Think about your textbook as a tool that helps you learn more about the world around you. It is an example of nonfiction writing—it describes real-life events, people, ideas, and places. Here is a menu of reading strategies that will help you become a better textbook reader. As you come to passages in your textbook that you do not understand, refer to these reading strategies for help.

1. **Before You Read**

   - **Set a Purpose**
     - Why are you reading the textbook?
     - How does the subject relate to your life?
     - How might you be able to use what you learn in your own life?

   - **Preview**
     - Read the chapter title to find what the topic will be.
     - Read the subtitles to see what you will learn about the topic.
     - Skim the photos, charts, graphs, or maps. How do they support the topic?
     - Look for vocabulary words that are boldfaced. How are they defined?

   - **Draw From Your Own Background**
     - What have you read or heard concerning new information on the topic?
     - How is the new information different from what you already know?
     - How will the information that you already know help you understand the new information?
Question

- What is the main idea?
- How do the photos, charts, graphs, and maps support the main idea?

Connect

- Think about people, places, and events in your own life. Are there any similarities with those in your textbook?
- Can you relate the textbook information to other areas of your life?

Predict

- Predict events or outcomes by using clues and information that you already know.
- Change your predictions as you read and gather new information.

Visualize

- Pay careful attention to details and descriptions.
- Create graphic organizers to show relationships that you find in the information.

Look for Clues As You Read

Comparison and Contrast Sentences

- Look for clue words and phrases that signal comparison, such as similarly, just as, both, in common, also, and too.
- Look for clue words and phrases that signal contrast, such as on the other hand, in contrast to, however, different, instead of, rather than, but, and unlike.

Cause-and-Effect Sentences

- Look for clue words and phrases such as because, as a result, therefore, that is why, since, so, for this reason, and consequently.

Chronological Sentences

- Look for clue words and phrases such as after, before, first, next, last, during, finally, earlier, later, since, and then.

Summarize

- Describe the main idea and how the details support it.
- Use your own words to explain what you have read.

Assess

- What was the main idea?
- Did the text clearly support the main idea?
- Did you learn anything new from the material?
- Can you use this new information in other school subjects or at home?
- What other sources could you use to find more information about the topic?
Follow the reading road map through the next few pages to learn about using your textbook. Knowing how your text is organized will help you discover interesting events, fascinating people, and faraway places.

**Units**

Your textbook is divided into units. Each unit begins with four pages of information to help you begin your study of the topics.

**Why It’s Important**

Each unit begins with a preview of important events and Why It’s Important to read about them.

**Time Line**

A time line shows you when the events in this unit happened. It also compares events and people from different places.

**Map**

This map shows you where the events in this unit happened.
The Early Greeks

The earliest civilizations in Greece were the Minoans and the Mycenaeans. Greece’s mountains, climate, and surrounding seas played a large role in their history.

Sparta and Athens

Athens and Sparta became the two most powerful city-states in ancient Greece. Sparta focused on its military force, while Athens focused on trade, culture, and democracy.

Persia Attacks the Greeks

The Persian Empire gained control of most of southwest Asia. However, when the Persians tried to conquer the Greeks, Athens and Sparta united to defeat them.

The Age of Pericles

Under the leadership of Pericles, Athens became a powerful city-state and culture blossomed.
Making the Connection

Read the following paragraph from Chapter 4. What ideas can you connect to your own experiences? Use the questions below to help you begin a class discussion about things in your life that relate to life in ancient Greece.

Choose one of the connections from your discussion. Write a paragraph to explain why you made such a connection. Use vivid details.

Read to Write

At age 20, Spartan men entered the regular army. The men remained in military barracks for 10 more years. They ate all their meals in dining halls with other soldiers. A typical meal was a vile-tasting dish called black broth—pork boiled in animal blood, salt, and vinegar.

Spartans returned home at age 30 but stayed in the army until age 60. They continued to train for combat. They expected to either win on the battlefield or die, but never to surrender. One Spartan mother ordered her son to "Come home carrying your shield or being carried on it."

— from pages 126–127

• Do you have any family members or friends who are 20 years old? What would they say if they were required to serve in the army for 40 years?

• Have you ever seen or tasted food that looks like "black broth"?

As you read the chapter, choose five words or phrases that make a connection to something you already know.

Making Connections

Unlock meaning by making a connection between what you read and what you already know. Your own experiences can help you understand words or ideas that are unfamiliar. Read the paragraph below. Make a connection between a Greek agora and a place that is familiar to you.

Below the acropolis was an open area called an agora (A • guh • ruh). This space had two functions: it was both a market and a place where people could meet and discuss issues.

— from page 122

Do you know what an agora looks like? You know what a market looks like. Can you also visualize a place where people could meet? If so, then you have a good idea of what an agora might look like.

Use What You Know

Unlock meaning by making a connection between what you read and what you already know. Your own experiences can help you understand words or ideas that are unfamiliar. Read the paragraph below. Make a connection between a Greek agora and a place that is familiar to you.

You know what a market looks like. Can you also visualize a place where people could meet? If so, then you have a good idea of what an agora might look like.

Reading Tip

Try to create a picture in your mind as you read. Imagine a scene as you "see" what the writer is describing.

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Apply It!

Here is an opportunity to apply what you have learned.
GET READY TO READ!
Read the connection between what you already know and what you are about to read.

MAIN IDEAS
Preview the main ideas in each section.

READING CHECK
This is a self-check to see if you understand the main ideas.

SECTION REVIEW
Review the main ideas and answer the questions.

Maps
Maps help you learn how geography and history are related.

The Geography of Greece
The geography of Greece influenced many aspects of life. Greece was a land of mountains and valleys. The Mycenaeans were a seafaring people. They traded with many other peoples.

Meeting People
The Mycenaeans created the first Greek city-states. They were governed by kings, who were closely related to the people. The Mycenaeans also had their own language and culture. The Mycenaeans traded with other peoples. They traded with the Egyptians and the Greeks. The Mycenaeans also fought with other peoples. They used their military power to conquer other peoples.

Reading Strategy
Reading strategy: Think about a place you know. Each place will have its own special features.

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You Decide . . .
Imagine you were there and could give your opinion.

Alexander the Great: Villain or Hero?

Villain

Was Alexander the Great really great? Or was he an evil conqueror? Those who see him as a hero admire his leadership and great achievements. They say:

- He defeated Persian soldiers, killing 100,000 people and capturing 30,000.
- He quelled his slaves and freed them.
- Under the rule of several close advisors.

Many legends about Alexander are still told. One historian recorded a man's explanation of women's duties.

BIOGRAPHY

PERICLES

C. 495–429 B.C.

Pericles was born just outside Athens and served as a wealthy and powerful statesman. He received his education from philosophers and a young man, and he won many of his battles with superior strategy. Later, when he became a political leader, he strongly supported democracy.

Although he was from a wealthy family, Pericles believed in aristocracy. He believed that only those who were the most powerful should be in positions of power. He wanted to make Athens a republic, but he also wanted to make sure that the people were happy and would support him.

PERICLES: A modern-day play

Alexander the Great: Villain or Hero?

Roles of Men and Women

Reading Focus

What is Greek drama? What is its influence today?

Greek Drama


Today's movies, plays, and television shows are all examples of drama.

TRAGEDIES AND COMEDIES

The Greeks preserved plays in oral tradition as part of their religious festivals. They developed two kinds of drama—tragedy and comedy. A tragedy (TRAH-die) is a person who suffers misfortune. As a result, the story has an unhappy ending. Early Greek tragedies portrayed people in a struggle against fate. Later Greek tragedies showed how a person's character flaws caused him or her to fail.

Comedy? Read to find out how Greek plays still influence modern entertainment today.

Reading Focus

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Journey Across Time: The Early Ages contains a wealth of information. The trick is to know where to look to access all the information in the book. If you run through this scavenger hunt exercise with your teacher or parents, you will see how the textbook is organized, and how to get the most out of your reading and study time. Let's get started!

1. What civilizations are discussed in Unit 3?
2. What is the topic of Chapter 10?
3. Who is the topic of the Biography on page 272?
4. What Reading Skill will you be learning about on pages 340–341?
5. What does the Foldables™ Study Organizer on page 369 ask you to do?
6. How are the key terms in Chapter 9, Section 2, **plague** and **inflation**, highlighted in the text?
7. There are several History Online boxes in Chapter 11. One box offers a preview of the chapter and others provide help with homework. What does the last box provide help with?
8. What do you find on page 365?
9. What is the topic of The Way It Was feature on page 389?
10. What is the topic of the map on page 269?