

What Is the Difference Between Fiction and Nonfiction?

Fiction and nonfiction are two different types of text. The text structure or the way an author organizes information in fiction is not the same as in nonfiction. When reading a **fiction** book, you are reading a made-up story that is not true. You expect there will be characters and there will be a problem to solve. As you read, you expect a resolution or a satisfying ending to the story. **Nonfiction text** is true and contains accurate, factual information on a topic. The author selects important ideas about real things, people, events, or places and breaks the information down into parts that can be easily understood. When reading nonfiction, you are reading to obtain information, such as the cause and effect of tornadoes, the life history of Abraham Lincoln, or a description of photosynthesis.

Organizational Text Structure	
Fiction	Nonfiction
<p>Story Elements</p> <ul style="list-style-type: none"> • Characters • Setting • Plot <ol style="list-style-type: none"> 1. Exposition 2. Rising Action 3. Climax 4. Falling Action 5. Resolution 	<p>Elements of Nonfiction</p> <ul style="list-style-type: none"> • Cause and Effect • Sequential Order • Problem/Solution • Description • Compare and Contrast • Chronological Order • Main Idea and Details

Unlike fiction, nonfiction text can become outdated. New discoveries in science and medicine, exploration of space, or changes in leadership of world governments eventually cause information to become outdated. Once scientists believed there were nine planets in our solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto. In 2006, Pluto was demoted and is now classified as a dwarf planet or a planetoid. Now, when studying astronomy, students learn there are eight planets instead of nine that orbit the sun.



Nonfiction is different from fiction in another way. In nonfiction, special text features are used to help the reader locate and understand information. Text features can be divided into three categories: **organizational**, **print**, and **graphics**. A table of contents is an example of an organizational text feature you can find at the beginning of nonfiction books. Print features, such as bolded words and italics, are used to make words stand out in the text. A drawing is an example of a graphic feature that can help the reader better understand the text.

What Is Informational Text?

Informational text is text designed to convey factual information. This type of text can give you a lot of important information about people, places, and things. If you read an article in your school newspaper, a chapter from your science textbook, or use a recipe from a cookbook, you are reading informational text.

The purpose of informational text is to communicate factual information rather than to tell a narrative. Much of our daily reading is linked with this genre.

Common examples of informational text include: diaries, cookbooks, websites, informational picture storybooks, field guides, and how-to books.



There are two ways to read informational text. One way is to skim the text to find the needed information. Another way is to read word for word. While reading, you should be thinking about what is being read and deciding if the information is useful.

When reading informational text, you should look at how the information is presented. For example, is the information arranged in chronological order or step by step? Has the author used text features, such as illustrations or bold words to emphasize key points? Paying attention to these details will help you locate information and understand what you are reading.

Examples of Informational Text

- Atlas
- Autobiography
- Biography
- Brochure
- CD-ROM
- Cookbook
- Diary
- Email
- Encyclopedia

- Field Guide
- Instructions
- Internet Website
- Invitation
- Letter
- Magazine
- Manual
- Memoir
- Memo

- Newspaper
- Pamphlet
- Poster
- Research Report
- Technical Writing
- Telephone Book
- Television Guide
- Warranty

What Are Informational Text Features?

Text features are the physical features of the text that highlight the important content. They help the reader locate and learn information. They are used in designing and organizing textbooks, magazines, web pages, and other forms of informational text. Text features can be divided into three categories: **organizational**, **print**, and **graphic**. The table of contents is a text feature you can find at the beginning of books. Print features, such as bold words and italics, are used to make words stand out in the text. A drawing is an example of a graphic feature that can help the reader visualize the text.

Organizational Text Features	Print Text Features	Graphic Text Features
table of contents index glossary appendix atlas gazetteer	titles headings subheadings bold or highlighted print italics underlining font bullets captions	illustrations sidebars maps charts/tables time lines graphics

Understanding the purpose of text features will help you know what is most important in the text and help you quickly locate information. Looking at the titles on a page can tell you at a glance what information you will learn about. Bold or highlighted words signal that a specific word in the text is important and/or can be found in the glossary. Diagrams can give you a detailed view of an object, with labels and information about each part. A diagram can also simplify a complex concept by creating a visual map of the important points.

Text features are used to help you more easily move through the text and often provide additional information to help you understand the content. When reading informational text, it is important to know the purpose of text features.

Purpose of Informational Text Features		
Organizes Information	Signals Important Information	Expands Meaning of Text
<ul style="list-style-type: none"> • table of contents • index • glossary • appendix • atlas • gazetteer 	<ul style="list-style-type: none"> • headings • subheadings • bold or highlighted print • italics • underlining • font • bullets 	<ul style="list-style-type: none"> • illustrations • sidebars • maps • charts/tables • time lines • graphs

What Are Organizational Text Structures?

Organizational text structures are organizational patterns used to break information down into parts that can be easily understood by the reader. Knowing the key words and phrases used to signal the use of a particular organizational text structure can help you focus your attention on key concepts and better understand what you are reading.

Text Structure	Explanation	Signal Words	Questions to Ask
Cause and Effect	why something happened and the result of it happening	therefore, so, this led to, as a result, because, if...then	Why did something happen? What were the results of it happening?
Sequential Order	describes the order or tells the steps to follow to do something or make something	first, second, third, before, not long after, after that, next, at the same time, finally, then	What steps are listed? Do the steps have to happen in a particular order?
Description	describes a topic, idea, person, place, or thing by listing its features, characteristics, or examples	such as, for example, for instance, most important, in front, beside, near, on top of, so forth, above, across, appears to be, between, looks like	What is being described? What does it look like? How is it being described?
Compare and Contrast	shows how two or more things are alike and/or different	like, unlike, but, in contrast, on the other hand, however, both, also, too, as well as, in common, yet, similar, however, different	How are the two things alike? How are they different? What do they have in common?
Chronological Order	time order in which events occur	the use of dates	What are the dates the events happened? In what order did they happen?
Main Idea and Details	key concept and information that supports the concept	for example, also, one reason, another reason	What is the main idea being expressed? What details support the idea?

What Are Organizational Text Structures?: Skill Check

Name: _____

Date: _____

Read "What Are Organizational Text Structures?" on page 4 and then complete this page.

Directions: Match the terms with the correct definitions.

- | | |
|--------------------------------|---|
| _____ 1. chronological order | a. the key concept being expressed with supporting information about that concept |
| _____ 2. compare and contrast | b. tells why something happened and the result of it happening |
| _____ 3. description | c. uses dates to express time order |
| _____ 4. main idea and details | d. lists features, characteristics, or examples |
| _____ 5. cause and effect | e. shows likenesses and differences of two or more things |

Directions: Fill in the bubble next to the correct answer for each multiple-choice question.

- | | |
|--|---|
| 6. Which text structure tells the steps to follow to do something or make something? | 8. For which text structure would you ask the question, "How are the two items similar or different?" |
| <input type="radio"/> a. description | <input type="radio"/> a. cause and effect |
| <input type="radio"/> b. cause and effect | <input type="radio"/> b. main idea and details |
| <input type="radio"/> c. sequential order | <input type="radio"/> c. description |
| <input type="radio"/> d. main idea and details | <input type="radio"/> d. compare and contrast |
| 7. What is another name for text structures? | 9. For which text structure would you ask the questions, "When did it happen?" and "In what order did it happen?" |
| <input type="radio"/> a. organizational patterns | <input type="radio"/> a. main idea and details |
| <input type="radio"/> b. "key concepts" | <input type="radio"/> b. chronological order |
| <input type="radio"/> c. chronological order | <input type="radio"/> c. cause and effect |
| <input type="radio"/> d. description | <input type="radio"/> d. compare and contrast |

10. Why is it important for a reader to be able to identify which text structure is being used by an author? Cite evidence from the text to support your answer.

Cause and Effect

Some nonfiction texts have a cause and effect organization. A **cause** is why something happens. An **effect** is what happens. This structure is used when the main idea of the text is about how one thing causes another.

The Day the Earth Danced

The discovery of gold at Sutter's Creek in California in 1848 made San Francisco into a busy port. Its population increased from just a few hundred before the discovery of gold to over one-half million by 1906.

The rapid growth of the city encouraged builders to quickly erect buildings in order to accommodate the businesses and residents of the thriving community. Since it was faster and cheaper to erect wooden buildings, most were constructed this way. While these buildings were not as sturdy or as safe as brick buildings, and they were prone to burn, not many people worried. After all, the city and its citizens were doing well.



There was one problem with this successful, modern city, however. The site, which was so beautiful and so strategically located for commerce, was right on top of what is known as the San Andreas Fault. A fault is a fracture in the earth's crust where two tectonic plates meet. The San Andreas Fault, which is about 600 miles long, reaches from the Gulf of California to north of San Francisco. It marks the separation of the North American and Pacific tectonic plates. These plates actually float and move or drift on the earth's mantle, which is composed of melted rock. When these plates collide with each other, or they suddenly pull apart, an earthquake occurs.

In 1906, the citizens of San Francisco did not know about tectonic plates, nor the San Andreas Fault. So the citizens of this beautiful community were not worried. That is, until 5:13 a.m. on April 18, 1906. The 500,000 inhabitants of San Francisco were jolted awake that morning with a foreshock that was felt throughout the area. About 25 seconds later, the earthquake began. The earth undulated violently. The quake lasted less than a minute, but the damage was horrendous.

As a result of the quake, some buildings collapsed, and gas pipes broke. Another effect was that the gas was ignited by downed power lines, causing many fires within minutes. The fires burned out of control because the quake had broken the city's water pipes. The fires raged on for days. When the smoke cleared, the survivors could finally see the extent of the damage. Nearly five square miles of the city had been burned. Nearly 3,000 people had lost their lives. Another 300,000 were left homeless. Over 28,000 buildings were destroyed. The estimated property damage was set at \$400,000,000.

San Francisco was rebuilt, and it has grown tremendously. We have learned a lot from this and other quakes.

Cause and Effect: Skill Check

Name: _____ Date: _____

Read "The Day the Earth Danced" on page 6 and review page 4. The information will help you complete this page.

Directions: Answer the questions and complete the graphic organizer below.

- How can you tell the passage is organized using the cause and effect text structure?

- Which signal words did the author use in the selection?

San Francisco Earthquake of 1906

	Effects
<p>3.</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 250px; height: 150px; margin-right: 20px;"></div> <div style="font-size: 2em; margin-right: 10px;">➔</div> </div>	a.
	b.
	c.
	d.
	e.

Compare and Contrast

Compare and contrast is one of the organizational text structures nonfiction authors use to tell the reader how two things are alike and how they are different. To **compare** is to show how things are alike or different. To **contrast** is to show how things are different.

Severe Weather

Severe weather can happen any time during the year. Two common types of severe weather are hurricanes and tornadoes. They both cause destruction of property and loss of life.

Hurricanes

A hurricane is a large, whirling storm that forms around an area of low pressure near the tropics over the warm waters in the Atlantic and Pacific Oceans. Storms that form in the Northern Hemisphere rotate counterclockwise. In the Southern Hemisphere, these storms rotate clockwise. The Atlantic Ocean hurricane season is officially from June to the end of November.



The wind in a hurricane blows at least 75 miles per hour. The most severe hurricanes have winds of over 155 miles per hour. The wind moves in a large spiral around a relatively calm center, or eye. The eye is generally 20 to 40 miles wide. The storm may extend outward from the eye several hundred miles. Hurricanes can last for several hours or for weeks over open waters. They are accompanied by rain, thunder, and lightning. Hurricane damages are caused by storm surge, rainfall, flooding, and wind.

Tornadoes

A tornado is a twisting, funnel-shaped cloud. It forms over land. Like a hurricane, it spins around the center, or eye, of a low pressure area. It is usually produced by a thunderstorm or as a result of a hurricane. A tornado turns in a counterclockwise direction in the Northern Hemisphere. In the Southern Hemisphere, tornadoes turn clockwise.

The winds spiral or spin from 40 to over 320 mph. A tornado funnel is constantly changing in size, wind velocity, and direction of movement. This makes it difficult to measure the wind speed inside the eye. The average diameter of the rotating column of air ranges in width from a few yards to more than a mile. Unlike



hurricanes, most tornadoes last only a few minutes. However, some have been known to last over an hour. Damage is caused mainly from extreme winds and wind-blown debris.

The tornado season in the United States is March through August. Most tornadoes strike between noon and midnight. Parts of the Great Plains and Midwest are known as "Tornado Alley" due to the high number of tornadoes reported in this region each year.

Compare and Contrast: Skill Check

Name: _____ Date: _____

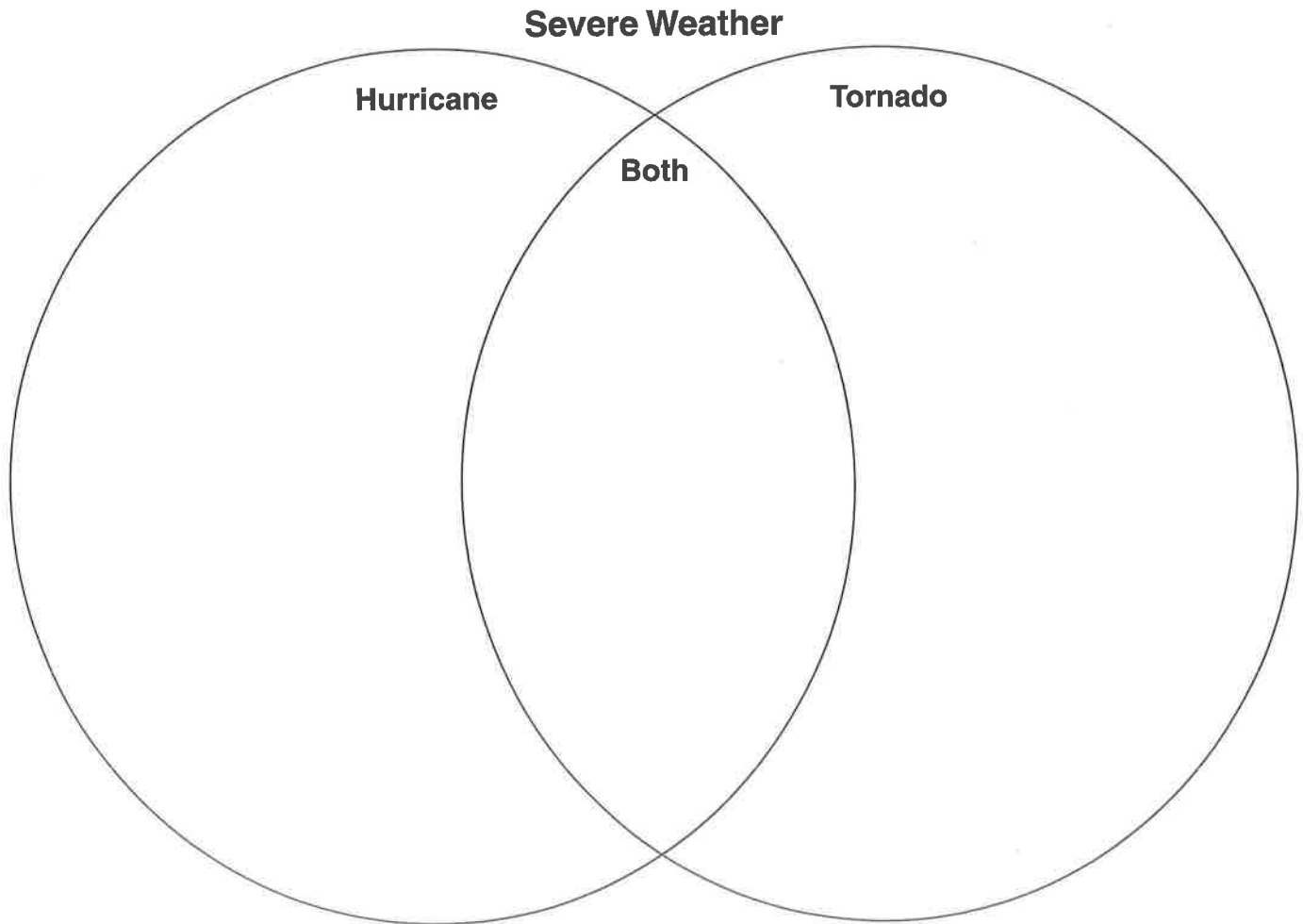
Read "Severe Weather" on page 8 and review page 4. The information will help you complete this page.

Directions: Answer the questions and complete the graphic organizer below.

1. How can you tell if the passage is organized using the compare and contrast text structure?

2. Which signal words did the author use in the passage? _____

3. Complete the Venn diagram with characteristics of hurricanes, tornadoes, and both.



Sequential Order

Some nonfiction texts have a **sequential order** organization. Authors use sequencing to tell the steps to follow to do something or make something. The passages below are two different examples of how authors use sequential order.

Passage #1

The Coach Who Read Cookbooks

Vince Lombardi (1913–1970) was one of the greatest football coaches in history. He gained national fame by turning the losing Green Bay Packers into a winning team. He was named Coach of the Century by ESPN.

Reading was one of Lombardi's pastimes off the football field. Although he didn't like to cook, he enjoyed reading cookbooks. He often read recipes out loud to his wife, Marie.

Lombardi's Best Football Chili

Ingredients

2 T. butter	1 qt. beef or chicken broth
1 c. chopped onion	1 pt. canned kidney beans
1/4 t. chopped garlic	2 T. red chili powder
2 lbs. ground beef	1/2 t. sugar
16 oz. can diced tomatoes	1 t. salt



Directions: Brown onion and garlic in butter in an 8 qt. pan. Add ground beef and brown until well done. Add remaining ingredients. Cover and simmer for two hours. Serve hot. Makes approximately 1 gallon.

Passage #2

Solar Collector Experiment

Solar energy can be converted to thermal (heat) energy. Solar collectors are devices that can be placed on buildings to absorb and collect solar radiation to heat water. Solar energy can be used to heat swimming pools, homes, greenhouses, and other buildings. Which colors help collect the most solar energy?

Materials

- 6 plastic bottles
- 6 different colors of spray paint, including black and white
- 6 seven-inch balloons

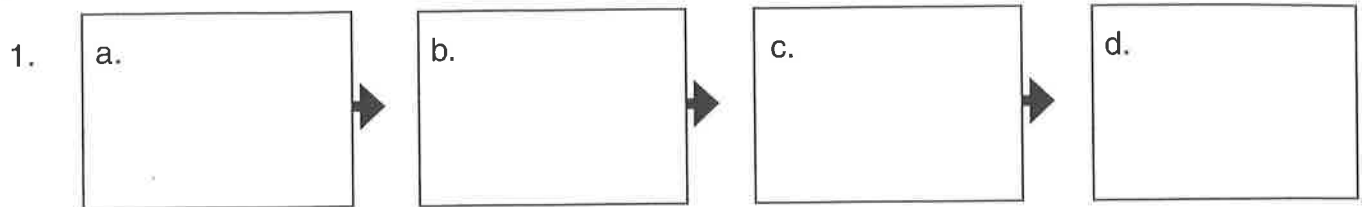
Procedure: Spray paint one bottle black and the other white. Next, spray paint each of the remaining bottles a different color. Then, place the open end of one balloon over the mouth of each bottle. Make sure the balloon forms an airtight seal. Finally, place each bottle in direct sunlight. Observe the bottles for 30 minutes. Record your observations.

Sequential Order: Skill Check

Name: _____ Date: _____

Read the passages on page 10 and review page 4. The information will help you complete this page.

Directions: Review Passage #1. Use the graphic organizer below to show the steps in making Vince Lombardi's football chili.



Directions: Review Passage #2. Fill in the bubble next to the correct answer for each multiple-choice question.

2. Which step comes directly after placing a balloon over the mouth of each bottle?
- a. Spray paint one bottle black and the other white.
 - b. Spray paint each of the remaining bottles a different color.
 - c. Make sure the balloon forms an airtight seal.
 - d. Place each bottle in direct sunlight.
3. What is the last step in the activity?
- a. Make sure the balloon forms an airtight seal.
 - b. Observe the bottles for 30 minutes.
 - c. Place each bottle in direct sunlight.
 - d. Record observations.
4. When do you spray paint the remaining four bottles?
- a. After spray painting one bottle black and the other white.
 - b. After placing a balloon over the mouth of each bottle.
 - c. After making sure the balloon forms an airtight seal.
 - d. After placing each bottle in direct sunlight.
5. What is the purpose of a solar collector?
- a. cool homes
 - b. cool water
 - c. heat soil
 - d. heat water

Critical Thinking

6. How does the author of Passage #2 signal the change from one step in the procedure to the next? Cite evidence from the text to support your answer.

Main Idea and Supporting Details

The topic of a paragraph or reading selection is the one thing that all or most of the sentences are about. The **main idea** sums up the most important ideas about the topic. It is the idea the author wants you to most understand when you read. **Supporting details** tell more about the main idea. They help you better understand the main idea and why it is important.

Passage #1

United States Constitution

The Constitution is the single most important document in our nation's history. Delegates of the Constitutional Convention met in 1787 in Philadelphia, Pennsylvania, to draft a plan to run their new government. It was originally composed of a preamble and seven articles. Since its creation, 27 amendments have been added to the Constitution. The first ten of these amendments are known as the Bill of Rights.

Passage #2

Amphibians

What Is an Amphibian?

Amphibians are a class of vertebrates. They have a bony internal skeleton built around a backbone. Amphibians are cold-blooded just like fish and reptiles. This means they cannot produce their own body heat. If the temperature around them is cold, the amphibian's body functions slow down. The amphibian then becomes cold and lazy.

Species of Amphibians

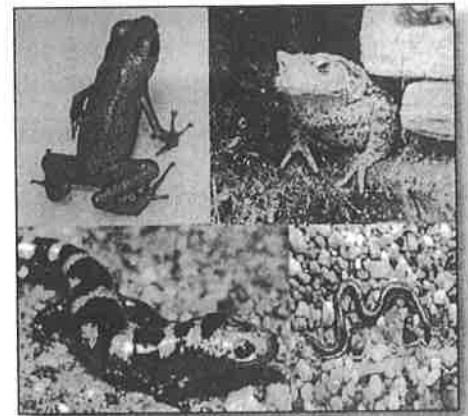
There are about 3,000 different species of amphibians. They are divided into three orders (groups) based on their body structures: frogs and toads; salamanders, sirens, newts; and the caecilians.

Double Life

The name amphibian means "double life." This refers to the fact that amphibians live part of their lives in water and part of their lives on land. The tadpoles (young frogs) have gills and must live in water. The adult frogs have lungs and may live on land. Lungs allow an animal to take in oxygen from the air. Frogs go through a life cycle called metamorphosis. Metamorphosis is a change of form from egg to tadpole to adult frog.

Body of an Amphibian

Have you ever picked up an amphibian? The skin of most amphibians is soft and moist. Toads, however, have dry, rough skin covered with bumps that look like warts. Amphibians usually feel sticky to the touch. Many amphibians have a thick, slimy substance called mucus that keeps the skin moist. Because their skins are not waterproof and cannot hold in moisture, they are usually found in moist places. Amphibians can absorb oxygen through their skin.



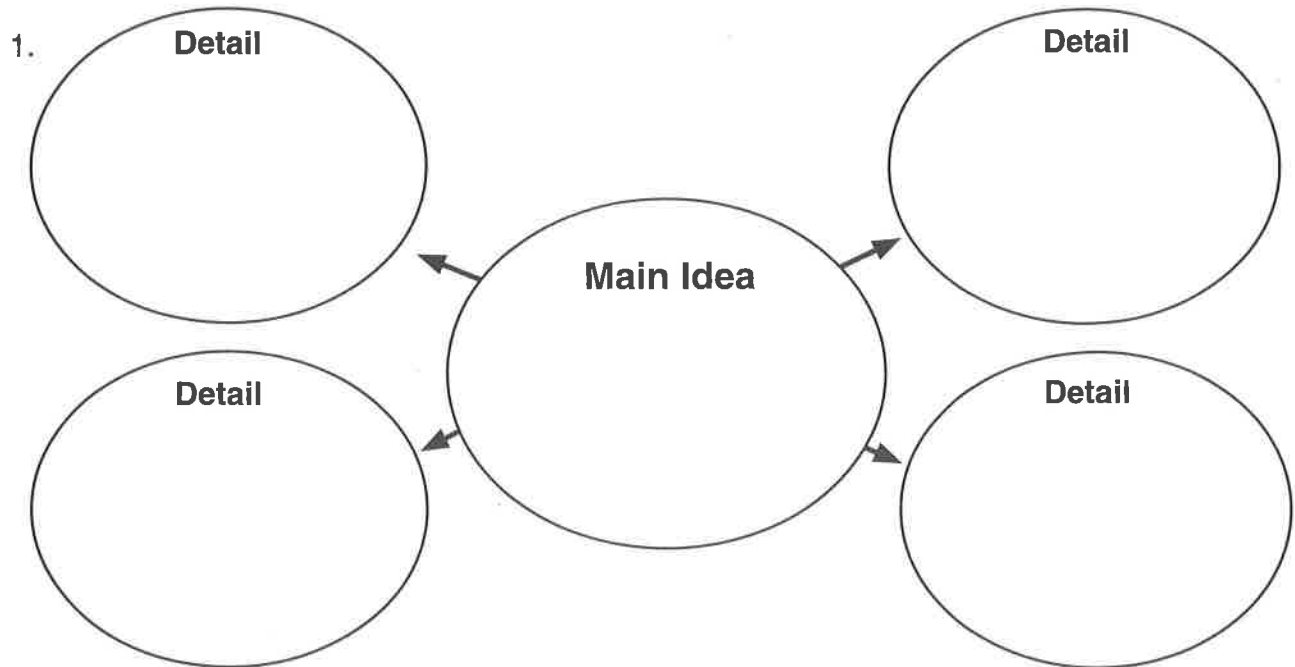
Clockwise from top left: frog, toad, caecilian, salamander

Main Idea and Supporting Details: Skill Check

Name: _____ Date: _____

Read the passages on page 12 and review page 4. The information will help you complete this page.

Directions: Review Passage #1. Then complete the graphic organizer below.



Directions: Review Passage #2. Then fill in the bubble next to the correct answer for each multiple-choice question.

- | | |
|--|--|
| <p>2. What is the topic of the passage?</p> <p><input type="radio"/> a. amphibians</p> <p><input type="radio"/> b. double life of amphibians</p> <p><input type="radio"/> c. species of amphibians</p> <p><input type="radio"/> d. vertebrates</p> | <p>4. What is the topic of paragraph 1?</p> <p><input type="radio"/> a. characteristics of an amphibian</p> <p><input type="radio"/> b. cold-blooded animals</p> <p><input type="radio"/> c. amphibians have a backbone</p> <p><input type="radio"/> d. vertebrates have backbones</p> |
| <p>3. What is the main idea of paragraph 4?</p> <p><input type="radio"/> a. Have you ever picked up an amphibian?</p> <p><input type="radio"/> b. The skin of most amphibians is soft and moist.</p> <p><input type="radio"/> c. Amphibians usually feel slick to the touch.</p> <p><input type="radio"/> d. Amphibians absorb oxygen.</p> | <p>5. What is the main idea of paragraph 3?</p> <p><input type="radio"/> a. Amphibians live part of their lives in water and part on land.</p> <p><input type="radio"/> b. Tadpoles have gills.</p> <p><input type="radio"/> c. Adults frogs have lungs.</p> <p><input type="radio"/> d. Frogs go through a life cycle called metamorphosis.</p> |

Description

Some authors use **description** to organize text. A topic, idea, person, place, or thing is described by listing its features or characteristics or by giving examples.

Passage #1

Evening at the White House

It was a grand occasion in the White House drawing room. Dolley Madison, one of the most famous hostesses in history, greeted her guests. She looked every inch a queen in her velvet gown, long train, pearl necklace and earrings, and fashionable plumed turban from Paris. Her elegant guests, women in diamonds and satin evening dresses and men in coats of blue, green, and scarlet, drank punch from crystal goblets. Dolley moved gracefully around the room remembering everyone's name and putting all her guests at ease.

Passage #2

The Horse That Made Headlines

Seabiscuit's head was too big, his legs were too short, and his knees were knobby, "He's an outcast and a runt," said his owners. "Seabiscuit will never be a famous racehorse."

They were wrong; Seabiscuit had the heart of a racer. He proved it on November 1, 1938. Over 40,000 people watched Seabiscuit race War Admiral, his rival. Everyone thought War Admiral, a sleek, long-legged thoroughbred, would win. President Franklin Roosevelt and 40 million Americans listened to the radio broadcast.

Excitement filled the stands. War Admiral ran as fast as he had ever run, but it wasn't fast enough. Seabiscuit zoomed across the finish line first. Even today, people say this was the greatest horse race in history.

Passage #3

Riverboats

Canoes

Native Americans were the first to build canoes. A canoe is a swift craft that can easily be controlled. Canoes are light enough that people can carry them over land. This allowed the pioneers to travel from one body of water to another.

Flatboats

Settlers soon needed larger and more stable boats. They modified the canoe design to make a flatboat. Flatboats came in many sizes. Most of them were 20 to 40 feet long and 10 feet wide. The hull of the boat rose three to four feet above the water. It could carry 15 tons of freight.

Settlers cut logs into square beams to build the flatboats. Builders added a structure, much like a log cabin, on the hull.

The boats floated downstream. Men powered the boats upstream using oars for paddling. At times, they stuck poles into the riverbed to push the flatboat along. Sometimes, men had to go into the water up to their necks to pull the boats along.

Keelboats

Keelboats curved upward on each end, like a canoe. They also had a keel, which was a timber or metal piece running along the center of the bottom of the boat. Like flatboats, they often had a cabin in the center. The keel helped keep the boat more stable. Keelboats moved more easily in the water. They were able to travel on both large and small rivers.



Description: Skill Check

Name: _____ Date: _____

Read the passages on page 14 and review page 4. The information will help you complete this page.

Directions: Review Passage #1. Then answer the questions below.

1. What is being described? _____
2. Which words did the author use to help the reader create a mental picture of Dolley Madison greeting guests at the White House celebration? _____

Directions: Read Passage #2 "The Horse That Made Headlines." Use the information to complete the chart below.

3. **Topic** **Words Used to Describe the Topic**

Seabiscuit	
War Admiral	

Directions: Review Passage #3. Fill in the bubble next to the correct answer for each multiple-choice question.

- | | |
|---|---|
| <p>4. About how many tons of freight could a flatboat carry?</p> <p><input type="radio"/> a. 5</p> <p><input type="radio"/> b. 10</p> <p><input type="radio"/> c. 15</p> <p><input type="radio"/> d. 20</p> | <p>6. Which riverboat was described as being 20 to 40 feet long and about 10 feet wide?</p> <p><input type="radio"/> a. canoe</p> <p><input type="radio"/> b. flatboat</p> <p><input type="radio"/> c. keelboat</p> <p><input type="radio"/> d. paddle boat</p> |
| <p>5. A keel is</p> <p><input type="radio"/> a. a timber or metal piece running along the center of the bottom of the boat.</p> <p><input type="radio"/> b. a cabin in the center of the riverboat.</p> <p><input type="radio"/> c. an oar for paddling.</p> <p><input type="radio"/> d. a swift craft.</p> | <p>7. Settlers cut logs into which shape to build the flatboats?</p> <p><input type="radio"/> a. circles</p> <p><input type="radio"/> b. rectangles</p> <p><input type="radio"/> c. squares</p> <p><input type="radio"/> d. ovals</p> |

Chronological Order

Chronological order is an organizational text structure authors use to present ideas according to the time order in which they occurred.

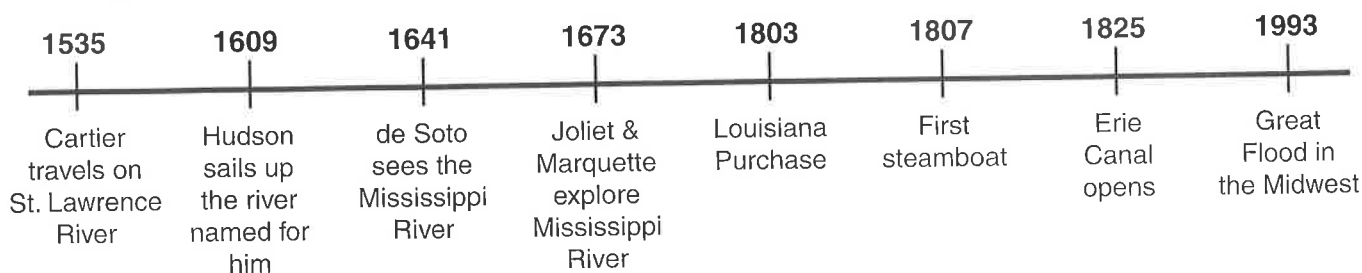
Passage #1

The Life of Benjamin Banneker

Benjamin Banneker has been called the “most accomplished African-American” in the period generally known as the Federalist Era. Banneker was born in Maryland in 1731. In 1791, Banneker began the publication of a series of almanacs that were both informative and entertaining. Between 1790 and 1806, he worked with Major Pierre L’Enfant, designing the street layout for the national capital at Washington, D.C. He made major contributions in the area of anti-slavery. He fought the “institution” of slavery, as it was called, until his death in 1806.

Passage #2

History of Waterways of the United States



Passage #3

Time Line of Ancient Egypt

ALL DATES B.C. UNLESS NOTED

- ca. 3000 Narmer unites Egypt
- ca. 2686–2160 The Egyptian Old Kingdom
- ca. 2600 The Pyramid of Khufu is constructed
- ca. 2500 Lugals or kings appear in Mesopotamia
- ca. 2040 Nebhepetre Mentuhotep reunifies Egypt
- ca. 2040–1633 The Egyptian Middle Kingdom
- ca. 1800 Hyksos invasion of Egypt begins
- ca. 1558–1085 The Egyptian New Kingdom
- ca. 1558–1533 Pharaoh Amosis I drives out the Hyksos
- ca. 1512–1500 Thutmose I rules Egypt
- ca. 1490–1469 Queen Hatshepsut rules Egypt
- ca. 1490–1436 Thutmose III rules Egypt
- ca. 1353–1336 Amenhotep IV rules Egypt, also known as the Amarna period
- ca. 1334–1325 Tutankhamen rules Egypt
- ca. 1300 Moses leads Hebrews out of Egypt
- ca. 1270–1220 Ramses II, ruler of Egypt, builds Karnak
- ca. 336–323 Reign of Alexander the Great
- ca. 31 Battle of Actium: Octavian defeats forces of Antony and Cleopatra
- ca. 29 to A.D. 14 Most of the Middle East falls under Roman control



Hatshepsut

Chronological Order: Skill Check

Name: _____ Date: _____

Read the passages on page 16 and review page 4. The information will help you complete this page.

Directions: Review Passage #1. Then answer the question below.

- In 1791, Banneker began publishing a series of _____, which were both informative and entertaining.
- What was the year of Benjamin Banneker's death? _____

Directions: Study Passage #2. Fill in the bubble next to the correct answer for each multiple-choice question.

- How many years passed between the first European to see the Mississippi and the river's greatest flood?
 - a. 55
 - b. 174
 - c. 255
 - d. 352
- How many events occurred in the 1800s?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
- The Louisiana Purchase was made how many years after de Soto first saw the Mississippi River?
 - a. 216
 - b. 162
 - c. 114
 - d. 263
- What important event happened in 1825?
 - a. Cartier travels on St. Lawrence River
 - b. Louisiana Purchase
 - c. Erie Canal opens
 - d. The Great Flood in the Midwest

Directions: Study Passage #3. Then number the events in order from 1 (first) to 8 (last).

- | | |
|--|--|
| _____ A. Moses leads Hebrews out of Egypt | _____ E. Queen Hatshepsut rules Egypt |
| _____ B. Most of the Middle East falls under Roman control | _____ F. Battle of Actium |
| _____ C. Amenhotep IV rules Egypt | _____ G. Thutmose I rules Egypt |
| _____ D. Narmer unites Egypt | _____ H. Pyramid of Khufu is constructed |