



MAPPING

# World History



HANDS-ON  
SOCIAL STUDIES  
PROGRAM

THIRD EDITION

MAPPING

# World History

**OFFICIAL OKLAHOMA ADOPTION REVIEW  
DO NOT REPRODUCE**

HANDS-ON  
SOCIAL STUDIES  
PROGRAM

THIRD EDITION

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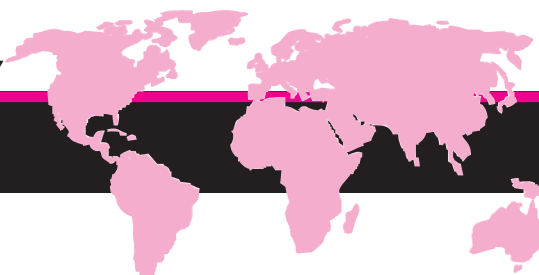
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Dr. JoAnne Buggey, Professor  
 Department of Curriculum and Instruction—Elementary  
 University of Minnesota, Minneapolis, Minnesota

Melissa Green, Classroom Teacher  
 Haven Middle School  
 Evanston School District #65, Evanston, Illinois

We also want to thank the many principals, curriculum supervisors, and teachers who so graciously allowed us to visit their schools and classrooms. The information gathered was invaluable in developing social studies materials that create stimulating learning environments, address the growing diversity of our students, and meet the many needs of today's teachers.



# Program Components



## Program Guide

### 10 History Units

- Program correlates with:
  - *The Nystrom Atlas of World History*
  - National Standards for History
- Lessons build a solid history framework.
- Hands-on lessons integrate the Atlas with the Activity Maps.
- Teacher's Guide pages for every unit:
  - 70 Student Lessons plus 10 Assessments
  - 15 Literacy Lessons

### Student Lessons

- Lessons are step-by-step and easy to follow.
- Nonfiction text in small doses helps students grasp content.
- Stories personalize history.
- Activities target a range of learning styles.
- Graphic organizers summarize and assess lessons.
- Variety of responses develops critical thinking and writing skills.
- Lessons are easy to duplicate.

#### 17a The Persian Wars

During the 400s BCE, the city-states of Greece were invaded by their powerful neighbor, the Persian Empire. Most of the story boxes below are from the *Histories of Herodotus*. Herodotus is considered the founder of history. Use pages 36-37 of *The Nystrom Atlas of World History* to complete the lesson.

**Behistun, Iran, 520 BCE**  
These are the countries which are subject unto me, and by the grace of Ahuramazda I became king of them: Persia, Elam, Babylonia, Assyria, Arabia, Egypt, the countries by the Sea, Lydia, the Greeks, Media, Armenia, Cappadocia, Parthia, Drangiana, Aria, Chorasmia, Bactria, Sogdiana, Gandaria, Scythia, Sarmatia, Avesta, and Makar, twenty-three lands in all.  
—Darius I, King of Persia

**[The king of the Medes] sought to ascertain by inquiry which was the most powerful of the Grecian states. His inquiries pointed out to him two states as pre-eminent above the rest. These were the Lacedaemonians [Spartans] and the Athenians, the former of Doric, the latter of Ionic blood. And indeed these two had held from very early the most distinguished in Greece**  
—Herodotus<sup>2</sup>

#### 61d The British Empire

22, and 124-125 of *The Nystrom Atlas of World History*, 61a-61c, and your Activity Map to complete the chart below. Then, list two of its British colonies and draw a symbol for one of them.

In Europe

In Asia

In Africa

In Australia and Oceania

2. The ancient Greeks lived in self-governing communities called city-states.

a. In the Atlantic Ocean, write and underline GREEK CITY-STATES.

b. In 500 BCE, Athens and Sparta were the two major city-states in Greece. In the Atlas, on page 36, look at map B. Point to Athens and Sparta.

c. On your Activity Map, draw city-state symbols at Athens and Sparta.

d. Label Sparta to the left of its symbol. Also underline the label for Athens.

e. Many Greek city-states were also located along the western coast of Anatolia. This region was called Ionia. Along the Anatolian coast, write IONIA.

#### Lesson 45

**Objectives**  
Students will be able to:

- Map roads connecting the Inca Empire.
- Describe the uses of the roads.
- Identify features of the roads.

**Materials**

- The Nystrom Atlas of World History
- Activity Sheets 45a-45d, Inca Roads
- Mapping World History Activity Maps
- Map Markers

#### Inca Roads

For use with page 93 of *The Nystrom Atlas of World History*

**Here's an Interesting Fact**

- The Inca did not use a system of writing to record events. They developed a communication system using a string with different colored knots called a quipu.

**Answers**

**Geographical Context**  
South America (Peru)

**Location**  
Cuzco, Peru, Bolivia, Argentina, Chile

**Physical Features**  
Andes Mountains

**Climate**  
Tropical, arid, or semi-arid

**Answers to Questions**

1. The Inca used a system of writing called a quipu to record events.

2. The Inca used a system of writing called a quipu to record events.

3. The Inca used a system of writing called a quipu to record events.

4. The Inca used a system of writing called a quipu to record events.

5. The Inca used a system of writing called a quipu to record events.

6. The Inca used a system of writing called a quipu to record events.

7. The Inca used a system of writing called a quipu to record events.

8. The Inca used a system of writing called a quipu to record events.

9. The Inca used a system of writing called a quipu to record events.

10. The Inca used a system of writing called a quipu to record events.

## Teacher's Guide Pages

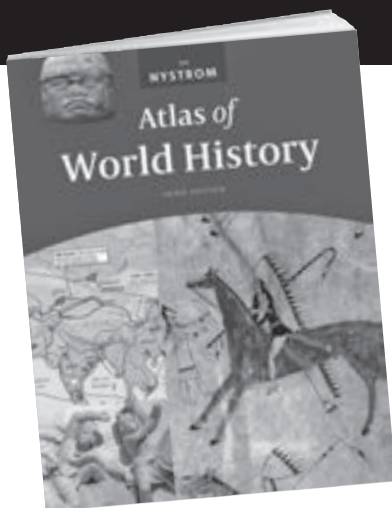
- Handy, easy-to-use:
- Objectives
- Materials
- Answers
- Tips for teaching
- Interesting facts

- \* Literature Links
- \* Cross-curricular activities
- \* Journal page for each unit

## Time Line Folders

Students make their own history time lines by adding important dates unit by unit. Students will:

- Put historic events in worldwide context.
- Reinforce sequencing and summarizing skills.
- Recognize cause-and-effect relationships.



## 30 Atlases

8½" x 11", 164 pages, full color

- Maps show the story of world history.
- Graphs present complex facts in simple, visual formats.
- Photos provide visual clues about people and places.
- Time lines build an understanding of chronology.
- Concise text provides an overview of history.

## 15 Folding Activity Maps—5 maps in one!

Laminated and markable, 52" x 19"—folds to 19" x 13", World and Mediterranean Basin on one side; the Americas, Africa, and Asia on the other

- Mapping activities link history and geography—time and place.
- Students add the details to see history unfold.
- Lessons develop map skills and geography concepts.
- Natural regions provide a stage for mapping history.



## 15 Map Markers

Water-soluble ink, easy to use

- Use on the Activity Map.
- Makes history active, not passive.



# Using the Program

## What Is *Mapping World History*?

*Mapping World History* is a hands-on curriculum program that:

- Delivers history content and develops reading, geography, critical thinking, and writing skills, using reference materials.
- Reinforces the *National Standards for History* and the Five Themes of Geography.
- Integrates reading and hands-on materials in a variety of step-by-step lessons.

## What Does the Program Do?

*Mapping World History* . . .

- Focuses on key events, chronology, patterns, and themes of world history.
- Links history and geography.
- Builds mental maps and visual images.
- Works successfully with any world history curriculum.
- Provides structured activities for successful group and/or individual work.

## How Is the Program Organized?

The first unit introduces students to the Atlas and the Activity Maps. The remaining ten units are history units.

- Each history unit begins with an introductory overview lesson.
- Other lessons focus on specific historic events or topics.
- Every history unit ends with an assessment that focuses on key understandings, reviews what students learned, and tests graph-reading and map-reading skills.

## How Will *Mapping World History* Fit My Curriculum?

*Mapping World History* is flexible. Use this program as a foundation or customize it to fit your curriculum. Select lessons that:

- Match the history content you are teaching.
- Fill a gap in your curriculum.
- Have special interest to your students.

## Understanding History

History is a complex story that can be told in many ways and from many points of view. Students will begin to understand this complexity through the *Mapping World History* program as they:

- Build a chronological foundation of key events.
- Look for causes and effects.
- Analyze maps, graphs, photos, and text to discover relationships and patterns.

## Materials

*Mapping World History* materials are designed for fast and easy clean-up.

- To clean the Activity Maps, use a spray bottle to dampen paper towels.
- Assign one student per group to clean and put away maps and markers. Choose another student to collect atlases.
- If colored pencils are not available, crayons or markers can be used. Students can also use pencils and pens. For some lessons, students can use different pencil patterns, such as solids, stripes (horizontal, vertical, diagonal), and dots.

## Save Paper

Watch for Activity Sheets without name lines.

- Students do not write on these sheets. They are instructions for marking the Activity Maps.
- Duplicate them separately.
- Collect and reuse these sheets with multiple classes.

## Group Work

The lessons in *Mapping World History* provide many opportunities for cooperative learning:

- The Activity Maps in *Mapping World History* are designed for sharing. Set up routines so that everyone is involved in the activities. Have students take turns circling, marking, and tracing on the map.
- Have students check their work with their partners or group members. Doing so builds security and eliminates many questions.



## Primary Sources

Each unit in *Mapping World History* has one or more story lessons. Each story lesson is based around several primary source documents.

Several of the Literacy Lessons at the end of the Teacher's Guide utilize primary source documents.

## Assessments

There are several ways to assess student progress in the program.

- As students work on their Activity Maps, have them hold up their maps to check their progress.
- Collect, review, and grade the graphic organizers that students complete with every lesson.
- At the end of each unit, have students take the unit review. This quiz not only reviews knowledge gained from the lessons, it also tests students' map-reading and graph-reading skills.

## Extending Activities

Set up centers in your classroom that appeal to different learning styles. Some ideas include:

- A mapping center with outline maps, map puzzles, and a specific lesson and materials from *Mapping World History*.
- An artifact center that challenges students to figure out what an object is, how it was used, or where it came from.
- A reading center where students can check out relevant books or magazines. (See the Literature Links for suggestions.)
- A clothesline time line and supplies for adding events.
- A wall or poster where students can add entries about the unit—an event, a personality, a social situation, or a quotation.

## Digital Program

*Mapping World History* is also available as a digital mapping program as part of *Nystrom World: Explorer*. Both the print and digital programs cover the same material, although in different ways. The core of the hands-on program engages students with activity maps and has them working in pairs or small groups. In the digital version, the hands-on activities become interactive digital mapping activities that can be individually assigned, tracked, and graded through the interface.

The digital program includes an Atlas, online activity maps with instructions built in to guide students through the mapping activities, quizzes, writing prompts, and mapping research projects. The physical and digital programs can be used independently or in conjunction with one another.

### Using Both Print and Digital Programs in the Classroom

Using both the print and digital versions offers the educator flexibility in delivery and presents an opportunity for students to engage with content in multiple formats.

- Have students work in small groups to complete the hands-on activities. Use the digital format to extend access to the content so that students can work in smaller groups and more of them can access the lessons.
- Let students choose whether they want to work principally in print or on the computer to complete their mapping activity.
- Students who choose to map in the digital platform may use the physical atlases as a reference.
- Students may work with the physical components in class and then continue mapping online outside the classroom.
- Have students work first in print and then extend their learning by working on the digital mapping research project at the end of each unit. The projects can be shared and presented to the class.



# Scope and Sequence

The content of *The Nystrom Atlas of World History* and the *Mapping World History* program reflect the standards recommended for teaching world history in grades 5 through 12 by the National Center for History in the Schools.\* The content of the Atlas and program also reflect the dominant curriculum content patterns at the intermediate grades.

## STANDARDS FOR WORLD HISTORY\*

	Atlas	Lessons		Atlas	Lessons
<b>UNIT 1</b> <b>Early Settlements and Civilizations</b>			<b>UNIT 3</b> <b>Ancient Greece and Rome</b>		
Early human migration	✓		<b>Ancient Greece</b>		
Development of agriculture	✓	5	Early Crete civilization	✓	
Large agricultural settlements	✓	5	Mycenean expansion	✓	
<b>Fertile Crescent</b>			Greek city states and colonies	✓	17
Civilization in Mesopotamia	✓	6, 7	Persian Wars	✓	17
Assyrian and Babylonian Empires	✓	6, 7	Alexander the Great	✓	18
Hebrew kingdoms	✓	6, 7	<b>Ancient Rome</b>		
Phoenician trade	✓	6, 8	Roman Republic	✓	19
<b>UNIT 2</b> <b>Ancient Egypt, China, India, and Mexico</b>			Roman Empire	✓	19, 20, 21
<b>Ancient Egypt</b>			Jewish Diaspora	✓	
Civilization along the Nile	✓	11, 12	Spread of Christianity	✓	20
New Kingdom	✓	11, 12	Decline of the Roman Empire	✓	21, 36
Kush	✓		<b>UNIT 4</b> <b>Empires and Cultures of Asia</b>		
Greek impact on Egypt	✓	18	<b>West Asian Civilizations</b>		
<b>Ancient China</b>			Byzantine Empire	✓	21, 51
Civilization along the Huang He	✓	13	Silk Road and other trade routes	✓	24, 42, 43
Shang, Zhou, Qin, and Han dynasties	✓	13	Spread of Islam	✓	25, 39
Nomadic invasions	✓	13	<b>East Asian Civilizations</b>		
<b>Ancient India</b>			Tang China	✓	27
Indus Valley civilization	✓		Mongol Empire	✓	26, 27
Aryan migration	✓	14	Ming China	✓	13, 27, 42, 54
Spread of Hinduism	✓	14	Southeast Asian kingdoms	✓	
Spread of Buddhism	✓	14	Imperial Japan	✓	28
Mauryan Empire	✓	14	Mughal Empire		54
Gupta Empire	✓		<b>UNIT 5</b> <b>African Empires</b>		
<b>Ancient Mexico</b>			Bantu migrations	✓	31
Olmec civilization	✓		Spread of Islam in Africa	✓	25, 32, 33
Maya civilization	✓	44	Christian Africa	✓	54
			Ghana, Mali, and Songhai Empires	✓	33
			Saharan trade	✓	33
			East African trade	✓	47

## STANDARDS FOR WORLD HISTORY\*

	Atlas	Lessons		Atlas	Lessons
<b>UNIT 6</b> <b>Europe in the Middle Ages</b>			<b>UNIT 9</b> <b>Revolutions and Imperialism</b>		
<b>Europe After the Roman Empire</b>			<b>Age of Revolutions</b>		
Barbarian kingdoms	✓	36	American Revolution	✓	57
Christianity in Europe	✓	36, 37 39, 51	Wars of independence in the Americas	✓	57
Viking invasions	✓		French Revolution	✓	57
<b>Feudal Europe</b>			Napoleonic Wars	✓	58
Manorialism	✓		Industrial Revolution	✓	
Crusades	✓	37	European nationalism	✓	59
Bubonic plague	✓	24, 27, 38	Revolutions of 1848	✓	57, 59
Reconquest of Iberia	✓	39	<b>European Empires</b>		
<b>UNIT 7</b> <b>The Age of Global Contact</b>			Imperialism in Asia	✓	53, 60, 61, 65
Zheng He	✓	42	Resistance to imperialism in Asia	✓	60
Age of Exploration	✓	42, 43	Meiji restoration in Japan	✓	60
<b>Civilizations in the Americas</b>			Imperialism in Africa	✓	53, 54, 61, 62, 65
Aztec Empire	✓	44, 46	<b>UNIT 10</b> <b>Twentieth Century and Beyond</b>		
Inca Empire	✓	45	<b>First and Second World Wars</b>		
<b>European Conquest of the Americas</b>			World War I	✓	65
Exploration and conquest of the Americas	✓	43, 46	Russian Revolution	✓	
European colonies in the Americas	✓	47, 53, 54	Communism and Fascism	✓	66
Slave trade	✓	47, 53	Nazi Holocaust	✓	66
<b>UNIT 8</b> <b>From Renaissance to Enlightenment</b>			World War II	✓	67
<b>Early Modern Europe</b>			<b>Post War</b>		
Renaissance	✓	50	Chinese Civil War	✓	
Reformation	✓	51	Cold War	✓	69
Ottoman Empire	✓	52, 54	Arab-Israeli conflicts	✓	68
Russian expansion	✓		Decolonization	✓	69
Scientific Revolution	✓		Collapse of Soviet Union	✓	69
Enlightenment	✓	57			
<b>Development of Global Economy</b>					
International trade	✓	53			

\*National Center for History in the Schools. *National Standards for History*, Los Angeles: University of California, Los Angeles, 1996.

# Mapping World History and Geography

*Mapping World History* highlights the connections between history and geography. The lessons will help students recognize and understand the ongoing relationships between people and the land. In this program these relationships focus on history, but they also clearly reflect the **Five Themes of Geography**.<sup>\*</sup> The following summary of the Five Themes will help you guide your students in recognizing the role of geography in history.

## Location

The first geographical question is always “Where?” and the most fundamental geographic skill is the ability to describe where things are located. Location can be described in both relative and absolute terms.

- **Relative location** describes where a place is in relation to other places. Which landforms and bodies of water are nearby? Which other places are to the north, south, east, and west? Which places are at the same latitude?
- **Absolute location** directs us to a precise position on the earth’s surface—from our street address to latitude-longitude coordinates.
- **Reasons for location** can be practical, historic, geographic, or purely cultural.

## Place

Besides having a specific location, every place has other distinctive characteristics—both natural characteristics and human, or cultural, characteristics.

- **Natural characteristics** of a place include shape, landforms, bodies of water, climate, vegetation, and animal life. Topics related to the earth’s rotation and revolution—such as seasons—are also related to this theme.
- **Cultural characteristics** of a place include airports, shopping centers, roads, bridges, and all other built structures. Also included are the languages, religions, political systems, and area distribution of the inhabitants.
- **Ways of representing places** are part of this theme. Related topics include scale models, linear scale, map symbolism, map projection, and special maps.

## Relationships Within Places

People interact with their environments in many ways. Not only do we depend on nature to meet our needs, we also adapt to it and even alter it in

significant ways. The ways different groups interact with their environments are affected by cultural background and technological resources.

- **People depend on their environments** for their basic needs and for many recreational activities.
- **People adapt to their environments** with their clothing, housing, and land use. Patterns related to climate or land use also are part of the theme.
- **People alter their environments** with their techniques of farming, forestry, and mining. Modern transportation systems deplete resources and pollute the air.

## Movement

People, products, information, and ideas move in patterns. The theme of movement concerns human interactions; the ways we are linked with regions, cultures, and people beyond our immediate environment.

- We are **linked with other places** by birth, country of origin, and travel. Transportation and communication also create links.
- **Interdependence** is evident in foods, raw materials, and manufactured goods that come to us from other places. Even our water supply may come from a distant source.
- **Patterns of movement** can be seen in exploration, trade, settlement, migration, and invasion. Routes, travel times, and schedules show these patterns.

## Regions

Geographers divide the world into manageable units of study called regions. Some regions are defined in terms of a single characteristic, while others meet a complex set of criteria. The criteria for defining a region can be either natural or cultural and may change over time.

- **Natural regions** can be defined by landforms, bodies of water, vegetation, climate, soil, or the presence of certain resources.
- **Cultural regions** can be defined by political alliances, land-use patterns, economics, race, language, religion, or combinations of several such factors.
- **Regional changes** can result from such changes as boundaries, alliances, population, land use, and climate.

<sup>\*</sup>The themes were first described in *Guidelines for Geographic Education: Elementary and Secondary Schools* (1984), which was jointly prepared by the National Council for Geographic Education (NCGE) and the Association of American Geographers (AAG).

## Reinforcing the Five Themes

*Mapping World History* uses a variety of materials and hands-on activities to ensure that students learn and understand fundamental skills and concepts. The Atlas and Activity Maps help teach and reinforce basic geography skills.

This chart shows the connections between *Mapping World History* and the Five Themes of Geography. Because the themes overlap so frequently, the chart

shows only the most dominant themes for each lesson.

- The **Introducing** lessons in each unit use text to cover different aspects of the five themes.
- Each **Unit Review** reflects the themes in assessing knowledge and skills gained in the lessons.

## THE FIVE THEMES OF GEOGRAPHY

Lessons	Location	Place	Relationships	Movement	Regions
<b>Introducing the Program</b>					
2 Using the Activity Maps	●	●			●
3 Making a Time Line Folder					●
<b>Unit 1</b>					
<b>Early Settlements and Civilizations</b>					
5 Agriculture and Settlements		●	●		●
6 Mesopotamian Empires	●	●		●	●
7 Hebrew Migration	●			●	●
8 Phoenician Trade	●		●	●	●
<b>Unit 2</b>					
<b>Ancient Egypt, China, India, and Mexico</b>					
11 Ancient Egypt and the Nile	●	●	●	●	●
12 A Mighty Pharaoh	●	●	●	●	●
13 Great Wall of China	●	●	●	●	●
14 Hinduism and Buddhism in India	●	●		●	●
<b>Unit 3</b>					
<b>Ancient Greece and Rome</b>					
17 The Persian Wars	●	●		●	●
18 Alexander the Great	●	●	●	●	●
19 The Roman Republic Expands	●	●	●	●	●
20 Christianity in the Roman Empire	●			●	●
21 From Rome to Byzantium	●	●		●	●
<b>Unit 4</b>					
<b>Empires and Cultures of Asia</b>					
24 Silk Road	●	●		●	●
25 Spread of Islam		●		●	●
26 Mongol Conquests		●		●	●
27 Chinese Dynasties	●	●	●	●	●
28 Imperial Japan		●		●	●
<b>Unit 5</b>					
<b>African Empires</b>					
31 Bantu Migrations	●	●	●	●	●
32 Travels of Ibn Battuta		●		●	●
33 Empires of West Africa	●	●		●	●

Lessons	Location	Place	Relationships	Movement	Regions
<b>Unit 6</b>					
<b>Europe in the Middle Ages</b>					
36 Barbarians Change Europe	●			●	●
37 The Third Crusade	●	●		●	
38 Trade and the Plague	●			●	●
39 Reconquest of Spain	●			●	●
<b>Unit 7</b>					
<b>The Age of Global Contact</b>					
42 Zheng He and the Ming Empire	●			●	●
43 Routes to the Indies	●			●	●
44 Maya and Aztec Civilizations		●		●	●
45 Inca Roads	●		●	●	●
46 Cortés the Conquistador		●		●	●
47 Slave Trade	●			●	●
<b>Unit 8</b>					
<b>From Renaissance to Enlightenment</b>					
50 Leonardo da Vinci	●	●		●	
51 Christianity and the Reformation	●				●
52 The Ottoman Empire	●			●	●
53 European Trade Empires	●			●	●
54 Europeans View the World				●	●
<b>Unit 9</b>					
<b>Revolutions and Imperialism</b>					
57 Spread of Revolutions				●	●
58 Conquests of Napoleon			●	●	●
59 Austrian Empire and Nationalism		●		●	●
60 Westernization of Japan		●		●	
61 The British Empire		●	●	●	●
62 Imperialism in Africa			●		●
<b>Unit 10</b>					
<b>Twentieth Century and Beyond</b>					
65 World War I Beyond Europe			●	●	●
66 Gulag and Holocaust		●	●	●	●
67 World War II in the Pacific	●	●		●	●
68 Israel and the Middle East	●	●		●	●
69 World in 1960 and Today		●			●



# Interdisciplinary Skills

*Mapping World History* includes activities in which students use, apply, and develop a number of interdisciplinary skills. In fact, one of the benefits of social studies is that students must use a variety of skills in order to learn.

## INTERDISCIPLINARY SKILLS

Skills	Lessons
<b>Critical Thinking Skills</b>	
Gather and interpret data	7, 8, 13, 14, 20, 24, 25, 27, 32, 33, 37, 38, 42, 43, 44, 45, 47, 53, 54, 57, 58, 60, 61, 62, 65, 66, 68, 69
Classify and categorize	3, 4, 9, 10, 13, 14, 16, 17, 20, 21, 23, 24, 27, 30, 33, 36, 37, 40, 41, 44, 45, 47, 49, 53, 54, 56, 57, 58, 60, 61, 62, 64, 65, 66, 69, 70
Compare and contrast	6, 11, 12, 14, 17, 20, 21, 27, 33, 36, 39, 43, 44, 45, 47, 53, 59, 66, 68, 69
Sequence	3, 4, 5, 7, 10, 11, 16, 18, 21, 23, 25, 26, 30, 31, 35, 38, 41, 49, 51, 52, 56, 57, 58, 59, 60, 64, 67, 68
Generalize or summarize	4, 10, 12, 16, 23, 25, 30, 35, 50, 51, 52
Relate cause and effect	5, 19, 28, 37, 38, 44, 46, 53, 57
Infer or predict	26, 31, 36, 38, 42, 43, 46, 47, 52, 53, 57, 59, 60, 65, 66
<b>Graphic Skills</b>	
Interpret photos, graphs, and diagrams	4, 10, 13, 16, 20, 23, 30, 31, 35, 41, 49, 50, 54, 56, 64, Unit Reviews
Organize data graphically	7, 12, 13, 14, 20, 27, 28, 29, 31, 33, 36, 37, 38, 42, 44, 45, 46, 47, 54, 57, 58, 60, 62, 63, 65, 66, 67, 69
Complete a map	2, 5, 6, 7, 8, 11, 12, 13, 14, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 31, 32, 33, 36, 37, 38, 39, 42, 43, 44, 45, 46, 47, 50, 51, 52, 53, 54, 57, 58, 59, 60, 61, 62, 65, 66, 67, 68, 69
Use atlases and maps as resources	all lessons
<b>Communication Skills</b>	
Express ideas in writing	11, 12, 13, 14, 17, 18, 19, 20, 22, 24, 26, 27, 32, 33, 36, 39, 44, 46, 47, 48, 50, 51, 53, 58, 60, 62, 65, Unit Reviews
Collaborate with peers in group	2, 5, 6, 7, 8, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 31, 32, 33, 34, 36, 37, 38, 39, 42, 43, 44, 45, 46, 47, 50, 51, 52, 53, 54, 55, 57, 58, 59, 60, 61, 62, 65, 66, 67, 68, 69

Check the first page of each chapter for cross-curricular activities. Watch for these icons.



Reading



Writing



Math



Science



Art



Music



Drama



Critical Thinking



Civics



Culture



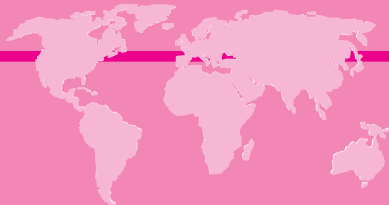
History



Geography



Economics



# Introducing the Program

## Lessons

1	Using the Atlas	5
2	Using the Activity Maps	7
3	Making a Time Line Folder	11

## Cross-Curricular Activities

### Math Measuring Distance with a Map Scale



Call out the names of two cities on the Activity Map. Have students measure the distance between them using the map scale. Repeat using other cities.

### Art Making a Model



Using clay or papier mâché, as a class, make a three-dimensional model of one of the Activity Maps. Have students raise the elevated land and carve out valleys for the rivers.

### History Making a Room-Sized Time Line



Hang string, yarn, or ribbon near the ceiling around the entire classroom. Attach index cards with large dates on them for each millennium. Throughout the year, have students attach pictures and/or articles about historic events to the time line.

### Geography Playing Latitude-Longitude Bingo



On the World Activity Map, have the students trace six neighboring latitude lines and six neighboring longitude lines—forming a Bingo-like grid. Call out city names. If the students have that city in their grid, they can mark an X in the square. The first to have five Xs horizontally, vertically, or diagonally wins.



## Literature Links

Your students might enjoy these books and others about maps and changes over time:

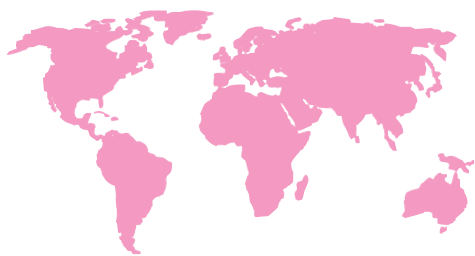
### Maps and the World

- **Maps and Globes** by Jack Knowlton
- **If the World Were a Village** by David J. Smith
- **The Man Who Made Time Travel** by Kathryn Lasky

### Changes Over Time

- **Peter Kent's City Across Time** by Peter Kent
- **How Children Lived** by Christopher and Melanie Rice
- **Turn of the Century** by Ellen Jackson
- **My Place** by Nadia Wheatley and Donna Rawlins

# Class Record



Name

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## 1

## Objectives

Students will be able to:

- *Locate specific sections of the Atlas.*
- *Use information from maps, graphs, pictures, and text to answer questions.*

## Materials

- ☐ *The Nystrom Atlas of World History*
- ☐ *Activity Sheets 1a–1b, Using the Atlas*

## Using the Atlas

For use with The Nystrom Atlas of World History

## Here's a Tip!

- Explain your procedure for distributing and collecting Atlases. Also explain any rules you have about writing in the Atlas.

## Answers

- |  |  |
|--|--|
| 1a. 528 BCE  | 6b. Northeast                                      |
| 1b. World War I began.                                   | 7a. 14, 44   |
| 2a. 34–49  | 7b. culture region in Europe                       |
| 2b. inside front cover                                   | 8a. on pages 29, 47, 60, 71, 84, 91, 107, 123, 142 |
| 3a. Empires and Cultures of Asia                         | 8b. answers will vary                              |
| 3b. 395 to 1641  | 9a. Fertile Crescent and Mesopotamia               |
| 3c. Byzantine Empire separated from Western Roman Empire | 9b. green  |
| 4a. Physical World                                       | 10a. 20 million                                    |
| 4b. Sahara   | 10b. 1346  |
| 5a. Corn (maize) was first cultivated in Middle America. | 11a. Great Zimbabwe                                |
| 5b. Zulu   | 11b. Shona   |
| 6a. independent  |  |

☆ Answers will vary.

## 2

## Objectives

Students will be able to:

- *Identify the Activity Maps.*
- *Label and use the Activity Maps.*
- *Label a world map.*

## Materials

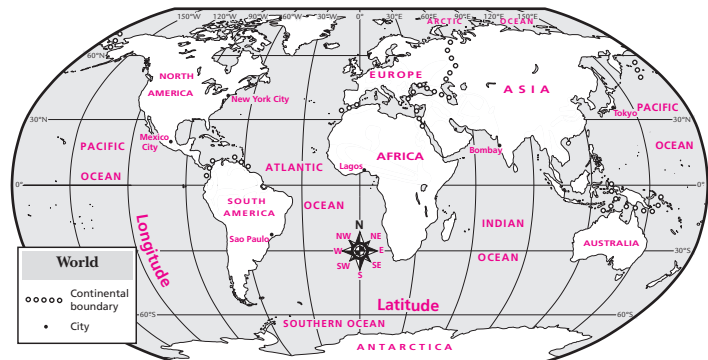
- ☐ *Activity Sheets 2a–2d, Using the Activity Maps*
- ☐ *Mapping World History Activity Maps*
- ☐ *Map Markers*

## Using the Activity Maps

## Here's a Tip!

- Explain your procedure for distributing and collecting Activity Maps and Map Markers.
- Have students try marking the Activity Maps and then cleaning them with a damp paper towel.

## Answers



- ☆ Answers will vary. Students may mention that the Iberian Peninsula: contains the countries of Spain and Portugal; is partly desert and shrub, partly grassland, partly forest; is mountainous in the north; is almost surrounded by water; contains the cities of Lisbon, Cadiz, Cordoba, and Madrid; is separated from Africa by the Strait of Gibraltar; is on the continent of Europe; is about 700 miles wide at its widest point.



## Objectives

Students will be able to:

- Assemble a Time Line Folder.
- Add key events to a time line.

## Materials

- The Nystrom Atlas of World History
- Activity Sheets 3a–3d, Making a Time Line Folder
- construction paper, 9"x12"
- scissors
- glue
- tape

# Making a Time Line Folder

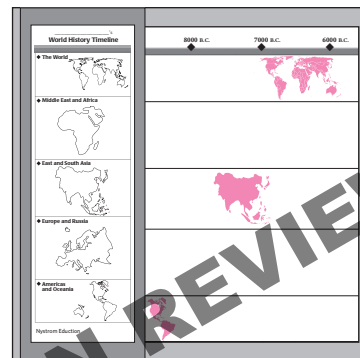
For use with The Nystrom Atlas of World History

## Special Note

- Each student will need six copies of Activity Sheet 3d.
- If you are using BCE, add an "E" to each year before duplicating Activity Sheets 3b–3c.

## Here's a Tip!

- Prepare a sample Time Line Folder to show the class. (See steps 1–4 for directions.)
- As a class, go through steps 3a–3d. Model how to add a date and event to a time line on the board or overhead projector, as students do the same on their time line pages.
- Suggest that students add their own birthdate to the time line.
- If students are unsure which row on their time line page represents a specific region, have them slip the page into their folder. The tab on the left will tell them.
- If your curriculum does not cover all of world history, you may want to modify the time line accordingly. Only distribute the time line pages that students will need.
- Collect the Time Line Folders and store them in a convenient place. Students will add more dates to their time lines in each unit.
- To prevent time line pages from falling out of the folders, you may want to store each folder in a reclosable plastic bag.



## Answers

**Time line pages:** Answers will vary. Students should have added five events to their time line pages. One event should be **100,000 BCE People migrate beyond East Africa**. All events should be listed under the correct date and be put in the correct region.

### ☆ World:

- 7000 BCE Symbols, earliest ancestors of writing, are first used.
- 6000 BCE Farming begins in Egypt, India, and China.
- 5000 BCE Irrigation is used in farming.
- 3500 BCE Bronze tools are made.
- 900 BCE Phoenicians sail to the Atlantic Ocean.

### Middle East and Africa:

- 100,000 BCE People migrate beyond East Africa.
- 9000 BCE Farming and herding begin in Fertile Crescent.
- 8000 BCE Jericho is one of the first cities.
- 4000 BCE Sahara gets drier, soon becomes desert.
- 3500 BCE First civilization rises in Sumer.
- 2350 BCE First empire rises in Akkad.
- 1800–
- 1600 BCE Assyria and Babylonia create empires in Mesopotamia.
- 1200 BCE Hebrews live in Canaan.
- 539 BCE Cyrus of Persia conquers Babylon.



## Introducing the Program

# Using the Atlas

*The Nystrom Atlas of World History* covers the history of the world from 100,000 BCE to today. The Atlas provides information in many different ways. In this lesson, you will learn how to find information in the Atlas.

Atlas

### Resources in the Atlas

1. **Milestones of World History** lists major events in history. Turn to the inside front cover.
  - a. When was Buddhism founded? \_\_\_\_\_
  - b. What happened in 1914? \_\_\_\_\_
2. The **Table of Contents** can help you find sections of the Atlas. Turn to pages 2–3.
  - a. On which pages can you find information about Ancient Greece and Rome? \_\_\_\_\_
  - b. Where can you find a list of abbreviations? \_\_\_\_\_
3. The Atlas is divided into **Units**. Each unit covers a different region or period of time.
  - a. Turn to page 50. Point to the unit title at the top of the page. What is the title of Unit 4? \_\_\_\_\_
  - b. What years does this unit cover? \_\_\_\_\_ to \_\_\_\_\_
  - c. Each unit opens with a **time line** of key events. What happened in 395? \_\_\_\_\_  
\_\_\_\_\_
4. The Atlas has two types of **Reference Maps**. One is a **political map** of the world today. The other is a **physical map** of the world.
  - a. Turn to pages 148–149. What is the title of this map? \_\_\_\_\_  
\_\_\_\_\_
  - b. In northern Africa, what is the name of the large shrub or desert region? \_\_\_\_\_
5. The **Timetables of World History** show events that occurred at the same time in history in different parts of the world. Turn to pages 150–153.
  - a. What happened in the Americas in 3000 BCE? \_\_\_\_\_  
\_\_\_\_\_
  - b. Napoleon was defeated at Waterloo in 1815. What African kingdom was founded around that same time? \_\_\_\_\_



6. The **Glossary** has definitions of many new or unfamiliar words in the Atlas. Turn to pages 154–156.
  - a. A **city-state** is an \_\_\_\_\_ city and its surrounding farms.
  - b. The **Middle East** is the region that includes Southwest Asia and \_\_\_\_\_ Africa.
7. The **Index** lists places, people, groups, and events and the pages on which they appear in the Atlas. The Index also includes a brief description of many of these items. Turn to pages 157–164.
  - a. Which pages have information about **Judaism**? \_\_\_\_\_
  - b. What was **Gaul**? \_\_\_\_\_
8. The **Thematic Index** tells you where to look for information on broad topics. Turn to the inside back cover.
  - a. Look under Cities and Villages. Where can you find information on the top 10 cities? \_\_\_\_\_
  - b. Name three wars covered in this Atlas. \_\_\_\_\_  
\_\_\_\_\_

### Information on Atlas Pages

9. The Atlas uses **maps** to show information about world history.
  - a. On page 10, look at map C. What is the title of the map? \_\_\_\_\_
  - b. Look at the legend. Which color is used to show the Fertile Crescent? \_\_\_\_\_
10. Another way the Atlas shows information is with **graphs**.
  - a. On page 83, look at graph D. How much did the population of Europe increase between 1200 and 1300? \_\_\_\_\_
  - b. When did the population of Europe begin to drop? \_\_\_\_\_
11. The Atlas also uses **pictures** to show information.
  - a. On page 70, look at picture A and read the caption. What city's ruins are shown? \_\_\_\_\_
  - b. Which people built this city? \_\_\_\_\_



The Atlas also uses words in the introductions, captions, and History Questions to provide information. Choose a spread, read the text, and identify two things you didn't know before.


## Introducing the Program

# Using the Activity Maps

The Activity Maps are a collection of maps. In this lesson, you'll become familiar with these maps. In other lessons, the maps will help you understand where events happened and how geography affected history.

Activity Map  
Map Marker

## Using the World Map

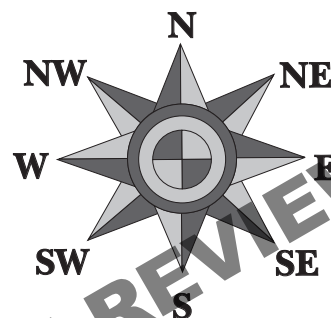
1. The world map shows the entire world at one time.
  - a. Turn to the *World Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **USING THE ACTIVITY MAPS**.
  - c. On the World map there is a smaller map that shows the location of the world's continents and oceans. Point to this **locator** map.
  - d. On this side of the Activity Map, there is another large map. Point to the title of the Mediterranean Basin map.
  - e. Now turn over the maps. On this side, point to the titles of the maps of the Americas, Africa, and Asia.
  - f. On the Americas map there is a smaller map that shows a closer view of part of Middle America. Point to this map.
2. The world can be divided into seven **continents** and five **oceans**.
  - a. On the World map, look at the locator map and the main map. On both maps, continent names are red outlined in black. On the locator map, point to all the names in red.
  - b. On the main map, circle the names of the seven continents.
  - c. On both maps, ocean names are written in large blue letters. On the locator map, point to each of the names in large blue letters.
  - d. On the main map, underline the names of the oceans with ocean symbols . Underline Pacific Ocean on both edges of the map.

## Decoding Maps



3. **Map legends**, or keys, help explain what a map shows.
  - a. On the World map, draw a box around the legend.
  - b. In the legend, underline the symbol for continental boundary.
  - c. On the map, trace the continental boundary between Asia and Africa.
  - d. The Activity Maps also show the present-day boundaries of countries. In the legend, underline the symbol for international boundary.
  - e. On the map, in Africa, find Libya. Trace its international boundaries.



4. The Activity Map shows direction using a **compass rose**.
  - a. In the Pacific Ocean, point to the compass rose.
  - b. North points toward the North Pole. From the compass rose to the top of the map, along the blue line, extend the arrow north.
  - c. The direction opposite north is south. On the compass rose, label that arrow **S**.
  - d. East is to the right of north. Label that arrow **E**.
  - e. The direction opposite east is west. Label that arrow **W**.
5. Intermediate directions are in between the main directions.
  - a. Add an arrow halfway between each direction.
  - b. Label the in-between directions **NW**, **NE**, **SW**, and **SE**.
  - c. From the compass rose to the top of the map, extend the NE arrow.
6. The Activity Map uses longitude and latitude to help you locate places.
  - a. Latitude lines run east and west. On your Activity Map, trace the equator and label it **LATITUDE**.
  - b. Latitude lines are numbered in degrees north and south of the equator. On the left edge of the map, circle 30° N and 30° S.
  - c. Longitude lines run between the North and South Poles. Trace the prime meridian and label it **LONGITUDE**.
  - d. Longitude lines are numbered in degrees east and west of the prime meridian. At the bottom of the map, circle 90° W and 120° E.
7. Map scales can help you find the **distance** between two points.
  - a. Turn to the *Mediterranean Basin Activity Map*.
  - b. In the legend, draw a box around the scale in miles.
  - c. Put a piece of paper below the scale and line up the edge with 0.
  - d. On the piece of paper, mark lines for 0, 200, and 400 miles.
  - e. On the map, mark the point where 30° N and 50° E cross with a dot ●.
  - f. From the dot, measure 400 miles northwest. Circle the city there.
8. Some maps show smaller areas in greater detail.
  - a. Turn to *The Americas Activity Map*.
  - b. Outline the gray rectangle in Middle America.
  - c. The smaller map in the lower left is called an **inset map**. It shows that same area, but at a different scale. Outline the inset map.
  - d. Compare the inset and main maps. Circle the names of any features shown on the inset map that are not shown on the main map.



## Finding Natural Features

9. The Activity Map uses colors to show **natural regions**.
  - a. Turn to the *Africa Activity Map*.
  - b. In the legend, point to the section labeled Natural Regions. Draw a box around the color that shows shrub or desert.
  - c. Areas shown in this color are dry. On the map, in Africa, point to a region with shrub or desert.
  - d. In that same region, draw a shrub or desert symbol .
10. The Activity Map also shows natural features, such as **lakes** and **rivers**.
  - a. Lakes are shown as blue shapes. Outline Lake (L.) Victoria.
  - b. Lake Victoria is one of the sources of the Nile River, the longest river in the world. East of the lake, write **SOURCE**.
  - c. Rivers are shown as blue lines. From Lake Victoria to the Mediterranean Sea, trace the White Nile and Nile rivers with an arrow.
  - d. When the Nile reaches the low land near the Mediterranean Sea, the river branches out to form a delta. Trace these branches with arrows.
  - e. East of this area, write **DELTA**.
  - f. The mouth of the Nile is at the Mediterranean Sea. At the end of the river, write **MOUTH**.
11. The Activity Map shows other natural features.
  - a. Turn to the *Asia Activity Map*.
  - b. An **island** is completely surrounded by water. In the Indian Ocean, outline the island of Sri Lanka.
  - c. A **peninsula** is land almost surrounded by water. Outline the Arabian Peninsula.
12. The Activity Map shows **mountains** using shaded relief.
  - a. The Himalayas are the tallest mountains in the world. Underline their name with mountain symbols .
  - b. Underline the names of two other mountains.

## Finding Cultural Features

13. The Activity Map also shows the locations of **cities**.
  - a. In the legend, circle the symbol for a city.
  - b. Tokyo is the world's largest city. On the map, in Japan, circle Tokyo.
  - c. Circle the names of two other cities.

**Pulling It Together**

# Using the Activity Maps

Use your Activity Maps to help you complete the map below.

Activity Map  
Map Marker

1. Label the following on the map below:
  - a. the names of the 7 continents
  - b. the names of the 5 oceans
  - c. the missing directions on the compass rose
2. Also add the following to the map:
  - a. Write **LATITUDE** on a line of latitude.
  - b. Write **LONGITUDE** on a line of longitude.
  - c. Outline a lake and label it L.
  - d. Label 3 cities.



On the *Mediterranean Basin Activity Map*, in southwest Europe, find and outline the Iberian Peninsula. Many events in world history happened here. List six things the map shows you about this peninsula.



## Introducing the Program

# Making a Time Line Folder

The *Nystrom Atlas of World History* includes time lines and dates.

In this lesson, you'll make your own Time Line Folder. In it, you'll record dates that you think are important in each unit.

Atlas  
construction paper  
scissors  
glue  
tape



### \_\_\_\_\_'s World History Time Line

#### ◆ The World



#### ◆ Middle East and Africa



#### ◆ East and South Asia



#### ◆ Europe and Russia

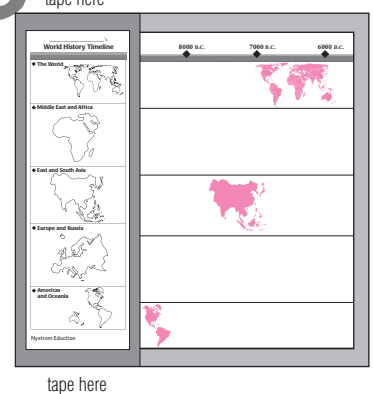
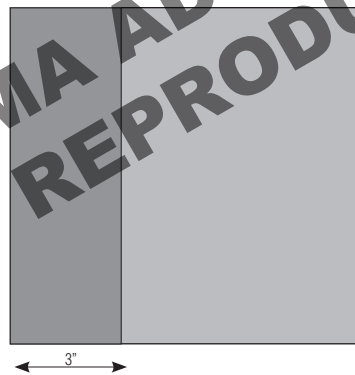


#### ◆ Americas and Oceania



1. Begin by making a folder with a pocket.

- Fold a 9"x12" piece of construction paper so you have a 9"x 9" piece with a 3" tab.
- At the top of the World History Time Line strip (to the left), write your name.
- Optional: Color the time line strip.
- Now cut the strip along the dashed line.
- Glue the strip to the 3" tab on your folder.
- Tape the top and bottom edges of the tab to the back of the folder



2. Prepare pages for your folder.

- Activity Sheets 3b–3c already have dates on them. Cut these sheets along the dashed lines.
- You will need six copies of Activity Sheet 3d. Number each copy with a different set of years (see below). Write each year above a diamond.
  - 900 BCE, 800 BCE, 700 BCE, 600 BCE, 500 BCE
  - 400 BCE, 300 BCE, 200 BCE, 100 BCE, 1 CE
  - 100 CE, 200 CE, 300 CE, 400 CE, 500 CE
  - 600, 700, 800, 900, 1000
  - 1100, 1200, 1300, 1400, 1500
  - 1600, 1700, 1800, 1900, 2000
- Cut each of these sheets along the dashed lines.
- Write your name on each time line page.



3. Now add a few dates to your time line pages.

- Turn to pages 6–7 of the Atlas. Move your finger along the time line.
- Point to 100,000 BCE and read the event. Notice that this event took place in Africa.
- Now look through your time line pages and find 100,000 BCE. From 100,000 BCE down to the row with a map of Africa, draw a line.



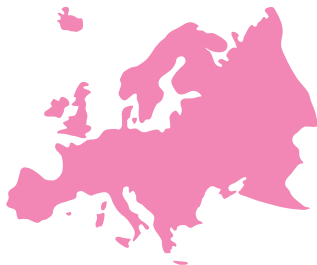
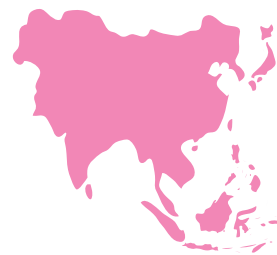
100,000 BCE

9000 BCE

8000 BCE

7000 BCE

6000 BCE





Name \_\_\_\_\_



- d. Below the line, write **100,000 BCE People migrate beyond East Africa.**
- e. In the Atlas, on the inside front cover, look at Milestones of World History. Choose four events.
- f. Add those events to your time line pages, under the correct years and beside the correct regions. (If an event took place in more than one region, write it in the World row.)



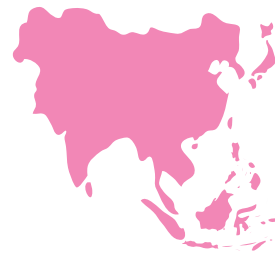
5000 BCE

4000 BCE

3000 BCE

2000 BCE

1000 BCE



Name \_\_\_\_\_



4. Stack your time line pages in chronological order. Then store them in your Time Line Folder.

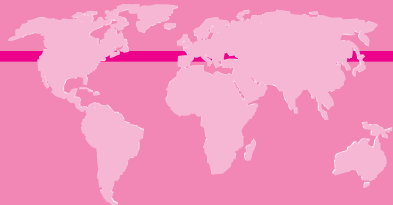


Classify each event on the time line on pages 6–7 of the Atlas into one of the following regions: World, Middle East and Africa, East and South Asia, Europe and Russia, or Americas and Oceania.



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# Early Settlements and Civilizations

## Unit 1

### Lessons

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### Assessment

Unit 1 Review	40
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### Literature Links

Your students might enjoy these books and others about early settlements and civilizations:

#### Early Humans

- **In the Beginning: Creation Stories from Around the World** by Virginia Hamilton
- **The Iceman** by Don Lessem

#### Civilizations

- **Weslandia** by Paul Fleischman

#### Fertile Crescent

- **Lugalbanda** by Kathy Henderson
- **Gilgamesh the King, The Revenge of Ishtar, and The Last Quest of Gilgamesh** by Ludmila Zeman
- **Step Into . . . Mesopotamia** by Lorna Oakes
- **Jerusalem, Shining Still** by Karla Kuskin
- **Ten Queens** by Milton Meltzer



### Movie Links

- Your students might enjoy watching all or part of the following movies. Preview before showing them to your class.
- **Walking with Cavemen**—Early humans
- **The 10 Commandments**—Ancient Hebrews

### Cross-Curricular Activities

#### Math Calculating Length of a Time Line

Suggest the class prepare a time line of world history covering everything from the time humans first left Africa to the present—drawn to scale. Have students calculate how long the time line will be if each century is one inch long.


#### Art Creating a Cave Painting

Using the cave painting on page 7 of the Atlas as an example, have students draw or paint wild animals that early humans might have hunted. Hang the pictures around the room as your own cave paintings.

#### Economics Working in an Early Community

Have students list the jobs that an early agricultural community, such as Jericho or Catal Huyuk, might have needed to survive. Then have students add jobs that would have improved life in that community.

#### Writing Composing a Psalm

Read the class Psalm 137, verses 1 to 6—the Song of the Exile—from an age-appropriate translation of the Bible. Then have students write a poem, song, or rap from the point of view of a Hebrew exiled in Babylon. 

A world map with a grid of latitude and longitude lines. Countries are shaded in light gray, while the oceans are white. The map shows the distribution of the study population across various countries, with a concentration in North America and Europe.

# Early Settlements and Civilizations

List important words, people, or places—and notes about them—in the chart below.

Words	People	Places

Use the space below to answer starred questions from the unit.

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DO NOT REI

## Objectives

Students will be able to:

- Preview the unit.
- Use information from an introductory summary to complete activities.


## Materials

- The Nystrom Atlas of World History
- Activity Sheets 4a–4b, Introducing Unit 1
- Time Line Folders (from Lesson 3)
- scissors
- stapler
- Optional: Unit 1 Journal (see p. 16)

## Introducing Unit 1

For use with pages 6–15 of The Nystrom Atlas of World History

## Here's a Tip!

- Walk students through each spread on pages 6–15 of the Atlas. Point out a key idea or an interesting map, graph, or photo on each page.
- Make sure that students are aware that the introduction exercise covers two pages. The first page is a written introduction for the material in the unit. An accompanying close-reading activity is on the following page. All answers to the activity can be found in the introduction.
- Have students record their answers to the starred question at the end of each lesson on copies of the *Unit 1 Journal*. Or have students record the answers in their own journals. 

## Answers

Name \_\_\_\_\_

## Early Settlements and Civilizations

## Introducing Unit 1

Human beings have been on the move for more than 100,000 years. Early humans left their homeland in East Africa in search of food. In successive waves, they set out to settle the earth.

The last migration, from Asia to the Americas, happened relatively recently—about 30,000 BCE, when the Ice Age froze the Bering Strait and

allowed the passage of animals and people. The earliest peoples engaged in hunting and gathering. By about 9000 BCE, though, they had learned to farm and had developed new crops. They also began to raise animals for food. These new methods produced a surplus of food that allowed some people to do different jobs and to develop specialized skills, like metal-working. These communities became villages.

In time, civilizations emerged in Mesopotamia, which is also known as the Fertile Crescent. These early civilizations developed written languages and laws, created empires, and made significant contributions to our understanding of time, mathematics, and astronomy. These civilizations offered differing ideas about religion, with some worshipping many gods and others only one. By about 900 BCE, they had developed the first alphabet to

facilitate trading with people in far-off lands.

Name \_\_\_\_\_

## Close Reading: Cause and Effect

Directions: Look for causes and effects in the introduction. Circle the words or phrases that are causes. Next to each circled word or phrase, write Cause. Underline the words or phrases that are the effects of those causes. Next to those underlined words or phrases, write Effect.

For example, circle "Early humans left their homeland in East Africa in search of food" (Cause), and underline "set out to settle the earth" (Effect).

Student answers will vary, but may include, "Ice Age froze the Bering Strait" (C), "allowed the passage of animals and people" (E); "learned to farm and had developed new crops" (C), "surplus of food" (E), "allowed some people to do different jobs" (E), "to develop specialized skills" (E); "they had developed the first alphabet" (C), "facilitate trading" (E).



Large animals—like the woolly mammoth, shown here—could provide food, clothing, and tools for humans. Following food sources eventually led humans to inhabit most parts of the world.

- ★ In the Atlas, on pages 6–7, look at the Unit 1 time line. Choose six events that you think are important. Add them to your Time Line Folder. Be sure to write them under the correct date and next to the correct region.

☆ Answers will vary.



## 5

## Objectives

Students will be able to:

- Identify areas where early agriculture developed.
- Describe how cities grew.
- Sequence events related to the spread of agriculture and growth of cities.

## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 5a–5d, Agriculture and Settlements
- ☐ Mapping World History Activity Maps
- ☐ Map Markers

## 6

## Objectives

Students will be able to:

- Identify major civilizations that developed in the Fertile Crescent.
- Map the Assyrian and Babylonian Empires.
- Draw the boundaries of several Mesopotamian empires.

## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 6a–6d, Mesopotamian Empires
- ☐ Mapping World History Activity Maps
- ☐ Map Markers
- ☐ scissors
- ☐ stapler

## Agriculture and Settlements

For use with pages 8–9 of The Nystrom Atlas of World History

## Here's a Tip!

- Begin the lesson by having students compare the buildings, plants, and animals in a city and in a farming area near your school.
- If students have difficulty sequencing events on Activity Sheet 5d, write the events on strips of paper. Then have students put the strips in order.

## Answers

## Development of Agriculture

- 3 People begin growing plants.
- 1 People move from place to place hunting and gathering food.
- 2 People begin herding or raising animals.
- 4 People stay in one place farming the land.

## Development of Settlements

- 5 Farming communities develop.
- 10 Some people have specialized jobs.
- 6 Farming communities grow into villages.
- 8 There is a surplus of food.
- 9 Some people no longer are needed to farm the land.
- 7 Villages grow into cities.

☆ Answers will vary. Students may mention a steady supply of food, better housing, can stay in one place, specialized jobs, less dangerous.

## Mesopotamian Empires

For use with pages 10–13 of The Nystrom Atlas of World History

## Special Note

- Each student will need three copies of Activity Sheet 6d.

## Here's a Tip!

- Put together a sample flip booklet to show the class. Follow the instructions on Activity Sheet 6d.

## Here's an Interesting Fact!

- Hammurabi's Code included over 200 separate laws dealing with everything from murder to oxcart traffic. One law included the famous expression, "An eye for an eye."
- The library of the Assyrian king Ashurbanipal had the largest collection of cuneiform documents ever found. It included the *Epic of Gilgamesh*, the oldest known written story.

## Answers

**Maps** Maps will vary. Be sure that students have added the name and date of the empire to each legend. Check pages 10–13 in *The Nystrom Atlas of World History* for the borders of each empire.

☆ Answers will vary.

## Objectives

Students will be able to:

- Identify key events surrounding the Hebrew exile in Babylon.
- Locate the main powers that had an impact on the Hebrews.
- Complete a time line.

## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 7a–7d, Hebrew Migration
- ☐ Mapping World History Activity Maps
- ☐ Map Markers

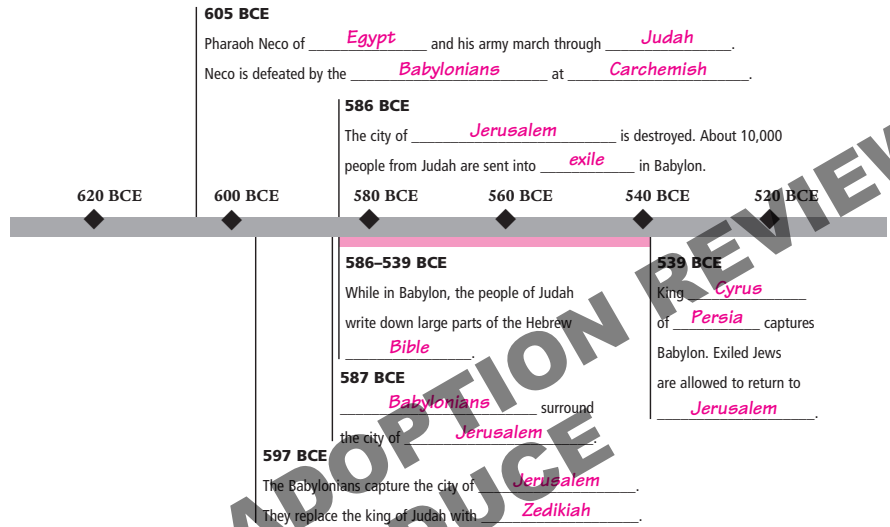
# Hebrew Migration

For use with pages 13 and 14 of The Nystrom Atlas of World History

## Here's a Tip!

- Remind the students of what they have already learned about the Assyrians and Babylonians. Point out that this lesson shows those empires from the point of view of the conquered.

## Answers



- ☆ Students should add two events to their time line. Events may include: 722 BCE Assyria conquers Israel; 601 BCE Babylon fails to conquer Egypt; 516 BCE The rebuilding of the temple in Jerusalem.

## Objectives

Students will be able to:

- Locate cultures around the Mediterranean Sea.
- Identify trade routes and goods traded in the region.
- Draw trade routes on a map.

## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 8a–8d, Phoenician Trade
- ☐ Mapping World History Activity Maps
- ☐ Map Markers

# Phoenician Trade

For use with page 15 of The Nystrom Atlas of World History

## Here's a Tip!

- Begin the lesson by having the students imagine how much can be carried by 20 people on foot compared to how much can be carried on a ship with a crew of 20 (the average crew on a Phoenician trade ship).
- For the final activity, remind the students to begin and end at Tyre. Also remind the students that each step along the journey should go to the nearest port where one of the trade goods can be found.

## Answers

**Map** Answers will vary. Students' routes should stop in Chalcis, Sicily, Gades, and two ports along the northern coast of Africa. Students should avoid doubling back or repeatedly crossing routes.

- ☆ Answers will vary. Check to see that the distances are reasonably accurate.

## 9

## Objectives

Students will be able to:

- *Analyze an important current issue with the help of historical information in the Atlas.*
- *Classify and categorize perspectives related to the issue.*

## Materials

- *The Nystrom Atlas of World History*

Unit 1  
Review

## Objectives

Students will be able to:

- *Review the unit.*
- *Demonstrate ability to meet unit objectives.*

## Materials

- *Activity Sheets a–b, Early Settlements and Civilizations*

## Historical Issues Today

For use with pages 16–17 of The Nystrom Atlas of World History

## Here's a Tip!

- Begin the lesson by discussing with students how climate change might affect your hometown, state, and region.

## Answers

**Map** Answers will vary. Students' routes should stop in Chalcis, Sicily, Gades, and two ports along the northern coast of Africa. Students should avoid doubling back or repeatedly crossing routes.

☆ Answers will vary.

## Early Settlements and Civilizations

For use with pages 6–15 of The Nystrom Atlas of World History

## Here's a Tip!

- Have students review their Time line Folders, completed activity sheets, and flip books.
- Suggest that students review pages 6–15 of the Atlas and write any questions they have.

## Answers

- |      |      |       |
|------|------|-------|
| 1. c | 5. d | 9. c  |
| 2. a | 6. b | 10. b |
| 3. c | 7. a | 11. b |
| 4. d | 8. b |       |

☆ Answers will vary. Students may mention the ice ages, human migration around the world, the spread of agriculture, the growth of cities, the first civilization, the first empire, Hammurabi's code of laws, Hebrew migration to Canaan, Phoenician establishment of trade routes, or other key events from the time period.

**Early Settlements and Civilizations****Introducing Unit 1**

Human beings have been on the move for more than 100,000 years. Early humans left their homeland in East Africa in search of food. In successive waves, they set out to settle the earth.

The last migration, from Asia to the Americas, happened relatively recently—about 30,000 BCE, when the Ice Age froze the Bering Strait and allowed the passage of animals and people. The earliest peoples engaged in hunting and gathering. By about 9000 BCE, though, they had learned to farm and had developed new crops. They also began to raise animals for food. These new methods produced a surplus of food that allowed some people to do different jobs and to develop specialized skills, like metal-working. These communities became villages.

In time, civilizations emerged in Mesopotamia, which is also known as the Fertile Crescent. These early civilizations developed written languages and laws, created empires, and made significant contributions to our understanding of time, mathematics, and astronomy. These civilizations offered differing ideas about religion, with some worshipping many gods and others only one. By about 900 BCE, they had developed the first alphabet to facilitate trading with people in far-off lands.

**Close Reading: Cause and Effect**

**Directions:** Look for causes and effects in the introduction. Circle the words or phrases that are causes. Next to each circled word or phrase, write **Cause**. Underline the words or phrases that are the effects of those causes. Next to those underlined words or phrases, write **Effect**.

For example, circle “Early humans left their homeland in East Africa in search of food” (**Cause**), and underline “set out to settle the earth” (**Effect**).



Large animals—like the woolly mammoth, shown here—could provide food, clothing, and tools for humans. Following food sources eventually led humans to inhabit most parts of the world.

- ★ In the Atlas, on pages 6–7, look at the Unit 1 time line. Choose six events that you think are important. Add them to your Time Line Folder. Be sure to write them under the correct date and next to the correct region.

Image source: iStock.com/Daniel Eskridge



# Agriculture and Settlements

About 9000 BCE people began raising their own food. In this lesson, you will learn how agriculture transformed society. Use pages 8–9 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker

## Hunting and Gathering










1. People survived for hundreds of thousands of years by hunting and gathering. They depended on their environment for food.
  - a. Turn to the *World Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **AGRICULTURE AND SETTLEMENTS**.
  - c. Before 9000 BCE all people relied on hunting and gathering for their food. In the Atlas, on pages 8–9, look at map A. Point to areas that still relied on hunting and gathering in 3000 BCE.
  - d. On your Activity Map, find four of these areas. On each, draw a hunting-gathering symbol →.

## Spread of Agriculture





2. Over time, people began to raise animals and grow plants instead of depending only on hunting and gathering.
  - a. In the Atlas, on map A, point to the area in the Middle East where agriculture first started.
  - b. Agriculture first began in the Middle East around 9000–8000 BCE. On your Activity Map, in that same area, write **9000–8000 BCE**.
  - c. Later, agriculture developed independently in several other areas of the world. On your Activity Map, label the following regions with a farming symbol 🌾 and the years when agriculture first began.
    - Middle America
    - China
    - Southeast Asia
    - West Africa
    - Europe
3. Plants and animals require special conditions in order to grow.
  - a. In the Atlas, on map A, point to the areas along the Arctic Ocean that had no agriculture in 3000 BCE.
  - b. On your Activity Map, find those same areas.
  - c. Look at the legend, under Natural Regions, and outline the box that is the same color.
  - d. These areas are tundra or ice. They are too cold for farming. On the map, north of the Arctic Circle, write **TOO COLD**.

- e. In the Atlas, on map A, point to areas in central Australia and southeastern South America that had no agriculture by 3000 BCE.
- f. On your Activity Map, find those same areas. Then look at the legend, under Natural Regions, and outline the box in the same color.
- g. These areas are shrub or desert. They are too dry for farming. On the map, across these two areas, write **TOO DRY**.

### Herding and Planting

- 4. The earliest form of agriculture was probably herding wild animals.
  - a. Sheep were one of the first domestic animals. In the Atlas, on page 8, look at chart B. Point to areas where sheep were raised.
  - b. On your Activity Map, in each of those same areas, draw a sheep symbol .
  - c. In the Atlas, on the chart, identify areas where cattle were raised.
  - d. On your Activity Map, in each of those areas, draw a cattle symbol .
  - e. In the Atlas, on the chart, identify the area where turkeys were raised.
  - f. On your Activity Map, in that area, draw a turkey symbol .
- 5. Next, people started raising plants that once grew wild. The most common crops were grains—seeds from grasses.
  - a. Wheat is a grain. In the Atlas, on page 8, look again at chart B. Point to areas where wheat was grown.
  - b. On your Activity Map, in each of those same areas, draw a wheat symbol .
  - c. In the Atlas, on the chart, identify areas where rice was grown.
  - d. On your Activity Map, in each of those areas, draw a rice symbol .
- 6. More food could be grown by farming than could be found hunting and gathering. Farming also provided a steady supply of food.
  - a. In 3000 BCE some people in the Americas were still hunting and gathering while others were farming. In the Atlas, on pages 8–9, look again at map A. Point to both types of areas in the Americas.
  - b. On your Activity Map, in a hunting and gathering area of the Americas, write and underline **HUNTING/GATHERING** .
  - c. On average, 10 square miles of land were needed to feed one hunter-gatherer. Below HUNTING/GATHERING, write **10 SQ. MILES = 1** .
  - d. In a farming area, write and underline **FARMING** .
  - e. Farming the same amount of land could feed 800 people. Below FARMING, write **10 SQ. MILES = 800** .

## Growth of Cities

7. Farmers no longer had to search for their food. They could stay in one place, so shelters became more permanent. Over time, settlements grew.
  - a. Small farming communities grew into villages. Villages grew into cities. In the Atlas, on map A, point to the two early-city symbols.
  - b. On your Activity Map, in this same area, draw two city symbols ●. Label them **CATAL HUYUK** and **JERICHO**.
  
8. One of those first cities was Jericho. It started as a farming community.
  - a. In the Atlas, on page 8, look at map C. Notice that most buildings in Jericho were houses.
  - b. On your Activity Map, from Jericho's city symbol to the Indian Ocean, draw a line. In the ocean, write and underline **CITIES**.
  - c. At this time in history, Jericho had a population of about 1,000. Below **CITIES**, write **1,000** .
  - d. Some cities were able to grow more food than they needed. This extra food was called a surplus. Surpluses helped cities grow and develop. Below **CITIES**, add **SURPLUS FOOD**.
  - e. Eventually Jericho and other early cities had more people than they needed to farm the land around the city. People who did not farm could do other jobs. Below **CITIES**, add **NON-FARMERS**.
  
9. Non-farmers needed something to trade for food. So they did things that farmers did not have time to do.
  - a. Some of these non-farmers built structures for the city. In the Atlas, on map C, point to Jericho's wall and tower.
  - b. On your Activity Map, below **NON-FARMERS**, draw a wall symbol .
  - c. Some non-farmers made pots to store or cook food. Next to the wall symbol, draw a pot symbol .
  - d. Other people made tools. At first these tools were made of stone and later they were made of copper and bronze (a mixture of copper and tin). Next to the pot symbol, draw a tool symbol .
  - e. These people had special skills that allowed them to do their jobs well. Next to the wall, pot, and tool symbols, write = **SPECIALIZATION**.

**Pulling It Together****Agriculture and Settlements**

Sequence the following events in the development of agriculture and settlements. Use the information from pages 8–9 of *The Nystrom Atlas of World History*, your Activity Maps, and Activity Sheets 5a–5c to help you.

Atlas  
Activity Map  
Map Marker

**Development of Agriculture**

Number from 1 (for the first or earliest) to 4 (for the last or latest).

☐

People begin growing plants.

☐

People move from place to place hunting and gathering food.

☐

People begin herding or raising animals.

☐

People stay in one place farming the land.

**Development of Settlements**

Number from 5 to 10.

☐

Farming communities develop.

☐

Some people have specialized jobs.

☐

Farming communities grow into villages.

☐

There is a surplus of food.

☐

Some people no longer are needed to farm the land.

☐

Villages grow into cities.



List three advantages that living in a farming community might have over hunting and gathering.

# Mesopotamian Empires

For about a thousand years, control of Mesopotamia bounced back and forth between two empires. In this lesson, you will learn how the Assyrians and Babylonians dominated the region. Use pages 10–13 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker  
colored pencils  
scissors  
stapler

## Mesopotamia

1. The land between the Tigris and Euphrates rivers was home to the world's first empire, the Akkadian Empire. It was later home to the Assyrians and Babylonians.
  - a. Turn to the *Mediterranean Basin Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **MESOPOTAMIAN EMPIRES**.
  - c. In the Atlas, on page 10, look at map C. With your finger, outline Mesopotamia.
  - d. Mesopotamia was the plain between two large rivers. On your Activity Map, with your finger, trace the Tigris River and the Euphrates River.


## Assyria and Babylon

2. Between about 1800 and 500 BCE, two cities dominated Mesopotamia—Babylon and Ashur.
  - a. In the Atlas, on page 12, look at map A. Point to Babylon and Ashur.
  - b. Babylon was south of modern-day Baghdad, along the Euphrates River. On your Activity Map, locate and label ★ **BABYLON**.
  - c. Babylon controlled southern Mesopotamia. Near the Persian Gulf, write **BABYLONIA**.
  - d. Ashur was about 225 miles northwest of Babylon, along the Tigris River. On your Activity Map, use the map scale to measure 225 miles. Then locate and label ★ **ASHUR**.
  - e. Ashur controlled the cities of northern Mesopotamia. The region was called Assyria. North of the Tigris River, write **ASSYRIA**.
3. Ashur was often attacked by nomadic herders.
  - a. In the area north of Assyria, draw two nomad herder symbols ¶.
  - b. From one of the nomadic herder symbols to Ashur, draw a dotted arrow ···➤. Next to Ashur, draw a conflict symbol ✨.



## Neighboring Cultures

## New Assyrian Empire

7. After the Assyrians conquered all of Mesopotamia, they went on to attack and conquer the Phoenicians and Hebrews.
  - a. In the Atlas, on page 13, look at map C. With your finger, outline the New Assyrian Empire.
  - b. The New Assyrian Empire extended to Israel and Judah. On your Activity Map, from Assyria to southern Israel, draw an arrow.
  - c. The Egyptians encouraged local leaders to rebel against the Assyrians. The Assyrians responded by attacking Egypt. From Israel to Thebes (now Luxor), along the Nile River, continue your arrow.
  - d. The Assyrians allowed local leaders to continue to rule. However, these leaders were required to send huge “gifts,” called **tribute**, to the Assyrians every year. From Egypt to Assyria, draw a dotted arrow .....➤. Next to the arrow, draw a gold symbol .
8. The Assyrians did not try to conquer nomadic herders. Nomads were poor. This decision led to the downfall of the Assyrians.
  - a. About 625 BCE the Chaldeans invaded southern Mesopotamia. From the Chaldeans label to Babylon, draw a dashed arrow ----➤.
  - b. The Chaldeans in Babylon stopped sending tribute to the Assyrians. They also formed an alliance with the Medes. The two attacked Nineveh. North of Ashur, write ● **NINEVEH**.
  - c. From Babylon to Nineveh and from Medes to Nineveh, draw dashed arrows.

### New Babylonian Empire

9. The Chaldeans conquered the Assyrian Empire and created a new Babylonian Empire.
  - a. In the Atlas, on page 13, look at map D. With your finger, outline the New Babylonian Empire.
  - b. On your Activity Map, with a dashed line, draw the boundary of the New Babylonian Empire.
10. Like the Assyrians, the Babylonians were mainly interested in collecting tribute. They ignored the danger of nomadic attacks.
  - a. The Medes and the Persians united under a single king. Between the Medes and Persians, draw a double line ==.
  - b. In 539 BCE the Medes and Persians invaded Babylonia and overthrew an unpopular king. From the Persians to Babylon, draw a double arrow ==➤.
  - c. The Persians took control of the entire Babylonian Empire. Below Babylonia, write **539 BCE EMPIRE ENDS**.



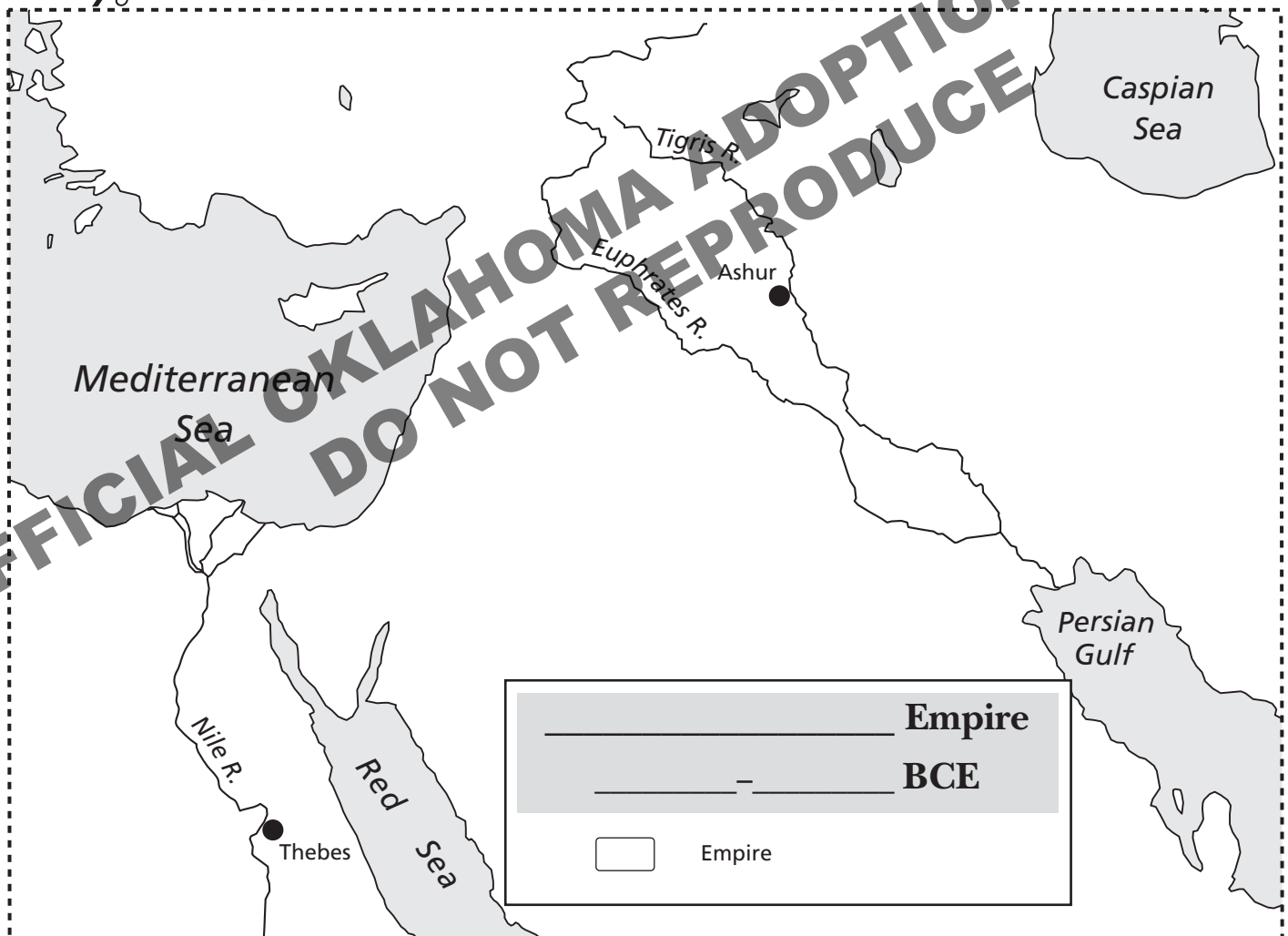
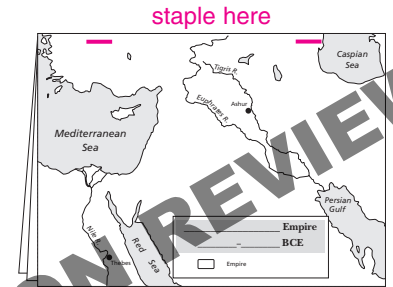
### Pulling It Together

# Mesopotamian Empires

Uses 10–13 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 6a–6c to help you make a flip book.

Atlas  
Activity Map  
Map Marker  
colored pencils  
scissors  
stapler

- Select three Mesopotamian empires from the following list: Akkadian, Babylonian, New Assyrian, New Babylonian.
- You will need a map for each empire. In each legend, write the name and dates of one of the empires.
- Then draw the boundary and color in the area that the empire controlled.
- Cut out the maps along the dashed lines. Stack the maps in chronological order. Staple the top edge to make a flip book.



Write a short journal entry as a person who witnesses a battle in Mesopotamia. Name the battle and describe one aspect of the fighting, such as the people involved, the technology, or the leaders.

# Hebrew Migration

In this lesson, you will follow the Hebrews through their Babylonian exile. The story is told by Jeremiah, a Hebrew prophet. Use pages 13 and 14 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker

## Judah

*They are all greedy for gain; priest and prophet alike. They all act falsely. . . They have acted shamefully. Assuredly, they shall fall among the falling.*

—Jeremiah  
8:10–12<sup>1</sup>

## Carchemish, 605 BCE

*The swift cannot get away. The warrior cannot escape. In the north, by the river Euphrates, they stagger and fall.*

*Who is this that rises like the Nile, like streams whose waters surge? It is Egypt that rises like the Nile.*

—Jeremiah  
46:6–8<sup>2</sup>

## Jerusalem, 597 BCE

*See, a people comes from the northland, a great nation is roused from the remotest parts of the earth. They grasp the bow and javelin. They are cruel, they show no mercy. . . They ride upon horses, accoutered like a man for battle, against you, oh fair Zion!*

—Jeremiah  
6:22–23<sup>3</sup>

1. Jeremiah preached against the evils in Judah. His words are recorded in the *Tanakh*, the Hebrew Bible.
  - a. Turn to the *Mediterranean Basin Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **HEBREW MIGRATION**.
  - c. In the Atlas, on page 14, look at map B. Point to Judah.
  - d. On your Activity Map, south of Jerusalem, draw a circle. South of the circle, write **JUDAH**.
2. Neco of Egypt wanted lands once ruled by Assyria.
  - a. Underline the label for Egypt.
  - b. Where the Euphrates River meets Turkey's southern boundary, write ● **CARCHEMISH**.
  - c. Draw a dotted arrow . . . ➤ from Egypt through Judah to Carchemish.
  - d. The Babylonians marched from Babylon. South of Baghdad, on the Euphrates River, write ⊙ **BABYLON**.
  - e. The Babylonians attacked Neco's army at Carchemish. At Carchemish, draw a conflict symbol ✱.
3. After Carchemish, the Babylonian Empire expanded into modern Syria.
  - a. In the Atlas, on page 13, look at map D. With your finger, outline the New Babylonian Empire.
  - b. In 597 BCE, Judah, some Phoenician city-states, and Egypt united against the Babylonians. Babylon attacked first and captured Jerusalem. Draw a dashed arrow --➤ from Carchemish to Jerusalem.
  - c. Near Jerusalem, write ✱ **597 BCE**.

**Jerusalem, 587 BCE**

*When King Zedekiah of Judah saw them, he and all the soldiers fled. . . But the Chaldaen troops pursued them, and they overtook Zedekiah in the steppes of Jericho. They captured him and brought him before King Nebuchadrezzar of Babylon . . . and put him on trial.*

*The king of Babylon had Zedekiah's children slaughtered at Riblah before his eyes. The king of Babylon had all the nobles of Judah slaughtered. Then the eyes of Zedekiah were put out and he was chained in bronze fetters, that he might be brought to Babylon.*

—Jeremiah  
39:4–7<sup>4</sup>

**Jerusalem, 586 BCE**

*The Chaldeans burned down the king's palace and the houses of the people by fire, and they tore down the walls of Jerusalem.*

*The remnant of the people that was left in the city, and the defectors who had gone over to him—the remnant of the people that was left—were exiled by Nebuzaradan, chief of the guards, to Babylon. But some of the poorest people who owned nothing were left in the land of Judah.*

—Jeremiah  
39:8–10<sup>5</sup>

4. The Babylonians (Chaldeans) removed the king of Judah. They replaced him with Zedekiah, who they thought would obey them.
  - a. Years later, Zedekiah allied with the Egyptians against the Babylonians. Babylon attacked Jerusalem again. Near Jerusalem, draw a second conflict symbol ✱.
  - b. The Babylonians surrounded the city and built towers all around it. Draw a circle around the city symbol for Jerusalem.
  - c. Jerusalem remained under siege for almost two years. Next to the conflict symbol, write **587–586 BCE**.
  - d. With no supplies coming in, the people inside the walls of Jerusalem were starving. Near Jerusalem, draw a food symbol 🍞 with a slash through it.
  - e. The Babylonians eventually broke through the city walls and captured Jerusalem. Label Jerusalem **B** for Babylonian.
5. When Jerusalem fell in 586 BCE, its wealth and many of its people were taken to Babylon.
  - a. In the Atlas, on page 14, look at map B. With your finger, trace the migration route from Jerusalem to Babylon.
  - b. On your Activity Map, from Jerusalem northeast to the Euphrates River and then to Babylon, draw a solid arrow → .
  - c. The Babylonians took all the gold, silver, and bronze in Jerusalem that they could find and carry. Above the solid arrow, draw a gold symbol 📦 .
  - d. To prevent further rebellion, all soldiers, leaders, priests, and skilled workers were sent to Babylon. At least 10,000 people were forced from their homes. Next to the gold bar, write **10,000** 👤 .
  - e. The people of Judah were forced to live away from their homeland. This is called exile. Below Babylon, write and underline **EXILE**.



### Babylon, 539 BCE

*Flee from Babylon. Leave the land of the Chaldeans, and be like he-goats that lead the flock! For see, I am rousing and leading an assemblage of great nations against Babylon from the lands of the north. They shall draw up their lines against her. There she shall be captured. Their arrows are like those of a skilled warriors who does not turn back without hitting the mark. Chaldea shall be despoiled. All her spoilers shall be sated.*

—Jeremiah  
50:8–10<sup>6</sup>

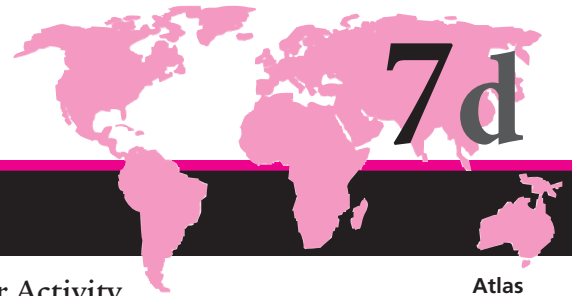
### Babylon, 539 BCE

*So will I single out for good the Judean exiles whom I have driven out from this place to the land of the Chaldeans. I will look upon them favorably and I will bring them back to this land. I will build them and not overthrow them. I will plant them and not uproot them.*

—Jeremiah  
24:5–6<sup>7</sup>

6. Jeremiah was in his fifties when Jerusalem was captured. He probably died in Babylon. He never saw his home again. During the exile, he said that Babylon would fall just as Assyria had. He was right.
  - a. During the Hebrew exile, a new kingdom developed in modern-day Iran. Label Iran **PERSIA**.
  - b. The first important king of Persia was Cyrus. Under PERSIA, write **CYRUS**.
  - c. In 539 BCE, Cyrus invaded the Babylonian Empire. From Persia to Babylon, draw a dotted and dashed arrow — • — ➤.
  - d. Cyrus then captured the city of Babylon. Near Babylon, write ✨ 539 BCE.
7. The Hebrews in exile in Babylonia were prisoners in a foreign country. They worried that their children would stop being Hebrews.
  - a. Many Hebrews were determined not to forget who they were. They wrote down many of their laws, stories, songs, and history. Much of the Hebrew Bible was written at this time. Below EXILE, draw a book symbol 📖.
  - b. Babylon was a major center of learning. Some Hebrews took advantage of this. They learned science, especially astronomy, and used it to explain their religion. Below EXILE, draw an astronomy symbol ★.
  - c. Cyrus allowed the exiled people of Judah, now called Jews, to return to their homeland. Many did. From Babylon to Jerusalem, draw an arrow.
  - d. Cyrus is the only foreign king to be praised in the Bible. Next to Cyrus's name, draw a happy face 😊.

Name \_\_\_\_\_



### ***Pulling It Together***

## **Hebrew Migration**

Use pages 13 and 14 of *The Nystrom Atlas of World History*, your Activity Map, Activity Sheets 7a–7c, and the Word Bank to help you complete the time line below.

Atlas  
Activity Map  
Map Marker

**605 BCE**

Pharaoh Neco of \_\_\_\_\_ and his army march through \_\_\_\_\_.

Neco is defeated by the \_\_\_\_\_ at \_\_\_\_\_.

**586 BCE**

The city of \_\_\_\_\_ is destroyed. About 10,000 people from Judah are sent into \_\_\_\_\_ in Babylon.

**620 BCE**

**600 BCE**

**580 BCE**

**560 BCE**

**540 BCE**

**520 BCE**

**586–539 BCE**

While in Babylon, the people of Judah write down large parts of the Hebrew \_\_\_\_\_.

**587 BCE**

\_\_\_\_\_ surround the city of \_\_\_\_\_.

**597 BCE**

The Babylonians capture the city of \_\_\_\_\_.

They replace the king of Judah with \_\_\_\_\_.

**539 BCE**

King \_\_\_\_\_ of \_\_\_\_\_ captures Babylon. Exiled Jews are allowed to return to \_\_\_\_\_.

### **Word Bank**

(some words are used more than once)

Assyria  
Babylonians  
Bible

Carchemish  
Cyrus  
Egypt

exile  
Jeremiah  
Jerusalem

Judah  
Persia  
Zedekiah



Look at the maps on pages 13 and 14 of the Atlas. Add two more events to the time line above.

# Phoenician Trade



Around 2900 BCE the Phoenicians began trading across the Mediterranean Sea and beyond. In this lesson, you will trace several trade routes that the Phoenicians used. Use page 15 of *The Nystrom Atlas of World History* to help you complete this activity.









Atlas  
Activity Map  
Map Marker

## Phoenicians and the Mediterranean Sea

1. The Phoenicians were among the earliest sailors on the Mediterranean Sea.
  - a. Turn to the *Mediterranean Basin Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **PHOENICIAN TRADE**.
  - c. The Phoenicians lived on the eastern shore of the Mediterranean Sea. In the Atlas, on page 15, look at map D. Point to Phoenicia.
  - d. On your Activity Map, along the boundary between present-day Turkey and Syria, write **PHOENICIA**.
2. Phoenician traders interacted with other cultures around the Mediterranean Sea.
  - a. The Hittites lived north of the Phoenicians. They were one of the world's first cultures to use iron. On your Activity Map, in present-day Turkey, write **HITTITES**.
  - b. In the Atlas, on map D, point to other culture regions around the Mediterranean Sea.
  - c. Use the Atlas to help you label the following cultural regions on your Activity Map:
    - **ASSYRIA**
    - **BABYLONIA**
    - **EGYPT**
    - **GREECE**
    - **SICILY**
  - d. The Celts ruled most of Europe. In present-day northern Spain, write **CELTS**.
  - e. The Iberians also lived in Spain. In southern Spain, write **IBERIANS**.

## Phoenician Trade Goods

3. The Phoenicians traded the wood from cedar trees found in their homeland. They also traded purple dye, which was one of the few permanent dyes. Just east of the Phoenician coast, draw wood  and dye  symbols.

4. The Phoenicians traded goods with other culture regions.
  - a. The Babylonians made excellent cloth. On your Activity Map, in Babylonia, draw a cloth symbol .
  - b. The Egyptians had plenty of grain. In Egypt, draw a grain symbol .
  - c. The Hittites had mines for copper and tin—the metals needed to make bronze. Next to the Hittites, draw a copper symbol .
  - d. Olive oil was one of many products available from the Greeks. In Greece, draw the symbol for olive oil .
  - e. The Sicilians also had an abundance of grain. In Sicily, draw a grain symbol .
  - f. The Iberians had silver mines. In Spain, draw a silver symbol .
5. The Phoenicians also traded with people farther south. Africans crossed the Sahara and traded goods on the northern coast of Africa.
  - a. One trade route ended in modern-day Tunisia. From modern-day Niger to Tunisia, draw an arrow.
  - b. Ivory from elephants and salt from the Sahara were traded there. At the end of this arrow, draw an ivory  and a salt  symbol.

### Phoenician Colonies

6. The Phoenicians lived in city-states. Some city leaders had merchants establish trading posts in key areas along the coast. These trading posts, called colonies, often became their own cities. Some colonies even had their own colonies.
  - a. Tyre was one of the richest, most important city-states in Phoenicia. In the Atlas, on map D, point to Tyre.
  - b. On your Activity Map, just north of Jerusalem along the Mediterranean coast, write ● **TYRE**.
  - c. In order to control trade from Africa, the leaders of Tyre established the colony of Carthage. Carthage means *new city* in Phoenician. In the Atlas, on map D, point to Carthage.
  - d. On your Activity Map, find and underline the label for Carthage.
  - e. As Carthage grew, it needed goods to trade and food to feed its people. The Carthaginians established colonies in Spain in order to trade with the Iberians. In the Atlas, on map D, find Gades.
  - f. Gades is now called Cadiz. On your Activity Map, change Cadiz to ● **GADES**.

## Phoenician Trade Routes

7. Phoenician ships carried goods between three Phoenician cities: Tyre, Carthage, and Gades.
  - a. Ivory and salt were very valuable in Tyre. They were available in Carthage. From Carthage to Tyre, draw an arrow.
  - b. Purple cloth was very valuable in Africa. Carthaginians bought the purple dye in Tyre. From Tyre to Carthage, draw an arrow.
  - c. Carthage wanted silver. Silver was available in Gades. From Gades to Carthage, draw an arrow.
  - d. Salt was valuable in Spain. Traders in Gades used it to buy silver from the Iberians. Salt was available in Carthage. From Carthage to Gades, draw an arrow.
8. The Phoenicians also traded with other culture regions. Sometimes they traded goods directly. Other times they were middle men, shipping products between other groups.
  - a. Tyre and other cities in Phoenicia traded with the major culture regions around them. The Babylonians supplied the Phoenicians with fine cloth, which the Phoenicians could then dye purple. From Babylonia to Tyre, draw an arrow.
  - b. The Egyptians needed wood for construction. Large cedar logs came from Phoenicia. From Tyre along the coast to the Egypt, draw an arrow.
  - c. The Greeks needed wood for ships. They also traded with the Phoenicians. From Tyre to Greece, draw an arrow.
  - d. The Greeks used ivory for decoration. They could buy ivory in Carthage. From Carthage to Greece, draw an arrow.
  - e. The Hittites were fond of purple cloth, which they got from the Phoenicians. Along the coast (the land was too mountainous), from Tyre to the Hittites, draw an arrow.
  - f. Carthage needed grain to feed its people. They traded with the Sicilians for grain. From Sicily to Carthage, draw an arrow.
  - g. Gades traded goods such as oil and silver with the Celts. From Gades to northern Spain, draw an arrow.
9. Phoenician trade routes in the Mediterranean were never just one way. On both ends of each trade route, draw an arrowhead  $\longleftrightarrow$ .



**Pulling It Together****Phoenician Trade**

You head a merchant family in Tyre. You are sending a ship to buy goods. Use page 15 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 8a–8c to complete this chart.

Atlas  
Activity Map  
Map Marker

- On the chart, for each good, list a place where you can buy that good. Each good must come from a different place.
- For each place, write a good that you can buy there.
- On the map, draw a route for your ship to take. You must start and end in Tyre and stop at all five places listed on your chart.

GOODS	PLACES
Silver	
	Chalcis
Ivory	
	Sicily
Salt	



Redraw this route on your Activity Map. Then use the map scale to measure the distance of your route.

**Early Settlements and Civilizations****Historical Issues Today****How will rising sea levels impact human life and migration?**

How should the world address rising sea levels? There are many perspectives on this issue. Use the following two perspectives and additional information from pages 16–17 of *The Nystrom Atlas of World History* to complete the task below.

**Humans have adapted to changes in sea levels in the past and will adapt again in the future.**

- Global sea level has always been dynamic. This latest rise should be seen in the context of the steady rise that has been occurring since the end of the last ice age, 20,000 years ago.
- Humans have always adapted to changes in sea level through migration. When the last ice age exposed the Bering Land Bridge, people entered the Americas from Asia. And when glaciers melted, people retreated, seeking higher ground. In some places, like the Egyptian city of Alexandria, people have already been urged to move.
- While people can emigrate, or relocate, technology now offers additional options. Scientists are developing more salt-tolerant and flood-resistant crops. In Vietnam, some farmers are adapting to saltwater intrusion by switching from rice production to the cultivation of shrimp.
- Technology will allow humans to protect their living environment. Natural defenses like marshes and wetlands can be protected and supported, and structures like dams and dikes can add protection.

**Rising seas pose an unprecedented and devastating challenge for humans.**

- Sea level is rising at a faster pace than at any other time in recorded history. And more people live in vulnerable areas.
- There are significant political, economic, and social barriers that interfere with the ability of people to move freely between regions or countries.
- The impact of rising sea level is disproportionately felt by countries that lack the resources to implement large-scale water- and soil-management projects. By 2050, it is estimated that there will be widespread shortages in water for drinking and irrigation in Bangladesh and Vietnam.
- While natural and human-made structures may reduce flooding and soil erosion, these are only temporary measures. The rising seas will ultimately overcome these barriers.

1. Choose the side that you agree with more.
2. Add at least one idea to the bullet points for the perspective you chose.
3. Rank the arguments: Number the bullet points from strongest to weakest, with 1 being the strongest. Include your own idea(s) in the ranking.
4. Present and defend your choice.



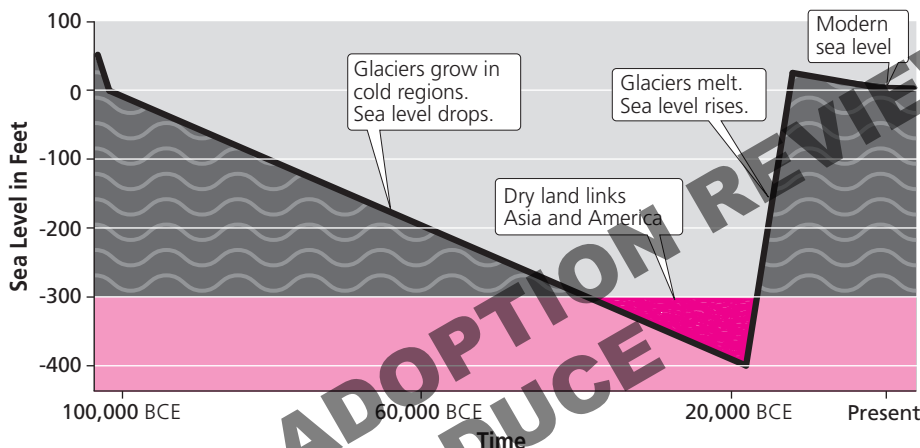
Introduce a third perspective to the discussion. Add bullet points to support the perspective.

# Early Settlements and Civilizations

In the last five lessons, you've looked at early human migration, the growth of agriculture, and the development of civilization and empires. How much do you remember?

Circle the letter of the correct answer.

- Look at the graph.  
When was sea level the lowest?
  - around 100,000 BCE
  - around 60,000 BCE
  - around 20,000 BCE
  - today
- As glaciers melt,
  - sea level rises.
  - sea level drops.
  - glaciers grow in cold regions.
  - Asia and America are connected by dry land.
- Which of the following happened first?
  - People began raising plants.
  - People began living in villages.
  - People began to migrate out of Africa.
  - People began to sail across the Pacific Ocean.
- Which of the following is NOT true about agriculture?
  - It provides more food than hunting and gathering does.
  - It began in several places around the world at the same time.
  - It encourages people to stay in one place.
  - It often takes place in cold areas with tundra or ice.
- Mesopotamia is between which two bodies of water?
  - Nile and Amazon rivers
  - Arctic and Pacific oceans
  - Mediterranean and Red seas
  - Tigris and Euphrates rivers
- Which group established the first empire in Mesopotamia?
  - Sumerians
  - Akkadians
  - Egyptians
  - Assyrians



7. Look at the map. Which of the following groups was ruled by the New Babylonian Empire?

- a. Assyrians
- b. Medes
- c. Egyptians
- d. Persians

8. How far north did the New Babylonian Empire extend?

- a. to Thebes
- b. to Kanesh
- c. to the Mediterranean Sea
- d. beyond Jerusalem

9. Which happened first?

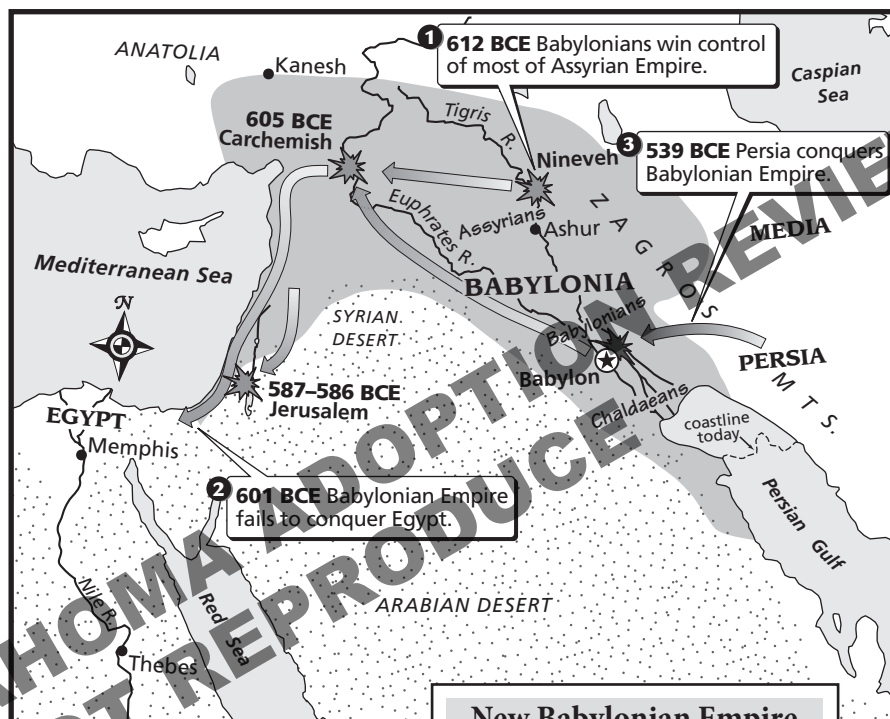
- a. Jerusalem is attacked.
- b. Persia conquers Babylon.
- c. The Babylonians win control of the Assyrian Empire.
- d. The Babylonians fail to conquer Egypt.

10. Why did the Hebrews migrate to Babylon in 586 BCE?

- a. They were looking for better jobs.
- b. They lost a battle and were forced into exile.
- c. Judah was getting too crowded.
- d. They were looking for the Promised Land.

11. Which of the following is true about the Phoenicians?

- a. They traded with many different groups around the Caribbean Sea.
- b. They traded goods such as purple dye, gold, olive oil, and ivory.
- c. They only traded with their own colonies.
- d. They usually traveled by land.



#### New Babylonian Empire 612–539 BCE

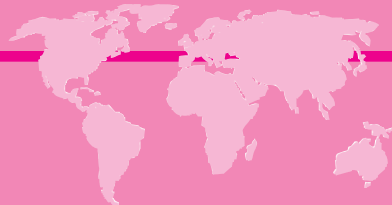
- Babylonian Empire, 600 BCE
- Babylonian conquest
- Persian conquest
- Babylonian conquest
- Persian conquest
- Capital
- Assyrians Culture group



Unit 1 looks at the world from 100,000 to 516 BCE—with a focus on Mesopotamia. List three events from that time period. Explain in one or two sentences why you think each is especially important.

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**DO NOT REPRODUCE**





## Literature Links

Your students might enjoy these books and others about ancient Egypt, China, India, and Mexico:

### Ancient Egypt

- **Hatshepsut, His Majesty, Herself** by Catherine Andronik
- **Aida Retold** by Leontyne Price
- **Pyramids** by Anne Millard
- **Ten Queens** by Milton Meltzer
- **I Am the Mummy Heb-Nefert** by Eve Bunting

### Ancient China

- **Confucius, The Golden Rule** by Russell Freedman
- **Year of the Tiger** by Alison Lloyd
- **The Emperor's Silent Army** by Jane O'Connor
- **The Jade Horse, the Cricket and the Peach Stone** by Ann Tompert
- **Talking Walls** by Margy Burns Knight

### Ancient India

- **Hanuman** by Erik Jendresen and Joshua M. Greene
- **Savitri: A Tale of Ancient India** by Aaron Shepard
- **The Wheel of King Asoka** by Ashok Davar
- **Sacred River** by Ted Lewin

### Ancient Mexico

- **Well of Sacrifice** by Chris Eboch
- **Breaking the Maya Code** by Michael Coe
- **Popol Vuh** by Dennis Tedlock Touchstone



## Movie Links

Your students might enjoy watching all or part of the following movie. Preview before showing it to your class.

- **Little Buddha—Buddhism**

# Ancient Egypt, China, India, and Mexico

## Unit 2

### Lessons

10	Introducing Unit 2	49
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12	Mighty Pharaoh	55
13	Great Wall of China	59
14	Hinduism and Buddhism in India	63
15	Historical Issues Today	67

### Assessment

Unit 2 Review	68
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## Cross-Curricular Activities

### Math Comparing Lengths of Foreign Rule



Using the time lines on pages 18–19 of the Atlas, have students calculate the number of years each foreign empire ruled Egypt. Then ask them to make a bar graph showing the length of each rule.

### Music Performing a Song or Rap about the Nile



Read to the class the excerpt from the Hymn to the Nile on page 46 of this guide. Then have students write and perform a song or a rap about the Nile River.

### Critical Thinking Saying It Like an Egyptian



Have students write their name or a short message using a hieroglyphic alphabet.

### Writing Saving the Great Wall



Have students write a letter to the current government of China to persuade them to continue repairs on the Great Wall, one of the great wonders of the world.

### Drama Putting on the Ramayana



Have groups of students act out different scenes of the *Ramayana*. Ask each group to write a script, gather or make props, and then perform their scene for the class.

A world map with a grid of latitude and longitude lines. Numerous small black dots are scattered across the map, representing the locations of research centers. The dots are distributed across all major continents, with a higher concentration in North America, Europe, and East Asia.

# Ancient Egypt, China, India, and Mexico

List important words, people, or places—and notes about them—in the chart below.

Words	People	Places

Use the space below to answer starred questions from the unit.

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## Objectives

Students will be able to:

- Preview the unit.
- Use information from an introductory summary to complete activities.

## Materials

- ❑ The Nystrom Atlas of World History
- ❑ Activity Sheets 10a–10b, Introducing Unit 2
- ❑ Time Line Folders (from Lesson 3)
- ❑ scissors
- ❑ stapler
- ❑ Optional: Unit 2 Journal (see p. 44)

## Introducing Unit 2

For use with pages 18–31 of The Nystrom Atlas of World History

## Here's a Tip!

- Walk students through each spread on pages 18–31 of the Atlas. Point out a key idea or an interesting map, graph, or photo on each page.
- Make sure that students are aware that the introduction exercise covers two pages. The first page is a written introduction for the material in the unit. An accompanying close-reading activity is on the following page. All answers to the activity can be found in the introduction.
- Have students record their answers to the starred question at the end of each lesson on copies of the *Unit 2 Journal*. Or have students record the answers in their own journals. ✎

## Answers

Name \_\_\_\_\_

Ancient Egypt, China, India, and Mexico

## Introducing Unit 2

Beginning 7,000 years ago, civilizations emerged in four different parts of the world that had a lasting impact on agriculture, trade, religion, and science. Ancient Egypt developed a system of language called hieroglyphics and built complex cities and massive monuments. Even after the last kingdom of Egypt was invaded, this region remained a center for trade.

China had one of the longest continuous civilizations. Its Shang dynasty produced bronze for the first time and introduced the concept of dynasty, in which power was transferred peacefully from one family member to another. Later dynasties built the Great Wall and opened the Silk Road, which encouraged trade with the west. The civilization of Ancient India, which was based in the Indus River Valley, introduced Hinduism and Buddhism, and it enabled these religions to spread throughout India and Southeast Asia.

In the Western Hemisphere, the Olmecs of Ancient Mexico were building complex sculptures and pyramids. Later, Mayans made significant contributions to our understanding of mathematics and astronomy. Their advancements in architecture, agriculture, and papermaking had a lasting impact.

Name \_\_\_\_\_

10b

## Close Reading: Inferring

Directions: Reread the introduction. Based on evidence from the text, what can you infer about all four of these ancient civilizations?

1. Innovations and trade were not connected.
2. Innovations were always connected to religious beliefs.
3. Innovations stopped after the ancient civilizations died out.
4. Innovations had important long-term effects.

4. Innovations had important long-term effects.



The pyramids of Teotihuacán, in present-day Mexico, were built well over 1,000 years ago. The civilizations of Teotihuacán, Zapotec, and Maya thrived in Middle America.



In the Atlas, on pages 18–20, look at the Unit 2 time line. Choose six events that you think are important. Add them to your Time Line Folder. Be sure to write them under the correct date and next to the correct region.

☆ Answers will vary.

## 11

## Objectives

Students will be able to:

- Trace the Nile River from source to mouth.
- Draw boundaries of Egypt during the Old, Middle, and New Kingdoms.

## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 11a–11d, *Ancient Egypt and the Nile*
- ☐ Mapping World History Activity Maps
- ☐ Map Markers
- ☐ colored pencils
- ☐ scissors
- ☐ stapler

## Ancient Egypt and the Nile

For use with pages 18–19 of The Nystrom Atlas of World History

## Special Note

- Each student will need three copies of Activity Sheet 11d.

## Here's a Tip!

- Put together a sample flip booklet to show the class. Follow the instructions on Activity Sheet 11d.
- Begin the lesson by reading this Egyptian hymn to the Nile to the class. Emphasize the importance of this river to Egypt.

"Hail to thee, O Nile! Who flows over this land, and comes to give life to Egypt! . . . Watering the orchards to cause the cattle to live . . . You create the grain, you bring forth the barley . . . if you stop, then all that exists will die."

## Answers

**Maps** Be sure that students have added the name and date of the kingdom to each legend. Check pages 18–19 in the Atlas for the boundaries of each kingdom.

- ☆ Answers will vary. Students may mention pyramids, climate, cataracts, the water level of the Nile, oases, specific cities, or fields along the river.

## 12

## Objectives

Students will be able to:

- Map the events in the life of Thutmose III.
- Draw the boundary of Egypt's empire under Thutmose III.
- Compare the size of Egypt to other civilizations.

## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 12a–12d, *A Mighty Pharaoh*
- ☐ Mapping World History Activity Maps
- ☐ Map Markers

## Mighty Pharaoh

For use with pages 18–19 of The Nystrom Atlas of World History

## Here's a Tip!

- Begin the lesson by explaining the nature of a pharaoh's power. The pharaoh was thought to be descended from the gods, and whatever the pharaoh decided became law.

## Answers

- ☆ Answers will vary. Students may agree because Thutmose III enlarged the empire, brought more tribute to Egypt, and built temples and buildings. Other students may disagree because he took the sons of foreign kings, forced other countries to pay tribute, and wasted money on buildings rather than helping the poor.

ACCOMPLISHMENTS OF THE MIGHTY PHAROAH THUTMOSE III

PLACES CONQUERED	TRIBUTE RECEIVED
Megiddo	gold
Canaan	lumber
Syria	horses
Kush	oil
	ivory
	animal skins
	copper
	silver
	chariots
	enslaved people
	wine
	frankincense
	myrrh

Continued on page 48

## Objectives

Students will be able to:

- Describe why the Great Wall was built.
- Draw the Great Wall on a map.
- Measure the distance covered by the Great Wall.

## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 13a–13d, Great Wall of China
- ☐ Mapping World History Activity Maps
- ☐ Map Markers

## Great Wall of China

For use with pages 24–25 of The Nystrom Atlas of World History

## Here's a Tip!

- Provide students with some background information on the people who wrote the primary sources in the lesson. Chia I was a statesman in the Han dynasty; *Shih chi* are Chinese *Records of the Grand Historian*; *Seeking Her Husband at the Great Wall* is a Han folktale; Chen Zhong was the imperial secretary to an emperor during the Han dynasty; Qi Jiguang was a member of the military during the Ming dynasty; and Romyn Hitchcock was an American working in Asia.

## Answers

The Great Wall of China			
Dynasty	Year building began	Total length of wall	Special features
	212 BCE		connected older wall, 10 years to build, sections built of dirt
	141 BCE	3,600 miles	built through desert
Ming	1450 CE		added watchtowers, built of brick, took 200 years to build

☆ Answers will vary. Students should write from the perspective of the person and describe their role in building the wall or how they were affected by the wall.

## Objectives

Students will be able to:

- Map the spread of Hinduism.
- Map the spread of Buddhism.
- Compare and contrast Hinduism and Buddhism.

## Hinduism and Buddhism in India

For use with pages 26–29 of The Nystrom Atlas of World History

## Here's a Tip!

- Begin the lesson by explaining to students that many religions have books like the Bible or the Koran that followers study. Explain that Hinduism and Buddhism do not have one single, main book. There are many sacred writings that teach Buddhist and Hindu religious beliefs.
- Point out that the chart on Activity Sheet 14d is a Venn diagram.

Continued on page 48



## 14

## Materials

- ❑ *The Nystrom Atlas of World History*
- ❑ Activity Sheets 14a–14d, *Hinduism and Buddhism in India*
- ❑ *Mapping World History Activity Maps*
- ❑ Map Markers

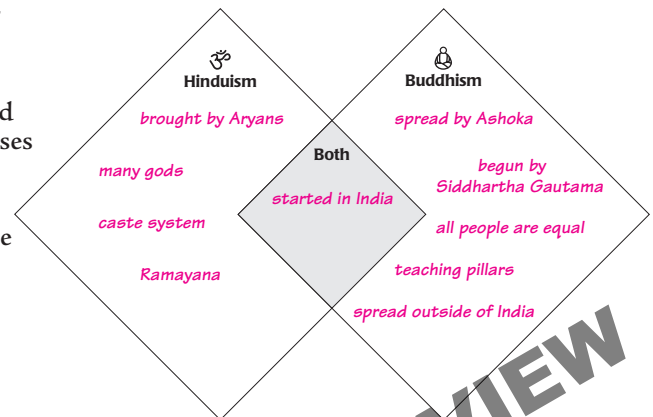
# Hinduism and Buddhism in India

Continued from page 47

## Answers

Students should also add two more words or phrases of their own.

- ☆ Answers will vary. Students should describe a rule that people can live by today. ✎



## 15

## Objectives

Students will be able to:

- *Analyze an important current issue with the help of historical information in the Atlas.*
- *Collaborate with peers in group discussions and lesson activities.*

# Historical Issues Today

For use with pages 32–33 of *The Nystrom Atlas of World History*

## Here's a Tip!

- Begin the lesson by discussing with students historical and current population statistics for your state, the country, and the world. Find different projections for the future global population and talk about how increases put a strain on agriculture and the environment.

## Answers

- ☆ Answers will vary.

## Unit 2 Review

## Objectives

Students will be able to:

- *Review the unit.*
- *Demonstrate ability to meet unit objectives.*

## Materials

- ❑ Activity Sheets a–b, *Ancient Egypt, China, India, and Mexico*

# Ancient Egypt, China, India, and Mexico

For use with pages 18–31 of *The Nystrom Atlas of World History*

## Here's a Tip!

- The Ancient Maya are covered in Lesson 44, *Maya and Aztec Civilizations*.
- Have students review their Time Line Folders, completed activity sheets, and flip books.
- Suggest that students review pages 18–31 of the Atlas and write any questions they have.

## Answers

- |      |      |      |       |
|------|------|------|-------|
| 1. c | 4. b | 7. c | 10. c |
| 2. c | 5. a | 8. a | 11. b |
| 3. c | 6. b | 9. d | 12. d |

- ☆ Answers will vary. Students may mention the following similarities: that these are some of the longest lasting civilizations, they developed in river valleys, they all had farming, they each had empires, they had dynasties or ruling families.

***Ancient Egypt, China, India, and Mexico*****Introducing Unit 2**

Beginning 7,000 years ago, civilizations emerged in four different parts of the world that had a lasting impact on agriculture, trade, religion, and science. Ancient Egypt developed a system of language called hieroglyphics and built complex cities and massive monuments. Even after the last kingdom of Egypt was invaded, this region remained a center for trade.

China had one of the longest continuous civilizations. Its Shang dynasty produced bronze for the first time and introduced the concept of dynasty, in which power was transferred peacefully from one family member to another. Later dynasties built the Great Wall and opened the Silk Road, which encouraged trade with the west. The civilization of Ancient India, which was based in the Indus River Valley, introduced Hinduism and Buddhism, and it enabled these religions to spread throughout India and Southeast Asia.

In the Western Hemisphere, the Olmecs of Ancient Mexico were building complex sculptures and pyramids. Later, Mayans made significant contributions to our understanding of mathematics and astronomy. Their advancements in architecture, agriculture, and papermaking had a lasting impact.

**Close Reading: Inferring**

**Directions:** Reread the introduction. Based on evidence from the text, what can you infer about all four of these ancient civilizations?

1. Innovations and trade were not connected.
2. Innovations were always connected to religious beliefs.
3. Innovations stopped after the ancient civilizations died out.
4. Innovations had important long-term effects.



The pyramids of Teotihuacán, in present-day Mexico, were built well over 1,000 years ago. The civilizations of Teotihuacán, Zapotec, and Maya thrived in Middle America.



In the Atlas, on pages 18–20, look at the Unit 2 time line. Choose six events that you think are important. Add them to your Time Line Folder. Be sure to write them under the correct date and next to the correct region.

Image source: iStock.com/f9photos

## Ancient Egypt, China, India, and Mexico


## Ancient Egypt and the Nile

The Nile River is the longest river in the world. It was Egypt's major source of water and fertile land. In this lesson, you'll map the expansion of ancient Egypt along the Nile River. Use pages 18–19 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker  
colored pencils  
scissors  
stapler

## Geography of the Nile

1. Egypt is often called the “Gift of the Nile” because the civilization depended on this great river to survive.
  - a. Turn to the *Africa Activity Map*.
  - b. On the Activity Map, with your finger, trace the Nile River.
2. The source of a river is where a river begins. The mouth of a river is where a river ends—emptying into a larger body of water.
  - a. Turn to the *Asia Activity Map*.
  - b. Lake Victoria is one of the sources of the Nile River. On your Activity Map, find Lake Victoria. On the lake, write **SOURCE**.
  - c. From Lake Victoria to the city of Khartoum, trace the White Nile River north with an arrow.
  - d. At Khartoum the White Nile meets the Blue Nile. North of Khartoum the river is known as just the Nile. From Khartoum to the Mediterranean Sea, trace the Nile River with an arrow.
  - e. Where the Nile empties into the Mediterranean Sea, write **MOUTH**.
3. Ancient Egypt was divided into two regions: Upper Egypt and Lower Egypt. Upper Egypt was upstream from Lower Egypt.
  - a. Turn to the *Mediterranean Basin Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **ANCIENT EGYPT AND THE NILE**.
  - c. From the White Nile to the Mediterranean Sea, trace the Nile River with an arrow. Try not to cover any labels along the Nile.
  - d. In the Atlas, on page 18, look at map A. Point to Upper and Lower Egypt.
  - e. On your Activity Map, west of the Nile, near the city of Luxor (ancient Thebes), write **UPPER EGYPT**.
  - f. Lower Egypt contained the rich Nile Delta. West of the Nile River, near the mouth of the river, write **LOWER EGYPT**.





4. The Nile flooded every year. This flooding deposited rich soil along the banks of the river. This fertile land was about six miles wide along each side of the river.
  - a. In the Atlas, on page 19, look at graph D. With your finger, trace the water level of the Nile throughout the year.
  - b. The Egyptians called the land surrounding the river banks Kemet or “black land” because the soil was rich and black—perfect for farming. Draw three farmland symbols  along the river.

### Cataracts Along the Nile

5. The Nile has many **cataracts**, or waterfalls, that made navigating the river very difficult. A traveler from England wrote the following passage while he was in a boat going up one of the cataracts:

*The rising roar of the rapids is in our ears. We can see no opening for our boat to pass. But we are preparing to go on. Ropes are carried out forward over the rocks. More men appear to help us . . . at least 90. The boat is to be drawn along close to the shore so that the current cannot get hold of the boat and send us dashing to pieces on the rocks . . . Unexpectedly a passage opens to the left. If we enter it, nothing would seem to be able to hold the boat from dashing down amidst the breakers. What should happen if the ropes should break! . . . The Nubian men are hauling on the ropes, we are working inch by inch through, everybody on board trembling with excitement.*

Charles Dudley Warner, 1875<sup>1</sup>

- a. The First Cataract along the Nile forms a natural southern boundary between Egypt and Nubia. In the Atlas, on page 18, on map A, point to the Nubian city of Elephantine and the First Cataract.
- b. On your Activity Map, at the First Cataract, trace the cataract symbol  and write a 1 next to it.
- c. West of the Nile and south of the cataract, write **LOWER NUBIA**.
- d. The Second Cataract is near the present-day boundary between Egypt and Sudan. Trace the cataract symbol  and write a 2 next to it.
- e. West of the Nile and south of the cataract, write **UPPER NUBIA**.
- f. Nubia was a region rich in gold. The kingdoms that developed there traded with the rest of Africa. In both Upper and Lower Nubia, draw a gold symbol .
- g. On your Activity Map, find the Third, Fourth, Fifth, and Sixth Cataracts. At each of these cataracts, trace the cataract symbol  and write its number.



## Egypt's Ancient Kingdoms

6. Ancient Egypt is divided into three periods. During the Old Kingdom, the building of pyramids began.
  - a. Around 3100 BCE, King Menes united Upper and Lower Egypt. He built the city of Memphis as his capital. On your Activity Map, just south of Cairo, write ★ **MEMPHIS**.
  - b. By 2181 BCE, Egypt had pushed south, reaching the First Cataract. This period is known as the Old Kingdom. In the Atlas, on page 18, look again at map A. With your finger, outline the boundaries of Egypt during the Old Kingdom.
  - c. On your Activity Map, draw a line across the Nile at the First Cataract.
  - d. Above the line and east of the Nile, write **OLD KINGDOM**.
  - e. Later in the Old Kingdom, the capital moved to Thebes. On your Activity Map, label present-day Luxor ★ **THEBES**.
7. In 1991 BCE a new dynasty took control of Egypt. This began the period known as the Middle Kingdom.
  - a. During this period, Egypt conquered Lower Nubia. In the Atlas, on map A, with your finger, outline Egypt during the Middle Kingdom.
  - b. On your Activity Map, draw a line across the Nile at the Second Cataract.
  - c. Above the line and east of the Nile, write **MIDDLE KINGDOM**.
  - d. During the Middle Kingdom, the capital moved to a city near Memphis. On your Activity Map, near Memphis, add another capital symbol ★.
8. During the New Kingdom, Egypt became the world's strongest power. Egypt conquered lands as far north as the Euphrates River.
  - a. In the Atlas, on page 19, look at map C. With your finger, outline Egypt during the New Kingdom.
  - b. This kingdom extended south beyond the Fourth Cataract. On your Activity Map, draw a line across the Nile between the Fourth and Fifth Cataracts.
  - c. The kingdom extended north into Syria. From the Nile Delta to the Euphrates River, draw an arrow.
  - d. Between these northern and southern boundaries of Egypt, write **NEW KINGDOM**.
  - e. At one time, the capital moved to a city north of Thebes. Use the map scale to measure 175 miles north of Thebes along the Nile River. Draw a capital symbol ★ there.



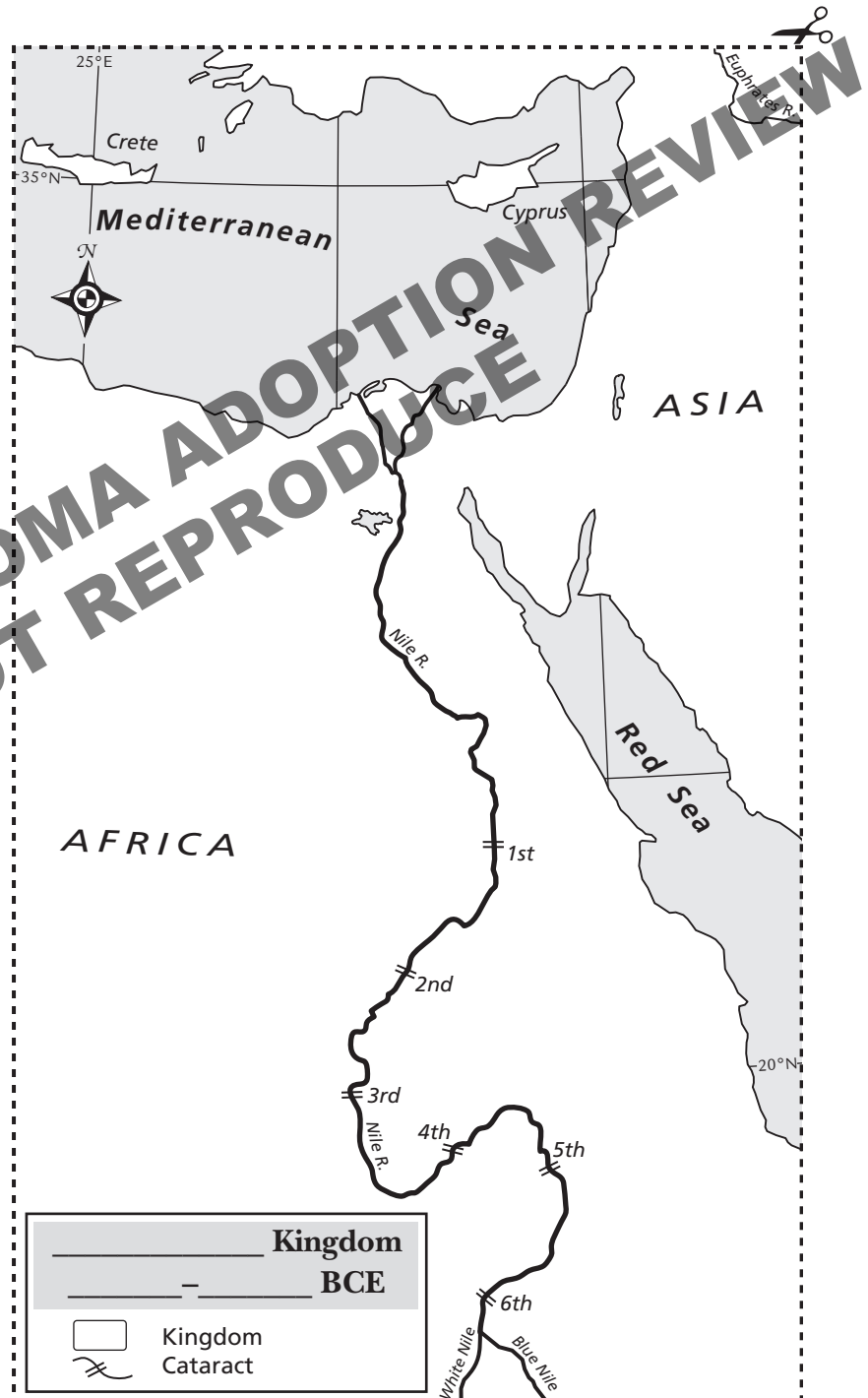
### Pulling It Together

# Ancient Egypt and the Nile

Use your Activity Map, pages 18–19 of *The Nystrom Atlas of World History*, and Activity Sheets 11a–11c to make a flip book of Ancient Egypt. 📖

Atlas  
Activity Map  
Map Marker  
colored pencils  
scissors  
stapler

- On each copy of the map below, label the legend with one of the following kingdoms and dates:
  - Old Kingdom, 2686–2181 BCE
  - Middle Kingdom, 1991–1786 BCE
  - New Kingdom, 1570–1070 BCE
- On each map, draw and color in the boundaries of that kingdom.
- Cut the maps along the dashed lines.
- Stack the maps from earliest to latest.
- Staple along the top edge to make a flip book.



★ Imagine it is the New Kingdom and you are traveling north on the Nile River. Your voyage starts at the Fifth Cataract and ends at the Nile Delta. Write a two-paragraph travel journal describing your voyage. Think about what you would see. ✍️

# Mighty Pharaoh











Ancient Egypt was ruled by powerful kings, later called pharaohs. In this lesson, you'll map Egypt during the reign of Pharaoh Thutmose III. Use pages 18–19 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker






1. Thutmose (thoot MO suh) III was born around 1516 BCE. His father died when he was very young. His stepmother, Queen Hatshepsut, ruled until Thutmose III was old enough to rule Egypt himself.
  - a. Turn to the *Mediterranean Basin Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **A MIGHTY PHARAOH**.
  - c. Thutmose III grew up in the royal capital at Thebes. He was trained in art and culture, and to be a great warrior and leader. In the Atlas, on page 19, look at map C. Point to Thebes.
  - d. Thebes is now called Luxor. On your Activity Map, label present-day Luxor ★ **THEBES**.
2. At the beginning of Thutmose III's reign, some rulers under Egypt's control decided that they were not going to pay tribute, or "gifts" in the form of taxes, to Egypt anymore.
  - a. One of these territories, Canaan, had resources that Egypt wanted. Canaan included present-day Israel and Lebanon. On your Activity Map, underline the labels for Israel and Lebanon.
  - b. Canaan formed an alliance against Egypt with rulers in Mesopotamia and Syria. Underline the label for Syria.

## Empire Expands North

3. Thutmose III was determined not to lose power and influence over these territories. He organized his army and set out to attack.
  - a. Thutmose marched north from Thebes and east through the desert of the Sinai Peninsula. On your Activity Map, in the land north of the Red Sea, draw a desert symbol ☀ .
  - b. Thutmose III and his troops stopped at Gaza, a city still loyal to Egypt. There he planned one of the most brilliant attacks in military history. Along the Mediterranean coast, just east of the present-day Egypt-Israel boundary, write ● **GAZA**.
  - c. From Thebes north along the Nile and then east to Gaza, draw an arrow.

- d. Thutmose III decided to surprise his enemy from behind by taking a very difficult route through hills. Just north of Gaza, along the coast, draw a hill symbol .
4. Egyptian soldiers marched in a single-file line from Gaza to Megiddo, the city where the surprise attack was going to take place.
- Megiddo was located along the coast near the present-day Israel-Lebanon boundary. On your Activity Map, near the boundary, draw a battle symbol .
  - Thutmose III's advance through the hills was successful. The enemy forces were stationed along the road that Thutmose III decided not to take. West of the battle symbol, write **MEGIDDO**.
  - When the enemy saw Thutmose coming, over 300 kings and their armies fled inside the walls of the city. Next to the battle symbol, draw a circle.
  - Thutmose dug a moat around the city walls so no one could get out of the city until they surrendered to his forces. Draw a circle around your first circle.
  - Thutmose III kept people trapped inside Megiddo for seven months. Next to the circle, write **7 MOS**.
  - Short on food and water, the kings finally surrendered. They declared Thutmose III their ruler and promised not to challenge his power. Next to the battle symbol, draw a surrender flag .
5. Thutmose III won 16 more battles in the area that is now Israel, Lebanon, and Syria. He gained more wealth for Egypt.
- On your Activity Map, along the Mediterranean coast of Israel, Lebanon, and Syria, draw two more battle symbols .
  - Thutmose III reached the Euphrates River. There he had a stele, or monument, built to mark the extent of the Egyptian empire. Where the Euphrates River meets 40°E, draw a stele symbol .
  - After conquering these lands, Thutmose III required their rulers to swear an oath to keep the peace. The sons of these rulers were sent to Egypt to learn how to rule as Egyptian rulers. Next to the stele, draw an olive branch symbol .
  - The conquered lands also had to send tribute to Egypt. Next to the stele, write and underline **TRIBUTE**.
  - Gold, silver, copper, lumber, chariots, horses, enslaved people, wine, frankincense, myrrh, and oil were sent to Egypt as tribute. Below **TRIBUTE**, draw symbols for gold , lumber , horses , and oil .

### Empire Expands South

6. Thutmose III also extended Egypt's boundaries to the south into Kush.
  - a. In the Atlas, on page 19, look at map C. Point to the city of Napata.
  - b. Thutmose III conquered Kush all the way to Napata. On your Activity Map, near the fourth cataract on the Nile River, write ● **NAPATA**.
  - c. By conquering Kush, Thutmose III gained access to their gold mines. At Napata, draw the symbol for gold .
  - d. Kush also had to pay Egypt tribute. Below Napata, write and underline **TRIBUTE**.
  - e. On your Activity Map, below **TRIBUTE**, draw symbols for ivory , animal skins , and copper .
  - f. Thutmose then turned his attention to constructing great buildings and temples in Egypt. Along the Nile River, draw two temple symbols .

### Other Civilizations

7. According to one of Thutmose III's steles, he conquered over 350 cities in Asia and Africa.
  - a. Turn to the *Asia Activity Map*.
  - b. In the Atlas, on page 19, look again at map C. With your finger, outline Egypt during the New Kingdom.
  - c. On your Activity Map, from the fourth cataract in the south to the Euphrates River in the north, draw the boundaries of Egypt during the New Kingdom. Label it **EGYPT**.
  - d. The Shang dynasty ruled China at the same time Thutmose III ruled Egypt. In the Atlas, on page 23, look at map C. With your finger, outline the area ruled by the Shang dynasty.
  - e. On your Activity Map, locate the Huang He and Yangtze River. Draw the boundaries of the Shang dynasty. Label it **CHINA**.
  - f. The Aryans migrated to India about the same time Thutmose III invaded his neighbors to the north. In the Atlas, on page 27, look at map D. With your finger, outline the Aryan settlement region.
  - g. On your Activity Map, locate the Ganges River. Draw the boundaries of Aryan settlement. Label it **INDIA**.
  - h. At this time, Egypt had the most powerful empire in the world. On Egypt, draw a star symbol ★.



***Pulling It Together*****Mighty Pharaoh**

At the temple of Karnak near Thebes, Thutmose III had the Hall of Records built. There the places he conquered and the tributes he received were listed on a wall. Use page 19 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 12a–12c to help you fill in the chart below.

### ACCOMPLISHMENTS OF THE MIGHTY PHARAOH THUTMOSE III

PLACES CONQUERED	TRIBUTE RECEIVED

★ Thutmose III was said to be a great pharaoh and leader. Think about his accomplishments. Write a blog explaining why you agree or disagree with the statement that Thutmose III was a great leader. ✎

# Great Wall of China

The Great Wall of China was one of the world's great building projects. In this lesson, you will map the construction of the wall. Use pages 24–25 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker

*The Son of Heaven is the head of the empire. Why? Because he should remain on the top. The barbarians are the feet of the empire. Why? Because they should be placed at the bottom.*

*Now, the Xiongnu are arrogant and insolent on one hand, and invade and plunder us on the other hand, which must be considered as an expression of great disrespect toward us.*

— Chia I<sup>2</sup>

1. China was constantly under attack from nomadic herders in the north.
  - a. Turn to the *Asia Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **GREAT WALL OF CHINA**.
  - c. In the Atlas, on page 25, look at map C. With your finger, trace the barbarian attack arrows.
  - d. On your Activity Map, in present-day Mongolia, write **INVADERS**.
  - e. From the word **INVADERS**, draw an arrow toward China.

## Qin Dynasty

*After Qin had unified the world, Meng Tien was sent to command a host of three hundred thousand to drive out the Jung and Ti along the north. He took from them the territory to the south of the river [Huang He] and built a Great Wall, constructing its defiles and passes in accordance with the configurations of the terrain. It started at Lintao and extended to Liaodong, reaching a distance of more than ten thousand li.*

— Shih chi<sup>3</sup>

2. China's first emperor, Shi Huangdi of the Qin dynasty, began building the Great Wall by linking and connecting many shorter walls.
  - a. In the Atlas, on page 25, look again at map C. With your finger, trace the main part of the Great Wall that runs north of the Huang He.
  - b. The wall began near what is now North Korea. On your Activity Map, at 40°N, 125°E, draw a dot. Label it **212 BCE**.
  - c. The wall was straight at points but also zigzagged and curved over mountains and around barriers. Add a dot at 42°N, 127°E and two dots along the Huang He at 40°N, 112°E and at 37°N, 105°E.
  - d. Connect the first three dots. Continue the line to the fourth dot, following the Huang He.
  - e. Above the line, write **QIN**.
  - f. A *li* is about .3 miles. Multiply 10,000 *li* by .3 miles. Write that distance below **QIN**.

### Qin Dynasty

The first emperor of the Qin dynasty ascended the throne under the name of Shih Huang. This emperor was very cruel towards his subjects, forcing people from every part of the country to come and build the Great Wall to protect his empire. Work never stopped, day or night, with the people carrying heavy loads of earth and bricks under the overseers' whips, lashes, and curses. They received very little food; the clothes they wore were threadbare. So it was scarcely to be wondered that large numbers of them died every day.


—Seeking Her Husband  
at the Great Wall<sup>4</sup>

### Han Dynasty

The frontier regions are currently not very well prepared to guard and defend [themselves]. In the interior commanderies, military preparations have not been made. Dunhuang is isolated and in danger. It is a long way to send for help and return. If we do not help them, there will be nothing to console the officials and people of the interior.

In the external regions, we will be unable to make a show of our might before the many barbarian tribes. The Classics clearly forbid advocating the reduction of the Empire.



—Chen Zhong<sup>5</sup>

3. The Qin dynasty wall took years to build.
  - a. People were taken from their villages and forced to work on the wall. Along the Qin wall, draw a sad symbol ☹.
  - b. Many workers died building the wall. Draw a people symbol  on its side along the wall.
4. After the Qin dynasty, China and the wall started to fall apart.
  - a. To show a break in the wall, draw a slash through it.
  - b. Northern barbarians continued to invade China. Draw another arrow from INVADERS toward China.
5. When the Han dynasty came to power, it restored order and stopped the barbarian attacks.
  - a. Emperor Wudi came to power in 141 BCE. He ordered the wall rebuilt and restored. In the Atlas, on page 25, look at map D. With your finger, trace the Great Wall.
  - b. On your Activity Map, at the beginning of the wall near North Korea, below 212 BCE, write **141 BCE**.
  - c. To show that the Han rebuilt the wall, draw a dashed line below the solid line.
6. Emperor Wudi not only rebuilt the wall but added to it—pushing westward into Central Asia.
  - a. In the Atlas, compare map C and map D. With your finger, trace the new section of the Han wall.
  - b. The Han extended the wall for about 600 miles. Continue the dashed line to Dunhuang.
  - c. Above the new section of dashed line, write **HAN**. Below it, write **600 MI**.

### Ming Dynasty

*If there is one weak point, and then one hundred strong points, the whole is weak. In recent years it has been annually repaired and annually destroyed. This is futile and unprofitable. I request that towers be built over the rampart to watch the four directions. A tower should be five chang [50 feet] and have three stories. Each tower should hold one hundred men, with their armor, weapons, and food.*

—Qi Jiguang<sup>6</sup>

7. For about 1,000 years other dynasties made minor changes or sometimes just left the Great Wall alone. Then the Ming dynasty built the magnificent wall that we see today.
  - a. The Ming were master builders and used a new brick-making system to make the wall beautiful and strong. In the Atlas, on page 24, look at picture B. With your finger, trace the brick wall across the photo.
  - b. The Ming rebuilt and constructed a new, stronger wall near the earlier Qin and Han walls. On page 59, look at map D. With your finger, trace the Great Wall.
  - c. On your Activity Map, at the beginning of the wall near North Korea, below 141 BCE write **MING, 1450 CE**.
8. When the Ming dynasty rebuilt the wall, they added watchtowers every 15–30 miles.
  - a. Choose a spot along the dashed line and draw a tower symbol .
  - b. When enemies were approaching, smoke signals were lit or cannons were shot. Draw smoke coming out of the tower.
  - c. The towers were smaller than Qi proposed. But up to 10 soldiers still could stand guard. On the tower, write **10** .
9. The Ming added more miles to the Great Wall. The total length of the wall was now about 4,000 miles.
  - a. Use the map scale in the legend to draw a line 4,000 miles long along the edge of a piece of paper.
  - b. Now, on the Activity Map, along the equator, use this piece of paper to draw a line 4,000 miles long.
  - c. Below the line, write **4,000 MI**.
  - d. Below that, write **LENGTH OF GREAT WALL**.
  - e. The Nile River, the longest river in the world, is just over 4,000 miles long. Trace the Nile River.

1893

*Over these barren, rocky spurs . . . ascending to their very summits, winding about in irregular curves and zigzags, its serried battlements clear-cut against the sky on the topmost ridges, descending into dark gullies to appear again rising on the other side, the endless line of massive stone and brick runs on and on until lost to sight behind the farthest range.*

—Romyn Hitchcock<sup>7</sup>

Name \_\_\_\_\_



**Pulling It Together**

# Great Wall of China

Use pages 24–25 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 13a–13c to complete the table below. Add any missing information.

Atlas  
Activity Map  
Map Marker

The Great Wall of China			
Dynasty	Year building began	Total length of wall	Special features
	212 BCE		
		3,600 miles	
Ming			

★ Pretend you are an emperor of China, an invader, a worker, a soldier, or a merchant. Write a journal entry describing your role in building the Great Wall of China or how you were affected by the building of the wall. ✍



# Hinduism and Buddhism in India

India was the birthplace of Hinduism and Buddhism. In this lesson you'll map the spread of these religions and discover how they are similar and different. Use pages 26–29 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker

1. Hinduism is one of the world's oldest religions. It began in India when a group of nomads, the Aryans, settled in the area.
  - a. Turn to the *Asia Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **HINDUISM AND BUDDHISM IN INDIA**.
  - c. The Aryans came from central Asia and brought their religion with them. On your Activity Map, from present-day Kazakhstan through the Hindu Kush into northern India, draw an arrow.
  - d. By 500 BCE, Hinduism had spread to southern India. In the Atlas, on page 27, look at map D. With your finger, trace the extent of Hinduism.
2. A Hindu story, the *Ramayana*, helped to spread many Hindu ideas. The hero of the story is Rama.
  - a. The story began near the Ganges, a sacred river for Hindus. On your Activity Map, trace the Ganges from its source in the Himalayas to its mouth.
  - b. Rama was a prince of Ayodhya. The kingdom of Ayodhya was in northcentral India. Along the Ganges, draw a Hinduism symbol ॐ.

*Rama, a tiger among men, captivates the people of his kingdom by his kind actions. Rama, the valiant, conquers men by virtue, the poor through charity, the elders by service, the enemies in battle by his bow.*

*Ramayana*<sup>8</sup>

*Then the miracle-air-chariot of Ravana . . . appeared. . . . Ravana lifted her up by her waist and got Sita up on the air-chariot intimidating her with bitter words.*

*Sita wailed loudly for Rama. . . . Ravana . . . surged skyward and flew off with her in his air-chariot.*

*The Ramayana*<sup>9</sup>

3. Rama traveled southwest to live a simple life.
  - a. From your Hindu symbol to Mumbai, draw a dotted arrow . . . ➤.
  - b. Notice the natural region of this area. Near the end of your line, draw a forest symbol ॐ.
  - c. Rama, his wife Sita, and his brother Laksmana lived in the forest together. Next to the forest symbol, write their initials **R, S, L**.
  - d. Evil Ravana carried Sita off to Sri Lanka. On your map, on Sri Lanka, write an **S** for Sita.

- e. Rama, Laksmana, and Hanuman (a monkey king), traveled to Sri Lanka to save Sita. From the forest, across the Deccan Plateau to Sri Lanka, draw a dotted arrow.
- f. There Rama defeated Ravana. In Sri Lanka, draw a battle symbol ✪. Rama then returned to Ayodhya, along with Sita and Laksmana.

*While Rama ruled the kingdom, . . . Brahmins (the priest-class), Kshatriyas (the warrior-class), Vaishyas (the class of merchants and agriculturists), Shudras (the servant-class) were performing their own duties, satisfied with their own work and bereft of any greed. While Rama was ruling, the people were intent on virtue and lived without telling lies.*

*Ramayana<sup>10</sup>*

- 4. School children in India learn the *Ramayana*. It teaches many important ideas of Hinduism.
  - a. Hindus believe in many gods. In the Arabian Sea, write and underline **HINDUISM** ॐ. Below it, write **WORSHIP MANY GODS**.
  - b. Rama follows what Hindus call the dharma. It means obeying rules and doing the duty of your caste, or social class. On the map, below **HINDUISM**, add **CASTE SYSTEM**.
  - c. Rama, Laksmana, and Sita do many good things in this story. Good and bad actions make up what Hindus call karma. If you do good things you get good karma and are rewarded in your next life. Below **HINDUISM**, add **KARMA**.
- 5. Buddhism grew out of Hinduism. It was founded by Siddhartha Gautama around 500 BCE.
  - a. Siddhartha became known as Buddha. In the Atlas, on page 28, look at picture A. Read the caption.
  - b. Buddhism started in northeastern India. On page 28, look at map B. Point to the area where Siddhartha Gautama was born.
  - c. On your Activity Map, in the same area, draw a symbol for Buddhism 卐.
  - d. Siddhartha felt that everyone was equal. In Buddhism there is no caste system. On your map, in the Indian Ocean, write and underline **BUDDHISM** 卐. Below it, write **ALL ARE EQUAL**.
  - e. Buddha thought that people must focus on having the right attitude and doing good actions—rather than on worshipping gods. Below **BUDDHISM**, add **RIGHT MIND, RIGHT ACTION**.

*He who fills his lamp with water will not dispel the darkness, and he who tries to light a fire with rotten wood will fail. And how can anyone be free from self by leading a wretched life, if he does not succeed in quenching the fires of lust, if he still hankers after either worldly or heavenly pleasures.*

*But he in whom self has become extinct is free from lust; he will desire neither worldly nor heavenly pleasures . . . However, let him be moderate, let him eat and drink according to the needs of the body.*

*Sermon of Siddhartha<sup>11</sup>*

**Kalinoga, 260 BCE**

*On conquering Kalinga, I felt remorse. For, when an independent country is conquered, the slaughter, death, and deportation of the people is extremely grievous to the Beloved of the Gods and weighs heavily on his mind.*

—Emperor Ashoka<sup>12</sup>

*It is good to be obedient to one's mother and father, friends, and relatives.*

Third Rock Edict

*Abstain from killing and injuring living things.*

Fourth Rock Edict

*It is hard to do good and he who does good does a difficult thing.*

Fifth Rock Edict

*Seek self-control and purity of mind.*

Seventh Rock Edict

*One who does wrong should be forgiven as far as it is possible to forgive him.*

Thirteenth Rock Edict<sup>13</sup>

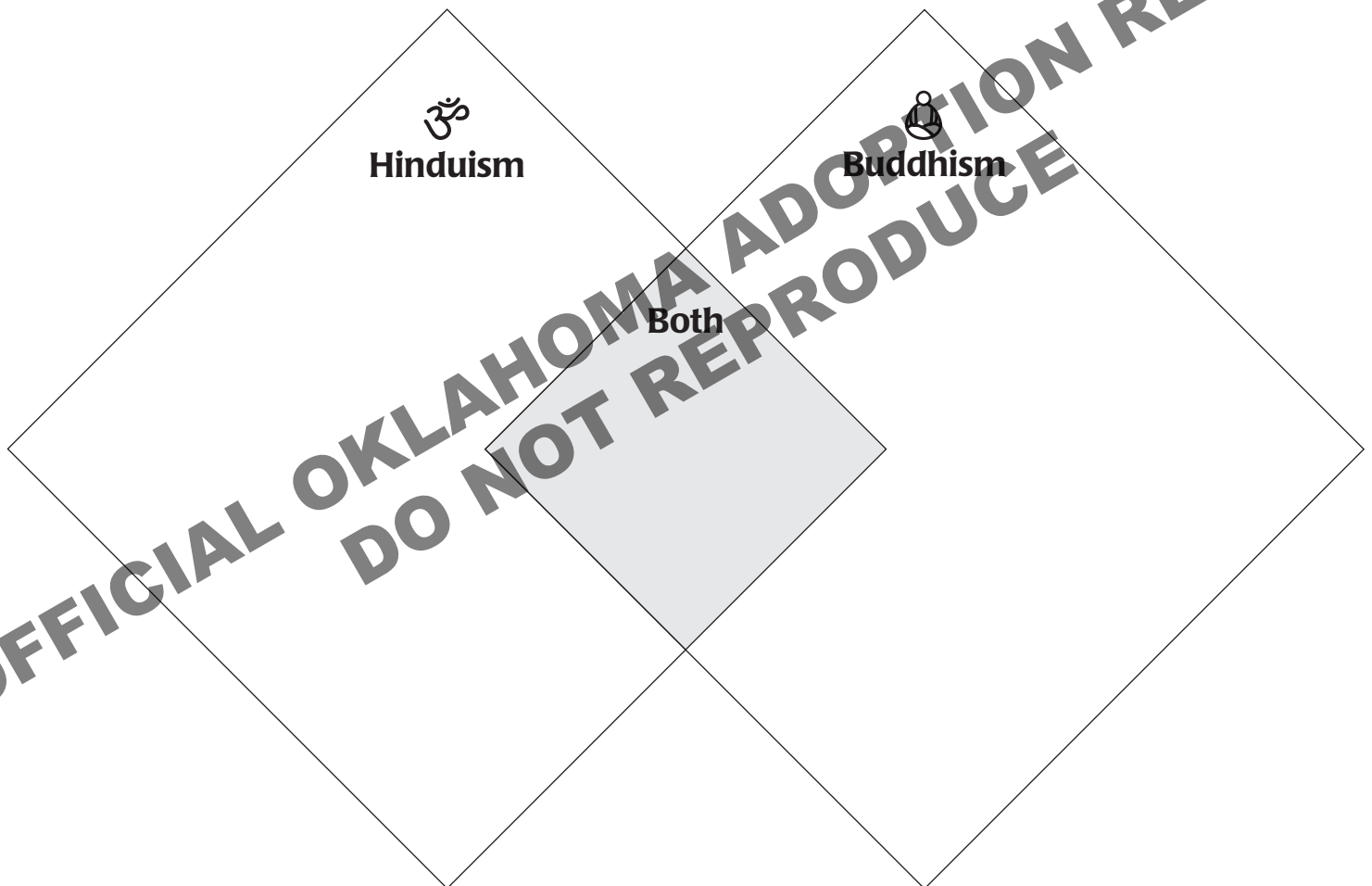
6. About 250 years later, a great king named Ashoka helped to spread Buddhism throughout India.
  - a. Ashoka was a Mauryan emperor. He controlled almost all of India. In the Atlas, on page 28, look again at map B. With your finger, outline the Mauryan Empire.
  - b. On your Activity Map, mark Ashoka's capital of Pataliputra with a capital symbol ★.
7. Ashoka had more than 30 pillars and rocks carved and placed throughout his empire to teach his people about Buddhism.
  - a. In the Atlas, on map B, point to several Buddhist teaching pillars.
  - b. In southern India, on the Deccan Plateau, draw a pillar symbol ▲.
  - c. Ashoka wanted his people not to harm living things. Next to this pillar, write **PEACEFUL**.
  - d. In central India, draw another pillar symbol ▲.
  - e. Ashoka wanted his people to be respectful, kind, and generous. Next to this pillar, write **GENEROUS**.
  - f. In western India, draw a third pillar symbol ▲.
  - g. Ashoka wanted his people to focus on having self-control and a good attitude—more than on wanting money or power. Next to the pillar, write **SELF-CONTROL**.
8. Ashoka sent missionaries to spread Buddhism. Because of Ashoka, Buddhism eventually spread to China, Japan, and Korea. Buddhism became one of the most important world religions.
  - a. In the Atlas, on page 29, look at map C. With your finger, trace the spread of Buddhism outside of India.
  - b. On your Activity Map, draw an arrow from Ashoka's capital to Japan. At the end of the arrow, draw a Buddhism symbol ☸.

**Pulling It Together****Hinduism and Buddhism in India**

Use pages 26–29 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 14a–14c to compare and contrast Hinduism and Buddhism. Use the Word Bank to help you complete the diagram below.

Atlas  
Activity Map  
Map Marker

- If the word or phrase describes just Hinduism, write it in that diamond. If it describes just Buddhism, write it in that diamond.
- If it describes both religions, write it in the space where the two diamonds overlap.
- Add two more words or phrases of your own describing Hinduism or Buddhism to the diagram.

**Word Bank**

started in India  
spread by Ashoka  
teaching pillars  
*Ramayana*

spread outside of India  
brought by Aryans  
begun by Siddhartha Gautama

many gods  
all people are equal  
caste system



Write a rock edict, like one of Ashoka's, to describe an important rule for people today to live by. ✎

**Ancient Egypt, China, India, and Mexico**

# Historical Issues Today

## Can the world's projected population growth be sustained?

Can population growth be sustained without doing irreversible damage to the environment?

There are many perspectives on this issue. Use the following two perspectives and additional information from pages 32–33 of the *Nystrom Atlas of World History* to complete the task below.

### Carefully managing our food supply will conserve existing resources and safeguard them for future populations.

- The world already produces enough food to feed sixteen billion people—more than twice the world's population—but much of these crops are fed to livestock. By redirecting some of this food, we could readily address existing and forecasted food scarcity.
- Sustainable agricultural practices, such as cover crops, no-till planting, and crop rotation, would protect the environment as food production increases.
- In Africa, eco-farming, which is small-scale organic farming, has outperformed conventional practices by 57 percent, and could provide enough calories to sustain the world's population now and in the future.

### There is no way to meet the demand of the growing population without impacting the environment.

- In 1700, only 7 percent of the world's land was used for agriculture. In 2016, it was 37 percent. And it is estimated to grow to 70 percent by 2050. It is too late to prevent the damage done due to the loss of natural environments.
- There are more than seven billion people living on Earth today. This number is expected to grow to more than nine billion by 2050 and up to fifteen billion by 2100. More people means more demand for food and more food scarcity.
- As urban areas expand to accommodate a growing population, natural environments suffer. In Hong Kong, wild boars are wandering into the city as human developments expand farther into the boars' natural habitat.

Working with a small group, create a scripted debate about this issue.

1. In your own words, write down arguments to support each column. You can add your own ideas in addition to the bullet points provided.
2. Write three questions that a moderator would ask both sides in a debate.
3. Write answers to the three debate questions. Each question will have two answers: one answer representing the perspective in the first column; a second answer representing the perspective in the second column.
4. Perform a scripted debate for the class. Members of the group will represent the two perspectives and the moderator role.



Take notes on the presentations of other groups. For each debate, identify one point that stands out as being the most interesting or compelling and explain why.



# Ancient Egypt, China, India, and Mexico

In the last five lessons, you've looked at the development of Ancient Egypt, China, India, and Mexico. How much do you remember?

*Circle the letter of the correct answer.*

- Which of the following is NOT true about the Nile River?
  - Egypt is called the "Gift of the Nile."
  - It has cataracts, or waterfalls, that make traveling the river difficult.
  - The Nile flows from its source in northern Egypt south to Lake Victoria.
  - The Blue Nile and the White Nile combine to form the Nile River.
- During which of these periods was Egypt the largest?
  - The Old Kingdom
  - The Middle Kingdom
  - The New Kingdom
  - The Jurassic Period
- Which of the following did Thutmose III conquer?
  - Greece
  - China
  - Canaan
  - India
- Look at the chart. Which modern country had the most top 10 cities in 100 CE?
  - Italy
  - China
  - Iraq
  - Egypt
- Which of the following cities had a population of more than 400,000?
  - Luoyang
  - Alexandria
  - Wu
  - Carthage
- Which dynasty began building the Great Wall of China?
  - The Shang dynasty
  - The Qin dynasty
  - The Han dynasty
  - The Ming dynasty

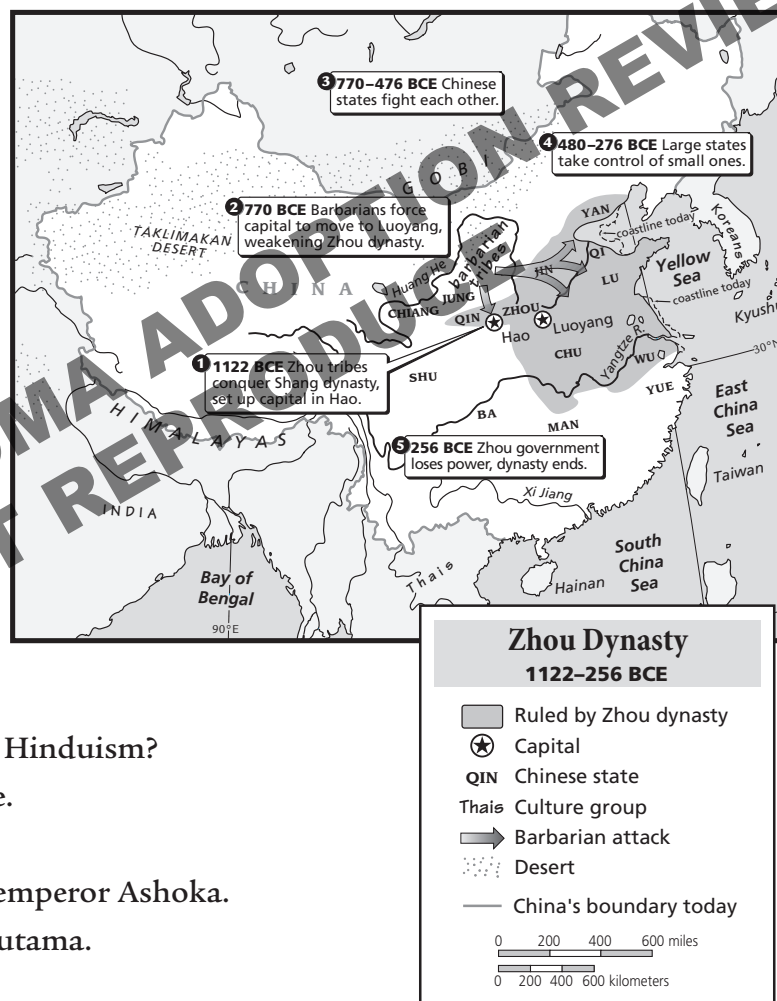
Rank/City (Modern Country)	Population
1 Rome (Italy)	450,000
2 Luoyang (China)	420,000
3 Seleucia (Iraq)	250,000
4 Alexandria (Egypt)	250,000
5 Antioch (Turkey)	150,000
6 Anuradhapura (Sri Lanka)	130,000
7 Peshawar (Pakistan)	120,000
8 Carthage (Tunisia)	100,000
9 Wu (China)	90,000
10 Smyrna (Turkey)	90,000

7. Why was the Great Wall of China built?
- as decoration
  - to use up extra stone
  - to protect China from invaders
  - to enclose the capital city
8. Look at the map. Which of the following states was in Zhou territory and under their rule?
- Chu
  - Jung
  - Yue
  - Ba

9. Roughly how wide was the area ruled by the Zhou dynasty from east to west?
- 200 miles
  - 400 miles
  - 600 miles
  - 1,000 miles

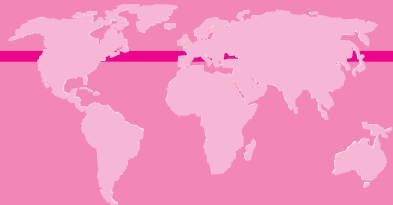
10. Which happened first?
- States fight civil wars.
  - Large states control small ones.
  - Barbarians force capital to move.
  - Zhou government loses power.
11. Which of the following is true about Hinduism?
- Hinduism does not exist anymore.
  - Hindus worship many gods.
  - It was spread out of India by the emperor Ashoka.
  - It was founded by Siddhartha Gautama.

12. Which of the following is true about Buddhism?
- Buddhism started in Japan.
  - Buddhists worship many gods.
  - It did not spread out of India.
  - It was founded by Siddhartha Gautama.



Unit 2 looks at the ancient civilizations of Egypt, China, India, and Mexico.  
List three similarities of these civilizations.

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# Ancient Greece and Rome

## Unit 3

### Lessons

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### Assessment

Unit 3 Review	101
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### Literature Links

Your students might enjoy these books and others about ancient Greece and Rome.

#### Ancient Greece

- **Wise Guy: The Life and Philosophy of Socrates** by M. D. Usher
- **Dateline Troy** by Paul Fleischman
- **Sacred Places** by Jane Yolen

#### Ancient Rome

- **Roman Diary** by Richard Platt
- **City** by David Macaulay
- **The Roman Colosseum** by Elizabeth Mann
- **Galen: My Life in Imperial Rome** by Marissa Moss
- **The Thieves of Ostia** by Caroline Lawrence
- **Easter** by Jan Pienkowski
- **Ten Queens** by Milton Meltzer
- **Barbarians!** by Steven Kroll



### Movie Links

Your students might enjoy watching all or part of the following movies. Preview before showing them to your class.

- **In the Footsteps of Alexander the Great**
- **Julius Caesar**

### Cross-Curricular Activities

#### Math Understanding BCE and CE



On the board, draw a time line and label its two directions BCE and CE. Plot dates from the unit on the number line and ask students to calculate the years between BCE and CE dates.

#### Writing Covering Alexander the Great



Have students write news reports on Alexander the Great's invasion of the Persian Empire. Assign some students to report for Persian newspapers and others for Greek newspapers.

#### Civics Comparing Greek and Roman Governments



Working in groups, have students research how elections were held in Greece and Rome. Assign each group a separate question about the election process, and compile the results of the research in a chart comparing the Greek and Roman systems.

#### Culture Translating Roman Numerals



Give students a list of Roman numerals to translate into modern numbers. Ask them to make their own keys that explain how to write modern numbers Roman style.

A world map showing the global distribution of the study population. The map is color-coded by region: North America (light blue), South America (dark blue), Europe (light green), Africa (dark green), Asia (light orange), and Australia (dark orange). The legend is located at the bottom of the map.

# Ancient Greece and Rome

List important words, people, or places—and notes about them—in the chart below.

Words	People	Places

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## Objectives

Students will be able to:

- Preview the unit.
- Use information from an introductory summary to complete activities.

## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 16a–16b, Introducing Unit 3
- ☐ Time Line Folders (from Lesson 3)
- ☐ scissors
- ☐ stapler
- ☐ Optional: Unit 3 Journal (see p. 72)

## Introducing Unit 3

For use with pages 34–47 of The Nystrom Atlas of World History

## Here's a Tip!

- Walk students through each spread on pages 34–47 of the Atlas. Point out a key idea or an interesting map, graph, or photo on each page.
- Make sure that students are aware that the introduction exercise covers two pages. The first page is a written introduction for the material in the unit. An accompanying close-reading activity is on the following page. All answers to the activity can be found in the introduction.
- Have students record their answers to the starred question at the end of each lesson on copies of the *Unit 3 Journal*. Or have students record the answers in their own journals. ✎

## Answers

Name \_\_\_\_\_

Ancient Greece and Rome

## Introducing Unit 3

Though Ancient Greece and Rome are long gone, their impact on our modern world remains. The Minoan and Mycenaean civilizations laid the foundation for the Greek city-states, which had a common language and religion. Athens embraced democratic rule, though it was a very limited form. Alexander of Macedonia conquered Greece, but as he and his armies moved eastward, they spread the ideas of Greek civilization.

The Roman Empire started as a small city-state with a democratic government. But as Rome conquered other lands, it grew wealthier, and its armies grew more powerful. Eventually, the democratic government was replaced by an emperor, whose power was dependent on the army. At its height, the Roman Empire encompassed the entire Mediterranean region, and the diverse cultures and peoples were held together by trade and a common language.

The Roman Empire was eventually overrun by barbarians, who split it into smaller kingdoms. But its influence continues to be felt. Its language—Latin—is the basis of many modern languages, as well as many English words. And the sprawling Roman Empire allowed for the spread of Judaism and Christianity throughout Europe, Asia, and North Africa.

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Mapping World History  
Ancient Greece and Rome

Name \_\_\_\_\_

16b

## Close Reading: Questioning

Directions: Highlight any words or phrases that make you think of a question or are confusing. Ask your question, or note your confusion, next to the highlighted word or phrase. Highlight at least three words or phrases in the introduction.

For example, highlight "Minoan and Mycenaean civilizations" in the reading, and write "Where were they located?"

Student answers will vary.



The Parthenon was built over 2,000 years ago in the Greek city-state of Athens.



In the Atlas, on pages 34–35, look at the Unit 3 time line. Choose six events that you think are important. Add them to your Time Line Folder. Be sure to write them under the correct date and next to the correct region.

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Mapping World History  
Ancient Greece and Rome

☆ Answers will vary.

## 17

## Objectives

Students will be able to:

- *Identify the participants in the Persian Wars.*
- *Locate and label major events of the Persian Wars.*
- *Compare the Greeks and Persians.*

## Materials

- *The Nystrom Atlas of World History*
- *Activity Sheets 17a–17d, The Persian Wars*
- *Mapping World History Activity Maps*
- *Map Markers*

## The Persian Wars

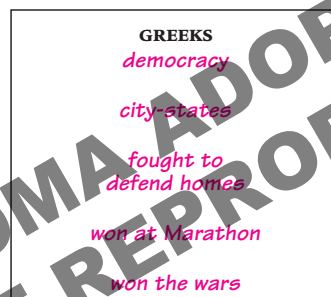
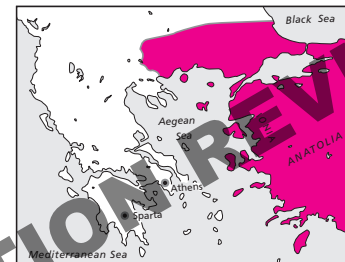
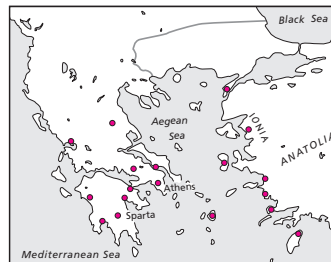
For use with pages 36–37 of The Nystrom Atlas of World History

## Here's a Tip!

- If students have completed Unit 1, remind them that the Persians conquered the Babylonian Empire and freed the Hebrews held captive in Babylon.

## Answers

- ☆ Answers will vary. Students should rewrite one of Herodotus's story boxes from the point of view of a Persian.



## 18

## Objectives

Students will be able to:

- *Draw Alexander's conquest route.*
- *Draw the boundaries of Alexander's empire.*

## Materials

- *The Nystrom Atlas of World History*
- *Activity Sheets 18a–18d, Alexander the Great*
- *Mapping World History Activity Maps*
- *Map Markers*
- *colored pencils*
- *scissors*
- *stapler*

## Alexander the Great

For use with pages 38–39 of The Nystrom Atlas of World History

## Special Note

- Each student will need four copies of Activity Sheet 18d.

## Here's a Tip!

- Put together a sample flip book to show the class.
- Begin the lesson by showing the class the region of Alexander's empire on a world map. Ask students to name the present-day countries in this region.

## Answers

**Maps** Maps will vary. Be sure that students have added dates to each map. Check pages 38–39 of the Atlas for boundaries.

- ☆ Answers will vary. Students may mention the hot and dry climate, steep mountains, the length of the march, or the lack of water.

## 19

## Materials

- ☐ *The Nystrom Atlas of World History*
- ☐ Activity Sheets 19a–19d, *The Roman Republic Expands*
- ☐ *Mapping World History Activity Maps*
- ☐ Map Markers
- ☐ scissors
- ☐ stapler

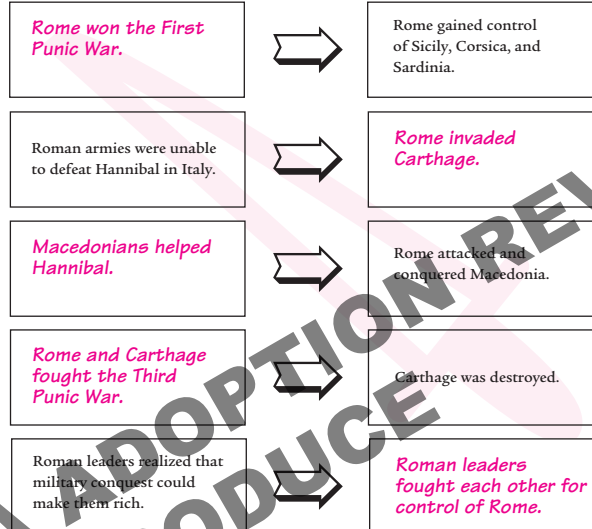
# The Roman Republic Expands

For use with pages 40–41 of *The Nystrom Atlas of World History*

## Here's a Tip!

- The wars between the Roman Republic and Carthage are central to the story of Roman expansion. If students have completed Unit 1, remind them of what they have already learned about the Phoenician city of Carthage. Explain that the word *Punic* comes from the Latin word for **Phoenician**.

## Answers



- ☆ Podcasts will vary. Students should choose one event from a Punic War and cover the event as a reporter for either the Roman Republic or Carthage.

## 20

## Objectives

Students will be able to:

- Trace the growth of Christianity
- Identify reasons why early Christians were persecuted.
- Compare and contrast early Christianity and Judaism.

## Materials

- ☐ *The Nystrom Atlas of World History*
- ☐ Activity Sheets 20a–20d, *Christianity in the Roman Empire*
- ☐ *Mapping World History Activity Maps*
- ☐ Map Markers

# Christianity in the Roman Empire

For use with pages 44–45 of *The Nystrom Atlas of World History*

## Here's a Tip!

- The stories in the story lesson are from the Christian Bible and historic documents. Words and phrases may be unfamiliar to your students. Have students put the stories in their own words.

## Answers

**Charts** Charts will vary. Possible answers include:

**Similarities:** Both religions began in the Middle East; the Hebrew Bible is part of the Christian Bible; Jesus, the founder of Christianity, was Jewish; Paul was both a Jew and Christian; both religions had communities in Rome, Carthage, Alexandria, Ephesus, and Corinth; followers of both religions were persecuted; both religions were legalized by the Edict of Milan; both religions were monotheistic.

**Differences:** Only the Christian Bible has the New Testament; Judaism is a much older religion; only Christianity was an official religion of the Roman Empire; Jews were expelled from their homeland; specific places with Jewish or Christian communities; Jews had a diaspora.

- ☆ Letters will vary. Advice should be realistic and helpful.

## 21

## Objectives

Students will be able to:

- *Locate and label the Western and Eastern Roman Empires.*
- *Compare the Western and Eastern Empires.*
- *Identify causes of the decline of the Western and Eastern Empires.*

## Materials

- ☐ *The Nystrom Atlas of World History*
- ☐ *Activity Sheets 21a–21d, From Rome to Byzantium*
- ☐ *Mapping World History Activity Maps*
- ☐ Map Markers
- ☐ colored pencils

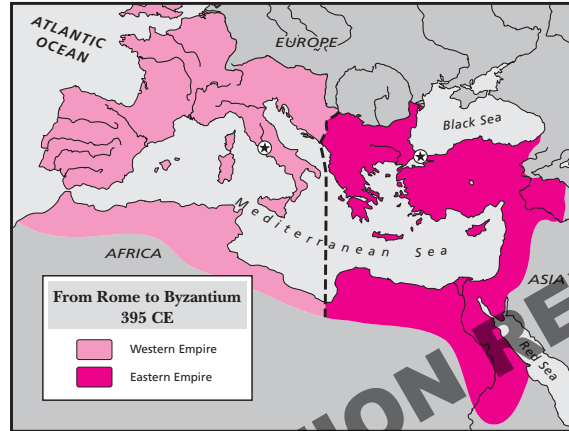
## From Rome to Byzantium

For use with pages 42, 46–47, 54 of The Nystrom Atlas of World History

## Here's a Tip!

- Using a world map, help students identify Western Europe and Eastern Europe. Explain to them that many of the cultural differences between these regions are related to the history of the Roman Empire.

## Answers



## Western Empire

Rome  
Catholic  
Latin  
Vandals, Visigoths

476 CE

## Capital

## Religion

## Language

## Main invaders

Year ended

## Eastern Empire

Constantinople  
Orthodox  
Greek  
Arabs, Turks, Slavs,  
Western Christians

1453

☆ Time lines will vary. Students may mention years the empire was at its greatest extent, invasions, the division of the empire, or other key events.

## 22

## Objectives

Students will be able to:

- *Analyze an important current issue with the help of historical information in the Atlas.*
- *Express ideas in writing.*

## Materials

- ☐ *The Nystrom Atlas of World History*

## Historical Issues Today

For use with pages 48–49 of The Nystrom Atlas of World History

## Here's a Tip!

- Begin the lesson by discussing with students changes to the size of the United States throughout its history. Ask students if they believe the United States should stay the same size, expand its territory, or reduce its territory. Analyze the arguments for each perspective.

## Answers

☆ Answers will vary.



## Unit 3 Review

### Objectives

Students will be able to:

- *Review the unit.*
- *Demonstrate ability to meet unit objectives.*

### Materials

- Activity Sheets a–b,  
*Ancient Greece and Rome*

# Ancient Greece and Rome

*For use with pages 34–47 of The Nystrom Atlas of World History*

### Here's a Tip!

- Have students review their Time Line Folders, completed activity sheets, and flip books.
- Suggest that students review pages 34–47 of the Atlas and write any questions they have.

### Answers

- |      |      |       |
|------|------|-------|
| 1. c | 5. d | 9. d  |
| 2. a | 6. a | 10. c |
| 3. b | 7. b | 11. b |
| 4. d | 8. b |       |

- ☆ Answers will vary. Students may mention creation of democracy in Greece, the Persian Wars, the Peloponnesian War, Alexander's invasion of Persia, Roman conquests, the birth of Christianity, the decline of the Roman Empire, or other key events from the time period.

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**Ancient Greece and Rome****Introducing Unit 3**

Though Ancient Greece and Rome are long gone, their impact on our modern world remains. The Minoan and Mycenaean civilizations laid the foundation for the Greek city-states, which had a common language and religion. Athens embraced democratic rule, though it was a very limited form. Alexander of Macedonia conquered Greece, but as he and his armies moved eastward, they spread the ideas of Greek civilization.

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The Roman Empire was eventually overrun by barbarians, who split it into smaller kingdoms. But its influence continues to be felt. Its language—Latin—is the basis of many modern languages, as well as many English words. And the sprawling Roman Empire allowed for the spread of Judaism and Christianity throughout Europe, Asia, and North Africa.

**Close Reading: Questioning**

**Directions:** Highlight any words or phrases that make you think of a question or are confusing. Ask your question, or note your confusion, next to the highlighted word or phrase. Highlight at least three words or phrases in the introduction.

For example, highlight “Minoan and Mycenaean civilizations” in the reading, and write “Where were they located?”



The Parthenon was built over 2,000 years ago in the Greek city-state of Athens.



In the Atlas, on pages 34–35, look at the Unit 3 time line. Choose six events that you think are important. Add them to your Time Line Folder. Be sure to write them under the correct date and next to the correct region.

## Ancient Greece and Rome

## The Persian Wars

During the 400s BCE, the city-states of Greece were invaded by their powerful neighbor, the Persian Empire. Most of the story boxes below are from the *Histories of Herodotus*. Herodotus is considered the founder of history. Use pages 36–37 of *The Nystrom Atlas of World History* to complete the lesson.

Atlas  
Activity Map  
Map Marker

**Behistun, Iran, 520 BCE**

*These are the countries which are subject unto me, and by the grace of Ahuramazda I became king of them: Persia, Elam, Babylonia, Assyria, Arabia, Egypt, the countries by the Sea, Lydia, the Greeks, Media, Armenia, Cappadocia, Parthia, Drangiana, Aria, Chorasmia, Bactria, Sogdia, Gandara, Scythia, Sattagydia, Arachosia and Maka; twenty-three lands in all.*

—Darius I, King of Persia<sup>1</sup>

1. In 550 BCE, Persia was a small kingdom located in present-day Iran. By conquering neighboring lands, the Persian Empire gained control of much of southwest Asia by 500 BCE.
  - a. Turn to the *Mediterranean Basin Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **THE PERSIAN WARS**.
  - c. On your Activity Map, point to present-day Iran.
  - d. Draw a line through the label for Iran. Above the line, write **PERSIA**.
  - e. In the Atlas, on page 36, look at map B. With your finger, trace the western boundary of the Persian Empire.
  - f. On your Activity Map, draw this boundary. Your boundary does not need to be exact.
  - g. In the Arabian Sea, write and underline **PERSIAN EMPIRE**.

*[The king of the Medes] sought to ascertain by inquiry which was the most powerful of the Grecian states. His inquiries pointed out to him two states as pre-eminent above the rest. These were the Lacedaemonians [Spartans] and the Athenians, the former of Doric, the latter of Ionic blood. And indeed these two nations had held from very, early times the most distinguished place in Greece*

—Herodotus<sup>2</sup>

2. The ancient Greeks lived in self-governing communities called city-states.
  - a. In the Atlantic Ocean, write and underline **GREEK CITY-STATES**.
  - b. In 500 BCE, Athens and Sparta were the two major city-states in Greece. In the Atlas, on page 36, look at map B. Point to Athens and Sparta.
  - c. On your Activity Map, draw city-state symbols ☉ at Athens and Sparta.
  - d. Label Sparta to the left of its symbol. Also underline the label for Athens.
  - e. Many Greek city-states were also located along the western coast of Anatolia. This region was called Ionia. Along the Anatolian coast, write **IONIA**.

**Miletus, 494 BCE**

*The Persians, when they had vanquished the Ionians in the sea-fight, besieged Miletus both by land and sea, driving mines under the walls, and making use of every known device, until at length they took both the citadel and the town, six years from the time when the revolt first broke out under Aristagoras. All the inhabitants of the city they reduced to slavery.*

—Herodotus<sup>3</sup>

3. The conflict between the Persian Empire and the Greek city-states started with an uprising in Ionia, which had been conquered by the Persians.
  - a. The Persian Empire was ruled by royal families. On your Activity Map, below PERSIAN EMPIRE, write **MONARCHY**.
  - b. In 508 BCE Athens became a democracy. Below GREEK CITY-STATES, write **DEMOCRACY**.
  - c. In the Atlas, on page 37, look at chart D. Read the description of democracy in Athens.
  - d. In 499 BCE, the city-states of Ionia revolted against the Persian Empire, hoping to control their own governments. On the map, next to the label for Ionia, draw a battle ✱ symbol.
  - e. Athens sent troops to help the Ionians. Draw a dashed arrow from Athens to Ionia.
  - f. After years of fighting, the Persian army defeated the Ionians. Label the battle symbol P for Persian victory.

**Marathon, 490 BCE**

*The two armies fought together on the plain of Marathon. . . They [the Greeks] suffered the routed barbarians [the Persians] to fly at their ease, and joining the two wings in one, fell upon those who had broken their own center, and fought and conquered them. The Athenians hung upon the runaways and cut them down, chasing them all the way to the shore, on reaching which they laid hold of the ships and called aloud for fire.*

—Herodotus<sup>4</sup>

4. Because the Athenians had helped the Ionians, Darius, the Persian emperor, decided to invade Athens.
  - a. In 490 BCE, Persian ships sailed for Greece. Draw an arrow from southwestern Anatolia to Athens.
  - b. The Athenians and the Persians fought a fierce battle at Marathon. Along the eastern coast of Greece, near Athens, draw a battle symbol ✱.
  - c. The Athenians won the battle. Next to the battle symbol for Marathon, write **G** for Greek victory.



**Hellespont, 480 BCE**

*And now, as he looked and saw the whole Hellespont covered with the vessels of his fleet, and all the shore and every plain about Abydos as full as possible of men, Xerxes congratulated himself on his good fortune; but after a little while he wept.*

*Herodotus<sup>5</sup>*

5. In 480 BCE the Persians once again invaded Greece. They had an army of 200,000 men and a navy with 1,000 ships.
  - a. The Persians attacked Greece from the north. From the region north of the Aegean Sea, draw an arrow toward Greece.
  - b. Spartan soldiers tried to stop the Persian army at a mountain pass called Thermopylae. Just south of the label for Greece, draw a battle symbol ✱.
  - c. The Persians won the battle, but the Spartans became heroes for their bravery. Next to the battle symbol, write **P** for Persian victory.

**Artemisium, 480 BCE**

*The total number of the ships thus brought together. . . was 271; and the captain, who had the chief command over the whole fleet, . . . was furnished by Sparta, since the allies had said that "if a Lacedaemonian did not take the command, they would break up the fleet, for never would they serve under the Athenians."*

*Herodotus<sup>6</sup>*

6. Athens began to prepare for war immediately.
  - a. Athens began building ships and training its citizens to be sailors. Below the label for Athens, draw a ship 🚢.
  - b. The Athenians asked Sparta for help. Sparta had the best-trained soldiers of all the city-states. Next to Sparta, draw a sword ⚔.
  - c. In 479 BCE the Athenians defeated the Persian navy. Next to the ship near Athens, write **G** for Greek victory.
  - d. That same year the Spartans defeated the Persian army. Next to the sword near Sparta, write **G** for Greek victory.

**Salamis, 480 BCE**

*For as the Greeks fought in order and kept their line, while the barbarians were in confusion. . . Yet the Persians fought far more bravely here than at Euboea, and indeed surpassed themselves; each did his utmost through fear of Xerxes, for each thought that the king's eye was upon himself.*

*Herodotus<sup>7</sup>*

7. With a much smaller fighting force, the Greeks had completely stopped the Persian invasion into Europe.
  - a. Turn to your Activity Map. In the Mediterranean Sea south of Greece, write **GREEKS WIN**.
  - b. Greek soldiers had fought to defend their homelands. Below GREEK CITY-STATES, write **DEFENDED HOMELAND**.
  - c. Persian troops were forced to fight. They did not share a common homeland or culture. Below PERSIAN EMPIRE, write **FORCED TO FIGHT**.





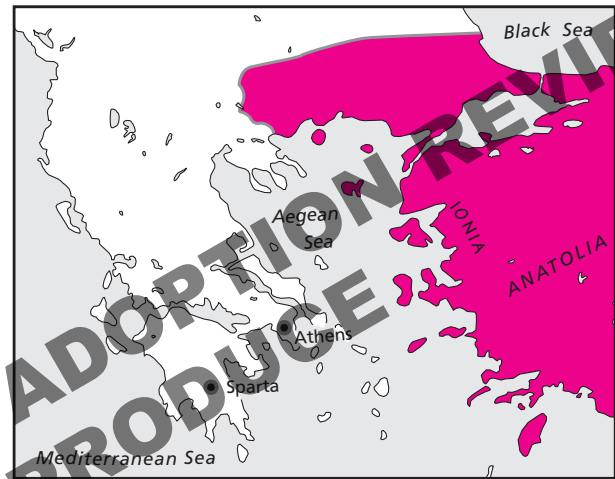
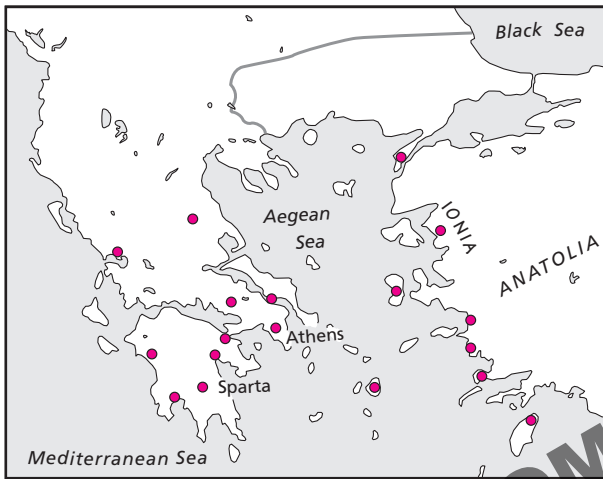
### Pulling It Together

## The Persian Wars

Use pages 36–37 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 17a–17d to complete the chart.

Atlas  
Activity Map  
Map Marker

- On the maps below, color in the area controlled by the Greeks and by the Persians.
- For each word or phrase in the Word Bank, decide if it describes the Greeks or the Persians. Write the term in the correct box.



**GREEKS**

**PERSIANS**

### Word Bank

democracy

fought to defend homes

monarchy

forced to fight

won the wars

city-states

won at Marathon

lost the wars

empire

won at Thermopylae



Most of what we know about the Persian Wars comes from Greek sources. Pick one of Herodotus's story boxes in the lesson. Rewrite it as you think a Persian would have described the event. ✎



# Alexander the Great

The conquests of Alexander the Great spanned the continents of Europe, Asia, and Africa. In this lesson, you'll follow his conquest routes. Use pages 38–39 of *The Nystrom Atlas of World History* to help you complete the activity.




Atlas  
Activity Map  
Map Marker  
colored pencils  
scissors  
stapler

## Alexander Conquers Persia

1. In 336 BCE, Alexander became king of Macedonia. During that time, Macedonia ruled the city-states of Greece. Alexander's father, Philip of Macedon, had conquered Greece in 338 BCE.
  - a. Turn to the *Mediterranean Basin Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **ALEXANDER THE GREAT**.
  - c. In the Atlas, on page 39, look at map C. With your finger, follow the boundary of Macedonia.
  - d. On your Activity Map, draw the boundaries of Macedonia during Alexander's time. Above it, write **MACEDONIA, 336 BCE**.
2. The Persian Empire bordered Macedonia to the east. By 500 BCE the Persians had conquered much of Asia. During the 400s they had also tried to conquer the city-states of Greece.
  - a. In the Atlas, on page 39, look at map C. Trace the boundaries of the Persian Empire in 338 BCE with your finger.
  - b. On your Activity Map, above the label for present-day Iran, write **PERSIA**.
  - c. Persepolis was the capital of the Persian Empire. In the Atlas, point to Persepolis.
  - d. On your Activity Map, mark Persepolis with a capital symbol (★). Label it **PERSEPOLIS**.
  - e. Babylon was one of the great cities of the Persian Empire. In the Atlas, on pages 38–39, look at map D. Point to the city of Babylon.
  - f. On your Activity Map, mark Babylon with a city symbol (●). Label it **BABYLON**.
3. When Alexander became king, the Persian Empire still controlled most of the eastern Mediterranean region. In 334 BCE, Alexander invaded the Persian Empire. He fought his first major battle against the Persians in Anatolia.
  - a. From Macedonia to the northwestern coast of Anatolia, draw an arrow.

- b. Following the coast, continue the arrow south, then east, stopping at the present-day city of Antioch.
  - c. As Alexander's armies marched along the coast, the Persians confronted them at Issus. North of Antioch, draw a battle symbol ✱.
  - d. The battle ended when the Persian emperor, Darius, abandoned his troops. West of the battle symbol, write **ISSUS, 333 BCE**.
4. Instead of chasing the fleeing Persian emperor, Alexander led his armies southwest into Egypt. His plan was to capture all of Persia's naval bases to prevent an attack on Macedonia by sea.
- a. From the battle at Issus along the Mediterranean coast to 30°E, draw an arrow.
  - b. The Egyptians welcomed Alexander and proclaimed him pharaoh, or king, of Egypt. Find the label for Egypt on the map. Above it, draw a crown .
  - c. In Egypt, Alexander established the first of many cities he named after himself. The city, Alexandria, has retained its name to the present-day. Circle the city symbol for Alexandria.
5. Next, Alexander's troops began the long march to Persepolis. Before they reached the city, they fought one last, great battle against the Persians.
- a. In the Atlas, on pages 38–39, on map D, point to the Battle of Gaugamela.
  - b. On your Activity Map, mark this location with a battle symbol ✱.
  - c. Draw an arrow from Alexandria to Gaugamela.
  - d. Once again, Alexander's army won the battle and the Persian emperor fled. Label the battle symbol **GAUGAMELA, 331 BCE**.
  - e. After defeating the Persian army, Alexander and his troops marched southeast to the Persian capital. Keeping west then south of the Zagros Mountains, from Gaugamela to Persepolis, draw an arrow.
  - f. In Persepolis, Alexander declared himself king of Persia. Above your label for Persia, draw a crown .

### Alexander Continues His Conquests

6. Although Alexander had defeated the Persians, he continued his conquests. He marched his soldiers toward India across harsh and dangerous terrain.
- a. To reach India, the army had to cross the Zagros Mountains. Underline the label for the Zagros Mountains with mountain symbols   .

- b. East of the mountains is a vast desert. Find the Plateau of Iran on your map. Draw desert symbols ☼☼☼ in this region.
  - c. To the east of the desert were still more mountains. Find the Hindu Kush and the Pamirs on your map. Underline their names with mountain symbols ^^^.
  - d. Near the present-day city of Kabul, Afghanistan, the Macedonians found a passage between the mountains. East of Kabul, draw a mountain pass symbol )( . Label it **KHYBER PASS**.
  - e. In the Atlas, find Alexander's route from Persepolis to the Khyber Pass. With your finger, follow this route.
  - f. On your Activity Map, draw this route using an arrow.
7. In 326 BCE, Alexander's troops reached the western frontier of India. Weary from years of battle, they refused to march any further.
- a. Draw an arrow from the Khyber Pass to the Indus River.
  - b. At the tip of the arrow, draw a stop sign ○. Label it **INDIA, 326 BCE**.
  - c. Reluctantly, Alexander led his army west to Babylon. From the stop sign, south along the Indus River to the Arabian Sea, draw an arrow.
  - d. From the mouth of the Indus River, along the coast of present-day Pakistan and Iran, draw an arrow. Continue your arrow between the Tigris and Euphrates Rivers to Babylon.
  - e. Alexander decided to make Babylon the capital of his empire. Change the city symbol for Babylon to a capital symbol ★.
  - f. Alexander remained in Babylon until his death in 323 BCE. West of Babylon, write **DIES, 323 BCE**

### Alexander's Legacy

8. Before his death, Alexander ruled most of the world known to the ancient Greeks. His conquests made Greek culture an important influence in parts of Asia, Africa, and Europe.
- a. In the Atlas, on pages 38–39, on map D, use your finger to trace the boundary of Alexander's Empire in 323 BCE.
  - b. On your Activity Map, draw the boundary using a dashed line. Be careful not to cover what you have already written.
  - c. Alexander's empire included land on three continents. Underline the names of these continents.



### Pulling It Together

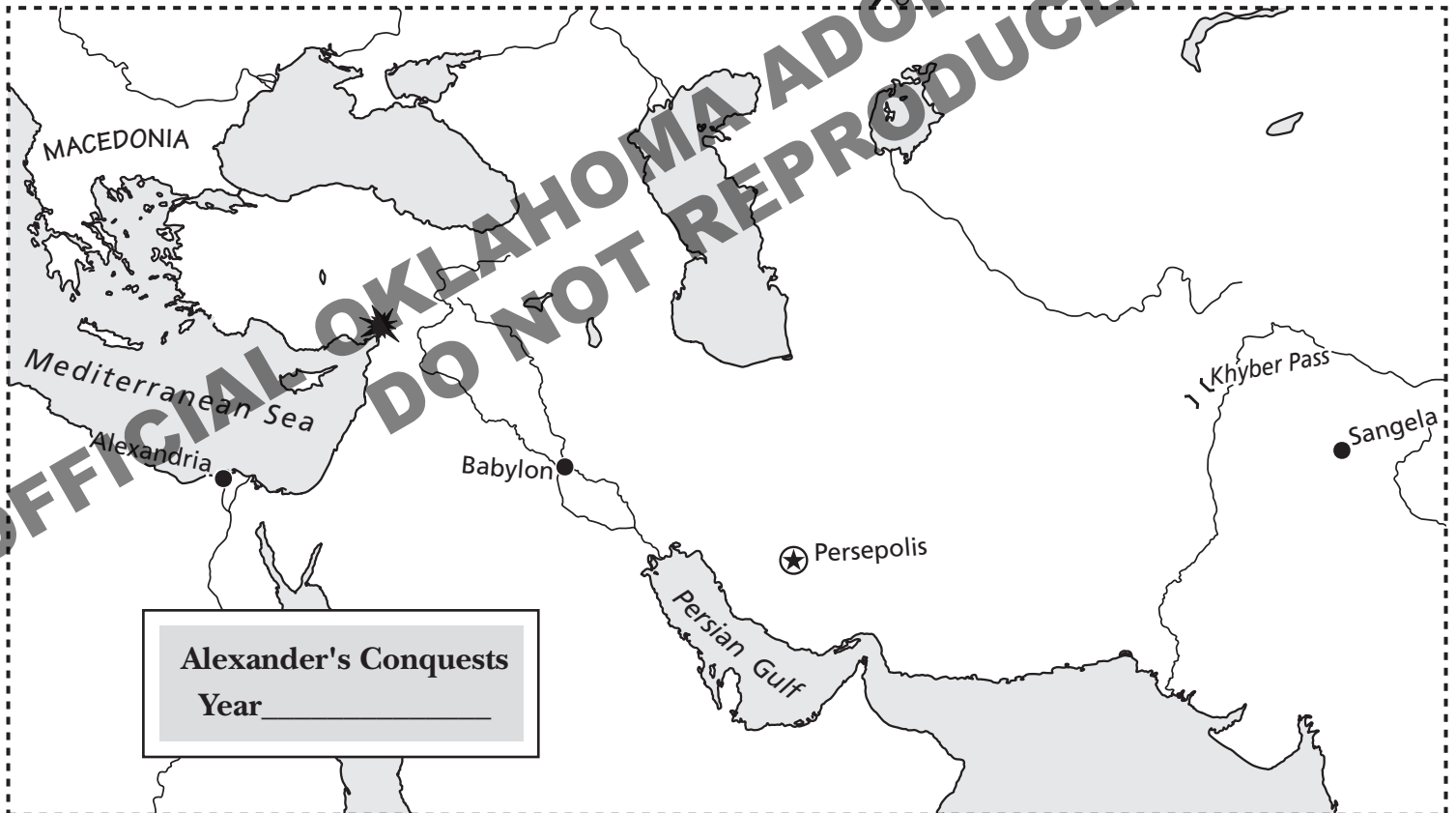
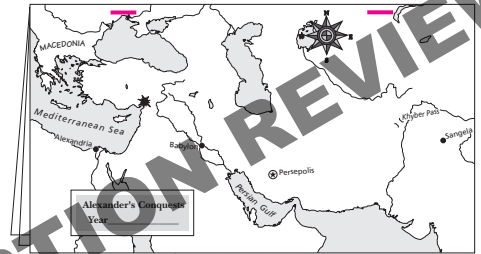
# Alexander the Great

Use pages 38–39 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 18a–18c to help you make a flip book.

Atlas  
Activity Map  
Map Marker  
colored pencils  
scissors  
stapler

- On one copy of Activity Sheet 18d, in the legend, write **338 BCE**. On another copy, write **323 BCE**.
- Choose two of the following dates and write them on your remaining copies of Activity Sheet 18d.
  - 333 BCE      • 331 BCE      • 326 BCE
- For the year of the map, color in the areas controlled by Alexander.
- Cut all four maps along the dashed lines.
- Stack the maps in chronological order.
- Then staple the booklet across the top

staple here



Imagine you are part of Alexander's army. Use the Atlas, your textbook, and other classroom resources to write three sentences about your long march across the mountains and deserts of Asia.



# The Roman Republic Expands

In 500 BCE, Rome began the dramatic growth that transformed it into a powerful republic, then an empire. In this lesson, you'll learn how the Punic Wars helped Rome expand. Use pages 36–38 of *The Nystrom Atlas of World History* to help you complete the activity.




Atlas  
Activity Map  
Map Marker

## The Roman Republic and Its Neighbors




1. In 500 BCE, Rome was one of several small city-states in Italy.
  - a. Turn to the *Mediterranean Basin Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **THE ROMAN REPUBLIC EXPANDS**.
  - c. In the Atlas, on page 40, look at map B. With your finger, point to the area controlled by the Roman Republic in 500 BCE.
  - d. On your Activity Map, circle the same area.
2. Rome gained more territory by fighting and defeating hostile neighbors. By 264 BCE, Romans controlled most of Italy south of the Po River.
  - a. The Etruscans lived north of Rome. They had once ruled the Romans. North of Rome, write **E** for Etruscans.
  - b. Greeks lived in southern Italy along the arch of the “boot.” In the arch, write **GR** for Greeks.
  - c. Rome conquered the Etruscans and the Greeks. Next to the label for both groups, draw a sword ✂.
  - d. Begin a legend for your map. In your legend, write ✂ = **ROMAN CONQUESTS**.
  - e. Starting at the river south of Genoa, outline Italy.
3. The Romans were surrounded by powerful neighbors along the Mediterranean Sea.
  - a. The city-state of Carthage controlled the region southwest of Italy. On your Activity Map, in present-day Tunisia, locate Carthage and circle its city symbol.
  - b. On the map on page 40 of the Atlas, with your finger, outline the area controlled by Carthage in 264 BCE.
  - c. On your Activity Map, write **C** in each of the regions controlled by Carthage, including islands.
  - d. In your legend, write **C = CONTROLLED BY CARTHAGE**.
  - e. The Gauls controlled the region northwest of Italy. In the Atlas, on the map on page 40, point to Gaul.

- f. On your Activity Map, locate and label **GAUL**.
- g. East of the Roman Republic, the kingdom of Macedonia ruled Greece. On the map in the Atlas, point to Macedonia.
- h. On your Activity Map, locate and label **MACEDONIA**.

### The First Punic War

4. Between 260 and 241 BCE, Rome fought the first of three wars with Carthage. These were known as the Punic Wars.
  - a. The First Punic War was fought for control of the Strait of Messina. Between the southern tip of Italy and Sicily, draw a line.
  - b. Most of the battles in this war were naval battles. Draw a ship  and a battle  symbol in the water near Sicily.
  - c. In your legend, add  = **MAJOR BATTLE**.
  - d. Even though Carthage had a powerful, experienced navy and Rome had a brand new, inexperienced one, Rome managed to win the war. Label the battle symbol **R** for Rome.
  - e. Rome took control of Sicily, Corsica, and Sardinia. Cross out the **C** on each of these islands.
  - f. To show that these were now part of Rome, outline the three islands.

### The Second Punic War

5. In 218 BCE, Hannibal marched toward Rome, beginning the Second Punic War. He started out with 40,000 troops and 37 elephants.
  - a. On your Activity Map, in Spain, locate the region controlled by Carthage. Following the coastline, draw a dashed arrow -----> northeast from this region toward the Alps.
  - b. In your legend, write -----> = **CARTHAGINIAN ROUTE, 218–203 BCE**.
  - c. As Hannibal marched through Gaul, many Gallic tribes joined Hannibal's army. From Gaul to the Alps, draw a dashed arrow.
  - d. The Macedonians, who wanted to stop Roman expansion, also helped Hannibal. From Macedonia to the Alps, draw a dashed arrow.
6. Hannibal's army and allies invaded Italy and fought there for 15 years.
  - a. To reach Italy, the army had to cross the Pyrenees. Along the Pyrenees, draw mountain symbols   .
  - b. They also crossed the Rhone River. They floated the elephants across on pontoons. Underline the label for the Rhone River.
  - c. They crossed the Alps. Along the Alps, draw mountain symbols.

- d. Hannibal lost a third of his soldiers and several elephants in the dangerous march through the cold, icy mountains. Next to the mountain symbol, draw a death symbol ☠.
  - e. Although he had fewer troops than the Roman Republic, Hannibal nearly destroyed the Roman army in two devastating battles. In Italy, south of the Po River, draw a battle symbol ⚔.
  - f. Draw a dashed arrow to southern Italy.
  - g. There, draw another battle symbol ⚔.
  - h. Next to each battle symbol, write **C** for Carthaginian victory.
7. Hannibal's armies kept fighting and conquered several regions of Italy. In 204 BCE the Romans invaded Carthage.
- a. The attack on Carthage forced Hannibal to retreat from Italy. He and his troops sailed back to Carthage. Across the Mediterranean Sea, from Italy to Carthage, draw a dashed arrow.
  - b. In 202 BCE the Carthaginians and the Romans fought one last major battle. The Roman armies defeated Hannibal. South of Carthage, draw a battle symbol ⚔.
  - c. After winning the Second Punic War, the Romans gained control of western North Africa and Spain. In Spain and present-day Tunisia, draw swords ⚔. Cross out the **C** in each area.

### Consequences of the Second and Third Punic Wars

8. The Second Punic War led to more fighting. These later wars helped transform Rome from a republic to an empire.
- a. Rome and Macedonia kept fighting for more than 50 years. In 146 BCE the Romans conquered Macedonia and Greece. In Macedonia, draw a sword ⚔.
  - b. Rome and Carthage went to war one last time. In 146 BCE, at the end of the Third Punic War, Rome completely destroyed the city of Carthage and sold its citizens into slavery. Draw an **X** on Carthage.
  - c. The republic continued to grow. In the Atlas, on page 40, with your finger trace the boundary of the Roman Republic in 44 BCE.
  - d. On your Activity Map, draw these boundaries.
  - e. Roman leaders realized conquest could make them rich. They began to fight each other for control of the Roman Republic. Near Rome, draw a battle symbol ⚔.
  - f. By 44 BCE military rulers seized control of the Roman Republic. Next to the battle symbol, write **REPUBLIC ENDS**.

***Pulling It Together*****The Roman Republic Expands**

Use pages 40–41 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 19a–19c to complete the chart below. Events often cause other events to happen. Each row of the chart lists either a cause or an effect. Your job is to fill in the empty boxes with the missing cause or effect.

Cause		Effect
	➡	Rome gained control of Sicily, Corsica, and Sardinia.
Roman armies were unable to defeat Hannibal in Italy.	➡	
	➡	Rome attacked and conquered Macedonia.
	➡	Carthage was destroyed.
Roman leaders realized that military conquest could make them rich.	➡	



You are covering the news for either the Roman Republic or for Carthage. Choose an event from one of the Punic Wars and create a podcast about it. 🎧

# Christianity in the Roman Empire

Christianity has become one of the world's major religions. In this lesson, you'll trace the growth and development of this religion in the Roman Empire. Use pages 44–45 of *The Nystrom Atlas of World History* to help you complete this activity.

## 29 CE, Judea

... they [the multitudes] followed him [Jesus] on foot from the cities. And he came forth, and saw a great multitude, and he had compassion on them, and healed their sick.

And when even was come, the disciples came to him, saying, The place is desert, and the time is already past; send the multitudes away, that they may go into the villages, and buy themselves food.

But Jesus said unto them, They have no need to go away; give ye them to eat.

And they say unto him, We have here but five loaves, and two fishes.

And he said, Bring them hither to me. And he commanded the multitudes to sit down on the grass; and he took the five loaves, and the two fishes, and looking up to heaven, he blessed, and brake and gave the loaves to the disciples, and the disciples to the multitudes. And they all ate, and were filled and they took up that which remained over of the broken pieces, twelve baskets full. And they that did eat were about five thousand men, besides women and children.

Matthew, 14:13–21<sup>B</sup>

- Christianity is based on the teachings of Jesus. Descriptions of his life and work were compiled in the New Testament of the Christian Bible.\* The story of the loaves and fishes is from the Bible.
  - Turn to the *Mediterranean Basin Activity Map*.
  - Give your map a title. Across the top of the map, write **CHRISTIANITY IN THE ROMAN EMPIRE**.
  - The Bible describes the birth of Jesus in Bethlehem. Bethlehem was a city in Judea, just east of Jerusalem. In the Atlas, on pages 44, on time line A, find the year Judea joined the Roman Empire and the year of Jesus's birth.
  - Now look at page 45, on map C. Locate Judea.
  - On your Activity Map, south of Jerusalem, write **JUDEA**.
- In the last years of his life, Jesus traveled from village to village in Galilee healing the sick, performing miracles, and teaching, often through parables.
  - Galilee is the region north of Judea. It is west of the Sea of Galilee, the small lake between Damascus and Jerusalem. Outline the lake.
  - Jesus was Jewish and did much of his work among the Jewish community. Galilee had a sizeable Jewish population. Draw a Star of David ☆, a Jewish symbol, next to the lake.
  - Large crowds often gathered to hear Jesus speak. In Galilee, draw a crowd symbol ㊦.
  - Jesus traveled to Jerusalem in Judea for Passover. There he was charged with treason for claiming to be king of the Jews. Jesus was crucified or hung on a cross. Near Jerusalem, draw a cross †, now a symbol of Christianity.



\* The Christian Bible includes the Hebrew Bible in the Old Testament, plus the New Testament.



## 52 CE, Corinth

*For God appointed us not into wrath, but unto the obtaining of salvation through our Lord Jesus Christ, who died for us, that, whether we wake or sleep, we should live together with him. Wherefore exhort one another, and build each other up, even as also ye do. . . Be at peace among yourselves. And we exhort you, brethren, admonish the disorderly, encourage the faint-hearted, support the weak, be long suffering toward all.*




Paul  
1 Thessalonians, 5:9–14<sup>9</sup>

3. Saul, a Jew, traveled throughout Judea and Galilee persecuting early followers of Jesus. Then, one day on the way to Damascus, he had a vision of Jesus. Deeply moved, Saul changed his name to Paul and became a Christian.
  - a. Paul traveled around the eastern Roman Empire, spreading Christianity among both Jews and Gentiles (non-Jews). In the Atlas, on page 45, look at the image of Paul. Then, on map C, trace Paul's missionary journeys.
  - b. Paul founded Christian churches in Ephesus (now in Turkey), Corinth and Thessalonica (in Greece), and Rome. On your Activity Map, draw crosses  in western Anatolia, southern and northern Greece, and Rome.
  - c. Paul wrote letters to these Christian communities, reminding them of his teachings. Many of his letters are collected in the Bible. He wrote the letter (to the left) to the Christians in Thessalonica. In northern Greece, draw a letter symbol .

## 64 CE, Rome

*First, Nero had the self-admitted Christians arrested. Then, on their information, large numbers of others were condemned—not so much for starting fires as because of their hatred for the human race. Their deaths were made amusing. Dressed in wild animals' skins, they were torn to pieces by dogs, or crucified, or made into torches to be set on fire after dark as illumination.*

Tacitus<sup>10</sup>

4. Saul wasn't the only one to persecute the early Christians. However, the first major persecution of Christians took place in Rome in 64 CE.
  - a. That year a major fire burned much of the city of Rome. In Rome, draw a fire symbol .
  - b. Emperor Nero, who some think started the fire himself, needed a scapegoat. He blamed the Christians for the fire. Nero had Christians gruesomely executed, as described by Tacitus, a Roman historian. In Rome, draw a persecution symbol .
  - c. In 177 CE, Christians in Lyon (in France) were also tortured and killed. In the Atlas, look again at map C on page 45. Point to Lyon.
  - d. On your Activity Map, in southern France, draw a persecution symbol .

## 112 CE, Pontus/Bithynia

*They [Christians] asserted that the sum and substance of their fault or error had been that they were accustomed to meet on a fixed day before dawn and sing responsively a hymn to Christ as to a god, and to bind themselves by oath, not to some crime, but not to commit fraud, theft, or adultery. . . . When this was over, it was their custom to depart and to assemble again to partake of food—but ordinary and innocent food.*

Pliny the Younger<sup>11</sup>

5. Because of these persecutions, early Christians often met in catacombs, sewers, and dark alleys. Because of this behavior, they were often thought to be a strange, secretive group.
  - a. Pliny the Younger was governor of Pontus and Bithynia in northern Anatolia. There he encountered his first Christians. In the Atlas, on page 45, on map C, point to the two Christian areas south of the Black Sea.
  - b. On your Activity map, in each of these areas, draw a Christian symbol †.
  - c. In his interrogations of Christians, Pliny was surprised at how normal they were. He was also amazed at the number of people involved. South of the Black Sea, draw a crowd symbol 人 人.
  - d. Pliny and Emperor Trajan agreed to pardon those who denied their Christianity. Some Christians did deny their religion to avoid imprisonment or death. Put a slash / through one of the Christian symbols.

## 313 CE, Milan

*. . . No one whatsoever should be denied the opportunity to give his heart to the observance of the Christian religion, of that religion which he should think best for himself—so that the Supreme Deity, to whose worship we freely yield our hearts, may show in all things His usual favor and benevolence.*

Emperor Constantine  
Emperor Licinius<sup>12</sup>

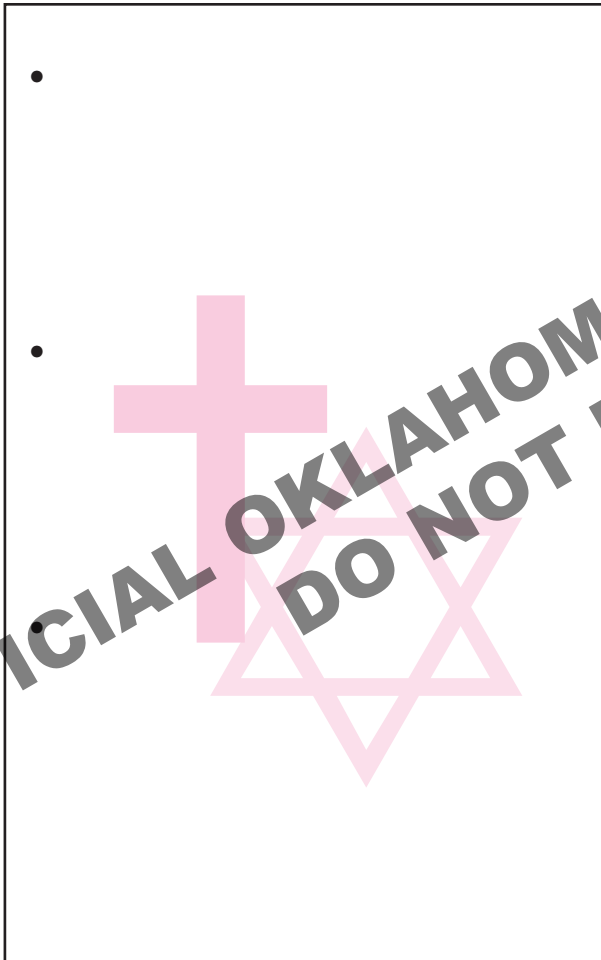
6. As Christianity grew and spread throughout the Roman Empire, so did acceptance of the religion.
  - a. By 300 CE, Christianity had spread north, west, and south. In the Atlas, on page 45, on map C, point to new Christian areas.
  - b. On your Activity Map, in each of these areas, draw a Christian symbol †.
  - c. In 313 CE, the two emperors of the Roman Empire met to discuss the Christian problem. They wrote and signed the Edict of Milan, which made it legal to practice any religion, including Christianity and Judaism. Milan is north of Genoa in Italy. There, write **EDICT**.
  - d. Emperor Constantine became a Christian himself. In the Black Sea, write **CONSTANTINE** †.
  - e. Eventually Christianity became the official religion of the Roman Empire. In the Atlas, on page 44, on time line A, find the year this occurred.
  - f. On your Activity Map, above the Roman Empire, write that year and a Christian symbol †.

**Pulling It Together****Christianity in the Roman Empire**

There are a number of similarities between early Christianity and Judaism. Use pages 14 and 44–45 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 20a–20c to complete the chart below.

Atlas  
Activity Map  
Map Marker

- Write at least three things the two religions have in common under Similarities.
- Write at least three things that are different about the two religions under Differences.

**Similarities****Differences**

Paul wrote letters to Christians whom he converted, with suggestions on how to lead a better life and ways to support one another. Write a short letter to your classmates with modern-day ideas for improving their lives and giving one another support. ✍️

# From Rome to Byzantium

In the 300s CE, the Roman Empire began to split apart. In this lesson, you'll see what happened to the Roman Empire during its decline. Use pages 42, 46–47, and 54 of *The Nystrom Atlas of World History* to help you complete the activity.

Atlas  
Activity Map  
Map Marker  
colored pencils

## Problems in the Empire

1. Beginning in 27 BCE, the Roman Empire was peaceful and prosperous for more than 200 years. Rome was the capital of a vast and powerful empire.
  - a. Turn to the *Mediterranean Basin Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **FROM ROME TO BYZANTIUM**.
  - c. In the Atlas, on page 42, look at map B. With your finger, follow the boundaries of the Roman Empire in 180 CE.
  - d. On your Activity Map, using a dashed line, draw the boundaries of the Roman Empire in 180 CE. They do not need to be exact.
  - e. Use the Atlas to help you locate and label the following regions of the Roman Empire on your Activity Map:
    - Gaul
    - Egypt
    - Britain
    - Africa
    - Spain
  - f. In Italy, locate the city of Rome. Label it with a capital symbol (★).
2. In 250 CE, plague began to spread through the empire. The earliest outbreaks were in Egypt and Africa.
  - a. On your Activity Map, in Egypt and Africa, draw plague symbols (☠).
  - b. From 250 to 265 CE, plague spread throughout the Roman Empire. Draw plague symbols (☠) in Spain and Anatolia.
  - c. Begin a legend for your map. In it, write ☠ = **PLAGUE**.
3. Disease weakened the Roman army that guarded the empire. Between 260 and 275 CE, the empire suffered its first major military defeats.
  - a. In the Atlas, on page 46, look at map B. With your finger, point to the two regions that were lost between 260 and 275 CE.
  - b. On your Activity Map, mark these two regions with an X.
  - c. In your legend, add X = **ROMAN LANDS LOST**.

4. After 275 CE the Danube River and the Rhine River formed the empire's northern boundary in continental Europe.
  - a. Locate the Danube River, which flows from the Alps to the Black Sea. Circle its label each time it appears.
  - b. Locate the Rhine River, which flows from the Alps to the North Sea. Circle its label.





### The Empire Splits Apart

5. The empire was too large to be ruled by one person. In 395 CE the empire was permanently divided into two regions.
  - a. On your Activity Map, along 19°E longitude, from the Danube River south to the Sahara, draw a line.
  - b. In the Sahara, west of your line, write and underline **WESTERN EMPIRE**.
  - c. In the Sahara, east of your line, write and underline **EASTERN EMPIRE**.
  - d. Rome remained the capital of the Western Roman Empire. Circle Rome's capital symbol.
  - e. A city newly named Constantinople became the capital of the Eastern Roman Empire. In the Atlas, on page 46, point to Constantinople.
  - f. Today, Constantinople is called Istanbul. On your Activity Map, locate Istanbul. Above its label, write **CONSTANTINOPLE**.
  - g. Draw a capital symbol (★) over the city symbol for Istanbul.
6. Beginning in 350 CE, migrating tribes moved westward across Europe. New groups moved into Roman territory and began fighting for land. Many of these battles were fought in the Western Roman Empire.
  - a. In the Atlas, on page 47, look at map C. With your finger, trace the migration routes of the Vandals and the Visigoths.
  - b. On your Activity Map, using an arrow, draw the route of the Vandals. Label it **VANDALS**.
  - c. Also with an arrow, draw the route of the Visigoths. Label it **VISIGOTHS**.
  - d. Gaul, Spain, and Africa were captured by the Vandals. Draw an X through each of their names.
7. In 476 CE the Western Roman Empire ended. The Eastern Roman Empire was wealthier and easier to defend. It continued to flourish.
  - a. Below **WESTERN EMPIRE**, write **ENDS 476 CE**.



- b. The Eastern Roman Empire became known as the Byzantine Empire. On your Activity Map, below EASTERN EMPIRE, write **BYZANTINE EMPIRE**.

### The Byzantine Empire

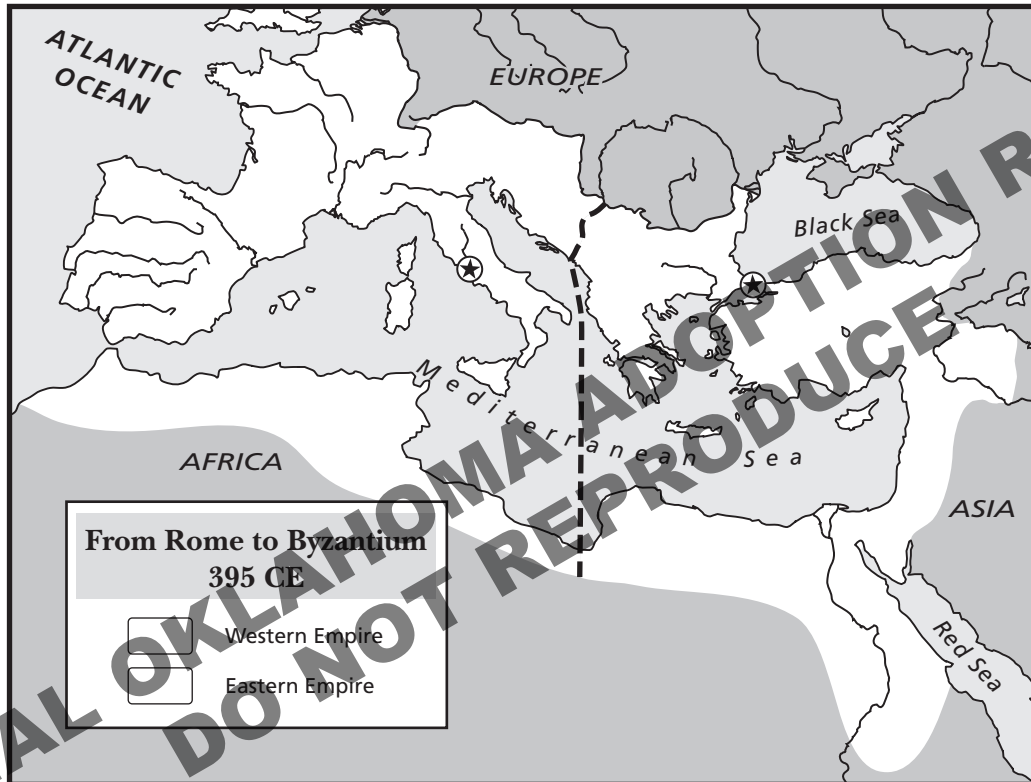
8. The Byzantine Empire was separate from the former Western Roman Empire. The Byzantines spoke a different language and followed a different branch of Christianity.
- Below WESTERN EMPIRE, draw a cross . Label it **CATHOLIC**.
  - Below EASTERN EMPIRE, draw a cross . Label it **ORTHODOX**.
  - Latin was the main language in the former Western Roman Empire. Below CATHOLIC, write **LATIN**.
  - Greek was the main language in the Byzantine Empire. Below ORTHODOX, write **GREEK**.
9. The Byzantine emperors faced invasions in all parts of the empire.
- In the Atlas, on page 54, look at map B. With your finger, trace the invasion routes on the map.
  - Migrating tribes attacked from the north. On your Activity Map, from the Danube River just south of present-day Romania, south into Greece, draw an arrow. Label it **SLAVS**.
  - Muslim Arabs attacked from the east. From Saudi Arabia west into Egypt, draw an arrow. Label it **ARABS**.
  - Religious differences caused wars between the Byzantines and Western Christians. From Italy east to Anatolia, draw an arrow. Label it **CATHOLICS**.
  - Turkish warriors conquered Muslim Arabs and then invaded Anatolia. From the southern coast of the Caspian Sea west into Anatolia, draw an arrow. Label it **TURKS**.
10. Anatolia was the most important part of the Byzantine Empire. Most of its people, and nearly all of its soldiers, lived in that region.
- Anatolia was conquered by 1071. Draw an **X** through Anatolia.
  - In 1204, Constantinople was conquered by Western Christians. Draw a battle symbol  at Constantinople.
  - The Byzantines reconquered their capital, only to lose it to the Turks in 1453. Draw a second battle symbol  at Constantinople.
  - With the Turkish capture of Constantinople, the Byzantine Empire ended. Under EASTERN EMPIRE, write **ENDS 1453**.

**Pulling It Together****From Rome to Byzantium**

Use pages 46–47 and 54 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 21a–21c to complete the chart below.

Atlas  
Activity Map  
Map Marker  
colored pencils

- In the legend and on the map, color each half of the Roman Empire in a different color.
- Then complete the chart below the map.

**WESTERN EMPIRE****EASTERN EMPIRE**

_____	Capital	_____
_____	Religion	_____
_____	Language	_____
_____	Main invaders	_____
_____		_____
_____	Year ended	_____



Using pages 42–47 of the Atlas and your completed Activity Map, create a time line with four entries describing major events in the history of the Roman Empire.

**Ancient Greece and Rome****Historical Issues Today****Should the boundaries of modern nations reflect the history of the land?**

Should a modern nation have the right to claim the land of another nation that they believe is rightfully theirs? There are many perspectives on this issue. Use the following two perspectives and additional information from pages 48–49 of *The Nystrom Atlas of World History* to complete the task below.

**National boundaries should take into account the historic religious, ethnic, and cultural importance of the land.**

- A government exists to serve its people. Where land has been taken from these people, or is central to their religious or cultural beliefs, a government should be able to act on behalf of its people and bring that land under its control.
- National boundaries are often arbitrary or drawn by third parties. Where tensions can be eased by aligning national boundaries with cultural boundaries, all would benefit.
- A nation is entitled to protect its culture against appropriation by other nations.

**Nations do not have the right to seize control of any land outside their recognized borders.**

- It violates international law for one nation to breach another nation's borders for any reason. If nations are allowed to violate this law, it will be at the cost of international peace and cooperation.
- Allowing a nation to assume control of land based on historical claims violates the right of a people to self-determination, or the right to form a state and choose your own government.
- The rights of one group of people should not be privileged over the rights of another.
- When a government is motivated by the needs of ancestral inhabitants or the dominant ethnic or religious group, the needs of ethnic minorities often suffer.

1. Choose the side that you agree with more.
2. Look in Unit 3 to find information that you can use to support your choice.
3. Write a short essay in which you present your argument, supported by the bullet points and specific information from the unit.
4. Be sure to use your own words. Rephrase any information that comes from the Atlas.



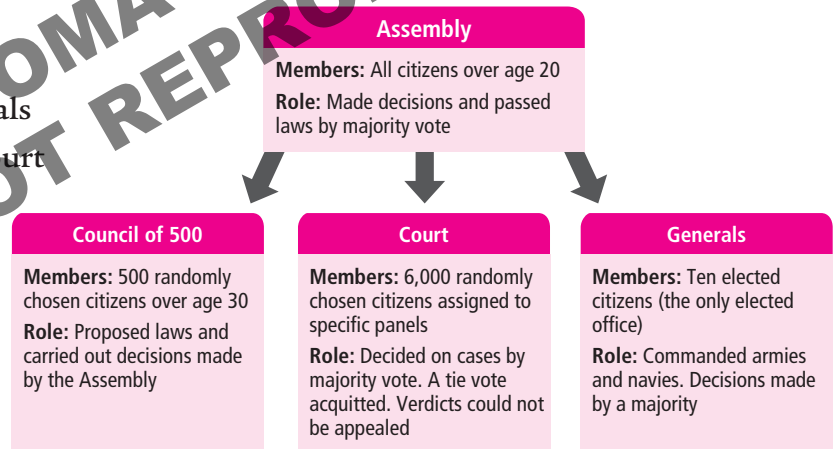
Write a letter to the United Nations detailing your arguments for or against a recent international boundary or name change.

# Ancient Greece and Rome

In the last six lessons, you've looked at the development of Greek and Roman civilizations. How much do you remember?

*Circle the letter of the correct answer.*

- Which of these events started the Persian Wars?
  - The Greeks invaded Persia.
  - Athens became a democracy.
  - Ionians rebelled against Persian rule.
  - Darius became emperor of Persia.
- Which of the following is NOT true about ancient Greece?
  - It was a powerful country.
  - It was made up of city-states.
  - Its was smaller than the Persian Empire.
  - It had many different forms of government.
- Look at the chart to the right.  
Who passed laws?
  - senators
  - all citizens over 20
  - generals
  - the court
- Alexander the Great became king of which two conquered regions?
  - Greece and India
  - Egypt and Arabia
  - Macedonia and India
  - Egypt and Persia
- Which of the following was an effect of the Punic Wars?
  - The Roman Republic went to war against Macedonia.
  - Carthage was destroyed.
  - The Roman Republic expanded into Spain and North Africa.
  - All of the above.
- Which change occurred when the Roman Empire began?
  - Romans were led by a single ruler.
  - No new land was conquered.
  - Trade decreased.
  - A new capital was built.



7. Which is true of Christianity?
- It was based on the teachings of Constantine.
  - It became the official religion of the Roman Empire.
  - Early Christians persecuted Romans.
  - Christians believed in many gods.
8. Which cities were capitals of the Eastern and Western Roman Empires?
- Alexandria and Persepolis
  - Rome and Constantinople
  - Carthage and Rome
  - Athens and Sparta
9. Which was a cause of the decline of the Roman Empire?
- war with Carthage
  - Roman expansion
  - change in government
  - invasions

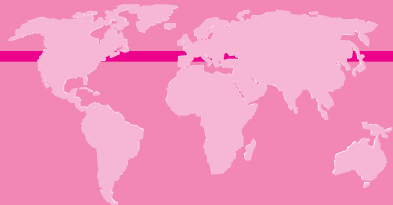


10. Look at the map. Which body of water was west of the Persian Empire?
- Black Sea
  - Red Sea
  - Mediterranean Sea
  - North Sea
11. Which culture group was NOT part of the Persian Empire?
- Parthia
  - India
  - Armenia
  - Egypt



Unit 3 looks at Greek and Roman civilizations from 3000 BCE to 500 CE. List three events from that time period. Explain in one or two sentences why you think each is especially important.





# Empires and Cultures of Asia

## Unit 4

### Lessons

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### Assessment

Unit 4 Review	133
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### Literature Links

Your students might enjoy these books and others about regions in and around Asia:

- **Adventures on the Ancient Silk Road** by Priscilla Galloway with Dawn Hunter
- **The Silk Route** by John S. Major
- **Metropolis** by Albert Lorenz

### Islamic Empires

- **Muhammad** by Demi
- **The Travels of Benjamin of Tudela** by Uri Shulevitz
- **The House of Wisdom** by Florence Parry Heide and Judith Heide Gilliland
- **Shadow Spinner** by Susan Fletcher

### Central and South Asia

- **Barbarians!** by Steven Kroll
- **Kubla Khan: The Emperor of Everything** by Kathleen Krull

### East Asia

- **A Single Shard** by Linda Sue Park
- **Grass Sandals** by Dawnine Spivak



### Movie Links

Your students might enjoy watching all or part of the following movie. Preview before showing it to your class.

- **Biography: Genghis Khan**

### Cross-Curricular Activities

#### Geography Measuring Distance Along the Silk Road



Using the map on pages 50–51 of the Atlas, have students calculate the distance between major cities along the Silk Road. Then have them use a United States map to find pairs of cities that match each distance.

#### Science Understanding Weather Patterns



Ask students to choose one of the cities from the unit and research its climate. Have students write a weather report for a day in both January and July for that city.

#### Writing Thinking about Historic Change



Have students choose a region where Islam spread or a city, like Samarqand, that was conquered by different empires. Ask students to write journal entries for three people who lived in that region or city at different points in history. Have them include details about changes that occurred.

#### Art Exploring Nomadic Culture



Working in groups, have students make models of a Mongol tent, or yurt. Ask them to think about how its design reflects Mongol culture.

#### Science Using Animals for Transportation



Divide students into groups to research an animal used for transportation in Asia, such as the Bactrian camel, yak, or horse. Ask each group to make a poster about the animal, its habitat, and its uses.

[illegible]

# Empires and Cultures of Asia

List important words, people, or places—and notes about them—in the chart below.

Words	People	Places

AL OKLAHOMA  
DO NOT REI

## Objectives

Students will be able to:

- Preview the unit.
- Use information from an introductory summary to complete activities.


## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 23a–23b, Introducing Unit 4
- ☐ Time Line Folders (from Lesson 3)
- ☐ scissors
- ☐ stapler
- ☐ optional: Unit 4 Journal (see p. 104)

## Introducing Unit 4

For use with pages 50–61 of The Nystrom Atlas of World History

## Here's a Tip!

- Walk students through each spread on pages 50–61 of the Atlas. Point out a key idea or an interesting map, graph, or photo on each page.
- Make sure that students are aware that the introduction exercise covers two pages. The first page is a written introduction for the material in the unit. An accompanying close-reading activity is on the following page. All answers to the activity can be found in the introduction.
- Have students record their answers to the starred questions at the end of each lesson on copies of the *Unit 4 Journal*. Or have students record the answers in their own journals. 

## Answers

Name \_\_\_\_\_

Empires and Cultures of Asia

## Introducing Unit 4

For the Byzantine Empire and those that followed, trade became a central unifying force. The Silk Road linked Europe, Asia, and Africa, encouraging the spread of trade, travel, religion, and scientific and technological innovation. The Silk Road was a kind of highway for people and goods traveling between these regions. For example, the Islamic Empire conquered Arabia and the lands east of it, but it was trade along the Silk Road that allowed the Islamic Empire to strengthen its hold. The same is true of the Byzantine Empire, which used trade to outlast the rest of the Roman Empire by more than a thousand years. Trade had similar benefits for the Tang and Sung dynasties in China.

The Mongol Empire, the largest to rule lands in Africa, Asia, and Europe, defeated the Islamic and Chinese Empires, but continued to spread Islamic and Chinese culture throughout its vast territories. Trade and religion allowed for the spread of these cultures among the smaller kingdoms of Southeast Asia. Once the Ming dynasty defeated the Mongols, it too used trade to consolidate its power and to extend its influence. Japan, which for a long time was protected against an invasion from mainland Asia, united under the shoguns and expanded its trade with other civilizations.

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Mapping World History  
Empires and Cultures of Asia

Name \_\_\_\_\_

23b

Close Reading: Main Idea

Directions: Based on the reading, what do you believe is the main idea or topic that connects all the empires and cultures mentioned? Write your answer in a few sentences in the space below.

Answers will vary, but should address trade or the spread of cultures.



The Hagia Sophia in Istanbul, Turkey, was built during the Byzantine Empire.



In the Atlas, on pages 50–51, look at the Unit 4 time line. Choose six events that you think are important. Add them to your Time Line Folder. Be sure to write them under the correct date and next to the correct region.

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Mapping World History  
Empires and Cultures of Asia

☆ Answers will vary.

## 24

## Objectives

Students will be able to:

- *Locate and label natural features that defined the Silk Road.*
- *Identify culture regions along the Silk Road.*
- *Identify characteristics of Silk Road exchange.*

## Materials

- ☐ *The Nystrom Atlas of World History*
- ☐ *Activity Sheets 24a–24d, Silk Road*
- ☐ *Mapping World History Activity Maps*
- ☐ Map Markers

## 25

## Objectives

Students will be able to:

- *Locate and label where Islam originated.*
- *Map the spread of Islam in Asia.*
- *Identify characteristics of Islam.*

## Materials

- ☐ *The Nystrom Atlas of World History*
- ☐ *Activity Sheets 25a–25d, Spread of Islam*
- ☐ *Mapping World History Activity Maps*
- ☐ Map Markers
- ☐ colored pencils
- ☐ scissors
- ☐ stapler

## Silk Road

For use with pages 50–51 of The Nystrom Atlas of World History

## Here's a Tip!

- Begin the lesson by asking students to think of food, music, clothing, words, and other items we have adopted from other cultures.

## Answers

Answers will vary. Students may mention any four of the following in each category:

**Landscapes Crossed:** Taklimakan Desert, Gobi, Tien Shan Mountains, Kunlun Mountains, Pamirs, Plateau of Iran, Zagros Mountains

**Culture Regions Connected:** China, Mongolia, India, Persia, Arabia, Eastern Europe

**Goods Traded:** Silk, horses, frankincense, gems, spices, cotton, wool, glassware, porcelain

**Ideas Exchanged:** Buddhism, Christianity, Islam, papermaking, numbers

- ☆ Tweets will vary. Students may mention culture regions or major cities and should name at least one item being exchanged.

## Spread of Islam

For use with pages 52–53 of The Nystrom Atlas of World History

## Special Note

- Each student will need three copies of Activity Sheet 25d.

## Here's a Tip!

- Put together a sample flip booklet to show the class. Follow the instructions on Activity Sheet 25d.

## Here's an Interesting Fact!

- Islamic cities like Baghdad and Cairo became great centers of learning. Muslim scholars studied the works of the ancient Greeks and made great discoveries in math, astronomy, and architecture. These ideas also shaped Western European science.

## Answers

**Maps** Maps will vary. Be sure that students have added the date of the boundaries shown to each legend. Use pages 52–53 in the Atlas to check the boundaries.

- ☆ Answers will vary.

## 26

## Objectives

Students will be able to:

- *Locate the Mongol homeland.*
- *Identify events during the reign of Genghis Khan.*
- *Map and label the area conquered by the Mongols.*

## Materials

- ☐ *The Nystrom Atlas of World History*
- ☐ *Activity Sheets 26a–26d, Mongol Conquests*
- ☐ *Mapping World History Activity Maps*
- ☐ *Map Markers*

## 27

## Objectives

Students will be able to:

- *Locate and label the North China Plain.*
- *Identify characteristics of the Tang, Sung, Yuan, and Ming dynasties.*
- *Compare and contrast these Chinese dynasties.*

## Materials

- ☐ *The Nystrom Atlas of World History*
- ☐ *Activity Sheets 27a–27d, Chinese Dynasties*
- ☐ *Mapping World History Activity Maps*
- ☐ *Map Markers*

## Mongol Conquests

For use with pages 56–57 of The Nystrom Atlas of World History

## Here's a Tip!

- Explain to students that wars between nomadic or migrating cultures and settled cultures have occurred throughout history, as in ancient Mesopotamia, early China, or the Roman Empire. Remind students of what they learned about these conflicts in other units.

## Answers

- 1206 Temujin becomes Genghis Khan.  
 1215 Mongols attack Dadu (Beijing).  
 1219 Mongols attack Samarqand.  
 1227 Genghis Khan dies.  
 1279 Mongols conquer Sung Empire.

Students should also add two more dates of their own to the time line.

- ☆ Story rewrites will vary. Students should write it from the point of view of a Mongol foot soldier or one of the people attacked by the Mongols. They should describe the event in vivid detail.

## Chinese Dynasties

For use with page 55–57 and 59 of The Nystrom Atlas of World History

## Here's a Tip!

- Tell students that the North China Plain is where early Chinese civilization emerged. Explain that this region remained important throughout Chinese history.

## Answers

Dynasties years in power	Capital(s)	Was Land Gained or Lost?	Enemies	Population Changes
Tang <i>618 – 907</i>	Changan	Gained	Tibetans Manchurians	Shifted south
Sung <i>960 – 1279</i>	Kaifeng, Hangzhou	Lost	Manchurians Mongols	Shifted south
Yuan <i>1279 – 1368</i>	Beijing	Gained	Chinese	Decreased
Ming <i>1368 – 1644</i>	Nanjing, Beijing	Gained	Manchurians	Shifted north

- ☆ Reviews will vary. Students may mention that the North China Plain was heavily populated, that it included good farmland, or that it was a center of early Chinese culture.



## Objectives

Students will be able to:

- Compare governments under the Early Emperors, Taika Reform, and Heian rulers.
- Identify the causes and effects of the rise and fall of Imperial Japan.

## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 28a–28d, Imperial Japan
- ☐ Mapping World History Activity Maps
- ☐ Map Markers

## Imperial Japan

For use with pages 60–61 of The Nystrom Atlas of World History

## Answers

Cause		Effect
Japan has increased contact with China and Korea.	→	Buddhism, Confucianism, and Chinese writing are introduced to Japan.
Taika Reforms begin.	→	All land becomes the property of the emperor. New cities are built. Civil service exams are introduced.
Private estates develop that are owned by clans or temples.	→	Samurai are hired to guard estates.
Former emperor tries to regain power.	→	A civil war erupts in Japan.
Yoritomo takes control of Japan and is made the emperor's "great general," or shogun.	→	A shogun becomes the real leader in Japan.

☆ Answers will vary.

## Objectives

Students will be able to:

- Analyze an important current issue with the help of historical information in the Atlas.
- Organize data graphically.

## Materials

- ☐ The Nystrom Atlas of World History

## Historical Issues Today

For use with pages 62–63 of The Nystrom Atlas of World History

## Here's a Tip!

- Begin the lesson by discussing with students the meaning of American culture. Have students suggest typical foods, traditions, celebrations, etc. that best symbolize American culture. Then, have them talk about ways that culture has changed in recent years.

## Answers

☆ Answers will vary.

## Unit 4 Review

### Objectives

Students will be able to:

- *Review the unit.*
- *Demonstrate ability to meet unit objectives.*

### Materials

- Activity Sheets a–b,  
*Empires and Cultures  
of Asia*

## Empires and Cultures of Asia

*For use with pages 50–61 of The Nystrom Atlas of World History*

### Here's a Tip!

- Have students review their Time Line Folders, completed activity sheets, and flip books.
- Suggest that students review pages 50–61 of the Atlas and write any questions they have.

### Answers

- |      |      |       |
|------|------|-------|
| 1. d | 5. c | 9. d  |
| 2. c | 6. a | 10. d |
| 3. b | 7. c | 11. b |
| 4. a | 8. a |       |

- ☆ Answers will vary. Students may mention a new idea spread on the Silk Road, the emergence of Islam, the rise of Islamic Empires, the unification of the Mongol tribes, Mongol expansion, the conquest of China, the rise of the Ming dynasty, or a change in Imperial Japan.

*Empires and Cultures of Asia***Introducing Unit 4**

For the Byzantine Empire and those that followed, trade became a central unifying force. The Silk Road linked Europe, Asia, and Africa, encouraging the spread of trade, travel, religion, and scientific and technological innovation. The Silk Road was a kind of highway for people and goods traveling between these regions. For example, the Islamic Empire conquered Arabia and the lands east of it, but it was trade along the Silk Road that allowed the Islamic Empire to strengthen its hold. The same is true of the Byzantine Empire, which used trade to outlast the rest of the Roman Empire by more than a thousand years. Trade had similar benefits for the Tang and Sung dynasties in China.

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**Close Reading: Main Idea**

**Directions:** Based on the reading, what do you believe is the main idea or topic that connects all the empires and cultures mentioned? Write your answer in a few sentences in the space below.



The Hagia Sophia in Istanbul, Turkey, was built during the Byzantine Empire.



In the Atlas, on pages 50–51, look at the Unit 4 time line. Choose six events that you think are important. Add them to your Time Line Folder. Be sure to write them under the correct date and next to the correct region.

# Silk Road

24a

The Silk Road was a network of trade routes that connected Asia, Africa, and Europe. In this lesson, you'll learn about goods and ideas that were exchanged along the Silk Road. Use pages 50–51 of *The Nystrom Atlas of World History* to complete this activity.

Atlas  
Activity Map  
Map Marker

## Landscape of the Silk Road

1. From the 400s to the 1500s, the Silk Road was the most important trade route in Asia.
  - a. Turn to the *Asia Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **SILK ROAD**.
  - c. In the Atlas, look at the map on pages 50–51. With your finger, trace the Silk Road from Changan to Baghdad.
  - d. Many other trade routes were connected to the Silk Road. With your finger, trace the routes east of Changan and west of Baghdad.
2. Traders traveled along the Silk Road in groups called caravans. Most traders traveled only part of the Silk Road.
  - a. From China, the journey began at the city of Changan (present-day Xian). On your Activity Map, circle the city symbol for Xian and label it **CHANGAN**.
  - b. From Changan, caravans moved northwest, to a mountain pass. At 40°N and 100°E, draw a mountain pass symbol )(.
  - c. Using the map in the Atlas, on your Activity Map, draw a line from Changan to Dunhuang.
  - d. After the pass, the caravans reached the Taklimakan Desert, one of the world's driest regions. Draw desert symbols ☄ in the Taklimakan Desert.
  - e. The Taklimakan Desert was surrounded by mountains: the Tien Shan to the north and the Kunlun Mountains to the south. Draw mountain symbols ^^^ along each of these mountain ranges.
  - f. Following the mountains, traders traveled along the edge of the desert. Outline the Taklimakan Desert, the flat area between the mountains.
  - g. Traders stopped for water and supplies at the city of Kashgar. From Changan, it took six months to reach Kashgar. At the westernmost tip of the Taklimakan Desert, just south of 40°N, draw a water symbol ♾. Label it **KASHGAR**.






3. From Kashgar, caravans continued their journey through the rugged Pamirs to the great city of Samarqand.
  - a. On your Activity Map, along the Pamirs, draw mountain symbols ^^^.
  - b. The route led across the Pamirs to Samarqand, the oldest city in Central Asia. Along the Pamirs, from Kashgar to Samarqand, draw a line.
  - c. Samarqand's location in a river valley helped it grow into a powerful city. Many traders exchanged their goods there. At Samarqand, draw a water symbol ♪.

### Culture Regions of the Silk Road








4. From the market cities of Central Asia, goods were carried to neighboring culture regions.
  - a. In the Atlas, look at the map on pages 50–51. Point to the culture regions labeled along the Silk Road.
  - b. From Samarqand, some traders traveled southeast toward India. On your Activity Map, from Samarqand to Delhi, draw a line. Label it **TO INDIA**.
  - c. Others traveled southwest toward Persia. From Samarqand to present-day Iran, draw a line. Label it **TO PERSIA**.
  - d. Traders also traveled to Baghdad, where Arab traders came to buy goods. From Samarqand to Baghdad, draw a line. Label it **TO ARABIA**.
  - e. Other traders traveled on to the Byzantine Empire. From Baghdad to present-day Istanbul (formerly Constantinople), draw a line. Label it **TO BYZANTINE EMPIRE**.

### Trade Goods

5. Caravans carried goods east and west along the Silk Road. The journey across harsh deserts and rugged mountains was long and dangerous. Only small amounts of lightweight goods could be transported.
  - a. Many valuable goods came from China. Look again at the map in the Atlas. Point to three goods that originated in China.
  - b. On your Activity Map, in Russia, draw a long arrow pointing west. Label it **TO WEST**.
  - c. Silk was one of the most valuable trade goods in the ancient world. For centuries, only the Chinese knew how to make silk. In China, draw a silk symbol 🧶.

- d. Because silk was so hard to find in the west, merchants charged high prices for it. Along the arrow pointing west, draw a silk symbol .
- e. The nomads of Central Asia raised strong, fast horses. The Chinese called them “Horses of Heaven.” North of Kashgar, draw a horse symbol .
- f. Chinese emperors used these horses in warfare. From northern India to China, draw a long arrow pointing east. Label it **TO EAST**.
- g. Along the arrow, draw a horse symbol .

### Cultural Exchange

- 6. Travel along the Silk Road spread religious beliefs across culture regions. The spread of religion changed Asian civilizations.
  - a. By the 500s, Buddhism had spread from India to China, Japan, and Korea. In India, draw a Buddhism symbol .
  - b. Christian missionaries from Syria also traveled the Silk Road. By the 700s they had reached China. In Syria, draw a Christianity symbol .
  - c. By 750, Islam had spread from Arabia east to Samarkand. Trade helped spread Islam east into China. In Arabia, draw an Islam symbol .
  - d. Along the arrow pointing east, draw the symbol for each religion.
- 7. Contact between cultures helped spread new discoveries. Contact also spread disease, with devastating results.
  - a. By the first century, paper had been invented in China. On your Activity Map, in China, draw a paper symbol .
  - b. In the 700s knowledge of papermaking began to spread across Asia, reaching Europe 400 years later. Along the arrow pointing west, draw a paper symbol .
  - c. Indian mathematicians developed the number system we use today. In India, write **1,2,3**.
  - d. Arab scholars refined this number system and introduced it to Europe. The new numbers were called Arabic numerals and are still used today. Along the arrow pointing west, write **1,2,3**.
  - e. In 1330, China suffered an outbreak of the bubonic plague. By 1346 the disease had reached Europe. In China and along the arrow pointing west, draw plague symbols .
  - f. As ships improved in the 1500s, sea trade-routes became more important than the Silk Road. In the Indian Ocean, draw a ship .
  - g. Next to the ship, write **SILK ROAD TRADE DECLINES**.

**Pulling It Together****Silk Road**

Use pages 50–51 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 24a–24c to complete the chart below.

Atlas  
Activity Map  
Map Marker

**Landscapes Crossed**

- Taklimakan Desert
- 
- 
- 

**Culture Regions Connected**

- China
- 
- 
- 

**Silk Road****Goods Traded**

- Silk
- 
- 
- 

**Ideas Exchanged**

- Buddhism
- 
- 
- 




Imagine you are a Silk Road trader with a Twitter account. Write three tweets about your journey. Be sure to mention where you are from, where you are going, and what goods you are carrying. ✎

## Spread of Islam

In the 600s a new religion, Islam, began in Arabia. In this lesson, you'll learn how Islam spread in Africa, Europe, and Asia. Use pages 52–53 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker  
colored pencils  
scissors  
stapler

### Beginnings of Islam

1. Before 600 several religions were practiced in the Middle East.
  - a. Turn to the *Asia Activity Map*.
  - b. Give the Activity Map a title. Across the top of the map, write **spread of Islam**.
  - c. Judaism and Christianity were both practiced in areas once ruled by the Roman Empire. West of Jerusalem, write **JUDAISM** and **CHRISTIANITY**.
  - d. On the Arabian Peninsula, each city had its own gods and goddesses. There was a building in Mecca with 360 idols worshipped in the area. In the southeastern Arabian Peninsula, write **MANY GODS**.
2. Islam began in the city of Mecca. Muhammad was the founder of the new religion.
  - a. In the Atlas, on page 52, read the History Question.
  - b. Muhammad was born in Mecca around 570. On your Activity Map, on the Arabian Peninsula, near Mecca, write **Muhammad**.
  - c. Near Mecca, also draw an Islam symbol ☪.
3. Muslims believe Muhammad was one of several messengers of God.
  - a. Abraham and Moses were also considered messengers of Islam. In the Atlas, on page 14, on map A, read the callouts about Abraham and Moses. Also read the History Question.
  - b. Another messenger of Islam was Jesus. On page 44, on time line A, read the entries about Jesus.
  - c. Islam share some of the same teachings as Judaism and Christianity. Draw brackets [ ] around **JUDAISM** and **CHRISTIANITY**.
4. In 610, Muhammad began receiving messages from God, whom Muslims call Allah.
  - a. In the Atlas, on page 52, look at picture A and read its caption.
  - b. The *Qur'an* (also spelled *Koran*) contains the messages Muhammad received from Allah. On your Activity Map, in Arabia, draw a book symbol  and label it **Qur'an**.

5. Many people in Mecca did not like Muhammad's teachings. They threatened his life. In 622, Muhammad and his followers, called Muslims, fled to the city of Medina—beginning the spread of Islam.
  - a. In the Atlas, on page 52, look at map B. Point to city of Medina.
  - b. On your Activity Map, from Mecca to Medina, draw an arrow.
  - c. Label the arrow **622**.
  - d. As Islam continued to spread, Medina became the capital of the Islamic Empire. In Medina, draw a capital symbol ★.
  - e. The Muslims fought several battles with Mecca for control of the area. Between Medina and Mecca, draw a battle symbol ✱.
6. Muhammad was both a political and religious leader. He believed that all Muslims should live in one community ruled by Muslims. By his death in 632, Islam had spread into central Arabia.
  - a. In the Atlas, on page 52, look again at map B. With your finger, trace the boundary of land under Islamic rule by 632.
  - b. On your Activity Map, draw the boundary of this region.
  - c. In the region you drew, write ☾ **632**.

### Islam Spreads

7. Islam continued to spread after Muhammad's death through military conquest. Muslim armies advanced through Asia, Africa, and Europe.
  - a. During the reign of the four rulers following Muhammad, the Islamic Empire grew considerably. From the boundary you just drew to Egypt, to the Caucasus Mountains, and to Iran, draw arrows.
  - b. In 661 the capital of the Islamic Empire moved to Damascus. In present-day Syria, at Damascus, draw a capital symbol ★.
8. During the next two centuries the Islamic Empire continued to grow, though at a much slower rate.
  - a. In the Atlas, on page 52, look at map B. With your finger, trace the boundary of land under Islamic rule by 850.
  - b. By 850, Islam had spread across northern Africa and into Spain. On your Activity Map, from Egypt west, draw an arrow.
9. Culture groups in Central Asia, such as the Turks and the Afghans, converted to Islam. Conquests by these groups helped spread Islam in Asia.
  - a. In Turkmenistan and Afghanistan, draw Islam symbols ☾.
  - b. In 1065, Turks began migrating to the Byzantine Empire. From Turkmenistan to eastern Anatolia, draw an arrow.



- c. In the 1200s, Turkish and Afghan groups conquered northern India. From Afghanistan to northern India, draw another arrow.
- 10.** In the 1200s the Mongols conquered most of Asia. Many Mongols converted to Islam and spread the religion within their kingdoms.
- In the Atlas, on page 57, look at map E. Point to the Mongol kingdoms that were Muslim.
  - On your Activity Map, south of Lake Balkhash, draw an Islam symbol ☪.
- 11.** Ocean trade routes connected regions along the Indian Ocean. Through trade, Islam spread into Southeast Asia and East Africa.
- Muslim Arab traders controlled most of the Indian Ocean trade routes. In the Atlas, on page 53, look at map C. With your finger, trace the sea trade routes.
  - Islamic influence reached Southeast Asia along sea trade routes. On your Activity Map, from the northern coast of the Persian Gulf to Southeast Asia, draw the sea route. Near Singapore, draw a ☪.
  - Eastern Africa was also part of the Indian Ocean trade network. From the Persian Gulf to East Africa, draw the sea route. Near Mogadishu, draw an Islam symbol ☪.

### Five Pillars of Islam

- 12.** Muslims have five basic duties, the Five Pillars of Islam. These pillars provide a framework for all aspects of Muslim life.
- In the Arabian Sea, write and underline **FIVE PILLARS OF ISLAM**.
  - In the first pillar, Muslims proclaim that there is no god but Allah and that Muhammad is a messenger of Allah. Under FIVE PILLARS, write **1. ONE GOD**.
  - In the second pillar, Muslims pray five times a day facing Mecca. In Muslim areas, they are often called to prayer from a minaret on a mosque. Under FIVE PILLARS, add **2. PRAYER**.
  - The third pillar is almsgiving. Muslims are expected to donate to the needy. Under FIVE PILLARS, add **3. CHARITY**.
  - The fourth pillar is fasting. During the monthlong observance of Ramadan, Muslims consume no food or beverage from dawn to dusk. Under FIVE PILLARS, add **4. FASTING**.
  - The last pillar is a pilgrimage, or *hajj*, to Mecca at least once in a lifetime. In the Atlas, on page 53, look at photo D of a hajj.
  - On your Activity Map, under FIVE PILLARS, add **5. HAJJ**.

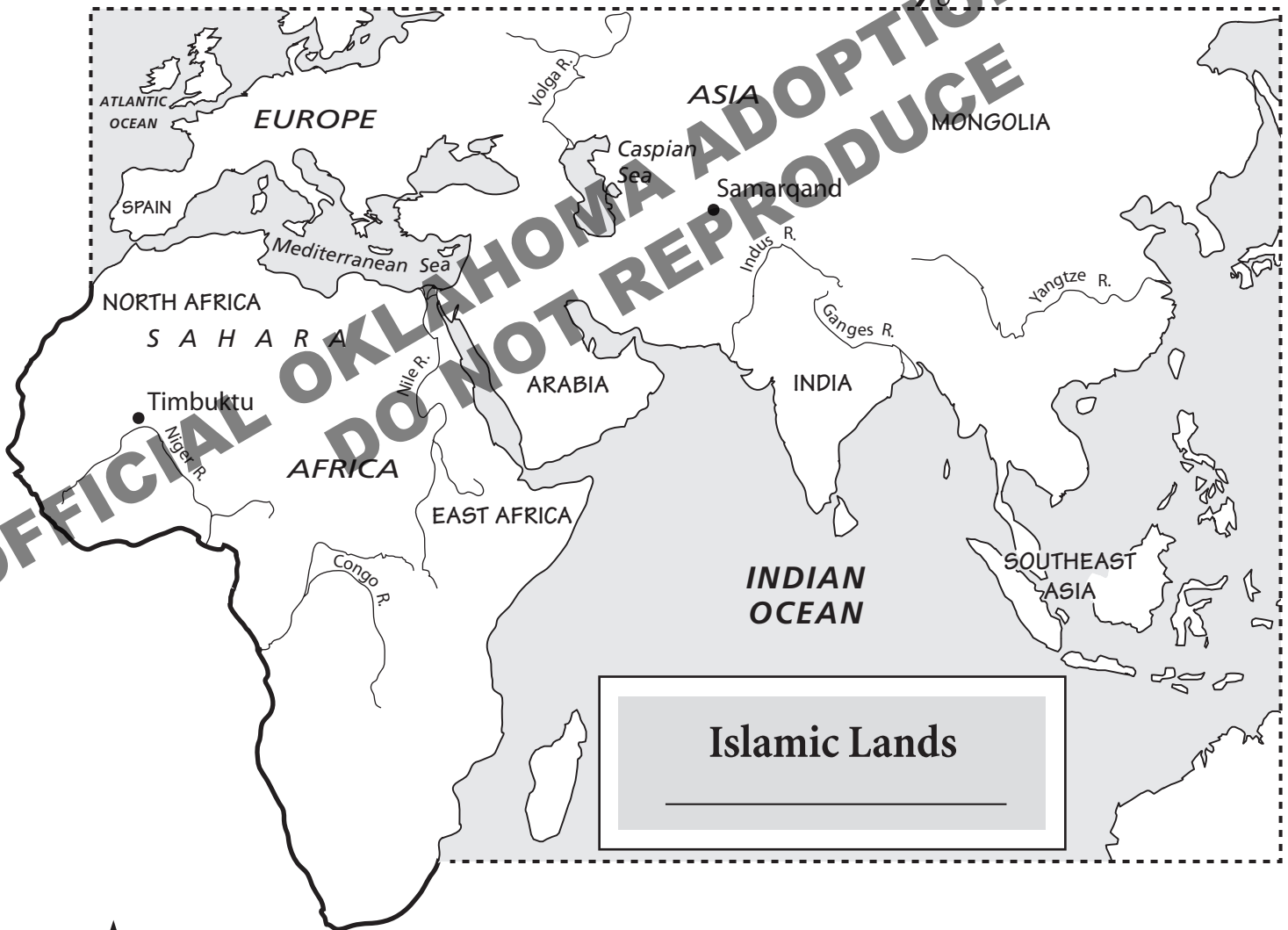
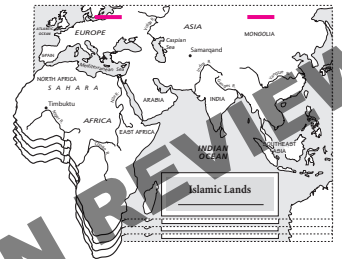
**Pulling It Together****Spread of Islam**

Use pages 52–53 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 25a–25c to help you make a flip book.

- Choose three of the following years:  
 • 632      • 661      • 850      • 1200      • 1500
- On each copy of the map below, in the legend, write the year.
- Then color the Islamic lands for that year.
- Cut out the maps along the dashed lines.
- Assemble the maps in chronological order.
- Staple the top of the maps to make a flip book.

Atlas  
Activity Map  
Map Marker  
colored pencils  
scissors  
stapler

staple here




Based on what you learned in this lesson, list four facts about the history of the Muslim religion.

# Mongol Conquests

In the 1200s, Mongol armies conquered most of Asia and parts of Eastern Europe. In this lesson, you'll follow the Mongol armies on their path of conquest. Use pages 56–57 of *The Nystrom Atlas of World History* to complete this activity.

Atlas  
Activity Map  
Map Marker

1. The Mongols lived on the dry, cold grasslands of Central Asia. These grasslands, known as the Steppes, extend across Asia and into Europe.
  - a. Turn to the *Asia Activity Map*.
  - b. Give the Activity Map a title. Across the top of the map, write **MONGOL CONQUESTS**.
  - c. The Mongol homeland was located in present-day Mongolia. Find Mongolia on the map and underline its label.
  - d. Much of Mongolia is covered by unforested grasslands. In the grass region above the label for Mongolia, draw a grassland symbol .
2. In the late 1100s the Mongol people were divided into many tribes that often fought with one another. Genghis Khan later would unite the tribes of Mongolia to build a vast empire.
  - a. On your Activity Map, label northeastern Mongolia **MERKIT**, one of region's major tribes.
  - b. Label northwestern Mongolia **TATAR**, another major tribe.
3. Many of the Mongolian tribes were nomadic, meaning they moved around and did not have permanent homes.
  - a. One such tribe was the Ongirrad. In southeastern Mongolia, write **ONGIRRAD**.
  - b. Another was the Kerait. In southwestern Mongolia, write **KERAIT**.
  - c. Genghis Khan was born with the name Temujin. His father was the chief of a small nomadic tribe. Below the labels for Ongirrad and Kerait, write **TEMUJIN**.

980

*One spring day, after boiling some dried mutton, she [an ancestor of Temujin] made her five sons, Belguenuetei, Bueguenuetei, Buqu-qatagi, Buqatu-salji, and Bodonchar-mungqaq, sit down in a row. She gave each an arrow shaft, saying: "Break it." They broke the arrow shafts easily and threw them aside. Again, she took five arrow shafts and bound them together. She gave the five bound shafts to each in turn, saying: "Break them." Each tried, but none succeeded.*

*Unknown Mongol*

1184

*The Merkit people fled at night in panic down the Selenge. Our soldiers, despite the darkness, followed closely on their heels, robbing and looting. Temujin went [among] the panic-stricken fugitives, crying, "Boerte! Boerte!" Lady Boerte, who was among those fleeing, heard and recognized Temujin's voice. She got down from the cart and ran towards him. . . By the light of the moon, [Temujin] recognized Lady Boerte. At this unexpected meeting, they embraced.*

Unknown Mongol<sup>2</sup>

4. Some tribes had alliances with one another.
  - a. Temujin's father had an alliance with the Kerait tribe. On your Activity Map, draw a line connecting KERAIT with TEMUJIN.
  - b. Temujin's father arranged for him to marry the daughter of an Ongirrad chief, strengthening the bond between the two tribes. Draw a line connecting ONGIRRAD with TEMUJIN.
5. Other tribes were bitter enemies.
  - a. When Temujin was a boy, his father was poisoned by members of the Tatar tribe. Near the TATAR label, draw a poison symbol ☠.
  - b. After Temujin married Lady Boerte of the Ongirrad, she was abducted by the Merkit. Temujin formed an army and pursued the Merkits. He chased them along the Selenge River in northern Mongolia. The Selenge River flows into Lake Baikal. Outline Lake Baikal north of Mongolia.
  - c. To show where Temujin chased the Merkits and rescued Lady Boerte, trace the Selenge River in northern Mongolia.

1206

*Daqa and Suegegei were sent as emissaries to Toril Khan of the Kerait [Temujin's godfather] to tell him that [they] made Genghis Khan [Temujin] the khan. Toril Khan said: "It was right to make my son Temujin the khan. How can you Mongols live without a leader? Do not destroy the harmony that you have [established], do not undo the bond that you have [tied], do not tear up your collar."*

Unknown Mongol<sup>3</sup>



6. Many Mongolian tribal chiefs were impressed by Temujin's bravery and leadership.
  - a. After several military victories, Temujin was made leader of the Mongolian tribes. From that point on he was known as Genghis Khan, or Universal Ruler. In the Atlas, on page 57, look at picture D of Genghis Khan and read the caption.
  - b. Then, on page 56, look at map A. With your finger, trace the boundary of the area controlled by the Mongols in 1206.
  - c. On your Activity Map, using a dashed line, draw the boundary of this area.
  - d. The Mongols were now united under Genghis Khan and had one of the most powerful armies in the history of the world. The year was 1206. Inside the boundary, write 1206.



1214

*They were fierce, arrogant, heartless, and men of gall. It is said to have been for these reasons that they [were called] the Jurchens. Genghis Khan made these arrogant people submit [to him] and destroyed the Jurchen clan. Genghis Khan made their people, and the tribes [they ruled], his slaves.*



*Unknown Mongol<sup>4</sup>*

7. The first foreign land that Genghis Khan invaded was China.
  - a. From Mongolia to Beijing, draw an arrow.
  - b. China was ruled by the Jin dynasty, also known as the Jurchens. The Mongol army captured the Jin capital Dadu, present-day Beijing, in 1215. Near Beijing, write **1215**.
  - c. Genghis Khan ordered the capital burned, the first of many cities he would destroy. Near Beijing, draw a fire symbol .
8. Next, Genghis Khan headed west toward the Caspian Sea.
  - a. From Mongolia to Samarqand, draw an arrow.
  - b. In 1219, Genghis Khan's army captured and burned Samarqand. Near Samarqand, write **1219** and draw a fire symbol .

1220

*Before joining battle, Genghis Khan discussed the battle orders [before his soldiers]: "If we triumph over the enemy, let us not stop for booty. When we have completed our victory, will the booty not be ours? [Then] we will divide it among ourselves. If the enemy forces us to retreat, let us return to the place from where we began our attack. Those who do not do so will be executed."*

*Unknown Mongol<sup>5</sup>*

9. Genghis Khan continued his conquest of central Asia, plundering cities and terrorizing neighboring kingdoms.
  - a. Genghis Khan died in 1227, while fighting in Central Asia. In the Atlas, on page 56, look again at map A. With your finger, trace the boundaries of the conquests of Genghis Khan.
  - b. On your Activity Map, using a solid line, draw the boundary of the Mongol Empire in 1227. Label the area **MONGOL EMPIRE 1227**.
10. Despite his reputation as a ruthless conqueror, Genghis Khan did much to improve Asia.
  - a. Genghis Khan established the first Mongol code of laws, called the *Yasak*. In the Mongol Empire, draw a law symbol .
  - b. Genghis Khan also promoted learning among his people. In the Mongol Empire, draw a book symbol .
  - c. Genghis Khan brought order to his vast empire, which led to renewed trade between Europe and Asia. In the Mongol Empire, write **trade**.



Name \_\_\_\_\_

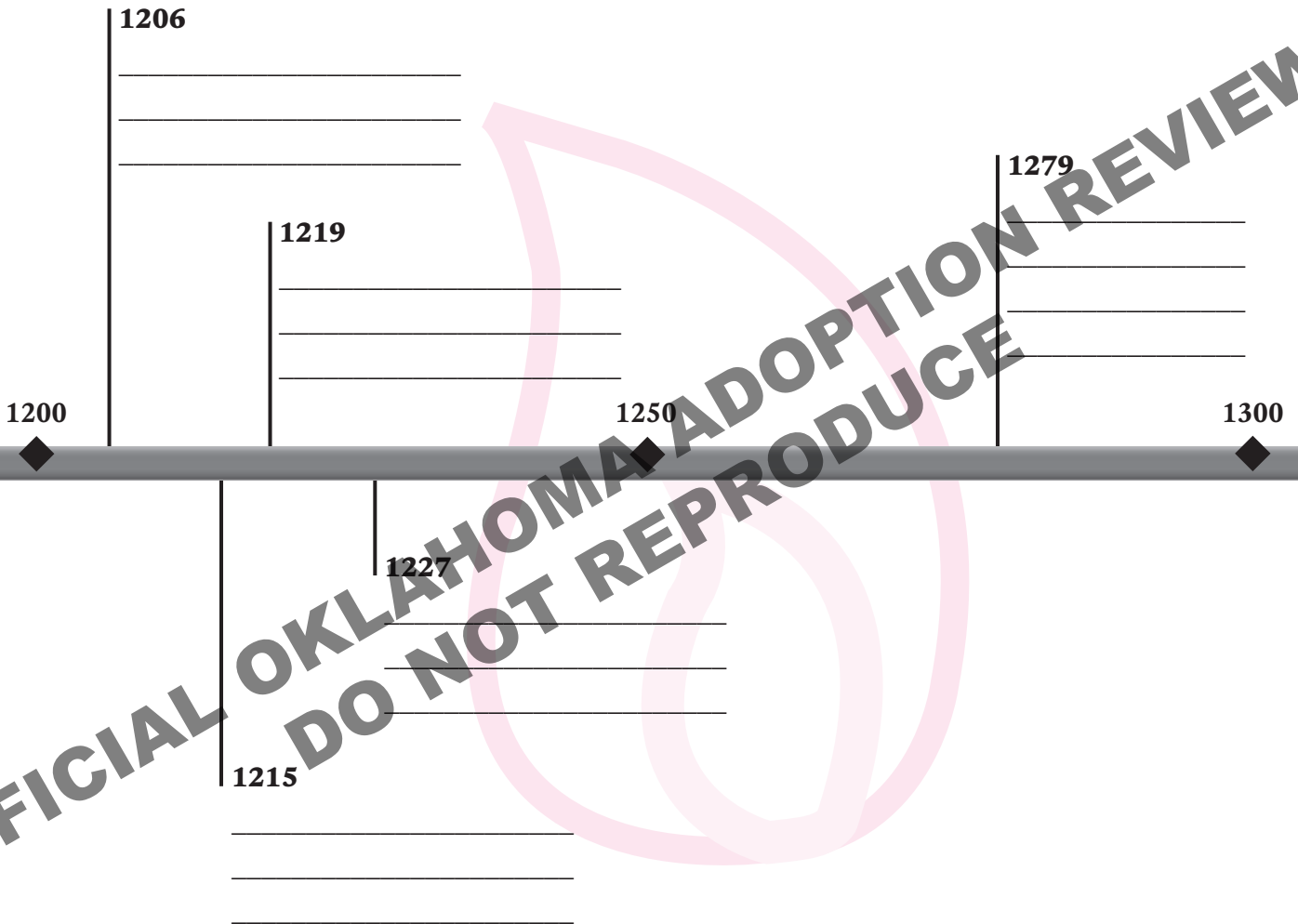


### ***Pulling It Together***

## **Mongol Conquests**

Use pages 56–57 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 26a–26c to describe important events of the Mongol Empire on the time line below. Also add two more events to the time line.

Atlas  
Activity Map  
Map Marker



Choose one of the story boxes in the lesson. Rewrite it from the point of view of a foot soldier in Genghis Khan's army or of the people attacked. ✎

# Chinese Dynasties



Atlas  
Activity Map  
Map Marker

During its long history, China has been ruled by several different dynasties. In this lesson, you'll learn about changes in China during the Tang, Sung, Yuan, and Ming dynasties. Use pages 55–57 and 59 of *The Nystrom Atlas of World History* to complete this activity.

1. Although the boundaries of China changed from dynasty to dynasty, throughout Chinese history, the area around the North China Plain has been the center of government, economy, and population.
  - a. Turn to the *Asia Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **CHINESE DYNASTIES**.
  - c. Draw a dot at each of these locations.
 

40°N, 110°E	30°N, 120°E
30°N, 110°E	40°N, 120°E
  - d. This area is the Chinese heartland. Connect the dots with a dotted line to form a box.
  - e. Much of China's best farmland was located in this region. In the box draw a farming symbol
  - f. This region has also been heavily populated throughout much of its history. In the box draw population symbols .

## Tang Dynasty

2. In 618 the first emperor of the Tang dynasty took power. Tang emperors built strong armies. They extended China's western boundaries farther than any other dynasty.
  - a. In the Atlas, on page 55, look at map D. Point to the Tang capital.
  - b. On your Activity Map, at Changan (present-day Xian), draw a capital symbol and label it T for Tang.
  - c. During the Tang dynasty, the region around the Silk Road also became part of China. From Xian west to the city of Samarqand, draw an arrow.
  - d. Tang rulers built one of the largest empires in Chinese history. Near Samarqand, write **TANG**.
3. Invasions weakened the Tang dynasty. Invasions also affected where people lived in China.
  - a. Tibetans invaded western Tang lands. On the Plateau of Tibet, write **TIBETANS**.

- b. From TIBETANS to the western Taklimakan Desert, draw a dashed arrow ---➔.
- c. In eastern China, people began to move south to escape invasions from the north. Below the Tang capital, draw a population symbol ♂ and an arrow pointing south ↓.
- d. Invasions led to the decline of the Tang dynasty. Below TANG, write 618–907.

### Sung Dynasty

- 4. In 960 the Sung dynasty took control of China. These rulers proved less powerful than the Tang. After invaders conquered northern China, the Sung Empire became the smallest empire in Chinese history.
  - a. In the Atlas, on page 55, look at map D. Point to the capitals of Sung China in 960 and 1127.
  - b. Later, Sung rulers moved their capital south because of invasions from the north and northwest. On your Activity Map, at the location of each capital, draw a capital symbol (★). Label each S.
  - c. During the Sung period, the southeast became the most densely populated region of China. South of the Yangtze River, write **SUNG**.
  - d. In 1127 invaders from Manchuria took control of the northern part of the empire. Label the Manchurian Plain **MANCHURIANS**.
  - e. From MANCHURIANS to the northern Chinese Heartland, draw a dashed arrow ---➔.
  - f. The loss of northern China increased migration south. Near the SUNG label, draw a population symbol ♂ and an arrow pointing south ↓.
  - g. The southern Sung Empire thrived for many years. In 1250 the Mongols attacked the empire. Label Mongolia **MONGOLS**.
  - h. From MONGOLS to the southern Chinese Heartland, draw a dashed arrow ---➔.
  - i. The Mongols conquered all of China and ended the Sung dynasty. Below SUNG, write 960–1279.

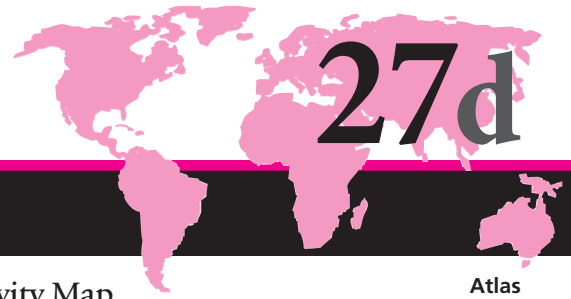
### Yuan Dynasty

- 5. By 1279 the Mongols had conquered both northern and southern China. They were the first foreign rulers to control all of China.
  - a. At first the Mongols ruled China from their capital in Mongolia. In the Atlas, on page 56, look at map A. Point to the capital of the Mongol Empire.

- b. On your Activity Map, at the location of the Mongol capital, draw a capital symbol ★.
  - c. The Mongols ruled China as the Yuan dynasty. Next to MONGOLS, write = **YUAN**.
  - d. The Yuan dynasty moved their capital from Karakorum to Beijing. Label Beijing with a capital symbol ★ and a Y.
  - e. Under the Yuan dynasty, new regions became part of China. In the Atlas, on page 57, look at map E. With your finger, trace the boundaries of the Yuan dynasty, which was also called the Great Khanate.
6. Yuan emperors faced many challenges.
- a. In the 1300s plague spread through China. The North China Plain, north of the Huang He, lost 90 percent of its population. In the Chinese heartland, draw a plague symbol ☠.
  - b. The Chinese did not accept Mongol rule. They continued to fight the Yuan dynasty. In the heartland, draw a conflict symbol ⚔.
  - c. In 1368, Chinese rebel armies defeated the Mongols and ended the Yuan dynasty. Below YUAN, write **1279–1368**.

### Ming Dynasty

7. In 1368 the Ming dynasty took power. Northern and southern China were once again under Chinese rule.
- a. The first Ming capital was in southern China. In the Atlas, on page 59, look at map D. Point to the first capital of the Ming dynasty.
  - b. On your Activity Map, at the location of Nanjing, write ★ **M**.
  - c. In 1421, to help rebuild northern China, Ming rulers moved the capital north to Beijing. Add an **M** next to Beijing.
  - d. Under the Tang, Sung, and Yuan emperors, the population of the north had decreased significantly. The Ming emperors encouraged people to move back north. East of Beijing, write **Ming**.
  - e. Near MING, draw a ☯ and an arrow pointing north ↑.
  - f. Ming rulers added new territory in the north by invading Manchuria. From Beijing to the Manchurian Plain, draw an arrow.
  - g. Wars with the Manchurians continued for many years. In 1644, Manchurian armies captured Beijing, ending the Ming dynasty. Below MING, write **1368–1644**.

**Pulling It Together****Chinese Dynasties**

Use pages 55–59 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 27a–27c to complete the chart below.

Atlas  
Activity Map  
Map Marker

- In the first column, fill in the start and end dates of each dynasty below its name.
- Fill in the next three columns.
- In the Population Changes column, identify whether population shifted north, shifted south, or decreased while that dynasty ruled.

Dynasties years in power	Capital(s)	Was Land Gained or Lost?	Enemies	Population Changes
Tang ____–____				
Sung ____–____				
Yuan ____–____				
Ming ____–____				



Notice that the capitals of the Tang, Sung, Yuan, and Ming dynasties are located in or near the North China Plain. Use what you have learned in this lesson to write a travel-type review about the region.



# Imperial Japan



28a

Japan is the easternmost civilization in Asia. Throughout its history, Japan has taken ideas from other civilizations. In this lesson, you'll learn how Chinese ideas combined with Japanese culture. Use pages 60–61 in *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker  
colored pencils

1. Japanese civilization developed on three large islands.
  - a. Turn to the *Asia Activity Map*. Fold the map in half, so the eastern side faces up.
  - b. Give the map a title. Across the top of the map, write **IMPERIAL JAPAN**.
  - c. In the Atlas, on page 60, look at map A. Point to the islands of Honshu, Kyushu, and Shikoku.
  - d. On your Activity Map, draw a circle around those three islands.

## Early Japan

2. By the year 300, Japan had an advanced culture. On the Yamato Plain, the area of Honshu just north of Shikoku, rulers (later called emperors) began asserting control over the rest of the islands.
  - a. Emperors hired or conscripted thousands of laborers to build large tomb mounds. On your Activity Map, on Honshu northeast of Shikoku, draw a mound symbol .
  - b. The emperors also sent armies to support their allies in Korea. From Japan to Korea, draw an arrow.
  - c. In the Indian Ocean, write and underline **EARLY EMPERORS**. (Note: This is the first of three columns you'll add to the map.)
  - d. The Japanese practiced Shintoism, a religion that worships spirits in nature. The emperor was the country's religious leader. Under the **EARLY EMPERORS**, write **CHIEF PRIEST**.
3. *Uji*, important families or clans, also were very powerful. The Soga clan controlled the emperors.
  - a. Soga leaders married their daughters to the emperors. Then they would rule as family members of the emperor or through any children the emperor had. Under **EARLY EMPERORS**, add **CONTROLLED BY SOGA**.
  - b. Other clans often ignored the emperor. In 527 a military expedition to Korea was diverted to put down a rebellion by a clan on Kyushu. On Kyushu, draw a conflict symbol .

## Foreign Ideas

4. Increased contact with China and Korea transformed Japanese society.
  - a. In the Atlas, on page 60, look at map A. Identify the ideas that came from Korea and China to Japan. Also look at page 23, chart D, for an example of Chinese writing.
  - b. On your Activity Map, on the Korean Peninsula, draw a Buddhist symbol ☸.
  - c. In China, draw a government symbol ⚖️ and a Chinese writing symbol 王.
5. Japanese leaders combined these new ideas with their culture. In 593, Prince Shotoku of the Soga tried to make Japan more like China.
  - a. He invited craftsmen, Confucian scholars, and Buddhist teachers to Japan. In China, draw a consultants symbol 三人.
  - b. Shotoku had a Buddhist temple built near Nara, today the oldest wooden building in the world. Near the mound, draw a temple symbol 寺.
  - c. He also wrote a Confucian constitution that included ranks based on exams, not clan. North of Japan, draw a constitution symbol 律.
6. In 645, Nakatomi Kamatari and Prince Nakone Oe overthrew the Soga and radically transformed Japan in the Taika (“Great Change”) Reform.
  - a. The Taika Reform copied the government and society of Tang China. East of EARLY EMPERORS, write and underline **TAIKA**.
  - b. All land in Japan became the emperor’s property. Under TAIKA, write **NO PRIVATE PROPERTY**.
  - c. New cities were built using Chinese plans. Under TAIKA, add **NEW CITIES**.
  - d. The civil service exam system introduced by Shotoku was revived. Under TAIKA, draw a constitution symbol 律.

## A New Japan

7. As the emperor became more powerful, he needed a permanent capital. He made Nara the capital with the same layout as Changan in China.
  - a. Heian (now Kyoto) became the capital in 794. In the Atlas, on page 60, on map A, find Heian.
  - b. On your Activity Map, at Heian, draw a capital symbol ★.
  - c. Heian became the name of an era in Japanese history from 794 to 1185. East of TAIKA, write and underline **HEIAN**.

8. At Heian, Japanese culture and society thrived.
- Clan leaders spent part of the year in the capital. From northern Honshu, Kyushu, and Shikoku to Heian, draw arrows.
  - A new script based on syllables was created, which eventually became modern Japanese. Under HEIAN, draw a Japanese character ㇿ.
  - Palace women, who did not have a Chinese-style education, began using the new script. Lady Murasaki Shikibu wrote the world's first novel, *The Tale of Genji*, in the new script. Under HEIAN, add a book symbol ㇾ.

### Fall of Imperial Japan

9. Like the Soga, Fujiwara relatives of the emperor had the power. Most emperors were crowned as boys and resigned after they became adults.
- Private estates owned by clans or temples developed. In northern Honshu, draw a house symbol ㇰ to represent estates.
  - To guard these estates, paid soldiers called samurai (roughly “servant of nobles”) were hired. Next to the estate symbol, draw a sword ㇰ.
10. In 1068 a new emperor was crowned whose mother was not a Fujiwara. He increased the power of the emperor. After his resignation, he remained active in politics.
- The government became divided between Fujiwara ministers and the former emperors. Below HEIAN, draw a divided symbol ㇰ.
  - Beginning in 1156 the divisions exploded into civil war. A former emperor tried to retake the throne. His army was led by a commander from the Minamoto clan. In the Atlas, on page 60, on map A, point to Minamoto lands.
  - A member of the Taira clan commanded the Fujiwara army. In the Atlas, point to the Taira lands.
  - The wars destroyed Heian. The victorious Taira took control and massacred the Minamoto in 1159. On your Activity Map, near Heian, draw a fire symbol ㇰ.
  - The surviving leader of the Minamoto, Yoritomo, organized a new army. In 1180 he attacked and soon controlled Japan. Between Honshu and Kyushu, draw a battle symbol ㇰ.
  - Yoritomo established his own capital at Kamakura. South of Tokyo, draw a capital symbol ㇰ.
  - He was made the emperor’s “great general,” or shogun. In the Atlas, on page 61, read the History Question. Also find shogun on chart C.

***Pulling It Together*****Imperial Japan**

Use pages 60–61 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 28a–28c to complete the following cause and effect chart. Events often cause other events to happen. Each row of the chart lists either a cause or an effect. Your job is to fill in the empty boxes with the missing cause or effect.

Atlas  
Activity Map  
Map Marker  
colored pencils

**Cause****Effect**



Buddhism, Confucianism, and Chinese writing are introduced to Japan.

Taika Reforms begin.






Samurai are hired to guard estates.

Former emperor tries to regain power.






A shogun becomes the real leader in Japan.



Pick something new you learned in this lesson and explain why you find it interesting.

# Historical Issues Today

## How open should a culture be to outside influences?

Should people welcome a mixing of cultures? There are many perspectives on this issue. Use the following two perspectives and additional information from pages 62–63 of *The Nystrom Atlas of World History* to complete the task below.

### Nations should take action to protect against cultural globalization by protecting their own distinct cultures.

- The movement toward a unified global culture leads to a dilution of cultural identity, as each culture's language, values, and traditions is swallowed up by the dominant group. Some nations are fighting against this. For example, the Chinese government gives an annual award to support online books that promote the country's socialist ideals.
- Cultural globalization serves foreign companies, not the local population. When imported goods are cheaper than local products, local production gets displaced.
- Cultural appropriation by dominant groups dilutes local culture and diminishes its importance.

### The benefits of having a global culture will be shared by all people.

- Since the beginning of human history, cooperation has been essential for survival. Globalization is just the latest expression of our inevitable interdependence on each other.
- Cultural globalization leads to innovation, as people share knowledge and ideas with each other. This in turn leads to a higher quality of life, as advancements in economics, knowledge, and technology help everyone.
- With cultural globalization, individuals become citizens of the world. They come to understand that they are not that different from each other. They understand that many issues affecting them also affect people halfway around the world. This can reduce bigotry and hatred as well as international conflict.

1. Choose a side that you agree with more.
2. Create a poster and give it a title or slogan that represents the perspective that you chose.
3. Divide the poster into two parts. On one part, provide an example from the past that supports your perspective. Look through Unit 4 to find information that you can use. On the other part of the poster, provide an example from the present that supports your perspective. Your poster can include descriptions and images.
4. Present your poster to the class.



Draw some conclusions about the two examples that you included in the poster. How are they similar? How are they different?



# Empires and Cultures of Asia

In the last six lessons, you've looked at how culture regions in and around Asia interacted with each other. How much do you remember?

Circle the letter of the correct answer.

1. Which Chinese city was the eastern endpoint of the Silk Road?

- a. Beijing
- b. Kashgar
- c. Samarqand
- d. Changan

2. Who was the founder of Islam?

- a. Jesus
- b. Moses
- c. Muhammad
- d. Abraham

3. Look at the map. In the Angkor Kingdom, find the label Khmer. What does this label show?

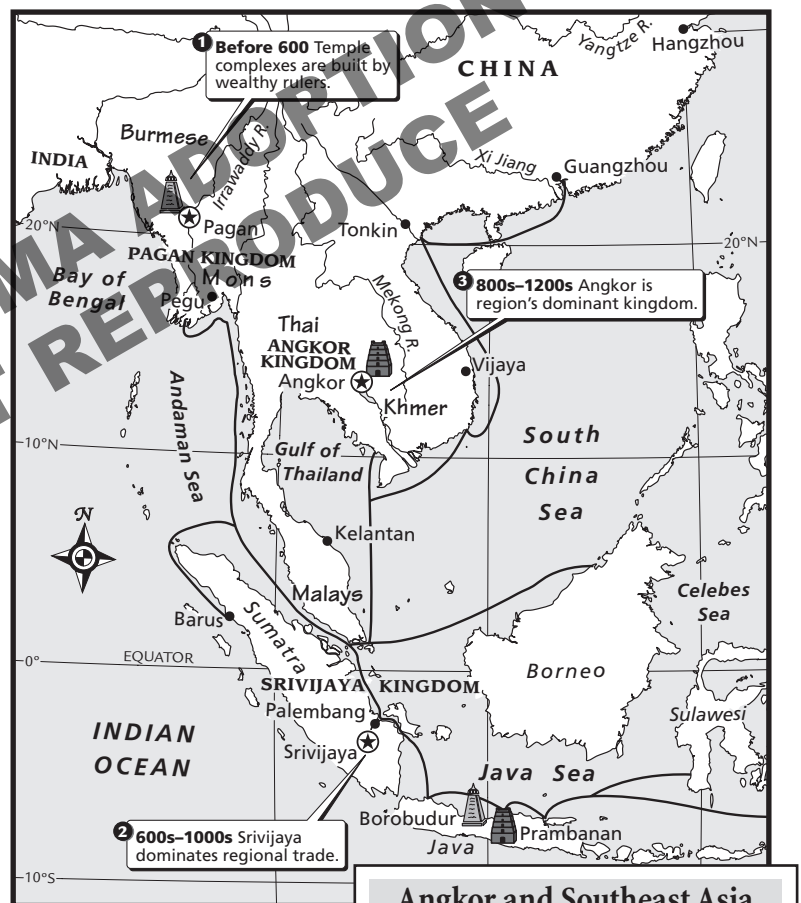
- a. a city
- b. a culture group
- c. a region
- d. a capital

4. The capital of the Srivijaya Kingdom was located on which island?

- a. Sumatra
- b. Srivijaya
- c. Malays
- d. Borneo

5. Which happened first?

- a. Temujin rescued Lady Boerte.
- b. Genghis Khan became the ruler of the Mongol tribes.
- c. Temujin's father was poisoned.
- d. The first Mongol code of laws is established.



## Angkor and Southeast Asia 600–1200

- ★ Capital
- Thai Culture group
- Major trade route
- 🏛 Hindu temple complex
- 🗿 Buddhist temple complex

6. Which Asian region did Genghis Khan NOT invade before his death?

- a. Japan
- b. China
- c. Korea
- d. Central Asia

7. Which statement describes China during the Tang dynasty?

- a. It was the smallest empire in Chinese history.
- b. Foreign rulers controlled China.
- c. China controlled much of the Silk Road.
- d. The population of China decreased.

8. Why did the people of northern China migrate to the south?

- a. They were fleeing invaders.
- b. The emperors moved the capital to southern China.
- c. There was no good farmland in the north.
- d. Trade expanded in southern China.

9. Which is true of Imperial Japan?

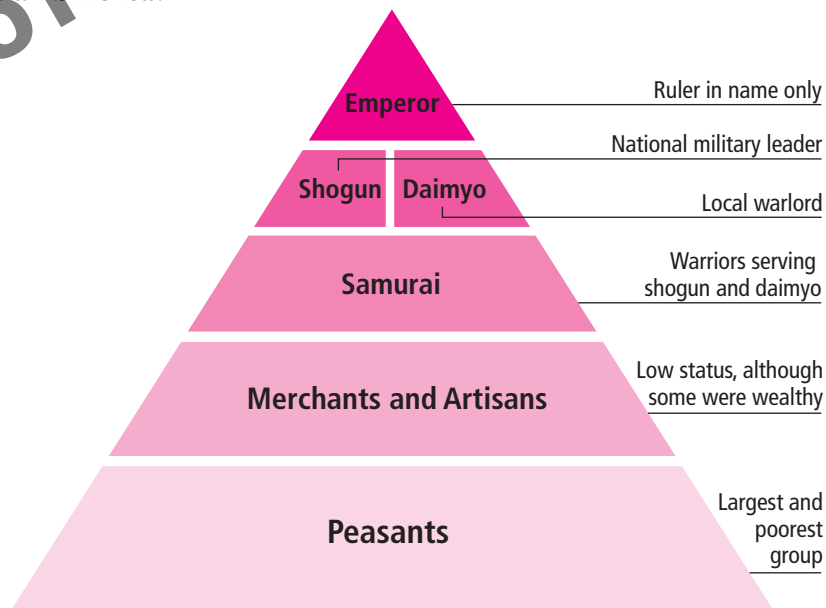
- a. It never had a constitution.
- b. It only had one capital.
- c. The clans all united against the emperor.
- d. It borrowed ideas from China and Korea.

10. Look at the chart. Which social class was the largest?

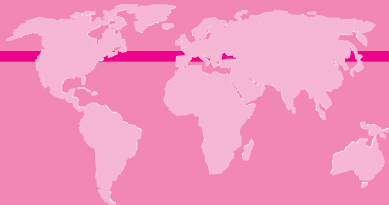
- a. Shogun
- b. Samurai
- c. Merchants and Artisans
- d. Peasants

11. Which was Japan's national military leader?

- a. Emperor
- b. Shogun
- c. Daimyo
- d. Samurai



Unit 4 looks at conflict and cultural exchange from 395 to 1641—with a focus in and around Asia. List three events from that time period. Explain in one or two sentences why you think each is especially important.



# African Empires

## Unit 5

### Lessons

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31	Bantu Migrations	143
32	Travels of Ibn Battuta	147
33	Empires of West Africa	151
34	Historical Issues Today	155

### Assessment

Unit 5 Review	156
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### Literature Links

Your students might enjoy these books and others about Africa:

#### African Cultures

- **Ashanti to Zulu** by Margaret Musgrove
- **African Beginnings** by James Haskins and Kathleen Benson

#### North Africa

- **Traveling Man: The Journey of Ibn Battuta** by James Rumford
- **Saladin: Noble Prince of Islam** by Diane Stanley
- **The Travels of Benjamin of Tudela** by Uri Shulevitz

#### West Africa

- **Ancient African Town** by Fiona Macdonald
- **Sundiata: Lion King of Mali** by David Wisniewski
- **Mansa Musa, The Lion of Mali** by Khephra Burns

#### Central and Southern Africa

- **African Roots** by Melody Herr



### Movie Links

Your students might enjoy watching all or part of the following movies. Preview before showing them to your class.

- **Wonders of the African World**
- **Return to Glory**

### Cross-Curricular Activities

#### Art Making a Kente Cloth



Kente cloth dates back to twelfth century Ghana. Kente patterned clothing was worn by African kings, queens, and other important people. Show students pictures of different Kente cloths and then have students paint their own Kente pattern on fabric or paper.

#### Science Researching Animals of Africa



Have students choose a natural region in Africa and research animals that live in that region. Then have them create a poster illustrating the animals of their region—including photos or drawings and a description of each animal and its habitat.

#### History Researching an Empire



Have students work in groups. Ask each group to select an African empire from the unit. Have them research it and create a Power Point presentation on its language, religion, key cities, major rulers, accomplishments, and customs.

A world map showing the global distribution of the study population. The map is color-coded by region: North America (light blue), South America (dark blue), Europe (light green), Africa (dark green), Asia (light orange), and Australia (dark orange). The legend is located at the bottom of the map.

# African Empires

List important words, people, or places—and notes about them—in the chart below.

Words	People	Places

AL OKLAHOMA  
DO NOT REI

## Objectives

Students will be able to:

- Preview the unit.
- Use information from an introductory summary to complete activities.


## Materials

- The Nystrom Atlas of World History
- Activity Sheets 30a–30b, Introducing Unit 5
- Time Line Folders (from Lesson 3)
- scissors
- stapler
- optional: Unit 5 Journal (see p. 136)

## Introducing Unit 5

For use with pages 64–71 of The Nystrom Atlas of World History

## Here's a Tip!

- Walk students through each spread on pages 64–71 of the Atlas. Point out a key idea or an interesting map, graph, or photo on each page.
- Make sure that students are aware that the introduction exercise covers two pages. The first page is a written introduction for the material in the unit. An accompanying close-reading activity is on the following page. All answers to the activity can be found in the introduction.
- Have students record their answers to the starred questions at the end of each lesson on copies of the *Unit 5 Journal*. Or have students record their answers in their own journals. 

## Answers

Name \_\_\_\_\_

## African Empires

## Introducing Unit 5

With the fall of Ancient Egypt and Kush came the rise of many other African cultures and civilizations. The first were the Bantu and Axum, cultures indigenous to Africa. The Bantu people began emigrating from western Africa in 500 BCE. As they spread south and east, they brought their innovative farming practices and metalworking skills. The Axum Empire defeated the Kush, eventually controlling the Red Sea. Through the ivory and incense trade, Axum came to control much of East Africa and the Mediterranean, spreading Christianity throughout these regions. When Axum fell, these areas were conquered by the Islamic Empires, which came to control much of North Africa. Increased trade, and later, the Crusades, brought increased contact between Islamic and non-Islamic people and expanded knowledge and learning.

In western Africa, Ghana (and later Mali and Songhai) grew wealthy on the gold trade and came to control the southern trade routes. As in the north, trade centers like Jenne and Timbuktu became important centers for learning. At the same time, Swahili culture, a mix of Islamic, African, and Asian cultures, was developing in East Africa. Cities in this region, like Great Zimbabwe, grew more populous and wealthy because of the salt, ivory, and gold trade with western Africa and Asia.

Name \_\_\_\_\_

## Close Reading: Supporting Details

Directions: Based on the details provided in the reading, write the letter of the culture or empire that matches the trade goods or cultural elements that were part of its expansion. More than one culture may be associated with a trade or cultural item.

A. Bantu	B. Axum	C. Ghana	D. Swahili culture
----------	---------	----------	--------------------

- |                              |                          |
|------------------------------|--------------------------|
| 1. <u>D</u> Salt             | 5. <u>B</u> Incense      |
| 2. <u>B; D</u> Ivory         | 6. <u>C; D</u> Gold      |
| 3. <u>A</u> Metalworking     | 7. <u>B</u> Christianity |
| 4. <u>C</u> Learning centers |                          |



During the height of the Islamic Empires, the city of Fez (in present-day Morocco) was one of the largest cities in the world.



In the Atlas, on pages 64–65, look at the Unit 5 time line. Choose six events that you think are important. Add them to your Time Line Folder. Be sure to write them under the correct date and next to the correct region.

☆ Answers will vary.



## 31

## Objectives

Students will be able to:

- *Locate and label the Bantu homeland.*
- *Map the migration routes of the Bantu people.*
- *Identify barriers to settlement.*

## Materials

- ☐ *The Nystrom Atlas of World History*
- ☐ Activity Sheets 31a–31d, *Bantu Migrations*
- ☐ *Mapping World History Activity Maps*
- ☐ Map Markers
- ☐ colored pencils
- ☐ scissors
- ☐ stapler

## Bantu Migrations

For use with pages 64 and 70 of The Nystrom Atlas of World History

## Special Note

- Each student will need three copies of Activity Sheet 31d.

## Here's a Tip!

- Assemble a sample flip book to show students. Follow the instructions on Activity Sheet 31d.

## Answers

**Maps** Maps will vary. Be sure that students have written the correct date on each map legend. Use pages 64 and 70 of the Atlas to check the boundaries.

- ☆ Answers will vary. Students may cite specific evidence, especially language—for example, Bantu words for *cow*—to support their conclusions about the spread of Bantu innovations.

## 32

## Objectives

Students will be able to:

- *Map the journey of Ibn Battuta between Tangier and Mecca.*
- *Identify the various culture regions, empires, and kingdoms along the route.*

## Materials

- ☐ *The Nystrom Atlas of World History*
- ☐ Activity Sheets 32a–32d, *Travels of Ibn Battuta*
- ☐ *Mapping World History Activity Maps*
- ☐ Map Markers

## Travels of Ibn Battuta

For use with pages 67–68 of The Nystrom Atlas of World History

## Here's a Tip!

- If your students have already completed Lesson 25, Spread of Islam, remind them of what they learned about the Five Pillars of Islam.

## Answers

**Traveler:** Ibn Battuta

**Depart:** 1325

**Return:** 1354

**Purpose of Trip:** *Hajj* to Mecca

**Means of Transportation:** Answers will vary. Students may list donkey, camel, horse, caravan, or boat.

**Empires Visiting:** Answers will vary. Students may list Songhai Empire, Mali Empire, Granada, Awsa, Khanate of the Golden Horde, Chagatai Khanate, Great Khanate, Il Khanate, Byzantine Empire, and other empires on the route.

**Frequent Rider Miles Earned:** 75,000 miles

- ☆ Emails will vary. Students may write about the various people and places Ibn Battuta encountered along his journey, but in contemporary terms and with modern situations. ✎

## 33

## Objectives

Students will be able to:

- *Identify three major West African empires.*
- *Map the rise and fall of each of the West African empires.*
- *Compare and contrast the West African empires.*

## Materials

- ☐ *The Nystrom Atlas of World History*
- ☐ *Activity Sheets 33a–33d, Empires of West Africa*
- ☐ *Mapping World History Activity Maps*
- ☐ *Map Markers*

## Empires of West Africa

For use with pages 66, 68–69, and 71 of The Nystrom Atlas of World History

## Here's an Interesting Fact!

- Sundiata, one of the first rulers of the Mali Empire, was called the “Lion King.” According to legend, he got this name from overcoming great obstacles and becoming a powerful ruler.

## Answers

	Ghana	Mali	Songhai
Founder	not known	Sundiata Keita	Sunni Ali
Years in Power	700–1076	1240–1500	1335–1591
Capital	Koumbi Saleh	Niani	Gao
Goods Traded	gold, salt	gold, salt	gold, salt
Religion(s)	indigenous religions, Islam	Islam	Islam

☆ Podcasts will vary according to the empire students choose.

## 34

## Objectives

Students will be able to:

- *Analyze an important current issue with the help of historical information in the Atlas.*
- *Collaborate with peers in group discussions and lesson activities.*

## Materials

- ☐ *The Nystrom Atlas of World History*

## Historical Issues Today

For use with pages 72–73 of The Nystrom Atlas of World History

## Here's a Tip!

- Begin the lesson by discussing with students the impact of trade on their everyday lives. Examine the origins of food products, clothing, electronics, and furniture. Steer the conversation to introduce the concepts of tariffs and free trade, and the possible benefits and drawbacks of each.

## Answers

☆ Answers will vary.

## Unit 5 Review

### Objectives

Students will be able to:

- *Review the unit.*
- *Demonstrate ability to meet unit objectives.*

### Materials

- Activity Sheets a–b, *African Empires*

## African Empires

*For use with pages 64–71 of The Nystrom Atlas of World History*

### Here's a Tip!

- Have students review their Time Line Folders, completed activity sheets, and flip books.
- Suggest that students review pages 64–71 of the Atlas and write any questions they have.

### Answers

- |    |   |     |   |
|----|---|-----|---|
| 1. | c | 7.  | c |
| 2. | c | 8.  | c |
| 3. | b | 9.  | b |
| 4. | c | 10. | d |
| 5. | d | 11. | b |
| 6. | a | 12. | d |

- ☆ Answers will vary. Students may mention Bantu migrations, the travels of Ibn Battuta, the development of West African empires, or other key events from the time period.

**African Empires****Introducing Unit 5**

With the fall of Ancient Egypt and Kush came the rise of many other African cultures and civilizations. The first were the Bantu and Axum, cultures indigenous to Africa. The Bantu people began emigrating from western Africa in 500 BCE. As they spread south and east, they brought their innovative farming practices and metalworking skills. The Axum Empire defeated the Kush, eventually controlling the Red Sea. Through the ivory and incense trade, Axum came to control much of East Africa and the Mediterranean, spreading Christianity throughout these regions. When Axum fell, these areas were conquered by the Islamic Empires, which came to control much of North Africa. Increased trade, and later, the Crusades, brought increased contact between Islamic and non-Islamic people and expanded knowledge and learning.

In western Africa, Ghana (and later Mali and Songhai) grew wealthy on the gold trade and came to control the southern trade routes. As in the north, trade centers like Jenne and Timbuktu became important centers for learning. At the same time, Swahili culture, a mix of Islamic, African, and Asian cultures, was developing in East Africa. Cities in this region, like Great Zimbabwe, grew more populous and wealthy because of the salt, ivory, and gold trade with western Africa and Asia.

**Close Reading: Supporting Details**

**Directions:** Based on the details provided in the reading, write the letter of the culture or empire that matches the trade goods or cultural elements that were part of its expansion. More than one culture may be associated with a trade or cultural item.

A. Bantu

B. Axum

C. Ghana

D. Swahili culture

1. \_\_\_\_\_ Salt

5. \_\_\_\_\_ Incense

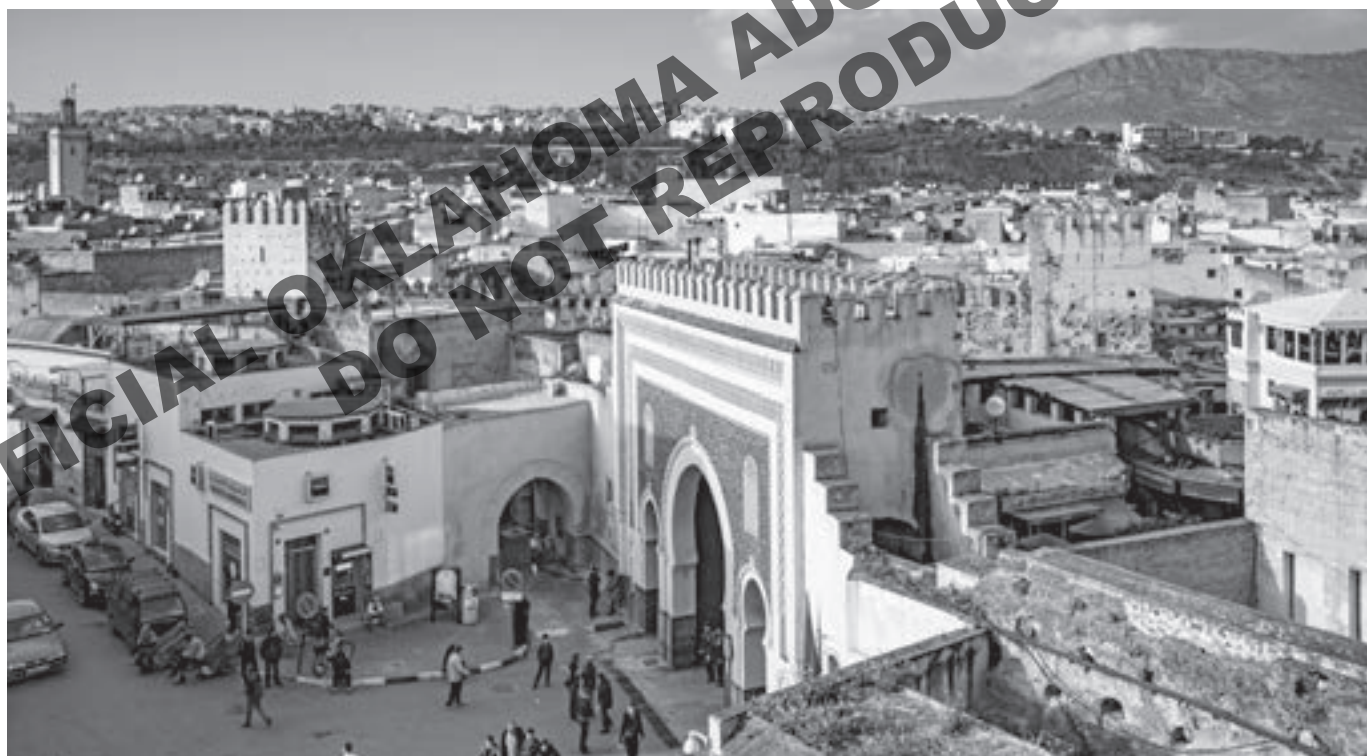
2. \_\_\_\_\_ Ivory

6. \_\_\_\_\_ Gold

3. \_\_\_\_\_ Metalworking

7. \_\_\_\_\_ Christianity

4. \_\_\_\_\_ Learning centers



During the height of the Islamic Empires, the city of Fez (in present-day Morocco) was one of the largest cities in the world.



In the Atlas, on pages 64–65, look at the Unit 5 time line. Choose six events that you think are important. Add them to your Time Line Folder. Be sure to write them under the correct date and next to the correct region.



# Bantu Migrations

The Bantu people spread from Cameroon to South Africa. In this lesson, you'll learn how the Bantu adapted during their migration. Use pages 64 and 70 of *The Nystrom Atlas of World History* to complete this activity.

Atlas  
Activity Map  
Map Marker

1. The Bantu are a language family that stretches across much of Africa.
  - a. Turn to the *Africa Activity Map*.
  - b. Give the map a title. At the top of the map, write **BANTU MIGRATION**.

## The First Bantu






2. The earliest Bantu speakers lived in present-day Cameroon.
  - a. In the Atlas, on page 64, look at map A. Point to the Bantu homeland.
  - b. On your Activity Map, in western Cameroon, draw a star ★.
  - c. In the Gulf of Guinea, write and underline **BANTU HOME**.
  - d. The Bantu languages are part of a larger family of languages called the Niger-Congo family. Below **BANTU HOME**, write **NIGER-CONGO**.
  - e. These Bantu spoke Proto-Bantu. All later Bantu languages were based on this language. The Proto-Bantu word for father is *taata*. Below **BANTU HOME**, add **TAATA**.
3. About 500 BCE a group of Bantu farmers and herders moved east and south in search of new farmland, beginning the Bantu migration.
  - a. In the Atlas, on page 64, read chart B.
  - b. These farmers mainly grew a grain called sorghum. Below **BANTU HOME**, draw a sorghum symbol 🌾.
  - c. They also made iron tools and raised cattle. Next to the sorghum symbol, draw an iron symbol 🔨 and a cow symbol 🐮 symbol.

## Migration Routes



4. One branch of the Bantu migrated east along the Sahel grasslands.
  - a. From the star to the White Nile, over the grass region, draw an arrow.
  - b. From the White Nile, some migrated farther south. In the Atlas, on page 64, on map A, trace the migration routes east and south.
  - c. On your Activity Map, from the White Nile south to the Orange River in present-day South Africa, draw an arrow.
  - d. From the White Nile south to Victoria Falls, draw another arrow.

5. A more complex migration took place south and southeast.
  - a. One group appears to have moved quickly through the rain forests to settle in the grasslands of western Congo, Angola, and Namibia. From the star to grassland in Namibia, draw an arrow.
  - b. Bantu moved into the rain forests of the Congo Basin, but these groups settled the area slowly. As a result, the connection to the original Proto-Bantu is not as strong as elsewhere. From the star to the label for Congo Basin, draw a dashed arrow.

### Barriers to Migration

6. Sleeping sickness affects cattle and people. It repeatedly slowed Bantu settlement—mainly by killing their herds.
  - a. In the Atlas, on page 64, read callout 2 for map A and the caption for chart B.
  - b. Sleeping sickness is spread by tsetse flies. These flies live only in the lower tropical grasslands and forests of Africa. On your Activity Map, between the Tropic of Cancer and the Tropic of Capricorn, trace the edge of the grass and forest regions with a dashed line. Do not include the Ethiopian Highlands.
  - c. Below this line, write **SLEEPING SICKNESS**.
  - d. The wetter an area is, the more tsetse flies live in it. In the forest regions, draw several tsetse fly symbols .
7. Despite being free of sleeping sickness, deserts completely halted Bantu migration.
  - a. The Sahara blocked any migration to the north. On the Sahara, draw a stop sign .
  - b. The Kalahari and Namib Deserts of southern Africa blocked migration farther south. In the desert region between Botswana and Namibia, draw another stop sign.
8. Climate also affected the migration.
  - a. As the Bantu moved into eastern Africa, they had increasing problems with their crops. On the east coast of Africa, draw a sorghum symbol  and put a slash through it.
  - b. Sorghum, a key Bantu crop, needs consistent, moderate rain. The Indian Ocean coasts have monsoons, which provide a downpour of rain in a short period. Next to the sorghum symbol, draw a monsoon symbol .
  - c. Winter in much of South Africa is too cold for the tropical crops of the Bantu. At 30°S, 30°E, draw a cold symbol .

## Overcoming Barriers

9. Bantu herders were able to cope with the sleeping sickness, although today about 30,000 people get sleeping sickness every year. Three million cattle die from it each year.
  - a. Cattle breeds were developed that are somewhat resistant to sleeping sickness. In the Atlas, on page 64, reread the caption for chart B.
  - b. On your Activity Map, in the sleeping sickness region, draw a cow symbol .
10. The problem of too much rainfall was solved with new crops.
  - a. In the Atlas, on page 64, on chart B, reread the section labeled *New Crops*.
  - b. Plantains and bananas were domesticated in New Guinea. The Malagasy, people from Indonesia who settled Madagascar, brought the fruit to Africa. On your Activity map, on Madagascar, draw a plantain symbol .
  - c. Contact between the Malagasy and eastern Bantu brought bananas and plantains to the mainland. The fruit had no trouble adapting to the climate. Across the Mozambique Channel, draw an arrow.
11. By 1500 different Bantu groups had formed city-states and kingdoms.
  - a. In the Atlas, on page 70, look at map B. Point to kingdoms, culture groups, and city-states in regions settled by the Bantu.
  - b. Kongo, Luba, and Lunda were formed by the western Bantu. On your Activity Map, outline and label these three kingdoms.
  - c. By 1500, Mwenemutapa had replaced Great Zimbabwe as the largest empire in southern Africa. Outline and label **MWENEMUTAPA**.
  - d. Swahili is a Bantu language. The Swahili city-states were key trading colonies. Choose and label three of the Swahili city-states.
12. Today, modern Bantu languages continue to show similarities to Proto-Bantu and to each other.
  - a. In Herero, a language in Namibia, *tate* means father. In Namibia, write **TATE**.
  - b. In Lingala, a language spoken in northern Congo, *tata* means father. In northern Congo, write **TATA**.
  - c. In Ganda, the main language of Uganda, *taata* means father. In Uganda, write **TAATA**.
  - d. In Xhosa, a language spoken in South Africa, *tata* means father. In eastern South Africa, write **TATA**.



### Pulling It Together

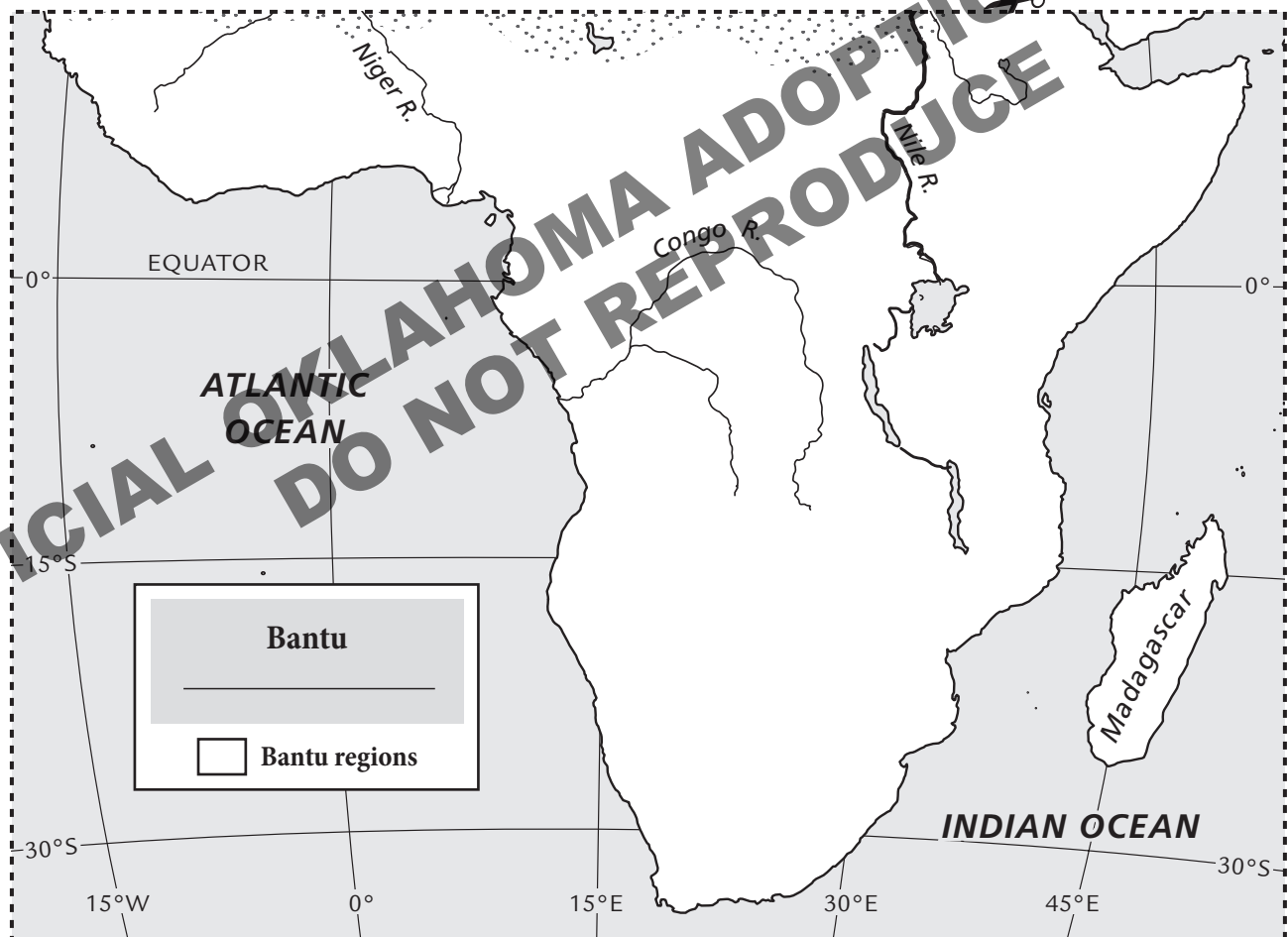
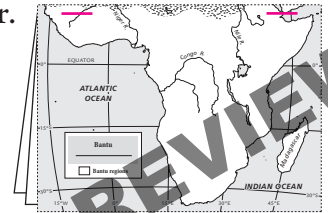
# Bantu Migrations

Use pages 64 and 70 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 31a–31c to help you make a flip book.

Atlas  
Activity Map  
Map Marker  
colored pencils  
scissors  
stapler

- Make a map of the Bantu for each of these years:
  - 500 BCE
  - 1000 CE
  - 1500
- On each copy of the map below, in the legend, write the year.
- Then color the Bantu regions for that year. Add any Bantu kingdoms or cities for that time period.
- Cut out the maps along the dashed lines.
- Assemble the maps in chronological order.
- Staple the top of the maps to make a flip book.

staple here



Much of what we know about the Bantu is inferred from archaeology and linguistics, instead of from written sources. Look at map, text, and infographic on page 64 in the Atlas. Did the Bantu introduce farming, herding, and metalworking to southern and eastern Africa? Or, did these areas already have these technologies? What does the evidence suggest?

# Travels of Ibn Battuta

In this lesson you'll follow Ibn Battuta as he travels across Islamic lands between Tangier and Mecca in the 1300s. The story is told by Ibn Battuta himself in his book *Rihlah* or *Travels*. Use pages 67–68 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker

## Tangier, 1325






*I set out alone, finding no companion to cheer the way with friendly intercourse, and no party of travellers with whom to associate myself. Swayed by an overmastering impulse within me, and a long-cherished desire to visit those glorious sanctuaries, I resolved to quit all my friends and tear myself away from my home.*

Ibn Battuta<sup>1</sup>

## Tunis, 1325

*The population of the city came out to meet the members of our party, and on all sides greetings and questions were exchanged, but not a soul greeted me as no one there was known to me. I was so affected by my loneliness that I could not restrain my tears and wept bitterly, until one of the pilgrims realized the cause of my distress and coming up to me greeted me kindly and continued to entertain me with friendly talk until I entered the city.*

Ibn Battuta<sup>2</sup>




- Ibn Battuta was a Muslim from Tangier. He began his *hajj*, or religious pilgrimage, to the holy Islamic city of Mecca at the age of 20.
  - Turn to the *Africa Activity Map*.
  - Give the Activity Map a title. Across the top of the map, write **TRAVELS OF IBN BATTUTA**.
  - In the Atlas, on page 67, look at map D. Point to the city of Tangier at the northern tip of Morocco.
  - Ibn Battuta began his journey in 1325. On your Activity Map, in the Atlantic Ocean, near Tangier, write **1325**.
  - At first Ibn Battuta traveled alone by donkey. Near Tangier, draw a donkey symbol .
- The practice of entertaining, feeding, and taking care of pilgrims on their *hajj* was an important religious duty for Muslims.
  - In the Atlas, on page 68, look at map B. Point to Tunis.
  - On your Activity Map, mark the location of Tunis with a city symbol . Label it **TUNIS**.
  - Along the coast from Tangier to Tunis, draw an arrow.
  - Near Tunis, draw a food symbol .
  - Tunis was an important center for Islamic learning. During his stay there, Ibn Battuta lodged at a *madrassa*, or college, where he met scholars and people in high positions. Near Tunis, draw a learning symbol .
  - Ibn Battuta stayed in Tunis for about two months. He left the city with a caravan of pilgrims headed for Alexandria. He was appointed *qadi* (judge) for the caravan. East of Tunis, draw a judge symbol .



**Tripoli, 1325**

*We left Tunis early in November, following the coast road through Susa, Sfax, and Qabis [Gabés], where we stayed for ten days on account of incessant rains. Thence we set out for Tripoli, accompanied for several stages by a hundred or more horsemen as well as a detachment of archers, out of respect for whom the Arabs kept their distance.*








*Ibn Battuta<sup>3</sup>*

3. Travel across North Africa was dangerous in Ibn Battuta's time. Camel robbers and bandits were attracted to caravans, which often contained sought-after goods.
  - a. Pilgrims in Ibn Battuta's caravan traveled mainly on camels, horses, and donkeys. On your Activity Map, along the coastline from Tunis to Tripoli, draw an arrow.
  - b. Along the arrow, draw the symbols for a camel  and a horse .
  - c. Near Tripoli, camel robbers wielded swords in an attempt to attack Ibn Battuta's caravan. Near the camel and horse symbols, draw a robber symbol .
  - d. The robbers failed to harm the caravan. Draw a slash / across the robber symbol.

**Alexandria, 1326**

*At length on April 5th we reached Alexandria. It is a beautiful city, well-built and fortified with four gates and a magnificent port. . . I went to see the lighthouse on this occasion. . . It is situated on a high mound and lies three miles from the city on a long tongue of land which juts out into the sea from close by the city wall, so that the lighthouse cannot be reached by land except from the city.*





*Ibn Battuta<sup>4</sup>*

4. As Ibn Battuta traveled east from Tripoli to Alexandria, he described seeing gold, ivory, and enslaved people being traded in North African cities.
  - a. In the Atlas, on page 68, look at map B. Point to Alexandria.
  - b. On your Activity Map, mark the location of Alexandria with a city symbol . In the Mediterranean Sea, label it **ALEXANDRIA**.
  - c. Along the coast from Tripoli to Alexandria, draw an arrow.
  - d. Along the arrow, draw symbols for gold , ivory , and enslaved people .
  - e. Alexandria was a thriving port city that traded many products, including silk and cotton. Above ALEXANDRIA, draw symbols for silk  and cotton .
  - f. The lighthouse described by Ibn Battuta was one of the Seven Wonders of the Ancient World. Each of the wonders were unique objects made by humans. The lighthouse was 440 feet high. It was the first lighthouse to use mirrors to reflect sunlight out to sea. North of Alexandria, draw a lighthouse symbol .

**Cairo, 1326**

*I arrived at length in Cairo, mother of cities and seat of Pharaoh the tyrant, mistress of broad regions and fruitful lands, boundless in multitude of buildings, peerless in beauty and splendor, the meeting-place of comer and goer, the halting-place of feeble and mighty, whose throngs surge as the waves of the sea, and can scarce be contained in her for all her size and capacity.*



Ibn Battuta<sup>5</sup>

5. During Ibn Battuta's time, Cairo was a bustling, densely packed city known as the commercial and intellectual center of the region.
  - a. On your Activity Map, from Alexandria to Cairo, draw an arrow.
  - b. At Cairo draw a population symbol .
  - c. While in Cairo, Ibn Battuta visited a *Maristan*, or hospital. The hospital had lecture rooms, libraries, and even music. Near Cairo, draw a hospital symbol .
  - d. Ibn Battuta also visited many mosques built by earlier Egyptian dynasties. Near Cairo, draw a mosque symbol .
  - e. While in Egypt, Ibn Battuta visited the pyramids, which were also one of the Seven Wonders of the Ancient World. Across the river from Cairo, draw a pyramid symbol .

**Mecca, 1326**

*We saw before our eyes the illustrious Ka'ba (may God increase it in veneration), like a bride displayed on the bridal chair of majesty and the proud mantles of beauty. . . We made the seven-fold circuit of arrival and kissed the Holy Stone. We performed the prayer of two bowings. . . and clung to the curtains of the Ka'ba between the door and the Black Stone, where prayer is answered. Praise be to God Who hath honored us by visitation to this Holy House.*

Ibn Battuta<sup>6</sup>

6. In mid-October, 1326, Ibn Battuta reached the Sacred Mosque of Mecca, thus fulfilling his religious mission.
  - a. In the Atlas, on page 67, look at map D. Point to the city of Damascus.
  - b. On your Activity Map, mark the location of Damascus with a city symbol .
  - c. From Cairo to Damascus and then to Mecca, draw an arrow.
  - d. Near Mecca, draw a mosque symbol .
  - e. Next to the mosque symbol, write **1326**.
  - f. After completing his *hajj*, Ibn Battuta went on to visit many other Islamic cities. In the Atlas, on page 67, look again at map D. With your finger, trace his route from Mecca.
  - g. On your Activity Map, from Mecca toward the Persian Gulf, draw an arrow.
  - h. Label your arrow **TO ASIA, EUROPE, AFRICA**.

Name \_\_\_\_\_



***Pulling It Together***

# Travels of Ibn Battuta

Use page 67 and Units 4–6 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 32a–32c to help you complete the chart below for Ibn Battuta’s entire trip to Asia, Europe, and Africa.

Atlas  
Activity Map  
Map Marker

## *Itinerary*

**Traveler:** \_\_\_\_\_

**Depart:** \_\_\_\_\_

**Return:** \_\_\_\_\_

**Purpose of Trip:** \_\_\_\_\_

**Means of Transportation:**  
\_\_\_\_\_  
\_\_\_\_\_

**Empires Visiting:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Frequent Rider Miles Earned:** \_\_\_\_\_ miles traveled

★ Imagine you are Ibn Battuta making the trip today. Choose one of the story boxes from pages 147–149. Rewrite it as an email to your family or friends, using language and situations of today.

# Empires of West Africa





Great empires developed in West Africa between 700 and 1600.

In this lesson you will learn about the development of three of these empires. Use pages 66, 68–69, and 71 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker

1. Three empires existed in the same region of West Africa at different times.
  - a. Turn to the *Africa Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **EMPIRES OF WEST AFRICA**.
  - c. Above Niger, write **WEST AFRICA**.

## Saharan Trade




2. West African states developed as a result of Saharan trade. The introduction of the camel in the first century CE enabled people to cross the Sahara with goods and establish trade routes.
  - a. The Berbers of North Africa used camels to travel to sub-Saharan Africa, the land south of the Sahara. Near the Atlas Mountains, draw a camel symbol .
  - b. The Berbers crossed the Sahara to West Africa where gold was plentiful. From the camel to the label for West Africa, draw an arrow.
  - c. The Berbers realized that gold was very important to the Roman Empire. As a result, they began to establish trade relations with the people in West Africa to get gold. In the Atlas, on page 71, look at map D. Point to the gold sources in West Africa.
  - d. On your Activity Map, in present-day Senegal, draw a gold symbol .
  - e. The Berbers traded salt found in the Sahara for gold from West Africa. Salt was important in West Africa for preserving food and for nutrition. In the Atlas, on page 71, look at map D. Point to the salt sources near the Sahara.
  - f. On your Activity Map, in the Sahara, draw a salt symbol .
  - g. The Berbers then traded West African gold with the Romans. The Roman Empire used gold coins as their form of money. From the gold symbol, draw an arrow to Rome.
  - h. Near Rome, draw a coin .

## The Ghana Empire

3. Around 700 CE the people of West Africa controlled the trade routes across the Sahara. The area developed into the powerful Ghana Empire.
  - a. In the Atlas, on page 68, look at map B. With your finger, trace the boundary of the Ghana Empire.
  - b. The capital of Ghana, Koumbi Saleh, was a trade center. The city mainly traded gold and salt for beads, textiles, and other crafted goods. In the Atlas, look again at map B. Point to the capital of the Ghana Empire.
  - c. On your Activity Map, west of Timbuktu, mark Koumbi Saleh with a capital symbol (★) and its abbreviation **KS**.
4. As the Ghana Empire began to flourish, Arab Muslims were spreading Islam throughout North Africa. As Arab merchants traded with the Ghana Empire, Islam began to spread into West Africa as well.
  - a. Many people in Ghana's capital followed indigenous religions. Near Koumbi Saleh, write an **I** for indigenous religions.
  - b. The king of Ghana did not convert to Islam, but many West African traders became Muslims. A Muslim community grew in the capital. Next to the I, draw an Islam symbol (☿).
  - c. Islamic states, or caliphates, were established in the Middle East and in North Africa. In the Atlas, on page 66, look at map B. With your finger, trace the boundary of the Fatimid Caliphate.
  - d. Islamic caliphates used gold coins as their form of money. Their gold came from the Ghana Empire. From Koumbi Saleh to northern Egypt, draw an arrow.
  - e. Ghana became very wealthy as the demand for gold increased in the Islamic caliphates. In northern Egypt, draw a coin (○).
5. Around the mid-1000s, the king of Ghana began to lose control of the Saharan trade routes. In 1076 the Muslim Almoravids invaded and conquered Ghana, hoping to control the gold trade.
  - a. In the Atlas, on page 66, look at map B. Point to the Almoravid Empire.
  - b. From northwestern Africa toward Ghana's capital, draw an arrow. Along the arrow, write **GHANA CONQUERED 1076**.



## The Mali Empire

6. New sources of gold were found south of the former Ghana Empire. In the early 1200s, a new ruler took control of the region and the former Ghana Empire. These events prompted the rise of the Mali Empire.
  - a. In the Atlas, on page 69, look at map C. With your finger, trace the boundary of the Mali Empire.
  - b. The capital of the Mali Empire was Niani. In the Atlas, on page 69, look at map C. Point to the capital of the Mali Empire.
  - c. Niani was near the newly discovered gold deposits. On your Activity Map, near 10°W along the Niger River, mark the capital with a capital symbol ★ and its name.
  - d. South of Niani, draw a gold symbol .
  - e. Mali also gained control of the salt trade. Next to the gold symbol, draw a salt symbol .
7. During the 1300s the Mali Empire reached its height under a ruler named Mansa Musa. During his reign West African cities became great centers of trade, learning, and religion.
  - a. Mansa Musa converted to Islam and used his great wealth from trade to build many mosques. In the Atlas, on page 68, look at picture A. It shows the Grand Mosque of Mali in the background.
  - b. Timbuktu became known throughout the world as a great center of Islamic learning. On your Activity Map, near Timbuktu, draw a learning symbol .
  - c. After Mansa Musa, a series of weak rulers led to the decline of the Mali Empire. Below Niani, write **MALI DECLINES 1500**.

## Songhai Empire

8. As the Mali Empire was weakening, the Songhai Empire emerged. Songhai had existed since 1335, but had been under the control of the Mali Empire. Like the Ghana and Mali Empires, the Songhai gained control of the gold and salt trade and became very wealthy.
  - a. In the Atlas, on page 69, look at map E. With your finger, trace the boundary of the Songhai Empire.
  - b. On map E, point to the capital of the Songhai Empire. On your Activity Map, at 17°N and the prime meridian, mark Gao with a capital symbol ★ and its name.
  - c. In 1591 the Moroccan army invaded Songhai, seeking to gain control of Saharan trade routes. In the Gulf of Guinea, write **SONGHAİ FALLS 1591**. Draw an arrow from the label to Gao.

Name \_\_\_\_\_



***Pulling It Together***

# Empires of West Africa

Use pages 68–69 and 71 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 33a–33c to help you complete the chart below.

Atlas  
Activity Map  
Map Marker


**Ghana**

**Mali**

**Songhai**

	Ghana	Mali	Songhai
Founder			
Years in Power			
Capital			
Goods Traded			
Religion(s)			



Create a podcast about the rise and fall of one of the empires of West Africa. Include important dates and events, key people or groups of people, and other relevant information about the empire. Consider adding music or sound effects to your podcast. 

**African Empires****Historical Issues Today****Does trade strengthen nations?**

Is it in a country's best interest to trade freely and openly with other countries? There are many perspectives on this issue. Use the following two perspectives and additional information from pages 72–73 of *The Nystrom Atlas of World History* to complete the task below.

**Global trade benefits the people in all nations.**

- Trade strengthens nations. In China, liberalized trade policies have contributed to an average annual GDP increase of about 10 percent for nearly four decades.
- International trade stimulates economic growth, creates more and better jobs, and increases productivity. It also drives down poverty. For example, since 1990, trade has helped decrease the number of people living in extreme poverty by over 50 percent.
- Countries that have recently adopted protectionist policies—like taxes on certain imports, quotas restricting exports, or bans on trade with certain nations—have hurt global markets and their own economies. For example, it is estimated that the taxes on imported Chinese goods introduced by the United States in 2018 will cause a loss of \$148 billion and will cost more than 460,000 jobs.

**Global trade benefits certain groups living in developed countries at the expense of those living in developing nations.**

- Global trade benefits more developed countries at the expense of stripping developing countries of their agricultural and mining products. Whatever growth that is achieved in these developing nations is not sustainable, and they lose whatever ability they might have had to compete in the global marketplace.
- Free trade forces businesses in developing countries to compete with their more efficient and productive counterparts in developed nations.
- Trade has been brisk in the last four decades, but evidence suggests that global trade is slowing. Already some nations, like the United States, are beginning to turn away from free trade in favor of policies that protect their own economies.
- Free trade is only one part of the equation. In poor countries, like those in sub-Saharan Africa, what's needed is a reliable infrastructure to get goods to market.

Working with a small group, create a scripted debate about this issue.

1. In your own words, write down arguments to support each column. You can add your own ideas in addition to the bullet points provided.
2. Write three questions that a moderator would ask both sides in a debate.
3. Write answers to the three debate questions. Each question will have two answers: one answer representing the perspective in the first column; a second answer representing the perspective in the second column.
4. Perform a scripted debate for the class. Members of the group will represent the two perspectives and the moderator role.



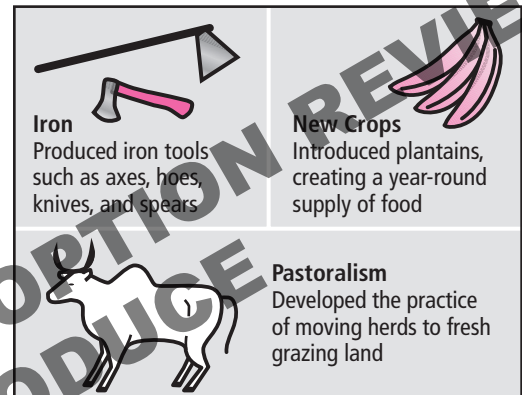
Take notes on the presentations of other groups. For each debate, identify one point that stands out as being the most interesting or compelling and explain why.

# African Empires

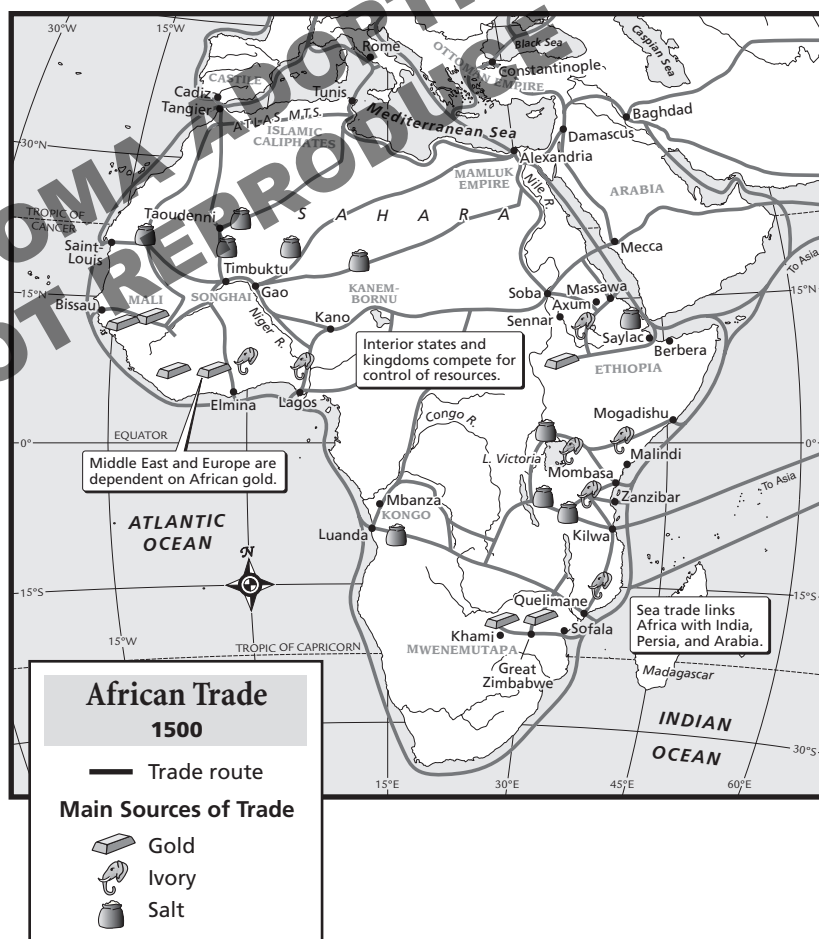
In the last four lessons, you've looked at Bantu migrations, the travels of Ibn Battuta, and West African empires. How much do you remember?

*Circle the letter of the correct answer.*

- Look at the chart. Which of the following Bantu innovations created a year-round supply of food?
  - pastoralism
  - iron
  - new crops
  - elimination of tsetse flies
- Which of the following made it easier for the Bantu to clear forests and grassland?
  - year-round food supplies
  - new crops, such as plantains
  - iron tools like axes, hoes, and knives
  - moving herds of cattle to fresh lands
- Which desert halted Bantu migration to the North?
  - the Sahel
  - the Sahara
  - the Kalahari
  - the Namib
- Which Bantu empire replaced Great Zimbabwe as the largest empire in southern Africa?
  - Songhai
  - Luba
  - Mwenemutapa
  - Lunda
- Which continents did Ibn Battuta visit?
  - Africa, Asia, and Australia
  - North America, Europe, and Asia
  - Africa, South America, Asia
  - Africa, Europe, and Asia
- Which of the following is NOT true about Ibn Battuta's journey?
  - He started his journey in Cairo.
  - He was on a *hajj* to Mecca.
  - Camel robbers tried to attack his caravan.
  - His entire trip took 29 years.



7. Which empire was the first to rule West Africa?
- Mali
  - Songhai
  - Ghana
  - Swahili
8. Which was true of the Ghana, Mali, and Songhai Empires?
- They all were founded by Sundiata Keita.
  - They all were Christian.
  - They all traded gold and salt.
  - They all had Timbuktu as their capital.
9. Which group invaded Songhai in 1591?
- Mali
  - Morocco
  - Ghana
  - Benin
10. Look at the map. The Indian Ocean linked Africa with which continent?
- Europe
  - North America
  - South America
  - Asia
11. Lagos was rich in which of the following trade goods?
- Plantains
  - Ivory
  - Gold
  - Salt
12. Which was a trading port on the Mediterranean Sea?
- Elmina
  - Saint Louis
  - Mogadishu
  - Alexandria



Unit 5 looks at Africa from 500 BCE to 1600 CE. List three events from that time period. Explain in one or two sentences why you think each is especially important.



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# Europe in the Middle Ages

## Unit 6



### Literature Links

Your students might enjoy these books and others about medieval Europe.

#### Barbarians and the Church

- **Barbarians!** by Steven Kroll
- **Saint Patrick** by Ann Tompert

#### Medieval Life

- **Good Masters! Sweet Ladies! Voices From a Medieval Village** by Laura Amy Schlitz
- **Crispin: The Cross of Lead** by Avi
- **Catherine, Called Birdy** by Karen Cushman
- **The Midwife's Apprentice** by Karen Cushman
- **Anna of Byzantium** by Tracy Barrett
- **Joan of Arc** by Josephine Poole
- **Castle and Cathedral** by David Macaulay
- **Ten Queens** by Milton Meltzer
- **Castle Diary** by Richard Platt



### Movie Links

Your students might enjoy watching all or part of the following movies. Preview before showing them to your class.

- **Henry V**—Hundred Years' War
- **Crusades**—Crusades
- **Knight's Tale**—Medieval life

### Lessons

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### Cross-Curricular Activities

#### Geography Finding Barbarian Place Names



Places throughout Europe are named after barbarian tribes. Have students look at a map showing present-day counties or states in Western and Southern Europe. On the board, list tribes that have regions named after them.

#### Art Creating a Figurehead for a Ship



The Vikings, Spanish, and Portuguese put sculptures on the bows of their ships. Show the class photos and then have students draw or mold out of clay their own figureheads.

#### Math Calculating Distance of a Crusade



Using map A on page 80 of the Atlas or the route described in Lesson 37, have students measure the length of one of the Crusade routes.

#### Music Singing About the Plague



As a class, recite the rhyme "Ring Around the Rosy." Explain that this was written about the plague. A red ring around a rosy bump was a symptom of the plague. People sniffed bouquets, or posies, to cover up the smell of the disease.

A world map with a grid of latitude and longitude lines. Countries are shaded in light gray, while the oceans are white. The map shows the distribution of the study population across various countries, with a concentration in North America and Europe.

# Europe in the Middle Ages

List important words, people, or places—and notes about them—in the chart below.

Words	People	Places

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## Objectives

Students will be able to:

- Preview the unit.
- Use information from an introductory summary to complete activities.

## Materials

- ❑ The Nystrom Atlas of World History
- ❑ Activity Sheets 35a–35b, Introducing Unit 6
- ❑ Time Line Folders (from Lesson 3)
- ❑ scissors
- ❑ stapler
- ❑ Optional: Unit 6 Journal (see p. 160)

## Introducing Unit 6

For use with pages 74–85 of The Nystrom Atlas of World History

## Here's a Tip!

- Walk students through each spread on pages 74–85 of the Atlas. Point out a key idea or an interesting map, graph, or photo on each page.
- Make sure that students are aware that the introduction exercise covers two pages. The first page is a written introduction for the material in the unit. An accompanying close-reading activity is on the following page. All answers to the activity can be found in the introduction.
- Have students record their answers to the starred question at the end of each lesson on copies of the *Unit 6 Journal*. Or have students record the answers in their own journals. ✎

## Answers

Name \_\_\_\_\_

Europe in the Middle Ages

## Introducing Unit 6

The fall of the Roman Empire ushered in huge changes in Europe, as rulers competed for control of the region. In the late 700s, King Charlemagne united much of western Europe under his rule. The Scandinavian Vikings launched raids throughout Europe. They eventually settled England, Iceland, and parts of central Europe, and they even reached North America.

The Moors conquered Spain and Portugal, establishing Islamic centers of learning. In 936, the Holy Roman Empire united central and eastern Europe under the Roman Catholic Church. Religious conflict became an important part of this era. Beginning in 1095, the pope called for an invasion to expel the Muslims from the Holy Land. These Crusades failed, but they had the effect of expanding trade. Unfortunately, this trade also brought the bubonic plague, which killed 25 percent of Europe's population.

After more than 1,000 years of rule, the Byzantine Empire was conquered by the Ottomans in 1453. They took control of trade routes and increased taxes.

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Mapping World History  
Europe in the Middle Ages

Name \_\_\_\_\_

35b

## Close Reading: Sequencing

Directions: Using information from the reading, number the following events in the correct chronological order, starting with 1 for the earliest.

- 3 The Ottoman Empire defeated the Byzantine Empire.
- 2 The Holy Roman Empire united central and eastern Europe.
- 1 King Charlemagne gained control in Europe.



As the Crusades brought more trade, coastal cities like Dubrovnik, in present-day Croatia, became powerful and important.

- ★ In the Atlas, on pages 74–75, look at the Unit 6 time line. Choose six events that you think are important. Add them to your Time Line Folder. Be sure to write them under the correct date and next to the correct region.

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Mapping World History  
Europe in the Middle Ages

☆ Answers will vary.

## 36

## Objectives

Students will be able to:

- Draw migration routes of barbarian tribes through Europe.
- Locate areas where barbarian tribes settled.

## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 36a–36d, *Barbarians Change Europe*
- ☐ Mapping World History Activity Maps
- ☐ Map Markers

## Barbarians Change Europe

For use with pages 47 and 74 of The Nystrom Atlas of World History

## Here's a Tip!

- Begin the lesson by having students look at pages 47 and 74 of the Atlas. Remind them that the Western Roman Empire fell in part because of barbarian invasions that began in the 300s.

## Answers

Tribe	Started in:	Ended in:
Franks	Netherlands	France
Angles	Northern Germany and Denmark	England
Huns	Western China	Hungary
Visigoths	Ukraine	Spain
Ostrogoths	Ukraine	Italy
Slavs	Belarus	Poland, Czech Republic, Serbia, Croatia, Bulgaria, Russia, Belarus, and/or Ukraine

- ☆ Proposals will vary. Students may mention refusing to grant the Visigoths asylum. Or they might suggest treating the new immigrants fairly, helping them find a safe settlement area and food. Some students might even suggest a program of Visigoth genocide.

## 37

## Objectives

Students will be able to:

- Map a route taken by crusaders to the Holy Land.
- Describe difficulties encountered by the crusaders.

## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 37a–37d, *The Third Crusade*
- ☐ Mapping World History Activity Maps
- ☐ Map Markers

## The Third Crusade

For use with pages 80–81 of The Nystrom Atlas of World History

## Here's a Tip!

- Have students read the story boxes aloud to the class.
- Encourage students to look up unfamiliar words in the story boxes.

## Answers

Dates: 1189–1192

**Routes Taken by Crusaders:** Answers will vary. Students may mention Frederick Barbarossa: by land across southern Europe and the Byzantine Empire; Richard I: by sea along the coast of Europe to Marseille, then across the Mediterranean Sea; Philip Augustus: by sea across the Mediterranean Sea.

**Setbacks:** Answers will vary. Students may mention lack of money, death of Frederick Barbarossa, Byzantine-Saladin pact, storms, shipwrecks, Muslim armies, and other wars on route.

**Outcomes:** Answers will vary. Students may mention Muslims keep Jerusalem, Christians may visit Jerusalem, Christians take Cyprus, Christians get Jesus's holy cross, thousands die.

- ☆ Answers will vary. Be aware that the problems of the Crusade are found on pages 80–81 of the Atlas.



## 38

## Objectives

Students will be able to:

- Draw a main trade route between Asia and Europe.
- Map the spread of the bubonic plague.
- Describe the relationship between trade and the spread of the plague.

## Materials

- The Nystrom Atlas of World History
- Activity Sheets 38a–38d, Trade and the Plague
- Mapping World History Activity Maps
- Map Markers

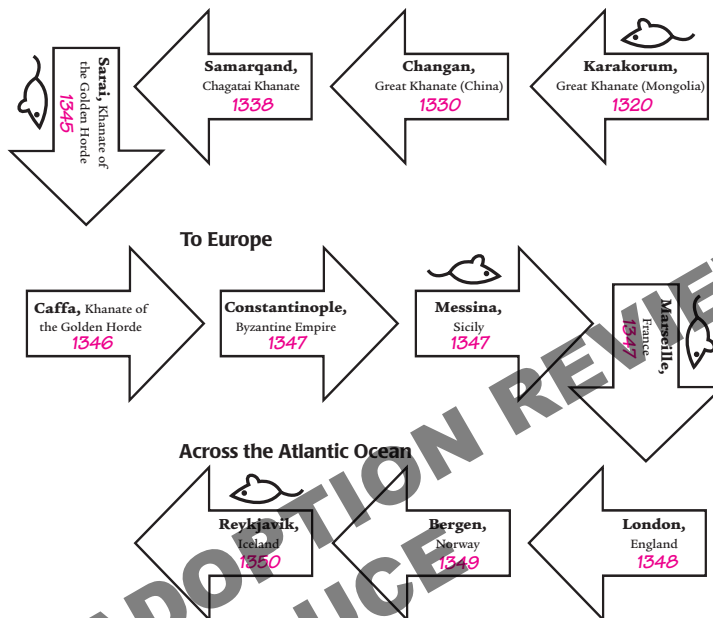
## Trade and the Plague

For use with pages 82–83 of The Nystrom Atlas of World History

## Here's a Tip!

- Teach Lesson 24, Silk Road, before teaching this lesson.

## Answers



- ☆ Charts will vary. Students may mention both epidemics spread to Europe, Asia, and Africa; in both cases people initially did not know what spread the disease; both diseases killed millions of people. Students may point out that the two diseases are spread differently, they began in different parts of the world, treatment for AIDS is now available but treatment for the plague was not (in the Middle Ages).

## 39

## Objectives

Students will be able to:

- Identify countries involved in the reconquest of Spain and Portugal.
- Map the extent of Muslim and Christian Spain at different time periods.

## Reconquest of Spain

For use with pages 76 and 84 of The Nystrom Atlas of World History

## Special Note

- Each student will need five copies of Activity Sheet 39d.

## Here's a Tip!

- Put together a sample flip booklet to show the class.
- Begin the lesson by having the students look at page 52 of the Atlas to remind them of events in North Africa in the 600s.

## Here's an Interesting Fact!

- The Moors introduced many Arab words to Spanish and other European languages, including *algebra*, *zero*, *Alcatraz*, *elixir*, and *olé* (which comes from a Spanish pronunciation of Allah).
- In Western Europe most knowledge of science and philosophy had been lost after the barbarian invasions. The Moors reintroduced philosophy, science, and mathematics to Spain.

Continued on page 164

Mapping World History  
Europe in the Middle Ages

## 39

## Materials

- ☐ *The Nystrom Atlas of World History*
- ☐ Activity Sheets 39a–39d, *Reconquest of Spain*
- ☐ *Mapping World History Activity Maps*
- ☐ Map Markers
- ☐ colored pencils
- ☐ scissors
- ☐ stapler

## 40

## Objectives

Students will be able to:

- *Analyze an important current issue with the help of historical information in the Atlas.*
- *Classify and categorize perspectives related to the issue.*

## Materials

- ☐ *The Nystrom Atlas of World History*

Unit 6  
Review

## Objectives

Students will be able to:

- *Review the unit.*
- *Demonstrate ability to meet unit objectives.*

## Materials

- ☐ Activity Sheets a–b, *Europe in the Middle Ages*

## Reconquest of Spain

*Continued from page 163*

## Answers

**Maps** Maps will vary. Students should have five maps in their flip books or presentation. Be sure that students have colored Christian and Muslim lands and added country names and dates to each map. Check pages 76 and 84 of the Atlas for boundaries.

☆ Journal entries will vary. Students who select Muslim or Jewish roles may fear for their lives and mention the Spanish Inquisition. Muslims might be planning to move to Africa. Students who select Christian roles might rejoice and discuss plans to remove Muslim mosques and other buildings from the community. ✎

## Historical Issues Today

*For use with pages 86–87 of The Nystrom Atlas of World History*

## Here's a Tip!

- Begin the lesson by discussing with students statistics about world religions. Talk with them about the geographic distribution of different religions, areas with religious diversity, and areas that are affected by religious conflicts. Discuss with them the role of nonreligious people in religious societies, and vice versa.

## Answers

☆ Answers will vary.

## Europe in the Middle Ages

*For use with pages 74–85 of The Nystrom Atlas of World History*

## Here's a Tip!

- Have students review their Time Line Folders, completed activity sheets, and flip booklets.
- Suggest that students review pages 74–85 of the Atlas and write any questions they have.

## Answers

- |      |      |       |
|------|------|-------|
| 1. d | 5. b | 9. d  |
| 2. c | 6. c | 10. a |
| 3. a | 7. b | 11. c |
| 4. c | 8. a | 12. b |

☆ Answers will vary. Students may mention barbarian invasions, Charlemagne's empire, Viking invasions, the growth of the Holy Roman Empire, the Crusades, increase in trade, bubonic plague, conquest or reconquest of Spain and Portugal, or other key events from the time period.

*Europe in the Middle Ages***Introducing Unit 6**

The fall of the Roman Empire ushered in huge changes in Europe, as rulers competed for control of the region. In the late 700s, King Charlemagne united much of western Europe under his rule. The Scandinavian Vikings launched raids throughout Europe. They eventually settled England, Iceland, and parts of central Europe, and they even reached North America.

The Moors conquered Spain and Portugal, establishing Islamic centers of learning. In 936, the Holy Roman Empire united central and eastern Europe under the Roman Catholic Church. Religious conflict became an important part of this era. Beginning in 1095, the pope called for an invasion to expel the Muslims from the Holy Land. These Crusades failed, but they had the effect of expanding trade. Unfortunately, this trade also brought the bubonic plague, which killed 25 percent of Europe's population.

After more than 1,000 years of rule, the Byzantine Empire was conquered by the Ottomans in 1453. They took control of trade routes and increased taxes.

**Close Reading: Sequencing**

**Directions:** Using information from the reading, number the following events in the correct chronological order, starting with 1 for the earliest.

- \_\_\_\_\_ The Ottoman Empire defeated the Byzantine Empire.
- \_\_\_\_\_ The Holy Roman Empire united central and eastern Europe.
- \_\_\_\_\_ King Charlemagne gained control in Europe.



As the Crusades brought more trade, coastal cities like Dubrovnik, in present-day Croatia, became powerful and important.



In the Atlas, on pages 74–75, look at the Unit 6 time line. Choose six events that you think are important. Add them to your Time Line Folder. Be sure to write them under the correct date and next to the correct region.



# Barbarians Change Europe

Barbarians conquered the Western Roman Empire and changed Europe. In this lesson, you'll map the routes that several barbarian tribes took. Use pages 47 and 74 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker

1. Although the Roman Empire had weakened by 300 CE, most barbarian tribes stayed away from the empire.
  - a. Turn to the *Mediterranean Basin Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **BARBARIANS CHANGE EUROPE**.
  - c. In the Atlas, on page 47, look at map C. With your finger, outline the Western Roman Empire.
  - d. One major barbarian group lived near the Black Sea. In present-day Ukraine, along the Black Sea, write **GOTHS**.
  - e. Slavs lived north and west of the Goths, in present-day Belarus. Near the Belarus-Poland border, write **SLAVS**.
  - f. Angles and Saxons lived on the west coast of present-day Denmark and the north coast of present-day Germany. In this area, write **ANGLES** and **SAXONS**.

## Barbarian Tribes Enter the Roman Empire

2. New barbarian tribes began to appear in the Roman Empire.
  - a. One of the earliest tribes to migrate to the empire was the Franks. Their home was in the present-day Netherlands. On your map, in the Netherlands (Neth.), write **FRANKS**.
  - b. About 350 the Franks entered the Roman Empire and settled near Paris. They offered their military help to the empire. From **FRANKS** to Paris, draw an arrow and label it **350**.
3. The Huns, a fierce nomadic tribe, moved across central Asia. They had lived in western China, but the Chinese forced them out.
  - a. In present-day Kazakhstan, just north of the Caspian Sea, write **HUNS**.
  - b. The Huns quickly moved west. By about 375, they had conquered the Goths. From **HUNS** to **GOTHS**, draw an arrow.
  - c. Some of the Goths remained under Hun rule. They were called the Eastern Goths or Ostrogoths. In front of **GOTHS**, write **OSTRO**.



4. Some of the Goths escaped from the Huns. They asked for asylum in the Roman Empire.
  - a. The Romans only allowed young, strong, and healthy Goths to immigrate to their empire. From GOTHS to Bulgaria, draw an arrow.
  - b. These Goths were called Western Goths or Visigoths. At the end of the arrow, write **VISIGOTHS**.
  - c. The Romans treated the Visigoths poorly. They herded them into a holding area, surrounded by a garrison of Roman soldiers. South of the Danube, draw a camp symbol ☉.
  - d. The Romans let the Visigoths starve. Some Goths were forced to sell their children into slavery to buy dog meat to eat. Near the camp, draw a food symbol 🍖 with a slash through it.
  - e. The Visigoths eventually rebelled. They defeated the Romans at the Battle of Adrianople in 378. Below VISIGOTHS, draw a conflict symbol ⚔️.
5. Adrianople was the worst Roman defeat in hundreds of years. The Visigoths settled in the empire. They soon realized they could do whatever they wanted.
  - a. The Visigoths first moved down the coast to southern Greece. From Bulgaria to southern Greece, draw an arrow.
  - b. The Visigoths then moved north along the coast into Italy. Along the coast from Greece to Rome, draw an arrow.
  - c. The Visigoths attacked Rome in 410. Below Rome, write ⚔️ **V-410**.

### Barbarian Tribes Move West

6. As the Visigoths fought their way through the Roman Empire, other barbarian tribes hoped to take advantage of the situation.
  - a. The Huns and their Ostrogoth subjects continued to move west. By 410 they had reached present-day Hungary. From OSTROGOTHS to Hungary, draw an arrow.
  - b. In Hungary, write **HUNS** and **OSTROGOTHS**.
  - c. The Huns terrified other barbarians. In Germany, draw a sad face ☹️.
  - d. Thousands of barbarians, including Vandals, Sueves, and Alans, fled into the Roman Empire. They often looted and destroyed towns as they passed through. From Germany to Spain, draw an arrow.
  - e. To defend the rest of the empire, the Roman army left Britain. The Angles and Saxons then invaded the island. From ANGLES and SAXONS to London, draw an arrow.

7. By 410 the Western Roman Empire was no longer able to defend itself. Barbarian tribes were able to move as they pleased.
  - a. The Visigoths settled along the Mediterranean coast of France. Over land, from Rome to southern France, draw an arrow. At the end of the arrow, write **V-418**.
  - b. The Huns and Ostrogoths continued to move west and attack other barbarian and Roman lands. From the **HUNS** and **OSTROGOTHS** label to eastern France, draw an arrow.
  - c. The Romans and Franks defeated the Huns and Ostrogoths near Paris in 451. Near Paris, write **\* 451**.
  - d. The Hun leader, Attila, died two years later. The Ostrogoths were finally free from Hun control. They headed to Rome. From the **OSTROGOTH** label to Rome, draw an arrow.
  - e. The Ostrogoths captured Rome in 476, ending the Western Roman Empire. They settled in Italy. Below V-410, write **O-476**.
8. The migrations of the barbarian tribes continued after the fall of Rome.
  - a. In the Atlas, on page 74, look at map A. With your finger, trace the barbarian invasions that occurred between 500 and 625.
  - b. In 507 the Franks attacked the Visigoths. On your Activity Map, from Paris to V-418, draw an arrow.
  - c. The Franks defeated the Visigoths and forced them to flee into Spain. From V-418 to Spain, draw an arrow.
  - d. At the end of the arrow, write **V-507**.
  - e. In eastern Europe, the Slavs began migrating about 500. From **SLAVS**, draw three arrows pointing east, west, and south.
  - f. The southern Slavs settled in the Eastern Roman Empire, sometimes threatening Constantinople. At the end of the southern arrow, write **SERBS, CROATS, and BULGARS**.
  - g. At the end of the western arrow, write **POLES** and **CZECHS**.
  - h. At the end of the eastern arrow, write **RUSSIANS, BELARUSSIANS, and UKRAINIANS**.

### Barbarian Kingdoms

9. The barbarians created their own kingdoms. Some present-day countries take their names from the tribes that settled there.
  - a. The Angles and Saxons settled in the British Isles. Their kingdoms were called the Angles' Lands. North of London, write **ENGLAND**.
  - b. The kingdom of the Franks became known as France. Label **FRANCE**.

***Pulling It Together*****Barbarians Change Europe**

Use the maps on pages 47 and 74 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 36a–36c to help you add the names of present-day countries or regions to the graphic organizer below.

Atlas  
Activity Map  
Map Marker

**Franks**  
Started in:  
Ended in:

**Angles**  
Started in:  
Ended in:

**Huns**  
Started in:  
Ended in:

**Barbarian Tribes**

**Visigoths**  
Started in:  
Ended in:

**Slavs**  
Started in:  
Ended in:

**Ostrogoths**  
Started in:  
Ended in:



The Visigoths were first granted asylum and then starved and forced on a death march by the Romans. The Romans also attempted to kill the Visigoth leaders. The Roman Empire paid for their actions. If you were an official for the Roman Empire, what would you have done differently? Write a one-page proposal outlining your plan.

# The Third Crusade

The Crusades were religious wars fought for control of the Holy Land. In this lesson, you'll follow the Third Crusade. Use pages 80–81 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker

## The East, 1187

*Unless aid is quickly brought to the remaining above-mentioned cities [Jerusalem, Tyre] . . . they will be plundered by the raging infidels, thirsting for the blood of the Christians.*

—Ansbert<sup>1</sup>

## Jerusalem, 1187

*God has driven them [Christians] out of this territory, and has cast them down. He has favoured the partisans of the truth, and has shown his anger against the infidels.*

—Saladin<sup>2</sup>

## England, 1188

*Each person will give in charity one tenth of his rents and movable goods for the taking of the land of Jerusalem . . .*

*But the clergy and knights who have taken the cross shall give none of that tithe except from their own goods and the property of their lord; and whatever their men owe shall be collected for their use by the above and returned intact to them.*

—Henry II<sup>3</sup>

- The Crusade against Saladin, of the Ayyubid Empire, was the third Crusade in less than 100 years.
  - Turn to the *Mediterranean Basin Activity Map*.
  - Give your Activity Map a title. Across the top of the map, write **THE THIRD CRUSADE**.
  - In the Atlas, on page 67, look at map C. Outline of the Ayyubid Empire with your finger.
  - Saladin and his followers were Muslim. On your Activity Map, in the southern Ayyubid Empire, draw a Muslim symbol ☾.
  - In 1187, Saladin conquered Jerusalem. Jerusalem is a holy city for Christians, Muslims, and Jews. Next to Jerusalem, write ✠ ☾.
  - Christians in Jerusalem fled to the cities of Tyre and Acre. In the Atlas, on page 81, look at map D. Point to Acre and Tyre.
  - On your Activity Map, in present-day southern Lebanon, write ● **ACRE** ✠.
- The Third Crusade was called the Crusade of Three Kings because Richard I of England (who became king in 1189), Philip Augustus of France, and Frederick Barbarossa of the Holy Roman Empire all participated in it.
  - In the Atlas, on page 80, look at map A. Point to England, France, and the Holy Roman Empire.
  - On your Activity Map, write **R** in the United Kingdom, **PA** in France, and **FB** in Germany.
  - King Henry, Richard's father, issued the Saladin Tithe to help pay for the Crusade. Near London, draw a dollar sign \$.
  - After raising money and an army, Richard made peace with his enemy King Philip of France. In France, draw an olive branch symbol 🌿.

**Acre, 1189**

*Saladin, the aforesaid enemy of Christ, has sent to the Grecian [Byzantine] emperor and the persecutor of the holy Name many presents very Pleasing to mortals, in order to make a compact and agreement. And for the slaughter and destruction of the Christians wishing to exalt the name of God, he sent 600 measures of poisoned grain . . .*

—Sibylla  
Queen of Jerusalem<sup>4</sup>

3. Frederick Barbarossa was the first to leave for the Crusades. He traveled by land to the Holy Land.
  - a. Frederick started out in 1189. From southwest Germany, trace the Danube to eastern Croatia with a dotted arrow . . . ➤ .
  - b. Start a legend. In it, write . . . ➤ = FB.
  - c. Frederick received a warning from Sibylla, queen of Jerusalem, that the Byzantine emperor and Saladin had made a pact. Near Istanbul, write **BZ** + ☾<sup>\*</sup>.
  - d. Continue your dotted arrow southeast. Stay south of Istanbul as you cross into Anatolia.
  - e. Frederick drowned trying to cross a swift river on his horse. In southern Anatolia, north of Cyprus, write **FB DROWNS**.

**Cyprus, 1191**

*The king, accompanied by his bowmen, was first to land, the rest followed, and as soon as they reached the shore one and all flung themselves upon the Emperor and his Griffons. The arrows fell like rain upon the grass. After a prolonged conflict the Emperor, having lost a multitude of his men, fled, and his entire host with him. The king of England, exulting in his great victory, pursued, and made a very great slaughter of all who resisted, and, had not night fallen soon, he would have taken the Emperor himself that day, either alive or dead.*

—Benedict of Peterborough<sup>5</sup>


4. Richard and Philip Augustus finally set out for the Holy Land in 1190, three years after the conquest of Jerusalem. They traveled by sea.
  - a. Richard set sail from London in 1190. He joined Philip in southern France. From London to Marseille, along the coast, draw a solid arrow ➡ .
  - b. In the legend, write ➡ = R.
  - c. From Marseille, continue your arrow to Sicily and then on to Cyprus.
  - d. A storm crashed some of Richard's ships into the rocks. West of Cyprus, draw a storm symbol ➡.
  - e. Richard was angered at how the king of Cyprus treated his shipwrecked sailors. Richard attacked Cyprus with his remaining ships and men. On Cyprus, draw a conflict symbol ✱.
  - f. Richard conquered the island. The island was turned over to the Crusader kingdoms. On Cyprus, write ✝.
  - g. Cyprus continued to be ruled by the descendants of crusaders even after the crusaders were forced out of Asia. In the Atlas, on page 81, look at map E. Point to Cyprus.



## Acre, 1191

The King ordered the criers to proclaim that anyone who removed a stone from the wall next to the aforesaid tower would receive two pieces of gold from the King. . . Even in the midst of the enemy's missiles they worked on bravely at tearing down the wall. Many of them were wounded, however, and were put out of action. . . The wall was extremely high and immoderately thick. The men, however, inspired with courage, overcame danger and removed a great many stones from the massive wall.


—Richard de Tempelo<sup>6</sup>

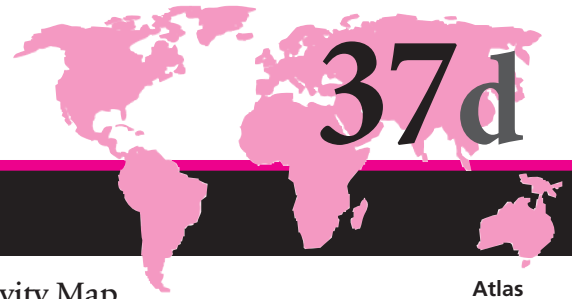
5. From Cyprus, Richard sailed to Acre where a four-year battle had been going on.
  - a. From Cyprus to Acre, draw a solid arrow.
  - b. Around Acre, draw a conflict symbol ✱.
  - c. The arrival of Richard and Philip encouraged the crusaders. Richard offered gold for each brick removed from the city wall. Near Acre, draw .
  - d. The crusaders took control of the city. East of Acre, write **R-PA**.
  - e. Saladin agreed to let the crusaders keep Acre. He also gave them the holy cross of Jesus. Near Acre, add a second **+**.
  - f. The victory at Acre convinced Philip to return to France. From Acre to France, draw a dashed arrow **-->**.
  - g. In your legend, add **--> = PA**.

## Jaffa, 1192

Saladin allowed Joppa [Jaffa] to be restored to the Christians. They were to occupy the city and its vicinity, including the seacoast and the mountains, freely and quietly. Saladin agreed to confirm an inviolate peace between Christians and Saracens [Muslims], guaranteeing for both free passage and access to the Holy Sepulcher of the Lord without the exaction of any tribute and with the freedom of bringing objects for sale through any land whatever and of exercising a free commerce.

—Richard de Tempelo<sup>7</sup>

6. Richard remained in the Holy Land to attempt to retake Jerusalem.
  - a. Richard's army attacked the Muslims along the Mediterranean coast. From Acre to the southern border of present-day Israel, draw a solid arrow.
  - b. In 1192, Richard received news that Philip had invaded English lands in France. In France, draw a conflict symbol ✱.
  - c. War with France forced Richard to end the Third Crusade. He signed a treaty with the Muslims. Below Jerusalem, draw a peace symbol .
7. Richard's Crusade nearly bankrupted England. His brother John plotted with Philip to keep Richard away from England.
  - a. Richard finally returned to England in 1194. From Jerusalem, draw a solid arrow west across the Mediterranean.
  - b. Almost as soon as he returned home, Richard left again to fight in France. He died there in 1199. As king, he spent less than six months in England. In France, write **R DIES**.

**Pulling It Together**

# The Third Crusade

Use pages 80–81 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 37a–37c to complete the chart below. Add years for the Crusade. Then add at least three items in each box.

Atlas  
Activity Map  
Map Marker

**Routes Taken by Crusaders**

- Frederick Barbarossa:
- Richard I:
- Philip Augustus:

**Setbacks**

- Emperor Frederick drowned.
- 
- 
- 

**Outcomes**

- Christians captured Acre.
- 
- 
- 

Third Crusade

to



Using pages 80–81 of the Atlas, complete a similar chart for the First, Fourth, or Seventh Crusade.

# Trade and the Plague

In the 1300s trade connected Europe and Asia. It also brought the bubonic plague, which devastated these continents. In this lesson, you'll map the spread of the plague. Use pages 82–83 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker

1. Trade connected large areas of the world by 1300. The main trade route between Asia and Europe was the Silk Road.
  - a. Turn to the *Asia Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **TRADE AND THE PLAGUE IN ASIA**.
  - c. In the Atlas, on pages 50–51, look at the map. With your finger, trace the Silk Road from Changan to Samarqand. Continue the route to Sarai and then to Constantinople (now Istanbul).
  - d. On your Activity Map, from Changan (now Xian) through Dunhuang to Samarqand, draw a line.
  - e. Label the line **SILK ROAD**.
  - f. At about 48°N, 45°E, write ● **SARAI**.
  - g. From Samarqand to Sarai and then to Constantinople, continue your line.



## Trade Routes in Europe

2. Trade in Europe grew during the 1200s and 1300s.
  - a. Turn to the *Mediterranean Basin Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **TRADE AND THE PLAGUE IN EUROPE**.
  - c. In the Atlas, on page 82, look at map A. With your finger, trace the trade route that extends from Caffa to Constantinople.
  - d. On your Activity Map, from the northern tip of the Caspian Sea to the spot where the Don River flows into the Black Sea, draw a line.
  - e. Across the Black Sea to Constantinople, continue the line.
  - f. At the beginning of your line, write **FROM CHINA**.
3. Constantinople was a major trading center in the Mediterranean region. Goods were traded with the Middle East and Western Europe.
  - a. One trade route extended from Constantinople to the island of Sicily. Traveling by sea from Constantinople to Sicily, draw a line.
  - b. Sicily traded with Italian city-states. Draw a line from Sicily to Genoa.











4. One of Genoa's trading partners was France. France's key port on the Mediterranean was Marseille.
  - a. Along the coast, between Genoa and Marseille, draw a line.
  - b. Trade routes crossed France to the English Channel. In the Atlas, on map A, with your finger, trace a route from Marseille to Paris and then on to London.
  - c. On your Activity Map, draw this route.
5. The English traded with cities in the **Hanseatic League**. The league controlled trade in the North and Baltic Seas and in the North Atlantic.
  - a. Bergen, Norway, was part of the Hanseatic League. On map A, with your finger, trace a trade route between England and Bergen.
  - b. On your Activity Map, draw that route.
  - c. Bergen traded with Riga in present-day Latvia. Traveling by sea between Bergen and Riga, draw a line.
  - d. Bergen also traded with Norwegian colonies in the North Atlantic. From Norway to the northwest corner of the map, draw a line.
  - e. Label the line **TO ICELAND AND GREENLAND**.

### The Plague in Asia and Eastern Europe

6. Trade routes extended from China to Greenland. Goods such as spices and porcelain traveled along those routes. So did unwanted animals.
  - a. The bubonic plague began in present-day Mongolia, which was then part of the Great Khanate. The plague was spread by rats and fleas. Turn to the *Asia Activity Map*. In Mongolia, write ☠ 1320.
  - b. At this time, the Mongols controlled China. Travel between Mongolia and China was common. The bubonic plague spread to China in 1330. In China, write ☠ 1330.
  - c. Rats often traveled in straw used to pack fragile goods. Plague-infested fleas often lived on these rats. The plague reached Samarqand around 1338. Above Samarqand, write ☠ 1338.
  - d. The plague spread across Central Asia to Sarai by 1345. Above Sarai, write ☠ 1345.
7. Mongols blamed the colony of Caffa for the plague. In 1346 they catapulted plague-infected bodies at the city.
  - a. Turn to the *Mediterranean Basin Map*.
  - b. Near the Black Sea, at the eastern end of the Crimean Peninsula, write ● CAFFA.
  - c. Near Caffa, write ☠ 1346.

8. Several grain ships sailed southwest from Caffa. Some of them carried plague-infected rats. The ships headed to Sicily.
- On the trade route between Caffa and Sicily, draw a rat symbol .
  - The rats infected Constantinople, spreading the plague to the Middle East. In present-day Turkey and Egypt, draw plague symbols .

### The Plague in Western Europe

9. When the ships reached Messina, Sicily, their crews were sick. The Sicilians let the ships dock, but wouldn't let the men leave the ships. However, rats managed to get to shore.
- The plague reached Sicily in 1347. On Sicily, write  1347.
  - With a dying crew, the ships tried to reach Genoa. The Genoese fired arrows at the ships. At Genoa, draw an arrow symbol .
  - The ships sailed on to Marseille. The crew was dead when they arrived. The French took in the ships. Marseille was infected. Near Marseille, write  1347.
10. By 1348, Europe south of the Alps was infected. The plague was spread by people trying to escape the disease, as well as by rats.
- The plague spread from Marseille throughout France in 1348. In France, write  1348.
  - A trade ship crossed the English Channel carrying plague-infected rats. In southern Great Britain, write  1348.
  - Knowing England was weakened, the Scots invaded. From the northern tip of the British Isles toward London, draw an arrow and a conflict symbol .
  - When the Scots discovered how deadly the plague was, they returned home—bringing the plague with them. Draw a return arrow and write  1349.
11. A trade ship from England arrived in Bergen carrying wool. Its crew was dead. The plague arrived in Scandinavia.
- Near Bergen, write  1349.
  - From Bergen and Germany (infected from Italy), the plague spread across the Baltic Sea. Along the Baltic Sea, draw plague symbols .
  - The plague also spread to the North Atlantic. In 1350, Iceland and Greenland were infected by ships carrying food from Norway. Below TO ICELAND AND GREENLAND, draw a plague symbol .
  - Roughly one quarter of the population of Europe—20 million people—died from the plague. Below the title, write **MILLIONS DIE**.



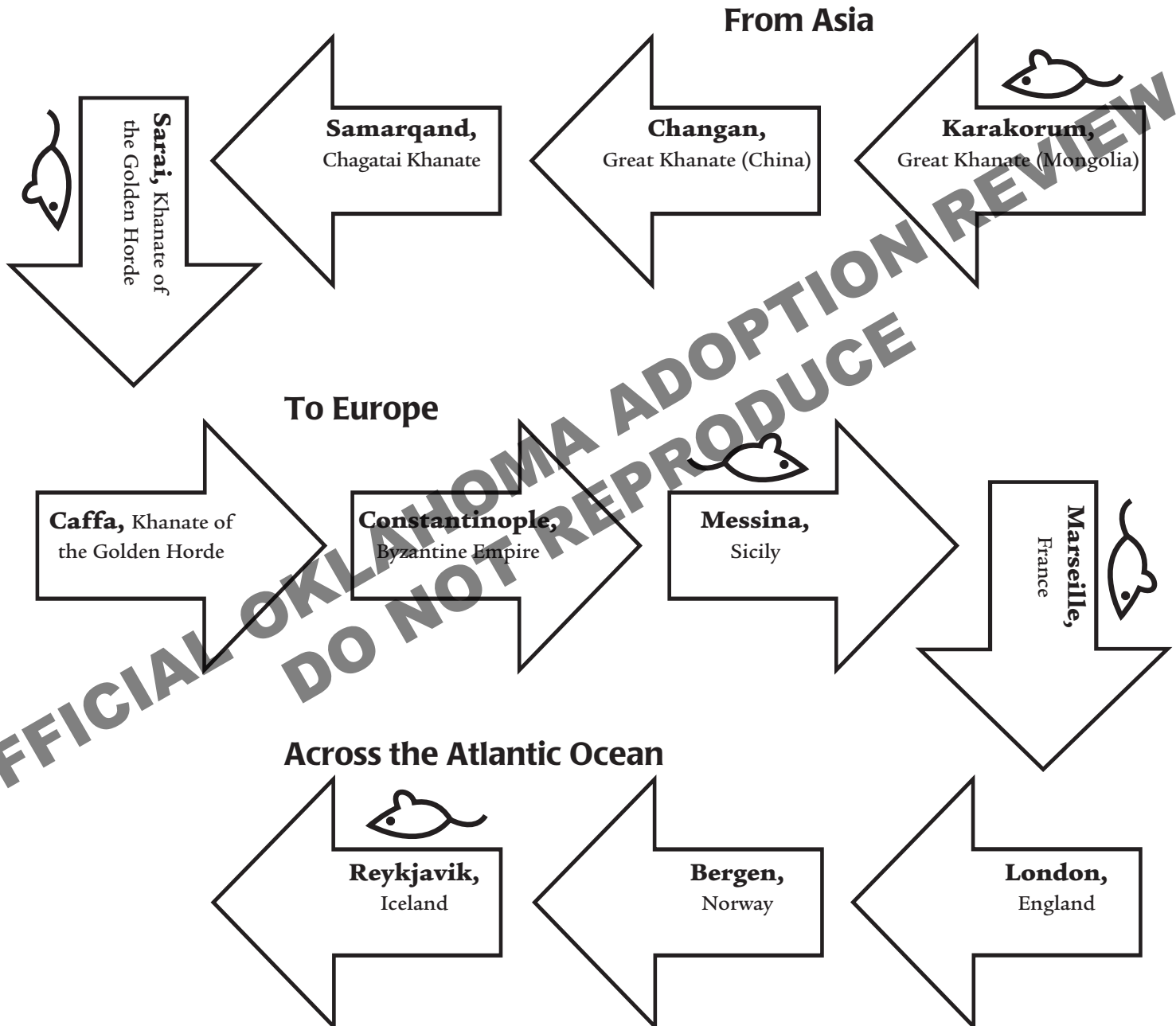


### Pulling It Together

## Trade and the Plague

Use pages 82–83 of *The Nystrom Atlas of World History*, the Activity Maps, and Activity Sheets 38a–38c to complete the flow chart below. Each city is along a trade route. In each arrow, write the year the plague first arrived in that city.

Atlas  
Activity Map  
Map Marker



- ★ During the Middle Ages the bubonic plague devastated the populations of Europe, Asia, and Africa. In recent years, the AIDS epidemic also has had a widespread and deadly impact. Research the two epidemics and create a chart comparing at least two of their similarities and two differences.

# Reconquest of Spain

Muslims and Christians fought for control of the Iberian Peninsula for nearly 800 years. In this lesson, you'll map the gradual reconquest of Spain and Portugal. Use pages 76 and 84 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker  
colored pencils  
scissors  
stapler

1. The Visigoths ruled the Iberian Peninsula for about 200 years.
  - a. Turn to the *Mediterranean Basin Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **RECONQUEST OF SPAIN**.
  - c. In the Atlas, on page 74, look at map A. Point to the kingdom of the Visigoths.
  - d. The Visigoths converted to Christianity in 589. East of the Iberian Peninsula, write **VISIGOTHS** and draw a Christian symbol **✝**.
  - e. Muslims conquered northwest Africa in the 600s. Europeans called them Moors. In Africa, write **MOORS** and draw an Islamic symbol **☾**.

## Moors Conquer Spain and Portugal

2. Taking advantage of a Visigoth civil war, the Moors invaded the Iberian Peninsula in 711. They conquered Christians living on the peninsula and in southern France.
  - a. In the Atlas, on page 76, look at map A. With your finger, trace the routes of the Moorish armies.
  - b. On your Activity Map, from the **MOORS** label across the Strait of Gibraltar and Spain to just south of Paris, draw an arrow.
  - c. The Muslims called their Iberian lands al-Andalus. Cross out **VISIGOTHS** and write **AL-ANDALUS** **☾**.
  - d. The Muslim caliph ruled al-Andalus from Cordoba. Cordoba became the richest and most populous city in Western Europe. Next to Cordoba, draw **☾**.
3. Some Christian kingdoms were able to resist the Muslim invasion.
  - a. The Franks forced the Moors out of their kingdom by 760. In present-day France, write **FRANKS** **✝**.
  - b. In the Atlas, on map A, with your finger, trace the Pyrenees and the boundaries of Asturias.
  - c. The only surviving Christian kingdom on the Iberian Peninsula was Asturias. On your Activity Map, draw the boundaries of Asturias.
  - d. North of the boundary, write **ASTURIAS** **✝**.

### New Christian Kingdoms

4. Christian kings in Asturias and France wanted to push the Moors out of Europe. This struggle to regain Spain was called the **Reconquest**.
  - a. Asturias fought devastating wars against the Moors. On the southern boundary of Asturias, draw a conflict symbol ✖.
  - b. In 801 the Frankish king Charlemagne invaded the Iberian Peninsula. From France to northeastern Spain, draw an arrow.
  - c. On one of your copies of Activity Sheet 39d, in the legend, write **850–1492**.
  - d. Northeastern Spain became its own kingdom in the 880s. On the activity sheet map, in northeastern Spain, write **ARAGON** †.
5. In the 700s and 800s, wars along the boundary between Asturias and the Moors forced most people out of the area.
  - a. The king of Asturias moved Christians into that area and renamed it Castile. On Activity Sheet 39d, in northcentral Spain, write **CASTILE**.
  - b. Castile was named for the castles built there. Above **CASTILE**, draw a castle symbol [ ] and a Christian symbol †.
  - c. In 911 the king of Asturias moved his capital to Leon. Asturias became Castile and Leon. Next to **CASTILE**, add **AND LEON**.
6. The caliphate of Cordoba fell apart in 1031. Castile and Leon took advantage of the situation and attacked the Muslim kingdom.
  - a. Castile conquered the city of Toledo in 1085. On Activity Sheet 39d, from **CASTILE** to Toledo, draw an arrow.
  - b. When Toledo fell, the Moors asked Muslims in North Africa for help. From the southern tip of Spain to Cordoba, draw a dashed arrow.

### Christians Reconquer Spain and Portugal

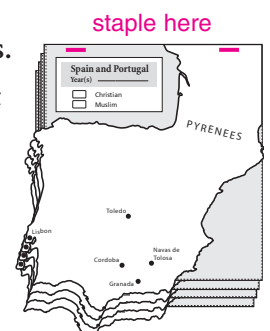
7. The Muslims of North Africa kept Castile and Leon from expanding. However, other Christian kingdoms began to grow.
  - a. Beginning in 1118, Aragon began to expand south along the eastern coast. On Activity Sheet 39d, from Aragon south, draw an arrow.
  - b. In 1139 a count declared Portugal's independence from Castile and Leon. Southwest of **CASTILE**, write **PORTUGAL**.
  - c. Portugal expanded south along the Atlantic Coast. From **PORTUGAL**, draw an arrow south.
  - d. During the Second Crusade, in 1147, English crusaders captured Lisbon for Portugal. Below Lisbon, write **2ND CRUSADE 1147**.

8. In 1150, Muslims stopped the expansion of Aragon and Portugal.
  - a. In the Atlas, on page 84, look at map A. With your finger, trace the boundary of Christian gains by 1150.
  - b. On Activity Sheet 39d, draw that boundary and label it **1150**.
9. In 1212 troops from Castile crushed the Muslim army at Navas de Tolosa. Moorish rule of the Iberian Peninsula fell apart.
  - a. From Toledo to Navas de Tolosa, draw an arrow.
  - b. Christian kingdoms then captured more Muslim land. In the Atlas, on map A, with your finger, trace the Christian gains by 1264.
  - c. On Activity Sheet 39d, draw that boundary and label it **1264**.
  - d. Label the Muslim area **GRANADA** ☾.
10. In 1469, Isabella of Castile married Ferdinand of Aragon.
  - a. The marriage united the two kingdoms. On Activity Sheet 39d, between Castile and Aragon, draw a double line ==.
  - b. Aragon and Castile were determined to eliminate the last Moorish kingdom. From Navas de Tolosa to Granada, draw an arrow.
  - c. Christian armies captured Granada in 1492, ending Muslim rule of the peninsula. Cross out the Islamic symbol and add a Christian symbol ✝.

### Pulling It Together

11. Use pages 76 and 84 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 39a–39c to help you make a flip booklet.
  - a. On one copy of Activity Sheet 39d, in the legend, write **719**. On another copy, write **1492**.
  - b. Choose two of the following dates and write them on your remaining copies of Activity Sheet 39d.
 

• 850
• 1040
• 1150
• 1264
  - c. In the legend on all four maps, color the Christian box yellow and the Muslim box green.
  - d. For the year of the map, color in the Christian and Muslim lands.
  - e. On each map, write the names of any kingdoms that existed that year (see pages 76 and 84 of the Atlas).
  - f. Cut all five maps (the four you just did and the map you drew earlier) along the dashed lines.
  - g. Stack the maps in chronological order.
  - h. Then staple the booklet across the top.

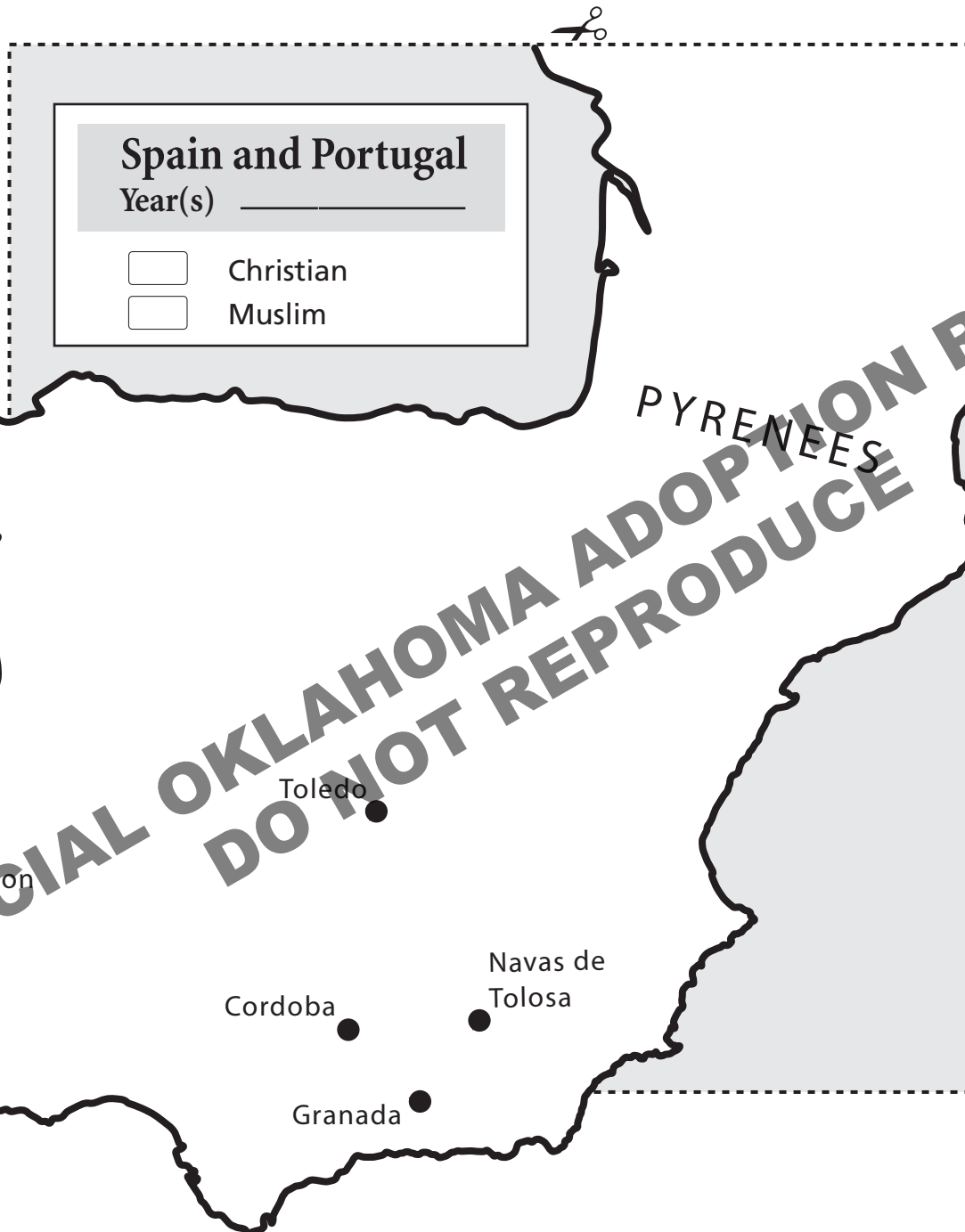




**Pulling It Together**

# Reconquest of Spain

Atlas  
Activity Map  
Map Markers  
colored pencils  
scissors  
stapler



★ Imagine that you are living in Spain in 1492. Choose a role: Muslim, Christian, or Jewish. Write a journal entry describing how you think the Reconquest will affect your life. ✍



*Europe in the Middle Ages***Historical Issues Today****What role should religion play in shaping society?**

What role should religion play in the world today? There are many perspectives on this issue. Use the following two perspectives and additional information from pages 86–87 of *The Nystrom Atlas of World History* to complete the task below.

**Religion is a solid foundation for society, and it benefits the individual and the larger community.**

- Religion is good for society. It provides stability, which is especially important in times of dramatic change.
- Religion is good for the individual. It helps each person know what is expected of them and provides rules for how they can live a good life.
- The vast majority of people are religious. It is unrealistic to believe that decision makers always separate their personal beliefs from their professional actions, so religion has undoubtedly influenced many world events and laws.
- Being part of a religious community can advance child health and decrease mortality. For example, in the African nation of Mozambique, those mothers who were better connected to the Protestant religion had more access to health information and care, and their children suffered from less malnutrition.

**Religion divides people and promotes discrimination and bigotry.**

- Religion is a holdover from ancient times, and it has not kept pace with advances in modern society. When religious beliefs are incompatible with scientific truths, it can hinder the advancement of society.
- Instead of bringing people together, religion divides them. It has been used to justify wars and the mistreatment of people throughout history.
- Laws grounded in religion wrongfully restrict the rights of nonbelievers. This includes the restriction of civil rights for members of many minority groups.

1. Choose the side that you agree with more.
2. Add at least one idea to the bullet points for the perspective you chose.
3. Rank the arguments: Number the bullet points from strongest to weakest, with 1 being the strongest. Include your own idea(s) in the ranking.
4. Present and defend your choice.



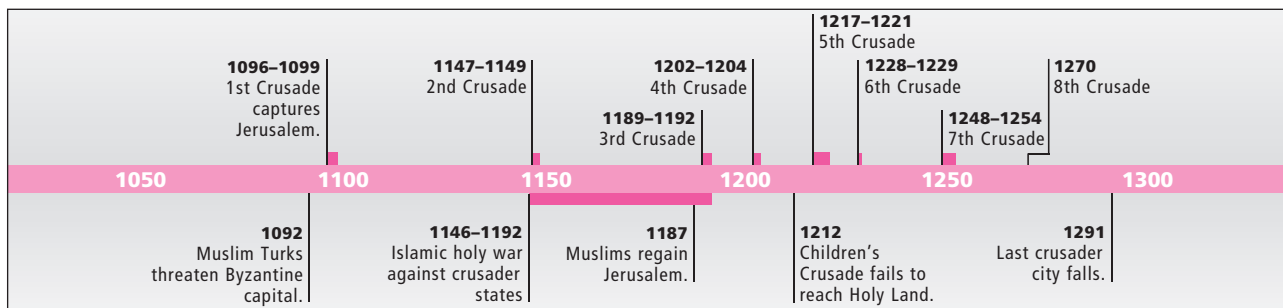
Introduce a third perspective to the discussion. Add bullet points to support the perspective.

# Europe in the Middle Ages

In the last five lessons, you've looked at the early barbarian kingdoms, the Crusades, trade, the plague, and conquests. How much do you remember?

Circle the letter of the correct answer.

- Which of the following happened first?
  - Roman armies were defeated by the barbarians.
  - Rome was attacked by barbarians.
  - Barbarian tribes set up their own kingdoms.
  - Barbarians entered the Roman Empire.
- Which of the following countries got its name from the barbarian tribe that conquered the area?
  - Spain
  - Italy
  - England
  - Portugal
- The Crusades were fought for control of Jerusalem and the Holy Land. Where is the Holy Land?
  - in the Middle East
  - in southern France
  - in England
  - in the Holy Roman Empire
- Who controlled Jerusalem after the Third Crusade?
  - King Richard of England
  - Emperor Charlemagne
  - Saladin of Egypt and Syria
  - King Philip Augustus of France
- Look at the time line below. When did the First Crusade begin?
  - 1092
  - 1096
  - 1099
  - 1100
- Which is true of the Children's Crusade?
  - They captured Jerusalem.
  - It took place in 1221.
  - They failed to reach the Holy Land.
  - They were Muslim.



7. Most Asian goods to Europe were shipped across this body of water.

- a. Atlantic Ocean
- b. Mediterranean Sea
- c. Caspian Sea
- d. North Sea

8. Where did the plague start?

- a. Mongolia
- b. Bergen
- c. Sicily
- d. Marseille

9. How was the bubonic plague spread?

- a. by fleas
- b. by rats
- c. by humans
- d. all of the above

10. Look at the map. When did the Moors invade Spain?

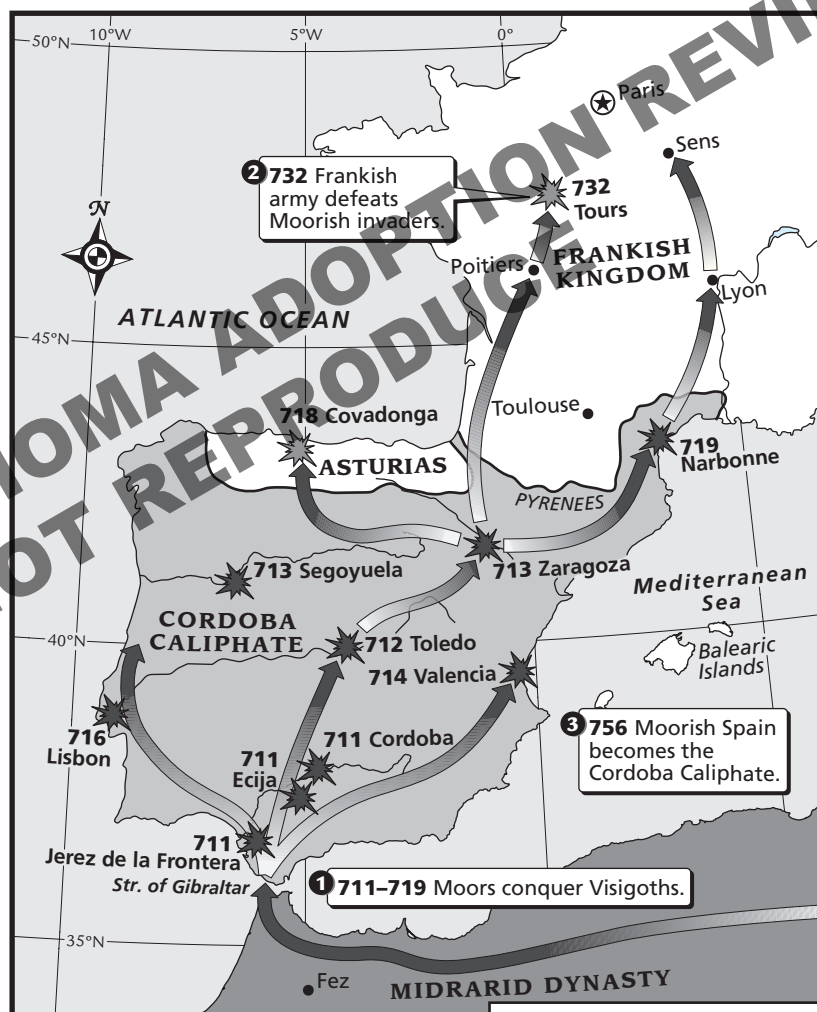
- a. 711
- b. 732
- c. 756
- d. 759

11. What was the farthest point north that the Moorish armies reached?

- a. Narbonne
- b. Paris
- c. Sens
- d. Cordoba

12. In 719 what was the only Christian kingdom on the Iberian Peninsula?

- a. Frankish Kingdom
- b. Asturias
- c. Cordoba Caliphate
- d. Midrarid Dynasty



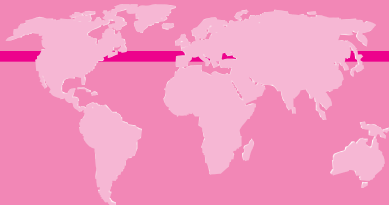
#### Moorish Conquest

- Moorish army invasion
- Moorish control, 710
- Moorish gains, 711-719
- Christian control, 719
- ★ Moorish victory
- ★ Christian victory



Unit 6 looks at Europe during the Middle Ages. Select three events from that time period. Explain in one or two sentences why you think each is especially important.

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# The Age of Global Contact

## Unit 7



### Literature Links

Your students might enjoy these books and others about exploration and the Americas:

#### Age of Exploration

- **Who Was First?** by Russell Freedman
- **I, Columbus** edited by Connie Roop
- **Hudson** by Janice Weaver

#### Empires in the Americas

- **You Wouldn't Want to Be an Aztec Sacrifice!** by Fiona Macdonald
- **Discovering the Inca Ice Maiden** by Johan Reinhard

#### Conquistadors

- **Empires Lost and Won** by Albert Marrin
- **Cortés: Conquering the Powerful Aztec Empire** by Carl R. Green
- **Francisco Pizarro: Conqueror of the Incas** by Barbara A. Somervill

#### Slavery

- **The Kidnapped Prince** by Olaudah Equiano, adapted by Ann Cameron
- **Nzingha: Warrior Queen of Matamba** by Patricia McKissack



### Movie Links

Your students might enjoy watching all or part of the following movies. Preview before showing them to your class.

- **Roots**—slavery
- **The Mission**—colonial Brazil

### Lessons


41	Introducing Unit 7	195
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### Cross-Curricular Activities

#### Writing Reporting on an Exploration

Have students take the role of one of the explorers on pages 88–91 of the Atlas or in Lesson 43. Have students write a persuasive letter to the king explaining what they found on their voyage, why it could be important, and why the king should continue to fund their explorations. 

#### Drama Presenting a Newscast About the Aztec Empire

Have students write and present a newscast describing the fall of the Aztec Empire. Then videotape the presentations.


#### Science Researching Diseases

Have students research a disease brought to the Americas by Europeans—such as smallpox or measles—that killed many Native Americans. Have students create a pamphlet about the disease.

#### Music Singing Slave Spirituals

Have students listen to a selection of slave spirituals. Then teach them a spiritual and have them perform it.

#### Economics Protesting Slavery

Explain that some people protested against slavery. Have students write and present an antislavery speech. 

#### Math Graphing Slave Populations

Using the data from graph C on page 97 of the Atlas, have students calculate the percentage sent to each destination in the Americas and create a pie graph.



A world map showing the global distribution of the study population. The map is color-coded by region: North America (light blue), South America (dark blue), Europe (light green), Africa (dark green), Asia (light orange), and Australia (dark orange). The legend indicates the following distribution: North America (10%), South America (10%), Europe (10%), Africa (10%), Asia (10%), and Australia (10%).

# The Age of Global Contact

List important words, people, or places—and notes about them—in the chart below.

Words	People	Places

Use the space below to answer starred questions from the unit.

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## Objectives

Students will be able to:

- Preview the unit.
- Use information from an introductory summary to complete activities.

## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 41a–41b, Introducing Unit 7
- ☐ Time Line Folders (from Lesson 3)
- ☐ scissors
- ☐ stapler
- ☐ optional: Unit 7 Journal (see p. 188)

## Introducing Unit 7

For use with pages 88–97 of The Nystrom Atlas of World History

## Here's a Tip!

- Walk students through each spread on pages 88–97 of the Atlas. Point out a key idea or an interesting map, graph, or photo on each page.
- Make sure that students are aware that the introduction exercise covers two pages. The first page is a written introduction for the material in the unit. An accompanying close-reading activity is on the following page. All answers to the activity can be found in the introduction.
- Have students record their answers to the starred questions at the end of each lesson on copies of the *Unit 7 Journal*. Or have students record their answers in their own journals. ✎

## Answers

Name \_\_\_\_\_

The Age of Global Contact

## Introducing Unit 7

As European demand for products from Southeast Asia was growing, travel on the Silk Road was becoming more dangerous and expensive. Chinese and European merchants began to look for alternative routes so they could maximize their profits. The earliest attempts to find a sea route were not successful. But by making use of advances in shipbuilding and navigation, European explorers reached lands and advanced civilizations in Africa, Asia, and the Americas. European empires saw an opportunity and invaded these lands. In less than two hundred years, European powers had divided up much of North and South America, and warfare and disease had reduced the Aztec (from Mexico) and Inca (from Peru) Empires to ruins.

Through the Columbian Exchange, trade brought new goods to people on both sides of the Atlantic. But in a short time, native peoples were being enslaved to work for the Europeans. When these native peoples died of disease or overwork on sugar plantations or in mining, the Europeans turned to Africa to meet their needs for slave labor. From the 1400s to the 1800s, millions of Africans were captured and sold into slavery in the Americas.

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Mapping World History  
The Age of Global Contact

Name \_\_\_\_\_

Close Reading: Comprehension

Directions: Rewrite the first paragraph from the reading in your own words. Be sure to keep the same meaning as the original.

*Student answers will vary.*



Machu Picchu was a holy site for the Inca Empire of South America.



In the Atlas, on pages 88–89, look at the Unit 7 time line. Choose six events that you think are important. Add them to your Time Line Folder. Be sure to write them under the correct date and next to the correct region.

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Mapping World History  
The Age of Global Contact

☆ Answers will vary.

## 42

## Objectives

Students will be able to:

- Describe reasons why China sponsored the expeditions.
- Draw the route of one of Zheng He's expeditions.
- Identify accomplishments of Zheng He.

## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 42a–42d, Zheng He and the Ming Empire
- ☐ Mapping World History Activity Maps
- ☐ Map Markers

# Zheng He and the Ming Empire

For use with pages 59 and 88–89 of The Nystrom Atlas of World History

## ACCOMPLISHMENTS OF ZHENG HE

<b>TITLE RECEIVED:</b>	Admiral of the Western Ocean
<b>NUMBER OF VOYAGES:</b>	7
<b>YEARS TRAVELED:</b>	1405–1433
<b>PORTS VISITED:</b>	Bangkok, Chittagong, Cuttack, Cochin, Calicut, Hormuz, Aden, Jidda, Mogadishu, Malindi, Mombasa
<b>TRIBUTE RECEIVED:</b>	ivory, gems, spices, zebras, lions, ostriches, a giraffe

## Answers

- ☆ Arguments will vary. Students supporting the theory might argue that Zheng He had the resources and ships to make the journey; that he has traveled that far in the past; and that he had tools, like an accurate compass, to make the journey. Students dismissing the theory might argue that no evidence exists in the Americas of Zheng He's arrival, that no plants or animals from the Americas appear to have been brought back to China, and that the Pacific Ocean is an enormous body of water to cross. ✎

## 43

## Objectives

Students will be able to:

- Map routes to the Indies.
- Compare routes to the Indies.

## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 43a–43d, Routes to the Indies
- ☐ Mapping World History Activity Maps
- ☐ Map Markers
- ☐ scissors
- ☐ stapler

## Routes to the Indies

For use with pages 88 and 90–91 of The Nystrom Atlas of World History

## Special Note

- Each student will need three or four copies of Activity Sheet 43d.

## Here's a Tip!

- Put together a sample flip book to show the class.
- Begin the lesson by having the class complete a K-W-L chart about the Age of Exploration.

## Answers

For each, check the students' maps against map C on pages 90–91.

**East:** Country: Ottomans or Turks, Italians, others; Explorer: none; Indies yes

**South:** Country: Portugal; Explorers: Gomes, Dias, da Gama; Indies yes

**West:** Country: Spain; Explorer: Columbus; Indies no, New World, West Indies, or North America

**Northwest:** Country: England; Explorer: Cabot; Indies no, Newfoundland or North America



Answers will vary. Students may say Zheng He's or the Portuguese routes because they reached their destinations. Others may say the Spanish or English routes because they discovered new lands that brought even more wealth than the Indies.

## 44

## Objectives

Students will be able to:

- Describe the growth of the Maya civilization and Aztec Empire.
- Compare and contrast the Maya and the Aztec.

## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 44a–44d, Maya and Aztec Civilizations
- ☐ Mapping World History Activity Maps
- ☐ Map Markers

## Maya and Aztec Civilizations

For use with pages 30–31 and 92 of The Nystrom Atlas of World History

## Answers

**Maya:** Built stele, City-states, Peak 250–900, Guatemala

**Both:** Built pyramids, Sacrificed humans to the gods, Developed a calendar for religious purposes, Worshipped hundreds of gods

**Aztec:** Empire, Peak 1431–1519, Founded capital after sign from the gods, Valley of Mexico



Blogs and theories will vary. Students may mention: crop failures, disease, invasions, earthquakes, volcanoes, drought.

## 45

## Objectives

Students will be able to:

- Map roads connecting the Inca Empire.
- Describe the uses of the roads.
- Identify features of the roads.

## Materials

- ❑ The Nystrom Atlas of World History
- ❑ Activity Sheets 45a–45d, Inca Roads
- ❑ Mapping World History Activity Maps
- ❑ Map Markers

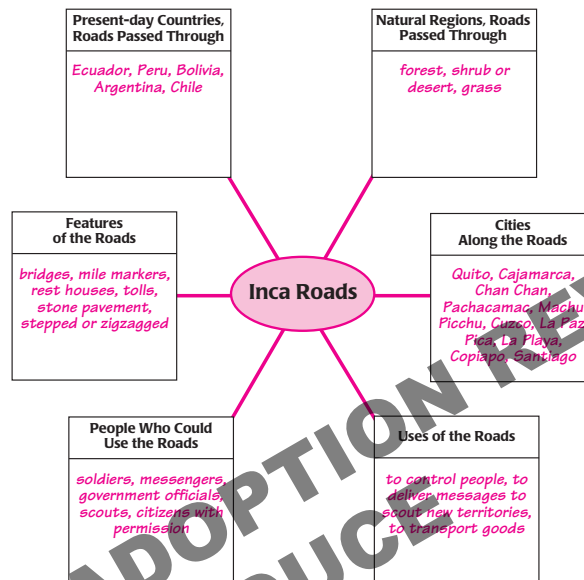
## Inca Roads

For use with page 93 of The Nystrom Atlas of World History

## Here's an Interesting Fact

- The Inca did not use a system of writing to record events. They developed a communication system using a string with different colored knots called a *quipu*.

## Answers



- ☆ Charts will vary. Students may mention the following similarities: tolls, mile markers, bridges, and rest houses. Students may mention the following differences: made of stone, only government officials could use the roads unless permission was granted, no cars.

## 46

## Objectives

Students will be able to:

- Draw the route of Hernan Cortés into the Aztec Empire.
- Describe the fall of the Aztec Empire.
- Identify the causes and effects of events during the conquest of the Aztec Empire.

## Materials

- ❑ The Nystrom Atlas of World History
- ❑ Activity Sheets 46a–46d, Cortés the Conquistador
- ❑ Mapping World History Activity Maps
- ❑ Map Markers

## Cortés the Conquistador

For use with pages 92 and 94 of The Nystrom Atlas of World History

## Here's a Tip!

- Begin the lesson by reminding students of what they have learned about the Aztec Empire.

## Answers

- ☆ Answers will vary. Students might describe their city being destroyed or fellow Aztec being killed or dying of diseases brought by Europeans.

Cause	Effect
Tribes conquered by the Aztec hate their harsh ruler.	Many local tribes join Cortés, hoping to conquer the Aztec.
Montezuma thinks Cortés is the god Quetzalcoatl.	Montezuma treats the Spanish like guests.
The Spanish stay on in Tenochtitlán	Montezuma gives Cortés more gifts in the hope that the Spanish will leave Tenochtitlán forever.
The Spanish massacre many Aztec during a religious ceremony.	The Aztec rebel against the Spanish.
The Spanish surround Tenochtitlán, trapping the Aztec with no food or supplies.	The Aztec surrender to the Spanish.



## 47

## Objectives

Students will be able to:

- *Identify the roots of slavery in Africa.*
- *Map the routes of overseas slave trade.*
- *Describe the slave trade and the consequences of slavery for Africa.*

## Materials

- ☐ *The Nystrom Atlas of World History*
- ☐ Activity Sheets 47a–47d, *Slave Trade*
- ☐ *Mapping World History Activity Maps*
- ☐ Map Markers

## Slave Trade

For use with pages 70–71 and 97 of The Nystrom Atlas of World History

## Here's a Tip!

- Begin the lesson by having students discuss what they already know about slavery. Encourage students to discuss these facts and also the feelings that they have about slavery.

## Here's an Interesting Fact!

- The word slave comes from *Slav*, the name of an Eastern European culture group. In the 800s, Slavs were taken from their homeland and forced to work in Muslim Spain and the Byzantine Empire.

## Answers

Destination of enslaved people	Slave depots	Work performed by enslaved people	When slavery ended
North Africa	Timbuktu	servants, soldiers	1900s
East Africa	Sofala, Mogadishu	servants, farm workers	1900s
Middle East	Mombasa, Zanzibar, Kilwa	servants, soldiers, pearl divers, on clove plantations	1900s
The Americas	Saint Louis, Elmina, Lagos, Luanda	on sugar plantations, on cotton plantations, on tobacco plantations, on coffee plantations	1888

☆ Answers will vary.

## 48

## Objectives

Students will be able to:

- *Analyze an important current issue with the help of historical information in the Atlas.*
- *Express ideas in writing.*

## Materials

- ☐ *The Nystrom Atlas of World History*

## Historical Issues Today

For use with pages 98–99 of The Nystrom Atlas of World History

## Here's a Tip!

- Begin the lesson by discussing with students different forms of intervention. Have them differentiate between aggressive intervention (military, electoral, digital sabotage, etc.) and nonaggressive intervention (food, disaster aid, medical aid, etc.).

## Answers

☆ Answers will vary.

## Unit 7 Review

### Objectives

Students will be able to:

- *Review the unit.*
- *Demonstrate ability to meet unit objectives.*

### Materials

- Activity Sheets a–b, *The Age of Global Contact*

## The Age of Global Contact

For use with pages 88–97 of The Nystrom Atlas of World History

### Here's a Tip!

- Have students review their Time Line Folders, completed activity sheets, and flip books.
- Suggest that students review pages 88–97 of the Atlas and write any questions they have.

### Answers

- |      |      |       |
|------|------|-------|
| 1. b | 5. b | 9. b  |
| 2. d | 6. a | 10. a |
| 3. a | 7. b | 11. b |
| 4. b | 8. a | 12. d |

- ☆ Answers will vary. Students may mention the voyages of Zheng He, one of the explorers to the Indies, the development of Maya and Aztec civilizations, the establishment of Inca roads, the conquest of the Aztec Empire, or the growth of slave trade.

***The Age of Global Contact*****Introducing Unit 7**

As European demand for products from Southeast Asia was growing, travel on the Silk Road was becoming more dangerous and expensive. Chinese and European merchants began to look for alternative routes so they could maximize their profits. The earliest attempts to find a sea route were not successful. But by making use of advances in shipbuilding and navigation, European explorers reached lands and advanced civilizations in Africa, Asia, and the Americas. European empires saw an opportunity and invaded these lands. In less than two hundred years, European powers had divided up much of North and South America, and warfare and disease had reduced the Aztec (from Mexico) and Inca (from Peru) Empires to ruins.

Through the Columbian Exchange, trade brought new goods to people on both sides of the Atlantic. But in a short time, native peoples were being enslaved to work for the Europeans. When these native peoples died of disease or overwork on sugar plantations or in mining, the Europeans turned to Africa to meet their needs for slave labor. From the 1400s to the 1800s, millions of Africans were captured and sold into slavery in the Americas.

**Close Reading: Comprehension**

**Directions:** Rewrite the first paragraph from the reading in your own words. Be sure to keep the same meaning as the original.



Machu Picchu was a holy site for the Inca Empire of South America.



In the Atlas, on pages 88–89, look at the Unit 7 time line. Choose six events that you think are important. Add them to your Time Line Folder. Be sure to write them under the correct date and next to the correct region.

# Zheng He and the Ming Empire

Fifteen years before Europeans began looking for an alternative to the Silk Road, the Chinese hoped to establish their own sea route to India and the Middle East. In this lesson, you'll follow the expeditions of Chinese commander Zheng He. Use pages 59 and 88–89 of *The Nystrom Atlas of World History* to help you complete this activity.




Atlas  
Activity Map  
Map Marker

## Trade via the Silk Road












1. In the 1400s, the Ming Empire was the largest empire in east Asia.
  - a. Turn to the *Asia Activity Map*.
  - b. Give your map a title. Across the top of the map, write **ZHENG HE AND THE MING EMPIRE**.
2. At that time, merchants could trade freely with the Ming Empire.
  - a. In the Atlas, on page 59, look at map D. With your finger, outline the Ming Empire.
  - b. On your Activity Map, draw the boundaries of the Ming Empire.
  - c. The Chinese were famous for their unique porcelain and luxurious silk. In the Ming Empire, draw porcelain 🏺 and silk 🧶 symbols.
3. For centuries, Chinese merchants used the Silk Road to transport goods to the Middle East and Europe.
  - a. In the Atlas, on page 89, look at map C. With your finger, trace the Silk Road from the Ming Empire to the Black Sea.
  - b. On your Activity Map, draw that same route. Label it **SILK ROAD**.
4. By 1405, Mongol leader Timur had seized control of a western portion of the Silk Road.
  - a. In the Atlas, on page 89, look again at map C. With your finger, outline Timur's Empire.
  - b. Timur imprisoned Chinese ambassadors and heavily taxed merchants traveling the Silk Road. On your Activity Map, near Samarqand, write **TIMUR**.
  - c. In 1405 Timur was preparing to invade China. However, he died en route. From Samarqand, draw an arrow toward China.



## Sailing the Seas

5. While Timur wanted a monopoly on trade along the Silk Road, China also hoped to have its own imperial monopoly on trade. The emperor of China asked Zheng He to supervise the construction of a fleet and command a trade expedition.
  - a. First, Zheng He had a fleet of hundreds of ships built. On the Yangtze River, at 120°E, draw a dot ●.
  - b. The treasure ships he had built were some of the largest the world has ever seen. They were roughly 400 feet long. (They were about 10 times larger than Columbus's ship the *Santa Maria*.) Next to your dot, draw a large-ship symbol .
  - c. Zheng He also built grain ships, battleships, ships to carry horses, ships to carry troops, and ships to carry water. In the East China Sea, draw 5 more smaller-ship symbols .
6. The emperor instructed Zheng He to "Go beyond the horizon." On his first voyage in 1405, China's new fleet sailed as far as India.
  - a. Zheng He sailed his immense fleet of hundreds of ships south to Vietnam. From Shanghai, draw an arrow south along the coast to Hainan and then southwest to Vietnam.
  - b. Continue following the coast of the Indochina Peninsula to Bangkok and then Singapore.
  - c. Continue your arrow south to the island of Sumatra.
  - d. From there, head southeast to the island of Java.
  - e. Once you've reached Java, head north again. Go through the narrow strait, the Strait of Malacca, between Singapore and Sumatra.
  - f. After you've cleared Sumatra, head west into the Indian Ocean.
7. In the Indian Ocean, the Chinese ships spent days without sight of land.
  - a. The fleet ran into a cyclone in the Indian Ocean. Ships were tossed around and nearly sank. Halfway between Sumatra and Sri Lanka, draw a storm symbol .
  - b. The fleet survived the terrible storm and sailed on. Continue your arrow to Sri Lanka and then to Calicut in India.

## Mission of the Fleet

8. One goal of the expedition was to impress foreign leaders with the glory and might of China.
  - a. As the enormous Chinese fleet sailed into a port, Zheng He couldn't help but impress those on shore. Off the coast of Calicut, draw 5 ship symbols .
  - b. In each country, Zheng He visited the ruler of the land. In India, draw a crown  symbol.
  - c. As a token of China's desire to develop friendly relations with the country, Zheng He presented the ruler with valuable gifts. In India, draw porcelain , silk , and gold and silver  symbols.
  - d. He also invited the country to send emissaries to China. In India, draw an emissary  symbol.
9. In return, the foreign rulers sent gifts back to the emperor of China.
  - a. In India, draw a precious stone  symbol.
  - b. In Sri Lanka, draw an ivory  symbol.
  - c. In Sumatra and Java, draw spice  symbols.
10. On the voyage home, Zheng He's fleet was attacked by pirates. Pirates were a constant problem in the narrow Straits of Malacca.
  - a. The Chinese fleet was able to defeat the pirates, destroy their hideout, and capture the leader of the pirates. Near the straits, draw a battle  symbol.
  - b. Zheng He had a warehouse built along the straits to store supplies and goods he brought back from his travels. Between Singapore and Kuala Lumpur, draw a warehouse symbol .
11. When Zheng He and the fleet returned to China in 1407, the emperor was quite pleased with the expedition.
  - a. He declared Zheng He "Admiral of the Western Ocean." Change the label for INDIAN OCEAN to **WESTERN OCEAN**.
  - b. He also agreed to finance additional missions. Zheng He sailed six more missions for China, reaching ports in the Middle East and Africa. In the Atlas, on page 89, look at map C. Point to the major ports along his route.
  - c. On your activity map, on each of those ports, write **ZH** for Zheng He.

Name \_\_\_\_\_



***Pulling It Together***

# Zheng He and the Ming Empire

In China, the accomplishments of Zheng He were recorded on stone tablets. Use page 89 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 42a–42c to help you fill in the tablet below.

Atlas  
Activity Map  
Map Marker

## ACCOMPLISHMENTS OF ZHENG HE

**TITLE RECEIVED:**

**NUMBER OF VOYAGES:**

**YEARS TRAVELED:**

**PORTS VISITED:**

**TRIBUTE RECEIVED:**

OFFICIAL OKLAHOMA ADOPTION REVIEW  
DO NOT REPRODUCE

- ★ Zheng He's sailing logs were later destroyed. Some historians think that Zheng He also sailed to the Americas. List three arguments either supporting or dismissing this theory. Optional: Debate the theory as a class. ✎

## Routes to the Indies

In the 1400s, Western Europeans looked for new trade routes to Asia.

In this lesson, you'll map some of the early routes they took. Use pages 88 and 90–91 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker  
scissors  
stapler


1. Southeast Asia or the Indies had many products that were valuable in Europe. These products were also very expensive.
  - a. Turn to the *World Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **ROUTES TO THE INDIES**.
  - c. In the Atlas, on page 88, look at map B. With your finger, point to goods available from the Indies.
  - d. Europeans called all of India and southeast Asia the “Indies.” On your Activity Map, label Asia east of Pakistan **INDIES**.

### The Eastern Route

2. Spices, silks, and other goods available in the Indies were rare in Europe. Many Europeans wanted these goods.
  - a. For centuries, Europe and Asia had traded goods along the Silk Road. In the Atlas, on pages 50–51, look at the map. With your finger, from Changan to Baghdad, trace the Silk Road.
  - b. On your Activity Map, draw the Silk Road.
  - c. Another route to the Indies crossed the Indian Ocean. In the Atlas, on the map, with your finger, trace the shortest water route from China to Alexandria.
  - d. On your Activity Map, draw this route.
3. The Ottoman Empire and Italian city-states controlled the western end of the Asian trade routes.
  - a. Much of the Middle East was controlled by the Ottoman Empire. At the eastern end of the Mediterranean Sea, write **OTTOMANS**.
  - b. The Ottomans charged high taxes on goods traveling through their empire. Below OTTOMANS, draw a money symbol **\$\$**.
  - c. The only Europeans trading in the Ottoman Empire were merchants from the Italian city-states—especially Venice and Genoa. West of OTTOMANS, write **ITALIANS**.
  - d. These Italian merchants also added to the price of Asian goods. South of Italy, add a money symbol **\$\$**.

4. Asian goods were so expensive in Europe that pepper was worth its weight in gold. Many European countries wanted to find their own trade routes to the Indies.
  - a. In the Atlas, on pages 90–91, look at map C. With your finger, outline the lands known by Europeans in 1490.
  - b. Europeans had two geographic mysteries. One was how far south Africa went. In 1420, Europeans knew little about Africa south of the Sahara. On your Activity Map, across southern Africa, draw a large question mark ?.
  - c. The other geographic mystery was how far west the Atlantic Ocean went. In the Atlantic, draw a question mark ?

### The Southern Route


5. The Portuguese began to look for ways to make money—including a new route to the Indies.
  - a. In 1420, Prince Henry founded a center for navigation and mapmaking in southwestern Portugal. At the southwestern tip of the Iberian Peninsula, draw a boat symbol .
  - b. Prince Henry sent ships south along the coast of Africa. From the boat symbol to the Cape Verde Islands, draw a dotted arrow .....➤.
  - c. In 1460, Diogo Gomes found what he hoped was the southern coast of Africa because the coastline turns east. Put a dot at 5°N, 8°W.
  - d. From the Cape Verde Islands to the dot, draw a dotted arrow.
  - e. At the end of that arrow, write **GOMES 1460**.
6. Gomes did not discover the southern coast of Africa. The Portuguese continued their search for the way around Africa.
  - a. From GOMES 1460 to the southern tip of Africa, draw a dotted arrow.
  - b. In 1488, Bartolomeu Dias reached the southern coast of Africa. Below the Cape of Good Hope, write **DIAS 1488**.
7. The Portuguese continued to explore the coast of Africa.
  - a. From the Cape of Good Hope to Malindi (on the coast just east of Mount Kilimanjaro), draw a dotted arrow.
  - b. In Malindi the Portuguese found a guide who would take them to India. From Malindi to southwestern India, draw a dotted arrow.
  - c. A Portuguese captain, Vasco da Gama, reached India in 1498. He was able to get only a few samples of goods from India—Muslims still controlled the trade. West of India, write **DA GAMA 1498**.



### The Western Route

8. A Genoese captain, Christopher Columbus, wanted to try a different route to the Indies.
  - a. Columbus believed that the Atlantic Ocean was about 4,000 miles wide—much shorter than the length of Africa. On your Activity Map, in the legend, use the map scale to mark a line 4,000 miles long along the edge of this paper.
  - b. Columbus believed that the coast of China was on the other side of the Atlantic. Using your line, measure 4,000 miles west from the Canary Islands. At that point, write **CHINA?**
9. Portuguese navigators thought Columbus was wrong. From what they already knew about the world, Columbus's calculations would mean the world was egg-shaped, not round. They refused to finance his voyage.
  - a. Columbus was able to convince Queen Isabella and King Ferdinand, the new rulers of Spain, to fund his expedition. From Spain to CHINA? draw a dashed arrow ---➡.
  - b. Above the arrow, write **COLUMBUS 1492.**
  - c. It turned out that Columbus was half-right. There was land 4,000 miles from the Canary Islands—it just wasn't China. Cross out **CHINA?**
  - d. Columbus never admitted that he was wrong and insisted he was in the Indies. He named the islands he explored the West Indies. In the Caribbean Sea, circle the words *West Indies*.
  - e. The Spanish soon realized that they were not in Asia. They called the area the "New World." On the Americas, write **NEW WORLD.**

### The Northwestern Route

10. The Portuguese were able to control the trade route around Africa. However, other countries continued to try to reach the Indies by going around or through the New World.
  - a. In 1497 the English king hired a Venetian navigator, John Cabot, to find a northwestern route to the Indies. Instead, Cabot reached Newfoundland. From the British Isles to Newfoundland, draw a dotted-and-dashed arrow — · — ➡.
  - b. Above the arrow, write **CABOT 1497.**
  - c. Like Columbus, Cabot believed he had reached the Indies. However, Cabot's greatest discovery was an important region for fishing. Off the coast of Newfoundland, draw a fish symbol .

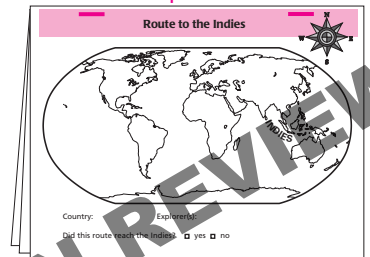
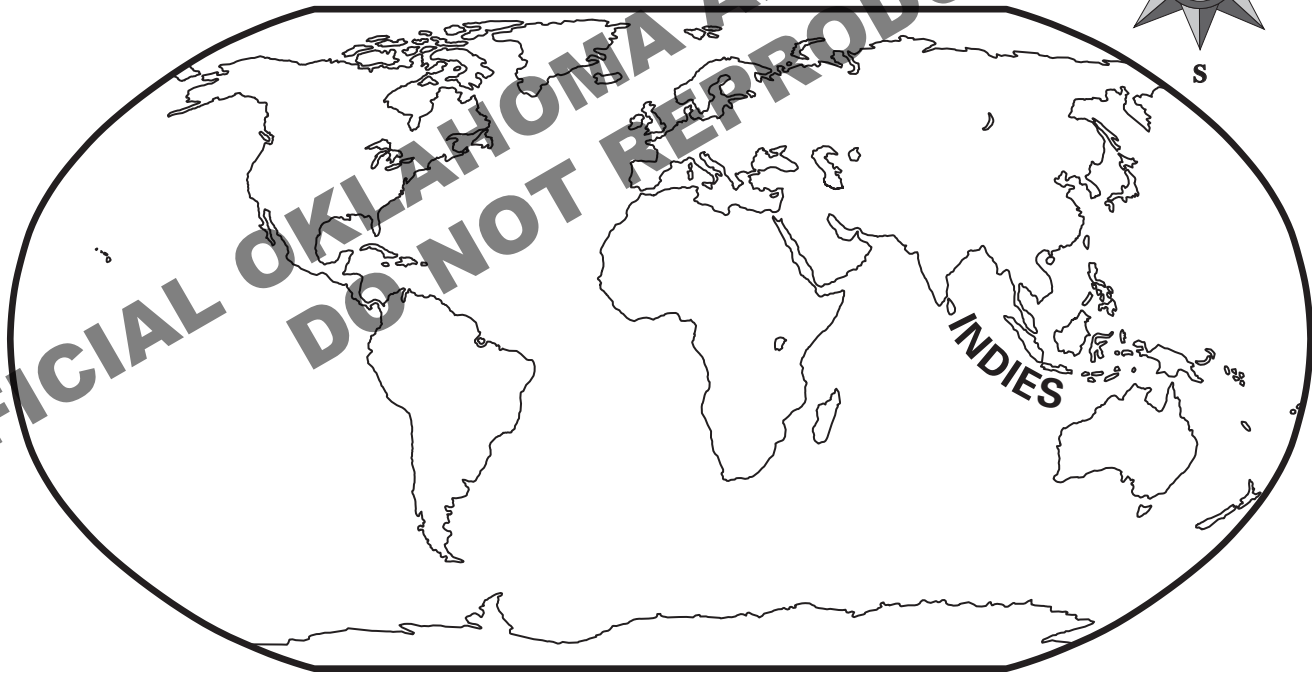
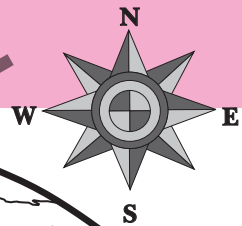
**Pulling It Together****Routes to the Indies**

Use pages 50–51 and 90–91 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 43a–43c to make a flip book.

Atlas  
Activity Map  
Map Marker  
scissors  
stapler

- On each page, on the compass rose, circle the direction traveled.
- Then draw the route on the map.
- Identify the country and explorers that used that route.
- Check off whether the route reached the Indies. If not, name the region it did reach.
- Cut each page along the dashed lines.
- Stack the pages and staple them along the top to make a flip book.

staple here

**Route to the Indies**

Country: \_\_\_\_\_

Explorer(s): \_\_\_\_\_

Did this route reach the Indies? ☐ yes ☐ no





Including Zheng He's voyages (see Lesson 42), which route do you believe was most successful? Send a text message to your teacher explaining your answer.




# Maya and Aztec Civilizations

The Maya and Aztec both had very advanced civilizations. In this lesson you'll learn about where they settled and how they lived. Use pages 30–31 and 92 of *The Nystrom Atlas of World History* to help you complete this activity.


Atlas  
Activity Map  
Map Marker









## Maya Civilization

1. The Maya and Aztec both lived in Middle America.
  - a. Turn to *The Americas Activity Map*.
  - b. Give your map a title. Across the top of the map, write **MAYA AND AZTEC CIVILIZATIONS**.
2. In about 1500 BCE, the Maya began settling in the highlands of what is now Guatemala.
  - a. In the Atlas, on page 30, look at map B. With your finger, trace the boundary of Maya territory.
  - b. By 900 CE they had spread into the lowlands and Yucatan Peninsula. On page 31, look at map E. Trace the new boundaries of the Maya
  - c. On your Activity Map, on the inset map of Middle America, draw the boundary of Maya territory with a dashed line -----.
  - d. Label the boundary **MAYA**.
3. The Maya developed a city-state type of government. Each major city, neighboring towns, and countryside had its own ruler. At its peak, the Maya had about 40 cities with a total population of about 2 million people.
  - a. Tikal was the largest of those cities. In the Atlas, on page 31, look again at map E. Point to Tikal.
  - b. On your Activity Map, mark Tikal with a city-state symbol .
  - c. Also mark the locations of Chichen Itza and Copan with a city-state symbol .
4. In Maya culture every part of life was connected to religion. It is estimated that the Maya worshiped about 160 gods. Every city had pyramids and temples to worship the gods.
  - a. In the Atlas, on page 31, look at picture D, which shows the pyramid in the city of Tikal.
  - b. On your Activity Map, near Tikal, draw a pyramid symbol .
  - c. Mark the location of two other pyramid sites with pyramid symbols .

5. The Maya worshiped by fasting, dancing, praying, and offering sacrifices. They often sacrificed animals. But they also sacrificed humans. In fact, they played a ball game in which the losers were sacrificed to the gods.
  - a. Ball courts were built near temples. Next to the pyramid symbols, draw ball symbols .
  - b. Near one of the ball symbols, draw a sacrifice symbol .
6. The Maya believed the sun, moon, and stars were all gods. Maya priests became astronomers and developed a separate calendar for religious purposes. (They also developed an accurate solar calendar.)
  - a. A major Maya observatory was built at Chichen Itza. Near Chichen Itza, draw a star symbol ★.
  - b. The Maya honored a different god each day. People were named for the day and month on which they were born. Next to the star symbol, draw a small calendar symbol .

### Aztec Empire

7. The Aztec were originally nomadic warriors. They looked for a sign from their gods telling them where to settle. They found it when they saw an eagle sitting on a cactus with a serpent in its talons.
  - a. The Aztec are thought to have come from northern Middle America. In 1325 they settled on a swampy island in the middle of Lake Texcoco. From the upper left corner of the inset map, draw an arrow toward present-day Mexico City.
  - b. The Aztec established a city at the location of present-day Mexico City. In the Atlas, on page 92, look at the picture of their capital city.
  - c. The Aztec named their city Tenochtitlan which means “the place of the fruit of prickly pear cactus.” On your Activity Map, on the inset map, at Mexico City, write **TENOCHTILÁN**.
8. In 1431, Tenochtitlán formed an alliance with two of its neighbors in the Valley of Mexico—Texcoco and Tlacopán. This marked the beginning of the Triple Alliance and Aztec Empire.
  - a. In the Atlas, on page 92, look at map B. With your finger, outline the empire by 1440.
  - b. Tenochtitlán became the capital of the empire. Mark the city with a capital symbol .

9. The Aztec saw themselves as the rightful conquerors of other groups in the area.
- They expanded their empire north, south, and east. In the Atlas, on page 92, look at map B. With your finger, trace the boundaries of the Aztec Empire in 1519.
  - At its height, the Aztec Empire included roughly 400 cities and towns, with a total population of 20 million people. On your Activity Map, on the inset map, draw the boundaries of the Aztec Empire in 1519 with a solid line \_\_\_\_\_. (Try not to include neighbors like Tototepec, which were not part of the empire.)
  - Label the boundary **AZTEC**.
  - One reason the Aztec wanted to expand their empire was to collect tribute from conquered territories. Tribute included feathers, beads, food, cloth, and firewood. On the outskirts of the empire, draw a cloth  symbol and a firewood  symbol.
  - They also fought to capture prisoners of war. The Aztec preferred to capture, rather than kill, their enemies. In the empire, draw a prisoner symbol .
  - Because of these attacks, the Aztec were not well liked among their neighbors. In one of the neighboring areas, draw an unhappy face .
10. As with the Maya, religion played a major role in Aztec culture. The Aztec may have worshiped as many as 1,000 gods.
- They built temples and pyramids to worship their gods. On the inset map, near Tenochtitlán, draw a pyramid symbol .
  - Prisoners of war were sacrificed at these temples. The number of human sacrifices that the Aztec performed far exceeded those performed by the Maya and other Middle American groups. Next to the pyramid, draw a sacrifice symbol .
  - The Aztec played a ball game like the Maya game. In the empire, draw a ball symbol .
  - They developed their own religious calendar, as well as a separate solar calendar. In the empire, draw a small calendar symbol .



**Pulling It Together****Maya and Aztec Civilizations**

Use pages 30–31 and 92 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 44a–44c to complete the chart below.

Atlas  
Activity Map  
Map Markers

- Determine if each description in the Word Bank applies to the Maya or the Aztec. Then write the description in the correct box. Some descriptions apply to both.
- Add two more descriptions of your own.

Maya	Both	Aztec

**Word Bank**


Built pyramids  
Built stele  
Peak 250–900  
Peak 1431–1519

Empire  
City-states  
Valley of Mexico  
Guatemala

Developed a calendar for religious purposes  
Worshiped hundreds of gods  
Sacrificed humans to the gods  
Founded capital after sign from the gods



Maya cities in the central lowlands, including Tikal, were abandoned around 900 CE. Why do you think the Maya deserted their homes and cities there?

Write a blog describing your theory and your reasoning behind it. 

# Inca Roads


45a

During the 1400s and 1500s, the Inca Empire was a highly developed civilization in South America. In this lesson, you'll map the roads built by the Inca. Use page 93 of *The Nystrom Atlas of World History* to help you complete this activity.







Atlas  
Activity Map  
Map Marker



1. The Inca built a huge empire that stretched 2,600 miles from north to south. They built a network of roads to link all parts of their empire.
  - a. Turn to *The Americas Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map write **INCA ROADS**.
  - c. In the Atlas, on page 93, look at map C. With your finger, trace the boundary of the Inca Empire by 1525.
  - d. The boundary of the empire extended north to present-day Quito, Ecuador. On your Activity Map, underline the label for Quito.
  - e. The empire extended south to Santiago, Chile. Underline the label for Santiago.
  - f. The empire extended east to the Andes Mountains. With your finger, follow these mountains from north to south.
  - g. Cuzco was the capital city of the Inca Empire. It was the home of the emperor and the government center. On your Activity Map, at Cuzco draw a capital city symbol (★).
2. The Inca built 12,500 miles of roads and bridges along the Andes Mountains and the western coast.
  - a. On your Activity Map, from New York City to Los Angeles, draw a line.
  - b. The distance between New York City and Los Angeles is about 2,600 miles. Above your line, write **2,600 MILES**.
  - c. Multiply 2,600 times 5. This is roughly the number of miles you would travel if you went back and forth on the highway between New York City and Los Angeles five times.
  - d. This is about the same distance as all of the roads of the Inca Empire! Next to 2,600 MILES, write **x 5 = LENGTH OF INCA ROADS**.

### Route of Inca Roads






3. The royal road started in the northernmost part of the empire. The road went south and split into two roads that were parallel to each other. One ran along the coast and the other ran along the Andes Mountains.
  - a. In the Atlas, on page 93, with your finger, follow the two main north-south roads.
  - b. On your Activity Map, from Quito to Santiago, draw the road along the coast.
  - c. Along the Andes Mountains to Santiago, draw the other road.
  - d. There were many east-west roads that linked the two main north-south roads. The structure of the roads resembled a ladder. In the Atlas, on page 93, with your finger, trace these east-west roads.
  - e. On your Activity Map, draw five east-west roads.
4. The Inca roads were so well built that many of them are still in good condition today. The roads were three feet wide and paved with stone. The stones were placed together tightly to make a level surface.
  - a. In the Pacific Ocean, along the Tropic of Capricorn, draw three squares fitting together  to show the pavement of the roads.
  - b. Roads were stepped or zigzagged in mountainous areas with difficult terrain. On your Activity Map, near 30°S draw a zig-zagged line connecting the two royal roads.

### Features of the Inca Roads

5. The Inca roads had many features to help travelers.
  - a. To cross streams, wooden or stone bridges were built. Start a legend.
  - b. In the legend, draw a bridge symbol  and label it **BRIDGE**.
  - c. Mountain rivers were crossed by suspension bridges made of grasses, vines, or twigs twisted into ropes. North of Lima, find the river in the Andes Mountains. Over the river, draw a bridge symbol .
  - d. Along the roads, there were mile markers called *topo* so travelers knew where to exit. To your legend, add a mile marker symbol  and label it **MILE MARKER**.
  - e. Choose a place along the road, and draw a mile marker symbol .
  - f. Rest houses, called *tambos*, were built along the roads for travelers to rest and visit with each other. To your legend, add a rest house symbol  and label it **REST HOUSE**.
  - g. Choose a place along the road, and draw a rest house symbol .

- h. Villages along the roads had to pay tolls in gold to the government to keep the roads in good shape. To your legend, add a gold symbol  and label it **TOLL MONEY**.
- i. Choose a place along the roads, and draw a gold symbol .

### Use of Inca Roads

6. The roads were used to control people in the empire. Only government officials and soldiers were allowed to use the roads, unless a citizen had been granted special permission.
  - a. Draw three people symbols  along the road at three different places.
  - b. Label one people symbol with a **G** for government. Label another people symbol with an **S** for soldier.
  - c. Messengers, called *chasquis*, carried messages along the roads. Relay runners were stationed every six miles at rest houses. Label the remaining people symbol with an **M** for messenger.
  - d. The messengers relayed information to government officials about the people in the empire. A message could travel as far as 150 miles a day. From the M for messenger to the G for government official, draw an arrow.
  - e. The messengers would report people who were not following rules to the officials. The government would then send soldiers to arrest these people. Draw an arrow from the G for government official to the S for soldier.
  - f. The army would move the rebellious people closer to the capital so they could be watched. Draw a circle around Cuzco.
7. Government scouts or spies were also sent along the roads to check for new territories to conquer. They would check to see if the land was fertile and would test the strength of the territory's army. Then, they would memorize the territory's geography in case the emperor decided to conquer the region.
  - a. To your legend, add a spy symbol  and label it **SPY**.
  - b. Draw a spy symbol  near Santiago.
8. The government also used the roads to transport goods throughout the empire. Storehouses with goods, such as weapons and food, were built along the roads. Llamas were used to carry goods.
  - a. To your legend, add a storehouse symbol  and label it **STOREHOUSE**.
  - b. Choose a place along the roads, and draw a storehouse symbol .

**Pulling It Together****Inca Roads**

Use page 93 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 45a–45c to help you add information to each box in the chart.

Atlas  
Activity Map  
Map Marker

**Present-day Countries,  
Roads Passed Through**

**Natural Regions, Roads  
Passed Through**

**Features  
of the Roads**

**Cities  
Along the Roads**

**Inca Roads**

**People Who Could  
Use the Roads**

**Uses of the Roads**



Create a chart showing at least two ways the Inca roads were similar to our modern roads and two ways they were different.



# Cortés the Conquistador

Both the Aztec and Inca Empires were conquered by Spanish soldiers called *conquistadors*. In this lesson, you'll follow Spanish conquistador Hernan Cortés. Use pages 92 and 94 of *The Nystrom Atlas of World History* to help you complete the activity.

Atlas  
Activity Map  
Map Marker

## Tabasco, 1519




*Cortés told them as well as he was able about matters concerning our holy faith, how we were Christians and worshipped one true and only God, and he showed them an image of Our Lady with her precious Son in her arms and explained to them that we paid the greatest reverence to it as it was the image of the Mother of our Lord God who was in heaven. The Caciques replied that they liked the look of the great *Teleciguata* (for in their language great ladies are called *Teleciguatas*) and [begged] that she might be given them to keep in their town.*

-Bernal Díaz del Castillo<sup>1</sup>

## Tabasco, 1519

*Chiefs of Tabasco and the neighbouring towns arrived and paid great respect to us all, and they brought a present of gold, consisting of four diadems and some gold lizards, and two [ornaments] like little dogs, and earrings and five ducks, and two masks with Indian faces and two gold soles for sandals.*

-Bernal Díaz del Castillo<sup>2</sup>

1. Hernan Cortés, a Spanish soldier living in Cuba, led an expedition to Mexico.
  - a. Turn to *The Americas Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **CORTÉS THE CONQUISTADOR**.
  - c. Cortés was instructed to explore the region, to trade, and to rescue any Spanish soldiers lost in a previous expedition. In the Atlantic Ocean, write **EXPLORE, TRADE, RESCUE**.
  - d. Cortés set sail with 500 soldiers on February 18, 1519. South of Cuba, draw a ship symbol .
2. When Cortés arrived in present-day Mexico, he found a Spanish priest who was shipwrecked there in 1511. The priest acted as his first interpreter.
  - a. In the Atlas, on page 94, look at map A. With your finger, trace the route of Cortés.
  - b. On your Activity Map, draw an arrow from Cuba to present-day Mexico.
  - c. Cortés tried to convert the natives to Christianity. On the inset map of the Activity Map, south of the Bay of Campeche, draw a cross .
3. The natives sent gifts to Cortés and his troops. He was told that they came from a great empire to the west. After seeing their great riches, Cortés decided to conquer Mexico.
  - a. On your Activity Map, below the cross, draw a gold symbol .
  - b. Next to **EXPLORE, TRADE, RESCUE**, add **CONQUER**.

**Tenochtitlán, 1519**






*Among these temples there is one which far surpasses all the rest, whose grandeur of architectural details no human tongue is able to describe; for within its precincts, surrounded by a lofty wall, there is room enough for a town of five hundred families. Around the interior of the enclosure there are handsome edifices, containing large halls and corridors, in which the religious persons attached to the temple reside. There are fully forty towers, which are lofty and well built, the largest of which has fifty steps leading to its main body, and is higher than the tower of the principal tower of the church at Seville.*

-Hernan Cortés<sup>3</sup>

**Tenochtitlán, 1519**

*This was foretold by the kings who governed your city, and now it has taken place. You have come back to us; you have come down from the sky. Rest now, and take possession of your royal houses. Welcome to your land, my lords!*

-Montezuma<sup>4</sup>

4. Many groups conquered by the Aztec hated their harsh rule. On his way to Tenochtitlán, Cortés won several allies. He also killed anyone who objected.
  - a. In the Atlas, on page 92, look at map B. With your finger, trace the boundary of the Aztec Empire in 1519.
  - b. On the main map of your Activity Map, draw the outermost boundary of the Aztec Empire. Below it write **AZTEC EMPIRE, 1519**.
  - c. On the inset map, along the coast from the Bay of Campeche to Veracruz, draw an arrow.
  - d. The route to the Aztec capital of Tenochtitlán (present-day Mexico City) was difficult. From Veracruz to Mexico City, continue the arrow.
  - e. Cortés passed through mountains that were 11,000 feet above sea level. East of Mexico City, draw mountain symbols   .
5. Cortés reached Tenochtitlán after traveling 200 miles. The magnificence of the city amazed the Spanish and made them hungry for more riches.
  - a. In the Atlas, on page 92, look closely at the drawing of Tenochtitlán.
  - b. At Mexico City, draw a capital symbol .
6. Montezuma, emperor of the Aztec, received the Spanish as guests. He thought that Cortés was the god Quetzalcoatl. After six months, Montezuma realized his mistake—but it was too late.
  - a. Montezuma sent Cortés large amounts of gold and silver in the hopes that the Spanish would return home. On the inset map, southwest of Mexico City, draw a gold symbol .
  - b. The Spanish did not leave. They took Montezuma prisoner and occupied his royal palace. At Tenochtitlán, write **S** for Spanish.

**Royal Temple, Tenochtitlán, 1520**

*The Spaniards attacked the musicians first, slashing at their hands and faces until they had killed all of them. The singers—and even the spectators—were also killed. This slaughter in the Sacred Patio went on for three hours. Then the Spaniards burst into the rooms of the temple to kill the others: those who were carrying water, or bringing fodder for the horses, or grinding meal, or sweeping, or standing watch over this work.*

-Aztec Observer<sup>5</sup>

7. The Aztec begged the Spanish to let them celebrate a religious festival in the sacred patio of Montezuma's palace. The Spanish were curious to see the festival, so they agreed.
  - a. During the ceremony, the Spanish attacked the participants. Draw a sword ✂ next to the S.
  - b. They massacred many Aztec. Next to the sword, draw a people symbol ♂ with a slash through it.
8. The Aztec were outraged at the massacre and rebelled against the Spanish. They surrounded the Spanish in the palace in the center of the city.
  - a. On the inset map, draw a circle around the S.
  - b. The Spanish were able to escape at night and retreated 150 miles. From the capital symbol east to the coastline, draw an arrow. Label it **S** for Spanish.
  - c. Even though the Spanish had left, smallpox, a disease brought by Europeans, spread among the Aztec. In the Atlas, on page 97, read the History Question.

**Tenochtitlán, 1521**

*At dawn the following day, the enemy opened the battle more stoutly than the day before, there being such a number of them that the artillery had no need to aim but just to shoot into the masses of Indians. Although the artillery did much damage, for thirteen arquebuses were playing, besides muskets and archery which were also doing service, it seemed as if they did not feel it, for when one discharge would sweep away ten or twelve men, more would immediately fill their places, as if it had done no harm at all.*

-Hernan Cortés<sup>6</sup>

9. The Spanish regrouped with more allies, weapons, and supplies. They attacked Tenochtitlán in May 1521 and blocked all four bridges to the city.
  - a. On the main map, draw four lines out of the capital. Put an **S** for Spanish at the end of each line.
  - b. The Aztec were trapped in Tenochtitlán without any food or supplies. They surrendered to the Spanish in August 1521. A total of 1 million Aztec died. In the Pacific Ocean, write **1 MILLION DEAD**.
  - c. In just two years, Cortés conquered the entire Aztec Empire. Cross out **AZTEC EMPIRE, 1519**.
  - d. Below it, write **NEW SPAIN, 1521**.

***Pulling It Together*****Cortés the Conquistador**

Use pages 92 and 94 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 46a–46c to complete the following cause and effect chart.

Atlas  
Activity Map  
Map Marker

Events often cause other events to happen. Each row of the chart lists either a cause or an effect. Your job is to fill in the empty boxes with the missing cause or effect.

**Cause****Effect**

Many local tribes join Cortés, hoping to conquer the Aztec.

Montezuma thinks Cortés is the god Quetzalcoatl.



Montezuma gives Cortés more gifts in the hope that the Spanish will leave Tenochtitlán forever.

The Spanish massacre many Aztec during a religious ceremony.



The Spanish surround Tenochtitlán, trapping the Aztec with no food or supplies.



Imagine that you were an Aztec who experienced the Spanish takeover of your civilization. Use the Atlas, your textbook, and other classroom resources to write a journal entry describing what it was like and how you felt. ✎





# Slave Trade

Slavery drastically affected the history of Africa and the Americas.

In this lesson you'll learn about the slave trade in Africa. Use pages 70–71 and 97 of *The Nystrom Atlas of World History* to help you complete this activity.





Atlas  
Activity Map  
Map Marker

## Slave Trade Within Africa




1. Slavery existed in Africa from the time of ancient Egypt and Kush. During this time, prisoners of war were often forced to be enslaved people.
  - a. Turn to the *Africa Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **SLAVE TRADE**.
2. Slavery continued and grew more widespread both inside and outside Africa. Beginning in 700 CE, enslaved people were part of trade between Arab Muslim merchants and sub-Saharan Africans.
  - a. In the Atlas, on page 71, look at map D. Point to Alexandria, Tunis, and Tangier in North Africa and Timbuktu in West Africa.
  - b. On your Activity Map, mark Alexandria and Tunis with city symbols and their names. Also circle the city symbols for Tangier and Timbuktu.
  - c. Africans were captured and taken to places called depots. Timbuktu was one of those slave depots. In the Atlas, look again at map D. With your finger, trace all of the trade routes between Timbuktu and North Africa.
  - d. Enslaved people sent to North Africa were often forced to work as servants or soldiers. On your Activity Map, draw the following trade routes and a slave symbol  along each route.
    - Timbuktu to Alexandria      • Alexandria to Tunis
    - Timbuktu to Tangier
3. The Muslim Swahili rulers of East Africa used non-Muslim enslaved people as domestic servants and farm workers.
  - a. In the Atlas, on page 70, look at map B. Point to the Swahili city-states.
  - b. On your Activity Map, along the coast of East Africa, at 20°S, draw a city symbol. Label it **SOFALA**.
  - c. Along the coast from Mogadishu south to Sofala, draw a line. Along the line, draw a slave symbol .















### Middle East Slave Trade

4. Africans were also sent overseas as enslaved people. The East African enslaved-people trade, run by Middle Eastern sultanates, lasted from the 700s to the early 1900s.
  - a. In the Atlas, on page 97, look at map D. Point to the slave depots in East Africa that sent enslaved people to the Middle East.
  - b. On your Activity Map, at these slave depot locations, draw dots. From the dots northeast into the Indian Ocean, draw an arrow.
  - c. Along the arrow in the Indian Ocean, draw a ship . Next to the ship, draw a slavery symbol .
  - d. Enslaved people were sent to the Arabian Peninsula, as well as to present-day Iran and Iraq. They worked as servants, soldiers, pearl divers, and on clove plantations. Circle the labels for Saudi Arabia, Iran, and Iraq. In these countries, draw slave symbols .
  - e. The East African slave trade continued until the early 1900s. In East Africa, write  **ENDS 1900s**.

### Atlantic Slave Trade

5. In the 1440s the Portuguese began enslaving Africans and sending them to Europe. The demand for enslaved people grew as European countries began to establish colonies in the Americas.
  - a. Turn to the *World Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **SLAVE TRADE**.
6. By the 1500s new designs allowed larger numbers of enslaved people to be carried on ships. Ships could make long trips down the coast of Africa and then across the Atlantic.
  - a. In the Americas most enslaved people were put to work on plantations. In the Atlas, on page 97, look at map D. Point to the slave depots from which enslaved people were sent to South America.
  - b. On your Activity Map, mark these depots with dots.
  - c. In 1518, the Portuguese sent enslaved people to Brazil. These were the first enslaved people in the Americas. From the western coast of Africa, draw an arrow to Brazil.
  - d. Along your arrow, draw ship  and slavery  symbols.
  - e. Enslaved people worked on sugar plantations. In Brazil, draw a sugar symbol .

7. The British, French, Dutch, and Spanish also began to use enslaved people to work on their settlements in the Americas.
- In the Atlas, on page 97, look again at map D. Point to the slave depots from which enslaved people were sent to North America and the West Indies.
  - On your Activity Map, from the western coast of Africa to the east coast of present-day United States, draw an arrow. Along your arrow draw ship  and slavery  symbols.
  - At the end of your arrow, write a **B** for British North America.
  - In British North America, enslaved people worked on cotton and tobacco plantations. Next to the B, draw symbols for cotton  and tobacco .
  - From the western coast of Africa, draw another arrow to the West Indies. Along your arrow, draw ship  and slavery  symbols.
  - Enslaved people were forced to work on sugar plantations in Spanish, British, and French colonies in the West Indies. Over the West Indies, write **S** for Spanish, **B** for British, and **F** for French.
  - Next to the labels, draw a sugar symbol .
  - From the western coast of Africa, draw another arrow to the region just east of present-day Venezuela in South America. Along your arrow, draw ship  and slavery  symbols.
  - At the end of your arrow, write a **D** for Dutch.
  - In South America many enslaved people worked on sugar and coffee plantations. In northeastern South America, draw symbols for sugar  and coffee .
8. The millions of people enslaved during the Atlantic slave trade drastically reduced the population of Africa. In the Americas enslaved people were often worked to death.
- In the Atlas, on page 97, look at graph C. Notice the number of enslaved people sent to each location.
  - In addition, about 1,670,000 Africans died in passage to the Americas. In the Atlantic Ocean, write **MILLIONS DIE**.
9. Many people opposed slavery and its brutality. The British were the first to outlaw the Atlantic slave trade (1807) and slavery in the Americas (1833). Slavery ended in the Americas in 1888.
- Two colonies were set up in Africa for formerly enslaved people. In the Atlas, on page 124, look at map A. Point to these two colonies.
  - In the Atlantic Ocean, write  **ENDS 1888**.

Name \_\_\_\_\_



***Pulling It Together***

# Slave Trade

Use pages 70–71 and 97 of *The Nystrom Atlas of World History*, your Activity Maps, and Activity Sheets 47a–47c to help you complete the chart below.

Atlas  
Activity Map  
Map Marker

Destination of enslaved people	Slave depots	Work performed by enslaved people	When slavery ended
North Africa			1900s
East Africa			1900s
Middle East			
The Americas			



Based on what you learned in this lesson, write two inferences on why the slave trade grew.

**The Age of Global Contact****Historical Issues Today****Is intervention in the affairs of another nation ever justified?**

Do the ends justify the means when one country intervenes in the affairs of another? There are many perspectives on this issue. Use the following two perspectives and additional information from pages 98–99 of *The Nystrom Atlas of World History* to complete the task below.

**When nations are either unable or unwilling to protect the rights of their people, intervention is justified.**

- If a government is violating the rights of its own people, that government's right to sovereignty does not deserve to be respected.
- Intervention does not necessarily mean invasion. Nations can work to reach agreement through diplomacy and negotiation.
- When one nation intervenes in another, the intervening nation is expending its resources for the good of others. It is reasonable for that nation to want to benefit from the situation in some way.
- If a government is violating the rights of its own people, other nations have a responsibility to step in and protect them. International organizations can take a long time to act and often lack the resources to be effective. It is more effective for a nation to act on its own.

**Sovereignty is the most important principle in international law, and countries have no right to unilaterally violate that principle.**

- If rights are being violated, international organizations like the United Nations should step in to help, not individual nations acting on their own.
- Having good intentions does not validate harmful or unlawful acts. Relying on the ends to justify any means sets a dangerous precedent and undermines people's trust in law and fairness.
- Intervention can be used to mask a grab for power and territory. For example, the invasion of Iraq by the United States in 2003 was not just about preserving global peace and protecting Iraqi citizens. One of the first things American forces did after entering Iraq was to ensure that petroleum would still be available to Western companies.
- Outside intervention too often has negative unintended or unforeseen consequences. When European settlers arrived in the Americas, they perceived their own way of life as superior to the native peoples'. The Europeans' intervention ultimately led to the deaths of millions of American Indians.

1. Choose the side that you agree with more.
2. Look in Unit 7 to find information that you can use to support your choice.
3. Write a short essay in which you present your argument, supported by the bullet points and specific information from the unit.
4. Be sure to use your own words. Rephrase any information that comes from the Atlas.



Write a letter to the United Nations detailing your arguments for or against a recent example of international intervention.

# The Age of Global Contact

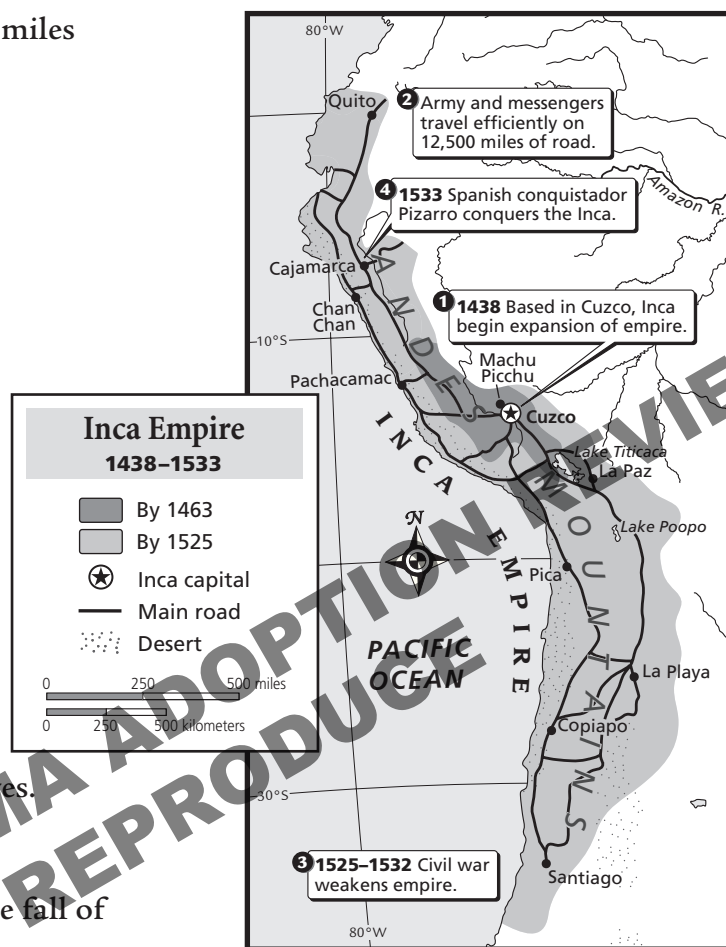
In the last seven lessons, you've looked at Zheng He, routes to the Indies, the Maya and the Aztec civilizations, Inca roads, Cortés and the fall of the Aztec Empire, and slave trade. How much do you remember?

*Circle the letter of the correct answer.*

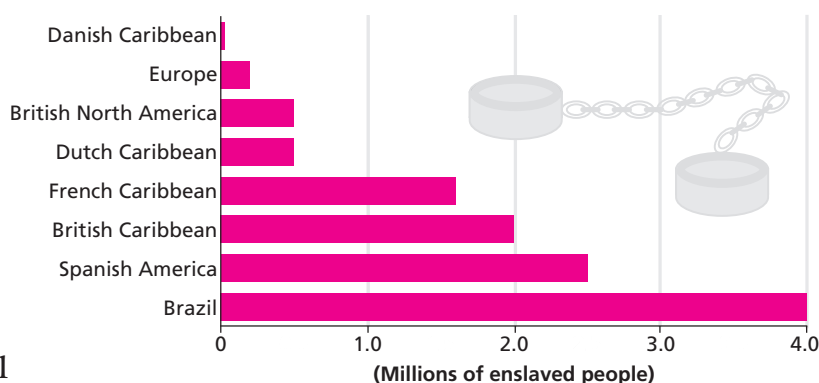
1. Which route did Zheng He take to India?
  - a. By land west along the Silk Road
  - b. By sea south and west along the coast of Asia
  - c. By sea east across the Pacific Ocean
  - d. By land south across the Himalayas
2. Which of the following is NOT true of Zheng He's voyages?
  - a. He battled pirates.
  - b. He sailed to Africa.
  - c. He impressed other countries with China's huge fleet.
  - d. He was named Admiral of the Southern Ocean.
3. Which route did the Portuguese take to the Indies?
  - a. south around Africa
  - b. along the Silk Road
  - c. west across the Atlantic
  - d. northwest across the Atlantic
4. When Columbus and Cabot reached the Americas, where did they think they were?
  - a. Africa
  - b. the Indies
  - c. a previously unknown land
  - d. Australia
5. Which of the following is true about the Maya civilization?
  - a. It had an empire in Mexico.
  - b. It developed an accurate calendar.
  - c. It was part of the Triple Alliance.
  - d. Most of its people were atheists.
6. Both the Maya and Aztec did which of the following?
  - a. sacrificed humans to the gods
  - b. were at their peak from 250 to 900 CE
  - c. grew on the Yucatan Peninsula
  - d. founded their capitals after a sign from the gods



7. Look at the map. The Inca built 12,500 miles of roads that stretched from
- Quito to Machu Picchu
  - Quito to Santiago
  - Quito to Cuzco
  - Quito to Copiapo
8. Who used the Inca roads?
- the army and messengers
  - all citizens
  - only animals
  - the Maya
9. When Cortés learned of the riches of the Aztec, he wanted to
- explore the region.
  - conquer the Aztec.
  - trade with the Aztec and other natives.
  - rescue Christian prisoners.
10. Which of the following is true about the fall of the Aztec Empire?
- It was conquered in 1521.
  - It took over 100 years.
  - Tenochtitlán was preserved.
  - Fewer than 5,000 Aztec died.
11. Look at the graph. Which of these groups imported the most enslaved people?
- Dutch
  - Spanish
  - French
  - Danish

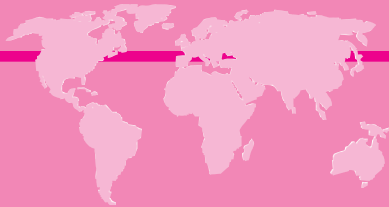


12. How many enslaved people did Brazil bring to the Americas?
- 4.0
  - 4,000
  - 400,000
  - 4,000,000



★ Unit 7 looks at the age of global contact from 1200 to 1800. List three events from that time period. Explain why you think each is especially important.

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# From Renaissance to Enlightenment

## Unit 8



### Literature Links

Your students might enjoy these books and others about the Renaissance, Reformation, and colonies:

#### Renaissance

- **Leonardo da Vinci** by Diane Stanley
- **Michelangelo** by Diane Stanley
- **Starry Messenger (Galileo)** by Peter Sis
- **I, Juan de Pareja** by Elizabeth Borton de Trevino

#### Reformation

- **Martin Luther: Father of the Reformation** by Barbara A. Somervill
- **Mary, Bloody Mary** by Carolyn Meyer
- **Behind the Mask (Elizabeth I)** by Jane Resh Thomas

#### Eastern Empires

- **Leyla the Black Tulip** by Alev Lytle Croutier
- **Catherine the Great and the Enlightenment in Russia** by Nancy Whitelaw
- **Ten Queens** by Milton Meltzer

#### European Colonies

- **Struggle for a Continent** by Betsy Maestro
- **Stowaway** by Karen Hesse



### Movie Links

Your students might enjoy watching all or part of the following movies. Preview before showing them to your class.

- **Ever After—Renaissance life**
- **A Man for All Seasons—Reformation**
- **Galileo: On the Shoulders of Giants**

### Lessons

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### Cross-Curricular Activities

#### Art Painting Portraits



Using Renaissance paintings as a model, have students paint portraits of one another.

#### Science Exploring Inventions



Have students research one of the many scientific inventions developed during the Scientific Revolution. Then have students work in groups to make models or draw diagrams of the inventions.

#### History Making an Ottoman Time Line



Using map E on page 85 and map B on page 104 of the Atlas, have students make a time line of Ottoman expansion. Make sure they include major battles, changes in the location of the capital, and interactions with neighboring kingdoms.

A world map with a color-coded legend indicating the distribution of the study population. The legend categories are: 1 (light blue), 2 (medium blue), 3 (dark blue), 4 (light green), 5 (medium green), 6 (dark green), 7 (light yellow), 8 (medium yellow), 9 (dark yellow), 10 (light orange), 11 (medium orange), 12 (dark orange), 13 (light red), 14 (medium red), 15 (dark red), 16 (light purple), 17 (medium purple), 18 (dark purple), 19 (light pink), 20 (medium pink), 21 (dark pink), 22 (light grey), 23 (medium grey), 24 (dark grey), 25 (light black), 26 (medium black), 27 (dark black).

# From Renaissance to Enlightenment

List important words, people, or places—and notes about them—in the chart below.

Words	People	Places

Use the space below to answer starred questions from the unit.

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## Objectives

Students will be able to:

- Preview the unit.
- Use information from an introductory summary to complete activities.

## Materials

- ❑ The Nystrom Atlas of World History
- ❑ Activity Sheets 49a–49b, Introducing Unit 8
- ❑ Time Line Folders (from Lesson 3)
- ❑ scissors
- ❑ stapler
- ❑ optional: Unit 8 Journal (see p. 226)

## Introducing Unit 8

For use with pages 100–109 of The Nystrom Atlas of World History

## Here's a Tip!

- Walk students through each spread on pages 100–109 of the Atlas. Point out a key idea or an interesting map, graph, or photo on each page.
- Make sure that students are aware that the introduction exercise covers two pages. The first page is a written introduction for the material in the unit. An accompanying close-reading activity is on the following page. All answers to the activity can be found in the introduction.
- Have students record their answers to the starred questions at the end of each lesson on copies of the *Unit 8 Journal*. Or have students record their answers in their own journals. ✎

## Answers

Name \_\_\_\_\_

From Renaissance to Enlightenment

## Introducing Unit 8

From 1350 to 1600, the Renaissance, or rebirth, of ancient Greek and Roman art, science, and philosophy took hold of Europe. It spread from Italy to France, Spain (Castile and León), and the Holy Roman Empire in the east.

At about the same time, ideas about religion were changing too. In 1054, the Roman Catholic Church split with the Eastern Orthodox Church. Hundreds of years later, Catholic monk Martin Luther called for reform of church practices such as the selling of indulgences. Luther and his followers became known as Protestants, and their movement, the Reformation. The Catholic Church responded by launching the Counter Reformation and punishing Protestants. In the years that followed, the two sides clashed violently, culminating in the Thirty Years' War and the establishment of separate Protestant churches.

The Ottoman Empire continued to expand. It allowed religious freedom for both Muslims and non-Muslims. Peter the Great, and later Catherine the Great, expanded Russian territory and influence as Russia became the largest nation in the world. The European colonial powers tightened their grip on their colonies, using them as sources of raw material and as markets for goods. As more and more people were engaged in trade, the global economy was born.

The Age of Reason followed the Renaissance, and the Scientific Revolution profoundly changed the way people saw their world. Advances in science and technology led people to question religion, science, and government, and ushered in revolutionary ideas about freedom and equality.

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Mapping World History  
From Renaissance to Enlightenment

Name \_\_\_\_\_

Close Reading: Vocabulary

Directions: Write the letter of the definition that matches the vocabulary word as used in the reading. Use context clues to help you.

- A. Deeply or fundamentally
- B. Dramatically new or different
- C. Rebirth
- D. Place with a demand for goods
- E. The study of wisdom, truth, knowledge, and reality
- F. To change for the better

1. D markets
2. E philosophy
3. A profound
4. F reform
5. C Renaissance
6. B revolutionary



Peter the Great established St. Petersburg as the capital of the Russian Empire.



In the Atlas, on pages 100–101, look at the Unit 8 time line. Choose six events that you think are important. Add them to your Time Line Folder. Be sure to write them under the correct date and next to the correct region.

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Mapping World History  
From Renaissance to Enlightenment

☆ Answers will vary.



## 50

## Objectives

Students will be able to:

- Identify places Leonardo da Vinci worked.
- Identify a wide range of Leonardo da Vinci's accomplishments.
- Write an acrostic describing Leonardo da Vinci.

## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 50a–50d, Leonardo da Vinci
- ☐ Mapping World History Activity Maps
- ☐ Map Markers

## Leonardo da Vinci

For use with pages 100–101 of The Nystrom Atlas of World History

## Here's a Tip!

- Gather examples of Leonardo da Vinci's works—such as *The Last Supper*, his horse sculpture in Milan, pages from his notebooks—to share with your class.

## Here's an Interesting Fact!

- Leonardo da Vinci was a vegetarian, at a time in history when few people were.
- Leonardo da Vinci had so many ideas for paintings and inventions. He also planned to publish his notebooks. Unfortunately, few of his projects were ever finished. Late in life, he earned a reputation for failing to complete his commissions.

## Answers

Acrostics will vary. Students should mention several of Leonardo da Vinci's accomplishments. Each line should begin with a letter of his name.

- ☆ Review students' notes. Look for sketches and accompanying descriptions. (Sketches do not need to be artistically accomplished.)

## 51

## Objectives

Students will be able to:

- Identify religions that split from the Roman Catholic Church.
- Locate regions of Europe associated with each Christian church.
- Sequence major events in the Reformation and Counter Reformation.

## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 51a–51d, Christianity and the Reformation
- ☐ Mapping World History Activity Maps
- ☐ Map Markers

## Christianity and the Reformation

For use with pages 102–103 of The Nystrom Atlas of World History

## Here's a Tip!

- Draw a flow chart on the board to show students how the branches of Christianity relate to one another.
- Extend the lesson by showing how religions spread from Europe to other areas of the world. Using maps of Europe on pages 102–103 and the map of European colonies on pages 106–107, have students label the main religion of each colony (based on the religion of its colonizing country).

## Answers

- 1517 Martin Luther posts Ninety-Five Theses.
- 1530 Martin Luther founds Lutheranism.
- 1534 Henry VIII founds Anglicanism.
- 1536 John Calvin founds Calvinism.
- 1545–1563 Council of Trent convenes.
- 1618–1648 The Thirty Years' War is fought.

Students also should add two dates of their own.

- ☆ Answers will vary. The writing should reflect Martin Luther's thoughts, but be in the student's own words.

## 52

## Objectives

Students will be able to:

- Map Ottoman expansion in Asia, Africa, and Europe.
- Identify major conflicts of the Ottoman Empire.
- Identify reasons for the decline of Ottoman power.

## Materials

- ☐ *The Nystrom Atlas of World History*
- ☐ Activity Sheets 52a–52d, *The Ottoman Empire*
- ☐ *Mapping World History Activity Maps*
- ☐ Map Markers
- ☐ colored pencils
- ☐ scissors
- ☐ stapler

## 53

## Objectives

Students will be able to:

- Identify characteristics of European trade empires.
- Name major sources of trade in the Americas, Asia, and Africa.
- Compare and contrast European trade empires.

## Materials

- ☐ *The Nystrom Atlas of World History*
- ☐ Activity Sheets 53a–53d, *European Trade Empires*
- ☐ *Mapping World History Activity Maps*
- ☐ Map Markers

## The Ottoman Empire

For use with pages 85 and 104 of *The Nystrom Atlas of World History*

## Special Note

- Each student will need three copies of Activity Sheet 52d.

## Here's a Tip!

- Put together a sample flip booklet to show the class. Follow the instructions on Activity Sheet 52d.

## Here's an Interesting Fact!

- The Ottoman Empire ruled parts of Europe for more than 500 years. The Muslim populations of many Eastern European countries, such as Albania and Bosnia-Herzegovina, are part of the Ottoman legacy.
- In the 1800s, as the Ottoman Empire declined, European politicians referred to it as “the Sick Man of Europe.”

## Answers

**Maps** Maps will vary. Be sure that students have added the date of the boundaries shown in each legend. Check pages 85 and 104 in *The Nystrom Atlas of World History* for the empire's boundaries.

☆ Events will vary. For 1361 students might mention conquering Anatolia or establishing Edirne as their capital; for 1481 defeat at Ankara or victories at Kosovo or Constantinople; for 1683 new territories conquered or defeats at Lepanto and Vienna.

## European Trade Empires

For use with pages 106–107 of *The Nystrom Atlas of World History*

## Here's a Tip!

- If your students have already completed lessons on colonization in the Americas from Unit 7, remind them of what they have learned.

## Answers

**North America** type of colony: land claims  
colonizers: Great Britain, Spain  
trade items: tobacco, silver, sugar, coffee, or furs

**South America** type of colony: land claims  
colonizers: Spain, Portugal, Netherlands  
trade items: coffee, sugar, silver, or gold

**Africa** type of colony: trade colonies  
colonizers: Portugal, Netherlands, Great Britain  
trade items: enslaved people, gold

**Asia** type of colony: trade colonies  
colonizers: Portugal, Netherlands, Great Britain, Spain  
trade items: cotton, silk, spices, or tea

☆ Answers will vary. Students may mention the worldwide scale of the exchange of goods that began back with the European trade empires or the predominance of goods from Asia.

## 54

## Objectives

Students will be able to:

- *Locate major empires, kingdoms, and countries in the world in the 1500s and 1600s.*
- *Map interactions between regions.*
- *Identify point of view and examples of bias in primary sources.*

## Materials

- ☐ *The Nystrom Atlas of World History*
- ☐ *Activity Sheets 54a–54d, Europeans View the World*
- ☐ *Mapping World History Activity Maps*
- ☐ *Map Markers*

## 55

## Objectives

Students will be able to:

- *Analyze an important current issue with the help of historical information in the Atlas.*
- *Collaborate with peers in group discussions and lesson activities.*

## Materials

- ☐ *The Nystrom Atlas of World History*

## Europeans View the World

For use with pages 59, 70, 94, and 104 of *The Nystrom Atlas of World History*

## Here's a Tip!

- Explain to students that the expansion of trade in the 1500s and 1600s created closer connections between different regions of the world. Have students review pages 59, 88, and 96–97 of the Atlas to explore how trade affected the places they learned about in the lesson.

## Answers

**Ottoman Empire** Writer: Ogier Ghislin de Busbecq; People: Turks; Words: “My Turks,” “shy,” “did not wish to unfold so mighty a mystery to one outside the pale of their religion.”

**Ming Empire:** Writer: Fr. Matteo Ricci; People: sovereigns and ministers; Words: “as if they were reverencing their fathers and mothers,” “it is obvious, that the explanation given of the Supreme Ultimate is incorrect.”

**New Spain:** Writer: Fr. Alonso de Benavides; People: Indians (Native Americans); Words: “rather simple capacities,” “lackadaisical work habits.”

**Kongo:** Writer: Antonio Vieira; Person: King Don Bernardo; Words: “young,” “most generous,” “not jealous,” “this is his way with all white people here.”

**Mughal Empire:** Writer: Fr. Antonio Monserrate; Person: Emperor Akbar; Words: “great patron of learning,” “excellent judgment,” “good memory,” “ignorance of letters.”

☆ Picture analyses will vary. Students should describe what is shown in the painting. They should also point out things that seem exaggerated, such as the pants of the Portuguese in the Japanese painting.

## Historical Issues Today

For use with pages 110–111 of *The Nystrom Atlas of World History*

## Here's a Tip!

- Begin the lesson by discussing with students the concept of “clear and present danger” and how it relates to restrictions on the freedoms of speech and the press. Examine some American laws and U.S. Supreme Court cases (such as *Schenck v. United States*) that have dealt with this issue.

## Answers

☆ Answers will vary.

## Unit 8 Review

### Objectives

Students will be able to:

- *Review the unit.*
- *Demonstrate ability to meet unit objectives.*

### Materials

- Activity Sheets a–b,  
*From Renaissance to  
Enlightenment*

## From Renaissance to Enlightenment

*For use with pages 100–109 of The Nystrom Atlas of World History*

### Here's a Tip!

- Have students review their Time Line Folders, completed activity sheets, and flip books.
- Suggest that students review pages 100–109 of the Atlas and write any questions they have.

### Answers

- |    |   |    |   |     |   |
|----|---|----|---|-----|---|
| 1. | b | 5. | c | 9.  | b |
| 2. | a | 6. | d | 10. | c |
| 3. | c | 7. | d | 11. | c |
| 4. | a | 8. | a |     |   |

- ☆ Answers will vary. Students may mention the spread of the Renaissance in Europe, the Reformation, the Counter Reformation, the growth of the Ottoman Empire or Russia, European trade and expansion overseas, or any event from the Scientific Revolution or Enlightenment.

*From Renaissance to Enlightenment***Introducing Unit 8**

From 1350 to 1600, the Renaissance, or rebirth, of ancient Greek and Roman art, science, and philosophy took hold of Europe. It spread from Italy to France, Spain (Castile and León), and the Holy Roman Empire in the east.

At about the same time, ideas about religion were changing too. In 1054, the Roman Catholic Church split with the Eastern Orthodox Church. Hundreds of years later, Catholic monk Martin Luther called for reform of church practices such as the selling of indulgences. Luther and his followers became known as Protestants, and their movement, the Reformation. The Catholic Church responded by launching the Counter Reformation and punishing Protestants. In the years that followed, the two sides clashed violently, culminating in the Thirty Years' War and the establishment of separate Protestant churches.

The Ottoman Empire continued to expand. It allowed religious freedom for both Muslims and non-Muslims. Peter the Great, and later Catherine the Great, expanded Russian territory and influence as Russia became the largest nation in the world. The European colonial powers tightened their grip on their colonies, using them as sources of raw material and as markets for goods. As more and more people were engaged in trade, the global economy was born.

The Age of Reason followed the Renaissance, and the Scientific Revolution profoundly changed the way people saw their world. Advances in science and technology led people to question religion, science, and government, and ushered in revolutionary ideas about freedom and equality.



**Close Reading: Vocabulary**

**Directions:** Write the letter of the definition that matches the vocabulary word as used in the reading. Use context clues to help you.

- A. Deeply or fundamentally
- B. Dramatically new or different
- C. Rebirth
- D. Place with a demand for goods
- E. The study of wisdom, truth, knowledge, and reality
- F. To change for the better

1. \_\_\_\_\_ markets
2. \_\_\_\_\_ philosophy
3. \_\_\_\_\_ profound
4. \_\_\_\_\_ reform
5. \_\_\_\_\_ Renaissance
6. \_\_\_\_\_ revolutionary



Peter the Great established St. Petersburg as the capital of the Russian Empire.



In the Atlas, on pages 100–101, look at the Unit 8 time line. Choose six events that you think are important. Add them to your Time Line Folder. Be sure to write them under the correct date and next to the correct region.

Image source: iStock.com/yulenochekk




# Leonardo da Vinci

50a




Leonardo da Vinci was perhaps the ultimate Renaissance man. He was an artist, architect, scientist, and inventor. In this lesson, you'll explore some of the highlights of his amazing career. Use pages 100–101 of *The Nystrom Atlas of World History* to help you complete the activity.


Atlas  
Activity Map  
Map Marker

## Leonardo in Florence










1. The *da Vinci* in his name indicates that Leonardo came from the town of Vinci.
  - a. Turn to the *Mediterranean Basin Activity Map*. Fold the map in half, so just the western half faces up.
  - b. Give your Activity Map a title. Across the top of the map, write **LEONARDO DA VINCI**.
2. Leonardo was born near Vinci on April 15, 1452. Vinci is a small town west of Florence in Italy.
  - a. Florence is located north of Rome. At 44°N, 11°E, mark Florence with a city-state symbol .
  - b. As a teenager, Leonardo went to work as an apprentice for Andrea del Verrocchio, an important artist in Florence. Verrocchio's specialty was perspective. West of Florence, draw a painting symbol .
  - c. Leonardo quickly surpassed the talents of his master. In a few years, he was accepted into the painters guild and opened his own studio. One of his early commissions was for an altarpiece for a church. West of Florence, draw a church symbol .


## Leonardo in Milan

3. In 1482, Leonardo moved north to work as an engineer for Ludovico Sforza, the duke of Milan.
  - a. Milan is near the Alps. At 45°N, 9°E, mark Milan with a .
  - b. While in Milan, Leonardo designed locks for the city's canals. North of Milan, draw a canal symbol .
  - c. He also painted a large mural in a monastery. The painting was *The Last Supper*. Unfortunately, Leonardo tried a new painting technique on the wall and the paint began crumbling almost as soon as it was finished. North of Milan, draw a painting symbol .








- d. Leonardo created an enormous 23-foot tall sculpture of a horse to honor the duke's father. He had finished a clay model of what was to be a bronze statue. North of Milan, draw a horse symbol .
- e. Unfortunately, France invaded Milan in 1499 before the sculpture could be completed. French soldiers used the clay model for target practice. Draw a slash through the horse symbol.
- f. Milan used the bronze for the statue to make cannons instead. Draw a second slash through the horse symbol. (Leonardo's statue was finally completed in 1999.)

### In Search of a Patron

4. With the French attack, Sforza lost his power and Leonardo lost his patron. Leonardo fled the city and traveled Italy in search of new commissions.
  - a. In Mantua, Leonardo sketched the portrait of the wife of the duke of Mantua. Halfway between Milan and Venice, draw a  for Mantua and a painting symbol .
  - b. During a brief stay in Venice, he worked on plans to defend the city in a naval attack. East of Venice, draw a water symbol .
  - c. Cesare Borgia, the duke of Valentinois, hired Leonardo as a military engineer. He surveyed land and drew city plans and maps for use in future military campaigns. In Cesena, east of Florence on the Adriatic Sea, draw a  and compass rose .
  - d. In Florence, Leonardo and Michelangelo were each hired to create huge murals for the Palazzo Vecchio, the town hall. West of Florence, draw a second painting symbol . (Unfortunately, neither mural was finished.)
  - e. At that same time, Leonardo began painting the *Mona Lisa*. In the Atlas, on page 101, look at picture D and read the caption.
  - f. He also drew bridge plans for the Ottoman sultan Bayezid II. Leonardo designed a 720-foot single-span bridge to cross the Bosphorus in Istanbul. On your Activity Map, in Istanbul, draw a bridge symbol . (The bridge was considered impossible to construct at the time. Construction finally began in 2006.)
  - g. Leonardo returned to Milan to work for Charles d'Amboise, the French governor of the city. There he drew up plans for a palace, church, and tomb. North of Milan, draw a palace symbol .
  - h. In 1513, Leonardo moved to Rome to work for Pope Leo X. While there, he lived at the Vatican. However, he received few commissions. Near Rome, draw an unhappy symbol .

- i. In 1516, Leonardo received an invitation from King Francis I of France to become the “first painter and engineer and architect of the king.” He moved to Amboise and spent his final years there. He died in 1519. At 49°N, 1°E, mark Amboise with a crown .

### Leonardo's Legacy

5. Leonardo is primary known as a painter. He used his powers of observation to improve his painting.
- In the Mediterranean Sea, write and underline **LEGACY**.
  - Leonardo studied the patterns of light and shadow. This helped give his paintings depth. Look again at the light and shadows on the *Mona Lisa* on page 101 of the Atlas.
  - Below LEGACY, add a light symbol .
  - He also observed how colors are affected by distance. Below LEGACY, add a perspective symbol .
6. Leonardo spent hours and hours observing nature. Then he sketched what he saw, accompanied by detailed notes. The notes were written as mirror images of normal writing. (Leonardo was left-handed.) He filled thousands of pages of notebooks with his observations.
- Leonardo studied anatomy. In the evening, he dissected the corpses of executed criminals and produced detailed sketches of what he saw. He incorporated this knowledge into his paintings. Below LEGACY, add an anatomy symbol .
  - He studied the flight of birds. He then drew plans for flying machines, helicopters, hang gliders, and parachutes for humans. Below LEGACY, add a flight symbol .
  - He was fascinated by water. After studying water in its many forms, he came up with plans for waterwheels, locks, diving suits, submarines, unsinkable double-hulled ships, and more. Below LEGACY, add a water symbol .
7. In addition to being an artist, scientist, and inventor, Leonardo had other talents as well.
- Leonardo was a musician. He played the lyre. He also drew plans for new and updated musical instruments. Below LEGACY, add a music symbol .
  - Leonardo was also a writer. In addition to his notebooks, he also wrote fables. Below LEGACY, add a writing symbol .

Name \_\_\_\_\_



***Pulling It Together***

# Leonardo da Vinci

Use pages 100–101 of *The Nystrom Atlas of World History*, your Activity Map, Activity Sheets 50a–50C, and your own creativity to complete the acrostic below. For each letter, write a phrase that describes Leonard da Vinci and his accomplishments that begins with that letter. ✎

Atlas  
Activity Map  
Map Marker

L \_\_\_\_\_

E \_\_\_\_\_

O \_\_\_\_\_

N \_\_\_\_\_

A \_\_\_\_\_

R \_\_\_\_\_

D \_\_\_\_\_

O \_\_\_\_\_



Leonardo da Vinci's notebooks were magnificent. (Search the internet for an example.) They combined detailed sketches with even more detailed notes. As you take notes in your world history class today, do them Leonardo-style (not necessarily in mirror writing, though).







# Christianity and the Reformation







In the 1500s, Protestantism, a new branch of Christianity, emerged in Europe. In this lesson, you'll learn about the religious and political developments that led to Protestantism. Use pages 102–103 of *The Nystrom Atlas of World History* to help you complete the activity.

Atlas  
Activity Map  
Map Marker

## Schism in the Catholic Church

1. Political and cultural differences between regions of the Roman Empire caused the first major split in Christianity.
  - a. Turn to the *Mediterranean Basin Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **CHRISTIANITY AND THE REFORMATION**.
  - c. The pope was the leader of the Catholic Church. He worked out of Rome. Next to Rome, draw a cross , a symbol of Christianity. West of Italy, write **ROMAN CATHOLICS**.
  - d. The Byzantines did not accept the authority of the pope and some of the teachings of the Catholic Church. In 1054, Byzantine Christians split from the Catholics. They named their branch of Christianity Eastern Orthodoxy. In Turkey, draw a cross  and write **EASTERN ORTHODOX**.
  - e. By the 1100s, Western Europe was mainly Catholic and Eastern Europe was mainly Orthodox. In the Atlas, on page 80, look at map A. With your finger, outline the regions that were Catholic and those that were Orthodox in 1097.
  - f. On your Activity Map, at about 19°E, from the Baltic Sea to the Mediterranean Sea, draw a line. Italy should be west of your line.
2. During the Renaissance, people began to question the authority of the Catholic Church. They felt that some Catholic leaders were corrupt.
  - a. People resented the lavish lifestyle of the pope and many bishops who lived in palaces and wore expensive clothes. Near Rome, draw a palace symbol .
  - b. The church sold indulgences. For a fee, you could buy forgiveness for your sins. This was a way to raise money for the church and build structures like St. Peter's Basilica in Rome. Near Rome, draw a money symbol \$.
  - c. Catholic priests swear an oath of celibacy. However, some priests married or had mistresses. In fact, one pope had seven children. Near Rome, draw a marriage symbol .

## The Reformation Begins

3. In 1517 a Catholic monk named Martin Luther posted the Ninety-Five Theses, criticizing the Catholic Church for corrupt practices. His opinions began a period of religious change and conflict in Europe called the Reformation.
  - a. Martin Luther lived in the town of Wittenberg in the Holy Roman Empire. In the Atlas, on page 102, look at map B. Point to Wittenberg.
  - b. Luther was excommunicated from, or cast out of, the Catholic Church because of his ideas. In 1530 he and his followers began a new branch of Christianity called Lutheranism. In the Atlas, on page 102, look at picture A and read the caption.
  - c. On your Activity Map, in present-day Germany, draw a cross . Label it **LUTHERANS**.
4. Others also created their own branches of Christianity.
  - a. King Henry VIII of England wanted to divorce his wife. The pope wouldn't allow it. So, in 1534, the king began another new branch of Christianity, called the Anglican Church, and made himself its leader. In present-day United Kingdom, draw a cross . Label it **ANGLICANS**.
  - b. John Calvin also criticized the Catholic Church. In 1536 he started a religion called Calvinism. North of the Alps, in present-day Switzerland, draw a cross . Label it **CALVINISTS**.
5. Because these groups protested against the Catholic Church, they were known as Protestants.
  - a. In the North Sea, write and underline **PROTESTANTS**.
  - b. Next to the crosses for Lutherans, Anglicans, and Calvinists, write **P** for Protestant.
  - c. Unlike Catholics, Protestants believe the Bible alone should be the basis for all Christian teachings. Under **PROTESTANTS**, draw a Bible symbol .
  - d. Protestants believe that clergy should follow the same laws and pay the same taxes as other people. They allow the clergy to marry. Below **PROTESTANTS**, draw a marriage symbol .
  - e. Protestants believe in universal priesthood. They feel all believers should be considered priests. Below **PROTESTANTS**, add a universal priesthood symbol .

6. The spread of Protestantism weakened Catholic influence in Western Europe.
- Protestantism became widespread in northcentral Europe. In the Atlas, on page 102, look at map B. Point to the areas that had become Protestant by 1560.
  - In 1555 the Peace of Augsburg allowed each ruler in the Holy Roman Empire to choose the faith of his land. On your Activity Map, draw a dashed line around the regions where Protestantism had spread.
  - By 1600, Protestantism had spread into France. In the Atlas, on page 103, look at map C. Point to the Protestant areas in France.
  - Calvinism was the main Protestant religion in France. In France, Calvinists were known as Huguenots. On your Activity Map, from the Calvinist symbol to southwestern France, draw an arrow.
  - In 1560, Eastern Orthodoxy was still the main religion in Eastern Europe. In the Atlas, on page 103, look again at map C. Point to the Eastern Orthodox areas east of the Holy Roman Empire.

### The Counter Reformation

7. As Protestantism and Catholicism competed for followers, religious conflicts broke out in many parts of Western Europe. Catholic efforts to stop Protestantism from spreading became known as the Counter Reformation.
- In the 1542 the pope established a special court, called the Roman Inquisition, to arrest Protestants and put them on trial. On your Activity Map, in Italy, draw a conflict symbol ✱.
  - From 1545 to 1563, the Catholic Church convened the Council of Trent. The council upheld the use of indulgences and rejected Protestant views on grace and sin. But it also insisted bishops live in their own dioceses and tried to curb luxurious living among the clergy. Southwest of Vienna, write **CoT** for the Council of Trent.
  - In 1553, Henry VIII's Catholic daughter Mary became queen and persecuted Protestants in England. In present-day United Kingdom, draw a conflict symbol ✱.
  - In 1572, Catholics massacred Protestants throughout France. An estimated 30,000 Huguenots died in the St. Bartholomew's Day Massacre. In France, draw a conflict symbol ✱.
  - Rivalries between Catholic and Protestant rulers caused the Thirty Years' War, which lasted from 1618 to 1648. In the present-day Czech Republic and Germany, draw conflict symbols ✱.

Name \_\_\_\_\_



### ***Pulling It Together***

## **Christianity and the Reformation**

Use pages 102–103 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 51a–51c to complete the Reformation and Counter Reformation time line below.

Atlas  
Activity Map  
Map Marker

- On the time line, write the events next to the appropriate dates.
- Add two more dates of your own.

**Reformation and Counter Reformation**

**1517**

\_\_\_\_\_

\_\_\_\_\_

**1545–1563**

\_\_\_\_\_

\_\_\_\_\_

**1500** **1600** **1700**

**1536**

\_\_\_\_\_

\_\_\_\_\_

**1534**

\_\_\_\_\_

\_\_\_\_\_

**1530**

\_\_\_\_\_

\_\_\_\_\_

**1618–1648**


\_\_\_\_\_

\_\_\_\_\_

**OFFICIAL OKLAHOMA ADOPTION REVIEW**

**DO NOT REPRODUCE**



Imagine you are Martin Luther today. How would you get the word out to the people about your religious ideas? Write a short example of what you might say. 

# The Ottoman Empire

The Ottomans built an empire that included parts of Europe, Asia, and Africa. It survived for more than 600 years. In this lesson, you will follow the routes of Ottoman expansion. Use pages 85 and 104 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker  
colored pencils  
scissors  
stapler

## Ottoman Beginnings

1. In the 1300s, Osman, a Muslim Turk from Central Asia, moved his small army to Anatolia to fight Christians. There, he founded the Ottoman Empire.
  - a. Turn to the *Mediterranean Basin Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **THE OTTOMAN EMPIRE**.
  - c. From present-day Turkmenistan to western Anatolia, draw an arrow. Label it **OSMAN**.
2. Osman was one of many Turkish warriors in Anatolia. Most had come to conquer new territories for Islam.
  - a. These warriors called themselves *ghazis*. Osman was one of these *ghazis*. In the Atlas on page 85, look at map E. Point to Ottoman territory by 1360.
  - b. On your Activity Map, draw the boundary of Ottoman territory by 1360. Label it **1360**.

## Early Ottoman Expansion

3. Osman and his descendants, the Ottoman dynasty, spread Islam as they expanded their territory.
  - a. In 1361 the Ottomans conquered Adrianople. They renamed it Edirne and made it their capital. In the Atlas, on page 85, look again at map E. Point to Edirne.
  - b. On your Activity Map, mark the location of Edirne with a capital symbol ★ and its name.
  - c. From their new capital in Europe, the Ottomans attacked Serbia. From Edirne to present-day Serbia and Montenegro, draw an arrow.
  - d. The Serbs were defeated by the Ottomans at the Battle of Kosovo. Kosovo is at 43°N, 21°E. Mark the location of Kosovo with a battle symbol ✱ and the year **1389**.



4. After Kosovo, the Ottomans conquered the other *ghazis* in Anatolia. The Anatolian *ghazis* asked Mongol ruler Timur, who had built a large empire in Asia, to help them.
  - a. From Edirne to central Anatolia, draw an arrow.
  - b. Also draw a dashed arrow --➔ from Samarqand in Central Asia to Anatolia. Label it **TIMUR**.
  - c. Timur's army defeated the Ottomans at Ankara. In the Atlas, on page 85, look at map E. Point to the Battle of Ankara.
  - d. On your Activity Map, mark Ankara with a ✨ and 1402.

### Ottoman Expansion on Three Continents

5. After the Ottomans recovered from the loss at Ankara, no one could stop their expansion for 75 years.
  - a. In 1453 the Ottomans conquered Constantinople, ending the Byzantine Empire. In the Atlas, on page 85, look again at map E. Point to Constantinople.
  - b. The Ottomans made Constantinople their new capital and changed its name to Istanbul. On your Activity Map, at Istanbul, draw a capital symbol (★).
6. A new threat approached the Ottomans from the east.
  - a. In 1501, Ismail Safavi founded a new Persian dynasty, the Safavids. In present-day Iran, write **SAFAVIDS**.
  - b. Because the Safavids followed a different branch of Islam, the Ottoman sultan Selim I considered them to be as big a threat as Christians. From Istanbul toward the southern Caspian Sea, draw an arrow.
  - c. The Ottomans defeated the Safavids, forcing them eastward. In the Atlas, on page 104, look at map B. Point to Chaldiran.
  - d. On your Activity Map, mark that location with a ✨ and 1514.
  - e. The Ottomans invaded the Mamluk Sultanate because they believed that the sultanate was helping the Safavids. From eastern Turkey to Cairo, draw an arrow.
  - f. At Cairo, draw a battle symbol ✨ and write 1517.
7. With the Middle East under Ottoman control, Selim's son, Suleiman the Magnificent, turned his focus to the war against Christian Europeans.
  - a. From Istanbul to present-day Hungary, draw an arrow.
  - b. The Ottomans destroyed the Hungarian army near Budapest. At Budapest, write ✨ 1526.

- c. Next, the Ottomans attacked Vienna, the capital of the Holy Roman Empire. From Budapest to Vienna, draw an arrow.
  - d. At Vienna, draw a battle symbol ✱ and write **1529**.
  - e. The attack on Vienna failed when Suleiman became ill. He died returning to Istanbul. East of Vienna, write **LEADER DIES**.
- 8.** The Ottomans then turned their attention to the Mediterranean.
- a. Muslim leaders in North Africa begged for Ottoman help in defending their lands from Spanish invasion. Instead, the Ottomans conquered the lands themselves. Draw an arrow from Istanbul to Tunisia. Label it **1574**.
  - b. The Ottomans also conquered Italian colonies in the Mediterranean. From Istanbul to Crete and Cyprus, draw arrows.

### The End of Ottoman Expansion

- 9.** Ottoman control of North Africa, Crete, and Cyprus led to the creation of an alliance against the Ottomans that included Spain, the Papal States, and Venice. It was called the Holy League.
- a. In 1571 the Holy League attacked the Ottoman fleet at Lepanto near Greece. In the Atlas on page 104, look at map B. Point to Lepanto.
  - b. The Holy League destroyed the Ottoman fleet at Lepanto. On your Activity Map, mark Lepanto with a ✱ and write **1571**.
  - c. South of Lepanto, write **EXPANSION ENDS**.
- 10.** Although the Ottomans added some territory after 1571, their days of great expansion were over.
- a. In the Atlas, on page 104, look again at map B. With your finger, trace the boundaries of the empire in 1683.
  - b. On your Activity Map, draw a general boundary of the Ottoman Empire in 1683. Label it **1683**.
- 11.** Many factors led to the decline of Ottoman power.
- a. At Lepanto, the Holy League's fleet had two and a half times as many cannons as the Ottoman fleet. Advanced technology gave the Western Europeans an advantage over the Ottomans. In Ottoman territory, write **OLD TECHNOLOGY**.
  - b. The Ottomans had taxed overland trade between Europe and Asia. When the Europeans began using sea routes, the Ottomans could no longer profit as much from overland trade. In Ottoman territory, write **LESS TRADE**.



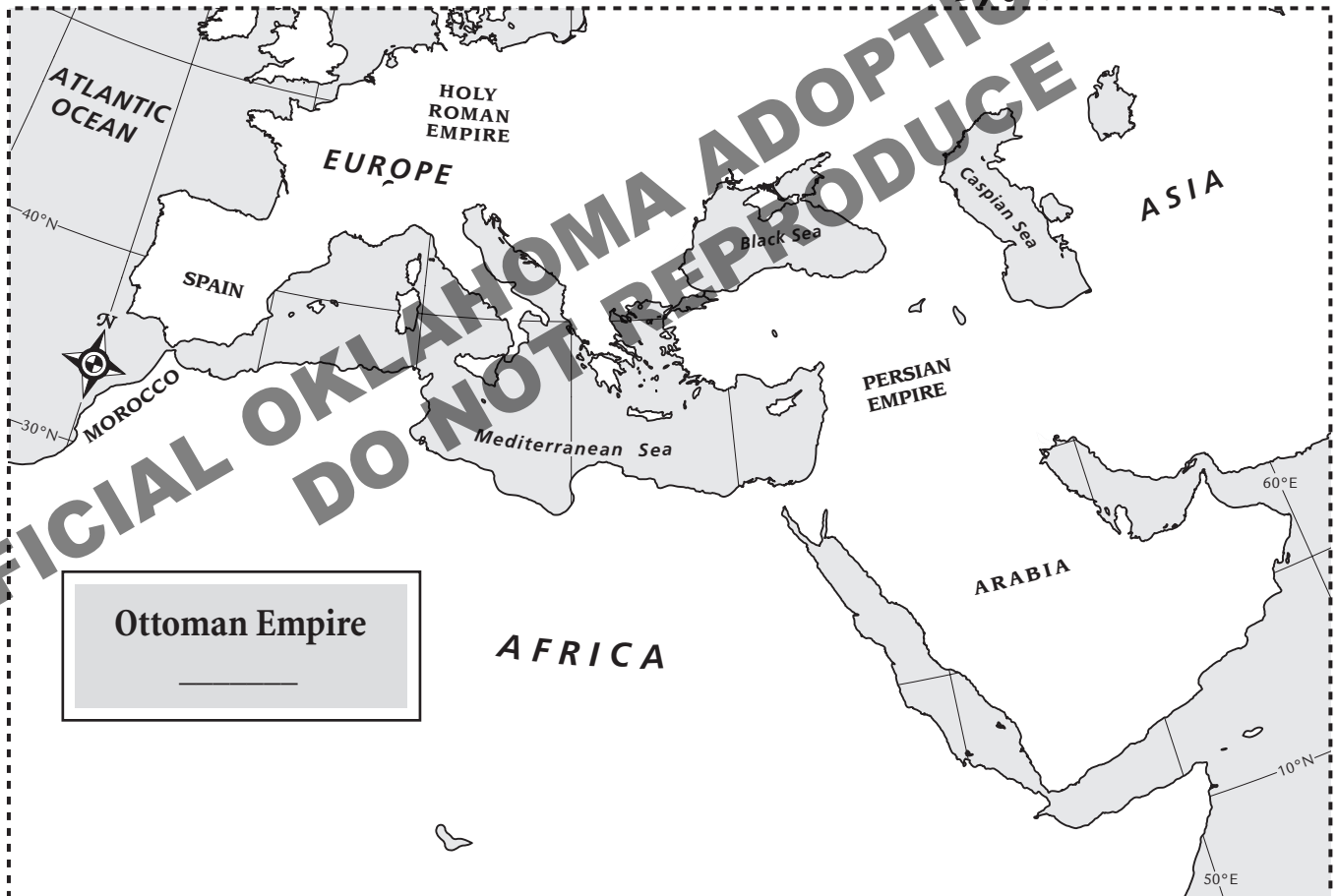
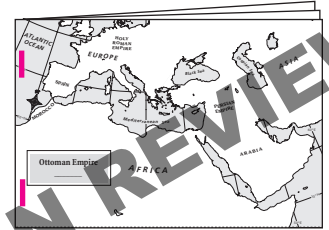
### Pulling It Together

# The Ottoman Empire

Use pages 85 and 104 in *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 52a–52c to complete the maps.

Atlas  
Activity Map  
Map Marker  
colored pencils  
scissors  
stapler

- On each copy of the map, in the legend, add one of the following dates:
  - 1361
  - 1481
  - 1683
- Then color the area that was under Ottoman control that year.
- Cut out the maps along the dashed lines.
- Assemble the maps in chronological order.
- Staple the left edge of the maps to make a flip book.



For each map in your flip book, identify one event that you feel was most significant for the time period leading up to that date. Add and label that event on the map.

# European Trade Empires





Throughout history, empires have grown through military conquest. In this lesson, you'll learn how European countries created a new kind of empire based on trade. Use pages 106–107 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker

## Early Colonial Expansion

1. In the 1500s, Europeans began to establish colonies in Asia, Africa, and the Americas. These colonies gave Europeans access to valuable trade goods and helped the European economy grow.
  - a. Turn to the *World Activity Map*.
  - b. Give the Activity Map a title. Across the top of the map, write **EUROPEAN TRADE EMPIRES**.
  - c. Between 1500 and 1770 there were four main European colonizing countries: Spain, Portugal, the Netherlands, and Great Britain (which included England). In the Atlas, on pages 106–107, look at map B. In Europe, point to each of these countries.
  - d. On your Activity Map, label Spain **S**, Portugal **P**, the Netherlands **D** (people of the Netherlands are called Dutch), and Great Britain **B**.
2. In the past, most empires grew by conquering and ruling neighboring regions. Trade empires included regions throughout the world. Each region was important as a source of valuable trade goods.
  - a. Portuguese explorers sailed to Africa and Asia. Spanish explorers sailed to the Americas. Before they knew the extent of their discoveries, the pope divided the world in half with the Treaty of Tordesillas. From Greenland to Antarctica, along 49°W, draw a dashed line.
  - b. As a result of the treaty, Spain claimed land west of this line and Portugal east of the line. West of the line, write **S LAND CLAIMS**.
  - c. The Spanish took over land in the Americas by conquering or killing many of the original inhabitants. Under S LAND CLAIMS, draw a conquest symbol ✱.
  - d. The Portuguese established trade colonies along the coasts of Africa and Asia. In the Indian Ocean, write **P TRADE COLONIES**.
  - e. Trade networks controlled by local empires flourished in Africa and Asia. Europeans wanted to buy trade goods more than they wanted to conquer land in these regions. Under P TRADE COLONIES, write **LIMITED ✱**.





## Trade in Africa and Asia

3. The Portuguese were the first Europeans to find a direct sea route to Asia. They established trade colonies in major ports along their routes.
  - a. In Africa, the Portuguese established settlements at Elmina, Luanda, and Mozambique. In the Atlas, on pages 106–107, look at map B. Point to each of these port cities.
  - b. On your Activity Map, mark the locations of Elmina, Luanda, and Mozambique with a **P**.
  - c. In 1510 the Portuguese conquered the Indian city of Goa. They ruled Goa for 450 years. Goa is located at 15°N along the west coast of India. Mark the location of Goa with a **P**.
  - d. Malacca, in present-day Malaysia, was a major trade center before the Portuguese arrived. In 1511 the Portuguese conquered the city and ruled it for nearly 150 years. Just south of present-day Kuala Lumpur, write **P**.
  - e. The Spanish also established a major trade colony in Asia during the 1500s. At present-day Manila in the Philippines, write **S** for Spanish.
4. Even after the Portuguese arrived, most trade in Africa and Asia was still controlled by local traders. The Portuguese took goods and enslaved people out of the regions and sold them in other parts of the world.
  - a. The Portuguese controlled the Atlantic slave trade. On your Activity Map, near Elmina and Luanda, draw slavery symbols .
  - b. Enslaved Africans were sold to Europeans to work in colonies in the Americas. From Elmina to the West Indies and from Luanda to Brazil, draw arrows.
  - c. Africa also had plentiful gold deposits. In Africa, draw a gold symbol .
  - d. The Portuguese used gold from Africa to help pay for fine cotton cloth from India. In India, draw a cloth symbol .
  - e. African gold also paid for spices from Southeast Asia. Near Malacca, draw a spice symbol .
  - f. Trade goods from Africa and Asia were taken back to Europe to be sold. In the Atlas, on pages 106–107, look at map B. With your finger, trace a trade route from Malacca to Portugal.
5. In the 1600s other European countries began to challenge Portugal's control of trade in Asia and Africa.
  - a. In the 1600s the Dutch began to take over Portuguese trade colonies. At Malacca, cross out the **P** and write **D** for Dutch.



- b. By 1650 the Dutch controlled European trade with Asia. In the Atlas, on pages 106–107, look again at map B. With your finger, trace a trade route from the Dutch East Indies to the Netherlands.
- c. By 1770 the British had begun to take over the Atlantic slave trade. At Elmina, cross out the P and write **B** for British.

### Colonies in the Americas





6. During the 1700s, while Spain and Portugal controlled much of South America, the British and the French competed for control in North America. By 1770 most French land claims had been taken over by the British.
  - a. In 1770 the Spanish, British, and Portuguese were the three main colonizers in the Americas. In the Atlas, on pages 106–107, look at map B. With your finger, trace the boundaries of the regions in the Americas controlled by each of these countries.
  - b. On your Activity Map, draw these boundaries. Label them **S**, **B**, or **P**.
  - c. Plantations were large farms that grew only one important crop. Tobacco, coffee, and sugar were major plantation crops in the Americas. On the map in the Atlas, point to the regions where these three crops were grown.
  - d. On your Activity Map, draw tobacco , coffee , and sugar  symbols where each was grown.
  - e. The Americas were rich in natural resources. Major silver deposits were found in present-day Mexico and Peru. In these areas, draw silver symbols .
7. Colonies in the Americas were linked to Europe, Asia, and Africa through trade. Goods were exchanged within different regions of each trade empire.
  - a. Tobacco was shipped from North America to Britain. From British North America to Britain, draw a line.
  - b. Enslaved people from Africa worked on coffee plantations in Brazil. The coffee they grew was sent to Portugal to be sold. From Brazil to Portugal, draw a line.
  - c. The Spanish sent ships filled with silver to Manila each year. The silver was used to buy cotton, spices, and luxury goods. From Callao, Peru (present-day Lima) to the left edge of the map, draw a line. Continue the line from the right edge of the map to Manila.

**Pulling It Together****European Trade Empires**

Use pages 106–107 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 53a–53c to complete the chart below.

Atlas  
Activity Map  
Map Marker

- At the top of each column, write the name of the continent shown.
- Check off whether most colonies on that continent were land claims or trade colonies.
- List the European countries that established colonies on that continent.
- Draw icons for two sources of trade from the continent.

Continent				
Type of Colony	<input type="checkbox"/> Land Claims <input type="checkbox"/> Trade Colonies	<input type="checkbox"/> Land Claims <input type="checkbox"/> Trade Colonies	<input type="checkbox"/> Land Claims <input type="checkbox"/> Trade Colonies	<input type="checkbox"/> Land Claims <input type="checkbox"/> Trade Colonies
Colonizers				
Items Traded				



Goods we use each day are often made in other countries. Look at the labels on three items you are wearing. How did European trade empires of the past influence trade today? Write a paragraph explaining your answer.

# Europeans View the World

By 1600 sea trade had connected much of the world. In this lesson, you'll see how five Europeans viewed other cultures. Use pages 59, 70, 94, and 104 in *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker

1. Europeans visited many empires, kingdoms, and countries in the 1500s and 1600s.
  - a. Turn to the *World Activity Map*.
  - b. Give the Activity Map a title. Across the top of the map, write **EUROPEANS VIEW THE WORLD**.
2. By 1555 the Ottoman Empire had been expanding far into central Europe for almost 200 years.
  - a. In the Atlas, on page 104, look at map B. With your finger, trace the boundaries of the Ottoman Empire in 1683.
  - b. On your Activity Map, draw the boundaries of the empire.
  - c. Label it **OTTOMAN EMPIRE**.
  - d. The Ottomans were Muslim. In the empire, draw an Islam symbol ☪.
3. Hungary was one of the most recently conquered areas of the Ottoman Empire.
  - a. In the Atlas, on page 104, point to the Battle of Mohacs.
  - b. After Mohacs, the Ottomans ruled Hungary. Hungary was dangerously close to the Holy Roman Empire. On your Activity Map, northwest of the Ottoman Empire, in Europe, write **HRE**.
4. Despite conflicts, the Ottomans and Europeans continued to trade and exchange ideas.
  - a. In the Atlas, on page 104, trace trade routes between the Ottoman Empire and Europe.
  - b. Busbecq sent the first tulips to the Netherlands. On your Activity Map, in Turkey, draw a flower symbol 🌷.
  - c. From Turkey to the small country south of the Germany label, draw an arrow.

## Constantinople, Ottoman Empire, 1555

*I happened to notice a number of bits of paper stuck in the walls. . . I asked my Turks what was written on the paper. . . My Turks made no reply, being unwilling to answer my question, either because they were shy of telling me that which I should not credit, or because they did not wish to unfold so mighty a mystery to one outside the pale of their religion. Some time later I learned from my friends among the Turks, that great respect is paid to a piece of paper, because there is a possibility that the name of God may be written on it; and therefore they do not allow the smallest scrap to lie on the ground, but pick it up and stick it quickly in some chink or crack, that it may not be trodden on.*

*Ogier Ghislin de Busbecq<sup>1</sup>*  
diplomat of the Holy Roman Empire

## Kongo, 1566

King Don Bernardo who now reigns over Congo is young and most generous and is not jealous as his predecessors were. . . [They] did not want the King of Portugal to be acquainted with. . . the mines of copper, tin, ivory, and other metals which may be found there. . .

If my lord wishes to ask the King of Congo for copper, this is the time, for he who rules is full of largesse [generosity] and since he desires the friendship of my lord, he will give him all that he asks; for this is his way with all white men here in the Congo.

Antonio Vieira<sup>2</sup>  
diplomat

## Agra, 1591

[Emperor Akbar] is a great patron of learning and always keeps around him erudite men, who are directed to discuss before him philosophy, theology, and religion, and to recount to him the history of great kings and glorious deeds of the past. He has an excellent judgment and a good memory, and has attained to a considerable knowledge of many subjects by means of constant and patient listening to such discussions. Thus he not only makes up for his ignorance of letters (for he is entirely unable either to read or write). . .

Father Antonio Monserrate<sup>3</sup>  
Catholic missionary




5. Kongo, also spelled Congo, traded with Portugal.
  - a. In the Atlas, on page 70, look at map B. With your finger, trace the boundaries of Kongo.
  - b. On your Activity Map, draw those boundaries.
  - c. Label it **KONGO**.
  - d. Portugal shares the Iberian Peninsula with Spain. On the western edge of the peninsula, write **P**.
6. Portuguese traders threatened the stability of Kongo.
  - a. Thousands of people had been kidnapped and sold to the Portuguese slave traders. Next to Kongo, draw a slavery symbol ☹☹.
  - b. King Bernardo killed his brother to become king. To protect his position, Bernardo hoped for Portuguese support. Below KONGO, write **NEEDS HELP**.
  - c. The Portuguese wanted rights to mine copper in Kongo. Under KONGO, draw a copper symbol ⚙.
7. In the 1500s, most of India was ruled by the Mughals.
  - a. On your Activity Map, find India.
  - b. Label it **MUGHAL EMPIRE**.
8. Europeans were anxious to trade with India.
  - a. In India they could buy spices, cotton, and precious stones. In the Mughal Empire, draw spice 🧴 and cotton 🌱 symbols.
  - b. Father Monserrate was a Portuguese Jesuit priest who was called to Akbar's court. There, he tutored one of Akbar's sons. On your Activity Map, near Delhi, draw a tutor symbol 📖.



**Beijing, 1603**

*From ancient times to the present the sovereigns and ministers of [China] have known only that they should pay reverence to Heaven and Earth as if they were reverencing their fathers and mothers. They have therefore employed the ceremonial of state worship to sacrifice to them. . . It is obvious, that the explanation given of the Supreme Ultimate is incorrect.*




Father Matteo Ricci<sup>4</sup>  
Catholic missionary

9. China was ruled by the Ming Dynasty in 1603.
  - a. In the Atlas, turn to page 59. On map D with your finger, trace the boundaries of the Ming Empire.
  - b. On your Activity Map, draw the boundaries of the Ming Empire.
  - c. Label it **MING EMPIRE**.
  - d. Buddhism was the main religion in China at this time. In the empire, draw a Buddhism symbol .
10. Matteo Ricci was an Italian Jesuit priest who used existing Chinese concepts to explain Christianity.
  - a. Ricci was successful in converting a number of Chinese to Catholicism. In the empire, draw a cross .
  - b. At that time Chinese were forbidden to trade with Japan, so Europeans traded instead. In China, draw a silk symbol  and an arrow to Japan.

**New Mexico, 1630**

*All this land is full of great treasures—namely, very rich and properous silver and gold mines. . . I now believe that, all things considered, the mines should be administered only by moderately greedy persons. These administrators should treat the Indians well and pay them for their work, paying close attention from the outset to their rather simple capacities and their lackadaisical work habits.*

Father Alonso de Benavides<sup>5</sup>  
Catholic missionary

11. New Mexico was ruled by Spain in 1630.
  - a. In the Atlas, on page 94, look at map A. With your finger, trace the boundary of Spain's empire in the Americas.
  - b. On your Activity Map, draw the boundaries of the Spanish empire in the Americas.
  - c. Near Mexico, write **NEW SPAIN**.
12. Silver from the Americas made the Spanish wealthy.
  - a. In present-day Mexico, draw a silver symbol .
  - b. Native Americans were often forced to work in the silver mines, despite Spanish laws against it. Next to the silver symbol, write **FORCED LABOR**.
  - c. Since 1519 an estimated 80 percent of Native Americans in the area died from diseases brought by Europeans and from overwork in mines and on plantations. In New Spain, draw a death symbol .
  - d. Spanish priests tried to convert Native Americans to Christianity, sometimes by force. In New Spain, draw a cross .



***Pulling It Together*****Europeans View the World**

Read the five accounts again on Activity Sheets 54a–54c. Think about how the writers felt about the people living in the areas. Then on the map below, fill in the box for each of the locations.

Atlas  
Activity Map  
Map Marker

***Ottoman Empire***

Writer:

Person/people described:

Words used to describe him/them:

***Ming Empire***

Writer:

Person/people described:

Words used to describe him/them:

***New Spain***

Writer:

Person/people described:

Words used to describe him/them:

***Mughal Empire***

Writer:

Person/people described:

Words used to describe him/them:

***Kongo***

Writer:

Person/people described:

Words used to describe him/them:



In the Atlas, look at picture A on page 90 and picture E on page 93. Both of these images show how non-Europeans viewed Europeans. Choose one of these images to analyze. What do you see? What things seem exaggerated? How do you think the artist felt about Europeans?

**From Renaissance to Enlightenment****Historical Issues Today****Should everyone be free to publish anything they want?**

Should a nation have control over the information that is available to its citizens or the information that its citizens share with the world? There are many perspectives on this issue. Use the following two perspectives and additional information from pages 110–111 of the *Nystrom Atlas of World History* to complete the task below.

**Because freedom of the press is indispensable to democratic rule, there should be few—if any—governmental restrictions allowed.**

- The repression of news stories that a government deems “fake news” sets a dangerous precedent. If a “fake” story can be censored, what prevents the censorship of true news?
- Freedom of the press allows people to trust both the media and the government. This is necessary for a democracy to function.
- A free and responsible press protects against tyranny and authoritarian rule. Dictators like Hitler and Stalin, and the present leadership in China and North Korea, understood this. That is why they attempted to control the press.
- Independent journalists keep the government in check. In 1969, investigative journalist Seymour Hersh reported on the massacre of over 500 unarmed civilians by U.S. soldiers in My Lai, Vietnam, during the Vietnam War. The U.S. government had been covering up the massacre for a year in an attempt to avoid international outrage.

**When the media is not behaving responsibly, or when freedom of the press endangers national security, it can and should be restricted.**

- There have always been limits placed on what could be printed or said. For example, the “clear and present danger” test, used in First Amendment freedom of speech cases, allows speech to be limited when it would otherwise endanger others.
- Media should be regulated in the interest of national security or counterterrorism. For example, the European Union is working together with tech companies to stop terrorist groups like ISIS from using the internet to recruit people.
- Where news media is not behaving responsibly, it can spread misinformation. If there are no gatekeepers—no one to force them to correct their mistakes—people will not be able to tell fact from fiction.

Working with a small group, create a scripted debate about this issue.

1. In your own words, write down arguments to support each column. You can add your own ideas in addition to the bullet points provided.
2. Write three questions that a moderator would ask both sides in a debate.
3. Write answers to the three debate questions. Each question will have two answers: one answer representing the perspective in the first column; a second answer representing the perspective in the second column.
4. Perform a scripted debate for the class. Members of the group will represent the two perspectives and the moderator role.



Take notes on the presentations of other groups. For each debate, identify one point that stands out as being the most interesting or compelling, and explain why.

# From Renaissance to Enlightenment

In the last six lessons, you've looked at cultural, economic, and political changes in and around Europe. How much do you remember?

Circle the letter of the correct answer.

1. Look at the map. Which place had the most Renaissance artists?

- a. Holy Roman Empire
- b. Florence
- c. England
- d. Portugal

2. Who did NOT spread Renaissance ideas?

- a. serfs
- b. soldiers
- c. merchants
- d. scholars

3. Which of the following did Leonardo da Vinci do?

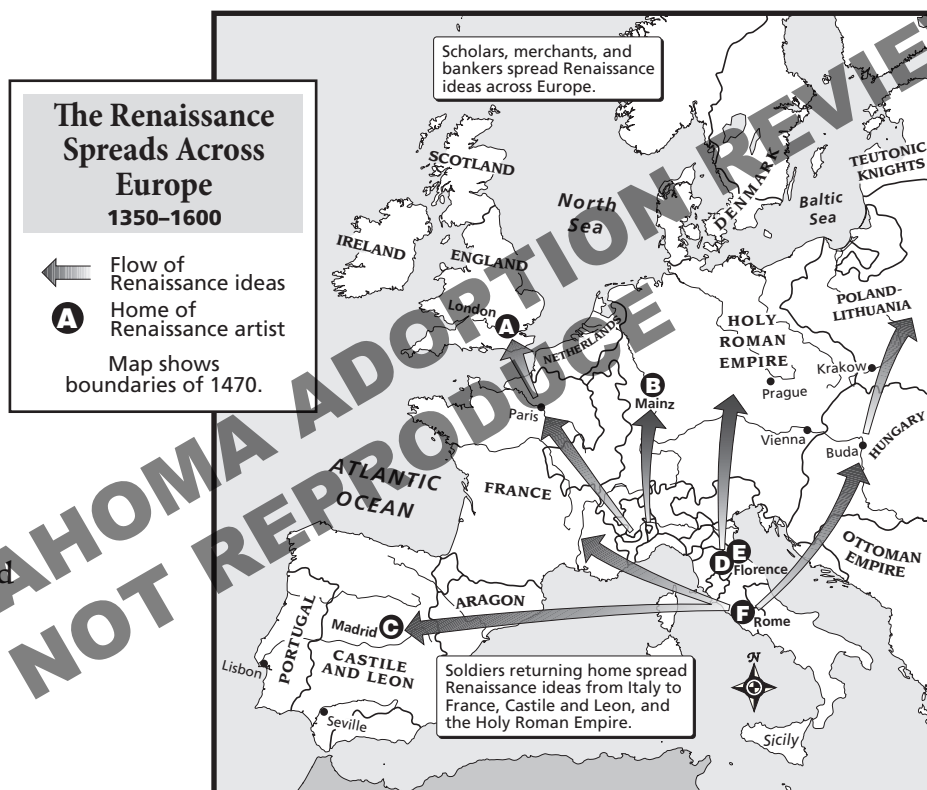
- a. invent printing press
- b. write *Romeo and Juliet*
- c. paint the *Mona Lisa*
- d. write *Don Quixote*

4. Look at the chart. Which was the first Protestant church in Europe?

- a. Lutheran
- b. Calvinist
- c. Eastern Orthodox
- d. Anglican

5. Who founded the Anglican church?

- a. Peter
- b. Martin Luther
- c. Henry VIII
- d. John Calvin



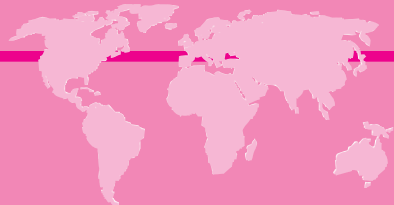
	Church	Began	Key Figure	Leadership
	Roman Catholic	1st century*	Peter	Pope, Cardinals, Bishops
	Eastern Orthodox	1st century*	Peter	Patriarchs and Bishops
PROTESTANT	Lutheran	1530	Martin Luther	Pastors
	Anglican	1534	Henry VIII	King of England
	Calvinist	1536	John Calvin	Elected councils

\*1054 Christianity splits into two churches: Eastern Orthodox and Roman Catholic.

6. What was the Counter Reformation?
- the persecution of Protestants by the Catholic Church
  - the special court that arrested Protestants and put them on trial
  - the movement to reform the Catholic Church led by Martin Luther
  - efforts by the Catholic Church to stop the spread of Protestantism
7. What was one main cause of the decline of the Ottoman Empire?
- The Ottomans did not establish colonies overseas.
  - The Ottoman Empire did not expand after 1400.
  - Many Muslims converted to Christianity during the Reformation.
  - As sea trade became more important, the Ottomans made less money from taxing land trade routes.
8. Which of the following were the main enemies of the Ottomans?
- European Christians and Safavid Persians
  - the Spanish and the Portuguese
  - Western and Northern Europeans
  - the Manchus and the Japanese
9. Which country was the first to control trade in Africa and Asia?
- Spain
  - Portugal
  - England
  - the Netherlands
10. Which of these goods did Europe import from the Americas?
- silk
  - spices
  - sugar
  - enslaved people
11. Which is true about the Mughal Empire?
- It was ruled by King Don Bernardo
  - It was located in present-day China.
  - Europeans set up trading settlements there.
  - Portuguese wanted rights to silver mines there.



Unit 8 looks at events that affected many areas of the world from 1300 to 1800—with a focus on Europe. List three events from that time period. Explain in one or two sentences why you think each is especially important.



# Revolutions and Imperialism

## Unit 9



### Literature Links

Your students might enjoy these books and others about revolutions and imperialism:

#### Revolutions and War

- **Lafayette and the American Revolution** by Russell Freedman
- **George vs. George** by Rosalyn Schanzer
- **Tale of Two Cities** by Charles Dickens
- **Powder Monkey** by Paul Dowswell
- **Toussaint L'Ouverture** by Walter Dean Myers

#### Industrial Revolution

- **Lyddie** by Katherine Paterson

#### Imperialism

- **Shipwrecked! The True Adventures of a Japanese Boy** by Rhoda Blumberg
- **Commodore Perry in the Land of the Shogun** by Rhoda Blumberg
- **Kim** by Rudyard Kipling
- **The Last Princess** by Fay Stanley



### Movie Links

Your students might enjoy watching all or part of the following movies. Preview before showing them to your class.

- **Les Misérables**—French Revolution
- **Breaker Morant**—British imperialism, Boer War
- **Lagaan**—imperialism in India
- **Out of Africa**—imperialism in Africa

### Lessons

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### Cross-Curricular Activities

#### Music Singing a National Anthem

Many national anthems were written during this period, including “The Star Spangled Banner,” “La Marseillaise,” “Deutschland über Alles,” and “Ode to Joy,” the anthem of the European Union. Play a recording and/or sing one of them. Then have students read a translation of the song.


#### Math Calculating Percentage Growth

Have the students determine the percentage growth in populations of London, Paris, and Tokyo (Edo) between 1800 and 1900 using chart C on page 107 and chart D on page 123 of the Atlas. Then have the students graph their results.

#### Drama Presenting a Wax Museum

Have each student choose an important person from this time period, research that person’s life, and write a 1- to 2-minute biography. On the day of the wax museum, have students come dressed as their person and stand like statues around the room. When other students stand in front of them, have students present their biographies.

#### Civics Debating Imperialism

Divide the class in half. Have one half present an argument for imperialism and the other half present an argument against imperialism. After the debate, have students write a reflection on the experience. 



A world map showing the global distribution of the study population. The map is color-coded by region: North America (light blue), South America (dark blue), Europe (light green), Africa (dark green), Asia (light orange), and Australia (dark orange). The legend indicates the following distribution: North America (10%), South America (10%), Europe (10%), Africa (10%), Asia (10%), and Australia (10%).

# Revolutions and Imperialism

List important words, people, or places—and notes about them—in the chart below.

Words	People	Places

Use the space below to answer starred questions from the unit.

AL OKLAHOMA  
DO NOT REI

## Objectives

Students will be able to:

- Preview the unit.
- Use information from an introductory summary to complete activities.


## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 56a–56b, Introducing Unit 9
- ☐ Time Line Folders (from Lesson 3)
- ☐ scissors
- ☐ stapler
- ☐ Optional: Unit 9 Journal (see p. 258)

## Introducing Unit 9

For use with pages 112–125 of The Nystrom Atlas of World History

## Here's a Tip!

- Walk students through each spread on pages 112–125 of the Atlas. Point out a key idea or an interesting map, graph, or photo on each page.
- Make sure that students are aware that the introduction exercise covers two pages. The first page is a written introduction for the material in the unit. An accompanying close-reading activity is on the following page. All answers to the activity can be found in the introduction.
- Have students record their answers to the starred question at the end of each lesson on copies of the *Unit 9 Journal*. Or have students record the answers in their own journals. 

## Answers

Name \_\_\_\_\_

## Revolutions and Imperialism

## Introducing Unit 9

Beginning with the American Revolution and continuing for fifty years, most colonies in the Americas demanded self-rule and became independent of their European colonizers. In Europe, too, demands for democracy led to unrest. A bloody revolution in France gave way not only to a new government but also to the transformation of social and economic structures. This upheaval led to the rise of Napoleon Bonaparte. In a little more than fifteen years, he had conquered much of Europe.

When Napoleon was defeated in 1815, the Congress of Vienna redrew countries' boundaries, giving much more territory to Prussia and Austria. Over the next fifty years, Europe was rocked by revolution, much as the Americas had been. Nationalism emerged as a force, and European nations looked toward Asia, Africa, and the Pacific for new resources, territory, and power. Africa was divided up as European nations engaged in a scramble for African lands. Like the European powers, Japan became an imperialist nation, seizing control of Korea and the islands off the coast of China.

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Mapping World History  
Revolutions and Imperialism

Name \_\_\_\_\_

## Close Reading: Main Idea

Directions: Reread the text and then respond to the instructions below.

1. Put a box around five important words or word groups in the reading that best show its meaning or intent.

*Student answers will vary, but may include colonizers, revolution, independent, territory, power, imperialist.*

2. Write two or three sentences that defend your choices.

*Student answers will vary.*



During the Industrial Revolution, London became the largest city in the world.



In the Atlas, on pages 112–113, look at the Unit 9 time line. Choose six events that you think are important. Add them to your Time Line Folder. Be sure to write them under the correct date and next to the correct region.

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Mapping World History  
Revolutions and Imperialism

☆ Answers will vary.

## Objectives

Students will be able to:

- Identify areas that had revolutions in the late 18th and early 19th centuries.
- Show how revolutions in one location impacted revolutions in other areas.

## Materials

- ❑ The Nystrom Atlas of World History
- ❑ Activity Sheets 57a–57d, Spread of Revolutions
- ❑ Mapping World History Activity Maps
- ❑ Map Markers

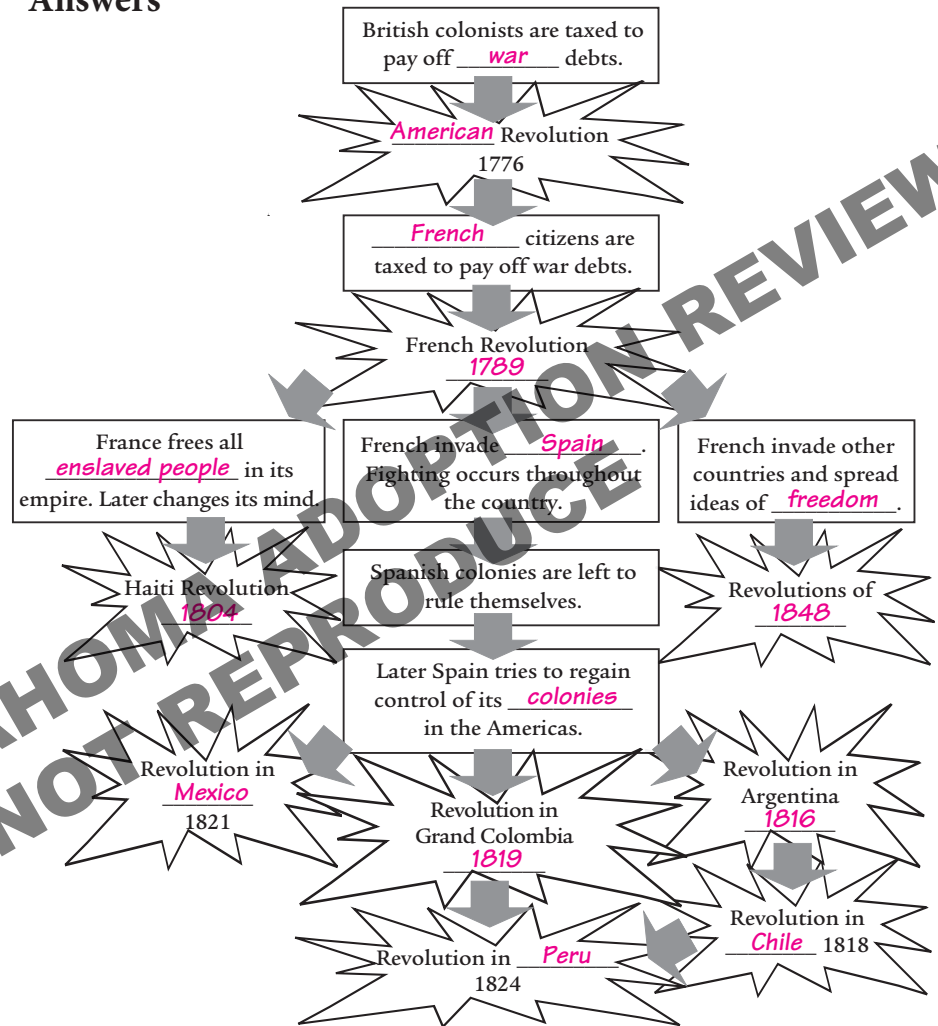
# Spread of Revolutions

For use with pages 112–115 and 119 of The Nystrom Atlas of World History

## Here's a Tip!

- Begin the lesson by reviewing the American Revolution. List all the facts students know on the board.

## Answers



☆ Answers will vary.

## 58

## Objectives

Students will be able to:

- Identify key enemies and allies of Napoleon.
- Map Napoleon's campaigns.

## Materials

- The Nystrom Atlas of World History
- Activity Sheets 58a–58d, *Conquests of Napoleon*
- Mapping World History Activity Maps
- Map Markers

## Conquests of Napoleon

For use with page 115 of The Nystrom Atlas of World History

## Here's a Tip!

- When working on their Activity Maps, remind students to write dates near the country involved. These dates will be used later on Activity Sheet 58d.

## Answers

☆ Answers will vary.

Austria	Britain	Prussia	Russia
1805 A E ★ Austerlitz	1805 A E ★ Trafalgar	1805 A E	1805 A E ★ Austerlitz
1806–1807 A E	1806–1807 A E	1806–1807 A E ★ Jena	1806–1807 A E ★ Friedland
1809 A E ★ Wagram	1809 A E	1809 A E	1809 A E
1812 A E	1812 A E	1812 A E	1812 A E ★ Borodino
1813 A E ★ Leipzig	1813 A E	1813 A E ★ Leipzig	1813 A E Leipzig
	1815 A E ★ Waterloo	1815 A E ★ Waterloo	

## 59

## Objectives

Students will be able to:

- Identify different nationalities within the Austrian Empire.
- Identify the stresses on the empire in the 1800s.

## Materials

- The Nystrom Atlas of World History
- Activity Sheets 59a–59d, *Austrian Empire and Nationalism*
- Mapping World History Activity Maps
- Map Markers
- colored pencils
- scissors
- stapler

## Austrian Empire and Nationalism

For use with pages 118–119 of The Nystrom Atlas of World History

## Special Note

- Each student will need three copies of Activity Sheet 59d.

## Here's a Tip!

- Put together a sample flip booklet to show the class. Follow the instructions on Activity Sheet 59c.
- Have students look up the definition of *nationalism* in the Atlas glossary and in a dictionary. Then write a class definition of the term.

## Here's an Interesting Fact!

- Most nationalities of the Austrian Empire were defined by the native language of the group. Present-day Austria is mostly German speaking.

## Answers

Maps will vary. Check boundaries against pages 115, 118, and 119 of the Atlas.

- ☆ Answers will vary. Advantages to staying are homes and relatives are there, it's familiar, moving is hard work. Advantages to leaving are people will speak your language, you won't be persecuted.

## 60

## Objectives

Students will be able to:

- Describe Japanese society before 1853.
- Describe the effects of Perry's visit and the opening of Japan.

## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 60a–60d, Westernization of Japan
- ☐ Mapping World History Activity Maps
- ☐ Map Markers

## Westernization of Japan

For use with pages 120–123 of The Nystrom Atlas of World History

## Here's a Tip!

- Have the students review Atlas pages 60–61 about Japan before 1853.
- Begin the lesson by having students try to guess the meaning of the word *westernization*. Have them look on their World Activity Map to determine what *the West* might mean to someone living in Japan.

## Answers

**Japan 1641–1853:** Phrases may include: weak emperors; shogun rule; daimyo hostages; oppressed peasants; no Christianity permitted; foreign sailors killed; isolated. Summaries will vary.

**Japan 1853–1867:** Phrases may include: Mathew Perry; open to trade; foreign laws, courts, taxes; unequal treaties. Summaries will vary.

**Japan After 1868:** Phrases may include: Meiji; emperors rule; railroads; modern army and navy; constitution; empire. Summaries will vary.

- ☆ Letters to the editor will vary. Some students may express joy and describe advantages. Others may feel the United States had no right to coerce a foreign government. They also might have concerns about Japanese goods competing with U.S. products.

## 61

## Objectives

Students will be able to:

- Locate and label British colonies in 1900.
- Identify benefits the British gained from their empire.
- Classify colonies by continent.

## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 61a–61d, The British Empire
- ☐ Mapping World History Activity Maps
- ☐ Map Markers

## The British Empire

For use with pages 120, 122, and 124–125 of The Nystrom Atlas of World History

## Here's a Tip!

- This lesson uses several Atlas pages. Have the students put bookmarks in the pages 106–107, 112–113, 120, 122, and 124–125 before they begin the lesson.

## Answers

Answers will vary. Students should list two British colonies and one product for each continent.

**Europe:** Gibraltar, Malta (no products)

**North America:** Canada, Jamaica, or others (sugar, wheat)

**South America:** British Guiana, Falkland Islands (sugar, whale oil)

**Africa:** South Africa, Nigeria, Sudan, or others (coffee, cocoa, gold, diamonds, cotton)

**Australia and Oceania:** Australia, New Zealand, or others (sheep)

**Asia:** India, Burma, Hong Kong, Singapore, Cyprus, Aden, Malaysia, or others (tea, cotton, rubber)

- ☆ Students should complete Activity Sheet 61d for the British Empire today. They should notice that there are still British colonies worldwide, however they are usually small islands.



## 62

## Objectives

Students will be able to:

- *Describe reasons for European imperialism in Africa.*
- *Locate and label African territories claimed by European countries.*

## Materials

- ☐ *The Nystrom Atlas of World History*
- ☐ Activity Sheets 62a–62d, *Imperialism in Africa*
- ☐ *Mapping World History Activity Maps*
- ☐ Map Markers

# Imperialism in Africa

For use with pages 124–125 of The Nystrom Atlas of World History

## Here's a Tip!

- Begin the lesson by explaining that colonization has occurred throughout history since the time of ancient Greece. Ask students to think of other examples of colonization that they have already learned about.

## Answers

**Belgium:** Congo

**Germany:** Tanzania

**Italy:** Eritrea

**France:** Algeria, Chad, Côte d'Ivoire, Madagascar, Mali, Niger

**Great Britain:** Botswana, Egypt, Nigeria, South Africa, Zambia, Zimbabwe

**Portugal:** Angola

**Spain:** Western Sahara

- ☆ Posters will vary. Make sure students come up with at least two reasons for their position either supporting or attacking European imperialism.

## 63

## Objectives

Students will be able to:

- *Analyze an important current issue with the help of historical information in the Atlas.*
- *Organize data graphically.*

## Materials

- ☐ *The Nystrom Atlas of World History*

# Historical Issues Today

For use with pages 126–127 of The Nystrom Atlas of World History

## Here's a Tip!

- Begin the lesson by discussing with students historical examples of how nationalism has had both positive and negative effects. This may include examples of independence movements and cases of persecution against minority groups.

## Answers

- ☆ Answers will vary.

## Unit 9 Review

### Objectives

Students will be able to:

- *Review the unit.*
- *Demonstrate ability to meet unit objectives.*

### Materials

- Activity Sheets a–b, *Revolutions and Imperialism*

# Revolutions and Imperialism

For use with pages 112–125 of The Nystrom Atlas of World History

### Here's a Tip!

- Have students review their Time Line Folders, completed activity sheets, and flip books.
- Suggest that students review pages 112–125 of the Atlas and write any questions they have.

### Answers

- |    |   |    |   |     |   |
|----|---|----|---|-----|---|
| 1. | b | 5. | b | 9.  | a |
| 2. | c | 6. | c | 10. | a |
| 3. | c | 7. | b | 11. | c |
| 4. | b | 8. | d |     |   |

☆ Answers will vary. Students may mention the spread of revolutions in the Americas and France, Napoleon's conquests, European uprisings in 1848, the changing boundaries of Europe, the rise of European imperialism, the westernization of Japan, the colonization of Africa, or other key events from the time period.

***Revolutions and Imperialism*****Introducing Unit 9**

Beginning with the American Revolution and continuing for fifty years, most colonies in the Americas demanded self-rule and became independent of their European colonizers. In Europe, too, demands for democracy led to unrest. A bloody revolution in France gave way not only to a new government but also to the transformation of social and economic structures. This upheaval led to the rise of Napoleon Bonaparte. In a little more than fifteen years, he had conquered much of Europe.

When Napoleon was defeated in 1815, the Congress of Vienna redrew countries' boundaries, giving much more territory to Prussia and Austria. Over the next fifty years, Europe was rocked by revolution, much as the Americas had been. Nationalism emerged as a force, and European nations looked toward Asia, Africa, and the Pacific for new resources, territory, and power. Africa was divided up as European nations engaged in a scramble for African lands. Like the European powers, Japan became an imperialist nation, seizing control of Korea and the islands off the coast of China.

**Close Reading: Main Idea**

**Directions:** Reread the text and then respond to the instructions below.

1. Put a box around five important words or word groups in the reading that best show its meaning or intent.
2. Write two or three sentences that defend your choices.



During the Industrial Revolution, London became the largest city in the world.

- ★ In the Atlas, on pages 112–113, look at the Unit 9 time line. Choose six events that you think are important. Add them to your Time Line Folder. Be sure to write them under the correct date and next to the correct region.

Image source: iStock.com/SHansche

# Spread of Revolutions



57a

From 1775 to 1848 revolutions were fought in the Americas and in Europe. In this lesson, you'll map the links between these revolutions. Use pages 112–115 and 119 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker

1. Spain, Portugal, Great Britain, and France each had colonies in the Americas.
  - a. Turn to the *World Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **SPREAD OF REVOLUTIONS**.
  - c. In the Atlas, on pages 106–107, look at map B. With your finger, outline Spain's settlement regions in the Americas.
  - d. On your Activity Map, draw those same boundaries.
  - e. In present-day Mexico, write **S** for Spain.
  - f. In western South America, write **S**.
  - g. In eastern Brazil, write **P** for Portugal.
2. From 1754 to 1763, European countries fought a war in Europe and in the colonies. This war changed boundaries in the Americas. It also was extremely expensive.
  - a. The British claimed much of present-day Canada. It also claimed the present-day United States to the Mississippi River (except Florida). Along the Mississippi River, draw a line.
  - b. In Canada, write **B** for Britain.





## The American Revolution

3. To help pay off its war debts, Britain began to tax its colonies. Colonists in thirteen of its American colonies protested these taxes.
  - a. Much of this protest centered on Boston, Massachusetts. The American Revolution began in the nearby villages. In the Atlas, on page 112, look at map A. Point to Lexington and Concord.
  - b. The colonists declared their independence in 1776. On your Activity Map, south of New York City, write **★ 1776**.
  - c. The colonists received help from Britain's enemy, France. From France to the United States, draw an arrow.
  - d. The French provided the Americans with money, troops, and ships. Above the arrow, draw a money \$, soldier , and ship  symbol.





- e. Fighting in the thirteen British colonies ended in 1781. In 1783 those colonies gained their independence from Great Britain. South of Canada and east of the Mississippi River, write **US** for United States.

### The French Revolution


4. The American Revolution had a major impact on France.
- Many French soldiers were excited by the American Revolution. They brought the idea of freedom back to France. From the United States to France, draw an arrow. Below it, draw an idea symbol .
  - The Americans also owed France a lot of money. Below the arrow, write **IOU**.
  - France was nearly bankrupt after the American Revolution. Taxes were raised to help pay off the war debt. This led to the French Revolution in 1789. In France, write  **1789**.
5. The French Revolution, like the American Revolution, was dedicated to the ideas of freedom and equality.
- In 1794 the French freed all enslaved people in their empire—including those in its colony of Haiti. A few years later, the law was changed and formerly enslaved people again lost their freedom. In the Atlas, on page 112, on map A, point to Haiti.
  - Haiti is on the west end of Hispaniola. On your Activity Map, above Hispaniola, draw a slavery symbol  and a question mark ?
  - The reenslavement of people in Haiti led to a slave uprising in 1801. Later Haiti won its revolution and became the second independent country in the Americas. Below Hispaniola, write  **1804**.
  - About the same time, France sold its Louisiana Territory to the United States. The U.S. boundary moved to the Rocky Mountains. Along the Rocky Mountains, draw a line.

### Revolutions in Spain's Colonies

6. The French army, under Napoleon, invaded Spain.
- From France to Spain, draw an arrow.
  - Napoleon made his brother king of Spain. Fighting then broke out across the country. In Spain, draw a conflict symbol .
  - Spain's colonies in the Americas were confused about who was in charge. Without leadership from Spain, colonial governments did what they wanted. Along the Pacific coast of the Americas, write **LEFT ALONE**.

7. After Napoleon was defeated in 1815, the Spanish king tried to regain control of his colonies in the Americas. The colonists objected.
- The southernmost colonies rebelled within a year of Napoleon's defeat. Around Buenos Aires, draw a conflict symbol ✱.
  - Armies from Argentina crossed the Andes to support a revolution in Chile. From Buenos Aires to Santiago, draw an arrow.
  - Around Santiago, draw a conflict symbol ✱.
  - A second revolution broke out in modern-day Colombia. North of Bogota, draw a conflict symbol ✱.
  - The Chilean-Argentine army and the Colombian army both headed for Peru. In the Atlas, on page 113, look at map C. With your finger, trace the routes of Bolívar and San Martín.
  - On your Activity Map, from Santiago to Lima and from Bogota to Lima, draw arrows.
  - Colonists also fought for their independence in Middle America. Around Mexico City, draw a conflict symbol ✱.
  - These revolutions ended Spanish rule in most of the Americas. In Middle and South America, cross out each S.
8. When Napoleon invaded the Iberian Peninsula, the Portuguese royal family fled to their colony in Brazil.
- From the Iberian Peninsula to Brazil, draw an arrow.
  - On the arrow, draw a crown .
  - The king of Portugal made Brazil a kingdom. However, the Portuguese parliament wanted to keep Brazil a colony. Angered, the king's son, who was governor of Brazil, declared Brazil independent in 1822. On Brazil, cross out the P and write 1822.

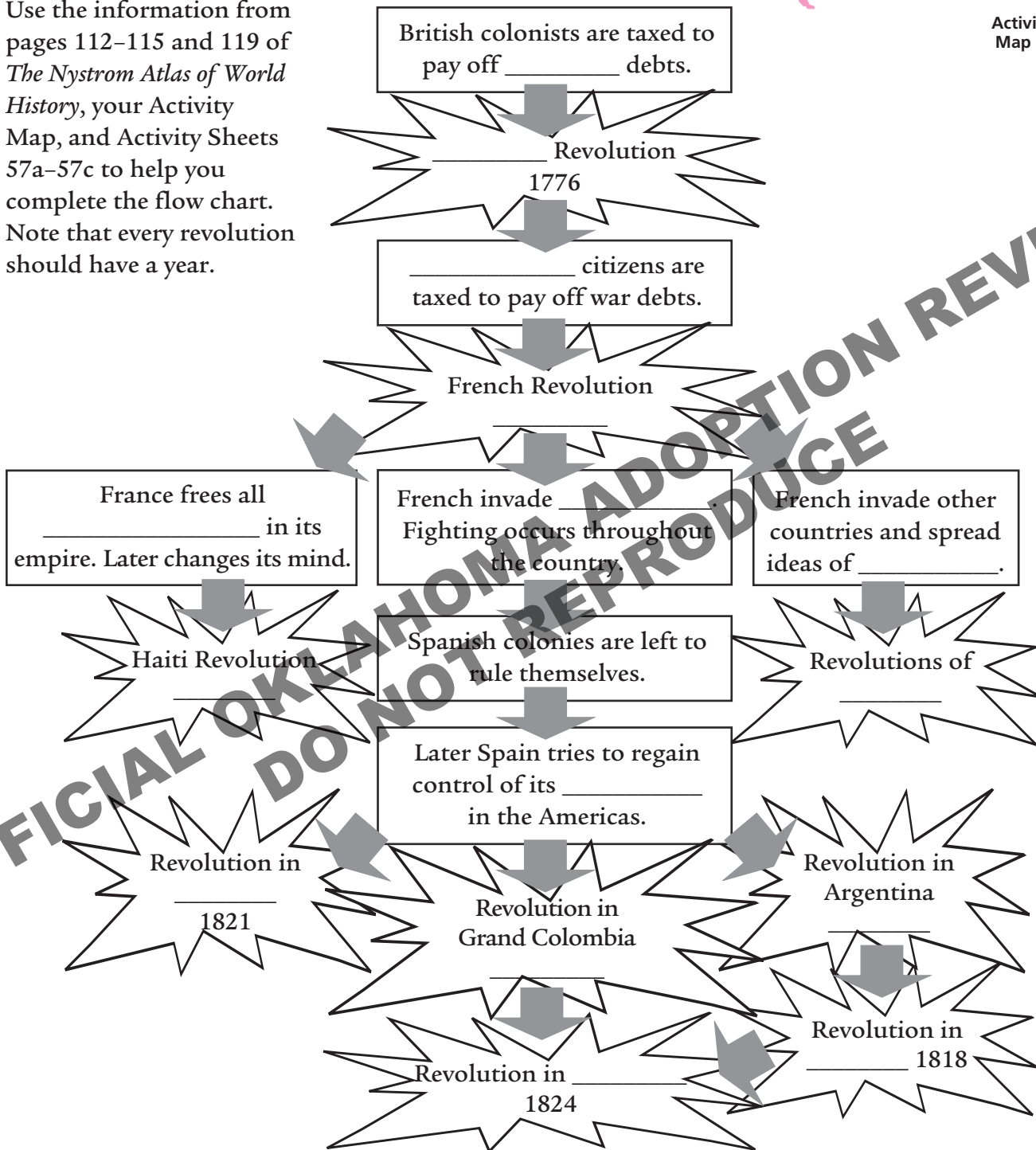
### Other Revolutions in Europe

9. Under Napoleon, the French replaced governments in other countries in Europe.
- From France, draw arrows to present-day Germany, Italy, and Poland.
  - The French spread the ideas of their revolution to those countries. On these arrows from France, draw idea symbols .
  - The ideas of the French Revolution continued to influence many Europeans long after Napoleon. In 1848 most countries in Europe had a revolution. In the Atlas, on page 119, look at time line C. Point to five uprising symbols in 1848.
  - On your Activity Map, in five locations in Europe, write ✱ 1848.

**Pulling It Together****Spread of Revolutions**

Use the information from pages 112–115 and 119 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 57a–57c to help you complete the flow chart. Note that every revolution should have a year.

Atlas  
Activity Map  
Map Marker



Read the six quotes from European philosophers on page 109 of the Atlas. Pick one and write a statement about how it connects to our Declaration of Independence or the Constitution of the United States.

# Conquests of Napoleon

Napoleon Bonaparte reshaped Europe from 1796 to 1815. In this lesson, you will map some of Napoleon's most important campaigns. Use page 115 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker

## Paris, 1799

*The constitution of Year III has perished. It knew not how to protect your rights, or to support itself. . .*

*Frenchmen! the republic thus re-established and replaced in Europe in the rank which she never should have lost, will proceed to realize all the hopes of citizens, and will accompany its glorious destinies.*

*French Consuls Ducos, Bonaparte, and Sieyes<sup>1</sup>*

1. Napoleon became famous in 1796, at age 26, after defeating the northern Italians and Austrians.
  - a. Turn to the *Mediterranean Basin Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **CONQUESTS OF NAPOLEON**.
2. Since the French Revolution began in 1789, control of the government had changed several times. There were four constitutions in six years.
  - a. Napoleon seized control of France in 1799. In northern Africa, write and underline **NAPOLEON**. Below that, write **1799 RULES FRANCE**.
  - b. The French army expanded France's boundaries. Trace the eastern boundaries of the Netherlands, Belgium, Luxembourg, France, Switzerland, and Italy.
  - c. North and west of these lines, write **FRANCE 1800**.
  - d. Spain was an ally (friend) of France. In Spain, write **A** (for ally) **1800**.

## 1805

*His Majesty the Emperor of all the Russias and His Majesty the King of the United Kingdom of Great Britain and Ireland, animated by the desire to secure for Europe the peace. . . [agree] to form a general league of the States of Europe. . . in order to bring the French Government by inclination or by force to assent to the re-establishment of the peace.*

*British-Russian Treaty<sup>2</sup>*

3. In 1804, Napoleon forced the pope to crown him emperor.
  - a. During the ceremony, Napoleon grabbed the crown from the pope and crowned himself. In Africa, below **NAPOLEON**, add **1804 EMPEROR**.
  - b. In 1805 several countries in Europe united against France. In the Atlas, on page 115, look at map E. Read callout 2 and then point to the countries involved.
  - c. On your Activity Map, in the northern Baltic Sea, write and underline **PRUSSIA**. From **PRUSSIA** to the coast of Poland, draw a line.
  - d. Below **PRUSSIA** and the country names of Russia, United Kingdom, Austria, and Sweden, write **E** (for enemy) **1805**.



**Austerlitz, 1805**

*Soldiers. . . You have justified all I expected of your bravery. . . An army of 100,000 men, commanded by the emperors of Russia and Austria, was in less than four hours either beaten or scattered. Those that escaped your steel drowned in the lakes.*

*Napoleon Bonaparte<sup>3</sup>*

**Jena, 1806**

*[The Prussians] now began to have hopes of farther success; but these flattering hopes were not of long continuance; for as the weather began to clear up, they saw a numerous enemy rushing from the neighbouring hills down into the forest of Isserstedt, and overwhelming everything before them. . .*

*In this dreadful moment of such savage slaughter, the whole line of Prussian infantry began to retreat in the greatest confusion.*

*Anonymous Prussian<sup>4</sup>*

4. In 1805, Napoleon moved against his enemies.
  - a. The French and Spanish navies tried to destroy the British fleet. Instead, they were defeated. Near Cadiz, write **★ 1805 TRAFALGAR**.
  - b. Napoleon invaded Austria. From eastern France to Vienna, draw an arrow. Label it **1805**.
  - c. Napoleon crushed the Austrians and Russians at the Battle of Three Emperors in Austerlitz. North of Vienna, draw a battle symbol **★**.

5. Napoleon then attacked his other enemies in Europe.
  - a. In 1806, Napoleon invaded Prussia. From southern Germany to the Czech Republic, draw an arrow. Label it **1806**.
  - b. Prussia was defeated at the Battle of Jena. Northwest of the Czech Republic, draw a battle symbol **★**.
  - c. In 1807, Prussia made peace and became France's ally. Below PRUSSIA, after E 1805, add **-1807**. Below that, write **A 1807**.
  - d. After the Battle of Friedland in 1807, the Russians made peace with France. In Russia, after E 1805, add **-1807**.

6. Peace with Russia did not end Napoleon's wars.
  - a. In 1809, Austria declared war on France. Napoleon defeated Austria at the Battle of Wagram and made Austria an ally. Below AUSTRIA, after E 1805, add **-1809**. Below that, add **A 1809**.
  - b. Napoleon then married an Austrian princess, Marie-Louise. In Africa, below NAPOLEON, add **1810 MARRIES AUSTRIAN PRINCESS**.

7. By 1812, Napoleon controlled large parts of Europe.
  - a. In the Atlas, on page 115, on map E, with your finger, trace all the countries added to the French Empire or allied to France in 1812.
  - b. On your Activity Map, draw those same boundaries.



**Moscow, 1812**

*About midnight [two soldiers] were awakened by an overpowering light. They instantly looked out and saw palaces in flames. . . At length day, a day of dismal ruin, appeared. . .*

*This mighty conquest, for which he [Napoleon] had sacrificed everything. . . he now saw vanishing in air, in a whirlwind of smoke and flames.*

*General Philippe de Ségur<sup>5</sup>*

**Leipzig, 1813**

*The leading [front] line was composed of Saxons [German allies], the rear of French. I gave orders to advance to their support, when what was my horror at seeing the front rank stop at the point the enemy had just quitted, and, turning round, fire straight at the French behind them!*

*Marshal Etienne Macdonald<sup>6</sup>*

**Waterloo, 1815**

*The charge of the French cavalry was gallantly executed; but our well-directed fire brought men and horses down. . . The Duke [of Wellington said], "The battle is mine; and if the Prussians arrive soon, there will be an end of the war."*

*Captain J. H. Gronow<sup>7</sup>*

8. In 1812, Napoleon and his allies, Prussia and Austria, invaded Russia.
  - a. In Russia, under E 1805–1807, add **E 1812**.
  - b. From Krakow to Moscow, draw an arrow. Label it **1812**.
  - c. The Russians destroyed everything the French might need, including the city of Moscow. This was called the "scorched earth policy." Along the arrow in Russia and in Moscow, draw fire symbols ☹.
  - d. Facing a cold Russian winter in a ruined city, Napoleon ordered a retreat. From Moscow to Poland, draw an arrow.
  - e. Disease, hunger, cold, and Russian attacks killed hundreds of thousands of soldiers. Below the retreat arrow, write **MANY DIE**.

9. In 1813, Napoleon returned to France. The Austrians and Prussians realized how weak Napoleon was and declared war, calling on all Germans to help them.
  - a. Under both the PRUSSIA and AUSTRIA headings, add **E 1813**.
  - b. Napoleon attacked, but was defeated at Leipzig. In the Atlas, on page 115, on map E, point to the battle at Leipzig.
  - c. On your Activity Map, southwest of Berlin, write ✨ **1813 LEIPZIG**.
  - d. In 1814, Napoleon was forced into exile on the island of Elba. In Africa, below NAPOLEON, add **1814 EXILE–ELBA**.

10. Napoleon escaped and returned to France in 1815.
  - a. Napoleon was joined by his army. From Marseille to Paris to Belgium, draw an arrow.
  - b. In Belgium, the British and Prussians defeated Napoleon at Waterloo. In Belgium, write ✨ **1815 WATERLOO**.
  - c. Napoleon was exiled again. This time he was sent to St. Helena near western Africa. Below NAPOLEON, add **1815 EXILE–ST. HELENA**.

**Pulling It Together****Conquests of Napoleon**

Napoleon's wars repeatedly rearranged the politics of Europe. His enemies became his allies and his allies became his enemies. Use page 115 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 58a–58c to help you complete this chart. For each year, circle **A** for ally (friend) of France and/or **E** for enemy of France. Also list any battles fought against France.

Atlas  
Activity Map  
Map Marker

**Relationship with France**

Austria	Britain	Prussia	Russia
<b>1805</b> A _____ E _____ ✱	<b>1805</b> A _____ E _____ ✱	<b>1805</b> A _____ E _____ ✱	<b>1805</b> A _____ E _____ ✱
<b>1806–1807</b> A _____ E _____ ✱	<b>1806–1807</b> A _____ E _____ ✱	<b>1806–1807</b> A _____ E _____ ✱	<b>1806–1807</b> A _____ E _____ ✱
<b>1809</b> A _____ E _____ ✱	<b>1809</b> A _____ E _____ ✱	<b>1809</b> A _____ E _____ ✱	<b>1809</b> A _____ E _____ ✱
<b>1812</b> A _____ E _____ ✱	<b>1812</b> A _____ E _____ ✱	<b>1812</b> A _____ E _____ ✱	<b>1812</b> A _____ E _____ ✱
<b>1813</b> A _____ E _____ ✱	<b>1813</b> A _____ E _____ ✱	<b>1813</b> A _____ E _____ ✱	<b>1813</b> A _____ E _____ ✱
	<b>1815</b> A _____ E _____ ✱	<b>1815</b> A _____ E _____ ✱	



Write a few sentences about Napoleon or his accomplishments. ✎

## Revolutions and Imperialism

# Austrian Empire and Nationalism

The Austrian Empire was made up of many different ethnic groups. In this lesson, you will map the stresses that pulled the empire apart. Use pages 118–119 of *The Nystrom Atlas of World History* to help you.

Atlas  
Activity Map  
Map Marker  
colored pencils  
scissors  
stapler

1. The Austrian Empire was ruled by the Hapsburg family. They gained several kingdoms in Central Europe through marriage.
  - a. Turn to the *Mediterranean Basin Activity Map*. Fold the map in half, so just the western half faces up.
  - b. Give your Activity Map a title. Across the top of the map, write **AUSTRIAN EMPIRE AND NATIONALISM**.

### The Austrian Empire

2. The Hapsburgs were a German family who had ruled the Holy Roman Empire. After 1806 their empire became known as the Austrian Empire.
  - a. By 1848, Austria controlled much of Central Europe. Look at Activity Sheet 59d to see the boundaries.
  - b. On your Activity Map, draw the boundaries of the Austrian Empire. Use Activity Sheet 59d to help you. Your boundaries do not have to be exact.
3. Most people in the Austrian Empire did not speak German as their first language. They spoke the language of their ethnic group or nationality.
  - a. In the Atlas, in the glossary, read the definition of *empire*.
  - b. On your Activity Map, label each area in the Austrian Empire with its largest nationality.
    - Next to Vienna, write **G** for Germans.
    - Next to Budapest, write **M** for Magyars.
    - In the present-day Czech Republic, write **CZ** for Czechs.
    - West of Venice, write **I** for Italians.
    - In present-day Slovenia, write **SLO** for Slovenians.
    - In present-day Croatia, write **CR** for Croats.
    - On the southeast boundary of the empire, write **R** for Romanians.
    - In the western Ukraine, write **U** for Ukrainians.
    - Near Krakow, write **P** for Poles.
    - In present-day Slovakia, write **SLA** for Slovaks.

4. People lived in other areas as well. Many Germans, for example, lived in Czech and Hungarian areas. Some nationalities weren't concentrated in any particular area.
  - a. Jews lived throughout the empire. Next to **G**, **M**, **CZ**, **P**, **U**, and **R**, draw a Jewish symbol ☆.
  - b. Roma also lived in the empire. Next to **R** and **M**, write **RO** for Roma.

### Nationalism and Rebellions

5. In the past, in the Austrian Empire, local leaders ruled each area. After 1815 an effort was made to unify the empire.
  - a. New laws created a standard school system. Only German textbooks would be used. The other nationalities were outraged. In the Atlas, on page 119, look at time line C. Point to the uprisings that took place in the Austrian Empire.
  - b. Prince Metternich, chancellor and minister of foreign affairs, tried to put down nationalist movements. He set up a network of spies and imposed strict censorship. In 1848 nationalities throughout the empire rebelled against the new laws. On your Activity Map, near Krakow, Venice, Budapest, and Vienna, draw conflict symbols ✨.
6. The Hungarians demanded their own kingdom. In 1867 the emperor tried to respond to their demands and split the empire into the Austrian Empire and the Kingdom of Hungary. The emperor ruled both. However, Hungary had its own government.
  - a. In the Atlas, on page 119, look at map D. With your finger, trace the boundary between Austria and Hungary.
  - b. On your Activity Map, with a dashed line, draw that same boundary.
  - c. After 1867 the Austrian Empire was called Austria-Hungary. Above the country, write **AUSTRIA-HUNGARY**.
7. Two nationalist movements worked to unite people of a common nationality.
  - a. Some Italians wanted to create a single Italian kingdom. In 1860 and 1866, they invaded Italian areas of the Austrian Empire. From north-western Italy to Venice, draw an arrow.
  - b. Austria lost both battles and also lost Lombardy and Venetia in northern Italy. Draw a line along Italy's northern boundary.
  - c. At the same time, some Germans wanted a German kingdom. In 1866 they launched the Austro-Prussia, or Seven Weeks' War and invaded the empire. From Berlin to Vienna, draw an arrow.

- d. Austria lost this war too. Prussia forced them out of the German Confederation. In the Atlas, on page 118, on map A, with your finger trace the section of the German Confederation in the Austrian Empire.
- 8.** Within Austria-Hungary, nationalist movements continued to grow. Other nationalities wanted to create new countries or join other countries outside the empire.
- a. Many Germans wanted to join the new German Empire. On your Activity Map, from the German area northwest, draw an arrow.
  - b. In 1878, Romania gained its independence from the Ottoman Empire. Romanians in Austria-Hungary wanted to join the new country. From the Romanian area, draw an arrow southeast.
  - c. The Poles wanted to join the Poles in Russia and Germany to make a new Poland. From the Polish area, draw an arrow north.

### Pulling It Together

Use pages 115 and 118–119 in *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 59a–59c to complete a flip book.

- a. For your flip book, you will prepare three maps—for 1812, for 1815, and for 1878.
- b. On each copy of the map on Activity Sheet 59d, in the legend, write the year of the map.
- c. Also add the name of Austria at the time.
- d. Then color the area that was under Austrian control that year.
- e. Cut out the maps along the dashed lines.
- f. Assemble the maps in chronological order.
- g. Staple the left edge of the maps to make a flip book.





***Pulling It Together*****Austrian Empire and Nationalism**

Atlas  
Activity Map  
Map Marker  
colored pencils  
scissors  
stapler



In 1878 many people in Europe were living in countries ruled by other nationalities. They could either move or stay. List one advantage of each choice. Then explain which you would choose if you had to decide whether to move from or stay in your home.

# Westernization of Japan


In the 1850s and 1860s, Japan was transformed from an isolated, traditional society to a modern country. In this lesson, you will see how that change took place. Use pages 120–123 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker





1. From the 1640s to 1850s, Japan cut itself off from the outside world.
  - a. Turn to the *Asia Activity Map*. Fold the map in half, so the eastern side faces up.
  - b. Give the Activity Map a title. Across the top of the map, write **WESTERNIZATION OF JAPAN**.

## Tokugawa Shogunate

2. The Tokugawa family had ruled Japan since 1603. They were shoguns, not emperors.
  - a. In the Atlas, on page 61, look at chart C. Compare the positions of emperor, shogun, and other social groups in Japan.
  - b. The emperor held very little power. He lived in Kyoto. In the Atlas, on page 121, look at map D. Point to Kyoto.
  - c. On your Activity Map, locate Kyoto and draw a capital (★) and an emperor symbol (☰).
  - d. The Tokugawa capital was Edo (now Tokyo). Near Tokyo, draw a capital (★) and a shogun symbol (🏹).
  - e. In Siberia, write and underline **JAPAN 1641–1853**.
  - f. Below that heading, write 🏹 **RULES** and **WEAK** (☰).
  - g. The shoguns also controlled the daimyo or warlords by holding their families hostage in Edo. To your list, add **DAIMYO HOSTAGES**.
  - h. The farmers were taxed heavily and forbidden to leave their land. To your list, add **OPPRESSED PEASANTS**.
3. The shoguns wrote laws to keep foreigners from influencing Japan.
  - a. The shoguns outlawed Christianity. Under JAPAN 1641–1853, write **NO ✝**.
  - b. Foreign sailors who were shipwrecked on Japanese territory were killed automatically. To your list, add **FOREIGN SAILORS KILLED**.
  - c. Japanese sailors who were shipwrecked in Korea or rescued by foreign ships would be killed if they returned to Japan. To your list, add **CANNOT RETURN**.
  - d. Japan was cut off from the world. To your list, add **ISOLATED**.








4. Japan had a very small amount of foreign trade.
  - a. Nagasaki was the only place where Europeans could trade with Japan. Circle the city symbol for Nagasaki.
  - b. The Netherlands was the only European country allowed to trade with Japan. They could send just one ship a year. Near Nagasaki, write 1 .

### Perry's Mission to Japan

5. The United States was interested in trading with Asia.
  - a. In 1853, American warships arrived in Edo. The commander, Matthew Perry, demanded a treaty with Japan. In the Atlas, on page 120, look at picture B and read the caption.
  - b. On your Activity Map, from the Pacific Ocean to Edo, draw an arrow and label it **PERRY**.
  - c. The Japanese could not fight the large American ships and their cannons. The shogun was forced to accept the American treaty. Draw a line through **ISOLATED**.
6. The American treaty opened Japan to trade.
  - a. Japan was forced to allow American ships to trade at the ports of Hakodate and Shimoda. At the southern tip of Hokkaido, draw a ship symbol .
  - b. Ports at Hyogo, Niigata, Yokohama, Nagasaki, and Osaka also opened to Britain, the Netherlands, and Russia. Near Nagasaki, draw another ship symbol .
  - c. In the south, daimyo attacked foreign ships. In response, the British and French bombed the Japanese cities of Shimonoseki and Kagoshima. At the western tips of Honshu and Kyushu, draw conflict symbols .
7. Foreigners had special privileges in Japan.
  - a. On your Activity Map, in China, write and underline **JAPAN 1853–1867**.
  - b. Under that heading, write **OPEN TO TRADE**.
  - c. Foreigners in Japan were not ruled by Japanese law. They followed their own laws. To your list, add **FOREIGN** .
  - d. Japanese who attacked foreigners were tried in foreign courts, not Japanese courts. To your list add **FOREIGN COURTS**.
  - e. Taxes on trade in the port cities were controlled by foreign governments. To your list, add **FOREIGN TAXES**.

- f. These privileges only applied to Europeans and Americans in Japan. Japanese in Europe and the United States had no such privileges. To your list, add **UNEQUAL TREATIES**.

### The Meiji Revolution

8. Most Japanese resented the Europeans and Americans. They also realized that the current shogun did nothing to stop the foreigners from forcing these treaties on Japan.
- Daimyo in the south wanted to change Japan. These men supported the 15-year-old emperor instead of the shogun. South of Japan, write **SUPPORT** .
  - In 1867 the southern daimyo rebelled against the shogun. In the Atlas, on page 121, look at map D. With your finger, trace the route of the rebel troops.
  - On your Activity Map, draw that route.
  - Near Kyoto, the rebel army defeated the shogun's army. Near Kyoto, draw a conflict symbol .
9. The emperor took the name Meiji. His supporters were convinced that Japan had to adopt the Western culture if it was to survive.
- Emperor Meiji announced his modernizing program in 1868. Above Japan, write **MEIJI 1868**.
  - Meiji wanted the Japanese to learn about Western science, technology, and warfare. He sent people to Europe and the United States to study. Draw arrows west and east from Japan.
  - On the Philippines, write and underline **JAPAN AFTER 1868**.
  - Below that date, write  **RULES**.
  - Japan built railroads, formed a modern army and navy, and wrote a constitution. To your list, draw symbols for these technologies and ideas   .
  - With these reforms, Japan was able to eliminate the unequal treaties. Draw a line through **UNEQUAL TREATIES**.
  - Japan also felt that it was entitled to build an empire. In the Atlas, on page 123, look at map C. Point to Japan's new territories.
  - Japanese call their country *Nippon*, or source of the sun. On your Activity Map, on each of Japan's territories, draw a Japanese symbol . (Note that Formosa is now Taiwan.)
  - Below **JAPAN AFTER 1868**, add **EMPIRE**.

Name \_\_\_\_\_



### ***Pulling It Together***

## **Westernization of Japan**

Use pages 120–123 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 60a–60c to help complete the chart below. For each time period, write four words or phrases that describe Japan at that time. Then write a sentence summarizing that period.

Atlas  
Activity Map  
Map Marker

**Japan**  
1641–1853

A large, empty rectangular box for writing notes about Japan from 1641 to 1853.

**Japan**  
1853–1867

A large, empty rectangular box for writing notes about Japan from 1853 to 1867.

**Japan**  
After 1868

A large, empty rectangular box for writing notes about Japan after 1868.

★ Imagine it is 1853 and Commodore Perry has just returned from Japan. How do you feel about his opening trade with Japan? Write a letter to the editor voicing your opinion. ✍️



## Revolutions and Imperialism



# The British Empire

By 1900 the British controlled one-quarter of the world's land. In this lesson, you'll map the British Empire. Use pages 120, 122, and 124–125 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker


1. The United Kingdom, which controlled the British Empire, was not a large country.
  - a. Turn to the *World Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **THE BRITISH EMPIRE**.
  - c. The United Kingdom is located in Europe, on the British Isles. Circle the British Isles.

### The Empire in 1800

2. Like the Spanish and Portuguese, the British wanted to trade with Asia. Their search for a trade route led to colonies in the Americas.
  - a. By 1800, Britain had lost thirteen of its colonies in North America. In the Atlas, on page 112, look at map A. Point to Britain's other colonies.
  - b. British North America (now Canada) was Britain's largest colony in North America. On your Activity Map, outline Canada.
  - c. Britain had several colonies in the Caribbean. One was Jamaica. South of Cuba, circle the largest island.
  - d. In the Atlas, on page 113, look at map C. Point to the British colony in South America.
  - e. On your Activity Map, outline British Guiana (now Guyana).
  - f. Sugar from the Americas was valuable. Jamaica was Britain's main source of sugar. There were also sugar plantations in British Guiana. In the Caribbean Sea, draw a sugar symbol .
  - g. Whale oil was used in lamps in the early 1800s. The British claimed the Falkland Islands off the coast of southeast South America as a supply port for whaling ships. Near the Falkland Islands, draw a whaling symbol .
3. The British also controlled ports along trade routes to Asia.
  - a. In the Atlas, on pages 106–107, look at map B. With your finger, trace a trade route from Great Britain to China, going around Africa.
  - b. On your Activity Map, draw this trade route.
  - c. To control the route around Africa, the British took control of the Dutch colony near Cape Town. In South Africa, circle Cape Town.









- d. The British took control of two main ports in India—Bombay (now Mumbai) and Calcutta (now Kolkata). Circle Bombay and Calcutta.
- e. At that time, the most valuable product from Asia was tea. India was a main source of tea. China also supplied tea. In both India and China, draw a tea symbol ☕.

### Protecting Routes to India

- 4. By the mid 1800s, the British controlled much of South Asia.
  - a. In the Atlas, on page 120, look at map A. With your finger, trace the boundaries of British India (which included Burma).
  - b. On your Activity Map, draw the boundaries of British India.
  - c. Trade with China remained very important. To control the trade route between India and China, the British gained control of Singapore, a small island at the narrowest point of the route. At the southern tip of Malaysia, circle the small island.
  - d. Trade between India and China improved after the British took Hong Kong as a trading post. Circle Hong Kong.
  - e. The British took control of other areas along this route. In the Atlas, on page 122, look at map B. Point to British colonies between Hong Kong and India.
  - f. On your Activity Map, draw the boundaries of those colonies.
- 5. In 1869 the Suez Canal was built in Egypt. This canal connected the Mediterranean Sea with the Red Sea—shortening the journey between the United Kingdom and India by 6,000 miles.
  - a. In the Atlas, on page 124, on map A, point to the Suez Canal.
  - b. On your Activity Map, in that same area, draw a canal symbol . East of the symbol, write **SUEZ CANAL**.
  - c. Egypt was critical to maintaining the route to India. Although Egypt was not officially a colony, the British controlled the Egyptian government and kept soldiers in Egypt. Outline Egypt.
  - d. To protect the Mediterranean route to India, the British established three colonies in the Mediterranean Sea. One was Gibraltar. Circle the southern tip of Spain.
  - e. Another colony was Cyprus. Circle the island just south of Turkey.
  - f. Between Gibraltar and Cyprus, the British ruled Malta. South of Sicily, draw a small circle.
  - g. The British also controlled access to the Red Sea. Circle Aden (now Yemen) at the southern end of the Red Sea.

6. Britain kept the trade routes around Africa secure by controlling several colonies along the coast.
  - a. In the Atlas, on page 125, look at map E. Point to all the British colonies along the coast of Africa.
  - b. On your Activity Map, outline those colonies.
7. The British wanted to build a railroad from Cairo to Cape Town. The railroad was never built, but colonies were conquered along the route.
  - a. In the Atlas, look again at map E. Move your finger from Egypt to South Africa. Point to the British colonies along the route.
  - b. On your Activity Map, draw the boundaries of all the British colonies between Egypt and South Africa.

### Benefits from the Empire

8. By the 1860s, Great Britain was no longer able to feed its population. Food from other parts of the empire was shipped to the British Isles.
  - a. Canada became the main source of wheat for Great Britain. In Canada, draw a wheat symbol .
  - b. Australia was used as a British prison colony until the 1860s. Afterward, Australia and New Zealand became major exporters of sheep. Outline Australia and New Zealand, and then draw sheep symbols  near their labels.
  - c. The route between eastern Australia, where the ports were, and Great Britain was not completely safe. North from Sydney along the coast of eastern and northern Australia, then around western Sumatra to Calcutta, draw a line.
  - d. Protecting this route became important. In the Atlas, on page 122, look at map B. Point to the British colony along this route.
9. Many colonies in the British Empire provided other valuable products.
  - a. Eastern Africa became a major coffee producer. On your Activity Map, in British East Africa (now Kenya), draw a coffee symbol .
  - b. Plantations in western Africa supplied the British with cocoa. In the British colonies in western Africa, draw a chocolate symbol .
  - c. Southern Africa was rich in diamonds and gold. In southern Africa, draw gold  and diamond  symbols.
  - d. India and Egypt became important sources of cotton. In India and Egypt, draw cotton symbols .
  - e. New technologies made rubber a useful product. Southeast Asia was a major source of rubber. In Malaysia, draw a rubber symbol .

Name \_\_\_\_\_

61d

***Pulling It Together***

# The British Empire

Use pages 120, 122, and 124–125 of *The Nystrom Atlas of World History*, Activity Sheets 61a–61c, and your Activity Map to complete the chart below. For each continent, list two of its British colonies and draw a symbol for one product it produced.

Atlas  
Activity Map  
Map Marker

**In Europe**

•

•

**In North America**

•

•

**In Asia**

•

•

**In South America**

•

•

**In Australia and Oceania**

•

•

**In Africa**

•

•

**The British Empire**

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It was once said, “The sun never sets on the British Empire.” Could the same be said about the British Empire today? Use the Atlas to help you complete another copy of the chart above for the United Kingdom today.

# Imperialism in Africa

European imperialism changed the history of Africa. In this lesson you'll identify the reasons for and results of European imperialism in Africa. Use pages 124–125 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker

1. In the early 1800s, Europeans explored and traded in Africa. By the late 1800s, European countries began claiming land in many parts of Africa.
  - a. Turn to the *Africa Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **IMPERIALISM IN AFRICA**.
  - c. On your Activity Map, underline the labels for the following European countries: United Kingdom, Germany, and Belgium (Bel.), France, Portugal, Spain, Italy.

## Causes of European Imperialism in Africa

2. Europeans had three main reasons for claiming land in Africa.
  - a. In the top left corner of your Activity Map, write and underline the word **WHY?**
  - b. Europeans expected to make money from mining and selling African resources such as diamonds, gold, and rubber. Below **WHY?** write **RESOURCES**.
  - c. European countries also wanted to expand their territory. Below **WHY?** add **LAND**.
  - d. These countries also wanted to gain power over their European rivals. Below **WHY?** add **POWER**.
3. Disease had been an obstacle for Europeans claiming land in Africa. Scientific advances helped make European domination of Africa possible.
  - a. On your Activity Map, above the map legend, write and underline **HOW?**
  - b. Europeans discovered that quinine could be used to cure the disease malaria. Below **HOW?** write **MALARIA CURE**.
  - c. An improvement in gun design gave Europeans a major advantage over Africans. Below **HOW?** add **BETTER GUNS**.




4. The invention of a more powerful steam engine in 1825 led to the building of railroads in major African cities. Railroads helped Europeans move people, supplies, and resources throughout Africa.
  - a. On your Activity Map, under HOW? add **RAILROADS**.
  - b. Draw railroad symbols **||||** at the following locations on the map:
    - Casablanca
    - Algiers
    - Cairo
    - Khartoum
    - Mombasa
    - Cape Town
    - Lagos

### Before and After the Scramble for Africa

5. In the 1880s, European countries competed with their rivals for control of territories and resources in Africa.
  - a. In 1875, although some European countries had established colonies in Africa, most of Africa remained under African control. In the Atlas, on page 124, look at map A. Point to the areas under European control.
  - b. In 1830, France took over northern Algeria. On your Activity Map, in northern Algeria, write **F** for France.
  - c. The British wanted control of the Suez Canal, which provided a shorter passage between Europe and Asia. On your Activity Map, along the continental boundary line east of Cairo, draw a canal symbol **||||**.
  - d. In 1882 Great Britain invaded the area that is present-day Egypt and Sudan. In this area, write **GB** for Great Britain.
6. In 1884 representatives of fourteen European countries met to agree on how to divide African lands that Europeans had not yet claimed. After the meeting, these countries sent troops to conquer their land claims.
  - a. European leaders met in Berlin, Germany. Near Germany write **BERLIN CONFERENCE**.
  - b. There were no African leaders present at this meeting. Next to the **BERLIN CONFERENCE**, write **NO AFRICANS**.
  - c. After this meeting, Belgium began to seize territory in Africa. In the Congo, the Belgian ruler forced Africans to leave their villages to gather rubber. In the Atlas, on page 125, look at map E. Point to Belgian territory.
  - d. On your Activity Map, label the territory claimed by Belgium with a **B**.

- e. After 1884, France seized more territory. In the Atlas, on page 125, point to the French territories.
- f. On your Activity Map, label the additional territories claimed by France with an **F**.
- g. Great Britain, Germany, Italy, Portugal, and Spain also took control of additional lands in Africa. In the Atlas, on page 125, point to the British territories.
- h. On your Activity Map, label the territories claimed by Great Britain with a **GB**.
- i. In the Atlas, on page 125, point to the German territories.
- j. On your Activity Map, label Germany's territories with a **G**.
- k. In the Atlas, on page 125, point to the Italian territories.
- l. On your Activity Map, label Italy's territories with an **I**.
- m. In the Atlas, on page 125, point to the Portuguese territories.
- n. On your Activity Map, label Portugal's territories in Africa with a **P**.
- o. In the Atlas, on page 125, point to the Spanish territories.
- p. On your Activity Map, label Spain's territories in Africa with an **S**.

### African Resistance

- 7. By 1914 almost all of Africa was under European control. Many Africans tried to resist the European takeover of their lands. Europeans also came into conflict with each other.
  - a. In the Atlas, on page 125, look at map E again. Find the labels for the major anti-imperial uprisings in Sudan, Ethiopia, and South Africa.
  - b. On your Activity Map, draw a battle symbol  and the date of each of these conflicts at their locations.
- 8. The revolt in Ethiopia, also called Abyssinia, was successful. Ethiopians defeated the Italians. Ethiopia was one of only two independent African states by 1914.
  - a. In the Atlas, on map E, point to Ethiopia. Find the other independent state and point to it.
  - b. On your Activity Map, locate these two states. Next to both states, write **IND** for independent state.

**Pulling It Together****Imperialism in Africa**

Use pages 124–125 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 62a–62c to help you complete the chart below.

Write the name of each present-day African country or territory under the name of the European country that controlled it in 1914.

Atlas  
Activity Map  
Map Marker

**Belgium**

**Germany**

**Italy**

**France**

**Great Britain**

**Portugal**

**Spain**

**Imperialism in Africa**

Algeria	Congo	Madagascar	Nigeria	Western Sahara
Angola	Côte d'Ivoire	Mali	South Africa	Zambia
Botswana	Egypt	Niger	Tanzania	Zimbabwe
Chad	Eritrea			



Imperialism put almost all African states into the hands of European powers. Many believed European imperialism was unjust. Create a poster that supports or attacks European imperialism. On your poster make sure to have at least two reasons for your opinion. ✎

**Revolutions and Imperialism****Historical Issues Today****Should nationalism be embraced?**

Is nationalism a positive or negative force throughout the world? There are many perspectives on this issue. Use the following two perspectives and additional information from pages 126–127 of *The Nystrom Atlas of World History* to complete the task below.

**Nationalism is good for a country because it brings people together around a shared history or shared values.**

- Having pride in one's nation is a good thing. It inspires citizens to take care of the land and people around them and take steps to make their country a better place.
- Nationalism creates a unity that inspires the government to act in the best interest of its citizens and not those outside the country. This is one of the central features of nationalism—that the government has a responsibility, first and foremost, to its citizens. It is in this way that nationalism supports democracy.
- Each nation has its own unique culture, history, values, and language. These important national characteristics should be embraced and preserved.
- Nationalism, and the demand for self-rule, fueled decolonization throughout the twentieth century.

**Nationalism divides people and does not serve the individual country or the global community.**

- Nationalism is inward-looking and exclusionary. It looks toward a believed superiority in culture, religion, ethnicity, or language to justify turning away from the larger international community. This does not support the world's increasing interdependence.
- Nationalism can be used to justify the exclusion of certain groups from the political process. Nationalist laws and policies reflect the needs of a certain group of people, not everyone living in the country. This type of ethnic nationalism is what stripped Jewish Germans of their rights in the 1930s.
- Nationalism has historically led to the deaths of millions of people. World War II, the Holocaust, and the Armenian genocide all have nationalist roots.
- Nationalism, where it is used to separate a country from the global community and economy, is detrimental to all.

1. Choose a side that you agree with more.
2. Create a poster and give it a title or slogan that represents the perspective that you chose.
3. Divide the poster into two parts. On one part, provide an example from the past that supports your perspective. Look through Unit 9 to find information that you can use. On the other part, provide an example from the present that supports your perspective. Your poster can include descriptions and images.
4. Present your poster to the class.



Draw some conclusions about the two examples that you included in the poster. How are they similar? How are they different?

# Revolutions and Imperialism

In the last seven lessons, you've looked at the revolutions in the Americas and France, Napoleon's conquests, nationalism in Europe, the westernization of Japan, the British Empire, and imperialism in Africa. How much do you remember?

Circle the letter of the correct answer.

1. Which was the first country in the Americas to gain its independence?

a. Haiti  
b. United States  
c. Mexico  
d. Brazil

2. Look at the map. During the French Revolution, what was the easternmost city to have an urban uprising?

a. Toulon  
b. Nantes  
c. Strasbourg  
d. Arras

3. Which of the following did NOT happen in 1789?

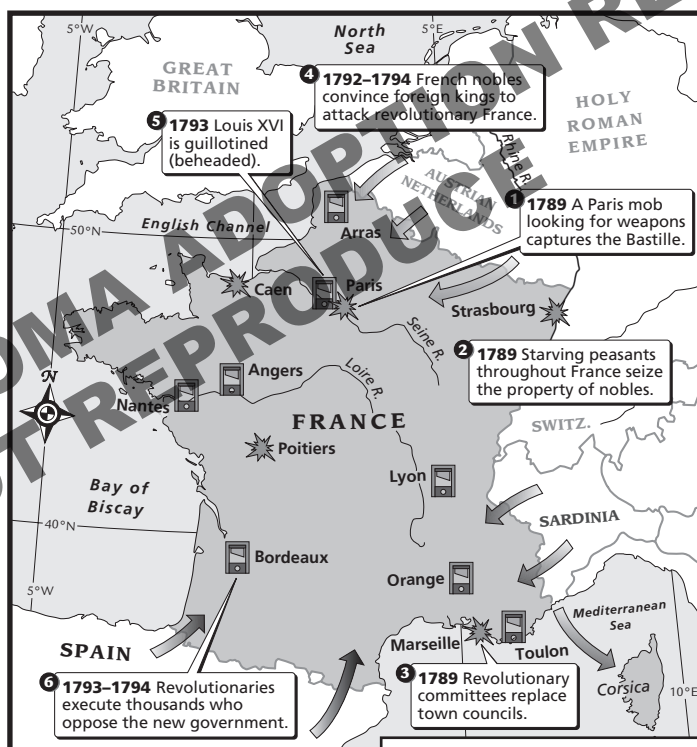
a. Mob captures Bastille.  
b. Peasants seize property.  
c. King Louis XVI is beheaded.  
d. Revolutionary committees take control.

4. Which of the following countries was both an ally and an enemy of Napoleon?

a. United States  
b. Austria  
c. United Kingdom  
d. Russia

5. Where was Napoleon's last battle?

a. Austerlitz  
b. Waterloo  
c. Borodino  
d. Elba






## French Revolution 1789-1794

- ★ Urban uprising
  - ★ Reign of Terror execution, 1793-1794
  - ➔ Foreign invasion
- Map shows boundaries of 1789.



6. Look at the chart. How much did average earnings increase from 1760 to 1850?

a. \$100  
b. \$200  
c. \$300  
d. \$400

	1760	1850
Average annual earnings (in present-day dollars) 	\$2,900	\$3,200
Life expectancy 	34.2 years	39.5 years
Average schooling 	1.4 years	2.7 years

7. How did life expectancy change between 1760 and 1850?
- a. It decreased by about 5 years.  
b. It increased by about 5 years.  
c. It increased by about 10 years.  
d. It remained the same.

8. Which of the following was a problem for the Austrian Empire?

a. English seeking independence  
b. Italians giving territory to the empire  
c. the Ottoman Empire wanting to join the Austrian Empire  
d. uprisings in 1848

9. Which country was the first to force Japan to trade with it?

a. United States  
b. United Kingdom  
c. Russia  
d. France

10. Which of the following was a British colony in Asia?

a. India  
b. Mexico  
c. Australia  
d. South Africa

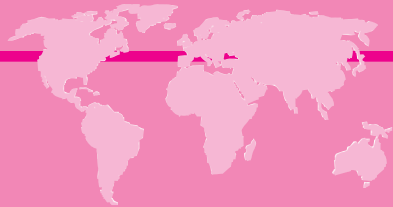
11. Certain scientific advances helped make European domination of Africa possible. Which of the following was NOT one of them.

a. railroads  
b. improved guns  
c. more accurate clocks  
d. a cure for malaria



Unit 9 looks at the world from 1775 to 1914. List three events from that time period. Explain in one or two sentences why you think each is especially important.

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# Twentieth Century and Beyond

## Unit 10



### Literature Links

Your students might enjoy these books and others about world wars, the Cold War, and decolonization:

#### World War I

- **The War to End All Wars** by Russell Freedman
- **Truce** by Jim Murphy

#### World War II

- **Hitler's Youth** by Susan Campbell Bartoletti
- **The Diary of a Young Girl** by Anne Frank
- **Lost Childhood: My Life in a Japanese Prison Camp During World War II** by Annelex Hofstra Layson with Herman J. Viola
- **When My Name Was Keoko** by Linda Sue Park

#### Cold War

- **The Wall: Growing Up Behind the Iron Curtain** by Peter Sis
- **Snow Falling in Spring** by Moying Li

#### New Nations and Conflicts

- **Tasting the Sky: A Palestinian Childhood** by Ibtisam Barakat
- **1968** by Michael T. Kaufman
- **Zlata's Diary** by Zlata Filipovic



### Movie Links

Your students might enjoy watching all or part of the following movies. Preview before showing them to your class.

- **All Quiet on the Western Front**—World War I
- **Lawrence of Arabia**—World War I in Middle East
- **Gandhi**—independence for India
- **Empire of the Sun**—World War II
- **Atomic Café**—Cold War

### Lessons

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### Cross-Curricular Activities

#### Art Creating Wartime Propaganda



The First World War saw the first major use of mass media propaganda. Have students draw a propaganda poster for one of the sides involved in World War I.

#### Critical Thinking Debating the Atomic Bomb



Have students research the issues surrounding the use of the atomic bomb against Japan during World War II. Divide the class into pro and con groups. Then hold a debate on the topic.

#### Writing Composing a Journal



Have students write a journal entry for a young person caught up in war and/or oppression, similar to Anne Frank's or Zlata Filipovic's diary.

#### Civics Examining Current Events



Have students collect newspaper and magazine articles about the Israeli-Palestinian conflict and other important contemporary issues. Have each student write and present a 30-second news story about one of the articles.

A world map with red dots indicating research sites across various continents, including North America, South America, Europe, Africa, Asia, and Australia.

# Twentieth Century and Beyond

List important words, people, or places—and notes about them—in the chart below.

Words	People	Places

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## Objectives

Students will be able to:

- Preview the unit.
- Use information from an introductory summary to complete activities.

## Materials

- ❑ The Nystrom Atlas of World History
- ❑ Activity Sheets 64a–64b, Introducing Unit 10
- ❑ Time Line Folders (from Lesson 3)
- ❑ scissors
- ❑ stapler
- ❑ Optional: Unit 10 Journal (see p. 296)

## Introducing Unit 10

For use with pages 128–143 of The Nystrom Atlas of World History

## Here's a Tip!

- Walk students through each spread on pages 128–143 of the Atlas. Point out a key idea or an interesting map, graph, or photo on each page.
- Make sure that students are aware that the introduction exercise covers two pages. The first page is a written introduction for the material in the unit. An accompanying close-reading activity is on the following page. All answers to the activity can be found in the introduction.
- Have students record their answers to the starred question at the end of each lesson on copies of the *Unit 10 Journal*. Or have students record the answers in their own journals. ✎

## Answers

Name \_\_\_\_\_

Twentieth Century and Beyond

## Introducing Unit 10

In 1914, regional conflicts in Europe ignited World War I. Four years later, 10 million people were dead, more than from any previous war. New countries were created in Europe. Dictators rose to power in Russia, Germany, and Italy. In these dictatorships, there were virtually no individual freedoms, economic and social relationships were tightly regulated, and minorities were persecuted or killed. Conflict and invasion soon led to World War II, which killed 51 million people, many of whom were civilians.

After World War II, the world moved into the Cold War, an economic and power contest between the United States and Soviet Union. It was made even more terrifying by the development of nuclear weapons and armed conflicts in China, North Korea, and Vietnam. Calls for independence swept through Africa, Asia, and the Pacific. A second wave swept through Eastern Europe in 1990, followed by the breakup of the Soviet Union.

The Middle East has seen almost continuous conflict, made worse by security threats, the need for oil, and the rise of fundamentalist religious sects. Terrorism, genocide, and war continue to plague the world. But there are glimmers of hope too, as nations have come together to foster economic growth, protect the environment, and promote health and nutrition.

Name \_\_\_\_\_

Close Reading: Summarizing

Directions: In your own words, summarize the most important points of the reading in 2–3 sentences.

*Student answers will vary.*



Countries are investing in clean energy sources—such as wind and solar power—to combat climate change.



In the Atlas, on pages 128–129, look at the Unit 10 time line. Choose six events that you think are important. Add them to your Time Line Folder. Be sure to write them under the correct date and next to the correct region.

☆ Answers will vary.



## 65

## Objectives

Students will be able to:

- Identify non-European countries that played an important role in World War I.
- Map campaigns outside of Europe.

## Materials

- The Nystrom Atlas of World History
- Activity Sheets 65a–65d, World War I Beyond Europe
- Mapping World History Activity Maps
- Map Markers

## World War I Beyond Europe

For use with page 128–129 of The Nystrom Atlas of World History

## Here's a Tip!

- Remind students of European possessions beyond Europe. Have them look at pages 122 and 125 of the Atlas.

## Answers

☆ Answers will vary.

India	United States	Australia
What side was it on? <input type="checkbox"/> Central Powers <input checked="" type="checkbox"/> Allies	What side was it on? <input type="checkbox"/> Central Powers <input checked="" type="checkbox"/> Allies	What side was it on? <input type="checkbox"/> Central Powers <input checked="" type="checkbox"/> Allies
How did it help? <i>troops</i>	How did it help? <i>money, food, troops, brought other countries</i>	How did it help? <i>troops, food, invaded German colonies</i>
South Africa	Role in World War I	Japan
What side was it on? <input type="checkbox"/> Central Powers <input checked="" type="checkbox"/> Allies		What side was it on? <input type="checkbox"/> Central Powers <input checked="" type="checkbox"/> Allies
How did it help? <i>troops, invaded German colony</i>		How did it help? <i>troops, brought other countries, invaded German colony</i>
Argentina	Ottoman Empire	Dutch East Indies
What side was it on? <input type="checkbox"/> Central Powers <input checked="" type="checkbox"/> Allies	What side was it on? <input checked="" type="checkbox"/> Central Powers <input type="checkbox"/> Allies	What side was it on? <input type="checkbox"/> Central Powers <input checked="" type="checkbox"/> Allies
How did it help? <i>food</i>	How did it help? <i>blockade, threatened Suez Canal</i>	How did it help? <i>oil</i>

## 66

## Objectives

Students will be able to:

- Describe conditions in Soviet Gulag camps.
- Map events during the Nazi Holocaust.
- Compare the Soviet Gulag and Nazi Holocaust.

## Materials

- The Nystrom Atlas of World History
- Activity Sheets 66a–66d, Gulag and Holocaust
- Mapping World History Activity Maps
- Map Markers

## Gulag and Holocaust

For use with pages 130–133 of The Nystrom Atlas of World History

## Answers

Soviet Gulag		Nazi Holocaust
Soviet Union	Sponsor	Germany
Joseph Stalin	Ruler	Adolf Hitler
1929–1953	Years	1938–1945
24 years	Length	7 years
peasants, priests, doctors, soldiers, anticommunists, communists	Targets	Jews, Roma, disabled, Russians, Poles, Jehovah's Witnesses
Soviet Union	Countries	Germany, Poland, France, Belgium, Netherlands, Romania, Hungary, Italy, Soviet Union
20 million	Deaths	15 million

☆ Answers will vary. Students may argue that people must have known what was happening at camps near their homes or that security was tight and the camps were kept secret from the people.

## 67

## Objectives

Students will be able to:

- Identify the territory under Japanese control in 1942.
- Use a map scale to measure distances.
- Map the Allied campaign from Australia to Japan.

## Materials

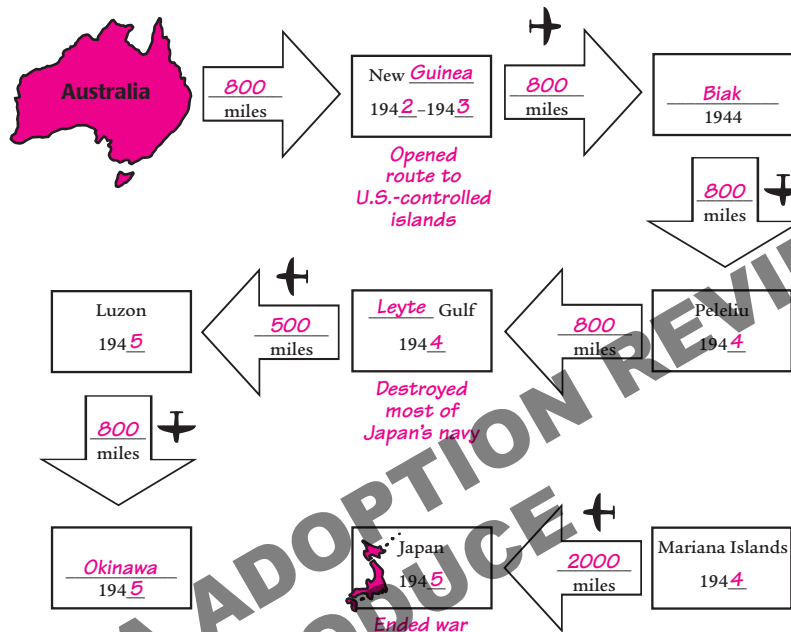
- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 67a–67d, *World War II in the Pacific*
- ☐ Mapping World History Activity Maps
- ☐ Map Markers

## World War II in the Pacific

For use with pages 132–133 of The Nystrom Atlas of World History

## Answers

- ☆ Maps will vary. Students should draw one of the routes shown in the Atlas and add aircraft carrier symbols between islands more than 800 miles apart.



## 68

## Objectives

Students will be able to:

- Map wars and political boundaries in the Middle East.
- Identify changes in the Middle East over time.

## Materials

- ☐ The Nystrom Atlas of World History
- ☐ Activity Sheets 68a–68d, *Israel and the Middle East*
- ☐ Mapping World History Activity Maps
- ☐ Map Markers
- ☐ colored pencils
- ☐ scissors
- ☐ stapler

## Israel and the Middle East

For use with pages 129 and 140 of The Nystrom Atlas of World History

## Special Note

- Each student will need five copies of Activity Sheet 68d.

## Here's a Tip!

- Put together a sample flip booklet to show the class.

## Here's an Interesting Fact!

- Jerusalem is a sacred city to Jews, Christians, and Muslims.
- The West Bank is slightly larger than the state of Delaware.

## Answers

Maps Answers will vary. Be sure that a date and title appear on each map.  
Map colors: Arabs control all land on the map except:

1920 Jewish: none; Arab: none

1948–1949 Jewish: Israel only

1967 Jewish: Israel, West Bank, Gaza, Sinai, Golan Heights

1975–1994 Jewish: Israel, West Bank, Gaza, Golan Heights

1994–Present Jewish: Israel, part of West Bank, Golan Heights

- ☆ Students should add one or more current conflicts or agreements to their 1994–Present map.

## 69

## Objectives

Students will be able to:

- Map the end of communist governments in most of the world.
- Identify major conflicts around the world.
- Identify colonies that gained their independence after 1960.
- Contrast the world in 1960 and today.

## Materials

- The Nystrom Atlas of World History
- Activity Sheets 69a–69d, *World in 1960 and Today*
- Mapping World History Activity Maps
- Map Markers

## World in 1960 and Today




For use with pages 134–135, 138–139, and 143 of The Nystrom Atlas of World History

## Here's a Tip!

- Divide the class into seven groups. Give each group two Activity Maps. Have each group decide who will map 1960 and who will map today.

## Answers

Answers will vary. Students should not be expected to list every country in each category.

	1960	Today
 Communist countries	Soviet Union, East Germany, Czechoslovakia, Yugoslavia, see pages 134–135 for others	China, Vietnam, North Korea, Laos, Cuba
 Countries with wars or terrorism	Vietnam, Cuba, see page 135 for others	United States, see page 143 for others
 Colonies or territories under foreign rule	see pages 138–139	Western Sahara, Greenland, New Caledonia, French Guiana, Puerto Rico, Canary Islands, see pages 138–139 for others

- ☆ Each student should bring in a news story describing a political change in the world today.

## 70

## Objectives

Students will be able to:

- Analyze an important current issue with the help of historical information in the Atlas.
- Classify and categorize perspectives related to the issue.

## Materials

- The Nystrom Atlas of World History

## Historical Issues Today

For use with pages 144–145 of The Nystrom Atlas of World History

## Here's a Tip!

- Begin the lesson by discussing with students the formation of the United Nations. Have students talk about the reasons for forming such an organization, as well as its structure and the challenges it faces.

## Answers

- ☆ Answers will vary.

# Unit 10 Review

## Objectives

Students will be able to:

- *Review the unit.*
- *Demonstrate ability to meet unit objectives.*

## Materials

- Activity Sheets a–b, *Twentieth Century and Beyond*

# Twentieth Century and Beyond

For use with pages 128–143 of The Nystrom Atlas of World History

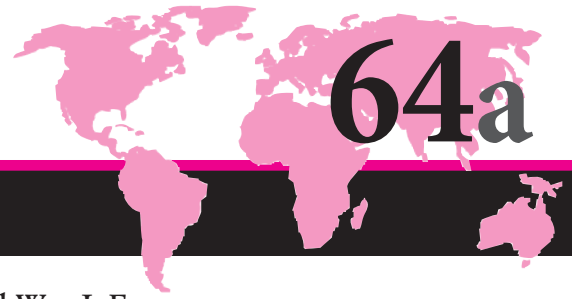
## Here's a Tip!

- Have students review their Time Line Folders, completed activity sheets, and flip books.
- Suggest that students review pages 128–143 of the Atlas and write any questions they have.

## Answers

- |      |      |       |
|------|------|-------|
| 1. c | 5. c | 9. c  |
| 2. c | 6. b | 10. d |
| 3. b | 7. c | 11. b |
| 4. a | 8. d |       |

☆ Answers will vary. Students may mention World War I, the Russian Revolution, gulags, the Holocaust, World War II, the Chinese Revolution, the Cold War, decolonization, the fall of communism, Middle East conflicts, or other key events from the time period.

**Twentieth Century and Beyond****Introducing Unit 10**

In 1914, regional conflicts in Europe ignited World War I. Four years later, 10 million people were dead, more than from any previous war. New countries were created in Europe. Dictators rose to power in Russia, Germany, and Italy. In these dictatorships, there were virtually no individual freedoms, economic and social relationships were tightly regulated, and minorities were persecuted or killed. Conflict and invasion soon led to World War II, which killed 51 million people, many of whom were civilians.

After World War II, the world moved into the Cold War, an economic and power contest between the United States and Soviet Union. It was made even more terrifying by the development of nuclear weapons and armed conflicts in China, North Korea, and Vietnam. Calls for independence swept through Africa, Asia, and the Pacific. A second wave swept through Eastern Europe in 1990, followed by the breakup of the Soviet Union.

The Middle East has seen almost continuous conflict, made worse by security threats, the need for oil, and the rise of fundamentalist religious sects. Terrorism, genocide, and war continue to plague the world. But there are glimmers of hope too, as nations have come together to foster economic growth, protect the environment, and promote health and nutrition.



**Close Reading: Summarizing**

**Directions:** In your own words, summarize the most important points of the reading in 2–3 sentences.



Countries are investing in clean energy sources—such as wind and solar power—to combat climate change.



In the Atlas, on pages 128–129, look at the Unit 10 time line. Choose six events that you think are important. Add them to your Time Line Folder. Be sure to write them under the correct date and next to the correct region.

# World War I Beyond Europe

65a

World War I had an impact on the entire world. In this lesson, you will identify some ways that countries and colonies outside of Europe were affected. Use pages 128–129 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker





1. World War I was fought from 1914 to 1918 between the Central Powers and the Allies.
  - a. Turn to the *World Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **WORLD WAR I BEYOND EUROPE**.
  - c. The Central Powers included Germany, Austria-Hungary, and the Ottoman Empire. In the Atlas, on page 128, look at map A. Point to the Central Powers countries.
  - d. On your Activity Map, on Germany, Austria (southeast of Germany), and Turkey, write **CP** for Central Powers.
  - e. The Allies included the United Kingdom, France, and Russia. In the Atlas, on map A, point to the Allied countries.
  - f. On your Activity Map, on the United Kingdom, France, and Russia, write **A** for Allies.
  - g. Most of the major battles of the war were fought in Europe. On the locator map at the bottom of your Activity Map, around Europe, draw a large battle symbol ✪.

## Help from the Empires


2. Many countries involved in World War I had overseas colonies. These colonies often were very useful during the war.
  - a. Troops from current and former British colonies fought in Europe, the Pacific, and the Middle East. In Canada, India, Australia, New Zealand, and South Africa, draw a troops symbol ⚔ and write **A**.
  - b. French colonies also sent soldiers to fight in France. In Senegal, Morocco, and Algeria, draw a troops symbol ⚔ and write **A**.
3. Some colonies and former colonies also sent supplies.
  - a. Canada and Australia provided food for the Allies. In Canada and Australia, draw a food symbol 🍌.
  - b. The British colony of Malaya (now Malaysia) supplied oil to run planes and tanks. In Malaysia, draw an oil symbol 🛢 and write an **A**.

4. Germany also had overseas colonies.
  - a. In the Atlas, on page 125, look at map E. Point to the German colonies in Africa.
  - b. On your Activity Map, in Cameroon, German Southwest Africa (now Namibia), and German East Africa (now Tanzania), write **CP**.
  - c. Germany had colonies in the Pacific too. In the Atlas, on page 122, look at map B. Point to the German colonies.
  - d. On your Activity Map, in northeastern New Guinea, write **CP**.

### Help from Other Countries


5. Independent countries outside Europe also participated in World War I.
  - a. Japan had been an ally of the British. When the United Kingdom entered the war, Japan declared war on Germany too. Japanese troops fought in Europe and the Pacific. On Japan, draw a  and write **A**.
  - b. Japan pressured two other countries to support the Allies. However, they did not supply troops. On China and Thailand, write **A**.
6. Neutral countries stayed out of the war. However, they often played an important part in the war effort.
  - a. During the first half of the war, the United States remained neutral. On the United States, write **N** for neutral.
  - b. The United States sold food and lent money to the Allies. On the United States, draw food  and money \$ symbols.
  - c. The Netherlands also remained neutral during the war. The Allies bought oil from their colony, the Dutch East Indies (now Indonesia). In Indonesia, draw an oil symbol  and write **N**.
  - d. Argentina supplied the United Kingdom with food. In Argentina, draw a food symbol  and write **N**.

### Allied and Central Power Blockades

7. The British set up a blockade to keep supplies from reaching Germany. This blockade was located in the North Sea. Between the United Kingdom and Norway, draw a ship symbol  and label it **A**.
8. Germany was cut off from its colonies in Africa and Asia by the Allied blockade. These colonies were soon easy targets for Allied takeovers.
  - a. Japan, Australia, and New Zealand invaded German colonies in the Pacific. From Japan, Australia, and New Zealand to the German colony on New Guinea, draw arrows.

- b. The French and British troops and colonial forces attacked German colonies in Africa. From Chad to Cameroon and from South Africa to Namibia, draw arrows.
  - c. For two years, colonial troops in German East Africa battled for control. In Tanzania, draw a battle symbol ✱.
9. In western Asia, the Ottoman Empire threatened to capture the Suez Canal and also to blockade Russia's access to the Mediterranean Sea.
- a. British colonial troops were sent to protect the Suez Canal. From Australia, New Zealand, and India to Egypt, draw arrows.
  - b. Troops from Australia and New Zealand also were sent from Egypt to capture Istanbul and break the blockade of southern Russia. From Egypt to Istanbul, draw an arrow.
  - c. The Ottomans fought back at Gallipoli. South of Istanbul, draw a battle symbol ✱.
10. The Germans tried to keep supplies from reaching Britain and France.
- a. The Germans used submarines that could sneak past the Allied blockade. West of Ireland, draw a submarine  and label it CP.
  - b. German submarines sank Allied and neutral supply ships and passenger ships without warning. Next to the submarine symbol, draw a sinking ship symbol .

### American Involvement in the War

11. Angered by the German sinking of a British passenger ship, the *Lusitania*, the United States threatened to enter the war.
- a. Germany looked for an ally in the Americas—Mexico. In a message known as the Zimmermann Note, Germany promised to help Mexico regain its former territory in the southwest United States if it became an ally of Germany. On Mexico, write CP?
  - b. Mexico was fighting its own civil war, so it refused Germany's offer. On Mexico, cross out CP?
12. The Zimmermann Note and German submarine attacks on U.S. ships angered the United States. In 1917 the United States joined the Allies.
- a. On the United States, cross out N and write A.
  - b. The United States sent troops to Europe. On the United States, draw a troops symbol .
  - c. The United States convinced several Latin American countries to join the Allies. On Cuba, Guatemala, Nicaragua, Panama, Brazil, Bolivia, and Peru, write A.

**Pulling It Together****World War I Beyond Europe**

Use pages 128–129 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 65a–65c to help you complete the chart below.

Atlas  
Activity Map  
Map Marker

- For each country, check the side of the war it was on.
- Then list the type of help it gave (such as troops, food, money, oil).

**India**

What side was it on?

- ☐ Central Powers  
☐ Allies  
☐ Neutral

How did it help?

**United States**

What side was it on?

- ☐ Central Powers  
☐ Allies  
☐ Neutral

How did it help?

**Australia**

What side was it on?

- ☐ Central Powers  
☐ Allies  
☐ Neutral

How did it help?

**South Africa**

What side was it on?

- ☐ Central Powers  
☐ Allies  
☐ Neutral

How did it help?

**Role in  
World War I**

**Japan**

What side was it on?

- ☐ Central Powers  
☐ Allies  
☐ Neutral

How did it help?

**Argentina**

What side was it on?

- ☐ Central Powers  
☐ Allies  
☐ Neutral

How did it help?

**Ottoman Empire**

What side was it on?

- ☐ Central Powers  
☐ Allies  
☐ Neutral

How did it help?

**Dutch East Indies**

What side was it on?

- ☐ Central Powers  
☐ Allies  
☐ Neutral

How did it help?



Outline a brief peace treaty that you consider fair to all sides. Include at least three different points that address some of the problems that led to the outbreak of World War I. Mention some of the participating nations by name.



# Gulag and Holocaust

66a

The 1930s and 1940s were some of most brutal years in history. In this lesson, you'll learn about the genocide that took place in the Soviet Union and Nazi Germany. Use pages 130–133 of *The Nystrom Atlas of World History* to help you complete this activity.


Atlas  
Activity Map  
Map Marker

## Moscow, 1930

*Either we vanquish and crush them, the exploiters, or they will vanquish and crush us, the workers and peasants of the U.S.S.R.—that is how the question stands, comrades.*

Joseph Stalin<sup>1</sup>

Secretary-General of Communist Party

1. Joseph Stalin of the Soviet Union (also called the USSR) and Adolf Hitler of Germany each ordered the murder of millions of their own people.
  - a. Turn to the *Mediterranean Basin Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **GULAG AND HOLOCAUST**.
2. In 1929, Stalin became ruler of the Soviet Union.
  - a. In the Atlas, on page 131, look at map C. With your finger, trace the western boundary of the Soviet Union.
  - b. On your Activity Map, along the eastern boundary of Estonia south to Romania and then southeast to the Black Sea, draw a line.
  - c. East of the boundary, near the top of the map, write **SOVIET UNION**.
3. Stalin ordered his enemies sent to the Gulag. Gulag is the Russian abbreviation for “labor camp administration.” Stalin saw enemies everywhere.
  - a. Anywhere in the Soviet Union, draw five dots.
  - b. Gulag camps were everywhere. No matter where you drew a dot, a labor camp was nearby. On each dot, draw a prison symbol .
  - c. Prisoners were sent to the camps from throughout the Soviet Union. From anywhere in the Soviet Union to the labor camps you mapped, draw arrows.
  - d. In the Arabian Sea, write and underline **SOVIET GULAGS**.
  - e. Below **SOVIET GULAG**, list Stalin’s enemies: **PEASANTS, PRIESTS, DOCTORS, SOLDIERS, ANTICOMMUNISTS, COMMUNISTS**.

## Moscow, 1956

*Stalin originated the concept “enemy of the people.” . . . This term made possible the usage of the most cruel repression. . . Mass arrests and deportations of many thousands of people, execution without trial, and without normal investigation created conditions of insecurity, fear, and even desperation.*

Nikita Khrushchev<sup>2</sup>

First Secretary of Communist Party

**Khimki, 1948**




*Those who were sent to work on the Volga Canal, even just beyond Khimki [near Moscow], were unloaded before there was a camp, tipped out on the ground as soon as the hydrographic survey was completed, and told to start swinging picks and wheeling barrows. . . There was no bread. They had to build their earth houses in their spare time.*

Alexander Solzhenitsyn<sup>3</sup>  
Gulag inmate

**Berlin, 1939**

*If the Jewish financiers in and outside of Europe should succeed in plunging the nations once more into a world war, then the result will not be. . . the victory of Jewry, but the annihilation of the Jewish race in Europe!*

Adolf Hitler<sup>4</sup>  
Chancellor of Germany

4. All prisoners had to work, usually doing physical labor. They worked 10 to 15 hours a day, seven days a week.
  - a. Gulag camps were often in the dry desert or freezing Arctic. In a shrub or desert region in the Soviet Union, draw another prison symbol . Beside it, write **HOSTILE CLIMATE**.
  - b. Prisoners built railroads, dams, and power stations. One Gulag project was the Moscow-Volga Canal. From Moscow north to the Volga River, draw a canal symbol .
  - c. Prisoners received their entire ration of bread if their work team completed its task for the day. If they didn't, the entire team got less. Neither amount kept prisoners alive for long. Next to the canal, write **LITTLE FOOD**.
  - d. Estimates are that 20 million people died in the camps or were killed by the Soviet government during Stalin's rule. Below SOVIET GULAG, write **1929-1953** and **20 MILLION KILLED**.
5. Adolf Hitler and his Nazi Party blamed the Jews for Germany's problems. When he took power in 1933, laws were passed banning Jews from most jobs and from marrying other Germans. When World War II began in 1939, the Nazis increased their persecution of Jews.
  - a. In the Atlantic Ocean, write and underline **NAZI HOLOCAUST**.
  - b. Poland had one of the largest Jewish communities in Europe. The Nazis forced Jews in Poland to move to small neighborhoods called *ghettos*. Disease and hunger killed thousands. In northern Poland, write **GHETTOS**.
  - c. Jews from Germany and Nazi-occupied Western Europe were sent to Poland. From France, Belgium, the Netherlands, and Germany to GHETTOS, draw arrows.
  - d. The Nazis sent some Jews to slave labor camps, similar to the Soviet Gulag. In Germany and Poland, draw prison symbols .

1941


*[Himmler] said to me: "The Fuhrer [Hitler] has ordered that the Jewish question be solved once and for all. . . The existing extermination centers in the East are not in a position to carry out the large actions which are anticipated. I have therefore earmarked Auschwitz for this purpose.*

*Rudolf Hoess<sup>5</sup>  
Commandant of Auschwitz*

Auschwitz, 1943

*In less than ten minutes all the fit men had been collected together in a group. What happened to the others, to the women, to the children, to the old men, we could establish neither then nor later: night swallowed them up, purely and simply. . . Of our convoy no more than 96 men and 29 women entered the respective camps. . . and that of all the others, more than 500 in number, not one was living two days later.*

*Primo Levi<sup>6</sup>  
Auschwitz survivor*

6. The Nazis felt they needed a more organized system for dealing with the Jews. Disease in the ghettos threatened to spread. Some German soldiers were disgusted by killing unarmed people.
  - a. Hitler ordered the genocide of all Jews throughout Europe. In the Atlas, on page 132, read the History Question.
  - b. Several death camps were built in Poland and present-day Belarus. The largest was built near Krakow. On your Activity Map, near Krakow, draw a death camp symbol .
  - c. Below the death camp symbol, write **AUSCHWITZ**.
7. Auschwitz and other death camps were designed to kill large numbers of people quickly. Prisoners came to the camp by train. Most prisoners were sent to the "showers," which were actually poison gas chambers. Once killed, the bodies were burned in giant ovens.
  - a. The Nazis began transferring Jews from ghettos to the death camps. From GHETTOS to AUSCHWITZ, draw an arrow.
  - b. In the three years the gas chambers operated, one million Jews were killed at Auschwitz. Below Auschwitz, write **1 MILLION KILLED**.
8. The Nazis planned to kill every Jew in Europe. They continued even as they were losing the war.
  - a. Axis and Axis-controlled countries in Europe were forced to send Jews to Poland. In the Atlas, on pages 132–133, point to the Axis countries.
  - b. On your Activity Map, from Romania, Hungary, and Italy to AUSCHWITZ, draw arrows.
  - c. The Nazis persecuted other people too. Roma and disabled Germans were killed like the Jews. Jehovah's Witnesses, Poles, and Russians were sent to labor camps. Under NAZI HOLOCAUST, write **JEWS, ROMA, DISABLED, JEHOVAH'S WITNESSES, RUSSIANS, POLES**.
  - d. In all, 15 million people were killed by the Nazis. Under NAZI HOLOCAUST, write **1938–1945** and **15 MILLION KILLED**.

**Pulling It Together****Gulag and Holocaust**

Compare the Soviet Gulag and Nazi Holocaust. Use pages 130–133 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 66a–66c to help you complete the chart below.

Atlas  
Activity Map  
Map Marker

**Genocide**

<b>Soviet Gulag</b>		<b>Nazi Holocaust</b>
	Which country sponsored this genocide?	
	Who ruled the country?	
	In what years did this take place?	
	How long did this go on?	
	What types of people were targeted?	
	Which countries were they from?	
	How many died?	



After the war, many Europeans claimed they had no knowledge of the Holocaust. Do you believe them? Use the information in this lesson to help you form your answer.

# World War II in the Pacific

67a

World War II was fought in Europe, Africa, Asia, and the Pacific.

In this lesson, you'll follow the Allies' advance from Australia to Japan. Use pages 132–133 of *The Nystrom Atlas of World History* to complete this activity.

Atlas  
Activity Map  
Map Marker

1. Much of the war in the Pacific was fought over islands. Each island served as a stepping stone, bringing the Allies closer to Japan.
  - a. Turn to the *World Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **WORLD WAR II IN THE PACIFIC**.

## Japan Takes Control

2. In December 1941 Japan launched several successful attacks against European and American colonies in the Pacific—including Pearl Harbor.
  - a. In the Atlas, on pages 132–133, look at map B. With your finger, trace the line showing the extent of Japanese control in the Pacific.
  - b. On your Activity Map, draw a dashed line around this area.
  - c. In the legend, draw a dashed arrow and ● and label them **JAPANESE**.
3. Japan established strong military bases on key islands.
  - a. Sumatra and Borneo were the largest sources of oil in southeast Asia. On each island, draw a Japanese symbol ●.
  - b. The Japanese captured the Philippines from the United States. On the Philippines, draw a Japanese symbol ●.
  - c. New Guinea and the Solomon Islands separated Australia from U.S.-controlled islands in the Pacific. In northern New Guinea and on the Solomon Islands, draw Japanese symbols ●.
4. In 1942 the only remaining Allied bases in the southwest Pacific were in Australia. On Australia, write **ALLIES 1942**.

## Allied Air Power

5. The key to victory in the Pacific was to attack islands quickly and keep troops well supplied. Japan had done this in early 1942.
  - a. The most important bombers and cargo planes in the Pacific could fly about 800 miles before needing to return to base. On your Activity Map, on the map scale, draw a line at 800 miles.
  - b. On the edge of a piece of paper, mark the 800-mile distance.



## Defending Australia

6. New Guinea was between Australia and the Japanese Empire. The Australians called New Guinea their “green armor” because its inland jungle was deadly. But the Japanese were the world’s best jungle fighters.
  - a. The Allies stopped a Japanese invasion of New Guinea and Australia by sea. In the Coral Sea, draw a battle symbol ✱.
  - b. The Japanese then tried to cross the jungles of New Guinea. Their only supplies were those they carried. Many died of hunger and disease. From northern New Guinea to the southeastern tip of the island, draw a dashed arrow.
  - c. Australians were sent to stop the Japanese. Draw an X where eastern Australia meets 15°S.
  - d. From the X, measure and draw a solid arrow 800 miles north—the distance a bomber or supply plane could fly from base.
  - e. The Australians were untrained. However, they were well supplied and able to stop the Japanese invasion. In New Guinea, at the end of the arrow, write ✱ 1942–1943.
  - f. In the legend, draw a solid arrow and label it **ALLIES**.
7. The next step for the Allies was to ensure that supplies and troops could reach Australia from the United States.
  - a. The Solomon Islands are east of New Guinea. From the battle symbol in New Guinea to the Solomon Islands, measure and draw a solid arrow 800 miles east.
  - b. Allied bombers and supply planes helped capture the Solomon Islands. On the islands, write ✱ 1943.

## Fighting for Air Bases

8. Allies in the Pacific began island hopping—capturing some islands and ignoring others. Even before islands were completely under Allied control, construction teams called Cee Bees (or Seabees) would build new air bases.
  - a. Biak is north of New Guinea. Measure and draw a solid arrow to an island 800 miles northwest of the battle symbol in New Guinea.
  - b. The Allies invaded Biak in May 1944. At the end of your arrow, write ✱ **BIAK 1944**.
  - c. Peleliu is an island east of the Philippines. Measure and draw a solid arrow to an island 800 miles north of Biak.
  - d. This island was invaded by the Allies in September 1944. At the end of your arrow, write ✱ **PELELIU 1944**.

9. The Allies now moved to the Philippines.
  - a. In the Atlas, on pages 132–133, look at map B. Point to Leyte Gulf.
  - b. Leyte Gulf was the largest naval battle in history. Most of Japan's navy was destroyed. On your Activity Map, from Peleliu to Leyte Gulf in the southern Philippines, draw a solid arrow.
  - c. At the end of your arrow, draw a battle symbol ✱. West of the symbol, write **LEYTE 1944**.
  - d. Air bases around Leyte Gulf made it possible for the Allies to capture Manila on the island of Luzon in January 1945. From Leyte to Manila, draw a solid arrow.
  - e. On Manila, draw a battle symbol ✱. West of Manila, write **LUZON 1945**.

### Final Push for Japan

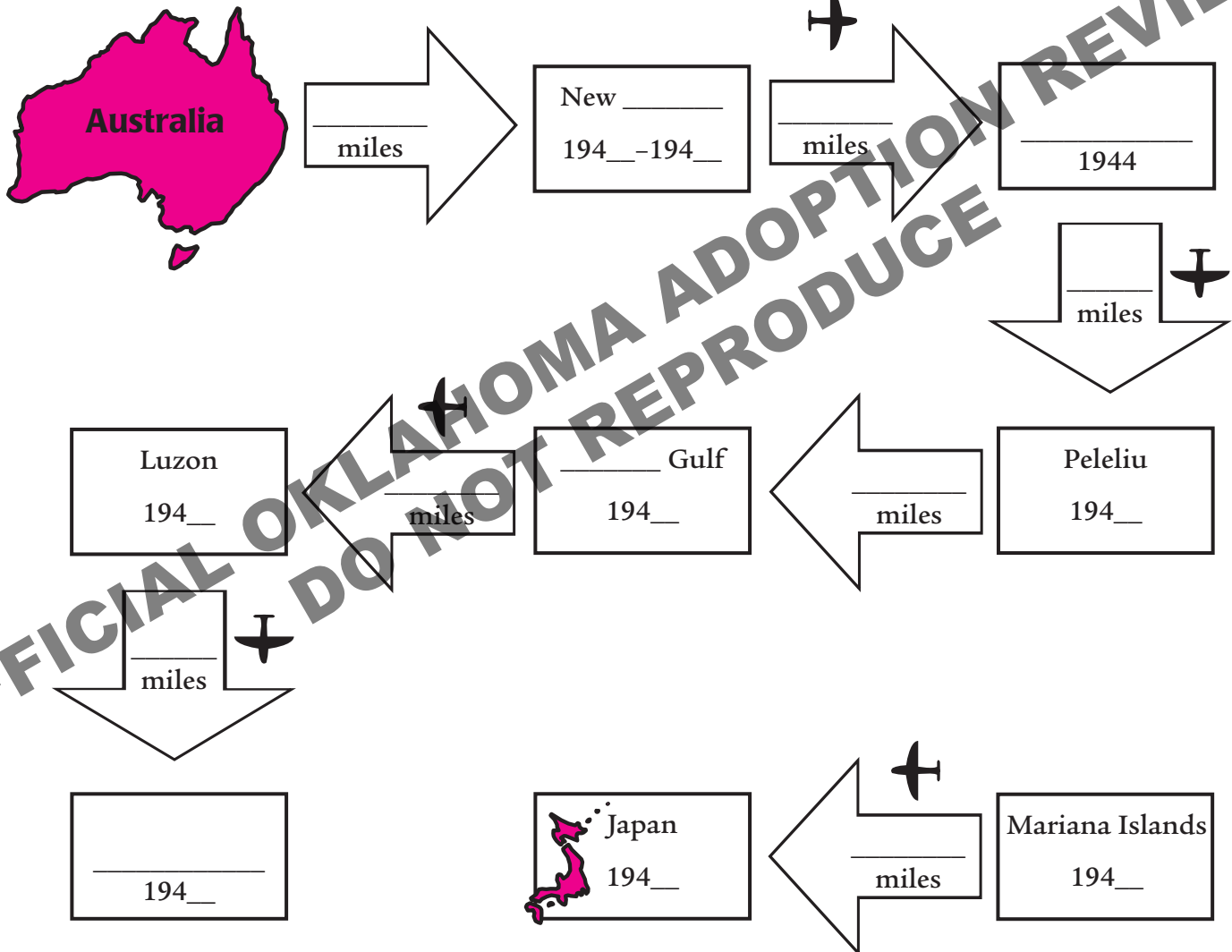
10. The Allied reconquest of the Philippines cut Japan off from its oil supplies. The Allies were now in position to threaten Japan itself.
  - a. Okinawa is between the Philippines and Japan. In the Atlas, on map B, point to Okinawa.
  - b. On your Activity Map, from Manila, measure and draw a solid arrow to an island 800 miles northeast.
  - c. The Allies invaded Okinawa in April 1945. At the end of your arrow, draw a battle symbol ✱. West of the symbol, write **OKINAWA 1945**.
11. Okinawa was supposed to be the base for an invasion of Japan itself. However, a new aircraft made that invasion unnecessary.
  - a. A new U.S. bomber was introduced that could fly 2,000 miles before returning to base. Using the map scale, mark 2,000 miles on your piece of paper.
  - b. The bomber was based in the Mariana Islands, which the Allies had captured in 1944. On the group of islands east of the Philippine Sea, draw an X.
  - c. From the X, measure and draw a solid arrow 2,000 miles northwest toward Japan.
  - d. Along the arrow, draw a plane symbol ✈.
  - e. Beginning in March 1945, fleets of the new bombers fire-bombed major Japanese cities. In Tokyo alone 250,000 people were killed. On Tokyo, draw a fire-bombing symbol Ⓓ.
  - f. On August 6, 1945, the Allies dropped an atomic bomb on Hiroshima. Three days later, another bomb was dropped on Nagasaki. Japan surrendered. In southwest Japan, write Ⓢ 1945.


**Pulling It Together****World War II in the Pacific**

Use pages 132–133 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 67a–67c to help you complete the chart below.

Atlas  
Activity Map  
Map Marker

- Fill in the names of the islands invaded by the Allies, the years that the islands were invaded, and the approximate distance between each island.
- For New Guinea, the Philippines, and Japan, also add the impact of that conquest.



- ★ In the Atlas, on pages 132–133, map B shows other Allied advances to Japan. On your Activity Map, trace one of those routes from Pearl Harbor to Japan. Measure the distances between islands. When islands are more than 800 miles apart, draw an aircraft carrier symbol  between them.

# Israel and the Middle East

68a

The Middle East has been the site of conflicts for centuries. In this lesson, you'll map some changes in the Middle East since 1897. Use pages 129 and 140 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker  
colored pencils  
scissors  
stapler

## Zionism Begins

1. Until 1900 most people living in the Holy Land were Arabs. Some Greeks, Turks, and Jews also lived there.
  - a. Turn to the *Mediterranean Basin Activity Map*.
  - b. Give your Activity Map a title. Across the top of the map, write **ISRAEL AND THE MIDDLE EAST**.
2. European prejudice led some Jews in Europe to call for their own country. In 1897 they met in Vienna, Austria.
  - a. Near Vienna, write ☆ **1897**.
  - b. They called themselves Zionists, after Mount Zion in Jerusalem. Below ☆ 1897, write **ZIONISTS**.
  - c. The Zionists sent people to the Holy Land, which was then part of the Ottoman Empire. From Europe to present-day Israel, draw an arrow.
3. The Ottoman Empire was defeated in World War I. Arab areas were divided into mandates or territories temporarily ruled by European countries.
  - a. In the Atlas, on page 129, look at map D. Point to countries in the Middle East controlled by France and the United Kingdom.
  - b. On a copy of Activity Sheet 68d, in the legend, next to Years(s), write **1920**.
  - c. On the map, label each territory with the name of the country that controlled it.
4. During World War I, the British had promised Palestine to both Arab and Jewish leaders.
  - a. In the Atlas, look again at map D. With your finger, trace the boundaries of Palestine.
  - b. On your Activity Map, draw the boundaries of British Palestine.
  - c. Below Palestine, write **JEWISH STATE? ARAB STATE?**

## Israel Victorious

5. After World War II and the Holocaust, the Zionists were determined to set up a Jewish state in Palestine. The British asked the United Nations to help.
  - a. The United Nations divided British Palestine into Jewish Israel and Arab Palestine. Neither side agreed to the plan. In the Atlas, on page 140, look at map B. Point to the areas that were part of Israel in 1948.
  - b. On another copy of Activity Sheet 68d, in the legend, next to Year(s), write **1948–1949**.
  - c. On May 14, 1948, Jews declared an independent state of Israel. Below the West Bank, write **ISRAEL**.
  - d. The next day, Israel's Arab neighbors invaded. From Egypt, Jordan, Syria, and Lebanon to Israel, draw arrows.
  - e. The Jews fought back and drove the Arab armies out of most of Israel. In the Atlas, on page 140, look again at map B. With your finger, trace the areas controlled by Israel in 1949.
  - f. On the Activity Sheet for 1948–1949, outline Israel by 1949 in purple.
6. Over a million people fled their homes in 1948 and 1949.
  - a. Arabs fled to areas still under Arab control. In the Atlas, on page 140, look at photo A and read the caption.
  - b. On the Activity Sheet for 1948–1949, outline the West Bank and Gaza in green.
  - c. From Israel to the West Bank, draw an arrow. Label it **750,000 ARABS FLEE**.
  - d. Roughly 600,000 Jews in Syria, Egypt, and Iraq fled to Israel. In Syria and Egypt, draw a Jewish star ☆.
  - e. From the stars to Israel, draw arrows.
7. The Six-Day War in 1967 transformed the region.
  - a. On another copy of Activity Sheet 68d, in the legend, next to Year(s), write **1967**.
  - b. Egypt threatened to invade Israel. So Israel attacked Egypt, Syria, and Jordan. From Israel to these countries, draw arrows.
  - c. In the Atlas, on page 140, look at map B. Identify the regions Israel gained in 1967.
  - d. On the Activity Sheet for 1967, outline in purple the areas under Israel's control in 1967.
  - e. On the Sinai Peninsula, cross out Egypt.



### The Process of Peace

8. After the Six-Day War, Arab nations declared that no peace was possible with Israel. However, after another defeat in 1973, Egypt sought peace.
  - a. On another copy of Activity Sheet 68d, in the legend, write **1975–1994**.
  - b. The 1977 peace treaty gave the Sinai back to Egypt. In the Atlas, on page 140, look at map C. Trace the territory returned to Egypt.
  - c. On the Activity Sheet labeled 1975–1994, on the Sinai Peninsula, draw a peace symbol ☸.
9. Palestinians continued to struggle with Israel.
  - a. The Palestine Liberation Organization, or PLO, has led attacks on Israel since the 1960s. In Lebanon, write **PLO**.
  - b. The PLO has planned terrorist attacks on Israelis. From Lebanon to Israel, draw an arrow ending with a conflict symbol ✪.
10. In 1987, Arabs living in the West Bank and Gaza rose up against Israel.
  - a. In the West Bank and Gaza, draw conflict symbols ✪.
  - b. This conflict was called the Intifada (Arab for uprising). Label one of the conflict symbols **INTIFADA 1987–1993**.
11. A peace agreement was signed between the PLO and Israel in 1994.
  - a. On another copy of Activity Sheet 68d, in the legend, write **1994–PRESENT**.
  - b. In the Atlas, on page 140, look at map C. With your finger, trace the areas under Palestinian control.
  - c. On your Activity Sheet labeled 1994–Present, near those areas, write **PALESTINIAN CONTROL**.

### The Fighting Continues

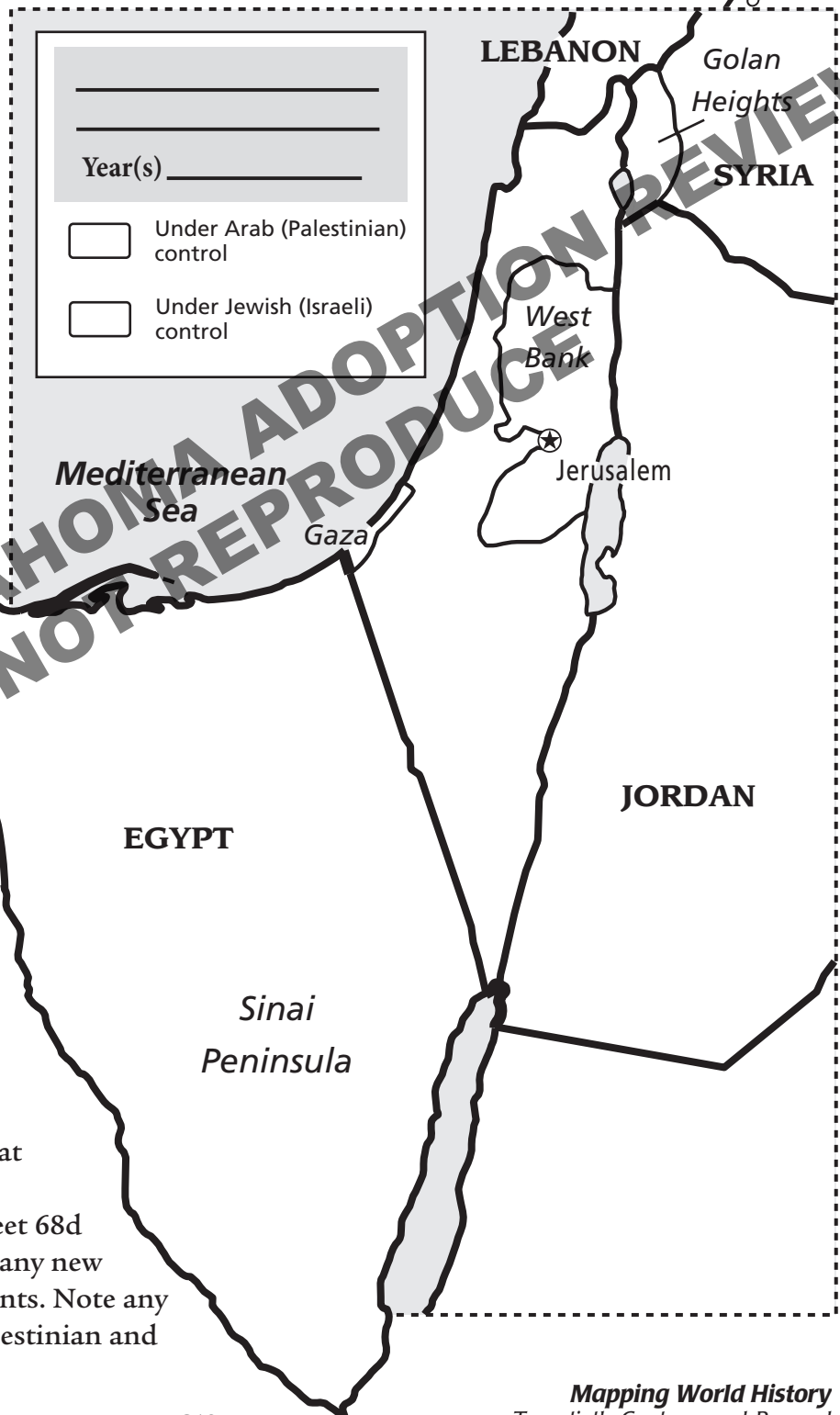
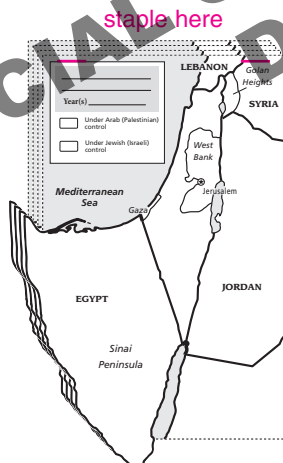
12. Neither side has overcome years of hostility to make a final peace.
  - a. After elections in 2005, the Palestinian Authority lost control of Gaza to the Islamic fundamentalist party Hamas. Next to Gaza, write **2005 HAMAS**.
  - b. Hamas and Israel continue to fight bitterly. In Gaza, draw a conflict symbol ✪.
  - c. In the West Bank, Palestinians and Israelis have fought on a smaller scale. In the West Bank, draw a conflict symbol ✪.
  - d. On your Activity Map, next to Israel, write **CONFLICT CONTINUES**.

**Pulling It Together****Israel and the Middle East**

Use pages 129 and 140 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 68a–68d to help you complete the flip booklet.

Atlas  
Activity Map  
Map Marker  
colored pencils  
scissors  
stapler

- On each copy of Activity Sheet 68d, in the legend, color the box for Arab control green and Jewish purple.
- On each map, for that time period, color Arab areas green and Jewish areas purple.
- Cut the activity sheets along the dashed lines.
- Put the maps in chronological order.
- Give each map an appropriate title.
- Staple them at the top.



Research current events that involve Israel and its Arab neighbors. On Activity Sheet 68d labeled 1994–Present, add any new conflicts and new agreements. Note any changes in areas under Palestinian and Israeli control.

## Twentieth Century and Beyond

# World in 1960 and Today

The world has changed dramatically since 1960. In this lesson, you'll compare the world in 1960 and today. Use pages 134–135, 138–139, and 143 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas  
Activity Map  
Map Marker

1. In the 1960s the average person did not have a computer, microwave, or cell phone. The world was quite different back then.
  - a. Turn to the *World Activity Map*.
  - b. Give your Activity Map a title.
    - If you are mapping the world in 1960, across the top of the map, write **WORLD IN 1960**.
    - If you are mapping today's world, across the top of the map, write **WORLD TODAY**.
2. Add to the legend for your map.
  - a. In or near the legend, draw a large box.
  - b. In the box, write:
    - ☷ COMMUNIST COUNTRY
    - ✱ CONFLICT
    - ▲ COLONY OR TERRITORY

### Communist Countries in 1960

3. In 1960 the Soviet Union was one of the world's superpowers.
  - a. The Soviet Union no longer exists. In the Atlas, on page 135, look at map E. With your finger, trace the boundary of the Soviet Union.
  - b. If you are mapping the 1960s, on your Activity Map, draw the approximate boundaries of the Soviet Union.
  - c. Inside those boundaries, write ☷ SOVIET UNION.
4. The Soviet Union was allied with other communist countries. It controlled most of them.
  - a. In the Atlas, on map E, point to the communist countries.
  - b. Three communist countries no longer exist. In the Atlas, on page 134, look at map C. Point to East Germany, Czechoslovakia, and Yugoslavia.
  - c. If you are mapping the 1960s, on your Activity Map, in each communist country, draw a communist country symbol ☷.

### Communist Countries Today

5. Most communist governments collapsed by the early 1990s.
  - a. The largest communist country in the world today is China. If you are mapping the world today, on your Activity Map, in China, draw a communist country symbol ☸.
  - b. A few other communist countries survive in Asia as well. In North Korea, Vietnam, and Laos (just west of Vietnam), draw a ☸.
  - c. In the Americas, Cuba also is communist. In Cuba, draw a ☸.
6. When the Soviet Union collapsed, several communist countries split into smaller noncommunist countries.
  - a. In the Atlas, on pages 138–139, on map B, point to countries in Europe and Central Asia that became independent after 1990.
  - b. On your Activity Map, trace the boundaries of these countries.

### Cold War in the 1960s

7. Conflicts in many parts of the world in the 1960s centered on the Cold War. People feared that conflicts could lead to a third world war.
  - a. In the Atlas, on page 135, look again at map E. Point to the regional wars and other conflicts that took place in the 1960s.
  - b. In Vietnam, the United States sent thousands of troops to help South Vietnam battle communists from North Vietnam. On page 137, look at map D. Point to communist and anticommunist areas.
  - c. If you are mapping the world in the 1960s, on your Activity Map, in southern Vietnam, draw a conflict symbol ☸.
  - d. In 1962, when the Soviet Union tried to install nuclear missiles in Cuba, the United States threatened war. After a tense standoff, the Soviets withdrew the missiles. On Cuba, draw a conflict symbol ☸.
  - e. In the Atlas, find two other wars or conflicts in the 1960s. On your Activity Map, in those same countries, draw conflict symbols ☸.

### Conflicts Today

8. Several wars are being fought in the world today.
  - a. In the Atlas, on page 143, look at map D. Point to continents with more than two war symbols.
  - b. These continents have had several major wars in recent years. If you are mapping the world today, on your Activity Map, on each of those continents, draw a conflict symbol ☸.

9. Terrorism is a major danger today. Terrorists attack innocent civilians with bombings, kidnappings, and other acts of violence.
- In the Atlas, on map D, point to each of the terrorist attacks.
  - Two terrorist attacks occurred in 2001 when commercial planes were crashed into the World Trade Center and the Pentagon. On your Activity Map, in New York City, draw a terrorism symbol T.
  - In the Atlas, find two other terrorist attacks. On your Activity Map, in those same cities, draw terrorism symbols T.

### Decolonization in the 1960s

10. The United Nations called the 1960s the Decade of Decolonization. Many European colonies in Africa gained their independence during that period.
- In the Atlas, on pages 138–139, look at map B. Point to all the countries in Asia, Africa, and the Americas that gained their independence in the 1960s.
  - These countries were still colonies at the start of the decade. If you are mapping the world in the 1960s, on your Activity Map, on each of those countries, draw a colony or territory symbol ▲.

### Colonies Today







11. Today, few areas of the world are still ruled by outside countries.
- In the Atlas, on map B, point to the territory in Africa still under foreign control.
  - On your Activity Map, on that country, write ▲MOR for Morocco.
  - Greenland is ruled by Denmark. On Greenland, write ▲DEN.
  - New Caledonia, near Australia, is ruled by France. France also rules French Guiana in South America. On New Caledonia and French Guiana, write ▲FR.
  - Puerto Rico is a territory of the United States. On Puerto Rico, write ▲US.
  - Spain rules the Canary Islands off the west coast of Africa. On the Canary Islands, write ▲SP.
  - In the Atlas, find two other territories still under foreign rule. On your Activity Map, in those territories, draw colony symbols ▲.



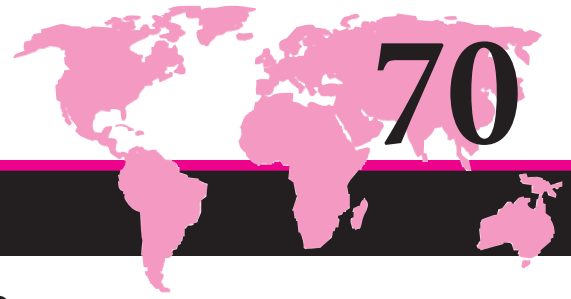
**Pulling It Together****World in 1960 and Today**

Show changes in the world since 1960. Use pages 134–135, 138–139, and 143 of *The Nystrom Atlas of World History*, your group's two Activity Maps, and Activity Sheets 69a–69c to help you complete the chart below. In each box, list any related countries, colonies, or territories.

Atlas  
Activity Map  
Map Marker

	1960	Today
 <p> <b>Communist countries</b></p>		
 <p> <b>Countries with wars or terrorism</b></p>		
 <p> <b>Colonies or territories under foreign rule</b></p>		

★ The world has changed dramatically since 1960, and it continues to change every year. Find a current event on the internet or television or in a newspaper or magazine that is a good example of how the world is changing politically right now. Print or download the article or show and share it with your class.

**Twentieth Century and Beyond****Historical Issues Today****Is international cooperation attainable?**

Is it possible for all nations to work together in pursuit of a better world? There are many perspectives on this issue. Use the following two perspectives and additional information from pages 144–145 of *The Nystrom Atlas of World History* to complete the task below.

**International cooperation is both attainable and necessary in our increasingly interdependent world.**

- The rise in the number and scope of international organizations in the last several decades is proof that international cooperation is attainable. Nations cooperate on political and security issues, economic challenges, and social issues.
- Nations will give up some control over policymaking in exchange for access to a much wider economic market and more security.
- The world is more connected now than at any other time in human history. Many of the most pressing issues affecting us today—terrorism, cybersecurity, humanitarian aid, resource scarcity, climate change, and economic stagnation—require a global response. Nations recognize the importance of international cooperation in crafting this response.

**International cooperation is the exception, not the norm, and only happens when it serves the nation's interests.**

- The nation continues to be the most important actor in international politics. There may be some areas where it is in the interest of the nation to engage in international cooperation, but these are exceptions.
- Even when a nation has entered into an international agreement, it can always opt out. We see this happening more and more: Britain voted to leave the European Union in 2016, and the United States declared in 2017 that it would withdraw from the Paris Agreement on climate change.
- The highest level of international cooperation would be the creation of a world government. This would diminish the power of the nation.

1. Choose the side that you agree with more.
2. Add at least one idea to the bullet points for the perspective you chose.
3. Rank the arguments: Number the bullet points from strongest to weakest, with 1 being the strongest. Include your own idea(s) in the ranking.
4. Present and defend your choice.



Introduce a third perspective to the discussion. Add bullet points to support the perspective.

# Twentieth Century and Beyond

In the last six lessons, you've looked at World Wars I and II, genocides in Nazi Germany and the Soviet Union, conflict in the Middle East, and changes in the world since 1960. How much do you remember?

*Circle the letter of the correct answer.*

- Which of the following was NOT a way that countries outside of Europe participated in World War I?
  - fighting in the colonies
  - supplying important goods
  - digging trenches across their country
  - sending troops

- Look at the circle graphs. Among the dead in World War II, what percentage were civilians?

- 14%
- 33%
- 67%
- 86%

- How many more lives were lost during World War II than World War I?

- About twice as many
- About five times as many
- About ten times as many
- About fifteen times as many

- Which ruler of the Soviet Union had his enemies sent to labor camps?

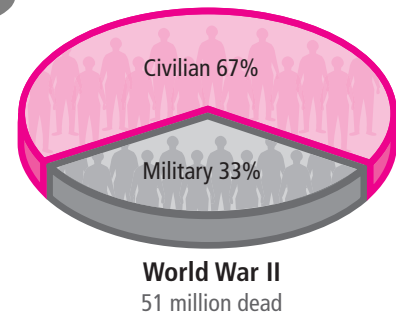
- |                      |                    |
|----------------------|--------------------|
| a. Joseph Stalin     | c. Adolf Hitler    |
| b. Winston Churchill | d. Mohandas Gandhi |

- What is the Nazi genocide of European Jews called?

- |                   |                |
|-------------------|----------------|
| a. Gulag          | c. Holocaust   |
| b. Great Massacre | d. Death March |

- What was the name given to the World War II Allied strategy of taking some Pacific islands while ignoring others?

- |                   |                  |
|-------------------|------------------|
| a. blitzkrieg     | c. air war       |
| b. island hopping | d. globalization |

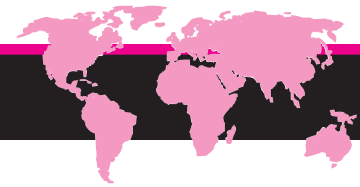


7. How were the Allies able to defeat Japan without an invasion?
  - a. Japan's economy collapsed.
  - b. Starvation forced Japan to surrender.
  - c. The U.S. dropped atomic bombs on Japan.
  - d. The Allies captured the Philippines.
8. Which of the following was NOT occupied by Israel in 1967?
  - a. Gaza
  - b. Sinai Peninsula
  - c. West Bank
  - d. Lebanon
9. Which type of government is less common today than it was in 1960?
  - a. democracy
  - b. feudalism
  - c. communism
  - d. independence
10. Look at the map below. Which continent has experienced the fewest instances of genocide, wars, and major terrorist attacks since 1991?
  - a. North America
  - b. Europe
  - c. Africa
  - d. Australia
11. Since 2000, which of the following was NOT at war?
  - a. Guatemala
  - b. London
  - c. Sri Lanka
  - d. Angola



Unit 10 looks at the world from 1914 to the present. List three events from that time period. Explain in one or two sentences why you think each is especially important.

# End Notes



## Unit 1

### Early Settlements and Civilizations

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### Ancient Greece and Rome

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## Unit 5

### African Empires

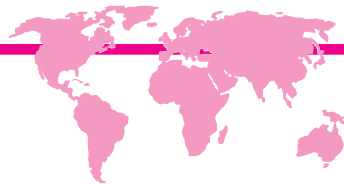
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## Unit 9

### Revolutions and Imperialism

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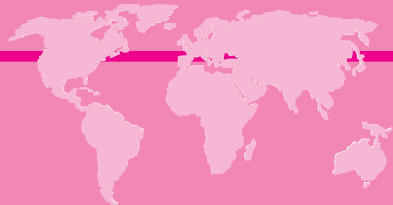
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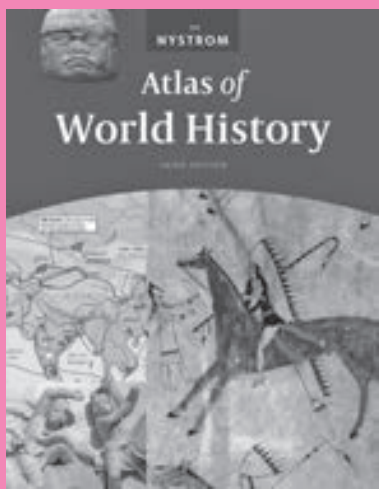
# Atlas of World History Literacy Lessons

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## Literacy Lessons

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## Using the Literacy Lessons

These Literacy Lessons complement the other lessons in this book. They do not take their place. Together they exemplify how *The Nystrom Atlas of World History* develops and applies skills and concepts from various state and national standards for English Language Arts and Literacy in History.

These 15 lessons provide models that can be used with other parts of the Atlas, as well as with other social studies materials. Using them throughout the year will give students multiple opportunities to apply critical-thinking literacy skills in the context of Social Studies.

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# How to Use the Literacy Lessons

Many state and national standards for Literacy in History and Social Studies recommend that much of the text read by students in grades 8 through 12 be informational text. The language in *The Nystrom Atlas of World History* is informational text. The Atlas includes text of various kinds, pictures, charts, and graphs, as well as maps.

These lessons can help you apply English Language Arts skills in the context of Social Studies.

## Teaching Tips

- Each *Atlas of World History* Literacy Lesson develops and applies critical-thinking, problem-solving, or writing skills.
- All lessons use the *Atlas of World History*.
- Each lesson can serve as a model to use with other two-page spreads in the *Atlas of World History*.
- As you become familiar with these lessons, you will see ways to combine and apply the Literary skills with the Atlas, as well as with other programs and materials.

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### Lesson 1

- 1a. City-states were independent and had their own ruler, own special god, and own army.
- 1b. a city and the surrounding countryside
- 1c. Answers will vary. Students may mention Sumerian city-states all had the same language and customs, while Semitic and Elamite city-states had different languages and customs.
- 2a. 3 culture regions
- 2b. 6 culture regions
- 2c. They ruled distant lands with languages and customs that were different than their own.
- 2d. They both ruled culture regions besides their own.
- 3.

Type of Government	Number of Cities Ruled	Number of Culture Regions	Size of Territory	Ancient Example	Modern Example
city-state	one	one	small	Ur, Uruk, Susa, Mari, Akshak, Ashur, Ebla	Monaco, Singapore
empire	many	many	large	Akkadia, Assyria, Babylonia	U.S., U.K, France, Denmark, etc.

### Lesson 2

1. sequential or comparative
- 2a. The maps are the same size. They show the same area and are the same scale. They use the same symbols.
- 2b. with dates in the legend and with different colors to show the extent of the Old and Middle Kingdoms.
- 2c. with dates in the legend and with numbered call-outs.
- 2d. the invasion of Egypt by the Libyans and their victory in 1070 BCE.
3. sequential
4. Circled kingdoms will vary.

	Old Kingdom	Middle Kingdom	New Kingdom
Years in Power	2686–2181 BCE	1991–1786 BCE	1570–1070 BCE
Geographic Extent of Kingdom	from Mediterranean Sea to the 1st cataract (Elephantine)	from Mediterranean Sea to the 2nd cataract (Buhen)	from Syria to the 4th cataract (Napata)
Achievements	strong central gov't, built pyramids	conquered Lower Nubia	strongest and wealthiest empire in the world

### Lesson 3

2.

Region	Writing	Cities	Agriculture	Artisans	Government
Ancient India	2200 BCE stone seal	2500 BCE Mohenjo-Daro and Harappa	6000 BCE	Sudra on Hindu caste system chart	school, assembly hall, temple
Ancient Egypt	hieroglyphics	by 3100 BCE Thebes, Memphis	6000–3000 BCE	painting on page 19E	established during Old Kingdom, around 3100 BCE
Ancient China	1600 BCE pictographs	around 1766 BCE Anyang	5800 BCE	bronze water buffalo on page 23E	Shang dynasty, around 1766 BCE

- 2c. 3500–2350 BCE
3. Answers will vary. Some may argue that India, while not the first, was one of the first civilizations because it had cities, agriculture, and public buildings around the same time Sumer, Egypt, and China did. Others may argue that India, Egypt, and China came significantly later than Sumer.

### Lesson 4

- 1a. Unit 3 time line or Timetables of World History
- 1b. 508 BCE
2. Earlier, Athens had a tyranny, with a strong ruler who wasn't royal.
- 3a. graphic organizer D, "Democracy in Athens"
- 3b. all male citizens over age 20
- 4b. with an ostrakon or marked piece of broken pottery
- 5a. graphic organizer A, "Social Structure, Athens 510–338 BCE," and graphic organizer D caption
- 5b. have two Athenian parents
- 5c. male citizens
6. Six-word summaries will vary. Examples include: Athens' democracy for men, not women; direct democracy for Athenian citizens only.

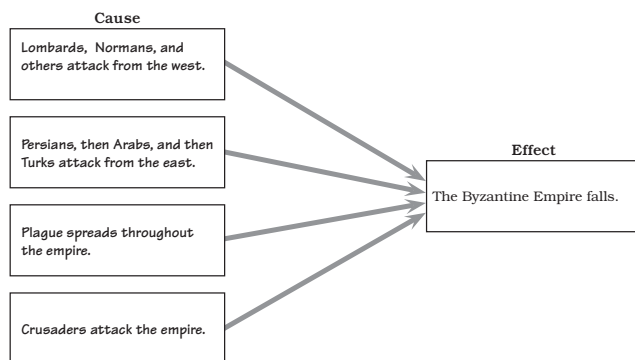
### Lesson 5

- 2a. culture region
- 2b. 44 BCE
- 2c. 800
3. bows and arrows, spears, atlatls, daggers, swords, iron weapons, warhorses, maybe the catapult and trebuchet
- 4a. Atrebatas were breathless, tired, wounded, forced back.
- 4b. Sketches or diagrams will vary, but should show Atrebatas and Roman troop movement down a hill, across the river, and continuing on the other side.
- 5a. Students may mention the Atlas gave them an idea of where the battle took place, and picture A shows what Caesar, the Roman legions, and their enemies might have looked like.
- 5b. Students may mention the primary source provided a general's view of the battle, and a feeling for the action on a battlefield.
- 5c. the secondary sources
- 5d. the primary source



### Lesson 6

- 2a. with numbers and with years
- 2b. Persians, Lombards, Slavs, Bulgars, and others
- 2c. between 565 and 1025
3. The Byzantine Empire controlled much of the same land to the east and south, but it didn't extend as far north as the Roman Empire.
- 4.



### Lesson 7

1. It "is the largest city on the Niger" River; "one of the finest towns in the Sudan"; "one of their biggest and best-provisioned towns"; they bought and sold using cowrie shells.
- 2b. Mali or Songhai
- 2c. Gao was capital of the Songhai Empire. Several trade routes went through the city. Gao was not in the desert; Gao was on the Niger River
- 2d. Islam
- 2e. salt from the Sahara; ivory from the south; gold from the west

### Lesson 8

- 1a. trade; bubonic plague
- 1b. trade
- 1c. trade; bubonic plague
- 1d. bubonic plague
- 2a. 20 million people died from the plague or the plague began in 1346 in Europe.
- 2b. a highly infectious disease, often deadly
- 2c. Details will vary. Students may mention that the first outbreak in Europe was in the Crimea in 1346 or that grain ships carried the plague.
- 2d. Examples will vary, but may include a location and a date the plague arrived, such as Paris in 1348.
- 3b. Categories could include cause, spread, and impact of the disease.
- 4-6. Will vary, depending on the topic chosen from Unit 6.
10. Students' informative text should cover a topic from Unit 6 with adequate details and be organized into appropriate categories. The text should be formal and objective.

### Lesson 9

- 2a. He hoped to impress the king and be appointed governor of the region.
- 2b. Answers will vary. Students may say better because Cortés wanted to impress the king with his discovery.
- 3a-b.

Fact	Opinion	Reasoned Judgment
forty towers fifty steps leading to its main body stone and wood construction wrought in stone plaster ceilings	"so well wrought in every part" "nothing could be done better" "curious imagery" "figures of monsters"	towers "are lofty and well built" "higher than the tower of the principal tower of the church at Seville"

4.

Montezuma's Opinion on Aztec Idols	Cortés's Opinion on Aztec Idols
"their idols bestowed on them all temporal good" "if they [the Aztec] permitted them [the idols] to be ill-treated, they [the idols] would be angry and without their gifts [fruits of the earth]"	"they were deceived in expecting any favors from idols" "formed of unclean things"

### Lesson 10

1. Catholic monk
- 2a. his writings against the church
- 2b. German Imperial Diet at Worms
- 2c. execution or death
- 2d. He might be cautious and avoid making statements that would make him look guilty.
- 3a. Phrases will vary. They might include "Most Serene Lord Emperor, Most Illustrious Princes, Most Gracious Lords"  
They were included to flatter the court.
- 3b. Phrases will vary. They might include "Bull, harsh and cruel," "a judgment downright monstrous," "doctrine of the papists," "unbelievable tyranny."  
They were included to insult the papal bull and justify his writings against the church.
- 4a. "If I have spoken evil, bear witness of the evil," or "I came not to bring peace but a sword."
- 4b. Answers will vary. Some may feel Luther helped his case because he cited a similar situation from the Bible. Others may feel he hurt it by insisting others bear witness against his teachings or by looking like he wanted to fight.
5. Answers will vary. Students may notice that Luther avoided naming specific book titles as he put his books into three categories.
6. Answers will vary. Students may mention that Luther tried to justify his writings because they were based on Scripture. He also was trying to convince the Diet that his position was correct, not the pope's.

### Lesson 11

- 1a. the king of El Dorado
- 1b. Answers will vary. Some students may say yes, because there were no prisons and no evidence of enslaved people in El Dorado. Others will say no, because people in El Dorado were not free to leave the country.
3. Charts will vary, depending on the claims chosen. One claim should be that all people are by nature free. The other claim should be that people are not free by nature.
9. Arguments will vary. Student should state their claim; present at least two pieces of sound, relevant evidence; and end with a concluding statement.

### Lesson 12

- 2–3. Charts will vary depending on the revolution chosen. Answers may include:  
**French Revolution:**  
 Changes It Introduced: constitution; republic; role of average person in bringing about change in government.  
 Countries in Europe It Reached: United Kingdom, Spain, Portugal, Russia, Switzerland, Denmark, Netherlands  
**Industrial Revolution:**  
 Changes It Introduced: produce more goods faster; move to cities; working in factories, not homes; menial, dangerous jobs; higher earnings  
 Countries in Europe It Reached: Germany, Belgium, France, Spain, Italy, Austria-Hungary, Sweden, Russia, Ottoman Empire
4. Questions will vary. They may include: Where did the revolution spread beyond Europe? Do people still have revolutions today? Where? What new economic revolution will replace the Industrial Revolution?

### Lesson 13

- 1a. causal or cause and effect
- 1b. comparative or to compare
2. Events on the time line will vary.



3. Students should notice that events in the Western Hemisphere ended long before events in the Eastern Hemisphere began.

### Lesson 14

- 1a. Key points will vary. Students may choose: “The world be made fit and safe to live in” or that every peace-loving nation be allowed to determine its own institutions and be assured just and fair treatment by the rest of the world.
- 1b.

Point	Brief Summary of Point
I	Open peace negotiations
II	Freedom of navigation
III	Trade equality
IV	Weapon reduction
V	Adjust colonial claims
VI	Evacuate Russia. Let Russians determine their own government.
VII	Evacuate Belgium
VIII	Free all French territory. Return Alsace-Lorraine.
IX	Readjust Italian frontiers
X	Freedom for the people of Austria-Hungary
XI	Evacuate Rumania, Serbia, and Montenegro. Balkan state independence
XII	Freedom for Turkey and other parts of Ottoman Empire
XIII	Independence for Poland
XIV	Set up an association of nations

- 1c. Depending on the key point students chose in step 1a, students may decide to rewrite it.
2. Students may decide to write a new central idea for this map. It might be: Allied victors change boundaries of defeated Central Powers.

### Lesson 15

1. Nazis considered Jews and Gypsies (Roma) inferior and evil. Six million Jews and two million Gypsies died in the Holocaust.
3. Students should draw a box around *Edi Weinstein*, underline *Quenched Steel: The Story of an Escape from Treblinka*, and circle the two quotation marks.

# Determine the Meanings of Words

The Atlas uses many words that are important for understanding world history.

- 1.** For terms you don't know, surrounding words and nearby maps can provide context clues. Turn to pages 10–11 of the Atlas.

**a.** Read the introduction. What clues does it give you about the term *city-state*?

\_\_\_\_\_

**b.** Read the History Question on page 10. What land did city-states rule?

\_\_\_\_\_

**c.** Look at map D, "Sumer." Read its caption. Write one fact you learned about city-states in Sumer.

\_\_\_\_\_

- 2.** Find the word *empire* each time it appears on pages 10–11.

**a.** Look at map E, "Akkadian Empire." In the legend, find the symbol for culture region. How many culture regions are shown in the Akkadian Empire? \_\_\_\_\_

**b.** Turn to pages 12–13. Look at map C, "New Assyrian Empire." How many culture regions are shown in the Assyrian Empire? \_\_\_\_\_

**c.** Read the History Question on page 12. Why are empires so difficult to govern?

\_\_\_\_\_

**d.** Turn to the Glossary on pages 154–156. Read the entry for *empire*. How can we know that the Akkadians and Assyrians ruled empires?

\_\_\_\_\_

- 3.** Use information from pages 10–13 and 146–147 to complete the chart below. For number or size, use general terms such as *none*, *one*, *few*, *many*, *small*, or *large*. For modern examples of empires, look for countries with possessions.

Type of Government	Number of Cities Ruled	Number of Culture Regions	Size of Territory	Ancient Example	Modern Example
city-state					
empire					

# Describe Structure: Comparative

Pages in this Atlas are organized in several ways: to compare, to show sequence, and to show cause and effect.

**1.** Turn to pages 18–19 of the Atlas. Read the title and the introduction. Which type of structure does the introduction use? \_\_\_\_\_

**2.** Look at map A, “Egypt’s Old and Middle Kingdoms,” and map C, “Egypt’s New Kingdom.”

**a.** How do the two maps help you to *compare*?  
\_\_\_\_\_

**b.** How does map A show *sequence*?  
\_\_\_\_\_

**c.** How does map C show *sequence*?  
\_\_\_\_\_

**d.** Map C also shows *cause and effect*. What caused the end of the New Kingdom?  
\_\_\_\_\_

**3.** Look at graph D, “Flooding of the Nile.” Which type of structure does this graph use?  
\_\_\_\_\_

**4.** Charts can help you *compare*. Look at maps A and C again.

**a.** Use the information from the maps and captions to complete the chart below.

**b.** Put a star in front of the name of the kingdom that ruled the longest.

**c.** Based on the evidence, circle the name of the kingdom that was the greatest.

	Old Kingdom	Middle Kingdom	New Kingdom
Years in Power			
Geographic Extent of Kingdom			
Achievements			

# Cite Evidence

A responsible author provides evidence to support a statement.

1. Turn to pages 26–27 of the Atlas. Read the title and the introduction.
2. In this lesson, you will look for evidence to support the following statement from the introduction:

*“One of the first civilizations . . . developed in ancient India.”*

- a. Turn to the Glossary on pages 154–156. Find the definition of *civilization*. Add the five criteria for a civilization to the top row of the table below.
- b. Look through pages 18–27 of the Atlas to find evidence of each of these criteria in India, Egypt, and China. Also use pages 8–9, map A, “Spread of Agriculture.” Add the evidence or the date to the table. Some of the answers have been provided.

**Civilization**

Region	Writing			Artisans	
Ancient India	2200 BCE stone seal			Sudra	
Ancient Egypt					
Ancient China					

- c. Look at page 11. When was Sumer a civilization? \_\_\_\_\_

3. Based on the evidence, was India one of the first civilizations? Explain your answer.

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# Integrate Visual Information

Sometimes you can't find all the information you need on one map or graph. You have to look at several sources.

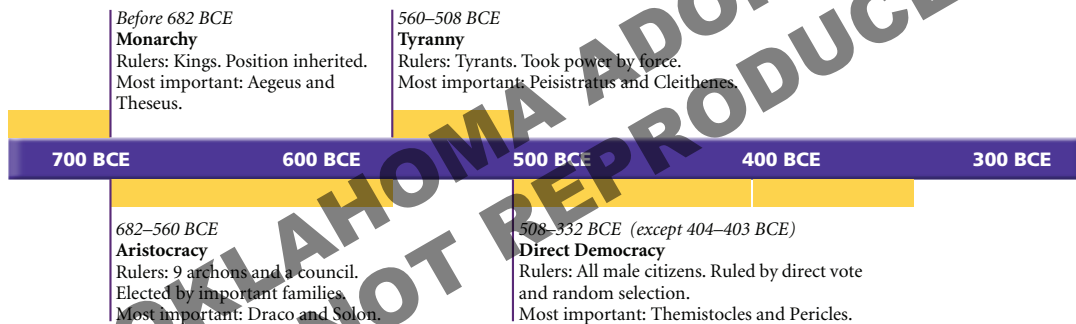
1. Turn to pages 36–37 of the Atlas. Read the title and the introduction. The third bullet mentions that *“The city-state of Athens was the birthplace of democracy.”* How can you find out when democracy was born?
  - a. If you can't find the answer on pages 36–37, try pages 34–35 or 150–153. Which resource gave you the answer?

b. According to that source, when did democracy begin in Athens? \_\_\_\_\_

2. You wonder what kind of government Athens had before it became a democracy.

Look at the time line below.

## Development of Athenian Democracy



What did you find out?

3. On the time line above, you also learned that Athens had a direct democracy. You wonder how that type of democracy worked. Where can you find out?
  - a. Go back to pages 36–37 of the Atlas. Which visual provided the most information?
  - b. Who were members of the Assembly?

4. The chart says the Assembly passed laws by majority vote. You wonder how they voted.

a. Look at the photo and read the caption below.



450 BCE

Pictured here is an ostrakon, or a piece of broken pottery used as a voting ballot in ancient Greece. The name of an Athenian statesman, Cimon, has been etched into this ostrakon. This particular vote was taken to decide if Cimon should be exiled for ten years. The word *ostracism* comes from *ostrakon* because of their use in votes such as these.

b. What was one way the Assembly cast votes? \_\_\_\_\_

5. You start thinking about the word *citizen*. Did *citizen* have the same meaning back then? How can you find out?

a. If you can't find the answer under Photos, go back to pages 36–37 of the Atlas. Where did you find the answer to your question?

\_\_\_\_\_  
\_\_\_\_\_

b. What did you need to be a citizen in Athens?

\_\_\_\_\_  
\_\_\_\_\_

c. Which citizens could vote and serve in the Assembly?

\_\_\_\_\_  
\_\_\_\_\_

6. Now write a six-word summary of what you learned about democracy in Athens.

\_\_\_\_\_  
\_\_\_\_\_

# Analyze Primary and Secondary Sources

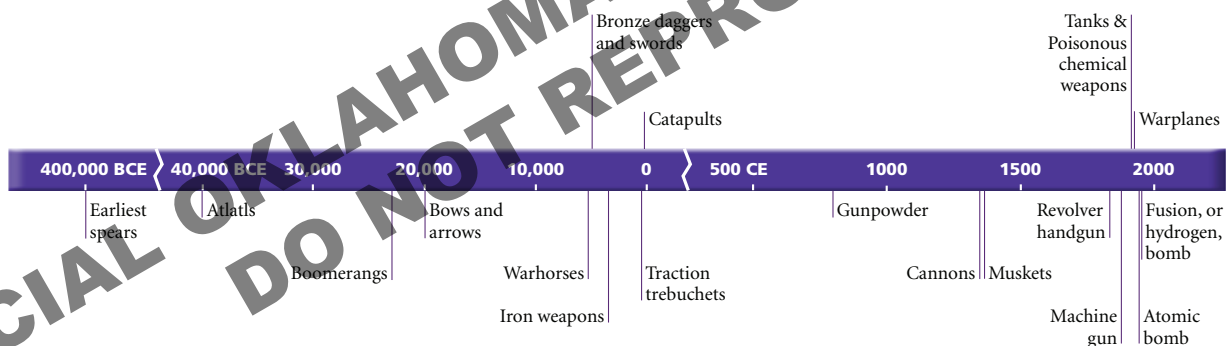
Primary sources come from the event or period they address.

Secondary sources compile information after the fact.

## Secondary Sources

- The maps in the *Atlas of World History* are secondary sources. Turn to pages 40–41 of the Atlas. Look at map B, “Growth of the Roman Republic.” Read its caption.
- The primary source you are going to read is about the Battle of Sabis in Gaul. What can you learn about Gaul from map B?
  - According to the map legend, Gaul is a \_\_\_\_\_.
  - Gaul was gained by the Romans by the year \_\_\_\_\_.
  - Sabis is located near 50°N, 3°E. Use the map scale to measure the distance from Sabis to Rome. The distance is roughly \_\_\_\_\_ miles.
- Time lines can also be secondary sources. Look at the time line below.

## Time Line of Weapons Development



Which weapons were probably available to the Romans fighting in Gaul in 57 BCE?

**Primary Sources**

- 4.** Read the primary source excerpt from “Julius Caesar’s Gallic Wars” below.

The soldiers of the ninth and tenth legions, as they had been stationed on the left part of the army, casting their weapons, speedily drove the Atrebates (for that division had been opposed to them,) who were breathless with running and fatigue, and worn out with wounds, from the higher ground into the river; and following them as they were endeavoring to pass it, slew with their swords a great part of them while impeded (therein). They themselves did not hesitate to pass the river; and having advanced to a disadvantageous place, when the battle was renewed, they [nevertheless] again put to flight the enemy, who had returned and were opposing them. In like manner, in another quarter two different legions, the eleventh and the eighth, having routed the Veromandui, with whom they had engaged, were fighting from the higher ground upon the very banks of the river. But, almost the whole camp on the front and on the left side being then exposed, since the twelfth legion was posted in the right wing, and the seventh at no great distance from it, all the Nervii, in a very close body, with Boduognatus, who held the chief command, as their leader, hastened toward that place; and part of them began to surround the legions on their unprotected flank, part to make for the highest point of the encampment. (Julius Caesar, *The Gallic Wars*, translated by W. A. McDevitte and W. S. Bohn, n.d.)

- a.** How did Caesar describe his enemy, the Atrebates?

\_\_\_\_\_

- b.** Try to envision what was happening in the battle between the Ninth and Tenth Roman Legions and the Atrebates. On the back of this sheet, draw a sketch or diagram showing where the troops moved. (Think of it like a football or soccer play diagram.) Label each side.

- 5.** Compare the information you got from both the secondary and primary sources.

- a.** What did you learn from page 40 of the Atlas?

\_\_\_\_\_

- b.** What did you learn from the primary source?

\_\_\_\_\_

- c.** Which gave you an overview of the situation? \_\_\_\_\_

- d.** Which helped you experience the battle? \_\_\_\_\_

# Describe Structure: Causal

Pages in this Atlas are organized in several ways: to show cause and effect, to show sequence, and to compare.

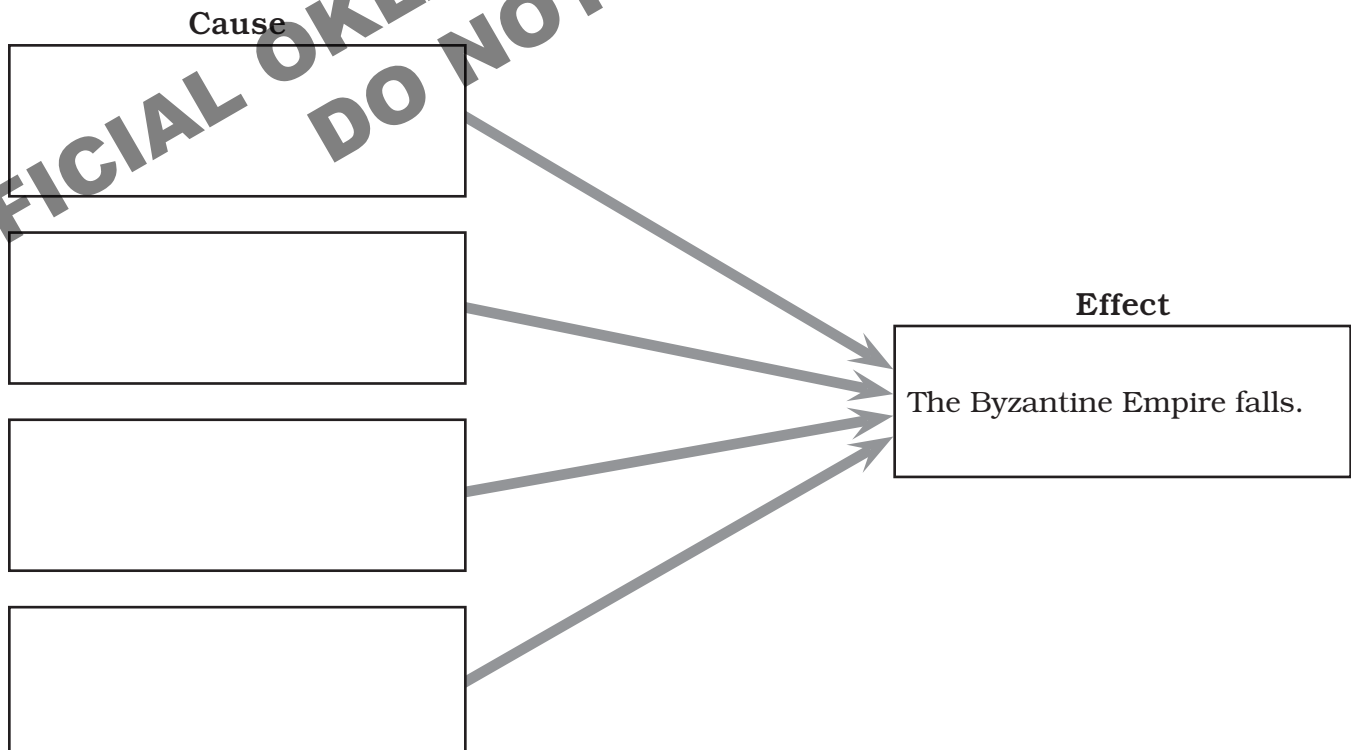
1. Turn to page 54 of the Atlas. Read the title and the introduction.
2. Look at map B, “Challenges to the Byzantine Empire.” This map shows *sequence* in a number of ways.
  - a. Point to the call-outs on the map. How do they show sequence?  
\_\_\_\_\_

- b. The flow arrows also show sequence. Who were the first to invade the empire?  
\_\_\_\_\_

- c. Look in the legend. Colors are used to show when lands were lost. When did the Byzantine Empire lose Jerusalem? \_\_\_\_\_

3. Call-out 1 on the map invites *comparison*. How did the Byzantine Empire compare in size with the Roman Empire in 395?  
\_\_\_\_\_

4. Look again at map B. This map also shows *cause and effect*. Add four causes to the following chart.





# Draw Evidence

You can draw evidence from text and maps, as well as from photos and graphs.

## Evidence from Text

1. Primary source memoirs can provide details about a place. Read the excerpt from the primary source memoir “Travels of Ibn Battuta.”

I went on. . . to Gao, which is a large city on the [Niger], and one of the finest towns in the Sudan. It is also one of their biggest and best-provisioned towns, with rice in plenty, milk, and fish, and there is a species of cucumber there called “inani” which has no equal. The buying and selling of its inhabitants is done with cowrie-shells, and the same is the case at Niani. I stayed there about a month, and then set out in the direction of Takadda by land with a large caravan of merchants from Ghadamis. (Ibn Battuta, *Travels in Asia and Africa, 1325–1354*, t.r. and ed. HAR Gibb [London: Broadway House, 1929])

List four things Ibn Battuta tells you about Gao.

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## Evidence from Maps

2. To find out more about Gao, you can find evidence from other sources.

- a. Turn to page 67 of the Atlas. Look at map D, “The Travels of Ibn Battuta.” With your finger, trace his route through West Africa.
- b. Ibn Battuta traveled to West Africa between 1352 and 1354. Turn to pages 68–69.

At that time, which empire ruled Gao? \_\_\_\_\_

- c. What else can you find out about Gao from the maps on page 69?

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- d. Read the caption for map C. What religion was practiced in Gao? \_\_\_\_\_

- e. Turn to page 71 of the Atlas. Look at map D, “African Trade.” Which goods were probably traded in Gao?

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- f. Ibn Battuta mentioned that people in Gao used cowrie shells as their currency. The shells came from the Indian Ocean. On map D, with your finger, trace a route from Gao to the Indian Ocean.

# Write Informative Text

In this lesson, you'll first examine informative text in the Atlas and then write your own text.

## Introduce the Topic

1. Turn to pages 82–83 of the Atlas. Read the title and the introduction.

- a. The first two sentences of the introduction are an **overview**. What two topics do they cover? \_\_\_\_\_
- b. The first bullet provides more **details** about \_\_\_\_\_
- c. The second bullet provides more details about \_\_\_\_\_ and \_\_\_\_\_.
- d. The third bullet provides more details about \_\_\_\_\_.

## Develop the Topic

2. Informative text often develops the topic with facts, definitions, concrete details, examples, and quotations.

- a. Let's say you want to develop the topic of the bubonic plague. Look at graph D, "Europe 800–1500." Read its caption. What **fact** could you add?  
\_\_\_\_\_

- b. You could add a **definition** of the word *plague*. Look in the Glossary on pages 154–156. How is *plague* defined?  
\_\_\_\_\_

- c. On page 83, look at map C, "Spread of Bubonic Plague." What **concrete detail** could you add? \_\_\_\_\_

- d. Look again at map C. Find an **example**, such as when the plague reached a specific city or region. \_\_\_\_\_

## Organize Your Information

3. Information within informative text is organized into **categories**.

- a. Look back at the information about the plague on pages 82–83 of the Atlas.
- b. What categories could you organize this information into?  
\_\_\_\_\_

# Write Informative Text

## Outline Your Informative Text

- 4.** Now it's your turn. Look through pages 74–85 of the Atlas. Choose a topic for your informative text. Find a topic with enough information to work with. What topic will you write about?

\_\_\_\_\_

- 5.** Now look through the Atlas for information to develop your topic. You might not find something for each kind of information.

**a.** Facts \_\_\_\_\_

**b.** Definition \_\_\_\_\_

**c.** Concrete details \_\_\_\_\_

**d.** Examples \_\_\_\_\_

- 6.** Look back through your facts, details, and examples. What categories can you organize your topic into?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Write Your Informative Text

- 7.** Now write your first draft. Use the outline to the right as your guide. Include the information you gathered above in your draft.

- 8.** Read your draft.

**a.** Check your style. For this paper, keep the style formal.

**b.** Make sure your tone is objective. Informative text is not the place to include your own opinions.

**c.** Add some transitions to make sure the reader can see the relationships between the ideas you present.

**d.** Check your spelling and grammar. Fix any errors you find.

- 9.** Exchange documents with a partner. Look for places where his or her document is unclear or where facts and details could be moved to a more appropriate category.

- 10.** Review your partner's comments. Then revise your informative text one more time.

### Informative Text

1. Introduction

2. Body

a. 1st category

b. 2nd category

c. 3rd category

Develop with facts, definitions, details, and examples.

3. Concluding statement

# Separate Fact from Opinion

When reading a primary source, it is important to be able to tell facts from opinions.

- 1.** For context, turn to page 92 of the Atlas. Read the title and the introduction. Also look at picture A and read its caption.
- 2.** Read or skim the primary source found at the end of this lesson.
  - a.** Read the Internal Context. What did Hernán Cortés hope to achieve by writing letters like this to his king? \_\_\_\_\_
  - b.** In your opinion, should Cortés have described the Aztec Empire as better or worse than it was? Why? \_\_\_\_\_
- 3.** Read the paragraph beginning, “Among these temples there is one which far surpasses all the rest . . . .”
  - a.** Focus on the two sentences beginning “There are fully forty towers . . . .” In the table below, write down at least two examples of fact and opinion that you find.
  - b.** For reasoned judgment, look for phrases that may not be fact, but that are sensible guesses.

Fact	Opinion	Reasoned Judgment

- 4.** Go back to Cortés’s letter. In the next paragraph, compare Montezuma’s opinions about Aztec idols with Cortés’s opinion about them. Write one opinion for each below.

Montezuma’s Opinion on Aztec Idols	Cortés’s Opinion on Aztec Idols

# Cortés's Account of Tenochtitlán

<b>Date</b>	■ Written October 30, 1520, published in 1522
<b>Place</b>	■ Written in the Aztec Empire, published in Seville, Spain
<b>Type of Source</b>	■ Letter (original in Spanish)
<b>Author</b>	■ Hernán Cortés
<b>Historical Context</b>	■ In 1519, Cortés was sent from Cuba to Mexico to explore, trade, and rescue Spanish soldiers lost in an earlier expedition. Amazed by the gold objects and beautiful cities he saw there, Cortés decided instead to conquer the region. The Aztec emperor, Montezuma, at first welcomed Cortés. By 1521, Cortés had conquered the powerful Aztec Empire.
<b>Internal Context</b>	■ This excerpt is from the second of five letters that Cortés wrote to King Charles I of Spain (also known as Emperor Charles V of the Holy Roman Empire). In this letter, Cortés went on to describe Montezuma and life in the royal court. Cortés hoped to impress the king with his discoveries and gain an appointment as governor of the region. He succeeded.

IN ORDER, most **potent** Sire, to convey to your Majesty a just **conception** of the great extent of this noble city of **Temixtitlán**, and of the many rare and wonderful objects it contains; of the government and dominions of **Moctezuma**, the sovereign: of the religious rights and customs that prevail, and the order that exists in this as well as the other cities appertaining to his realm: it would require the labor of many accomplished writers, and much time for the completion of the task. I shall not be able to relate an hundredth part of what could be told respecting these matters; but I will endeavor to describe, in the best manner in my power, what I have myself seen; and imperfectly as I may succeed in the attempt, I am fully aware that the account will appear so wonderful as to be deemed scarcely worthy of credit: since even we who have seen these things with our own eyes, are yet so amazed as to be unable to comprehend their reality. But your Majesty may be assured that if there is any fault in my relation, either in regard to the present subject, or to any other matters of which I shall give your Majesty an account, it will arise from too great brevity rather than extravagance or **prolixity** in the details; and it seems to me but just to my **Prince** and Sovereign to declare the truth in the clearest manner, without saying anything that would detract from it, or add to it.

Before I begin to describe this great city and the others already mentioned, it may be well for the better understanding of the subject to say something of the configuration of Mexico, in which they are situated, it being the principal seat of Moctezuma's power. This Province is in the form of a circle, surrounded on all sides by lofty and rugged mountains; its level surface comprises an area of about seventy **leagues** in circumference, including two lakes, that overspread nearly the whole valley, being navigated by boats more than fifty leagues round. One of these lakes contains fresh and the other, which is the larger of the two, salt water. On one side of the lakes, in the middle of the valley, a range of highlands divides them from one another,

**potent**  
powerful  
**conception**  
a mental image

**Temixtitlán**  
name Cortés calls Tenochtitlán, the Aztec capital on the site of present-day Mexico City. (See the Atlas of World History, page 92, for a drawing of the city.)

**Moctezuma**  
also called Montezuma. He was emperor of the Aztec from 1502 to 1520.

**prolixity**  
overly long, wordy

**Prince**  
"Prince" was used for any ruler at this time.

**leagues**  
unit of distance equal to 3 miles. Seventy leagues would be about 210 miles.



*Cortés's Account of Tenochtitlán*

with the exception of a narrow strait which lies between the highlands and the lofty sierras. This strait is a **bow-shot wide**, and connects the two lakes; and by this means a trade is carried on between the cities and other settlements on the lakes in canoes without the necessity of traveling by land. As the salt lake rises and falls with its tides like the sea, during the time of high water it pours into the other lake with the rapidity of a powerful stream; and on the other hand, when the tide has ebbed, the water runs from the fresh into the salt lake.

This great city of Temixtitlan [Mexico] is situated in this salt lake, and from the main land to the denser parts of it, by whichever route one chooses to enter, the distance is two leagues. There are four avenues or entrances to the city, all of which are formed by artificial causeways, **two spears' length** in width. The city is as large as **Seville** or **Cordova**; its streets, I speak of the principal ones, are very wide and straight; some of these, and all the **inferior** ones, are half land and half water, and are navigated by canoes. All the streets at intervals have openings, through which the water flows, crossing from one street to another; and at these openings, some of which are very wide, there are also very wide bridges, composed of large pieces of timber, of great strength and well put together; on many of these bridges ten horses can go abreast. Foreseeing that if the inhabitants of the city should prove treacherous, they would possess great advantages from the manner in which the city is constructed, since by removing the bridges at the entrances, and abandoning the place, they could leave us to perish by famine without our being able to reach the main land, as soon as I had entered it, I made great haste to build four **brigatines**, which were soon finished, and were large enough to take ashore three hundred men and the horses, whenever it should become necessary.

This city has many public squares, in which are situated the markets and other places for buying and selling. There is one square twice as large as that of the city of **Salamanca**, surrounded by **porticoes**, where are daily assembled more than sixty thousand souls, engaged in buying and selling; and where are found all kinds of merchandise that the world affords, embracing the necessities of life, as for instance articles of food, as well as jewels of gold and silver, lead, brass, copper, tin, precious stones, bones, shells, snails, and feathers. There are also exposed for sale **wrought and unwrought** stone, bricks **burnt** and unburnt, timber hewn and unhewn, of different sorts. There is a street for game, where every variety of birds in the country are sold, as fowls, partridges, quails, wild ducks, **fly-catchers**, **widgeons**, turtledoves, pigeons, reed-birds, parrots, sparrows, eagles, hawks, owls, and **kestrels**; they sell likewise the skins of some birds of prey, with their feathers, head, beak, and claws. There are also sold rabbits, hares, deer, and little dogs [i.e., the chihuahua], which are raised for eating. There is also an herb street, where may be obtained all sorts of roots and medicinal herbs that the country affords. There are apothecaries' shops, where prepared medicines, liquids, ointments, and **plasters** are sold; barbers' shops, where they wash and shave the head; and restaurateurs,

**bow-shot wide**

*the distance an arrow could fly*

**two spears' length**

*spears at this time were roughly 6 to 8 feet long, making the causeways about 12 to 16 feet wide.*

**Seville, Cordova**

*Both are large cities in Spain. Cordova is also spelled Cordoba. (See the Atlas of World History, page 84.) In 1500, Tenochtitlán was larger than any city in Spain, with a population of 80,000.*

**inferior**

*auxiliary or side streets*

**brigatines**

*sailing ships with two masts*

**Salamanca**

*city in western Spain. Salamanca is still known for its large, beautiful square, La Plaza Mayor, one the finest in Spain.*

**porticoes**

*porches with roofs supported by columns*

**wrought and unwrought**

*carved with tools and rough*

**burnt**

*fired*

**fly-catchers**

*birds that feed on insects*

**widgeons**

*type of wild duck*

**kestrels**

*small falcons*

**plasters**

*bandages*

*Cortés's Account of Tenochtitlán*

that furnish food and drink at a certain price. There is also a class of men like those called in **Castile** porters, for carrying burdens. Wood and coal are seen in abundance, and braziers of earthenware for burning coals; mats of various kinds for beds, others of a lighter sort for seats, and for halls and bedrooms.

There are all kinds of green vegetables, especially onions, leeks, garlic, watercresses, nasturtium, **borage**, sorrel, artichokes, and golden thistle; fruits also of numerous descriptions, amongst which are cherries and plums, similar to those in Spain; honey and wax from bees, and from the stalks of maize, which are as sweet as the sugar-cane; honey is also extracted from the plant called **maguey**, which is superior to sweet or new wine; from the same plant they extract sugar and wine, which they also sell. Different kinds of cotton thread of all colors in skeins are exposed for sale in one quarter of the market, which has the appearance of the silk-market at Granada, although the former is supplied more abundantly. Painters' colors, as numerous as can be found in Spain, and as fine shades; deerskins dressed and undressed, dyed different colors; earthen-ware of a large size and excellent quality; large and small jars, jugs, pots, bricks, and endless variety of vessels, all made of fine clay, and all or most of them glazed and painted; maize or Indian corn, in the grain and in the form of bread, preferred in the grain for its flavor to that of the other islands and **terra-firma**; patés of birds and fish; great quantities of fish—fresh, salt, cooked and uncooked; the eggs of hens, geese, and of all the other birds I have mentioned, in great abundance, and cakes made of eggs; finally, everything that can be found throughout the whole country is sold in the markets, comprising articles so numerous that to avoid prolixity, and because their names are not retained in my memory, or are unknown to me, I shall not attempt to enumerate them.

Every kind of merchandise is sold in a particular street or quarter assigned to it exclusively, and thus the best order is preserved. They sell everything by number or measure; at least so far we have not observed them to sell anything by weight. There is a building in the great square that is used as an audience house, where ten or twelve persons, who are magistrates, sit and decide all controversies that arise in the market, and order delinquents to be punished. In the same square there are other persons who go constantly about among the people observing what is sold, and the measures used in selling; and they have been seen to break measures that were not **true**.

This great city contains a large number of temples, or houses, for their idols, very handsome edifices, which are situated in the different districts and the suburbs; in the principal ones religious persons of each particular sect are constantly residing, for whose use, besides the houses containing the idols, there are other convenient habitations...

Among these temples there is one which far surpasses all the rest, whose grandeur of architectural details no human tongue is able to describe; for

**Castile**  
*Spain*

**borage**  
*a type of herb*

**maguey**  
*also known as the century plant, agave, or aloe*

**terra-firma**  
*solid ground. Cortés may be referring to Europe here.*

**true**  
*standard, accurate*

*Cortés's Account of Tenochtitlán*

within its precincts, surrounded by a lofty wall, there is room enough for a town of five hundred families. Around the interior of the enclosure there are handsome edifices, containing large halls and corridors, in which the religious persons attached to the temple reside. There are fully forty towers, which are lofty and well built, the largest of which has fifty steps leading to its main body, and is higher than the tower of the principal tower of the church at Seville. The stone and wood of which they are constructed are so well wrought in every part, that nothing could be better done, for the interior of the chapels containing the idols consists of curious **imagery**, wrought in stone, with plaster ceilings, and wood-work carved in relief, and painted with figures of monsters and other objects. All these towers are the burial places of the nobles, and every chapel in them is dedicated to a particular idol, to which they pay their devotions.

Three halls are in this grand temple, which contain the principal idols; these are of wonderful extent and height, and admirable workmanship, adorned with figures sculptured in stone and wood; leading from the halls are chapels with very small doors, to which the light is not admitted, nor are any persons except the priests, and not all of them. In these chapels are the images of idols, although, as I have before said, many of them are also found on the outside; the principal ones, in which the people have greatest faith and confidence, I **precipitated** from their pedestals, and cast them down the steps of the temple, purifying the chapels in which they had stood, as they were all polluted with human blood, shed in the sacrifices. In the place of these I put images of Our Lady and the Saints, which excited not a little feeling in Moctezuma and the inhabitants, who at first remonstrated, declaring that if my proceedings were known throughout the country, the people would rise against me; for they believed that their idols bestowed on them all temporal good, and if they permitted them to be ill-treated, they would be angry and without their gifts, and by this means the people would be deprived of the fruits of the earth and perish with famine. I answered, through the interpreters, that they were deceived in expecting any favors from idols, the work of their own hands, formed of unclean things; and that they must learn there was but one God, the universal Lord of all, who had created the heavens and earth, and all things else, and had made them and us; that He was without beginning and immortal, and they were bound to adore and believe Him, and no other creature or thing...

This noble city contains many fine and magnificent houses; which may be accounted for from the fact, that all the nobility of the country, who are the vassals of Moctezuma, have houses in the city, in which they reside a certain part of the year; and besides, there are numerous wealthy citizens who also possess fine houses. All these persons, in addition to the large and spacious apartments for ordinary purposes, have others, both upper and lower, that contain **conservatories** of flowers...

**Source:** Hernán Cortés, Second Letter to Charles V, *Modern History Sourcebook*, 1998, [<http://www.fordham.edu/halsall/mod/1520cortes/html>] (June 6, 2011).

**imagery***expressive images***precipitated***threw, hurled***conservatories***greenhouses*

# Identify Author's Point of View

Authors have a point of view or purpose in their writing.

## Background and Situation

1. An author's background affects his or her point of view. Turn to pages 102–103 of the Atlas. Read the introduction. Look at photo A. What was Martin Luther's occupation?

\_\_\_\_\_

2. Read through the primary source found at the end of this lesson. Read the Historical Context.

- a. What was Luther on trial for? \_\_\_\_\_
- b. Who was judging his trial? \_\_\_\_\_
- c. What was the penalty if he was found guilty? \_\_\_\_\_
- d. How could this situation affect Luther's testimony at the trial? \_\_\_\_\_

\_\_\_\_\_

## Evidence of Point of View

3. The words a person chooses can indicate his or her point of view. Read through Luther's testimony. Look for examples of **loaded language**. These words often stir up emotions. Find phrases that have positive connotations and negative connotations.

- a. One phrase with a positive connotation: \_\_\_\_\_

Why did Luther use this phrase? \_\_\_\_\_

- b. One phrase with a negative connotation: \_\_\_\_\_

Why did Luther use this phrase? \_\_\_\_\_

4. Sometimes a person **includes facts**, **details**, and **quotations** to help make a point.

- a. Luther used quotations from the Bible in his defense. What was one?

\_\_\_\_\_

- b. Did that quotation help his case? Why or why not? \_\_\_\_\_

5. An author may **avoid facts** or **details** that could hurt his case. What did Luther neglect to include in his testimony?

\_\_\_\_\_

6. What was Luther's purpose or point of view in his testimony?

\_\_\_\_\_

# Martin Luther's Defense

- Date** ■ April 18, 1521
- Place** ■ Worms, Holy Roman Empire (Germany)
- Type of Source** ■ Speech (original in German)
- Author** ■ Martin Luther
- Historical Context** ■ In 1520 the pope condemned Martin Luther and his writings in a public letter called a papal bull, instructing the new emperor, Charles V, to execute Luther. Luther's own prince, Frederick III of Saxony, insisted that Luther could only be tried by a German court. Charles agreed to hear the case. As a result, Luther went to the Imperial Diet (Parliament) to face his accusers. The Diet condemned Luther, but Frederick hid him before he could be arrested. This account of the hearing was written later by Luther himself.
- Internal Context** ■ The previous day Luther had been asked if the condemned writings were his, and if they were, if he would renounce the ideas in them. Luther admitted he wrote the books but asked for a day to consider how to respond to the second.

**Dr. Johann Eck:** Do you wish to defend the books which are recognized as your work? Or to retract anything contained in them? . . .

**Dr. Martin Luther:** Most Serene Lord Emperor, Most Illustrious Princes, Most Gracious Lords—I this day appear before you in all humility, according to your command, and I beseech you to grant a gracious hearing to my plea, which, I trust, will be a plea of justice and truth; and if through my inexperience I neglect to give to any their proper titles or in any way offend against the etiquette of the court in my manners or behavior, be kind enough to forgive me. I beg, since I am a man who has spent his life not in courts but in the **cells** of a monastery; a man who can say of himself only this, that to this day I have thought and written in simplicity of heart, solely with a view to the glory of God and the pure instruction of Christ's faithful people.

Two questions were yesterday put to me by his imperial majesty; the first, whether I was the author of the books whose titles were read; the second, whether I wished to revoke or defend the doctrine I have taught. I answered the first, and I adhere to that answer.

Your Imperial Majesty and Your Lordships: I ask you to observe that my books are not all of the same kind.

There are some in which I have dealt with piety in faith and morals with such simplicity and so agreeably with the Gospels that my adversaries themselves are compelled to admit them useful, harmless, and clearly worth reading by a Christian. Even the Bull, harsh and cruel though it is, makes some of my books harmless, although it condemns them also, by a judgment downright monstrous. If I should begin to recant here, what, I beseech you, would I be doing but condemning alone among mortals, that truth which is admitted by friends and foes alike, in an unaided struggle against universal consent?

## Johann Eck

*Johann Eck had been friendly with Luther before 1517 but soon after became Luther's strongest opponent. In 1520, Eck convinced the pope to issue the bull condemning Luther's writings. At the Imperial Diet he served as the main examiner.*

## cells

*rooms in a monastery*



## Martin Luther's Defense

The second kind consists in those writings leveled against the **papacy** and the doctrine of the **papists**, as against those who by their wicked doctrines and precedents have laid waste **Christendom** by doing harm to the souls and the bodies of men. No one can either deny or conceal this, for universal experience and world-wide grievances are witnesses to the fact that through the Pope's laws and through man-made teachings the consciences of the faithful have been most pitifully ensnared, troubled, and racked in torment, and also that their goods and possessions have been devoured (especially amongst this famous **German nation**) by unbelievable tyranny, and are to this day being devoured without end in shameful fashion; and that thought they themselves by their own laws take care to provide that the Pope's laws and doctrines which are contrary to the Gospel or the teachings of **the Fathers** are to be considered as erroneous and reprobate. If then I recant these, the only effect will be to add strength to such tyranny, to open not the windows but the main doors to such blasphemy, which will thereupon stalk farther and more widely than it has hitherto dared.

The third kind consists of those books which I have written against private individuals, so-called; against those, that is, who have exerted themselves in defense of the **Roman tyranny** and to the overthrow of that piety which I have taught. I confess that I have been more harsh against them than befits my religious vows and my profession. For I do not make myself out to be any kind of saint, nor am I now contending about my conduct but about Christian doctrine. But it is not in my power to recant them, because that recantation would give that tyranny and blasphemy and occasion to lord it over those whom I defend and to rage against God's people more violently than ever.

However, since I am a man and not God, I cannot provide my writings with any other defense than that which my Lord Jesus Christ provided for His teaching. When He had been interrogated concerning His teaching before **Annas** and had received a **buffet** from a servant, He said: "If I have spoken evil, bear witness of the evil." If the Lord Himself, who knew that He could not err, did not refuse to listen to witness against His teaching, even from a worthless slave, how much more ought I, scum that I am, capable of naught but error, to seek and to wait for any who may wish to bear witness against my teaching.

And so, through the mercy of God, I ask Your Imperial Majesty, and Your Illustrious Lordships, or anyone of any degree, to defeat them by the writings of the Prophets or by the Gospels; for I shall be most ready, if I be better instructed, to recant any error, and I shall be the first in casting my writings into the fire. I have been reminded of the dissensions which my teaching engenders. I can only answer in the words of our Lord. 'I came not to bring peace but a sword.' If our God is so severe, let us beware lest we release a deluge of wars, lest the reign of our noble youth, Charles, be inauspicious. Take warning from the

### **papacy**

*the institutions surrounding the pope*

### **papists**

*an insulting name used to describe defenders of the pope or the Catholic Church.*

### **Christendom**

*all Christians*

### **German nation**

*"Germany" or "German nation" refers not to a country or government but to the German-speaking regions of Europe.*

### **the Fathers**

*early scholars of Christianity*

### **Roman tyranny**

*Luther is referring to the rule of the pope over Christians.*

### **Annas**

*One of the high priests who condemned Jesus*

### **buffet**

*punch or hit. Luther is referring to John 18:21-22.*

## Martin Luther's Defense

examples of **Pharaoh, the King of Babylon, and the kings of Israel**. God is who confounds the wise. I must walk in the fear of the Lord. I say this not to chide but because I cannot escape my duty to my Germans. I commend myself to your Majesty. May you not suffer my adversaries to make you ill disposed to me without cause. I have spoken.

**Dr. Eck:** Martin, you have not sufficiently distinguished your works. The earlier were bad and the latter worse. Your plea to be heard from the Scripture is the one always made by **heretics**. You do nothing but renew the errors of **Wyclif and Hus**. How will the Jews, how will the **Turks**, exult to hear Christians discussing whether they have been wrong all these years! Martin, how can you assume that you are the only one to understand the sense of Scripture? Would you put your judgment above that of so many famous men and claim that you know more than they all? You have no right to call into question the most holy **orthodox** faith, instituted by Christ the perfect lawgiver, proclaimed throughout the world by the apostles, sealed by the red blood of martyrs, confirmed by the sacred councils, defended by the Church in which all our fathers believed until death and gave us as an inheritance, and which now we are forbidden by the pope and the emperor to discuss lest there be no end of debate. I ask you, Martin—answer candidly and **without horns**—do you or do you not repudiate your books and the errors which they contain?

**Dr. Luther:** Your Imperial Majesty and Your Lordships demand a simple answer. Here it is, plain and unvarnished. Unless I am [convinced] of error by the testimony of Scripture or (since I put no trust in the unsupported authority of Pope or councils, since it is plain that they have often erred and often contradicted themselves) by manifest reasoning, I stand [convinced] by the Scriptures to which I have appealed, and my conscience is taken captive by God's word, I cannot and will not recant anything, for to act against our conscience is neither safe for us, nor open to us.

On this I take my stand. I can do no other. God help me.

Amen.

### Pharaoh, the King of Babylon, and the kings of Israel

*kings from the Bible who were warned to obey God and suffered disaster when they did not*

### heretics

*teachers and believers in false doctrine*

### Wyclif and Hus

*John Wyclif was an English reformer who died in 1384. He was found guilty of heresy after his death, and after his corpse and books burned.*

*Jan Hus was a Czech reformer who was executed as a heretic by the Catholic Church in 1415.*

*Both men preached ideas similar to Luther's.*

### Turks

*"Turks" was the common name for all Muslims.*

### orthodox

*true. In this case, "orthodox" does not refer to the eastern churches.*

### without horns

*without adding extra words*

**Source:** "Martin Luther's Account of the Hearing at Worms," *Famous Trials: The Trial of Martin Luther*, 2010, [<http://law2.umkc.edu/faculty/projects/ftrials/luther/wormsexcerpts.html>] (May 24, 2011).

# Write Arguments

An argument is a chance to consider two sides of an issue and to support one with evidence.

## Identify Claims

1. Turn to page 109 of the Atlas. Read the quotation from Voltaire: “*All men are by nature free.*” It will be one claim in this lesson’s argument. (In this case, assume “men” refers to both males and females of all ages.)
  - a. Skim the chapter from *Candide*, found at the end of this lesson. Find the quotation above. Who said it? \_\_\_\_\_
  - b. Were all people in El Dorado free? \_\_\_\_\_
2. Think about Voltaire’s claim. Do you agree or disagree with it?
  - a. If you agree, write Voltaire’s quotation on the chart below, in the “Your claim” row. If not, write it in the “Opposing claim” row.
  - b. Add the opposite claim in the other row.

## Find Evidence

3. Evidence is a reason the claim is true. Find two pieces of evidence to support your claim.
  - a. In the Atlas, look for examples of people who were free or not free. Begin with pages 14, 36, 78, 92, 94, and 96–97.
  - b. Add the best evidence you find to the chart below.

Your claim	
Opposing claim	
First piece of evidence to support your claim	
Second piece of evidence to support your claim	

# Candide

<b>Date</b>	■ 1759
<b>Place</b>	■ written in Geneva, Switzerland; published in Paris
<b>Type of Source</b>	■ Novel, satire, comedy (original in French)
<b>Author</b>	■ Voltaire (pen name of Francois Marie Arouet)
<b>Historical Context</b>	■ While Voltaire wrote novels, plays, and poems, he also is considered an Enlightenment philosopher. He was imprisoned in the Bastille and briefly went into exile in Great Britain for his political views.
<b>Internal Context</b>	■ <i>Candide</i> is a commentary on the religion and politics of the time. It chronicles the nonstop, life-threatening misadventures that befall Candide, a romantic young man recently evicted from his childhood home. He was forced to fight in a war and travels to Holland, Portugal, Argentina, and Paraguay before wandering into El Dorado, a utopia in the mountains of Peru. Later he traveled to Suriname, France, England, and Constantinople.

## Chapter 18—What They Saw in the Country of El Dorado

...Candide and **Cacambo** got into the coach, the six **sheep flew**, and, in less than a quarter of an hour, they arrived at the King's palace, which was situated at the further end of the capital. At the entrance was a portal two hundred and twenty feet high and one hundred wide; but it is impossible for words to express the materials of which it was built. The reader, however, will readily **conceive** that they must have a **prodigious** superiority over the pebbles and sand, which we call gold and precious stones.

Twenty beautiful young virgins in waiting received Candide and Cacambo on their **alighting** from the coach, conducted them to the bath and clad them in robes woven of the down of hummingbirds; after which they were introduced by the great officers of the crown of both sexes to the King's apartment, between two files of musicians, each file consisting of a thousand, **agreeable** to the custom of the country.

When they drew near to the **presence-chamber**, Cacambo asked one of the officers in what manner they were to pay their **obeisance** to His Majesty; whether it was the custom to fall upon their knees, or to prostrate themselves upon the ground; whether they were to put their hands upon their heads, or behind their backs; whether they were to lick the dust off the floor; in short, what was the ceremony usual on such occasions.

"The custom," said the great officer, "is to embrace the King and kiss him on each cheek."

Candide and Cacambo accordingly threw their arms round His Majesty's neck, who received them in the most gracious manner imaginable, and very politely asked them to **sup** with him.

While supper was preparing, orders were given to show them the city, where they saw public structures that reared their lofty heads to the clouds; the marketplaces decorated with a thousand columns; fountains of spring

### Cacambo

*Candide's servant and traveling companion*

### sheep flew

*In this fantasy, it is difficult to know if the sheep actually flew in the air or just traveled quickly.*

### conceive

*understand*

### prodigious

*enormous*

### alighting

*getting down*

### agreeable

*suitable*

### presence-chamber

*room where a king receives his guests*

### obeisance

*respects*

### sup

*dine, eat*

*Candide*

water, besides others of rose water, and of **liquors** drawn from the sugarcane, incessantly flowing in the great squares, which were paved with a kind of precious stones that emitted an odor like that of cloves and cinnamon.

Candide asked to see the High Court of justice, the Parliament; but was answered that they had none in that country, being utter strangers to lawsuits. He then inquired if they had any prisons; they replied none. But what gave him at once the greatest surprise and pleasure was the Palace of Sciences, where he saw a gallery two thousand feet long, filled with the various apparatus in mathematics and **natural philosophy**.

After having spent the whole afternoon in seeing only about the thousandth part of the city, they were brought back to the King's palace. Candide sat down at the table with His Majesty, his valet Cacambo, and several ladies of the court. Never was entertainment more elegant, nor could any one possibly show more wit than His Majesty displayed while they were at supper. Cacambo explained all the King's **bons mots** to Candide, and, although they were translated, they still appeared to be bons mots. Of all the things that surprised Candide, this was not the least.

They spent a whole month in this hospitable place, during which time Candide was continually saying to Cacambo, "I **own**, my friend, once more, that the castle where I was born is a mere nothing in comparison to the place where we now are; but still **Miss Cunegund** is not here, and you yourself have doubtless some fair one in Europe for whom you sigh. If we remain here we shall only be as others are; whereas if we return to our own world with only a dozen of El Dorado sheep, loaded with the pebbles of this country, we shall be richer than all the kings in Europe; we shall no longer need to stand in awe of the **Inquisitors**; and we may easily recover Miss Cunegund."

This speech was perfectly agreeable to Cacambo. A fondness for roving, for making a **figure** in their own country, and for boasting of what they had seen in their travels, was so powerful in our two wanderers that they resolved to be no longer happy; and demanded permission of the King to quit the country.

"You are about to do a **rash** and silly action," said the King. "I am sensible my kingdom is an inconsiderable spot; but when people are tolerably at their ease in any place, I should think it would be to their interest to remain there. Most assuredly, I have no right to detain you, or any strangers, against your wills; this is an act of **tyranny** to which our manners and our laws are equally **repugnant**. All men are by nature free; you have therefore an undoubted liberty to depart whenever you please, but you will have many and great difficulties to encounter in passing the frontiers. It is impossible to ascend that rapid river which runs under high and vaulted rocks, and by which you were conveyed hither by a kind of miracle. The mountains by which my kingdom are **hemmed in** on all sides, are ten thousand feet high,

**liquors**

juice

**natural philosophy**

the study of nature and the universe

**bons mots**

clever sayings

**own**

admit

**Miss Cunegund**

Candide's cousin and girlfriend, who he had to leave in Buenos Aires

**Inquisitors**

people charged with finding religious heretics (often non-Christians). Candide had killed the Grand Inquisitor in Lisbon to free Miss Cunegund. The Inquisition lasted into the 1800s in Portugal.

**figure**

favorable impression

**rash**

hasty, not well thought out

**tyranny**

oppression

**repugnant**

offensive

**hemmed in**

surrounded



*Candide*

and perfectly perpendicular; they are above **ten leagues** across, and the descent from them is one continued precipice.

"However, since you are determined to leave us, I will immediately give orders to the superintendent of my carriages to **cause** one to be made that will convey you very safely. When they have conducted you to the back of the mountains, nobody can attend you farther; for my subjects have made a vow never to quit the kingdom, and they are too prudent to break it. Ask me whatever else you please."

"All we shall ask of Your Majesty," said Cacambo, "is only a few sheep laden with provisions, pebbles, and the clay of your country."

The King smiled at the request and said, "I cannot imagine what pleasure you Europeans find in our yellow clay; but take away as much of it as you will, and much good may it do you."

He immediately gave orders to his engineers to make a machine to hoist these two extraordinary men out of the kingdom. Three thousand good machinists went to work and finished it in about fifteen days, and it did not cost more than twenty millions **sterling** of that country's money. Candide and Cacambo were placed on this machine, and they took with them two large red sheep, bridled and saddled, to ride upon, when they got on the other side of the mountains; twenty others to serve as **sumpters** for carrying provisions; thirty laden with presents of whatever was most curious in the country, and fifty with gold, diamonds, and other precious stones. The King, at parting with our two adventurers, embraced them with the greatest cordiality.

It was a curious sight to behold the manner of their setting off, and the ingenious method by which they and their sheep were hoisted to the top of the mountains. The machinists and engineers took leave of them as soon as they had conveyed them to a place of safety, and Candide was wholly occupied with the thoughts of presenting his sheep to Miss Cunegund.

"Now," cried he, "thanks to Heaven, we have more than sufficient to pay the **Governor of Buenos Ayres** for Miss Cunegund, if she is **redeemable**. Let us make the best of our way to **Cayenne**, where we will take shipping and then we may at leisure think of what kingdom we shall purchase with our riches."

**ten leagues**

a distance of about 30 miles

**cause**

bring about, have

**sterling**

a unit of currency

**sumpters**

pack animals

**Governor of Buenos Ayres**

governor, probably of Buenos Aires in Spanish Argentina, who wanted to marry Miss Cunegund

**redeemable**

for sale, available.

Cacambo did manage to free Miss Cunegund.

However, the two were then captured by a pirate and shipped to the Ottoman Empire.

**Cayenne**

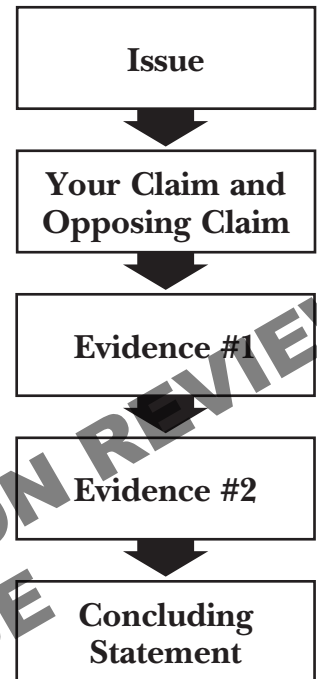
capital of French Guiana

Source: Voltaire, *Candide*, n.d., [[http://www.literature.org/authors/voltaire/candide/chapter\\_18.html](http://www.literature.org/authors/voltaire/candide/chapter_18.html)] (5/19/11).

# Write Arguments

## Write a Draft

4. Look at the diagram to the right. It shows one way to write an argument. Also read the steps below.
  - a. Start by naming and describing the issue *freedom*.
  - b. State your claim and the opposing claim.
  - c. Describe your first piece of evidence.
  - d. Describe your second piece of evidence.
  - e. End with a concluding statement that reinforces why your claim is the best or most logical.
5. Write your first draft. Follow the steps above. Don't worry if it isn't perfect. Just try to get your ideas down on paper.



## Polish Your Argument

6. Read your draft. Look for sections that are unclear or evidence that is weak. **Rewrite** the unclear text. Replace the weak evidence with stronger evidence, or add facts, examples, or quotations to strengthen it.
7. **Relationship words** help show the connections between claims, opposing claims, or evidence. Look at the list below. Identify places in your argument to add relationship words or phrases.

### Relationship Words and Phrases

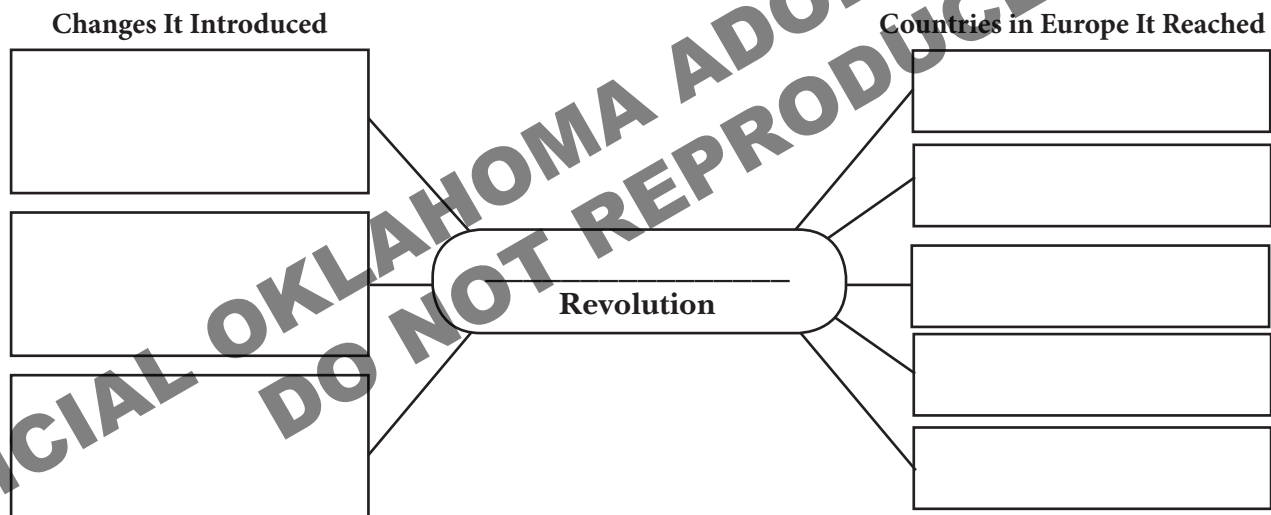
also	besides	in contrast
although	consequently	on the other hand
as a result	however	similarly
because	in addition	therefore

8. Trade papers with a partner. **Review** his or her draft. Identify sections that you don't understand. Suggest ways to make the argument stronger.
9. Review your partner's comments about your paper. **Revise** your draft. Check spelling and punctuation.

# Conduct a Research Project

In this lesson, you'll explore a research question using maps, graphs, and text.

1. The research question you'll explore today is ***How did revolution change Europe?*** Start by choosing a revolution—either the French Revolution or Industrial Revolution. Write your choice in the center of the graphic organizer below.
2. If you chose the French Revolution, use the following pages from the Atlas to gather information. Add any helpful information to the graphic organizer below.
  - page 114: introduction; photo B; map C
  - page 119: time line C
3. If you chose the Industrial Revolution, use the following pages from the Atlas to gather information. Add any helpful information to the graphic organizer below.
  - pages 116–117: introduction; maps A, B, and E; graph D, History Question
  - pages 107, 123: “Top 10 Cities” charts, compare the size of London
4. When you research a topic, you may find yourself asking more questions. What is one question you now have about revolution?



# Describe Structure: Sequential

Pages in this Atlas are organized in several ways: to show sequence, to compare, and to show cause and effect.

1. Turn to pages 112–113 of the Atlas. Read the title and the introduction.
  - a. Which type of structure does this introduction use? \_\_\_\_\_
  - b. Read the caption for map C, “Independence in South America.”  
Which type of structure does this text use? \_\_\_\_\_
2. Time lines are a great tool for looking at *sequence*. Today you’ll chart resistance to imperialism throughout Unit 9 on the “Resisting Imperialism” time line below.
  - a. Begin by adding the American Revolution from the Unit 9 time line on pages 112–113.
  - b. Now use the following maps to add more events to the time line.
    - page 112, map A add 1 country that gained its independence
    - page 113, map C add 3 countries that gained their independence
    - page 122, map B add 2 rebellions
    - page 125, map E add 2 major anti-imperial uprisings

1775

1800

1825

1850

1875

1900

3. Use your time line to *compare*. Highlight events that occurred in the Western Hemisphere in one color and in the Eastern Hemisphere in another. What pattern do you see?

# Determine Central Ideas

In nonfiction, the central idea is the most important point or message of the reading.

## Of a Primary Source

1. Read through the primary source found at the end of this lesson. U.S. President Woodrow Wilson wrote this document eleven months before World War I ended.

- a. The opening paragraph often introduces the central idea. Read the paragraph. Write down a key point from it that might be the central idea of the document.

\_\_\_\_\_

- b. Now look at each of Wilson's points. Write a brief summary of each. (See sample.)

Point	Brief Summary of Point
I	<i>Open peace negotiations</i>
II	
III	
IV	
V	
VI	
VII	
VIII	
IX	
X	
XI	
XII	
XIII	
XIV	

- c. Review your brief summaries. Then look back at the key point you identified from the opening paragraph. Does it work as your central idea? If not, write a new one.

\_\_\_\_\_

## Of a Secondary Source

2. Turn to pages 128–129 of the Atlas. Read the title and the introduction. Then look at map D, “New Countries and New Territories.” Does your central idea from step 1c work for this map too? If not, write a new central idea for this map.

\_\_\_\_\_



# Fourteen Points

<b>Date</b>	■ January 8, 1918
<b>Place</b>	■ Washington, D.C., United States
<b>Type of Source</b>	■ Speech
<b>Author</b>	■ U.S. President Woodrow Wilson
<b>Historical Context</b>	■ Even after the United States declared war on Germany in April 1917, President Wilson continued to press for “peace without victory.” The Fourteen Points were Wilson’s vision for the world after World War I. They pointed to a world where democracy, national self-determination, collective security, and open discussion would replace the secret diplomacy of the past. The German government rejected them in January. However, after defeat and revolution, the new German government hoped for peace along the lines of the Fourteen Points. The 1919 peace treaty rejected most of the the Fourteen Points. Many of the ideas presented in Wilson’s Points are now central to world politics.

W e entered this war because violations of right had occurred which touched us to the **quick** and made the life of our own people impossible unless they were corrected and the world secured once for all against their recurrence. What we demand in this war, therefore, is nothing peculiar to ourselves. It is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression. All the peoples of the world are in effect partners in this interest, and for our own part we see very clearly that unless justice be done to others it will not be done to us. The programme of the world's peace, therefore, is our programme; and that programme, the only possible programme, as we see it, is this:

- I. Open **covenants** of peace, openly arrived at, after which there shall be no private international understanding of any kind but diplomacy shall proceed always frankly and in the public view.
- II. Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and in war, except as the seas may be closed in whole or in part by international action for the enforcement of international covenants.
- III. The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations consenting to the peace and associating themselves for its maintenance.
- IV. Adequate guarantees given and taken that **national armaments** will be reduced to the lowest point consistent with **domestic safety**.

**quick**  
soul

**covenants**  
treaties, agreements

**national armaments**  
a nation's weaponry

**domestic safety**  
security of the nation's borders and population

## Fourteen Points

- V. A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon a strict observance of the principle that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of the government whose title is to be determined.
- VI. The evacuation of all Russian territory and such a settlement of all **questions affecting Russia** as will secure the best and freest cooperation of the other nations of the world in obtaining for her an unhampered and **unembarrassed** opportunity for the independent determination of her own political development and national policy and assure her a sincere welcome into the society of free nations under institutions of her own choosing; and, more than a welcome, assistance also of every kind that she may need and may herself desire. The treatment accorded Russia by her sister nations in the months to come will be the **acid test** of their good will, of their comprehension of her needs as distinguished from their own interests, and of their intelligent and unselfish sympathy.
- VII. Belgium, the whole world will agree, must be evacuated and restored, without any attempt to limit the freedom which she enjoys in common with all other free nations. No other single act will serve as this will serve to restore confidence among the nations in the laws which they have themselves set and determined for the government of their relations with one another. Without this healing act the whole structure and validity of international law is forever impaired.
- VIII. All French territory should be freed and the invaded portions restored, and the wrong done to France by Prussia in **1871** in the matter of **Alsace-Lorraine**, which has unsettled the peace of the world for nearly fifty years, should be righted, in order that peace may once more be made secure in the interest of all.
- IX. A readjustment of the frontiers of Italy should be effected along clearly recognizable lines of nationality.
- X. The peoples of Austria-Hungary, whose place among the nations we wish to see safeguarded and assured, should be accorded the freest opportunity of autonomous development.
- XI. Rumania, Serbia, and Montenegro should be evacuated; occupied territories restored; Serbia accorded free and secure access to the sea; and the relations of the several Balkan states to one another determined by friendly counsel along historically established lines of allegiance and nationality; and international guarantees of the political and economic independence and territorial integrity of the several Balkan states should be entered into.

### questions affecting Russia

*Two months before Wilson's speech the Bolsheviks seized control of Petrograd (St. Petersburg) and Moscow. Nationalities like the Poles and Finns were breaking away, and the Bolshevik government signed a peace treaty with Germany surrendering a sizeable piece of European Russia.*

### unembarrassed uninfluenced

**acid test**  
*most convincing test*

### 1871

*The year of the Franco-Prussian War. The Prussian/German victory resulted in the annexation of part of eastern France.*

### Alsace-Lorraine

*Two wealthy provinces along the Rhine River annexed by Germany. The annexation had been a source of tremendous anger in France.*

*Fourteen Points*

- XII. The Turkish portions of the present Ottoman Empire should be assured a secure sovereignty, but the other nationalities which are now under Turkish rule should be assured an **undoubted** security of life and an absolutely **unmolested** opportunity of autonomous development, and the **Dardanelles** should be permanently opened as a free passage to the ships and commerce of all nations under international guarantees.
- XIII. An independent Polish state should be erected which should include the territories inhabited by indisputably Polish populations, which should be assured a free and secure access to the sea, and whose political and economic independence and territorial integrity should be guaranteed by international covenant.
- XIV. A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike....

**undoubted**  
absolute

**unmolested**  
undisturbed

**Dardanelles**  
the southern end of the waterway connecting the Black Sea to the Mediterranean Sea. The northern end, the Bosphorous, was probably left out because the Ottoman capital was located beside it.

Source: Woodrow Wilson, "President Woodrow Wilson's 14 Points (1918)," *Our Documents*, n.d., [<http://www.ourdocuments.gov/doc.php?doc=62&page=transcript>] (May 12, 2011).

# Gather Relevant Information

When you gather information for a research paper, there are a number of things to keep in mind.

## Identify Relevant Information

1. Turn to pages 132–133 of the Atlas. Read the title and the introduction. Also look at the map, graphs, photo, and History Question.

Take notes only on information that relates to your topic. Let's say you are writing a paper on the *Holocaust*. Write two notes from the information on page 132.

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## Avoid Plagiarism

2. Do not copy sentences or paragraphs from a book or online resource directly into your paper and pretend that you wrote them. Doing so is one kind of plagiarism. When you take notes, put them in your own words.

## Credit Sources

3. When you use information from another source, it is important to give that source credit.

Sometimes you find a great quotation or statement that you'd like to use as is. You can do that if you put it in quotation marks and credit the source. Below, circle the quotation marks. Draw a box around the author's name and underline the source.

According to Holocaust survivor Edi Weinstein in his book *Quenched Steel: The Story of an Escape from Treblinka*, "Dozens of corpses were strewn on the platform and along the tracks—evidently persons murdered the previous day. Amidst shouting and blows of rifle butts we were ordered to load the corpses onto the flatcar. We worked on the run, without a moment's rest. Those who could not run or who moved too slowly were beaten with rifle butts."