods and goddesses controlled nature and shaped their lives. Greek poetry, art, and drama are still part of our world today. Their love of wisdom led the Greeks to study history, politics, biology, and logic. Philip II of Macedonia united the Greek states. His son, Alexander the Great, conquered the Persian Empire and spread Greek culture throughout southwest Asia. Alexander's conquests marked the beginning of the Hellenistic Era, which meant "like the Greeks." During the Hellenistic Era, Greek cities became centers of learning and culture. Greek scientists of this era made major discoveries in mathematics and astronomy.

CHAPTER PREVIEW

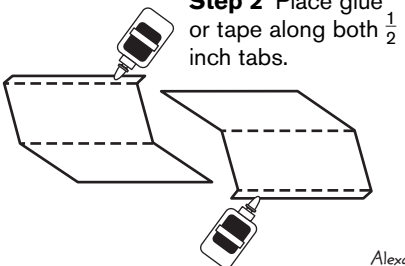
FOLDABLES™
Study Organizer

Organizing Information Make the following foldable to help you organize information about Greek culture and philosophy.

Step 1 Fold two sheets of paper in half from top to bottom.

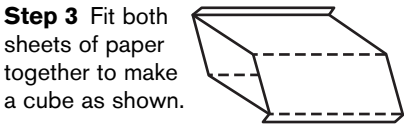


Step 2 Place glue or tape along both $\frac{1}{2}$ inch tabs.

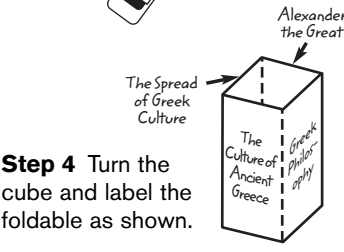


Reading and Writing As you read the chapter, list the developments that occurred in ancient Greece. Write the developments under the correct foldable category.

Step 3 Fit both sheets of paper together to make a cube as shown.



Step 4 Turn the cube and label the foldable as shown.



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CHAPTER REVIEW

Foldables Follow-Up Activity

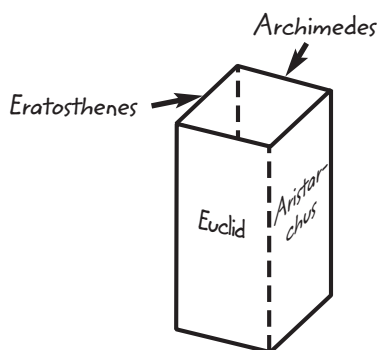
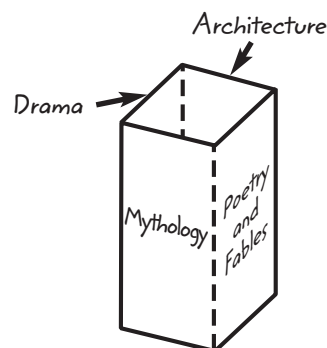
Once students have completed their Foldables, organize them into pairs or small groups. Have each pair or group create a poster using the information from the Foldables. They should draw pictures, write captions, create titles, and so on. Have each pair or group present its poster to the class. Encourage students to ask each other questions about the posters.

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Alternative Chapter Activities

ORGANIZING

Have students list what they learn about Greek mythology, poetry and fables, drama, and art and architecture under the appropriate category of their Foldables. Ask students to choose one of these aspects of Greek culture for further research. Ask students to prepare a brief presentation with the information they find.



IDENTIFYING

Have students label their Foldables with the names of four important scientists from this chapter: *Euclid*, *Aristarchus*, *Eratosthenes*, and *Archimedes*. They should use information from their textbook and other sources to find information about each individual and record it under that person's name. Discuss these scientists as a class and ask students to write a paragraph about the person they find most interesting.

Student Study Tip

While they are preparing to take a test, advise your students to answer the questions they know first and then go back to the harder questions. They will gain confidence this way and be better able to focus on the more difficult questions. They will also avoid handing in a test with unanswered questions for which they knew the answers.

Early India

CHAPTER SUMMARY

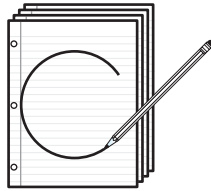
India's first civilization grew in the Indus River valley. The Aryans had conquered India by 1000 B.C. They introduced new technology and ideas, such as a caste system that separated society into groups. The religion of Hinduism grew out of traditional Aryan beliefs. Buddhism also developed, and it appealed to many people in India and in other parts of Asia. Two great empires in India were the Mauryan and Gupta empires. They made important contributions in literature, mathematics, and science.

CHAPTER PREVIEW

FOLDABLES™ Study Organizer

Identifying Make this foldable to help you identify and learn key terms.

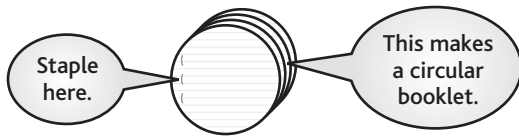
Step 1 Stack four sheets of paper, one on top of the other. On the top sheet of paper, draw a large circle.



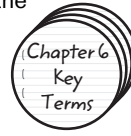
Step 2 With the papers still stacked, cut out all four circles at the same time.



Step 3 Staple the paper circles together at one point around the edge.



Step 4 Label the front circle as shown and take notes on the pages that open to the right.



Reading and Writing As you read the chapter, write the terms from Building Your Vocabulary in your foldable. Write a definition for each term. Then turn your foldable over (upside down) to write a short sentence using each term.

CHAPTER REVIEW

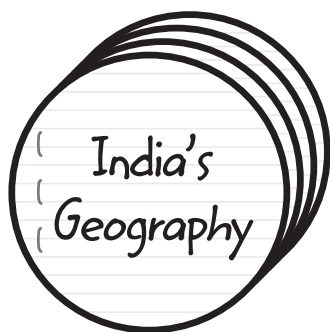
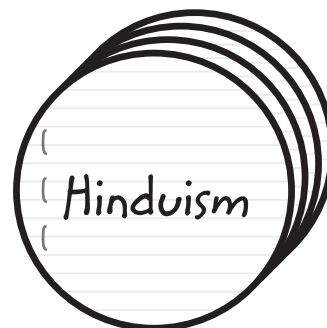
Foldables Follow-Up Activity

Have students write a poem, short story, or fictional newspaper article using most of the vocabulary words on their Foldables. For example, they could write an article about the effects of a monsoon or a poem about life in Harappa. Tell students that they should not include entire sentences that have already been written in their Foldables.

Alternative Chapter Activities

COMPARE AND CONTRAST

Have students create a Foldable that compares and contrasts the two major religions of India: *Hinduism* and *Buddhism*. Students should use their textbook and other sources to find information about each religion. Have students write information about Hinduism on the pages of their Foldables. Then have them turn the book backwards and record information about Buddhism on the opposite pages.



IDENTIFYING

Have students create circular Foldable booklets about the geographical features in India. Features for research include the Himalaya, the Ganges and Indus rivers, and the Deccan Plateau. Students should record facts about these physical features and why they are important to India.

Student Study Tip

There are several review tools that students can use in order to prepare for tests. Students can create study checklists to identify the material they are responsible for and organize material into manageable chunks. They can outline a chapter and quiz themselves on the main ideas. They can also create flashcards for study of vocabulary terms.

Early China

CHAPTER SUMMARY

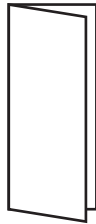
Chinese civilization was shaped by geography, such as mountains and large rivers. Long-lasting dynasties gained power through strong armies. Early Chinese society had three main social classes: aristocrats, farmers, and merchants. Three Chinese philosophies, Confucianism, Daoism, and Legalism, grew out of the need for order. Both the Qin and Han dynasties created strong central governments. Qin leader Qin Shihuangdi used harsh methods to unify and defend China. New inventions that developed during the Han dynasty, such as steel and paper, helped improve the lives of Chinese people.

CHAPTER PREVIEW

FOLDABLES™ Study Organizer

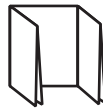
Organizing Information Make this foldable to help you organize information about the important people in the early history of China.

Step 1 Fold a sheet of paper in half from side to side.

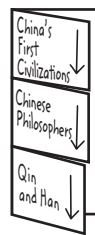


Fold it so the left edge lies about $\frac{1}{2}$ inch from the right edge.

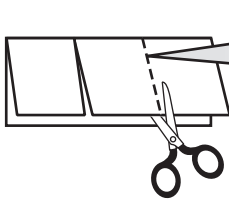
Step 2 Turn the paper and fold it into thirds.



Step 4 Turn the paper and label it as shown.



Step 3 Unfold and cut the top layer only along both folds.



This will make three tabs.

Reading and Writing As you read the chapter, list important people and what they did or taught during these periods in Chinese history.

CHAPTER REVIEW

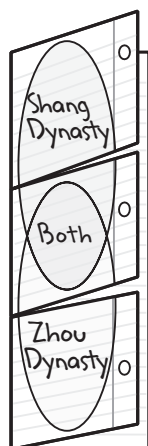
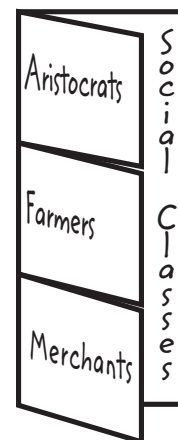
Foldables Follow-Up Activity

Have students create fill-in-the-blank quizzes for their classmates using the information from their Foldables. Each student should write a paragraph about ancient China, leaving blanks for a classmate to fill in. Blanks should be left for vocabulary words or significant places and people. Each quiz should have an answer key.

Alternative Chapter Activities

CATEGORIZING

Have students record information about “Social Classes” in ancient China on the appropriate Foldable tabs. Organize students into small groups. Have each group write a skit that involves members of each social class. The skits should reflect the lifestyles of each class and the way members of different classes interacted. Ask group members to choose parts and rehearse them. Then have each group perform its skit.



COMPARE AND CONTRAST

Have students create Foldables highlighting the similarities and differences between the Shang and Zhou Dynasties. Students should use their textbook and other sources to locate facts about these dynasties, then record them under the appropriate heading. Organize the class into two teams. Have students from one team read facts from their Foldables out loud and have the other team identify the correct dynasty.

Student Study Tip

Remind students that certain words or phrases can be clues to help them understand what type of information is being presented. Words such as *first*, *next*, or *last* show chronological order, whereas phrases such as *that is*, *why*, or *as a result* demonstrate cause-and-effect relationships.

The Rise of Rome

CHAPTER SUMMARY

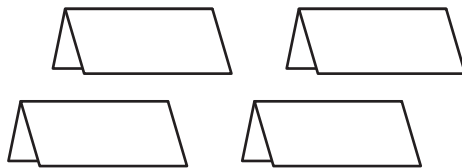
The Romans created a republic along the Tiber River, and they conquered Italy. Rome grew from a small city into a great economic and military power. Rome eventually defeated the Carthaginian Empire, which gave them control of the entire Mediterranean region. The republic was hampered by the use of enslaved labor, which hurt farmers and increased poverty and corruption. Military hero Julius Caesar seized power and made reforms. The republic, weakened by civil wars, became an empire under Augustus. The empire prospered because Augustus and many of his successors governed well. Rome's empire grew larger and wealthier.

CHAPTER PREVIEW

FOLDABLES™ Study Organizer

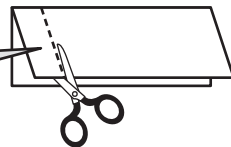
Know-Want-Learn Make this foldable to help you organize what you know, what you want to know, and what you learn about the rise of Rome.

Step 1 Fold four sheets of paper in half from top to bottom.



Step 2 On each folded paper, make a cut 1 inch from the side on the top flap.

Cut 1 inch from the edge through the top flap only.



Step 3 Place the folded papers one on top of the other. Staple the four sections together and label the top four tabs: Rome's Beginnings, The Roman Republic, The Fall of the Republic, and The Early Empire.

Staple here.



Reading and Writing Before reading the chapter, write what you already know about the beginning of Rome, the rise and fall of its republic, and the early Roman Empire under the tabs of your foldable. Also write one question you have on each tab. As you read, summarize what you learn under each tab.

CHAPTER REVIEW

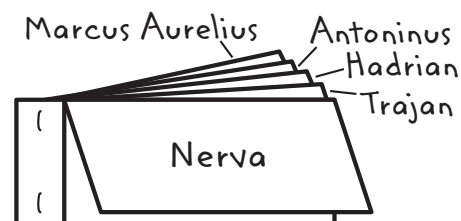
Foldables Follow-Up Activity

After students have completed their Foldables, ask: *Did you learn what you wanted to learn?* Call on student volunteers to recite the questions from their Foldables and explain how the questions were answered. Then ask students to write an answer to this question: *What would you like to learn more about in the rise of ancient Rome?* Have students work individually or in groups to complete some additional research on the topics of interest to them.

Alternative Chapter Activities

DESCRIBING

Students should use five sheets of paper to create this Foldable describing the five “good emperors” of the *Pax Romana*. Students should label the top five tabs of their Foldables with the emperors’ names, then record the characteristics of each person under the appropriate tabs. Students should then use their completed Foldables to write a eulogy for one of the “good emperors.”



IDENTIFYING

Have students create Foldables to identify locations important to early Rome. Students should label the top four tabs of their Foldables with the four places mentioned in this chapter that they feel are most important. (Direct them to “Locating Places” at the beginning of each section.) Under the appropriate tabs, students should describe the places and draw maps showing their locations. Then have students use the Internet or library to locate more information about one of these places and write a brief essay about their findings.

Student Study Tip

To help students take notes as they read, have them convert each main head in the section of their textbook into a question. Students should use words such as *who*, *what*, *when*, *where*, or *why*. For example, they might write *What was the Golden Age of Greece?*

Roman Civilization

CHAPTER SUMMARY

Roman artists and writers learned much from the Greeks, but the Romans changed what they borrowed to suit their own needs. Poor leadership, a declining economy, and attacks by Germanic tribes weakened the Roman Empire. Rome finally fell when Germanic invaders swept through the empire in the A.D. 400s. Rome passed on many achievements in government, law, language, and the arts. Rome was then divided into two empires: the Western Roman Empire and the Eastern Roman Empire. The Western Roman Empire soon fell, but the Eastern Roman, or Byzantine, Empire grew rich and powerful. Its culture was based on Roman, Greek, and Christian ideas.

CHAPTER PREVIEW

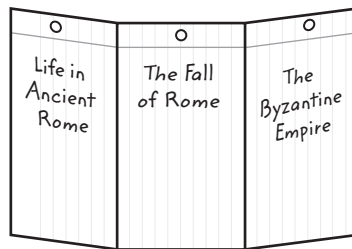
FOLDABLES™ Study Organizer

Organizing Information Make this foldable to help you organize and analyze information by asking yourself questions about Roman civilizations.

Step 1 Fold a sheet of paper into thirds from top to bottom.



Step 2 Turn the paper horizontally, unfold, and label the three columns as shown.



Reading and Writing As you read the chapter, write the main ideas for each section in the appropriate columns of your foldable. Then write one statement that summarizes the main ideas in each column.

CHAPTER REVIEW

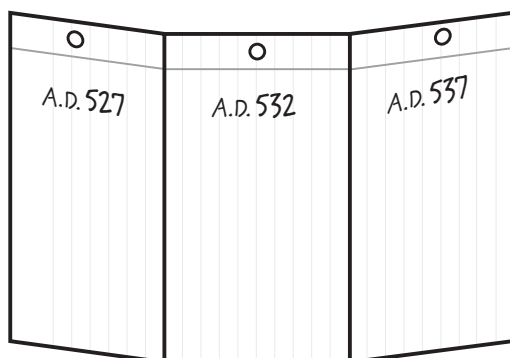
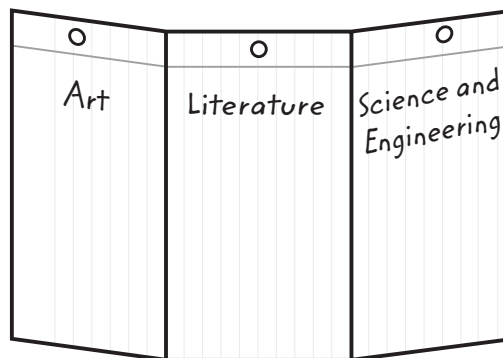
Foldables Follow-Up Activity

Once students have completed their Foldables, have them imagine they are Roman citizens and have them write several diary entries about the decline of Rome. They should describe not only events and people of that time, but the emotions that the people of Rome probably felt as their empire weakened. Have students share some of their entries with the class.

Alternative Chapter Activities

ORGANIZING

Have students create and complete this Foldable by describing each area of advancement under the appropriate column heading. Students should write as much information under each column heading as they can find. Have students use the Internet and library to find examples of Roman art, literature, and science and engineering. Have them bring these books or copies of images to school to share with the class.



SEQUENCING

Students should label their Foldables with these three dates important to the Byzantine Empire: A.D. 527, 532, 537. Have them use their textbooks to find and record the important event that occurred during each of those years. Then have students use their textbooks to identify two more events important to the Byzantine Empire and the dates they occurred.

Student Study Tip

Remind students that they should preview the information in a chapter before they read. Students should read the chapter title and try to formulate an idea of what they will be learning. They should then scan subtitles within each section to see how the main idea is developed. Note that they should also scan photos, maps, and charts.

The Rise of Christianity

CHAPTER SUMMARY

After the Romans conquered Judah, some Jews opposed Rome peacefully, while others rebelled. During that time, Jesus of Nazareth began preaching about God’s love and forgiveness. His life and teachings led to the rise of Christianity. Early Christians set up a church, and the religion spread. Christianity eventually became the official religion of the Roman Empire. In the Byzantine Empire, the church and government worked closely together. The Christians founded new communities and spread their faith to various parts of Europe.

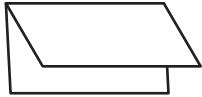
CHAPTER PREVIEW

FOLDABLES™

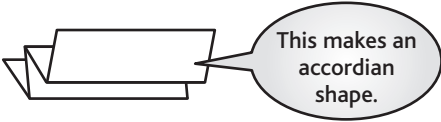
Study Organizer

Sequencing Information Make this foldable to help you sequence information about the rise of Christianity.

Step 1 Fold a piece of paper from top to bottom.

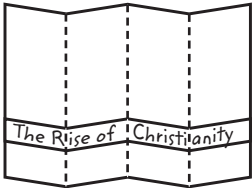


Step 2 Then fold back each half to make quarter folds.



This makes an accordion shape.

Step 3 Unfold and label the time line as shown.



Step 4 Fill in important dates as you read like those shown.

A.D. 30	The Rise of Christianity	Jesus begins to preach
A.D. 64	The Rise of Christianity	Romans persecute Christians
A.D. 313	The Rise of Christianity	Constantine's conversion
A.D. 726	The Rise of Christianity	Emperor Leo III removes icons

Reading and Writing As you read the chapter, write down the important events that occurred during the rise of Christianity.

CHAPTER REVIEW

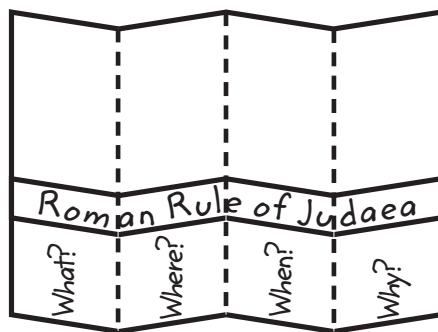
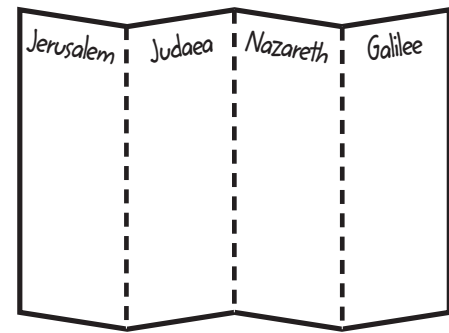
Foldables Follow-Up Activity

Have students use their Foldables to answer the following questions: *What time span does your Foldable cover? How far apart is each interval?* Then have volunteers read some of their entries. For each one, ask: *Why is this event significant? Did this event hinder or help the rise of Christianity? Did this event lead to, or cause, another event?*

Alternative Chapter Activities

DESCRIBING

For this Foldable students should write headings for the important places from the first section of this chapter: *Jerusalem*, *Judaea*, *Nazareth*, and *Galilee*. As students read this chapter, have them record the location of each place and information about how that place was important to the rise of Christianity. Organize students into small groups. Have each group create a map showing all four locations from their Foldables.



IDENTIFYING

Have students use their Foldable to record information about the “Roman Rule of Judaea.” Have them write the categories *What?*, *Where?*, *When?*, and *Why?* in the horizontal columns of their Foldables. Then students should write information in each column as they read about the Roman rule of Judaea. Organize students into small groups. Have them use their Foldables to write a newspaper article about the Roman rule of Judaea.

Student Study Tip

If students are having trouble understanding a specific word, have them reread the sentences that precede or follow the sentence the word is in. If they cannot successfully decipher the word from context clues, remind them there is a glossary in the back of their text, or they could use a dictionary. Students should then write the word's definition in their notes.

Islamic Civilization

CHAPTER SUMMARY

The deserts, coastline, and oases of Arabia helped shape the Arab way of life. The religion of Islam originated in Arabia. It was based on the teachings of a prophet named Muhammad. Followers of Islam, called Muslims, spread their faith through preaching, conquest, and trade. Islam spread throughout the Middle East and the Mediterranean. Turks and Moguls built Muslim empires in Asia, Africa, and Europe. Muslims were skilled traders and builders. They established large cities and made many advances in mathematics, science, and the arts.

CHAPTER PREVIEW

FOLDABLES™ Study Organizer

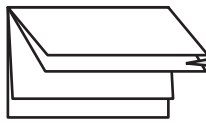
Categorizing Information Make the following foldable to organize information about the people and places of Islamic civilization.

Step 1 Collect two sheets of paper and place them about 1 inch apart.



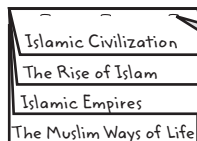
Keep the edges straight.

Step 2 Fold down the top edges of the paper to form four tabs.



This makes all the tabs the same size.

Step 3 When all the tabs are the same size, crease the paper to hold the tabs in place and staple the sheets together. Turn the paper and label each tab as shown.



Staple along the fold.

Reading and Writing As you read, use your foldable to write down what you learn about Islamic civilization. Write facts under each appropriate tab.

CHAPTER REVIEW

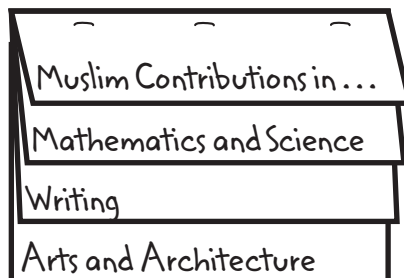
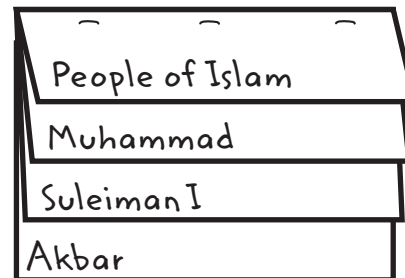
Foldables Follow-Up Activity

Assign students in pairs or groups to create a crossword puzzle using the terms from their Foldables. Students should use the terms' definitions from their textbooks as the crossword clues. After students make their puzzles, tell them that their finished crossword puzzles will be copied and given to classmates to complete. Ask each group to provide an answer key for their own crossword puzzle.

Alternative Chapter Activities

DESCRIBING

Have students choose three people important to early Islam such as *Muhammad*, *Suleiman I*, and *Akbar*. Then have students write the three names on the front of their Foldables. Then tell them to record relevant information about the contributions of each person on the back of each appropriate tab. Ask for volunteers to share their information with the class.



ANALYZING

Have students organize what they learn about “Muslim Contributions” to *mathematics and science*, *writing*, and *art and architecture* under the appropriate tabs of their Foldables. Ask students to choose a scientist, writer, piece of writing, or building from their completed Foldables to research more extensively. Ask students to prepare a brief presentation with the information they find.

Student Study Tip


Point out that understanding cause and effect relationships is essential to the study of history. Students must know not only what happened but why it happened. Note that most effects have more than one cause, and that causes can have more than one effect. Show students several examples of cause and effect charts.

China in the Middle Ages

CHAPTER SUMMARY

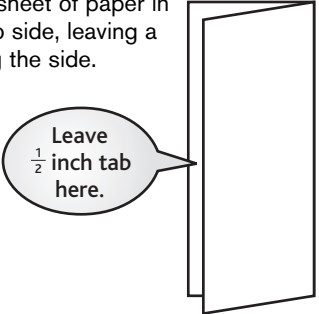
China had been broken into 17 kingdoms after the end of the Han empire in A.D. 220. The Sui and Tang dynasties reunited and rebuilt China. Buddhism became a major religion, but the Tang dynasty returned to the ideas of Confucius. Farming and trade brought wealth and a strong economy to China. Genghis Khan and his sons built the Mongol Empire, which stretched from the Pacific Ocean to eastern Europe. The Mongols conquered China and began trading with the rest of Asia. The Chinese eventually forced out the Mongols and established the Ming dynasty. The Ming strengthened China's economy and brought back peace and prosperity to the country.

CHAPTER PREVIEW



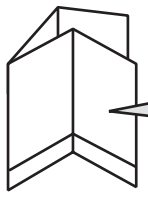
Categorizing Information Make this foldable to help you organize your notes about China in the Middle Ages.

Step 1 Fold a sheet of paper in half from side to side, leaving a $\frac{1}{2}$ inch tab along the side.



Leave $\frac{1}{2}$ inch tab here.

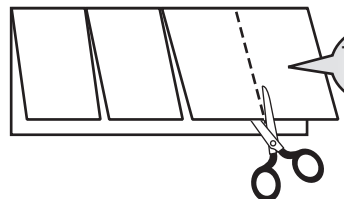
Step 2 Turn the paper and fold it into fourths.



Fold in half, then fold in half again.

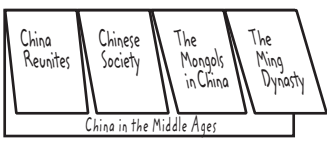
Reading and Writing As you read the chapter, identify the main ideas in the chapter. Write these under the appropriate tabs.

Step 3 Unfold and cut along the top three fold lines.



This makes four tabs.

Step 4 Label as shown.



CHAPTER REVIEW

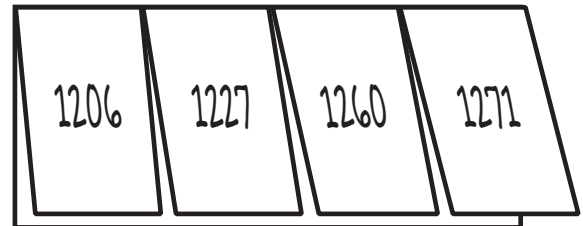
Foldables Follow-Up Activity

Organize students into pairs and have each pair use their Foldables to write three sentences that summarize the main ideas of this chapter. Have students share the sentences that they wrote with the class and ask them to vote for the one that they think best summarizes the chapter.

Alternative Chapter Activities

SEQUENCING

Have students make time line Foldables by recording the following dates on the tabs: 1206, 1227, 1260, 1271. Students should use their textbooks to find and record important information about the Mongols that occurred during those years. Then ask students at random to share with the class some of the events they recorded. Have students identify what they think is the most significant event listed on their Foldables.



IDENTIFYING

Have students select and research a figure mentioned in this chapter. Selections can be found in "Meeting People" at the beginning of each section. Students should write *Who?* *What?* *When?* and *Where?* on the tabs of their Foldables. Have them use their textbook and other sources to answer the questions about their chosen person. Have students share their work with a partner.

Student Study Tip

Stress that students should read any assigned work before attending class. Lectures and discussions will make more sense, and they will be able to relate the ideas discussed in class to what they have already read. Also, taking notes in their own words as they read will help them remember what they read.

Medieval Africa

CHAPTER SUMMARY

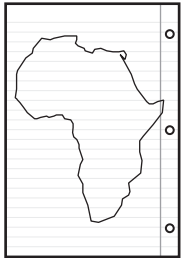
Africa's geography influenced the rise of its civilizations. West African empires grew rich from trade. East African kingdoms and states became centers for trade and the exchange of ideas. African rulers developed different forms of government. The expansion of West African empires, for example, led to the growth of centralized governments ruled by kings. Traditional religions—Christianity and Islam—shaped early African culture. The family was the foundation of African society. A growing slave trade, however, would disrupt African society and influence many other cultures around the world.

CHAPTER PREVIEW

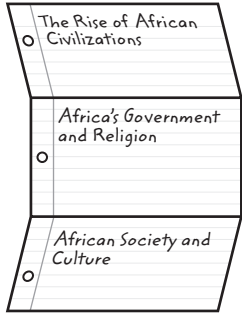
FOLDABLES™
Study Organizer

Categorizing Information Make this foldable to help you organize your notes about medieval Africa.

Step 1 Draw a map of Africa on one side of a sheet of paper.

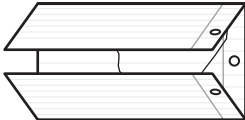


Step 3 Unfold, turn the paper over (to the clean side), and label as shown.



Reading and Writing As you read about the civilizations of Africa, write down three main questions under each heading. Then write an answer to each question.

Step 2 Fold the sheet of paper into thirds from top to bottom.



CHAPTER REVIEW

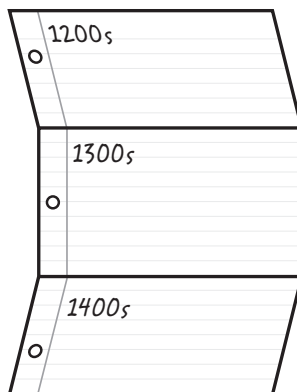
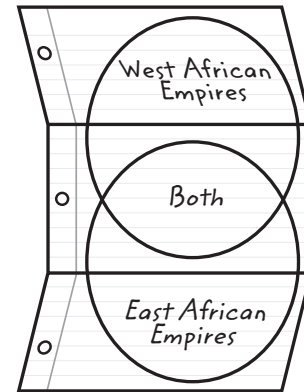
Foldables Follow-Up Activity

Organize students into pairs. Have one student ask his or her partner a question that is written in the Foldable. The other student should answer the question. Students should take turns asking and answering each other's questions.

Alternative Chapter Activities

COMPARE AND CONTRAST

Students should draw a Venn diagram on their Foldables and label the circles *West African Empires*, *Both*, and *East African Empires*. As students read this chapter, have them record information that is unique to each group of empires and information that is shared by them. Then have students write a paragraph examining either the similarities or the differences between empires in each geographical region.



SEQUENCING

Have students label their Foldables with the following dates: 1200s, 1300s, and 1400s. They should use their textbooks to find and record events that occurred during those centuries. Have students share the information on their Foldables in small groups adding any events they missed.

Student Study Tip

As students read the chapter, suggest that they create a question bank at the beginning of each section of their notes. Suggest students ask themselves questions about what they think they will be learning in each section. Then suggest they go back after class discussions and answer those questions for themselves.

Medieval Japan

CHAPTER SUMMARY

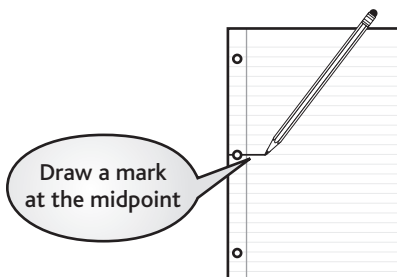
The islands and mountains of Japan have shaped its history and development. While the Japanese did borrow some ideas from China, they developed their own unique culture, including their own nature-based religion called Shinto. Both Shinto and Buddhism were popular and influential to Japan's culture. Farmers, artisans, and merchants brought wealth to Japan. In the A.D. 700s, Japan built a strong national government led by the emperor. Japan's emperors eventually lost power to military leaders called shoguns. Warrior families and their samurai followers fought each other for control of Japan.

CHAPTER PREVIEW

FOLDABLES™ Study Organizer

Categorizing Information Make this foldable to help you organize information about the history and culture of medieval Japan.

Step 1 Mark the midpoint of the side edge of a sheet of paper.



Step 3 Open and label your foldable as shown.

Step 2 Turn the paper and fold in each outside edge to touch at the midpoint. Label as shown.



○	○	○
Early Japan	Shoguns and Samurai	Life in Medieval Japan

Reading and Writing As you read the chapter, organize your notes by writing the main ideas with supporting details under the appropriate tab.

CHAPTER REVIEW

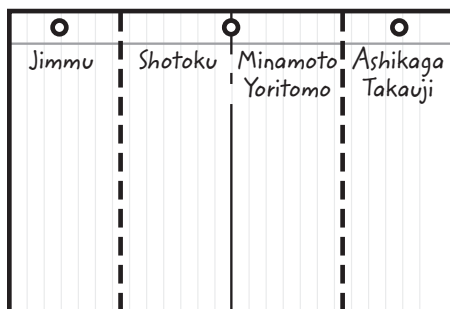
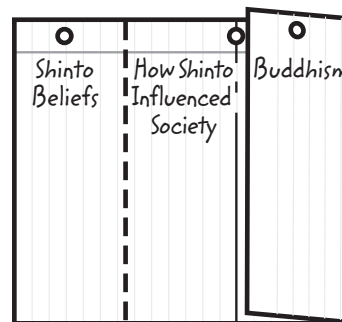
Foldables Follow-Up Activity

Organize students into small groups. Have them use the information on their Foldables as a foundation for a small research project about the influence of medieval Japan on present-day cultures. Have students brainstorm ideas, then direct them to the Internet and library sources. Remind students to consider governments, books and films, and the arts. To compile their findings, each group should create a written report and a collage of sketches or images from magazines.

Alternative Chapter Activities

ORGANIZING

Have students title the left side of their Foldable “Shinto” and the right side “Buddhism.” Then have students label the inside columns *Shinto Beliefs*, *How Shinto Influenced Society*, *Buddhist Beliefs*, and *How Buddhism Influenced Society*. Have students use the textbook to find information about these two religions and record it in the appropriate columns. Then have students write a brief essay about how the two religions complemented each other in medieval Japan.



IDENTIFYING

Have students label the outside of their Foldables “Important People in Medieval Japan.” Then have them label the columns with the names of these four individuals: *Jimmu*, *Shotoku*, *Minamoto Yoritomo*, and *Ashikaga Takauji*. Have students locate and record information about these four people. Each student should then select the person who they think was the most influential and write a poem, essay, or newspaper article about him.

Student Study Tip

As students read the chapter remind them to not skip over picture clues that will help them understand what they are reading. Have students identify themes or chapter topics by looking only at the photos and maps. Students may also want to draw a rough sketch of something of note from a photograph to help them remember an important detail.

Medieval Europe

CHAPTER SUMMARY

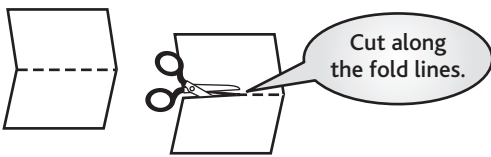
During the Middle Ages, western Europe built a new civilization based on Christian, Roman, and Germanic ways. Government weakness and the need for safety led to the rise of feudalism, which was a political system based on landowning and loyalty. As the kingdoms of England and France established parliaments, Russia's rulers laid the foundations for their governments, headed by a czar. Religion in medieval Europe helped to shape European culture, so much so that the Europeans embarked to reclaim the holy city of Jerusalem during the Crusades, or holy wars. In the late Middle Ages, western Europe was devastated by disease and war that took the lives of millions of people.

CHAPTER PREVIEW

FOLDABLES™
Study Organizer

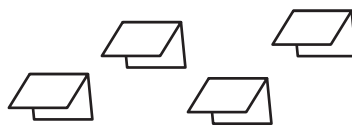
Sequencing Information Make this foldable to help you sequence important events that occurred in medieval Europe.

Step 1 Fold two sheets of paper in half from top to bottom. Cut each in half.



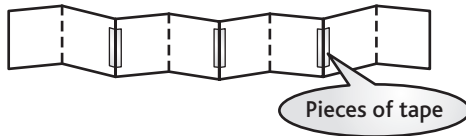
Cut along the fold lines.

Step 2 Turn and fold the four pieces in half from top to bottom.



Reading and Writing As you read the chapter, write the important events and dates that occurred in medieval Europe on each section of your time line.

Step 3 Tape the ends of the pieces together (overlapping the edges slightly) to make an accordion time line.



Pieces of tape

CHAPTER REVIEW

Foldables Follow-Up Activity

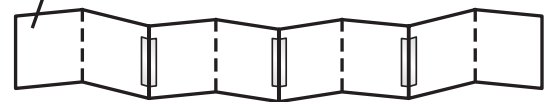
Organize students into small groups. Ask the groups to design a museum exhibit about one aspect of medieval Europe. Examples include the Franks, Angles and Saxons; knighthood; the Crusades; and the Black Death. Have students use the Internet and library to find extra information about their chosen theme. Then have them sketch and describe their exhibit. You could also have them construct a small scale exhibit.

Alternative Chapter Activities

ORGANIZING

Have students use their Foldables to create a time line of important events in the life of a medieval European leader. Assign one-third of the class *Charlemagne*, one-third *Gregory the Great*, and one-third *William the Conqueror*. Have students write the leader's name on the first section of their Foldable, then record dates and events on the following sections. When the Foldables are complete, discuss the three leaders as a class, and ask students who they find most interesting and why.

Gregory the Great



The Crusades



COMPARE AND CONTRAST

Organize students into small groups. Tell groups to tape their Foldables together end-to-end, to create one long Foldable. Have them write "The Crusades" in the first section. Groups should work together to record important events related to the Crusades. Then have group members use markers or pens to draw a blue star on events that led to, or caused, another event and a red star on every event that was the result of a previous event. Many entries will be both a cause and an effect.

Student Study Tip

To help students understand primary sources, ask them to write a diary entry covering their trip to school that day. Suggest they write what they saw, whom they encountered, where they went, and their expectations for the day. Then have students consider how such diary entries might be of use to future historians.

The Americas

CHAPTER SUMMARY


The first people in the Americas arrived thousands of years ago. It is believed that they came from Asia during the Ice Age. The invention of farming led to the growth of civilizations in what is now Mexico, Central America, and Peru. The Maya, Aztec, and many other Native American cultures developed in North and South America. Spanish explorers and soldiers were drawn to the riches of the Native American civilizations. They used superior technology to defeat the Aztec and Inca empires in the early A.D. 1500s.

CHAPTER PREVIEW

FOLDABLES™
Study Organizer

Organizing Information Make this foldable to help you organize information about the history and culture of the Americas.

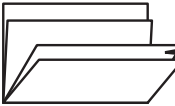
Step 1 Collect two sheets of paper and place them about 1 inch apart.



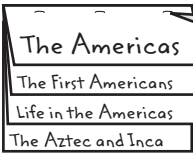
Keep the edges straight.

Step 3 When all the tabs are the same size, crease the paper to hold the tabs in place and staple the sheets together. Label each tab as shown.

Step 2 Fold up the bottom edges of the paper to form four tabs.



This makes all the tabs the same size.



Staple along the fold.

Reading and Writing As you read the chapter, write the main ideas presented in each of the three sections under the tabs of your foldable. Note details that support the main ideas.

CHAPTER REVIEW

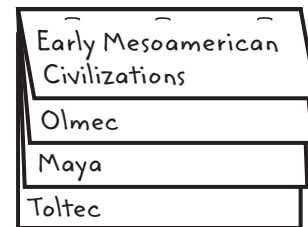
Foldables Follow-Up Activity

Have students use their completed Foldables to write three paragraphs describing different Native American groups, how they lived, and how and why their civilizations were defeated. Suggest they use the Internet or library to conduct further research. After they write the paragraphs, have them use transitional words to combine the paragraphs into an essay about the first Americans.

Alternative Chapter Activities

CATEGORIZING

Have students record information about the *Olmec*, *Maya*, and *Toltec* under the appropriate tabs of their Foldables. Remind students to mention their locations, lifestyles, and other facts about them. When their Foldables are complete, organize the class into three groups. Assign each group one of the peoples from their Foldables. Ask students to use the Internet and library to find additional information about their assigned people. Have the groups share their findings in an oral presentation.



ORGANIZING

Have students use three sheets of paper to create this Foldable. Have students ask themselves questions as they read about early life in each region of North America. Tell them to record those questions and their answers on the appropriate Foldable tabs. Then work together as a class to organize a quiz show using the students' questions and answers from their Foldables. Decide how many points to award for each correct answer, what happens when a guess is incorrect, and so on. Hold the quiz show to review information from this chapter.

Student Study Tip


In the age of the Internet, still encourage students to spend some time becoming familiar with using library resources. Students should explore these various types of reference books: encyclopedias, biographical dictionaries, atlases, and almanacs. Students may use card catalogues, periodical guides, and/or computer databases to help them find the information they need.

The Renaissance and Reformation

CHAPTER SUMMARY

The wealthy urban society of the Italian city-states brought a rebirth of learning and art to Europe called the Renaissance. Leaders in Italian city-states supported talented artists and writers, and Renaissance art and ideas spread from Italy to northern Europe. Martin Luther and other reformers broke from the Catholic Church and began a new Christian movement called Protestantism. This was known as the Reformation. While the Catholic Church attempted to carry out its own reforms in the Counter-Reformation, Catholics and Protestants fought bloody religious wars across Europe.

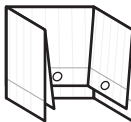
CHAPTER PREVIEW



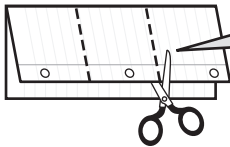
Compare-Contrast Make this foldable to help you compare and contrast what you learn about the Renaissance and Reformation.

Step 1 Fold a sheet of paper in half from side to side.

Step 2 Turn the paper and fold it into thirds.

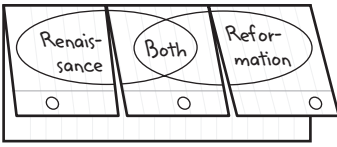


Step 3 Unfold and cut the top layer only along both folds.



This will make three tabs.

Step 4 Label as shown.



Reading and Writing As you read the sections on the Renaissance and Reformation, record important concepts and events under the appropriate tabs. Then record ideas similar to both under the middle tab.

CHAPTER REVIEW

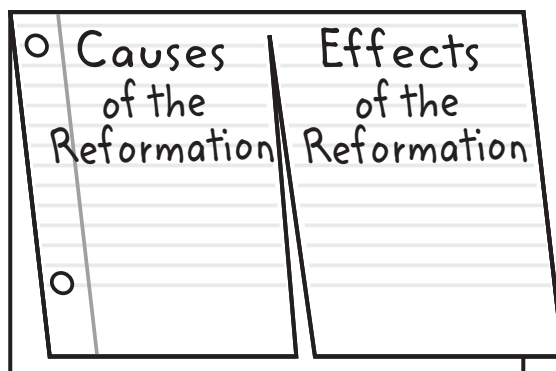
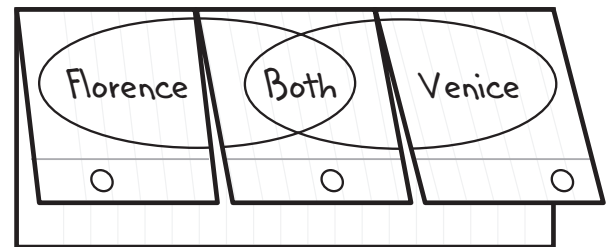
Foldables Follow-Up Activity

Organize students into small groups. Have them research items in their community that reflect the Renaissance and Reformation. They could utilize their own knowledge of the area, a tourist brochure, and so on. Have the groups use poster board and markers to list items in their community. Then have each group illustrate the list using sketches, photographs, or images from the Internet or print sources.

Alternative Chapter Activities

COMPARE AND CONTRAST

Students should draw a Venn diagram on their Foldables and label the circles *Florence*, *Both*, and *Venice*. Have students record information that describes both city-states and information that is unique to each one as they read. Have each student select the city-state in which he or she would have most enjoyed living during the Renaissance. Have each student write a story about everyday life and the effects of the Renaissance.



CAUSE AND EFFECT

In Step 2, fold the paper into halves rather than thirds. Then in Step 3, cut the paper to make two tabs. Label the tabs *Causes of the Reformation* and *Effects of the Reformation*. Have students use their textbooks and other sources to identify causes and effects and record them under the appropriate tabs. Have students write two paragraphs identifying what they think was the most significant cause and the most significant effect.

Student Study Tip

Remind students to think before they try to write a personal essay or report. Brainstorming in groups can be especially helpful to produce topics and ideas. Make sure students understand what is being asked of them in their writing assignment. If students are not under a time constraint for their writing, encourage them to write several drafts before writing their final essay.

Enlightenment and Revolution

CHAPTER SUMMARY

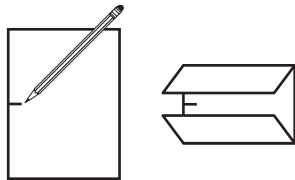
In the 1400s, Europeans began exploring overseas and building empires. Trade increased and goods, technology, and ideas were exchanged around the world. The Scientific Revolution led to new ideas and discoveries that gave Europeans a new way to understand the universe. During the Enlightenment in the 1700s, many Europeans believed that they could use reason to make government and society better. Europeans established colonies in North America, and each colony developed differently. American colonists objected to some British laws, which led to a rebellion by the colonists. The American colonists formed a new nation: the United States of America.

CHAPTER PREVIEW

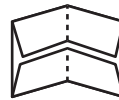
FOLDABLES™ Study Organizer

Summarizing Information Make this foldable to help you organize and summarize information about the Enlightenment and era of revolutions.

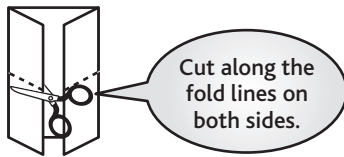
Step 1 Mark the midpoint of a side edge of one sheet of paper. Then fold in the outside edges to touch the midpoint.



Step 2 Fold the paper in half again from side to side.



Step 3 Open the paper and cut along the inside fold lines to form four tabs.



Step 4 Label as shown.



Reading and Writing As you read the chapter, write information under each appropriate tab. Be sure to summarize the information you find by writing only main ideas and supporting details.

CHAPTER REVIEW

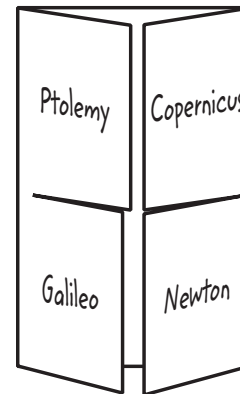
Foldables Follow-Up Activity

Have students use their Foldables to make three flash cards. On index cards or quarter sheets of paper, students should write three facts, persons, or events that are specific to the Age of Exploration, the Scientific Revolution, the Enlightenment, or the American Revolution. Then collect the flash cards. Review this chapter by reading the flash cards aloud and asking the class to identify the correct time period.

Alternative Chapter Activities

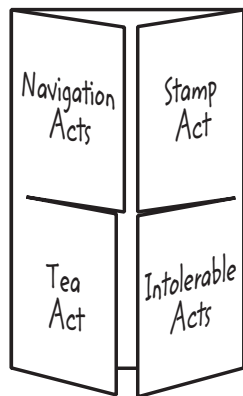
ORGANIZING

Have students create Foldables to organize information about important figures from the Scientific Revolution: *Ptolemy*, *Copernicus*, *Galileo*, and *Newton*. As students read this chapter they should record information about each scientist under the appropriate tab. Then have students select one of the scientists and write a paragraph about the effects he has had on present-day society.



CAUSE AND EFFECT

Have students label the tabs of their Foldables with four pieces of legislation that led to the American Revolution: *Navigation Acts*, *Stamp Act*, *Tea Act*, and *Intolerable Acts*. As students read this chapter, have them identify the effects of each and record them under the appropriate tabs. Then discuss as a class the reasons the British passed those acts and taxes. Arrange a class debate where half the class represents the British government and the other half represents American colonists. They should try to give reasons for each cause and effect, respectively.



Student Study Tip

After students have read the chapter, have them review any new vocabulary terms. Students should begin at Section 1 and identify each new vocabulary term and describe it in their own words. If students have difficulty identifying the term's meaning, have them read the definition aloud. Then have students summarize the definition in their own words.