Features of Sentences

Directions Read each group of words below. If a group of words is a sentence, write S on the line. If the group of words is a fragment, write F. If the group of words is a fragment, add words to make it a sentence. Hint: Before answering, ask yourself, “Why is this group of words a sentence?” or “Why isn’t this group of words a sentence?”

**EXAMPLE** S I went home.

_______  1. After the party.  
_______  2. Stop it!  
_______  3. Whew!

_______  4. Not my turn.  
_______  5. Sentences express ideas.  
_______  6. Give me that.

Directions Read each group of words. Find the sentences. Capitalize the first word in each sentence. Put correct punctuation at the end.

**EXAMPLE** everyone in my family likes ice cream our favorite flavor is chocolate we often have ice cream for dessert  
Everyone in my family likes ice cream. Our favorite flavor is chocolate. We often have ice cream for dessert.

7. in the spring we planted a garden we planted cabbages and peas first later we planted corn

8. my aunt sent me a book for my birthday I wrote a letter to thank her she was pleased

9. my friends and I started a band we practiced three times a week soon we sounded very good

10. last night it snowed again the streets were icy this morning we looked in the garage for our sleds

11. there was an ad in the newspaper for a file clerk the person had to put papers in alphabetical order I applied for the job

12. yesterday my sister went to the library she wanted to find a book about guitars her music teacher told the class to write a report about a musical instrument

13. today there was a note on the front door of the school the coach is having tryouts for the basketball team my friend and I decided to go

14. every year the senior class produces a play usually it is a musical we have many talented students

15. I enjoy camping we sleep in tents we also roast hot dogs over a fire
Identifying Subjects and Predicates

Directions Find the complete subject of each sentence. Underline it once. Then find the complete predicate of each sentence. Underline it twice. All of the words will be either in the subject or the predicate.

EXAMPLES Spring is finally here!
Several teachers and their classes went on a field trip.

1. All of the students enjoyed the trip.
2. We hurried to school.
3. Three other students and I forgot our lunches.
4. The lady at the end of the line got the last ticket.
5. Everyone jumped out of the bus in a hurry.
6. No one knows the answer to that question.
7. The whole class tried out the new computer.
8. The best hitter on the team couldn't play.
9. Both Emily and Angela got to class on time.
10. Spring and fall are Jesse's favorite seasons.
11. The whole class did the assignment.
12. The students sold 12 dozen chocolate chip cookies.
13. Did any one of you see my coat?
14. Here it is!
15. Where are my gloves?
Identifying the Purpose of a Sentence

Directions: Read each sentence. Write the purpose on the line. Choose from the following:
Statement  Question  Command  Exclamation
Add the correct punctuation at the end of each sentence.

Example: My name is Angela ____________________________ Statement—My name is Angela.

1. Have you ever read The Red Pony ____________________________
2. It is a book by John Steinbeck ____________________________
3. What a wonderful book it is ____________________________
4. John Steinbeck wrote The Red Pony in 1933 ____________________________
5. Read it for your next book report ____________________________
6. The Red Pony is still a popular book ____________________________
7. Maybe that is because it is so short ____________________________
8. The Red Pony is a heartwarming story ____________________________
9. Have you ever seen the movie ____________________________
10. The main character is a 10-year-old boy named Jody ____________________________
11. Remember that name ____________________________
12. His father was very stern ____________________________
13. He gave Jody a red pony to take care of ____________________________
14. "Feed him and clean him every day" ____________________________
15. The pony's name was Gabilan ____________________________
16. At first he was scared and wild ____________________________
17. Gabilan and Jody became friends ____________________________
18. How Jody loved that pony ____________________________
19. Do you want to know what happened next ____________________________
20. Read the book and find the answer ____________________________
Finding the Nouns

**Directions** Underline all of the nouns in these sentences.

**EXAMPLE** Jerry took the trail down to Blue Lake.

1. Mrs. Benson thanked Armando for his politeness.
2. Nathan and his family took a trip to Philadelphia.
3. Jesse found his book under the couch.
4. The audience cheered the soloist.
5. The general gave the soldier a medal for bravery.
6. The big horse easily jumped the fence.
7. The crowd watched the game with pleasure.
8. Angela and her mother fixed the car.
9. Many hikers have climbed Blueberry Mountain.
10. Karl found the newspaper on the porch.
11. I think the price of that coat is too high.
12. Armando has a good knowledge of baseball.
13. The waters of Long Pond shone in the sunlight.
14. Mr. Wilson had a new idea about the party.
15. Emily took the dictionary off the shelf.
16. The Doors is my favorite singing group.
17. Was John Adams the second president?
18. Michelle had a dream about her cat.
19. Nathan found a ring with a blue stone.
20. His speed will help Tom win the race.
Finding Common and Proper Nouns

Directions Write a proper noun for each of the following common nouns.
Remember to capitalize all proper nouns.

EXAMPLE Bugs Bunny cartoon character

1. automobile
2. CD album
3. restaurant
4. football player
5. planet

6. athlete
7. holiday
8. poem
9. singer
10. dog

Directions Write a common noun for each of the following proper nouns.

EXAMPLE day Tuesday

11. Holiday Inn
12. Venus
13. Pacific
14. John F. Kennedy
15. Uganda
16. Sports Illustrated
17. Chevrolet
18. Monopoly
19. Louisiana
20. White House
Identifying Abstract and Concrete Nouns

Directions Write three concrete nouns that belong in each group below. Examples appear in parentheses.

**EXAMPLE** food (carrots, yogurt) spaghetti salad pizza

1. vehicle (bicycle, airplane)

2. things to read (book, cereal box)

3. flower (marigold, petunia)

4. jewelry (necklace, watch)

5. clothing (jacket, shirt)

Directions Write three abstract nouns that belong in each group below. Examples appear in parentheses.

**EXAMPLE** virtues (honesty, generosity) truth beauty health

6. feeling (fear, pain)

7. quantity (size, pound)

8. time (minute, summer)

9. characteristic (loyalty, courage)

10. reaction (surprise, anger)
Finding Plural Nouns

Directions There are 15 nouns listed below. Write the plural form on the line after each noun. In the puzzle find the correct plural form of each of the nouns. The words go across, down, backward, and diagonally. The first one is done for you.

1. box
2. boy
3. calf
4. chief
5. child
6. goose
7. key
8. knife  Hint: There are some incorrect plural spellings in the puzzle. Find the correct plural forms!
9. lady
10. man
11. mouse
12. shelf
13. spy
14. tooth
15. wife

M M Q W H T R S Y E K B V
O H I G T G F Y Q M N M V
U W Z C E L L L A D I E S S
S S C D E N V J Z S L N H
E X M H T W I V E S A P E
S B S S I S C E S M D C L
T O O F Q L G A A S Y H V
O X E X W B D D L E S I E
O S S E X O B R Z V L E S
T I P R R Y Z R E I E F C
H H M Y Y S W A D N N S B
S E I P S E F I N K D X V
Writing Plural Nouns Correctly

Directions Find the mistake in each sentence. Write the correct word on your paper.

1. Brandon got two A's on his report card. ___________________________
2. The Hernandezs are going on vacation. ___________________________
3. The average test score was in the 80's. ___________________________
4. How many countrys have you visited? ___________________________
5. Many people enjoy eating French fried potatos. ___________________
6. Madison's family always plants tomatos in their garden. ___________
7. How many toyes did your little brother receive on his birthday? _______
8. The bookes fell off the shelves. _________________________________
9. In the fall many trees lose their leafs. __________________________
10. Most of the sopranoes were able to hit the high note. _____________
11. The Williams sisters were in the U.S. Open final. _________________
12. The children's feets were muddy. _______________________________
13. Derek caught four large trouts last week. _______________________
14. The teacher told the class they would be giving two speeches this semester. _________________________________
15. Janet Evans was a famous swimmer in the 1990's. ________________
Selecting the Correct Possessive Form

Directions  Underline the correct form of the words in parentheses.

EXAMPLE  Don found (Marcia, Marcia’s) hat.

1. Many (trees’, tree’s) branches waved in the wind.
2. One (team’s, teams’) score was the best.
3. The (fires’, fire’s) heat warms the room.
4. A small dinosaur munched on the (plant’s, plants’) stem.
5. Angela said that one (band’s, bands’) music was best.
6. The (childrens’, children’s) books are at school.
7. Nathan put two (cats’, cat’s) bowls in the sink.
8. Emily found a (mouse’s, mouses) nest in the grass.
9. Many (hikers’, hiker’s) feet were sore.
10. These (books, books’) prices are high.
11. Have you seen the (men’s, mens’) baseball uniforms?
12. This (snakes, snake’s) skin is striped.
13. My (friends, friend’s) house is very comfortable.
14. Have you seen (Michelle’s, Michelles’) scarf?
15. The (coach’s, coaches’) whistle is loud.
16. The (schools’, school’s) principal was sick today.
17. There are (Mom’s, Moms) keys!
18. Armando ate (Emily’s, Emilys) cookie.
19. Our (dogs, dog’s) bowl was still full of water.
20. The (girl’s, girls) toy was broken.
Finding Pronouns and Their Antecedents

Directions Underline all of the pronouns in these sentences. Draw an arrow to the antecedent of each pronoun.

Example Alice saw her mother.

1. Sarah said she was hungry.

2. Armando and Nathan found their books.

3. “Please call me tomorrow,” Emily said.


5. Emily thought she would leave now.

6. When the vase fell, it broke.

7. Nathan asked Emily if she liked the story.

8. The boys shouted when they were ready.

9. When Michelle found the pin, she put it on the table.

10. Did Neeru open her present?

11. Armando said to Nathan, “I hope you have fun.”

12. Mrs. Benson said she would not give homework.

13. It was the best game Jesse had seen.

14. Mr. Choy picked up his hat.

15. “We had a wonderful time,” Emily and Angela said.
# Identifying Personal Pronouns

<table>
<thead>
<tr>
<th>PERSONAL PRONOUNS</th>
<th>Subject</th>
<th>Object</th>
<th>Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Person</td>
<td>I</td>
<td>me</td>
<td>my, mine</td>
</tr>
<tr>
<td>Second Person</td>
<td>you</td>
<td>you</td>
<td>your, yours</td>
</tr>
<tr>
<td>Third Person</td>
<td>he, she, it</td>
<td>him, her, it</td>
<td>his, hers, its</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Person</td>
<td>we</td>
<td>us</td>
<td>our, ours</td>
</tr>
<tr>
<td>Second Person</td>
<td>you</td>
<td>you</td>
<td>your, yours</td>
</tr>
<tr>
<td>Third Person</td>
<td>they</td>
<td>them</td>
<td>their, theirs</td>
</tr>
</tbody>
</table>

**Directions** Above the underlined word(s), write the correct pronoun from the personal pronoun chart above.

**EXAMPLE** Angela said that Angela was going to Angela’s friend’s house.

2. Ray and Alicia celebrated Ray and Alicia’s fiftieth wedding anniversary.
3. The puppy buried the puppy’s bone in the backyard.
4. Neeru couldn’t find her coat. “Have you seen the coat?” Neeru asked.
5. Angela and her cousin worked together for years.
6. “Mike and I live in that house,” said Kevin.
7. Bill and Brenda visited Beth and Jeffrey in Tennessee last month.
8. “Where on earth is the newspaper?” asked Mary.
9. Emily told Emily’s teacher that Emily was sick.
10. Armando lives next door to Armando’s friend.

**Directions** Underline the two personal pronouns in each sentence.

11. She sent me a postcard from New York.
12. When did you receive it?
13. I will bake a cake for you.
14. Give them to us later, please.
15. They will help us tomorrow.
Finding Relative Pronouns

**Directions** Underline the relative pronoun in each sentence. Write its antecedent on the line.

**EXAMPLE** John met the man who owned the truck.

1. Lois, who is my cousin, lives in Erie, Pennsylvania.

2. Mrs. Smith is the teacher who taught the first grade.

3. Jason could not remember whom the book belonged to.

4. The song that Nathan likes is playing now.

5. Agnes is the lady who bowls on my team.

6. The car that Julie drives is red.

7. Emily prefers friends who play tennis.

8. Carol is waiting for a steak that is well done.

9. John is looking for a novel that William Faulkner wrote.

10. Chocolate or vanilla, choose whichever you want.

11. Invite whomever you want to the party.

12. We suggested the raincoat for whoever needed it.

13. Our family likes Mexican food, which is very tasty.


15. Armando is wondering whose house that is.

16. Bill wants a truck that has four-wheel drive.

17. Take whichever book you want.

18. Harry wants to find a friend who likes to fish.

19. The mechanic who checked Brittany's car did a good job.

20. Did Fred find the keys that I lost?
Identifying Pronouns That Ask Questions

Directions Choose the correct pronoun to complete each sentence. Write it on the line.

EXAMPLE Do you know (what, which) of these movies you want to see? _______ which

1. (Who, What) is your favorite singer?

2. (Who, What) is the most interesting book you have read?

3. (Who, What) won the World Series this year?

4. (Who, What) was the first person on the moon?

5. (Who, Whose) school is that?

6. (Which, What) of these books do you like best?

7. (Who, What) is your favorite drink?

8. (Which, Whose) do you like better—lemonade or ice tea?

9. (Who, What) is the longest river in the United States?

10. (What, Which) is the capital city of New Mexico?

11. (Whose, Whom) house is that?

12. (Who, Whose) knows how to play the piano?

13. (What, Which) is the name of your street?

14. Emily asked (what, who) would attend the party.

15. Tell me (who, what) you are serving for dinner.
Choosing Demonstrative Pronouns

Directions Choose the correct pronoun to complete each sentence. Write it on the line.

EXAMPLE (This, That) is my friend Angela standing over there.  

1. Please give me (that, this) before you leave. 
2. I have a book. Is (this, that) the one you are looking for? 
3. (This, Those) are my favorite shoes. 
4. Are (this, those) Armando’s soccer cleats? 
5. Is (this, these) the correct answer? 

Directions On the line, write a demonstrative pronoun that will complete each sentence.

EXAMPLE These____ are roses from Mrs. Choy’s garden.

6. Is ___________________ Amber’s violin? 
7. ___________________ belong to the seniors. 
8. Are ___________________ your CDs? 
9. Is ___________________ your computer? 
10. Is ___________________ the book you read for history class? 

Directions Underline the demonstrative pronouns in these sentences.

EXAMPLE These are the reeds for Emily’s clarinet.

11. Is this the sock Emily was looking for? 
12. Did Nathan buy these for you? 
13. Those are my shoes! 
14. That is Armando’s blue car. 
15. Did Mrs. Langston order those for the gym?
Using Indefinite Pronouns

Directions Ten indefinite pronouns are in the puzzle below. The pronouns may be across, down, backward, or diagonal. Find them and list them. Then write a sentence using each indefinite pronoun.

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

1. __________________________

2. __________________________

3. __________________________

4. __________________________

5. __________________________

6. __________________________

7. __________________________

8. __________________________

9. __________________________

10. __________________________
Using Contractions

**Directions** Write out each contraction on the line that follows it.

**EXAMPLE** he’d he would, he had

1. I’d

2. I’ll

3. who’s

4. they’re

5. what’s

6. they’d

7. let’s

8. she’s

9. you’re

10. it’s

**Directions** Write the contraction for each set of words on the line that follows it.

**EXAMPLE** we have we’ve

11. you have

12. we are

13. they are

14. it is

15. we would

16. who is

17. you are

18. I am

19. that is

20. what is
2.6 Adding with One Regrouping

Remember to regroup when the sum is 10 or greater.

\[
\begin{align*}
\text{Add.} & \quad 124 + 649 \\
& \quad \begin{array}{c}
124 \\
\underline{+ 649} \\
\underline{773}
\end{array}
\end{align*}
\]

Add.

1. 38 + 4
2. 52 + 9
3. 37 + 54
4. 67 + 25

5. 77 + 16
6. 323 + 168
7. 543 + 239
8. 627 + 224

9. 566 + 428 =
10. 829 + 154 =
11. 258 + 671 =

12. 648 + 203 =
13. 754 + 92 =
14. 82 + 865 =

CRITICAL THINKING

Find the error in each problem below. Then correct the problem.

1. \[
\begin{align*}
7,903 \\
+ 506 \\
\underline{12,963}
\end{align*}
\]

2. \[
\begin{align*}
457 \\
+ 506 \\
\underline{953}
\end{align*}
\]

3. \[
\begin{align*}
400 \\
+ 551 \\
\underline{901}
\end{align*}
\]
2.7 Adding with More Than One Regrouping

Sometimes when you add numbers, you need to regroup more than once.

Add. \(2,986 + 1,304\)

\[
\begin{array}{c}
1 \\
2,986 \\
+ 1,304 \\
\hline
4,290 \\
\end{array}
\]

Add. Do not forget to regroup.

1. \(2,042 + 3,985\)
2. \(6,902 + 3,088\)
3. \(5,581 + 3,819\)
4. \(2,147 + 7,948\)
5. \(2,598 + 6,075\)
6. \(5,432 + 7,881\)
7. \(3,568 + 8,548\)
8. \(6,951 + 7,513\)

\(9. \ 4,581 + 6,872 = \)
\(10. \ 2,384 + 459 = \)

\(11. \ 4,567 + 9,876 = \)
\(12. \ 235 + 951 + 4,587 = \)

\(13. \ 654 + 987 + 1,230 = \)
\(14. \ 8,520 + 7,410 + 3,069 = \)

CRITICAL THINKING

Solve each problem. Show your work.

1. Boston is 1,933 kilometers from St. Louis. St. Louis is 3,414 kilometers from San Francisco. How far is it from Boston to San Francisco if you go through St. Louis?

2. New York is 557 miles from Columbus, Ohio. Columbus is 2,266 miles from Los Angeles. How far is it from New York to Los Angeles if you go through Columbus?
2.8 Estimating Sums

Use rounding to estimate $549 + 321 + 89$.

Round each number to the nearest hundred. $549 \rightarrow 500$ Add the
$321 \rightarrow 300$ rounded
$89 \rightarrow + 100$ numbers.

Estimate each sum to the nearest hundred.

1. $562$ $+ 184$  
2. $950$ $+ 810$  
3. $605$ $+ 184$  
4. $582$ $+ 426$  

5. $824$ $+ 952$  
6. $195$ $+ 286$  
7. $653$ $+ 238$  
8. $982$ $+ 237$  

Use estimation to check each exact sum. If an answer does not make sense, find the correct sum.

9. $482$ $+ 620$  
   $92$ $+ 23$  
   $1,194$ $+ 1,109$  

10. $504$ $+ 782$  
   $23$ $+ 1,109$  
   $1,561$ $+ 751$  

11. $669$ $+ 403$  
   $789$ $+ 43$  

12. $229$ $+ 479$  

13. $981$ $+ 80$  
   $23$ $+ 1,084$  

14. $672$ $+ 2,109$  
   $830$ $+ 1,901$  

15. $123$ $+ 303$  
   $475$ $+ 1,746$  

16. $142$ $+ 932$  

CRITICAL THINKING

At one time, the population of Illinois was 11,430,602.

1. What is this population rounded to the nearest million?

2. What is this population rounded to the nearest ten million?
3.1 What Is Subtraction?

Subtraction problems may be written in both horizontal and vertical form.

<table>
<thead>
<tr>
<th>Horizontal form</th>
<th>Vertical form</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 − 5 = 4</td>
<td>9 − 5</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Remember that order in subtraction is important.

Write each subtraction problem in horizontal form using numbers.

1. Eighteen minus ten equals eight.

2. Seven minus seven equals zero.

3. Thirteen minus six equals seven.

4. Six minus zero equals six.

Write each subtraction problem in vertical form using numbers.

5. 10 − 4 = 6

6. 14 − 9 = 5

7. 6 − 3 = 3

8. 18 − 0 = 18

9. 12 − 5 = 7

10. 15 − 7 = 8

CRITICAL THINKING

Write the subtraction problem in horizontal form using numbers.

Judy had ten pencils. She gave seven away to Ann. Judy now has three pencils.
3.2 Basic Subtraction

The number line shows that $16 - 9 = 7$.

Use a number line to subtract.

1. \[ 8 - 3 \]
2. \[ 13 - 5 \]
3. \[ 16 - 9 \]
4. \[ 10 - 4 \]
5. \[ 15 - 6 \]
6. \[ 9 - 3 \]
7. \[ 13 - 7 \]
8. \[ 17 - 8 \]
9. \[ 12 - 6 \]
10. \[ 11 - 3 \]
11. \[ 16 - 8 \]
12. \[ 10 - 10 \]
13. \[ 14 - 6 = \]
14. \[ 15 - 7 = \]
15. \[ 12 - 9 = \]
16. \[ 16 - 3 = \]
17. \[ 13 - 8 = \]
18. \[ 11 - 0 = \]
19. \[ 17 - 3 = \]
20. \[ 12 - 7 = \]

CRITICAL THINKING

Find the missing numbers.

1. \[ 14 - 5 \]
2. \[ 19 - 0 \]
3. \[ 16 - 16 \]
4. \[ 7 - 5 \]
3.3 Subtracting Larger Numbers

Remember to line up the digits in each number by place value.

Subtract.  

\[ \begin{array}{c}
6,578 - 436 \\
- 436 \\
6,142
\end{array} \]

Subtract.

1. \[ \begin{array}{c}
43 \\
- 31 \\
12
\end{array} \]

2. \[ \begin{array}{c}
79 \\
- 52 \\
27
\end{array} \]

3. \[ \begin{array}{c}
77 \\
- 23 \\
54
\end{array} \]

4. \[ \begin{array}{c}
86 \\
- 42 \\
44
\end{array} \]

5. \[ \begin{array}{c}
182 \\
- 62 \\
120
\end{array} \]

6. \[ \begin{array}{c}
456 \\
- 234 \\
222
\end{array} \]

7. \[ \begin{array}{c}
9,872 \\
- 6,310 \\
3,562
\end{array} \]

8. \[ \begin{array}{c}
4,798 \\
- 32 \\
4,766
\end{array} \]

9. \[ 478 - 343 = \]

10. \[ 508 - 205 = \]

11. \[ 492 - 81 = \]

12. \[ 999 - 63 = \]

13. \[ 789 - 67 = \]

14. \[ 598 - 36 = \]

CRITICAL THINKING

Michael had two problems wrong on his subtraction quiz. Find the incorrect problems and correct them.

1. \[ \begin{array}{c}
583 \\
- 62 \\
521
\end{array} \]

2. \[ \begin{array}{c}
789 \\
- 64 \\
725
\end{array} \]

3. \[ \begin{array}{c}
4,249 \\
- 1,032 \\
3,216
\end{array} \]

4. \[ \begin{array}{c}
5,826 \\
- 1,314 \\
4,512
\end{array} \]
3.4 Problem Solving:
Clue Words for Subtraction

These clue words tell you to subtract.

- how much more
- how much less
- how many more
- left
- remain
- difference

READ the problem. Look for clue words. Make a PLAN. DO the plan to solve the problem.

1. In September, Jack had 4,000 pieces of notebook paper. By June, he had used up 3,000 pieces of paper. How many pieces of paper are left?

2. Samantha has $44.50. Tawayka has $55.75. How much more money does Tawayka have than Samantha?

3. There are 3,780 books in the library. If 670 students borrow one book each from the library, how many books will remain?

4. Bianca drove 55 miles on Monday. She drove 96 miles on Tuesday. How many more miles did she drive on Tuesday than on Monday?

5. Kevin read 8 books in October. He read 12 books in November. How many more books did he read in November than in October?

6. Dwayne bought a radio for $96. Julia bought one for $88. How much more did Dwayne pay for the radio than Julia?
3.5 Subtracting with One Regrouping

Remember to regroup when the bottom number is larger than the top number.

Subtract. \( 2,670 - 349 \)

\[
\begin{array}{c}
\text{610} \\
\underline{-349} \\
\hline
2,321
\end{array}
\]

Subtract. Remember to regroup. Show your work.

1. \( 65 \) 
   \[-46 \]
2. \( 731 \) 
   \[-618 \]
3. \( 1,456 \) 
   \[-932 \]
4. \( 52 \) 
   \[-9 \]
5. \( 926 \) 
   \[-835 \]
6. \( 84 \) 
   \[-76 \]
7. \( 387 \) 
   \[-96 \]
8. \( 2,627 \) 
   \[-446 \]
9. \( 4,568 - 3,449 = \)
10. \( 7,987 - 4,895 = \)
11. \( 3,456 - 531 = \)
12. \( 2,990 - 1,965 = \)
13. \( 6,351 - 1,045 = \)
14. \( 5,243 - 4,128 = \)

CRITICAL THINKING

Solve the following problem. Show your work.

Katrina had \$46. Her friend borrowed \$37. How much money does she have left?
3.6 Subtracting with More Than One Regrouping

Sometimes when you subtract numbers, you need to regroup more than once.

Subtract. \(645 - 447\)

\[
\begin{array}{r}
13 \\
5315 \\
643 \\
- 447 \\
198
\end{array}
\]

Subtract. Remember to regroup. Show your work.

1. \(134 - 35\)
2. \(578 - 489\)
3. \(361 - 169\)
4. \(7,671 - 790\)

5. \(673 - 74\)
6. \(2,124 - 1,433\)
7. \(7,254 - 6,165\)
8. \(461 - 285\)

9. \(3,546 - 77 = \)
10. \(5,786 - 5,699 = \)

11. \(9,254 - 76 = \)
12. \(584 - 188 = \)

13. \(8,230 - 42 = \)
14. \(698 - 599 = \)

CRITICAL THINKING

Solve each problem. Show your work.

1. Jamie received $1,120 in her paycheck. She owes $366 for her car payment. How much of her paycheck will remain after she pays her car payment?

2. Sid had $300. He bought a pair of boots for $99. How much money does he have left?
3.7 Regrouping with Zeros

When you subtract from zero, you need to regroup.

\[
\begin{array}{c}
\text{Subtract. } 700 - 156 \\
\hline
6910 \\
\hline
700 \\
\hline
- 156 \\
\hline
544 \\
\end{array}
\]

Subtract. Remember to regroup for ones, tens, and hundreds as needed.

1. \(400 - 67\)
2. \(4,004 - 2,773\)
3. \(50,050 - 21,653\)
4. \(30,032 - 71\)

5. \(80,800 - 42,991\)
6. \(3,000 - 722\)
7. \(45,000 - 7,679\)
8. \(89,010 - 55,827\)

9. \(72,200 - 51,374 = \)
10. \(70,220 - 46,211 = \)

11. \(401 - 32 = \)
12. \(900 - 9 = \)

13. \(45,098 - 8,743 = \)
14. \(73,062 - 64,901 = \)

CRITICAL THINKING

Solve each problem. Show your work.

1. Danny spent $100 for a sweater and a pair of jeans. The sweater cost $46. How much did the jeans cost?

2. Ana read 440 pages in her book. Her book has a total of 1,000 pages. How many more pages does Ana have to read?
3.8 Problem Solving: Add or Subtract?  Exercise 25

The following clue words will help you decide when to add or subtract.

<table>
<thead>
<tr>
<th>Addition</th>
<th>Subtraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>altogether</td>
<td>remain</td>
</tr>
<tr>
<td>total</td>
<td>difference</td>
</tr>
<tr>
<td>in all</td>
<td></td>
</tr>
</tbody>
</table>

READ the problem. Look for clue words. Make a PLAN.
DO the plan to solve the problem.

1. Zack bought a pair of jeans for $39, a shirt for $25, and a sweater for $50. What is the total cost of the three items?

2. Sami bought a box of pens for $2 and a notebook for $10. What was the difference in the two prices?

3. Rodrigo saved $350 last week and $467 this week. How much money did he save altogether?

4. The lead actor in the school play has to memorize 600 lines. He has only memorized 475. How many lines remain to be memorized?

5. Josie drove 1,500 miles in 3 days. She drove 400 miles on Tuesday and 350 miles on Wednesday. In all, how many miles did she drive on Monday and Tuesday?

6. Terrell saved $270 the first week, $145 the second week, and $450 the third week. How much more money did he save during the third week than during the first week?
4.1 What Is Multiplication

The addition problem $2 + 2 + 2 + 2 + 2 + 2 = 12$ can be written as a multiplication problem in horizontal form or vertical form.

<table>
<thead>
<tr>
<th>Horizontal form</th>
<th>Vertical form</th>
</tr>
</thead>
<tbody>
<tr>
<td>$6 \times 2 = 12$</td>
<td>$6$</td>
</tr>
<tr>
<td></td>
<td>$\times 2$</td>
</tr>
<tr>
<td></td>
<td>$12$</td>
</tr>
</tbody>
</table>

Write each addition problem as a multiplication problem in horizontal form.

1. $1 + 1 + 1 + 1 = 4$

2. $7 + 7 + 7 + 7 + 7 = 35$

3. $5 + 5 = 10$

4. $3 + 3 + 3 + 3 + 3 + 3 = 18$

Write each multiplication problem in vertical form.

5. $9 \times 7 = 63$

6. $5 \times 4 = 20$

7. $8 \times 8 = 64$

8. $6 \times 5 = 30$

9. $6 \times 9 = 54$

10. $8 \times 4 = 32$

CRITICAL THINKING

Write each multiplication problem as an addition problem.

1. $0 \times 2 = 0$

2. $1 \times 6 = 6$
4.2 Basic Multiplication

You can use the multiplication table below to find $3 \times 8$.

<table>
<thead>
<tr>
<th></th>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<tr>
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<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
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<td>3</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td>18</td>
<td>21</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>20</td>
<td>24</td>
<td>28</td>
<td>32</td>
<td>36</td>
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<tr>
<td>5</td>
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<td>10</td>
<td>15</td>
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<td>45</td>
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<td>6</td>
<td>12</td>
<td>18</td>
<td>24</td>
<td>30</td>
<td>36</td>
<td>42</td>
<td>48</td>
<td>54</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>7</td>
<td>14</td>
<td>21</td>
<td>28</td>
<td>35</td>
<td>42</td>
<td>49</td>
<td>56</td>
<td>63</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>8</td>
<td>16</td>
<td>24</td>
<td>32</td>
<td>40</td>
<td>48</td>
<td>56</td>
<td>64</td>
<td>72</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>9</td>
<td>18</td>
<td>27</td>
<td>36</td>
<td>45</td>
<td>54</td>
<td>63</td>
<td>72</td>
<td>81</td>
</tr>
</tbody>
</table>

Factor 8

Factor 3

Product $3 \times 8 = 24$

Use the multiplication table to multiply.

1. $1 \times 9 =$
2. $3 \times 9 =$
3. $6 \times 6 =$
4. $8 \times 2 =$

5. $4 \times 8 =$
6. $4 \times 1 =$
7. $5 \times 9 =$
8. $5 \times 5 =$

9. $8 \times 3 =$
10. $7 \times 5 =$
11. $2 \times 2 =$
12. $1 \times 7 =$

13. $5 \times 2 =$
14. $2 \times 5 =$
15. $6 \times 8 =$
16. $8 \times 6 =$

CRITICAL THINKING

How many times does the number 24 appear in the multiplication table? Why does it appear more than once?
4.3 Multiplying Larger Numbers

When you multiply larger numbers, multiply each place.

Multiply. \( 531 \times 321 \)

\[
\begin{array}{c}
531 \\
\times 321 \\
\hline
10620 \\
+159300 \\
\hline
170451
\end{array}
\]

Write a zero in the ones place.

Write zeros in the tens place and the ones place.

Multiply.

1. \( 61 \times 3 \)
2. \( 52 \times 4 \)
3. \( 94 \times 2 \)
4. \( 232 \times 3 \)

5. \( 24 \times 12 \)
6. \( 51 \times 15 \)
7. \( 93 \times 33 \)
8. \( 756 \times 11 \)

9. \( 921 \times 314 = \)
10. \( 631 \times 321 = \)

CRITICAL THINKING

Match each multiplication problem with its product.

1. \( 723 \times 1 \)  
   2. \( 723 \times 10 \)  
   3. \( 723 \times 100 \)
   a. \( 72,300 \)  
   b. \( 723 \)  
   c. \( 7,230 \)
4.4 Multiplying with One Regrouping

Remember to regroup if you need to.

Multiply. \( 56 \times 14 \)
\[
\begin{array}{c}
\phantom{0}56 \\
\times 14 \\
\hline
224 \\
+ 560 \quad \text{Write a zero in the ones place.} \\
\hline
784
\end{array}
\]

Multiply. Regroup if you need to.

1. \( 436 \times 5 \)
2. \( 517 \times 4 \)
3. \( 629 \times 8 \)
4. \( 278 \times 2 \)

5. \( 28 \times 17 \)
6. \( 54 \times 25 \)
7. \( 73 \times 34 \)
8. \( 84 \times 12 \)

9. \( 712 \times 153 = \)
10. \( 327 \times 118 = \)

CRITICAL THINKING

Find the missing number in each multiplication problem.

1. \( \phantom{0}72 \times \_ \_ = 288 \)
2. \( \phantom{0}2 \times \_ \_ = 48 \)
3. \( \phantom{0}12 \times \_ \_ = 524 \)

Chapter 4 • Multiplying Whole Numbers 29
The first modern humans appeared in Africa and had migrated all over the world by 10,000 B.C. Because prehistoric people had no written records, historians must study them by looking at the things they left behind. Archaeologists dig up artifacts like tools, pottery, and other things made by humans. Anthropologists use artifacts and remains of ancient humans to learn about culture, or the way people lived. Historians divide early human history into major sections like the Paleolithic Age, the Neolithic Age, and the Bronze Age. Each era is defined by the progress humans made during those years.

The earliest period of human history, called the Paleolithic Age, lasted from about 2,500,000 B.C. until 8000 B.C. This era is sometimes called the Old Stone Age because early humans used simple stone tools. During the Paleolithic Age, people found shelter in caves and learned to make fire. Paleolithic people invented the spear and the bow and arrow. These early humans hunted wild animals and gathered nuts, berries, fruits, and green plants for food. Because they depended on animal migrations and vegetation cycles, almost all Paleolithic people were nomadic. This means the hunters and their families had no permanent home, but moved from place to place.

Around 8000 B.C., the Neolithic Age, or New Stone Age, started. In the Neolithic Age, humans stopped being nomadic and settled down in small farming villages. Instead of hunting and gathering, people farmed and raised animals for food. Early farmers in Africa raised wheat, barley, root crops, and bananas. People tamed cows, pigs, goats, sheep, and dogs. In Southeast Asia, farmers grew rice in addition to wheat and barley. In Central America and present-day Mexico, people raised beans, squash, and corn.

People made tools from metal in the Bronze Age. During the Bronze Age, which lasted from 3000 B.C. until about 1000 B.C., people began to form civilizations. Civilizations are complex cultures in which groups of many people share the same characteristics. The first civilizations started in the river valleys of Mesopotamia, Egypt, India, and China.

Historians know more about the Bronze Age civilizations than about earlier people. This is because people in the Bronze Age kept written records, like laws. Each civilization had cities, government, social classes, religion, writing, and art. Over time, cultures have changed, but the basic characteristics of civilization have stayed the same.
The Beginning of Civilization

Multiple Choice
Circle the best answer, and write the letter in the box.

1. _______ dig up artifacts like tools and pottery.
   A. Archaeologists
   B. Anthropologists
   C. Historians
   D. Nomads

2. People made tools from _______ in the Bronze Age.
   A. stone
   B. metal
   C. wood
   D. vines

3. In the _______, humans settled in small farming villages.
   A. Ice Age
   B. Paleolithic Age
   C. Neolithic Age
   D. Bronze Age

4. _______ is a characteristic of civilization.
   A. Government
   B. Writing
   C. Religion
   D. all of the above

5. The earliest period of human history is called the ________.
   A. Paleolithic Age
   B. Neolithic Age
   C. Bronze Age
   D. African Age
The Beginning of Civilization

Crossword Puzzle
Write the best answer in each blank, and complete the crossword puzzle.

ACROSS
2. Most ____________ people were nomadic.
5. ____________ use artifacts and remains of ancient humans to learn about culture.
6. In present-day ____________, people raised beans, squash, and corn.
7. People began to form ____________ during the Bronze Age.
9. People in the Bronze Age kept written records, like ____________.

DOWN
1. The first civilizations started in the ____________ of Mesopotamia, Egypt, India, and China.
3. The Neolithic Age is also called the ____________ ____________ ____________.
4. In the Neolithic Age, people farmed and raised animals for ____________.
5. The first modern humans appeared in ____________.
8. Paleolithic people invented the ____________ and the bow and arrow.
The Beginning of Civilization

Map – Spread of Modern Humans
Use the map to answer the following questions. Write the answers in complete sentences.

1. On which continent did modern humans first appear?

2. About how long ago did modern humans migrate to Australia?

3. About how long ago did modern humans migrate from Asia to North America?
The Beginning of Civilization

Extension Activities
Choose one of the following activities to complete. Write the answer in complete sentences.

1. Radiocarbon dating is one way to find out the age of artifacts and fossils. How does radiocarbon dating work? Look in your textbook, at the library, or on the Internet to find out.

2. Why do you think the first civilizations developed in river valleys? Explain your answer.

3. Would you rather have lived in the Paleolithic Age, the Neolithic Age, or the Bronze Age? Explain your answer.
Quiz: The Beginning of Civilization

True/False
Decide if each statement is true or false, and write “true” or “false” in the blank.

_______ 1. Humans made tools from metal in the Paleolithic Age.

_______ 2. The first civilizations started in the mountains of Asia.

_______ 3. Neolithic humans settled in large fishing villages.

_______ 4. Government, writing, and religion are characteristics of civilization.

_______ 5. Humans invented the bow and arrow in the Bronze Age.

Multiple Choice
Circle the best answer, and write the letter in the box.

6. Humans began keeping written records in the ____________ Age.
   A. Paleolithic  
   B. Neolithic  
   C. Bronze  
   D. Anthropologic

7. Almost all humans in the Paleolithic Age ____________.
   A. were hunters and gatherers  
   B. were nomadic  
   C. used simple stone tools  
   D. all of the above

Short Answer
Answer the following question in complete sentences.

8. What do anthropologists study?
A New Set of Laws

From the mountains of present-day Turkey, two rivers flow through Syria and Iraq to the Persian Gulf. The land between the Tigris and Euphrates Rivers is part of an area called the Fertile Crescent. Although the region has a desert climate, the area between the rivers is fertile farmland. In Greek, the region was called Mesopotamia, or "land between the rivers."

Settlers, known as the Sumerians, came to Mesopotamia to farm. By 3000 B.C., the Sumerians had built several city-states in Mesopotamia. A city-state is a city and the farmland that surrounds it. Each one was like its own country, and the city-states were often at war with each other. Because they fought each other, the city-states were too weak to survive attacks from outsiders.

Around 2000 B.C., nomadic warriors invaded Mesopotamia. They set up their capital at Babylon and started an empire. An empire brings several peoples, nations, or independent states under the control of one ruler.

Hammurabi, who ruled from 1792 B.C. to 1750 B.C., was the Babylonian Empire's greatest ruler. He brought all the people in his empire together under one set of laws. It was one of the first sets of laws to be written down. This set of 282 laws is called Hammurabi's Code. The laws covered family issues, business conduct, and crime. Copies were carved in stone and placed all over the empire for people to read.

Hammurabi's Code followed the idea of retaliation: an eye for an eye and a tooth for a tooth. For example, one of the laws reads as follows: "If a man put out the eye of another man, his eye shall be put out." Everyone had to follow the laws. However, punishments for breaking them were different for the rich and the poor, and for men and women.

By today's standards, Hammurabi's Code was very strict and punishments for breaking the law were severe. However, by giving specific penalties for specific crimes, Hammurabi's Code established social order. If a person was wronged, the state punished the offender for breaking the law. This stopped people from getting revenge by taking the law into their own hands.

Historians have learned a lot about the Babylonian Empire by studying the laws of Hammurabi's Code. For example, laws about marriage and family show that men were superior to women in Mesopotamian society. The Babylonian Empire reached its peak during Hammurabi's rule. About 200 years after he died, the Babylonian Empire fell to new invaders.
Multiple Choice

Circle the best answer, and write the letter in the box.

1. Mesopotamia is between the _____________ Rivers.
   A. Nile and Euphrates
   B. Euphrates and Persian
   C. Tigris and Euphrates
   D. Tigris and Nile

2. A/An ____________ brings several peoples, nations, or independent states under the control of one ruler.
   A. empire
   B. city-state
   C. country
   D. code

3. Hammurabi was the _____________ Empire’s greatest ruler.
   A. Sumerian
   B. Persian
   C. Turkish
   D. Babylonian

4. The laws of Hammurabi’s Code covered _____________.
   A. family issues
   B. business conduct
   C. crime
   D. all of the above

5. By today’s standards, the punishments for breaking the laws of Hammurabi’s Code were _____________.
   A. severe
   B. easygoing
   C. fair
   D. weak
A New Set of Laws

Crossword Puzzle
Write the best answer in each blank, and complete the crossword puzzle.

ACROSS
4. Hammurabi’s Code followed the idea of _____________.
6. Hammurabi’s Code was one of the first sets of ____________ to be written down for a state.
7. Under Hammurabi’s Code, the state punished the offender for breaking the law instead of individuals getting _____________.
9. Two hundred years after ____________ died, the Babylonian Empire fell to new invaders.
10. The land between the Tigris and Euphrates Rivers is part of the _____________.

DOWN
1. The Sumerian city-states were often at ____________ with each other.
2. A/an ____________ is a city and the farmland that surrounds it.
3. Punishments for breaking the law were different for the rich and the ____________, and for men and women.
5. The Babylonian Empire started when nomadic warriors ____________ Mesopotamia.
8. Copies of Hammurabi’s Code were carved in stone and placed all over the _____________.
Map – Ancient Mesopotamia

Use the map to answer the following questions. Write the answers in complete sentences.

1. What borders the Fertile Crescent to the northeast?

2. What borders the Fertile Crescent to the southwest?

3. What is the name of the river closest to Babylon?
Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. Hammurabi's Code says, "If a son strike his father, his hands shall be cut off... if a man knock out the teeth of his equal, his teeth shall be knocked out." Do you think this type of punishment is fair? Explain your answer.

2. Babylon was revived by Nebuchadnezzar in the 600s B.C. Under his rule, the famous Hanging Gardens were built. Look on the Internet or at the library to find out three facts about the Hanging Gardens of Babylon.

**Quiz: A New Set of Laws**

**True/False**
*Decide if each statement is true or false, and write “true” or “false” in the blank.*

1. Invaders took over Mesopotamia and started the Babylonian City-State.

2. The area between the Tigris and Euphrates Rivers is made up of fertile farmland.

3. Hammurabi’s Code followed the idea of retaliation.

4. Hammurabi’s Code was one of the first sets of laws to be written down.

5. The Babylonian Empire had no laws about crime.

**Multiple Choice**
*Circle the best answer, and write the letter in the box.*

6. Hammurabi’s Code was ____________.
   A. memorized by the Babylonian people
   B. carved in stone and placed where people could read it
   C. a secret that only the emperor knew
   D. none of the above

7. Under Hammurabi’s Code, if a man put out the eye of another man, he would ____________.
   A. be killed
   B. be put in jail
   C. be forced to pay a fine
   D. have his own eye put out

**Short Answer**
*Answer the following question in complete sentences.*

8. What is the name of the area located between the Tigris and Euphrates Rivers?
Macedonia was a powerful kingdom north of Greece. During Phillip II’s reign as king, Macedonia took over Greece. Phillip had always dreamed of uniting Greece under Macedonia because he admired Greek culture so much. After he took over Greece, Phillip and the Greek states planned a war to conquer the Persian Empire. But before Phillip could invade Asia, he was assassinated. His son, Alexander, took the throne.

Alexander was only 20 years old when he became the king of Macedonia. His father had taught him everything he needed to know about military strategy. Alexander hurried to carry out his father’s plan of invading the Persian Empire. In 334 B.C., Alexander went into Asia Minor with a large army of Macedonians and Greeks. By 331 B.C., Alexander had taken over the Persian Empire, which included Syria, Palestine, Egypt, and Babylon.

The young king wanted to conquer more than just the Persian Empire. He decided to take over India, too. Alexander led his troops into India, where they fought many difficult battles in 326 B.C. The soldiers grew tired of fighting and refused to go any further. Alexander agreed to go home, and the troops returned to Babylon. After a long march home, Alexander died in Babylon at the age of 32 in 323 B.C. He suffered from battle wounds, fever, and exhaustion.

Alexander accomplished a lot in his short life. In addition to conquering many lands, he created a new age called the Hellenistic Era. “Hellenistic” means “to imitate Greeks.” As the army conquered areas, the Greeks built new cities and military settlements. Thousands of Greek colonists moved to these cities and helped introduce Greek culture to Asia. Greek culture, including language, architecture, literature, and art, spread over a large area of the continent.

The Hellenistic Era was a time of great cultural accomplishment. Alexander built Alexandria, Egypt, as the Greek capital of Egypt. It became home to poets, writers, philosophers, and scientists. Holding more than 700,000 scrolls, the library in Alexandria was the largest of ancient times. Great steps were made in science. The most famous scientist of the era was Archimedes. He established the value of the mathematical constant $\pi$ and mastered the use of the lever.

The united empire that Alexander created fell apart soon after he died. Macedonian generals struggled for power, and several Hellenistic kingdoms emerged. These kingdoms included Macedonia, Egypt, and the Persian Empire.
Multiple Choice
Circle the best answer, and write the letter in the box.

1. Alexander was the king of ______________.
   A. Macedonia
   B. Palestine
   C. Egypt
   D. India

2. “Hellenistic” means “to imitate ______________.”
   A. Macedonians
   B. Greeks
   C. Persians
   D. Asians

3. Alexander carried out his father’s plan of conquering ______________.
   A. India
   B. Greece
   C. the Persian Empire
   D. all of the above

4. ______________ became home to poets, writers, philosophers, and scientists.
   A. Babylon
   B. Alexandria
   C. Sparta
   D. Baghdad

5. ______________ was a scientist who mastered the use of the lever.
   A. Alexander
   B. Phillip II
   C. Archimedes
   D. Socrates
Name: __________________ Date: __________

**Alexander the Great**

**Crossword Puzzle**
Write the best answer in each blank, and complete the crossword puzzle.

---

**ACROSS**
2. The __________ at Alexandria was the largest of ancient times.
5. Alexander took over the __________ ____________, which included Syria, Palestine, Egypt, and Babylon.
8. Alexandria was the Greek capital of ____________.
9. Greek ____________ introduced their culture to Asia.
10. Phillip II admired ____________ culture.

**DOWN**
1. Alexander’s ____________ fell apart soon after he died.
3. ____________ was only 20 years old when he became the king of Macedonia.
4. Alexander died in ____________.
6. Archimedes established the value of the mathematical constant ____________.
7. During the Hellenistic Era, great steps were made in ____________.

---

**PCI REPRODUCIBLE**

World History Shorts 1 33
Map – Alexander the Great’s Empire in 323 B.C.
Use the map to answer the following questions. Write the answers in complete sentences.

1. Which river did Alexander’s troops cross in Persia?

2. Where did Alexander’s route of conquest begin?

3. About how far did Alexander travel altogether?
Quiz: Alexander the Great

True/False
Decide if each statement is true or false, and write “true” or “false” in the blank.

1. Archimedes conquered the Persian Empire and went on to try to conquer India.

2. “Hellenistic” means “to imitate Greeks.”

3. The library at Alexandria, Egypt, was the largest of ancient times.

4. Phillip II admired Greek culture.

5. Greek colonists introduced their culture to England.

Multiple Choice
Circle the best answer, and write the letter in the box.

6. Alexander was ______ years old when he became king of Macedonia.
   A. 12
   B. 20
   C. 32
   D. 40

7. Alexander died in ______.
   A. Macedonia
   B. Alexandria
   C. Babylon
   D. Sardis

Short Answer
Answer the following question in complete sentences.

8. What happened to Alexander’s empire after he died?
The Roman Republic

In 509 B.C., the Romans overthrew the last Etruscan king who had ruled Rome for years. Because their last king was a tyrant, Romans said they would never have a king again. Instead, the Romans came up with a different kind of government. They started a republic, a form of government in which citizens choose their leaders by voting.

Early Rome was divided into two groups, the patricians and the plebeians. Made up of rich landowners, the patricians were Rome's ruling class. Craftspeople, merchants, and farmers formed a larger group called the plebeians. Males in both groups were citizens and could vote.

A group of 300 patricians made up early Rome's Senate, or group of representatives that helped run the government. Membership was for life, and the Senate had the power to pass laws. Rome also had a council made up of plebeians. This assembly eventually gained the power to pass laws for all of Rome as well.

Instead of a king, the chief executives of the Roman Republic were consuls. An assembly of citizens elected two consuls each year. These elected officials ran the government and the army. The two consuls had to agree on each decision they made. In times of war, the Senate could elect a dictator who had complete control over the government and the army. A Roman dictator could rule for six months. After that time, he had to give up his power.

One of Rome's greatest contributions to the world is its system of law. The Roman Republic's set of written laws was called the Twelve Tables. Laws were carved on twelve stone tablets, or tables. The Romans established the idea that all free citizens had the right to be protected by the law.

Under Roman law, a person was thought to be innocent until proven guilty. People accused of crimes could defend themselves in front of a judge. A judge was expected to think carefully about evidence before making a decision in a case. These ideas continued long after the end of the Roman Republic. Many of today's standards of justice were established in early Rome.

Roman law is not the only thing that was passed down through the centuries. The Roman Republic set an example for later governments in Europe and the Americas. For example, the United States and the Roman Republic share some characteristics. Both governments have elected officials, branches of government, and a basic law that governs the land.
The Roman Republic

Multiple Choice

Circle the best answer, and write the letter in the box.

1. A/An __________ is a form of government in which citizens choose their leaders by voting.
   A. empire
   B. dictatorship
   C. republic
   D. monarchy

2. The __________ made up the ruling class of Rome.
   A. consuls
   B. patricians
   C. plebeians
   D. judges

3. __________ made up the patrician class.
   A. Craftspeople
   B. Merchants
   C. Farmers
   D. Rich landowners

4. Under Roman law, __________.
   A. a person was thought to be innocent until proven guilty
   B. accused people could defend themselves in front of a judge
   C. a judge was expected to think carefully about evidence before making a decision in a case
   D. all of the above

5. The Roman Republic’s set of laws was called the __________.
   A. Twelve Tables
   B. Twenty-Five Theses
   C. Ten Commandments
   D. Standards of Justice
The Roman Republic

Crossword Puzzle
Write the best answer in each blank, and complete the crossword puzzle.

ACROSS
3. The Roman ___________ set an example for later governments in Europe and the Americas.
4. In a republic, citizens choose their leaders by ___________.
5. The chief executives of the Roman Republic were ___________.
7. Rome’s ____________ was made up of 300 patricians.
8. In times of ____________, the Senate could elect a dictator.
10. Patrician and plebeian ____________ were citizens and could vote.

DOWN
1. Many of today’s standards of ____________ were established in early Rome.
2. The Romans said they would never have a/an ____________ again.
6. The Romans established the idea that all free citizens had the right to be protected by the _____________.
9. The consuls ran the government and the _____________.
The Roman Republic

Chart – Comparing Governments
Use the chart to answer the following questions. Write the answers in complete sentences.

<table>
<thead>
<tr>
<th>Roman Republic</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Executive</strong></td>
<td>A President elected for a term of four years</td>
</tr>
<tr>
<td>Two consuls elected for a term of one year</td>
<td></td>
</tr>
<tr>
<td><strong>Legislative</strong></td>
<td>Senate of 100 members, House of Representatives</td>
</tr>
<tr>
<td>Senate of 300 members, Centuriate Assembly, and Tribal Assembly</td>
<td></td>
</tr>
<tr>
<td><strong>Judicial</strong></td>
<td>Nine Supreme Court justices appointed for life</td>
</tr>
<tr>
<td>Eight judges chosen for a term of one year</td>
<td></td>
</tr>
<tr>
<td><strong>Supreme Law</strong></td>
<td>Constitution</td>
</tr>
<tr>
<td>Twelve Tables</td>
<td></td>
</tr>
<tr>
<td><strong>Citizenship</strong></td>
<td>All native-born or naturalized people</td>
</tr>
<tr>
<td>Adult males</td>
<td></td>
</tr>
</tbody>
</table>

1. What is the supreme law of the United States?

2. How long did Rome’s judges serve?

3. How many more Senate members did the Roman Republic have than the United States?
Quiz: The Roman Republic

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

1. In a republic, citizens choose their leaders by voting.

2. Patricians were craftspeople, merchants, and farmers.

3. A person was thought to be guilty until proven innocent under Roman law.

4. The Roman Republic’s set of laws was called the Twelve Tables.

5. Patricians were the ruling class of Rome.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The Romans said they would never have another ______________.
   A. dictator
   B. king
   C. queen
   D. all of the above

7. The Roman Republic set an example for governments in ______________.
   A. Europe
   B. the Americas
   C. the United States
   D. all of the above

Short Answer

Answer the following question in complete sentences.

8. How many patricians made up Rome’s Senate?
The Roman Empire had an official religion that focused on the worship of several gods and goddesses. As the Roman Empire conquered its neighbors, it took over the lands of people with different religions. At the time, most religions had more than one god. Many conquered peoples did not mind honoring Roman gods along with their own. However, in one of the conquered areas, Judea, Jewish people refused to follow Rome’s religion. The Jewish people believed in one God. It was against their religion to worship many gods.

A Jewish man named Jesus traveled and preached about God in Judea and Galilee. Jesus said that believing in God would bring eternal life. He told people that they should show sympathy and mercy to the poor and helpless. His religious speeches made Roman leaders angry. They thought Jesus might lead a Jewish political revolt against Rome. The Roman government ordered Jesus to be put to death. After Jesus died, his followers said that Jesus had risen from the dead and appeared to them. They believed that Jesus was their savior. Christianity, a religion based on Jesus’ teachings, began to spread.

After Jesus’ death, Christian leaders took up where Jesus left off and continued to preach his message. They started Christian communities in Asia Minor and along the shores of the Aegean Sea. By 100 A.D., Christian churches had been set up in most major cities in the Roman Empire.

The Roman Empire let people practice other religions as long as they did not cause any trouble. However, Roman officials decided that Christianity was harmful because Christians refused to worship state gods. Government leaders saw this as treason, or political disloyalty. The punishment for treason was death.

The Roman government began to persecute Christians, or make them suffer. Many Christians were killed for their beliefs. The persecution in the first and second centuries did not stop the growth of Christianity. Christianity was appealing to many people, especially the poor and powerless, so the religion grew.

After years of persecution, Roman officials eventually understood that Christianity could not be destroyed by force. In the fourth century, Constantine became the first Christian emperor of Rome. In 313 A.D., he passed the Edict of Milan, which said Christianity should be allowed by the state. Less than 80 years later, under Theodosius the Great, Christianity became Rome’s official religion.
Multiple Choice
Circle the best answer, and write the letter in the box.

1. Jewish people in Judea believed in ____________.
   A. one God
   B. many gods
   C. many gods and goddesses
   D. no gods

2. ____________ ordered Jesus to be put to death.
   A. Jewish people in Judea
   B. Roman leaders
   C. The Edict of Milan
   D. Theodosius the Great

3. Christian communities were started ____________.
   A. in Asia Minor
   B. along the shores of the Aegean Sea
   C. in most major cities in the Roman Empire
   D. all of the above

4. Christianity was especially appealing to ____________.
   A. the rich and powerful
   B. Roman officials
   C. the poor and powerless
   D. gods and goddesses

5. ____________ was Rome’s first Christian emperor.
   A. Jesus
   B. Theodosius the Great
   C. Alexander the Great
   D. Constantine
The Growth of Christianity

Crossword Puzzle
Write the best answer in each blank, and complete the crossword puzzle.

ACROSS
1. Christian leaders started ____________ in Asia Minor and along the shores of the Aegean Sea.
4. Roman officials realized that Christianity could not be destroyed by ____________.
5. ____________ refused to worship Rome’s state gods.
6. Jesus’ followers believed that Jesus was their ____________.
8. Even though many Christians were killed, the religion continued to ____________.

DOWN
2. Christianity eventually became Rome’s ____________ religion.
3. Jesus preached that the poor and helpless should be shown ____________ and mercy.
7. Roman leaders thought Jesus might lead a Jewish political ____________ against Rome.
8. Most religions had more than one ____________.
The Growth of Christianity

Map – Spread of Christianity to 476 A.D.
Use the map to answer the following questions. Write the answers in complete sentences.

1. Which part of the Roman Empire did not have Christian areas by 476?

2. In 325, was Spain mostly a Christian area or a non-Christian area?

3. Why do you think all the areas surrounding the Mediterranean Sea were Christian areas by 476?
Quiz: The Growth of Christianity

True/False
Decide if each statement is true or false, and write “true” or “false” in the blank.

1. The Romans worshipped many gods and goddesses. __________
2. Theodosius the Great was Rome’s first Christian emperor. __________
3. Jesus preached that the rich and powerful should be shown sympathy and mercy. __________
4. The Romans were able to destroy Christianity. __________
5. Most religions at the time had one god. __________

Multiple Choice
Circle the best answer, and write the letter in the box.

6. __________ eventually became Rome’s official religion.
   A. Judaism  
   B. Christianity  
   C. Islam  
   D. Buddhism

7. Christians believed that __________ was their savior.
   A. Constantine  
   B. Julius Caesar  
   C. Theodosius the Great  
   D. Jesus

Short Answer
Answer the following question in complete sentences.

8. Why was Jesus put to death by the Romans?
In 27 B.C., Octavian became the unchallenged ruler of Rome. Although the Senate continued to meet, Rome was no longer a republic. Octavian took the title of Augustus, or “exalted one,” and became Rome’s first emperor. The Roman Empire, which covered more than 3 million square miles, was now ruled by one man. For about 200 years, the Roman Empire enjoyed a time of peace. However, it was difficult to manage such a large area.

Constantine gained control of the Roman Empire in 324 A.D. He moved the capital of the Roman Empire from Rome to the Greek city of Byzantium. Constantine renamed the city Constantinople. The eastern part of the Roman Empire grew stronger because Constantinople and other eastern cities were on trade routes. The economic gains from the trade of spices and other items from the far east guaranteed wealth and stability. The western part of the Roman Empire became weaker because of constant invasions. In 395, Rome split into two sections: the Eastern Empire and the Western Empire. The East would survive, but the West would fall.

The fall of the Western Roman Empire happened over many years. Although there were many complicated reasons, the main problem was constant invasions by Germanic tribes. Germanic people had been living on the northern borders of the Roman Empire for years. From 376 until 476, many Germans moved into Roman territory. Some of these Germanic groups were the Visigoths, Ostrogoths, Franks, and Vandals.

Germanic tribes fought each other for control of the Western provinces of the Roman Empire. The city of Rome was captured and looted by the Visigoths in 410. This attack seriously weakened the Western Empire. In 476, Odoacer, a German warrior, removed the Roman emperor from power and sent him into exile. This completed the fall of Rome. After Romulus Augustus was dethroned, Roman power in the western half of the empire disappeared. The Western Empire broke into separate states that were ruled by many different German tribes.

The richer and stronger Eastern Empire became known as the Byzantine Empire. The Byzantine emperors ruled from Constantinople. This empire lasted until 1453, when it was taken over by the Ottoman Turks. Even though the Western Empire’s political power ended, its ideas, customs, and institutions lived on. Its cultural influence continues in Western civilization today.
The Fall of the Roman Empire

Multiple Choice
Circle the best answer, and write the letter in the box.

1. ___________ was Rome’s first emperor.
   A. Constantine
   B. Romulus Augustulus
   C. Odoacer
   D. Octavian

2. Constantine moved the capital of the Roman Empire to ____________.
   A. Athens
   B. Rome
   C. Byzantium
   D. Amsterdam

3. In 395, the Roman Empire broke into ____________ sections.
   A. two
   B. three
   C. four
   D. five

4. The city of Rome was captured and looted by the ____________.
   A. Ostrogoths
   B. Visigoths
   C. Vandals
   D. Franks

5. The Eastern Empire became known as ____________.
   A. the Byzantine Empire
   B. the Asian Empire
   C. the German Empire
   D. the Great Roman Empire
The Fall of the Roman Empire

Crossword Puzzle
Write the best answer in each blank, and complete the crossword puzzle.

ACROSS
4. The capital of the Roman Empire was moved to the Greek city of Byzantium, which was renamed ____________.

7. After Romulus Augustulus was dethroned, the Western Empire broke into separate ____________ that were ruled by many different German tribes.

9. The Eastern Empire became known as the ____________ Empire.

10. The Roman Empire enjoyed a time of ____________ for about 200 years.

DOWN
1. The German warrior ____________ removed Romulus Augustulus from power.

2. Even though the Western Empire’s political power ended, its ____________ lived on.

3. The ____________ ____________ covered more than 3 million square miles.

5. The Western Empire grew weak because of constant ____________.

6. The Western Empire fell because of invasions by ____________ tribes.

8. The Eastern Empire was strong because of ____________.
# The Fall of the Roman Empire

## Chart – Causes of the Fall of the Western Roman Empire

*Use the chart to answer the following questions. Write the answers in complete sentences.*

<table>
<thead>
<tr>
<th><strong>Contributing Factors</strong></th>
<th><strong>Political</strong></th>
<th><strong>Social</strong></th>
<th><strong>Economic</strong></th>
<th><strong>Military</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Political</strong></td>
<td>military too involved in politics</td>
<td>lack of patriotism</td>
<td>bad harvests</td>
<td>threats from invaders</td>
</tr>
<tr>
<td></td>
<td>civil war</td>
<td>big difference between rich and poor</td>
<td>inflation</td>
<td>low funds for defense</td>
</tr>
<tr>
<td></td>
<td>moving the capital</td>
<td>citizens not happy with empire</td>
<td>gap between rich and poor</td>
<td>problems recruiting soldiers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>gap in wealth between poorer Western Empire and richer Eastern Empire</td>
<td>lack of patriotism and loyalty in soldiers</td>
</tr>
</tbody>
</table>

| **Immediate Causes**     | invasions by Germanic tribes | capture and looting of Rome |

1. What were the immediate causes of the fall of the Western Roman Empire?

2. What were the social contributing factors to the decline of the Western Roman Empire?

3. Do you think the fall of the Western Roman Empire could have been avoided? Explain your answer.
Quiz: The Fall of the Roman Empire

True/False
Decide if each statement is true or false, and write “true” or “false” in the blank.

1. The Roman Empire split into two sections.

2. The capital was moved to Constantinople and renamed Byzantium.

3. At one time, the Roman Empire covered more than 3 million square miles.

4. The Eastern Roman Empire fell because of invasions by Germanic tribes.

5. The Eastern Roman Empire became known as the Byzantine Empire.

Multiple Choice
Circle the best answer, and write the letter in the box.

6. removed Romulus Augustulus from power.
   A. Odoacer
   B. Constantine
   C. Octavian
   D. Julius Caesar

7. The Roman Empire grew weak because of constant invasions.
   A. Northern
   B. Southern
   C. Eastern
   D. Western

Short Answer
Answer the following question in complete sentences.

8. Why was the Eastern Roman Empire able to stay strong?