HOLT

NORTH CAROLINA



Authors
Susan Elizabeth Ramírez
Peter Stearns
Sam Wineburg

Senior Consulting Author Steven A. Goldberg



HOLT, RINEHART AND WINSTON

A Harcourt Education Company

Orlando • Austin • New York • San Diego • London

COVER IMAGES:

Top: Mexico City, 1998 **Background:** Rosetta Stone

Helmet: Anglo-Saxon helmet, early seventh century,

Sutton Hoo, England

Copyright © 2008 by Holt, Rinehart and Winston

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher.

Requests for permission to make copies of any part of the work should be mailed to the following address: Permissions Department, Holt, Rinehart and Winston, 10801 N. MoPac Expressway, Building 3, Austin, Texas 78759.

For Acknowledgments and other credits, see page R155, which is an extension of the copyright page.

HOLT, the "Owl Design," and ONE-STOP PLANNER are trademarks licensed to Holt, Rinehart and Winston, registered in the United States of America and/or other jurisdictions.

Live Ink is a registered trademark of Walker Technology, Inc.



WORLD ALMANAC® and **WORLD ALMANAC AND BOOK OF FACTS**® are trademarks of World Almanac Education Group, Inc., registered in the United States of America and other jurisdictions.

Printed in the United States of America

ISBN-13: 978-0-03-0093854-2

ISBN 0-03-093854-6

 $1\ 2\ 3\ 4\ 5\ 6\ 7\ 8\ 9\ 048\ 12\ 11\ 10\ 09\ 08\ 07$

If you have received these materials as examination copies free of charge, Holt, Rinehart and Winston retains title to the materials and they may not be resold. Resale of examination copies is strictly prohibited.

Possession of this publication in print format does not entitle users to convert this publication, or any portion of it, into electronic format.

Authors

Susan Ramírez

Susan Elizabeth Ramírez is the Penrose Chair of History and Latin American Studies at Texas Christian University. She received her Ph.D. in History from the University of Wisconsin, Madison, and taught for many years at DePaul University. A specialist in the history and culture of the Andean region, Professor Ramírez is the author of numerous articles and books, including *The World Upside Down:*Cross-Cultural Contact and Conflict in Sixteenth Century Peru.

Her most recent book, To Feed and Be Fed: The Cosmological Bases of Authority and Identity in the Andes, offers a new interpretation of the rise and fall of the Inca Empire. She serves on the editorial boards of the Hispanic American Historical Review and The Americas.



Peter Stearns

Peter N. Stearns is Professor of History and Provost at George Mason University. Founder and longtime editor of the *Journal of Social History*, Stearns is also author and editor of numerous books, including the *Encyclopedia of World History* and the six-volume *Encyclopedia of European Social History from 1350 to 2000*. Professor Stearns received his Ph.D. from Harvard University and has taught for over 40 years. He is a member of the American Historical Society and the Social Science History Association, among other professional organizations. His current research topics include the history of gender, body image, and emotion. His most recent book is *Childhood in World History*.

Sam Wineburg

Sam Wineburg is Professor of Education and Professor of History (by courtesy) at Stanford University, where he directs the only Ph.D. program in History Education in the nation. Educated at Brown and Berkeley, he spent several years teaching history at the middle and high school levels before completing a doctorate in Psychological Studies in Education at Stanford. His book *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* won the Frederic W. Ness Award from the Association of American Colleges and Universities. His work on teacher community won the 2002 Exemplary Research on Teaching and Teacher Education Award from the American Educational Research Association. He was a member of the blueribbon commission of the National Research Council that wrote the widely circulated report, *How People Learn: Brain, Mind, Experience, and School.* He is also the Senior Consulting Author on Holt's *American Anthem.*

Consultants

Program Consultant

Kylene Beers, Ed.D.

Senior Reading Researcher School Development Program Yale University New Haven, Connecticut

Senior Consulting Author

Steve Goldberg

NCSS Board of Directors Social Studies Department Chair New Rochelle High School New Rochelle, New York

Academic Consultants

Elizabeth Shanks Alexander, Ph.D.

Professor of Rabbinic Judaism and Talmudic Literature Department of Religious Studies University of Virginia Charlottesville, Virginia

Elizabeth A. Clark, Ph.D.

John Carlisle Kilgo Professor of Religion Department of Religion Duke University Durham. North Carolina

Ahmet T. Karamustafa, Ph.D.

Professor of History and Religious Studies Department of History Washington University in St. Louis St. Louis, Missouri

Christopher L. Salter, Ph.D.

Professor of Geography and Chair Emeritus
Department of Geography
University of MissouriColumbia
Columbia, Missouri

Program Advisers

Academic Reviewers

Christian Appy, Ph.D.

Department of History University of Massachusetts, Amherst Amherst, Massachusetts

Jonathan Beecher, Ph.D.

Department of History University of California, Santa Cruz Santa Cruz, California

Stanley M. Burstein, Ph.D.

Professor Emeritus of Ancient History Department of History California State University, Los Angeles Los Angeles, California

Prasenjit Duara, Ph.D.

Department of History University of Chicago Chicago, Illinois

Benjamin Ehlers, Ph.D.

Department of History University of Georgia Athens, Georgia

Lamont King, Ph.D.

Department of History James Madison University Harrisonburg, Virginia

Geoff Koziol, Ph.D.

Department of History University of California Berkeley, California

Robert J. Meier, Ph.D.

Department of Anthropology Indiana University Bloomington, Indiana

Vasudha Narayannan

Department of Religion University of Florida Gainesville, Florida

David L. Ransel, Ph.D.

Department of History Indiana University Bloomington, Indiana

Susan Schroeder, Ph.D.

Department of History Tulane University New Orleans, Louisiana

Helaine Silverman, Ph.D.

Department of Anthropology University of Illinois Urbana, Illinois

Paolo Squatriti, Ph.D.

Department of History University of Michigan Ann Arbor, Michigan

Marc Van De Mieroop, Ph.D.

Department of History Columbia University New York, New York

Educational Reviewers

Sally Adams

Garden Grove High School Garden Grove, California

Chris Axtell

Sheldon High School Sacramento, California

Tim Bavne

Lincoln East High School Lincoln, Nebraska

Derrick Davis

Reagan High School Austin, Texas

Terry Dawdy

Lake Travis High School Austin, Texas

Educational Reviewers

Sally Adams

Garden Grove High School Garden Grove, California

Chris Axtell

Sheldon High School Sacramento, California

Tim Bayne

Lincoln East High School Lincoln, Nebraska

Derrick Davis

Reagan High School Austin, Texas

Terry Dawdy

Lake Travis High School Austin, Texas

Nick Douglass

Anderson High School Cincinnati, Ohio

Lynn M. Garcia

Hutchinson Central Technical High School Buffalo, New York

Barbara Harper

Bryant High School Bryant, Arkansas

Saundra J. Harris

Lane Technical College Prep High School Chicago, Illinois

Marc Hechter

Palo Verde High School Las Vegas, Nevada

Preya Krishna-Kennedy

Bethlehem Central High School Delmar, New York

Brian Loney

Jefferson County Public School Golden, Colorado

Jennifer Ludford

Princess Anne High School Virginia Beach, Virginia

Patrick Teagarden

Homestead High School Fort Wayne, Indiana

Reagan Williams

DH Conley High School Greenville, North Carolina

Ernestine Woody

Freedom High School Tampa, Florida

Field Test Teachers

Bruce P. Beichner

Allegheny-Clarion Valley High School Foxburg, Pennsylvania

Earl Derkatch

Owasso High School Owasso, Oklahoma

Steve Goldberg

New Rochelle High School New Rochelle, New York

David Futransky

Cosby High School Cosby, Tennessee

Anthony L. Marshall

Booker T. Washington High School Tulsa, Oklahoma

Josh Mullis

Barr-Reeve Junior/Senior High School Montgomery, Indiana

Michael B. Shuran

Tullahoma High School Tullahoma, Tennessee

Nancy Webber

E. E. Waddell High School Charlotte, North Carolina

Krissie Williams

Barnstable High School Hyannis, Massachusetts

Contents

Themes of History	xxx
How to Use Your Textbook	xxxi i
Scavenger Hunt	xxxiv
Social Studies Skills Handbook	
Test-Taking Strategies	
North Carolina Standards	
Countdown to Testing	



Prehistory-AD 300

The Dawn of Civilization



CHAPTER 1 The Beginnings of Civilization,

rolina Standards

Prehistory–1000 BC



North Carolina Standards

Social Studies Objective 1.01; 1.02; 1.03; 1.04; 1.05; 1.06; 2.01; 6.01; 7.01; 8.04; 8.06



History's Impact Video Series

Impact of Archaeology

Geograph	y Starting Points: Early People and Agriculture, 200,000–3000 BC	4
Section 1	The First People	
Section 2	The Beginning of Agriculture	12
Section 3	Foundations of Civilization	18
History an	nd Geography: River Valleys and Civilizations	24
Document	t-Based Investigation: Methods of Archaeology	26
Chapter R	eview	28

O No



North Carolina Standards

Social Studies Objective 1.01; 1.02; 1.04; 1.05; 1.06; 2.01; 6.01; 8.01; 8.02; 8.03

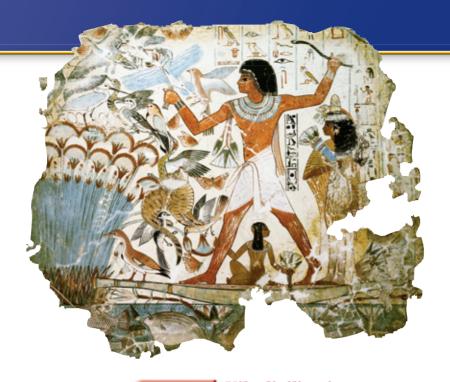


History's Impact Video Series

Impact of Judaism throughout the World

Section 1 Mesopotamia and Sumer	33
World Literature: Excerpt from The Epic of Gilgamesh	38
Section 2 Fertile Crescent Empires	39
Section 3 The Hebrews and Judaism	45
Section 4 The Persian Empire	50
Document-Based Investigation: Building Empires	56
Chapter Review	58







CHAPTER'S NIIE CIVILIZATIONS, 5000 BC-AD 300	60
North Carolina Standards Social Studies Objective 1.02; 1.03; 1.04; 1.05; 1.06; 2.01; 6.01; 8.01	
History's Impact Video Series Impact of the Egyptian Pyramids	
Geography Starting Points: The Nile Valley	62
Section 1 The Kingdom of Egypt	
Focus on Themes: Belief Systems: Government and Religion	71
SECTION 2 Egyptian Culture	
Arts Around the World: Architecture: Egyptian Temples	
SECTION 3 The Nubian Kingdoms	
Document-Based Investigation: The Gift of the Nile Chapter Review	
Chapter Neview	
CHAPTER 4 Ancient India and China, 2500 BC–250 B North Carolina Standards Social Studies Objective 1.01; 1.02; 1.03; 1.04; 1.05; 1.06; 2.01; 2.02; 2.03; 2.04 3.02; 6.01; 6.03; 7.01; 8.01; 8.02; 8.03; 8.04; 8.06 History's Impact Video Series Impact of Hinduism as a World Religion	i; 2.05; 2.08;
Geography Starting Points: Eastern Asia	
Section 1 Early India	
Section 2 Hinduism	
Section 3 Buddhism	
Section 4 China's First Dynasties	
Document-Based Investigation: Changing Views of Early China	
Chapter Review	116
Standardized Test Practice	118
Themes and Global Connections	
UNIT IN BRIEF	



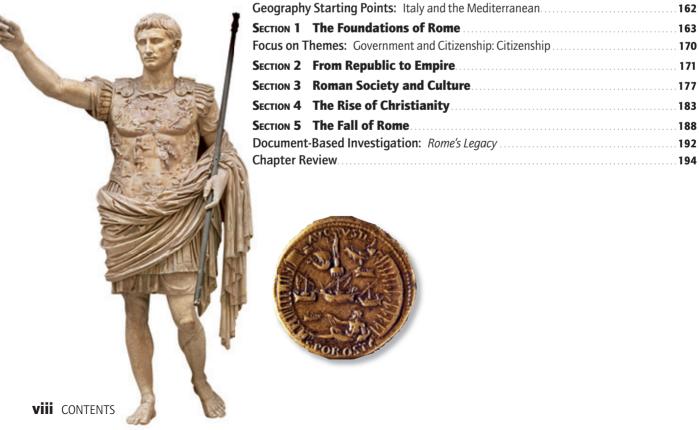
2100 BC-AD 1500

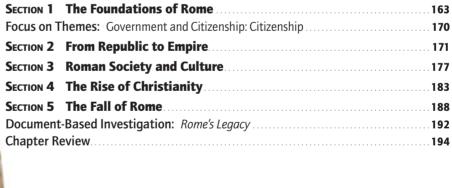
The Growth of Civilizations



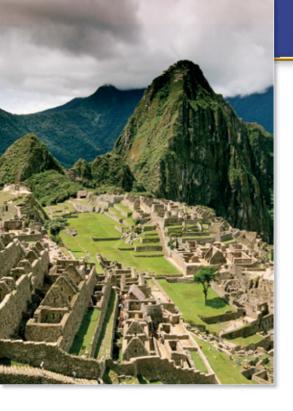


CHAPTER 5 Classical Greece, 2100 BC-150 BC	124
North Carolina Standards Social Studies Objective 1.01; 1.02; 1.04; 2.02; 6.03; 7.01; 8.01; 8.03; 8.04	
History's Impact Video Series Impact of the Greek Scholars	
Geography Starting Points: The Early Greeks, 600 BC	126
Section 1 Early Greece	127
World Literature: Excerpt from <i>The Odyssey</i> , by Homer	133
Section 2 The Classical Age	134
Section 3 Greek Achievements	142
Arts Around the World: Drama: Greek Drama	149
Section 4 Alexander the Great and His Legacy	150
Document-Based Investigation: The Diffusion of Greek Culture	156
Chapter Review	158
CHAPTER 6 Rome and Early Christianity, 750 BC-AD 500	160
North Carolina Standards Social Studies Objective 1.01; 1.02; 1.04; 2.03; 2.08; 3.02; 6.03; 8.01; 8.02; 8.0)3; 8.0 6
History's Impact Video Series	
Impact of Ancient Rome on the World Today	









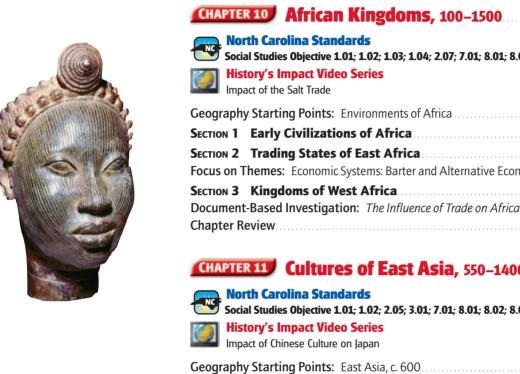


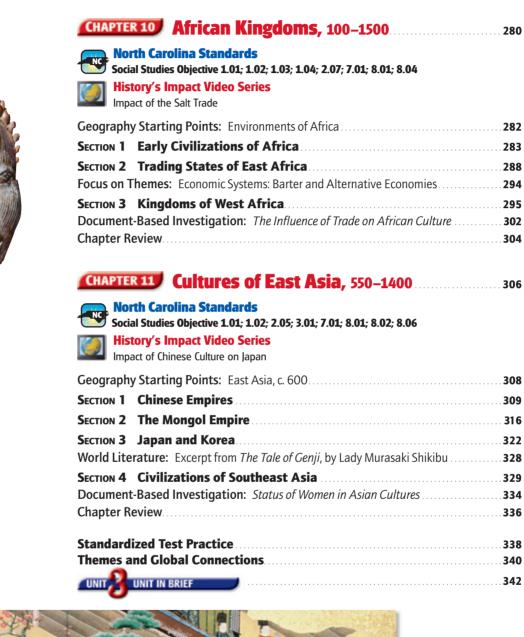
Unit

CHAPTER 7 The Americas, 1000 BC-AD 1500	196
North Carolina Standards Social Studies Objective 1.01; 1.02; 1.06; 2.04; 2.08; 6.01; 8.01; 8.06	
History's Impact Video Series Impact of Mayan Achievements on Math and Astronomy	
Geography Starting Points: Environments of the Americas	198
Section 1 North America	
Section 2 Mesoamerica	
SECTION 3 South America	
Document-Based Investigation: Theories on Migration to the Americas	
Chapter Review.	218
CHAPTER 8 Empires of China and India,	
350 BC-AD 600	220
North Carolina Standards	
Social Studies Objective 1.01; 1.02; 1.03; 2.04; 2.05; 6.01; 7.01; 8.01; 8.02; 8.03; 8.0)4
History's Impact Video Series Impact of Buddhism as a World Religion	
Geography Starting Points: China and India, c. 320s–220s BC	222
Section 1 The Growth of China	223
Section 2 Chinese Society and Culture	228
Section 3 Indian Dynasties	233
Section 4 Indian Society and Culture	
History and Geography: Nomads and Empires	
Document-Based Investigation: Chinese and Indian Views on Government Chapter Review.	
Chapter Neview	240
Standardized Test Practice	
Themes and Global Connections	
UNIT UNIT IN BRIEF	252
~	
ntact	253
CHAPTER 9 Muslim Civilization, 550–1250	254

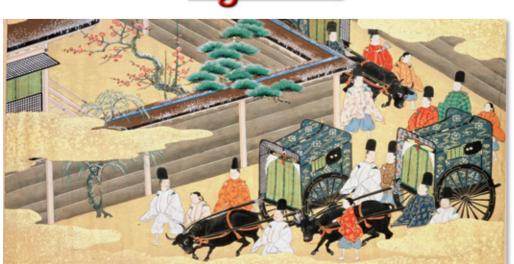


CHAPTER 9 Muslim Civilization, 550–1250	254
North Carolina Standards Social Studies Objective 1.01; 1.02; 1.03; 2.06; 6.01; 6.06; 8.01; 8.02; 8.06 History's Impact Video Series Impact of Islam throughout the World	
Geography Starting Points: Arabia, c. 550	256
ECTION 1 The Origins of Islam	257
ECTION 2 The Spread of Islam	262





History and Geography: Diffusion of a Civilization. 268 Section 3 Society and Culture 270 Arts Around the World: Decorative Arts: Islamic Calligraphy 275 Document-Based Investigation: Navigation and the Hajj. 276 Chapter Review. 278









CHAPTER 12 Kingdoms and Christianity, 300–1250	344
North Carolina Standards Social Studies Objective 1.01; 1.02; 1.03; 1.04; 2.06; 3.01; 3.02; 8.01; 8.02 History's Impact Video Series Impact of Christianity as a World Religion	
Geography Starting Points: Spread of Christianity, 300–1200	340
Section 1 The Byzantine Empire	347
Arts Around the World: Architecture: Hagia Sophia	
History and Geography: City at a Crossroads	
Section 2 The Rise of Russia	35
SECTION 3 Christianity in Western Europe	36
Document-Based Investigation: Views of a Ruler	
Chapter Review	368
CHAPTER 13 The Early Middle Ages, 800–1215 North Carolina Standards Social Studies Objective 1.01; 1.02; 3.02; 6.03; 8.01; 8.03 History's Impact Video Series Impact of the Feudal System in Europe	370
Geography Starting Points: Europe, 815	372
Geography Starting Points: Europe, 815 Section 1 Charlemagne's Empire	
	37
Section 1 Charlemagne's Empire	37
Section 1 Charlemagne's Empire World Literature: Excerpt from The Song of Roland	373
SECTION 1 Charlemagne's Empire. World Literature: Excerpt from The Song of Roland SECTION 2 New Invaders	373 373 373 383
SECTION 1 Charlemagne's Empire. World Literature: Excerpt from The Song of Roland SECTION 2 New Invaders SECTION 3 The Feudal and Manorial Systems	373 373 374 382 383
SECTION 1 Charlemagne's Empire. World Literature: Excerpt from The Song of Roland SECTION 2 New Invaders SECTION 3 The Feudal and Manorial Systems SECTION 4 The Growth of Monarchies	373 373 374 383 383 393



	CHAPTER 14 The High Middle Ages, 1000–1500	400
	North Carolina Standards	
	Social Studies Objective 1.01; 1.02; 1.04; 3.02; 8.01 History's Impact Video Series	
	Impact of the Bubonic Plague	
	Geography Starting Points: Europe, 1095	402
	Section 1 The Crusades	403
	Section 2 Trade and Towns	408
	SECTION 3 Art and Culture of the Middle Ages	413
	Focus on Themes: Arts and Ideas: Universities	418
	Section 4 Challenges of the Late Middle Ages	419
	Document-Based Investigation: The Black Death	424
	Chapter Review	426
	Standardized Test Practice	428
	Themes and Global Connections	
	A	432
	UNIT UNIT IN BRIEF	
1200-1800 Now Ideas		
	New Empires	
	New Empires	
		433
	New Empires CHAPTER 15 Renaissance and Reformation	433
	New Empires CHAPTER 15 Renaissance and Reformation 1300–1650 North Carolina Standards Social Studies Objective 1.01; 1.02; 1.04; 3.03; 7.01; 8.01; 8.02	433
	New Empires CHAPTER 15 Renaissance and Reformation 1300–1650 North Carolina Standards Social Studies Objective 1.01; 1.02; 1.04; 3.03; 7.01; 8.01; 8.02 History's Impact Video Series	433
	New Empires CHAPTER 15 Renaissance and Reformation 1300–1650 North Carolina Standards Social Studies Objective 1.01; 1.02; 1.04; 3.03; 7.01; 8.01; 8.02	433
	New Empires CHAPTER 15 Renaissance and Reformation 1300–1650 North Carolina Standards Social Studies Objective 1.01; 1.02; 1.04; 3.03; 7.01; 8.01; 8.02 History's Impact Video Series	433
	New Empires CHAPTER 15 Renaissance and Reformation 1300–1650 North Carolina Standards Social Studies Objective 1.01; 1.02; 1.04; 3.03; 7.01; 8.01; 8.02 History's Impact Video Series Impact of the Renaissance and Reformation Geography Starting Points: Europe, c. 1300 Section 1 The Italian Renaissance	434 436 437
	New Empires CHAPTER 15 Renaissance and Reformation 1300–1650 North Carolina Standards Social Studies Objective 1.01; 1.02; 1.04; 3.03; 7.01; 8.01; 8.02 History's Impact Video Series Impact of the Renaissance and Reformation Geography Starting Points: Europe, c. 1300 Section 1 The Italian Renaissance Section 2 The Northern Renaissance	434 436 437
	New Empires CHAPTER 15 Renaissance and Reformation 1300–1650 North Carolina Standards Social Studies Objective 1.01; 1.02; 1.04; 3.03; 7.01; 8.01; 8.02 History's Impact Video Series Impact of the Renaissance and Reformation Geography Starting Points: Europe, c. 1300 Section 1 The Italian Renaissance Section 2 The Northern Renaissance World Literature: Sonnet 61, by Francesco Petrarch, and Sonnet 116,	434 436 437 444
	New Empires CHAPTER 13 Renaissance and Reformation 1300–1650 North Carolina Standards Social Studies Objective 1.01; 1.02; 1.04; 3.03; 7.01; 8.01; 8.02 History's Impact Video Series Impact of the Renaissance and Reformation Geography Starting Points: Europe, c. 1300 SECTION 1 The Italian Renaissance SECTION 2 The Northern Renaissance World Literature: Sonnet 61, by Francesco Petrarch, and Sonnet 116, by William Shakespeare	433 434 436 444 448
	New Empires CHAPTER 15 Renaissance and Reformation 1300–1650 North Carolina Standards Social Studies Objective 1.01; 1.02; 1.04; 3.03; 7.01; 8.01; 8.02 History's Impact Video Series Impact of the Renaissance and Reformation Geography Starting Points: Europe, c. 1300. Section 1 The Italian Renaissance Section 2 The Northern Renaissance World Literature: Sonnet 61, by Francesco Petrarch, and Sonnet 116, by William Shakespeare Section 3 The Protestant Reformation	433 434 436 437 444 448 449
	New Empires CHAPTER 13 Renaissance and Reformation 1300–1650 North Carolina Standards Social Studies Objective 1.01; 1.02; 1.04; 3.03; 7.01; 8.01; 8.02 History's Impact Video Series Impact of the Renaissance and Reformation Geography Starting Points: Europe, c. 1300 SECTION 1 The Italian Renaissance SECTION 2 The Northern Renaissance World Literature: Sonnet 61, by Francesco Petrarch, and Sonnet 116, by William Shakespeare	433 434 436 444 448 449 455

Document-Based Investigation: *The Renaissance and Individualism* 462
Chapter Review 464

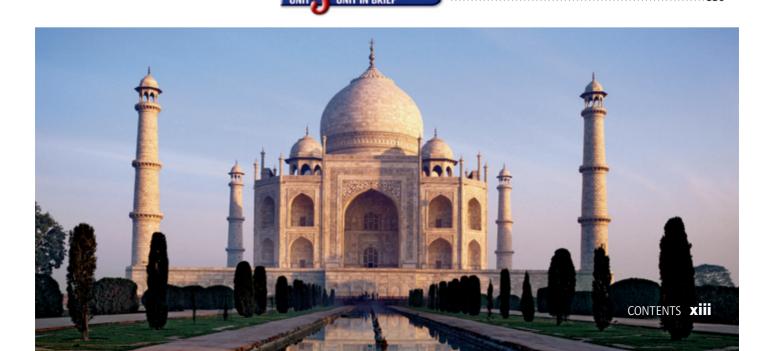


MF &	
100	- Sec. 30

CHAPTER 16 Exploration and Expansion 1400–1700 466
North Carolina Standards Social Studies Objective 1.01; 1.02; 1.03; 1.04; 3.04; 3.05; 3.06; 3.07; 6.01; 7.01 History's Impact Video Series Impact of the Columbian Exchange on Europe and the Americas
Geography Starting Points: European Discovery, 1400–1700
Section 1 Voyages of Discovery 469
SECTION 2 Conquest and Colonies 476
Section 3 New Patterns of Trade 482
Section 4 The Atlantic Slave Trade 488
Document-Based Investigation: Contact and Change 492 Chapter Review 494
CHAPTER 17 New Asian Empires, 1200–1800 496 North Carolina Standards
Social Studies Objective 1.01; 1.02; 1.03; 1.04; 3.01
History's Impact Video Series Impact of the Samurai Tradition on Japan Today
Geography Starting Points: Asian Empires, c. 1600s
Section 1 The Ottoman and Safavid Empires 499
Section 2 The Mughal Empire 504
Section 3 The Ming and Qing Dynasties 509
History and Geography: The Voyages of Zheng He

Section 4Medieval Japan and Korea516Document-Based Investigation: Feudalism in Japan and Europe522Chapter Review524

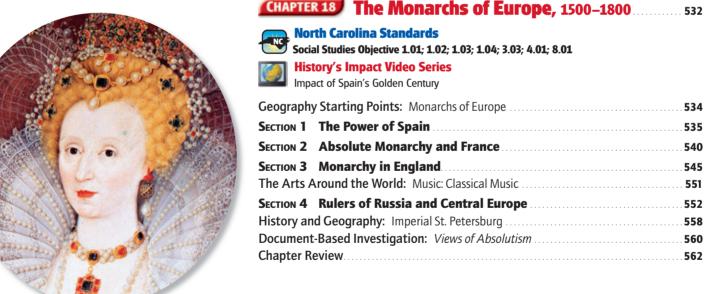
Standardized Test Practice 526
Themes and Global Connections 528







Changes in European Society



The Monarchs of Europe, 1500–1800	532
North Carolina Standards Social Studies Objective 1.01; 1.02; 1.03; 1.04; 3.03; 4.01; 8.01	
History's Impact Video Series Impact of Spain's Golden Century	
Geography Starting Points: Monarchs of Europe	534
Section 1 The Power of Spain	535
Section 2 Absolute Monarchy and France	540



CHAPTER 19 Enlightenment and Revolution, 1550–1800 564
North Carolina Standards Social Studies Objective 1.01; 1.02; 4.01; 7.01; 7.02; 8.03 History's Impact Video Series Impact of the Declaration of Independence
Geography Starting Points: European Centers of Learning, c. 1750
Section 1 The Scientific Revolution 567
Section 2 The Enlightenment 574
Section 3 The American Revolution 580
Document-Based Investigation: Documents of Democracy 586 Chapter Review 588
CHAPTER 20 The French Revolution and Napoleon, 1789–1815 590 North Carolina Standards Social Studies Objective 1.01; 1.02; 1.04; 4.01; 6.03; 8.01; 8.03 History's Impact Video Series Impact of the French Revolution
Geography Starting Points: Europe, 1789
Section 1 The Revolution Begins 593
World Literature: Excerpt from A Tale of Two Cities, by Charles Dickens
Section 2 The Republic 601
Focus on Themes: Government and Citizenship: Equality 607
Section 3 Napoleon's Europe 608
Section 4 Napoleon's Fall and Europe's Reaction 614 Document-Based Investigation: Reactions to Revolution 620
Chapter Review 622
Standardized Test Practice 624 Themes and Global Connections 626
UNIT UNIT IN BRIEF 628





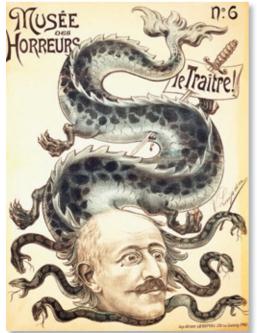
1700-1920

Industrialization and Nationalism





	North Carolina Standards Social Studies Objective 1.01; 1.02; 1.03; 1.04; 4.02; 6.01; 7.01; 7.03 History's Impact Video Series Impact of Industrialization	
	Geography Starting Points: Resources of Great Britain, 1800	632
	Section 1 A New Kind of Revolution	633
	Section 2 Factories and Workers	640
	Section 3 New Ideas in a New Society	646
	Document-Based Investigation: Child Labor.	652
	Chapter Review	654
	CHAPTER 22 Life in the Industrial Age, 1800–1900	656
	North Carolina Standards Social Studies Objective 1.01; 1.02; 1.04; 7.01; 7.03; 7.04; 8.01	



CHAPTER 22 Life in the Industrial Age, 1800–1900	656
North Carolina Standards Social Studies Objective 1.01; 1.02; 1.04; 7.01; 7.03; 7.04; 8.01 History's Impact Video Series Impact of Technology	
Geography Starting Points: Urban Growth in the Industrial Age	658
Section 1 Advances in Technology	659
Focus on Themes: Science and Technology: Electricity	66
Section 2 Scientific and Medical Achievements	666
Section 3 Daily Life in the Late 1800s	671
Arts Around the World: Painting: Impressionism.	
Document-Based Investigation: Artistic Responses to the Industrial Age	
,	680
Chapter Review.	680
CHAPTER 23 Reforms, Revolutions, and War,	
Chapter Review	
Chapter Review CHAPTER 23 Reforms, Revolutions, and War, 1800–1900 North Carolina Standards Social Studies Objective 1.02; 3.01; 4.01; 4.02; 6.01; 6.03; 8.03 History's Impact Video Series	682
CHAPTER 23 Reforms, Revolutions, and War, 1800–1900 North Carolina Standards Social Studies Objective 1.02; 3.01; 4.01; 4.02; 6.01; 6.03; 8.03 History's Impact Video Series Impact of the Women's Suffrage Movement	682
CHAPTER 23 Reforms, Revolutions, and War, 1800–1900 North Carolina Standards Social Studies Objective 1.02; 3.01; 4.01; 4.02; 6.01; 6.03; 8.03 History's Impact Video Series Impact of the Women's Suffrage Movement Geography Starting Points: European Possessions, 1800	682 684 685
CHAPTER 23 Reforms, Revolutions, and War, 1800–1900 North Carolina Standards Social Studies Objective 1.02; 3.01; 4.01; 4.02; 6.01; 6.03; 8.03 History's Impact Video Series Impact of the Women's Suffrage Movement Geography Starting Points: European Possessions, 1800 Section 1 Reforms in the British Empire	682 684 685
Chapter Review CHAPTER 23 Reforms, Revolutions, and War, 1800–1900 North Carolina Standards Social Studies Objective 1.02; 3.01; 4.01; 4.02; 6.01; 6.03; 8.03 History's Impact Video Series Impact of the Women's Suffrage Movement Geography Starting Points: European Possessions, 1800 Section 1 Reforms in the British Empire Section 2 Revolution and Change in France	682 684 685 691
CHAPTER 23 Reforms, Revolutions, and War, 1800–1900 North Carolina Standards Social Studies Objective 1.02; 3.01; 4.01; 4.02; 6.01; 6.03; 8.03 History's Impact Video Series Impact of the Women's Suffrage Movement Geography Starting Points: European Possessions, 1800 Section 1 Reforms in the British Empire Section 2 Revolution and Change in France Section 3 Independence in Latin America	682 684 685 691 691



CHAPTER 24 Nationalism in Europe, 1800–1920	710
North Carolina Standards Social Studies Objective 1.01; 1.02; 4.03; 4.04; 4.05; 6.06; 7.03 History's Impact Video Series Impact of Nationalism	
Geography Starting Points: Europe, 1815	712
Section 1 Italian Unification	713
Section 2 German Unification	718
Section 3 Austria-Hungary and the Ottoman Empire	723
Section 4 Unrest in Russia	
World Literature: Excerpt from War and Peace, by Leo Tolstoy	
Document-Based Investigation: Revolutions and Unification	734
Chapter Review	736
CHAPTER 25 The Age of Imperialism, 1800–1920 North Carolina Standards Social Studies Objective 1.02; 1.03; 4.05; 7.01; 7.03 History's Impact Video Series Impact of Imperialism	
Geography Starting Points: European Imperialism, 1850 and 1914	740
Section 1 The British in India	741
Section 2 East Asia and the West	746
History and Geography: Imperialism and a Global Economy	754
Section 3 The Scramble for Africa	756
Section 4 Imperialism in Latin America	761
Document-Based Investigation: Imperialism	766
Chapter Review	768
Standardized Test Practice	770
Themes and Global Connections	
UNIT 7 UNIT IN BRIEF	
ONIT ONIT IN BRIEF	









CHAPTER 26 World War I, 1914–1918	776
North Carolina Standards Social Studies Objective 1.01; 1.02; 5.01; 5.02; 5.05; 6.03 History's Impact Video Series Impact of Modern Warfare	
Geography Starting Points: European Alliances and Military Forces, 1914	778
Section 1 The Great War Begins	
Section 2 A New Kind of War	783
Section 3 Revolution in Russia	789
Section 4 The War Ends	794
Document-Based Investigation: Causes of World War I	
Chapter Review	802
CHAPTER 27 The Interwar Years, 1919–1939 North Carolina Standards Social Studies Objective 1.02; 1.04; 4.05; 5.02; 5.05; 8.01 History's Impact Video Series Impact of the 1929 Stock Market Crash	804
Geography Starting Points: Postwar Colonies and Nationalism, 1920s	806
Section 1 Unrest in Asia and Africa	807
Section 2 The Great Depression	812
Focus on Themes: Society: Social Welfare Programs.	817
Section 3 Japanese Imperialism	818
Section 4 Dictators in Europe	
Document-Based Investigation: Nationalism in India and Germany	
Chapter Review	830





CHAPTER 28 World War II , 1930–1945	832
North Carolina Standards Social Studies Objective 1.01; 1.02; 1.03; 1.04; 5.03; 8.01; 8.03	
History's Impact Video Series Impact of World War II	
Geography Starting Points: Europe, 1930s	834
Section 1 Axis Aggression	835
Section 2 The Allied Response	843
World Literature: "Hatred," by Wislawa Szymborska.	851
History and Geography: The Battle of Stalingrad	852
Section 3 The Holocaust	854
Section 4 The End of the War	858
Document-Based Investigation: The Holocaust	864
Chapter Review.	866
Standardized Test Practice	868
Themes and Global Connections	
UNIT & UNIT IN BRIEF	872



1945-Present The Contemporary World

CHAPTER 29 Europe and North America, 1945–Present 874



North Carolina Standards

Social Studies Objective 1.01; 1.02; 1.03; 1.04; 5.04; 6.06; 7.01; 8.03



History's Impact Video Series

Impact of the European Union



Geography Starting Points: Communist and NATO Countries, 1949	876
Section 1 Beginnings of the Cold War	877
Section 2 Superpower Rivalries	882
Section 3 Changing Societies	888
Section 4 After the Cold War	894
History and Geography: The Nuclear Age	900
Document-Based Investigation: The Collapse of the Soviet Union	902
Chapter Review	904



	TUR	
A		
	E CA	

CHAPTER 30 Asia, 1945–Present 906
North Carolina Standards Social Studies Objective 1.01; 1.02; 4.05; 5.04; 6.06; 8.02 History's Impact Video Series Impact of Vietnam's Location
Geography Starting Points: Asia, 1945
Section 1 South Asia after Empire 909
Section 2 Independence Struggles in Southeast Asia 914
Section 3 Communist China 920
Section 4 The Rise of Pacific Rim Economies 925
Document-Based Investigation: The Cultural Revolution 930
Chapter Review 932
CHAPTER 31 Africa and the Middle East, 1945–Present 934
North Carolina Standards Social Studies Objective 1.01; 1.02; 4.05; 6.06; 8.01; 8.02; 8.03 History's Impact Video Series Impact of Oil
Geography Starting Points: Africa and the Middle East, 1950936
SECTION 1 African Independence Movements 937
Arts Around the World: Sculpture: African Sculpture
Section 2 Post-Colonial Africa 943
World Literature: Excerpt from "After the Deluge," by Wole Soyinka
Section 3 Nationalism in the Middle East and North Africa 949
Section 4 Conflicts in the Middle East 954
Document-Based Investigation: The Iranian Revolution 960
Chapter Review962
CHAPTER 32 Latin America, 1945–Present 964
North Carolina Standards Social Studies Objective 1.01; 1.02; 1.03; 1.04; 5.04; 7.03
History's Impact Video Series Impact of NAFTA
Geography Starting Points: Turmoil in Latin America, 1945–Present
Section 1 Revolution and Intervention 967
Section 2 The Rise of Dictatorships 973
Section 3 Democratic and Economic Reforms 978
Document-Based Investigation: NAFTA
Chapter Review 986



CHAPTER 33 Today's World	988
North Carolina Standards Social Studies Objective 1.01; 1.02; 6.05; 6.06; 7.01; 7.04; 8.03; 8.04; 8.05 History's Impact Video Series Impact of September 11, 2001	
Geography Starting Points: World Per Capita GDP, 2006	990
Section 1 Trade and Globalization	991
Section 2 Social Challenges	996
Section 3 Threats to World Security	1000
Section 4 Environment and Technology	1005
Focus on Themes: Geography and Environment: Climate Change	1009
Document-Based Investigation: Genetically Modified Crops.	1010
Chapter Review	1012
Standardized Test Practice	1014
Themes and Global Connections	1016
UNIT 9 UNIT IN BRIEF	1018



Case Studies: Issues in the Contemporary World

Document-Based Investigation

History's Impact Video Series

Impact of the United Nations

CASE STUDY 1: Civic Participation: The United Kingdom	
and South Africa	1022
CASE STUDY 2: Developing Societies: Brazil and Mexico	1026
CASE STUDY 3: Building Economic Powerhouses: China and India	1030
CASE STUDY 4: Women in Society: Ireland and Turkey	1036
CASE STUDY 5: The Role of the United Nations	1040

Reference Section

ALL DELICATION OF THE PROPERTY	
Key Events in World History	
Geography Handbook	R19
Atlas	R32
Economic Handbook	R48
Primary Source Library	R54
Biographical Dictionary	R79
English and Spanish Glossary	R93
Index	R123
Acknowledgments	R155

1019

Features

HISTORY & Geography

Explore the relationships between history and geography.

River Valleys and Civilizations	24
Nomads and Empires	242
Diffusion of a Civilization	.268
City at a Crossroads	.354
The Voyages of Zheng He	. 514
Imperial St. Petersburg	.558
Imperialism and a Global Economy	.754
The Battle of Stalingrad	.852
The Nuclear Age	.900

Linking Today

Link the people and events of world history to the world you live in today.

Roads and Armies	
Mythological References Today	131
Ashoka's Lasting Fame	234
The Sunni-Shia Divide	265
Eastern and Western Christianity	351
The Sikhs	507
The British Monarchy	546
The Science of Cells	568
Telephone Technology	663
The Balkans Today	726
Women in War	786
Roots of the Arab-Israeli Conflict	810
The Conflict in Kashmir	911

World Religions

Sacred Texts: The Torah	46
Sacred Texts: Bhagavad Gita1	00
Sacred Texts: Dhammapada1	04
Sacred Texts: The New Testament1	84
Sacred Texts: The Qur'an	60
Christianity4	59
Hinduism9	12
Buddhism9	18
Iudaism9	51
slam9	57

READING LIKE A HISTORIAN

Analyze and interpret primary and secondary source documents on world history.

· ·	
Analyzing Visuals: Stone Age Art	10
Analyzing Primary Sources: A Cuneiform Tablet	35
Analyzing Points of View: A Description of Nubia	82
Evaluating Historical Interpretation: Harappan Trade	95
Analyzing Primary Sources: Greek History	.145
Analyzing Primary Sources: The Law of the Twelve Tables .	.165
Analyzing Primary Sources: Maya Carvings	. 207
Interpreting Literature as a Source: A Tamil Poem	.236
Interpreting Literature as a Source: Sufi Poetry	.264
Analyzing Secondary Sources: Great Zimbabwe's	
Walls Speak	
Analyzing Visuals: Song City Life	
Analyzing Primary Sources: Justinian's Code	
Analyzing Points of View: Viking Raids	
Recognizing Bias in Primary Sources: The Crusades	
Analyzing Visuals: Reformation Woodcuts	
Analyzing Primary Sources: Recruiting Colonists	
, ,	.520
Interpreting Political Cartoons: A View of Oliver Cromwell	
Interpreting Literature as a Source: Voltaire's <i>Candide</i>	
Analyzing Visuals: Storming the Bastille	.596
Analyzing Secondary Sources: An Early Historian	
on the Textile Industry	.636
Analyzing Primary Sources: A Scientist's Report on	
Island Animals	
Interpreting Political Cartoons: The Dreyfus Affair	
Analyzing Visuals: Bloody Sunday in St. Petersburg	
Interpreting Political Cartoons: U.S. Neutrality	.796
Recognizing Bias in Secondary Sources: The Nanjing	
Massacre	
Analyzing Visuals: Propaganda Posters	
Analyzing Visuals: A Soviet Military Parade	
Analyzing Primary Sources: Occupation of Japan	.926
Analyzing Primary Sources: Kwame Nkrumah's	
I Speak of Freedom	.938
Evaluating Historical Interpretation: Mothers of	
the Plaza de Mayo	.974
Analyzing Points of View: Globalization	.994



PRIMARY SOURCES

Examine key documents, speeches, political cartoons, and other primary sources that tell the story of world history.

Hammurabi's Code	36
The Battle of Thermopylae	138
The Death of Caesar	172
Virgil's Aeneid	
Faxian's Record of India	239
Ibn Battutah in Kilwa	291
The Pillow Book	
Benedictine Rule	
A Summons to Parliament	389
The Divine Comedy	416
An Explorer's Journal	
The Treatment of Native Americans	478
The English Bill of Rights	550
Rousseau's Social Contract	575
The Three Estates	594
Declaration of the Rights of Man and of the Citizen	
A View of Andrew Carnegie	647
The Iron Law of Wages	648
Bolívar's Message to the Congress of Angostura	699
Mazzini's Young Italy	715
Lenin's Call to Power	
Stalin's Five-Year Plan	825
The Attack on Pearl Harbor	841
Hiroshima	861
The Marshall Plan	
Economic Reforms in China	924
Mandela's Trial Speech	944
Fidel Castro Speech	969
Ethnic Conflict in Darfur	1004

World Literature

Learn about the beliefs and experiences of people who lived in other times and places through excerpts from world literature.

38
133
328
377
448
600
733
851
948

DOCUMENT-BASED INVESTIGATION

Analyze topics in world history by using a variety of primary and secondary source documents.

Methods of Archaeology	20
Building Empires	50
The Gift of the Nile	80
Changing Views of Early China	
The Diffusion of Greek Culture	
Rome's Legacy	192
Theories on Migration to the Americas	216
Chinese and Indian Views on Government	
Navigation of the Hajj	276
The Influence of Trade on African Culture	
Status of Women in Asian Cultures	334
Views of a Ruler	360
Perspectives on Magna Carta	390
The Black Death	424
The Renaissance and Individualism	462
Contact and Change	492
Feudalism in Japan and Europe	522
Views of Absolutism	560
Documents of Democracy	586
Reactions to Revolution	
Child Labor	652
Artistic Responses to the Industrial Age	678
Independence in Latin America	700
Nationalism and Unification	734
Imperialism	760
Causes of World War I	800
Nationalism in India and Germany	828
The Holocaust	864
The Collapse of the Soviet Union	902
The Cultural Revolution	930
The Iranian Revolution	960
NAFTA	984
Genetically Modified Crops	1010

THE ARTS AROUND THE WORLD

Take a closer look at a period in world history by examining the arts of that period.

Architecture: Egyptian Temples	. 80
Drama: Greek Drama	149
Decorative Arts: Islamic Calligraphy	275
Architecture: Hagia Sophia	353
Art and Architecture: The Italian Renaissance	440
Music: Classical Music	551
Painting: Impressionism	677
Music: The Blues	814
Sculpture: African Sculpture	942

FORENSICS IN HISTORY

Uncover a mystery in history using the tools of modern science.

Can DNA Help Trace Our Origins?	9
What Can We Learn from Mummies?	75
Did Disease Cause Rome's Fall?	190
Can a Mutant Cell Stop a Killer Disease?	286
What Happened to the Princes?	422
How Were Slaves Treated in the North?	490
Was Napoleon Murdered?	617
Do the Prints Match?	669
Was It the Angel of Death?	856
Identifying the Dead	896

HISTORY AND ECONOMICS

Explore basic economic concepts in the context of world history.

Needs and Wants	22
Scarcity, Supply, and Demand	.296
Saving and Investing	.486
Making Economic Decisions	
Factors of Production	.634
Budgeting Money and Preventing Debt	.975

FACES OF HISTORY

Meet the people who have made history and learn about their lives.

Mary and Louis Leakey	6
Nebuchadnezzar II	. 42
Zoroaster	53
Hatshepsut	69
Confucius	. 112
Laozi	. 112
Pericles	.139
Hannibal	.168
Scipio	.168
Pachacuti	. 213
Shi Huangdi	.225
al-Khwarizmi	. 271
Mansa Musa	.299
Wu Zhao	
Kublai Khan	. 321
Justinian and Theodora	348
Alexander Nevsky	.359
Eleanor of Aquitaine	.388
Thomas Aquinas	. 417
Joan of Arc	421
Leonardo da Vinci	442
Michelangelo Buonarroti	.442
John Calvin	.452
Suleyman	. 501
Akbar	
Cardinal Richelieu	541
Peter the Great	.554
Galileo Galilei	
George Washington	. 581
Napoleon Bonaparte	
Prince Klemens von Metternich	619
James Watt	
Thomas Edison	
Marie Curie	.668

Simón Bolívar	698
José de San Martín	698
Abraham Lincoln	705
Otto von Bismarck	720
Sun Yixian	750
Emiliano Zapata	762
Kaiser Wilhelm II	
Vladimir Lenin	
Woodrow Wilson	
Mohandas Gandhi	809
Adolf Hitler	
Winston Churchill	
Dwight D. Eisenhower	
Anne Frank	
Martin Luther King Jr.	
Mikhail Gorbachev	
Ho Chi Minh	916
Mao Zedong	
Jomo Kenyatta	
Golda Meir	
Violeta Chamorro	
Aung San Suu Kyi	
lames D Watson	1008



GEOGRAPHY Starting Points Maps

Start with a map that establishes the geographical setting of the chapt	ter.
Early People and Agriculture, 200,000–3000 BC	4
Fertile Crescent	
The Nile Valley	
Eastern Asia	
The Early Greeks, 600 BC	
Italy and the Mediterranean	
Environments of the Americas	
China and India, c. 320s–220s BC	
Arabia, c. 550	
Environments of Africa	200
East Asia, c. 600 Spread of Christianity, 300–1000	300
Europe, 815	
Europe, 1095	
Europe, c. 1300	
European Discovery, 1400–1700	
Asian Empires, c. 1600s	
Monarchs of Europe	534
European Centers of Learning, c. 1750	
Europe, 1789	592
Resources of Great Britain, 1800	
Urban Growth in the Industrial Age	
European Possessions, 1800	. 684
Europe, 1815	712
European Imperialism, 1850 and 1914	740
European Alliances and Military Forces, 1914	778
Postwar Colonies and Nationalism, 1920s	806
Europe, 1930s	
Communist and NATO Countries, 1949	
Asia, 1945	
Africa and the Middle East, 1950	
Turmoil in Latin America, 1945–Present	
World Per Capita GDP, 2006	
COUNTERPOINTS	
Examine some issues in world history through different viewpoints.	
Two Sources on Indian Society	96
Two Sources on Alexander	152
Views on the Mongols	320
Two Sources on the Power of the Papacy	
Two Sources on Colonies	
Two Sources on China and Trade	
Two Views on Society	

Two Views on the Domino Theory917

Focus on Themes

Explore a world history theme in two contexts—the past and the present.

Belief Systems: Government and Religion	71
Government and Citizenship: Citizenship	170
Economic Systems: Barter and Alternative Economies	294
Arts and Ideas: Universities	418
Migration and Diffusion: Diffusion of Ideas	461
Government and Citizenship: Equality	607
Science and Technology: Electricity	665
Society: Social Welfare Programs	817
Geography and Environment: Climate Change	1009

Themes Through Time

Study historical themes through key dates and moments in world history.

Democracy	134
Exploration	470
Astronomy	570
Women's Suffrage	686
Terrorism	1002

HISTORY CLOSE-UP

Explore key developments and events in world history through in-depth and close-up illustrations and photo essays.

Çatal Hüyük: An Early Farming Village	16
A Shang King's Tomb	110
Roman Engineering	
Inca Roads	
Dome of the Rock	
Mansa Musa's Pilgrimage	
Mongols on the Move	316
A Typical Manor	
A Trade Fair	410
The Way of the Warrior	518
The Wreck of the Spanish Armada	539
Valley Forge	582
Factory Work	
New York City in the Late 1800s	672
Shanghai, 1900	
Trench Warfare	784
The London Blitz	839
The Cuban Missile Crisis	883
Tiananmen Square, 1989	922
Communism in Cuba	970
A Global Economy	993
=	

Maps

Interpret maps to see where important events happened and analyze how geography has influenced world history.

Migration of Early Humans	9	Asia and the Pacific World	684	Uprising in Eastern Europe	. 892
Growth of Agriculture	14	Independence in Latin America		The Breakup of the Soviet Union, 1991	
Phoenician Trade		Latin America, 1790		The European Union, 2006	
Israel and Judah: Kingdom of Israel,		United States, 1803		Religious Groups in India and	
c. 930 BC	48	United States, 1845		Pakistan, 1947	910
Israel and Judah: Divided		United States, 1853		Southeast Asia, 1965	915
Kingdoms, c. 920 BC	/12	A Nation Divided		Independence in Africa	
The Persian Empire	40 E1			Creation of Israel, 1947–2006	055
		The Unification of Italy, 1858–1870			
New Kingdom Egypt		The Unification of Germany, 1865–1871		Israel after the Six-Day War, 1967	
Egypt and Kush, 1500 BC		Ethnic Groups in Austria-Hungary		Israel, 2006	. 955
Egypt and Kush, 700 BC		The Dual Monarchy, 1867		Poverty in Latin America, 2006	
Early India, c. 1700 BC		The Ottoman Empire		World Average Life Expectancy, 2002	
Early China, c. 1050 BC	92	The British in India, 1767–1858	743	World Terrorism Incidents, 1995–2005	
Shang and Zhou Dynasties	111	Imperialism in China, 1842–1900	747	South African Elections, 1994–2004	
Sanxingdui, China	115	Southeast Asia, 1895	753	World: Political	. R32
Athens, c. 500 BC	126	Imperialism in Africa	759	World: Physical	. R34
Minoans and Mycenaeans	128	United States Intervention in the		Africa: Political	. R36
Peloponnesian War	140	Caribbean	764	Africa: Physical	. R37
Alexander's Empire, 323 BC		The Panama Canal		Asia: Political	
Early People of Italy		World War I Battles, 1914		Asia: Physical	
The Punic Wars		World War I Battles, 1915–1917		Europe: Political	
The Roman Empire, 117		Europe and the Middle East, 1915	707	Europe: Physical	
The Spread of Christianity		and 1921	700	North America: Political	
Division and Invasion	100	The Long March, 1934–1935		North America: Physical	
North American Cultures					
		The Spread of the Blues		South America: Political	. K44
Early Mesoamerican Civilizations		Japanese Aggression, 1931–1937		South America: Physical	
South American Cultures		Totalitarian Governments		Oceania: Political	
Early American Settlements		The London Blitz, 1940–1941	839	The North Pole	
Qin and Han Dynasties		The Invasion of the Soviet Union, 1941–1943		The South Pole	
Mauryan and Gupta Empires				North Carolina: Physical	
Islam in Arabia, 632	259	The End of the War, 1944–1945		North Carolina: Political	SF2
Spread of Islam, 632–760	263	Nazi Camp Locations	864	Governors of the State of North Carolina;	
Sunni and Shia Distribution	265	Divided Berlin, 1949		North Carolina Government	
Bantu Migration	287	Cold War Hot Spots	885	North Carolina Facts	SF4
Aksum and Ethiopia		·			
West African Kingdoms	. 297	*Interactive			
Tang and Song Dynasties, 618–1279					
Mongol Empire, 1294		Early People and Agriculture,		European Centers of Learning, c. 1750	566
Japan, 1300	323	200,000–3000 BC	4	Europe, 1789	
Korea, 918–1392		Fertile Crescent	27	Napoleon's Empire	612
Southeast Asian Kingdoms, 600–1350					. 012
	330				
Christianity c 325	330	Ancient Mesopotamia	34	Europe after the Congress of Vienna,	
Christianity, c. 325	346	Ancient Mesopotamia The Hittite Empire	34	Europe after the Congress of Vienna, 1815	. 618
Christianity, c. 325 The Byzantine Empire	346 354	Ancient Mesopotamia The Hittite Empire The Assyrian Empire	34 40 41	Europe after the Congress of Vienna, 1815	618
Christianity, c. 325 The Byzantine Empire The Growth of Russia	346 354 357	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire	34 40 41	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900	618 632 650
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe	346 354 357 364	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley	34 40 41 41 62	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age	618 632 650 658
Christianity, c. 325	346 354 357 364 372	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids	34 40 41 41 62 64	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870	618 632 650 658 661
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe Europe, 1215 Vikings, Magyars, and Muslims, 800–1000	346 354 357 364 372 380	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids Eastern Asia	34 40 41 41 62 64 92	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870 European Possessions, 1800	618 632 650 658 661 684
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe Europe, 1215 Vikings, Magyars, and Muslims, 800–1000 The Holy Roman Empire, 1100	346 354 357 364 372 380 390	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids Eastern Asia Spread of Buddhism	34 40 41 41 62 64 92	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870 European Possessions, 1800 Europe, 1815	618 632 650 658 661 684 712
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe Europe, 1215 Vikings, Magyars, and Muslims, 800–1000 The Holy Roman Empire, 1100 Crusader States	346 354 357 364 372 380 390 405	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids Eastern Asia	34 40 41 41 62 64 92	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870 European Possessions, 1800	618 632 650 658 661 684 712
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe Europe, 1215 Vikings, Magyars, and Muslims, 800–1000 The Holy Roman Empire, 1100	346 354 357 364 372 380 390 405	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids Eastern Asia Spread of Buddhism	34 40 41 41 62 64 92 106 126	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870 European Possessions, 1800 Europe, 1815 European Imperialism, 1850 and 1914 European Alliances and Military Forces,	618 632 650 658 661 684 712
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe Europe, 1215 Vikings, Magyars, and Muslims, 800–1000 The Holy Roman Empire, 1100 Crusader States Medieval Trade Hundred Years' War	346 354 357 364 372 380 390 405 409	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids Eastern Asia Spread of Buddhism The Early Greeks, 600 BC	34 40 41 41 62 64 92 106 126	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870 European Possessions, 1800 Europe, 1815 European Imperialism, 1850 and 1914	618 632 650 658 661 684 712
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe Europe, 1215 Vikings, Magyars, and Muslims, 800–1000 The Holy Roman Empire, 1100 Crusader States Medieval Trade	346 354 357 364 372 380 390 405 409	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids Eastern Asia Spread of Buddhism The Early Greeks, 600 BC Persian Wars Italy and the Mediterranean	34 40 41 41 62 64 92 106 126 137	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870 European Possessions, 1800 Europe, 1815 European Imperialism, 1850 and 1914 European Alliances and Military Forces,	618 632 650 658 661 684 712 740
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe Europe, 1215 Vikings, Magyars, and Muslims, 800–1000 The Holy Roman Empire, 1100 Crusader States Medieval Trade Hundred Years' War	346 354 357 364 372 380 390 405 409 421	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids Eastern Asia Spread of Buddhism The Early Greeks, 600 BC Persian Wars Italy and the Mediterranean Environments of the Americas	34 40 41 41 62 64 92 106 126 137 162	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870 European Possessions, 1800 Europe, 1815 European Imperialism, 1850 and 1914 European Alliances and Military Forces, 1914	618 632 650 658 661 684 712 740
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe Europe, 1215 Vikings, Magyars, and Muslims, 800–1000 The Holy Roman Empire, 1100 Crusader States Medieval Trade Hundred Years' War Spread of the Black Death Spread of Protestantism	346 354 357 364 372 380 390 405 409 421 424	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids Eastern Asia Spread of Buddhism The Early Greeks, 600 BC Persian Wars Italy and the Mediterranean Environments of the Americas China and India, c. 320s–220s BC	34 40 41 41 62 64 92 106 126 137 162 198 222	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870 European Possessions, 1800 Europe, 1815 European Imperialism, 1850 and 1914 European Alliances and Military Forces, 1914 Postwar Colonies and Nationalism, 1920s	618 632 650 658 661 684 712 740 778
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe Europe, 1215 Vikings, Magyars, and Muslims, 800–1000 The Holy Roman Empire, 1100 Crusader States Medieval Trade Hundred Years' War Spread of the Black Death Spread of Protestantism Religions in Europe, 1600	346 354 357 364 372 380 390 405 409 421 424 454	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids Eastern Asia Spread of Buddhism The Early Greeks, 600 BC Persian Wars Italy and the Mediterranean Environments of the Americas China and India, c. 320s–220s BC The Silk Roads	34 40 41 41 62 64 92 106 126 137 162 198 222	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870 European Possessions, 1800 Europe, 1815 European Imperialism, 1850 and 1914 European Alliances and Military Forces, 1914 Postwar Colonies and Nationalism, 1920s Europe, 1930s	618 632 650 658 661 684 712 740 778
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe Europe, 1215 Vikings, Magyars, and Muslims, 800–1000 The Holy Roman Empire, 1100 Crusader States Medieval Trade Hundred Years' War Spread of the Black Death Spread of Protestantism Religions in Europe, 1600 Map of the World, c. 1575	346 354 357 364 372 380 405 409 421 424 454 457 468	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids Eastern Asia Spread of Buddhism The Early Greeks, 600 BC Persian Wars Italy and the Mediterranean Environments of the Americas China and India, c. 320s–220s BC The Silk Roads Arabia, c. 550	34 40 41 41 62 64 92 106 126 137 162 198 222 230 256	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870 European Possessions, 1800 Europe, 1815 European Imperialism, 1850 and 1914 European Alliances and Military Forces, 1914 Postwar Colonies and Nationalism, 1920s Europe, 1930s Axis Advances, 1939–1941	618 632 650 658 661 684 712 740 778
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe Europe, 1215 Vikings, Magyars, and Muslims, 800–1000 The Holy Roman Empire, 1100 Crusader States Medieval Trade Hundred Years' War Spread of the Black Death Spread of Protestantism Religions in Europe, 1600 Map of the World, c. 1575 Colonies in the Americas	346 354 357 364 372 380 405 409 421 424 454 457 468 477	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids Eastern Asia Spread of Buddhism The Early Greeks, 600 BC Persian Wars Italy and the Mediterranean Environments of the Americas China and India, c. 320s–220s BC The Silk Roads Arabia, c. 550 Environments of Africa	34 40 41 41 62 64 92 106 126 137 162 198 222 230 256 282	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870 European Possessions, 1800 Europe, 1815 European Imperialism, 1850 and 1914 European Alliances and Military Forces, 1914 Postwar Colonies and Nationalism, 1920s Europe, 1930s Axis Advances, 1939–1941 World War II in Europe and North Africa,	618 632 650 658 661 684 712 740 778 806 834 837
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe Europe, 1215 Vikings, Magyars, and Muslims, 800–1000 The Holy Roman Empire, 1100 Crusader States Medieval Trade Hundred Years' War Spread of the Black Death Spread of Protestantism Religions in Europe, 1600 Map of the World, c. 1575 Colonies in the Americas The Atlantic Slave Trade	346 354 357 364 372 380 390 405 409 421 424 454 457 468 477 489	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids Eastern Asia Spread of Buddhism The Early Greeks, 600 BC Persian Wars Italy and the Mediterranean Environments of the Americas China and India, c. 320s—220s BC The Silk Roads Arabia, c. 550 Environments of Africa East Asia, c. 600	34 40 41 41 62 64 92 106 126 137 162 198 222 230 256 282 308	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870 European Possessions, 1800 Europe, 1815 European Imperialism, 1850 and 1914 European Alliances and Military Forces, 1914 Postwar Colonies and Nationalism, 1920s Europe, 1930s Axis Advances, 1939–1941 World War II in Europe and North Africa, 1941–1943	618 632 650 658 661 684 712 740 778 806 834 837
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe Europe, 1215 Vikings, Magyars, and Muslims, 800–1000 The Holy Roman Empire, 1100 Crusader States Medieval Trade Hundred Years' War Spread of the Black Death Spread of Protestantism Religions in Europe, 1600 Map of the World, c. 1575 Colonies in the Americas The Atlantic Slave Trade The Ottoman Empire, 1300–1683	346 354 357 364 372 380 390 405 409 421 424 454 457 468 477 489 500	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids Eastern Asia Spread of Buddhism The Early Greeks, 600 BC Persian Wars Italy and the Mediterranean Environments of the Americas China and India, c. 320s–220s BC The Silk Roads Arabia, c. 550 Environments of Africa East Asia, c. 600 Spread of Christianity, 300–1000	34 40 41 41 62 64 92 106 126 137 162 198 222 230 256 282 308 346	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870 European Possessions, 1800 Europe, 1815 European Imperialism, 1850 and 1914 European Alliances and Military Forces, 1914 Postwar Colonies and Nationalism, 1920s Europe, 1930s Axis Advances, 1939–1941 World War II in Europe and North Africa, 1941–1943 War in the Pacific, 1942–1944	618 632 650 658 661 684 712 778 806 834 837
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe Europe, 1215 Vikings, Magyars, and Muslims, 800–1000 The Holy Roman Empire, 1100 Crusader States Medieval Trade Hundred Years' War Spread of the Black Death Spread of Protestantism Religions in Europe, 1600 Map of the World, c. 1575 Colonies in the Americas The Atlantic Slave Trade The Ottoman Empire, 1300–1683 Mughal Empire, 1526-1707	346 354 357 364 372 380 390 405 409 421 424 457 468 477 489 500 506	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids Eastern Asia Spread of Buddhism The Early Greeks, 600 BC Persian Wars Italy and the Mediterranean Environments of the Americas China and India, c. 320s—220s BC The Silk Roads Arabia, c. 550 Environments of Africa East Asia, c. 600 Spread of Christianity, 300—1000 Europe, 815	34 40 41 41 62 64 92 106 126 137 162 222 230 256 282 308 346 372	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870 European Possessions, 1800 Europe, 1815 European Imperialism, 1850 and 1914 European Alliances and Military Forces, 1914 Postwar Colonies and Nationalism, 1920s Europe, 1930s Axis Advances, 1939–1941 World War II in Europe and North Africa, 1941–1943 War in the Pacific, 1942–1944 Communist and NATO Countries, 1949	618 632 650 658 661 684 712 740 778 806 834 837 845 849
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe Europe, 1215 Vikings, Magyars, and Muslims, 800–1000 The Holy Roman Empire, 1100 Crusader States Medieval Trade Hundred Years' War Spread of the Black Death Spread of Protestantism Religions in Europe, 1600 Map of the World, c. 1575 Colonies in the Americas The Atlantic Slave Trade The Ottoman Empire, 1300–1683 Mughal Empire, 1526-1707 Ming and Qing Dynasties, 1368–1911	346 354 357 364 372 380 390 405 409 421 424 454 457 468 477 489 500 506	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids Eastern Asia Spread of Buddhism The Early Greeks, 600 BC Persian Wars Italy and the Mediterranean Environments of the Americas China and India, c. 320s–220s BC The Silk Roads Arabia, c. 550 Environments of Africa East Asia, c. 600 Spread of Christianity, 300–1000 Europe, 815 Europe, 1095	34 40 41 41 62 64 92 106 126 137 162 230 256 282 308 346 372 402	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870 European Possessions, 1800 Europe, 1815 European Imperialism, 1850 and 1914 European Alliances and Military Forces, 1914 Postwar Colonies and Nationalism, 1920s Europe, 1930s Axis Advances, 1939–1941 World War II in Europe and North Africa, 1941–1943 War in the Pacific, 1942–1944 Communist and NATO Countries, 1949 The Iron Curtain	618 632 650 658 661 684 712 740 778 806 834 837 845 849 876
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe Europe, 1215 Vikings, Magyars, and Muslims, 800–1000 The Holy Roman Empire, 1100 Crusader States Medieval Trade Hundred Years' War Spread of the Black Death Spread of Protestantism Religions in Europe, 1600 Map of the World, c. 1575 Colonies in the Americas The Atlantic Slave Trade The Ottoman Empire, 1300–1683 Mughal Empire, 1526-1707 Ming and Qing Dynasties, 1368–1911 Japan and Korea, 1592–1597	346 354 357 364 372 380 390 405 409 421 424 454 457 468 477 489 500 506 511	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids Eastern Asia Spread of Buddhism The Early Greeks, 600 BC Persian Wars Italy and the Mediterranean Environments of the Americas China and India, c. 320s–220s BC The Silk Roads Arabia, c. 550 Environments of Africa East Asia, c. 600 Spread of Christianity, 300–1000 Europe, 815 Europe, 1095 The Crusades, 1095–1204	34 40 41 41 62 64 92 106 126 137 162 230 256 282 308 346 372 402	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870 European Possessions, 1800 Europe, 1815 European Imperialism, 1850 and 1914 European Alliances and Military Forces, 1914 Postwar Colonies and Nationalism, 1920s Europe, 1930s Axis Advances, 1939–1941 World War II in Europe and North Africa, 1941–1943 War in the Pacific, 1942–1944 Communist and NATO Countries, 1949 The Iron Curtain The Korean War, 1950–1951	618 632 650 658 661 684 712 778 806 834 837 845 878 878 878
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe Europe, 1215 Vikings, Magyars, and Muslims, 800–1000 The Holy Roman Empire, 1100 Crusader States Medieval Trade Hundred Years' War Spread of the Black Death Spread of Protestantism Religions in Europe, 1600 Map of the World, c. 1575 Colonies in the Americas The Atlantic Slave Trade The Ottoman Empire, 1300–1683 Mughal Empire, 1526-1707 Ming and Qing Dynasties, 1368–1911 Japan and Korea, 1592–1597 The Expansion of Russia	346 354 357 364 372 380 390 405 409 421 424 457 468 477 489 500 506 511 517	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids Eastern Asia Spread of Buddhism The Early Greeks, 600 BC Persian Wars Italy and the Mediterranean Environments of the Americas China and India, c. 320s–220s BC The Silk Roads Arabia, c. 550 Environments of Africa East Asia, c. 600 Spread of Christianity, 300–1000 Europe, 815 Europe, 1095 The Crusades, 1095–1204 Europe, c. 1300	34 40 41 41 62 62 106 126 137 162 198 222 230 256 282 308 346 372 402 404	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870 European Possessions, 1800 Europe, 1815 European Imperialism, 1850 and 1914 European Alliances and Military Forces, 1914 Postwar Colonies and Nationalism, 1920s Europe, 1930s Axis Advances, 1939–1941 World War II in Europe and North Africa, 1941–1943 War in the Pacific, 1942–1944 Communist and NATO Countries, 1949 The Iron Curtain The Korean War, 1950–1951 Asia, 1945	618 632 650 658 661 684 712 778 806 834 837 845 878 878 878 878 878
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe Europe, 1215 Vikings, Magyars, and Muslims, 800–1000 The Holy Roman Empire, 1100 Crusader States Medieval Trade Hundred Years' War Spread of the Black Death Spread of Protestantism Religions in Europe, 1600 Map of the World, c. 1575 Colonies in the Americas The Atlantic Slave Trade The Ottoman Empire, 1300–1683 Mughal Empire, 1526-1707 Ming and Qing Dynasties, 1368–1911 Japan and Korea, 1592–1597 The Expansion of Russia Central Europe, 1763	346 354 357 364 372 380 390 405 409 421 424 457 468 477 489 500 506 511 517 555	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids Eastern Asia Spread of Buddhism The Early Greeks, 600 BC Persian Wars Italy and the Mediterranean Environments of the Americas China and India, c. 320s–220s BC The Silk Roads Arabia, c. 550 Environments of Africa East Asia, c. 600 Spread of Christianity, 300–1000 Europe, 815 Europe, 1095 The Crusades, 1095–1204 Europe, c. 1300 European Discovery, 1400–1700	34 40 41 41 62 62 106 126 137 162 198 222 230 256 282 308 346 372 402 404 436 468	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870 European Possessions, 1800 Europe, 1815 European Imperialism, 1850 and 1914 European Alliances and Military Forces, 1914 Postwar Colonies and Nationalism, 1920s Europe, 1930s Axis Advances, 1939–1941 World War II in Europe and North Africa, 1941–1943 War in the Pacific, 1942–1944 Communist and NATO Countries, 1949 The Iron Curtain The Korean War, 1950–1951 Asia, 1945 The Vietnam War, 1964–1975	618 632 650 658 661 684 712 740 778 806 834 837 845 878 878 878 878 908 916
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe Europe, 1215 Vikings, Magyars, and Muslims, 800–1000 The Holy Roman Empire, 1100 Crusader States Medieval Trade Hundred Years' War Spread of the Black Death Spread of Protestantism Religions in Europe, 1600 Map of the World, c. 1575 Colonies in the Americas The Atlantic Slave Trade The Ottoman Empire, 1300–1683 Mughal Empire, 1526-1707 Ming and Qing Dynasties, 1368–1911 Japan and Korea, 1592–1597 The Expansion of Russia Central Europe, 1763 The Revolutionary War	346 354 357 364 372 380 405 409 421 424 454 457 468 477 489 500 506 511 517 555 557 584	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids Eastern Asia Spread of Buddhism The Early Greeks, 600 BC Persian Wars Italy and the Mediterranean Environments of the Americas China and India, c. 320s–220s BC The Silk Roads Arabia, c. 550 Environments of Africa East Asia, c. 600 Spread of Christianity, 300–1000 Europe, 815 Europe, 1095 The Crusades, 1095–1204 Europe, c. 1300 European Discovery, 1400–1700 Explorers and Their Routes	34 40 41 41 62 64 92 106 126 137 162 198 222 230 256 282 308 346 372 402 404 436 468	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870 European Possessions, 1800 Europe, 1815 European Imperialism, 1850 and 1914 European Alliances and Military Forces, 1914 Postwar Colonies and Nationalism, 1920s Europe, 1930s Axis Advances, 1939–1941 World War II in Europe and North Africa, 1941–1943 War in the Pacific, 1942–1944 Communist and NATO Countries, 1949 The Iron Curtain The Korean War, 1950–1951 Asia, 1945 The Vietnam War, 1964–1975 Africa and the Middle East, 1950	618 632 650 658 661 684 712 740 778 806 834 837 845 849 878 880 908 916
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe Europe, 1215 Vikings, Magyars, and Muslims, 800–1000 The Holy Roman Empire, 1100 Crusader States Medieval Trade Hundred Years' War Spread of the Black Death Spread of Protestantism Religions in Europe, 1600 Map of the World, c. 1575 Colonies in the Americas The Atlantic Slave Trade The Ottoman Empire, 1300–1683 Mughal Empire, 1526-1707 Ming and Qing Dynasties, 1368–1911 Japan and Korea, 1592–1597 The Expansion of Russia Central Europe, 1763 The Revolutionary War France, 1793	346 354 357 364 372 380 405 409 421 424 454 457 468 477 489 500 506 511 517 555 557 584 604	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids Eastern Asia Spread of Buddhism The Early Greeks, 600 BC Persian Wars Italy and the Mediterranean Environments of the Americas China and India, c. 320s–220s BC The Silk Roads Arabia, c. 550 Environments of Africa East Asia, c. 600 Spread of Christianity, 300–1000 Europe, 815 Europe, 1095 The Crusades, 1095–1204 European Discovery, 1400–1700 Explorers and Their Routes Asian Empires, c. 1600s	34 40 41 41 62 64 126 126 137 162 198 222 230 256 282 308 346 372 402 404 436 468 472 498	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870 European Possessions, 1800 Europe, 1815 European Imperialism, 1850 and 1914 European Alliances and Military Forces, 1914 Postwar Colonies and Nationalism, 1920s Europe, 1930s Axis Advances, 1939–1941 World War II in Europe and North Africa, 1941–1943 War in the Pacific, 1942–1944 Communist and NATO Countries, 1949 The Iron Curtain The Korean War, 1950–1951 Asia, 1945 The Vietnam War, 1964–1975 Africa and the Middle East, 1950 Turmoil in Latin America, 1945–Present	618 632 650 658 661 684 712 740 778 806 834 837 845 878 878 880 908 916 936
Christianity, c. 325 The Byzantine Empire The Growth of Russia Missionaries and Monasteries in Europe Europe, 1215 Vikings, Magyars, and Muslims, 800–1000 The Holy Roman Empire, 1100 Crusader States Medieval Trade Hundred Years' War Spread of the Black Death Spread of Protestantism Religions in Europe, 1600 Map of the World, c. 1575 Colonies in the Americas The Atlantic Slave Trade The Ottoman Empire, 1300–1683 Mughal Empire, 1526-1707 Ming and Qing Dynasties, 1368–1911 Japan and Korea, 1592–1597 The Expansion of Russia Central Europe, 1763 The Revolutionary War	346 354 357 364 372 380 405 409 421 424 454 457 468 477 489 500 506 511 517 555 557 584 604 615	Ancient Mesopotamia The Hittite Empire The Assyrian Empire The Chaldean Empire The Nile Valley Old Kingdom Pyramids Eastern Asia Spread of Buddhism The Early Greeks, 600 BC Persian Wars Italy and the Mediterranean Environments of the Americas China and India, c. 320s–220s BC The Silk Roads Arabia, c. 550 Environments of Africa East Asia, c. 600 Spread of Christianity, 300–1000 Europe, 815 Europe, 1095 The Crusades, 1095–1204 Europe, c. 1300 European Discovery, 1400–1700 Explorers and Their Routes	34 40 41 41 62 64 92 106 126 137 162 198 222 230 256 282 308 346 372 404 436 468 472 498 502	Europe after the Congress of Vienna, 1815 Resources of Great Britain, 1800 Industrialized Europe, 1900 Urban Growth in the Industrial Age U.S. Railroads, 1870 European Possessions, 1800 Europe, 1815 European Imperialism, 1850 and 1914 European Alliances and Military Forces, 1914 Postwar Colonies and Nationalism, 1920s Europe, 1930s Axis Advances, 1939–1941 World War II in Europe and North Africa, 1941–1943 War in the Pacific, 1942–1944 Communist and NATO Countries, 1949 The Iron Curtain The Korean War, 1950–1951 Asia, 1945 The Vietnam War, 1964–1975 Africa and the Middle East, 1950	618 632 650 658 661 684 712 740 778 806 834 837 845 878 878 880 908 916 936

Charts and Graphs

Charts, Graphs, and Time Lines

Analyze information presented visually to learn more about history.

To examine key facts and concepts, look for this special logo:



CHARTS		Increase in Leisure Activities		Economic Growth in Asia, 1986–2004	. 92
Early Hominids	7	Chapter 22 Visual Study Guide		HIV in Sub-Saharan Africa	
Economic Systems		British Reforms	688	World Jewish Population by Country, 2005.	
Chapter 1 Visual Study Guide	28	Causes and Effects of Revolution in Latin America		Brazil's Foreign Debt, 1965–1985	. 97
Mesopotamian Achievements		Latin America	700	GDP Per Capita in Latin America	. 98
Alphabet		Causes and Effects of Westward Expansion		Motor Vehicle Production, 1950–2000	
Cyrus and Darius		Chapter 23 Visual Study Guide		World Urbanization, 1950–2030	
Chapter 2 Visual Study Guide		Nationalism		Election Turnout, United Kingdom	
Egyptian Influences on Kushite Culture		Steps to Unification in Germany		Election Turnout, South Africa	
Chapter 3 Visual Study Guide		Czars of Russia		Brazilian Ethanol Production	
The Varnas		The Russian Revolution of 1905		Brazilian Alternate Fuel Vehicles	
Chapter 4 Visual Study Guide		Chapter 24 Visual Study Guide		China's Oil Consumption, 1980–2005	103
The Greek Gods		Forms of Imperialism		India's GDP by Sector, 2005	103
Causes and Effects of the Peloponnesian War		The Meiji Reforms		India's Labor Force by Sector, 1999	103
Greek Philosophy		The New Imperialism in Africa		World Cases of Polio, 1980–2005	104
		Chapter 25 Visual Study Guide		UN Budgets, 1996–2005	104
Chapter 5 Visual Study Guide		Causes of World War I			
Etruscan Influences	104	Effects of World War I		TIME LINES	
Government	166	Chapter 26 Visual Study Guide			
Roman Society	170	Causes of the 1929 Stock Market Crash		The Beginnings of Civilization,	
Causes and Effects of the Fall of Rome		Social Programs in Selected Countries		Prehistory–1000 BC	
Causes and Effects of the Fail of Rome		Major Japanese Events, 1929 to 1940	819	The Ancient Near East, 4000 BC–550 BC	
		Common Features of Totalitarian		Nile Civilizations, 5000 BC–AD 300	
Chapter 7 Visual Study Guide		Governments		The Rulers of Egypt	اه
Roman Empire and Nomads		Chapter 27 Visual Study Guide		Ancient India and China, 2500 BC–250 BC	
Han China and Nomads		World War II Casualties		Classical Greece, 2100 BC–150 BC	. 124
Chapter 8 Visual Study Guide		Causes and Effects of WWII		Rome and Early Christianity,	
The End of Unity		Chapter 28 Visual Study Guide	866	750 BC–AD 500	
Chapter 9 Visual Study Guide		Causes and Effects of the Cold War		The Americas, 1000 BC–AD 1500	
Trading Empires of West Africa		Contrasting Economic Systems	891	Empires of China and India, 350 BC–AD 600	
Chapter 10 Visual Study Guide		Recent U.S. Military Involvement,		Qin and Han Dynasties	
Innovations		2001 – Present		Muslim Civilization, 550–1250	
Chapter 11 Visual Study Guide		Chapter 29 Visual Study Guide	904	African Kingdoms, 100–1500	
Chapter 12 Visual Study Guide		Chapter 30 Visual Study Guide		Cultures of East Asia, 550–1400	
Charlemagne's Achievements		Political Trends in Post-Colonial Africa		Kingdoms and Christianity, 300–1250	
Feudal Obligations		Causes and Effects of the Suez Canal Crisis .		The Early Middle Ages, 800–1215	
Chapter 13 Visual Study Guide		Muslim Population by Country, 2006		The High Middle Ages, 1000–1500	
Causes and Effects of the Crusades		Chapter 31 Visual Study Guide		Renaissance and Reformation, 1300–1650	
Effects of the Plague		Mexico Then and Now		Exploration and Expansion, 1400–1700	
Chapter 14 Visual Study Guide		Mexico's Trade Balance, 1993–2003		New Asian Empires, 1200–1800	
Causes of the Renaissance		Chapter 32 Visual Study Guide	986	The Monarchs of Europe, 1500–1800	. 53.
The Reformation		Major Trade Organizations and		Enlightenment and Revolution,	
Chapter 15 Visual Study Guide	404	Agreements	995	1550–1800	. 564
Causes and Effects of the French and	401	World Internet Access, 2006	. 1007	The French Revolution and Napoleon,	F0/
Indian War The Columbian Exchange		Chapter 33 Visual Study Guide	. 1012	1789–1815	591
Basic Principles of Mercantilism		Megacities	. 1029	The Industrial Revolution, 1700–1900	
		Ireland and Turkey Comparison, 2005		Life in the Industrial Age, 1800–1900	
Chapter 16 Visual Study Guide	494 E00	Education Rates in Turkey, 2004		Reforms, Revolutions, and War, 1800–1900	. 00
		UN Millennium Development Goals	.1042	Changes in France's Government	
Chapter 17 Visual Study Guide				Nationalism in Europe, 1800–1920	
Chapter 18 Visual Study Guide The Scientific Method		GRAPHS		The Age of Imperialism, 1800–1920	
	209	Major Christian Denominations, 2004	450	World War I, 1914–1918	
Causes and Effects of the Scientific Revolution	E72	Major U.S. Cities		Russia in Turmoil	
Key Enlightenment Ideas	573 E70	Major European Cities	650	The Interwar Years, 1919–1939	
Chapter 19 Visual Study Guide		Population of Ireland, 1780–1920		World War II, 1930–1945	
Causes of the Revolution		Germany's Economic Growth, 1890–1913.		Europe and North America, 1945–Present	
Governments of Revolution				Asia, 1945—Present	
Soldiers in Napoleon's Russian Campaign		The Armenian Massacre Unemployment, 1929–1933		Africa and the Middle East, 1945–Present	
				Conflict in Iraq	. 95
Chapter 20 Visual Study Guide		Decline of World Trade, 1929–1933		Latin America, 1945–Present	
Effects of the Factory System Effects of Industrialization on Women		Europe's Jewish Population		Today's World	. 98
		Global Nuclear Weapons, 1945–2005			
Chapter 21 Visual Study Guide		Hindus by Country, 2005	010		
New Ideas in the Sciences	0/0	Duduilisis by Coullily, 2003	. 310		

Primary Sources

Relive history through eyewitness accounts, literal and documents.	ture,	A Chinese view of women in Japan, c. 500s Lady Murasaki Shikibu, <i>The Tale of Genji</i>	33
IIIIIT 4		UNIT 4	
UNIT 1	6	Justinian, Prologue to the <i>Digest</i>	349
Donald Johanson, from Ancestors: In Search of Human Origins		The Russian Primary Chronicle, 860–862 (6368–6370)	35
Sir Leonard Woolley, quoted in <i>Fundamentals of Archaeology</i> , 1979 Ian Hodder, Çatal Hüyük, "This Old House," <i>Natural History Magazine</i> ,	20	Benedict of Nursia, Benedictine Rule	36
June 2006	27	Justinian, The Institutes	36
Bob Cullen, "Testimony from the Iceman," <i>Smithsonian</i> , February 2003.	27	Procopius, On Buildings	
Hammurabi's Code	36	Procopius, Secret History	36
Ashurnasirpal II, quoted in <i>Barbarian Tides</i> , 1500–600 BC	30 41	Einhard, The Life of Charlemagne	37
Exodus 20:2-14, Masoretic Text	47	A monk of Noirmoutier, quoted in <i>The Viking World</i> by James	
Arrian, <i>Anabasis</i> , Book VI		Graham-Campbell	37
Herodotus, <i>History of the Persian Wars</i> , Book VIII		The Manner of Doing Homage and Fealty	38
Author Unknown, description of the life of Sargon		King Edward I, A Summons to Parliament, 1295	
Hammurabi, Hammurabi's Code		Emperor Henry IV, letter to Pope Gregory VII, 1076	394
The Sehetepibre Stela, Loyalty Instructions	66		
Strabo, <i>Geography</i> , first century AD		Magna Carta, 1215	39
Strabo, <i>Geography</i> , first century AD	85	Magna Carta, 1215	30.
Herodotus on the importance of the Nile		Raymond d'Aguilers, <i>History of the Franks who Captured Jerusalem</i>	40
Egyptian hymn		Raymond d'Aguilers, quoted in <i>The First Crusade</i> , edited by	
Akhenaten, The Hymn to Aten		Edward Peters	40
Rigveda, 10.90		Dante Alighieri, The Divine Comedy	410
The Buddha, Sermon at Benares, c. 528 BC		Jean Froissart, Chronicles	
Duke of Zhou, quoted in Sources of Chinese Tradition	1111	Marchionne, account of Florence during the Black Death	
UNIT 2		Giovanni Boccaccio, <i>The Decameron</i> , c. 1350	
Xenophon, <i>The Polity of the Spartans</i> , c. 375 BC	130	HAUT F	
Herodotus, <i>History</i>	138	UNIT 5	434
Plato, Republic	.143	Leonardo Bruni, <i>Panegyric to the City of Florence</i> , 1403	
Pericles, quoted in Thucydides, <i>History of the Peloponnesian War</i>		Giovanni Pico della Mirandola, <i>Oration on the Dignity of Man</i> , 1486 Niccolo Machiavelli, <i>The Prince</i> , 1513	45
Sappho, Hymn to Aphrodite	145	Pope Innocent III, On the Misery of the Human Condition, 1195	
Aristophanes, The Clouds		Giovanni Pico della Mirandola, <i>Oration on the Dignity of Man</i> , 1486	
Plutarch, Life of Alexander	152	Desiderius Erasmus, Preface to the New Testament	
Wiraz, Arda Wiraz Namag	152	Journal entry from a writer who accompanied Magellan	
Plutarch, Life of Alexander		Bartolomé de Las Casas, <i>Brief Account of the Devastation of the Indies</i>	
Cicero, On the Republic 11.5		Adam Smith, <i>The Wealth of Nations</i> , 1776	
The Law of the Twelve Tables, 450 BC		Lope de Aguirre, letter to King Philip II of Spain, 1561	
Cicero, On the Republic 11.1	166	Charles D'Avenant, An Essay on the East-India Trade, 1697	48
Suetonius, The Death of Caesar, 44 BC		Olaudah Equiano, The Interesting Narrative of the Life of	
Augustus, quoted in Suetonius, <i>The Twelve Caesars</i>		Olaudah Equiano, 1789	48
Virgil, The Aeneid		Bartolomé de Las Casas, abridgement of Columbus's personal journal	49
Thomas Jefferson, letter to John Adams, 1796		King Ferdinand and Queen Isabella, letter to the governor of	
Bernal Díaz del Castillo, <i>The Conquest of New Spain</i> , 1568		Hispaniola, 1503	49
Ashoka, Twelfth Major Rock Edict	232	Esma'il, quoted in A Literary History of Persia, Volume 4, by Edward	F0:
A.L. Basham, from <i>The Garland of Madurai</i> as it appears in <i>The Wonder</i>	233	G. Browne	50.
that was India	236	Anonymous Mughal citizen, quoted in <i>History of Aurangzeb</i> , by Jadunath Sarkar	EO:
Faxian, A Record of Buddhistic Kingdoms		Qianlong, letter to King George III	51
Panchatantra, translated by Arthur William Ryder		Lord Macartney, diary entry	51
Hanfeizi, Hanfeitzu	. 244	Matsuo Basho, translated by Harry Behn	52
Confucius, The Analects		Hojo Shigetoki, essay, 1256	
Kautilya, Arthasastra	245	Bishop Fulbert of Chartres, reply to Duke William of Aquitaine, 1023	
UNIT 3			
Qur'an 29:46	261	UNIT 6	- 4
Rumi, "Unmarked Boxes," translated by John Moyne and	201	Duc de Saint-Simon, The Court of Louis XIV, 1746	
Coleman Barks	264	The Diary of Samuel Pepys, May 2, 1660	
Rumi, The Fairest Land, c. 1250		The English Bill of Rights	
Qur'an, Sura 2:196		Jacques Berlighe Bossuet, Politics Derived from Holy Witt	30
Nasir Khusraw, c. 1050		Cambridge, 1727	57
Ibn Jubayr, c. 1183		John Locke, Two Treatises on Government, 1690	
Ibn Battutah, translated by G.S.P. Freeman-Grenville from		Jean-Jacques Rousseau, <i>The Social Contract</i> , 1763	57
East African Coast, Select Documents	291	Thomas Hobbes, <i>Leviathan</i> , 1651	57
al Bakri, The Book of Routes and Kingdoms, c. 1067	297	John Locke, Two Treatises on Government, 1690	
Ibn Fadl Allah al-Omari, from Sight-Seeing Journey, c. 1300s		Voltaire, <i>Candide</i> , 1759	
Leo Africanus, History and Description of Africa		Thomas Jefferson, <i>Declaration of Independence</i> , 1776	58
Ibn Battutah, <i>Travels in Asia and Africa</i>		Magna Carta, 1215	
Li Bo, Quiet Night Thoughts	313	Baron de Montesquieu, <i>The Spirit of the Laws</i> , 1748	
Anonymous, Tale of the Destruction of Riazan		Thomas Paine, Common Sense, 1776	58
Marco Polo, Description of the World		Thomas Jefferson, Declaration of Independence, 1776	
Marco Polo, <i>Description of the World</i> , trans. by Teresa Waugh		Declaration of the Rights of Man and of the Citizen, August 1789	
Anonymous, from <i>Kokinshu</i> , c. 905		London Times, January 25, 1793	60
Sei Shonagon, <i>The Pillow Book</i> , c. 991	525	Maximilien Robespierre, "Justification for the Use of Terror" speech,	

François-Auguste-René de Chateaubriand, Essay on Revolutions, 13		Ronald Reagan, speech, January 11, 1989
London Times, January 25, 1793 Thomas Paine, Rights of Man, 1792		Jawaharlal Nehru, speech, August 14, 1947 Dwight Eisenhower, speech, April 7, 1954
UNIT 7		Robert McNamara, speech, April 16, 1996
Carleton Smith, visitor to the Lancashire mines, 1833	637	Deng Xiaoping, speech, 1985
Commons, 1836	641	"Song of Ox-Ghosts and Snake Demons"
David Ricardo, On Wages, 1817	648	Youqin Wang, paper, 1996 People's Liberation Army Daily, editorial, June
Elizabeth Bentley, interview, 1815		Kwame Nkrumah, I Speak of Freedom: A State
John Charles Spencer, speech in the House of Commons, 1832		Ideology, 1961
Marshall Fox, New York Herald, December 21, 1879		Jomo Kenyatta, Facing Mount Kenya
Charles Darwin, Beagle Diary, 1835		Nelson Mandela, Rivona trial speech, 1964.
Caspar David Friedrich		Mohammad Reza Pahlavi, speech, 1972
Sir Walter Scott, Ivanhoe, 1819	678	Ayatollah Khomeini, speech, 1979 Fidel Castro, speech to United Nations, Septe
Gustave Courbet		Jo Fisher, <i>Mothers of the Disappeared</i> , 1989.
Henrik Ibsen, An Enemy of the People, 1883		Elena Quijano de Rendón, quoted in <i>Massacr</i>
Thomas Wood, child mill worker, quoted in <i>Useful Toil</i>		Elena Poniatowska
Benjamin Disraeli, speech before House of Commons, 1866 Father Matthew, Irish priest, in a letter to Prime Minister Trevelyan		World Bank report on NAFTA's effects on Mex
Émile Zola, "J'accuse," 1898		Timothy A. Wise and Kevin P. Gallagher, NAF
Simón Bolívar, Message to the Congress of Angostura, 1819		Mexican economy, 2003 Leslie Sklair, sociologist, 2001
John O'Sullivan, editorial, 1845		Meghnad Desai, economist, 2001
Abraham Lincoln, Gettysburg Address, 1863		Description of a Janjaweed attack, 2006
Toussaint L'Ouverture, response to Napoleon, 1799		Norman Borlaug, interview, 2002
Nathaniel Aguirre, <i>The Memoirs of Juan de la Rosa</i> , 1885		Center for Food Safety, Fatal Harvest: The Tra
Giuseppe Mazzini, "On Nationality," 1852	714	Agriculture, 2002 Norman Borlaug, Plant Physiology, 2000
Camillo di Cavour, 1846		3. , 3,
Giuseppe Mazzini, instructions to his "Young Italy," 1831	715	UNIT 10
Father Gapon, petition to the czar, 1905		The Economist, March 4, 2006
Otto von Bismarck, "Blood and Iron" speech, 1862		Jessica Piombo, "Politics in a Stabilizing Demo Elections," <i>Strategic Insights</i> , May 2004.
Carl Schurz, memoir, c. 1850		Brazilian President Luiz Ignácio Lula da Silva,
Theodore Roosevelt, Roosevelt Corollary, 1904		<i>Times</i> , July 2006
Sun Yixian, History of the Chinese Revolution		Thomas Friedman, The World is Flat, 2005
Rudyard Kipling, "The White Man's Burden," 1899	767 767	Aravind Adiga, "My Lost World," <i>Time</i> , June 2 Chris Patten, "Mystery Candidate," <i>Financial</i>
UNIT 8		Mary Robinson, former president of Ireland, s
British Colonel Ernest Swinton, September 18, 1914	782	Nilufer Gole, interview, Frontline, PBS, June 20 Claudia Rosett, "How Corrupt Is the United N
Vladimir Lenin, <i>Decree on Land</i> , October 26, 1917	792	April 2006
Vladimir Lenin, "Call to Power" speech, October 24, 1917	793	Ann Florini, "The UN at 60: Senescence or Re
French report on German morale, September 1918		The Brookings Institution, 2005
Wilhelm II, speech, July 31, 1914		PRIMARY SOURCE LIBRARY
David Lloyd George, statement, January 5, 1918		Laozi, The Dao De Jing
Ugaki Kazushige, army minister, 1928		Plato, <i>The Apology</i>
Joseph Stalin, "First Five-Year Plan" speech	825	Aristotle, <i>Politics</i>
Mohandas Gandhi, address to the United States, 1931	828	Julius Caesar, <i>The Gallic Wars</i> , 50 BC
Nazi Party philosophy		Magna Carta, 1215
Adolf Hitler, speech, 1927		Thomas Aquinas, Summa Theologica, 1273
Franklin D. Roosevelt, speech, December 8, 1941		Ibn Battutah, Travels in Asia and Africa, 132
Seaman Second Class Eddie Jones, quoted in War Stories:		Jean de Venette, <i>The Chronicle</i> , c. 1368
Remembering World War II		Geoffrey Chaucer, <i>The Canterbury Tales</i> , c. 13
Alois Dorner, German soldier, January 1943	848	Martin Luther, <i>Refusal at the Diet of Worms</i> , 1 Miquel de Cervantes, <i>Don Quixote</i> , 1615
Captain Reid Draffen, quoted in War Stories: Remembering	957	Thomas Hobbes, <i>Leviathan</i> , 1651
World War IIFather John A. Siemes, "Eyewitness to Hiroshima—August 6th, 19-	45"	Charles de Secondat, Baron de Montesquieu,
in The Atomic Bombings of Hiroshima and Nagasaki, 1946	861	Thomas Jefferson, The Declaration of Indepen
Declaration of the Three Powers, December 1, 1943, Tehran	862	Adam Smith, <i>The Wealth of Nations</i> , 1776
Leon Bass, oral history, 1991		Mary Wollstonecraft, A Vindication of the Rig
Maximilian Grabner, c. 1946		Karl Marx and Friedrich Engels, <i>The Commun.</i> Erich Maria Remarque, <i>All Quiet on the Weste</i>
Herman Graebe, German engineer Howard Elting Jr., letter, August 10, 1942		Mohandas K. Gandhi, <i>On Nonviolent Resistan</i>
3 3		Pablo Picasso, <i>Guernica</i> , 1937
UNIT 9	070	Elie Wiesel, Never Shall I Forget, 1955
Winston Churchill, speech, March 5, 1946		Eleanor Roosevelt, Address to the United Nat
George C. Marshall, speech, June 15, 1947 Mikhail Gorbachev, <i>Perestroika: New Thinking for Our Country</i>	0/3	Nelson Mandela, Inaugural Address, 1994 Aung San Suu Kyi, Nobel Peace Prize Accepta
and the World, 1987	892	Aung san suu kyi, Nobel Peace Prize Accepta
CIA report to Congress, June 1991	902	
Mikhail Gorbachev, On My Country and the World, 2000	903	

awaharlal Nehru, speech, August 14, 1947	
Owight Eisenhower, speech, April 7, 1954	
Robert McNamara, speech, April 16, 1996	
Deng Xiaoping, speech, 1985	
Song of Ox-Ghosts and Snake Demons"	03/
ougin Wang, paper, 1996	
People's Liberation Army Daily, editorial, June 7, 1966	
(wame Nkrumah, I Speak of Freedom: A Statement of African	
Ideology, 1961	938
omo Kenyatta, Facing Mount Kenya	
Ielson Mandela, Rivona trial speech, 1964	
Nohammad Reza Pahlavi, speech, 1972	
yatollah Khomeini, speech, 1979	
idel Castro, speech to United Nations, September 26, 1960	969
o Fisher, Mothers of the Disappeared, 1989	9/4
lena Quijano de Rendón, quoted in <i>Massacre in Mexico</i> , by Elena Poniatowska	920
Vorld Bank report on NAFTA's effects on Mexico, 2003	
imothy A. Wise and Kevin P. Gallagher, NAFTA's effects on the	
Mexican economy, 2003	98!
eslie Sklair, sociologist, 2001	994
Neghnad Desai, economist, 2001	994
Description of a Janjaweed attack, 2006	
lorman Borlaug, interview, 2002	. 1010
Lenter for Food Safety, Fatal Harvest: The Tragedy of Industrial	101
Agriculture, 2002 Iorman Borlauq, <i>Plant Physiology</i> , 2000	
iorman Bonaug, <i>Piuni Physiology</i> , 2000	· IUI
JNIT 10	
he Economist, March 4, 2006	102
essica Piombo, "Politics in a Stabilizing Democracy: South Africa's 2004	100
Elections," Strategic Insights, May 2004	102
Brazilian President Luiz Ignácio Lula da Silva, interview, <i>Financial Time</i> s, July 2006	1028
Times, July 2000 Thomas Friedman, <i>The World is Flat</i> , 2005	
Aravind Adiga, "My Lost World," <i>Time</i> , June 26, 2006	
Chris Patten, "Mystery Candidate," Financial Times, August 4, 2006	103
Mary Robinson, former president of Ireland, speech, 1992	
lilufer Gole, interview, Frontline, PBS, June 2001	
laudia Rosett, "How Corrupt Is the United Nations?" Commentary,	
April 2006	1043
Ann Florini, "The UN at 60: Senescence or Renaissance?"	1044
The Brookings Institution, 2005	1044
PRIMARY SOURCE LIBRARY	
aozi, The Dao De Jing	
lato, The Apology	
Aristotle, Politics	
ulius Caesar, <i>The Gallic Wars</i> , 50 BC	
Magna Carta, 1215	
homas Aguinas, <i>Summa Theologica</i> , 1273	
on Battutah, <i>Travels in Asia and Africa</i> , 1325–1345	
ean de Venette, <i>The Chronicle</i> , c. 1368	R62
Geoffrey Chaucer, <i>The Canterbury Tales</i> , c. 1387	R63
Martin Luther, Refusal at the Diet of Worms, 1521	
Miguel de Cervantes, Don Quixote, 1615	
Thomas Hobbes, Leviathan, 1651	
Charles de Secondat, Baron de Montesquieu, <i>The Spirit of Laws</i> , 1748 Chomas Jefferson, <i>The Declaration of Independence</i> , 1776	
Adam Smith, <i>The Wealth of Nations</i> , 1776	
Mary Wollstonecraft, A Vindication of the Rights of Woman, 1792	
Carl Marx and Friedrich Engels, <i>The Communist Manifesto</i> , 1848	
rich Maria Remarque, All Quiet on the Western Front, 1929	
Mohandas K. Gandhi, <i>On Nonviolent Resistance</i> , 1916	
ablo Picasso, Guernica, 1937	
lie Wiesel, Never Shall I Forget, 1955	R7!
leanor Roosevelt, Address to the United Nations	
Jelson Mandela, Inaugural Address, 1994	
Aung San Suu Kyi, Nobel Peace Prize Acceptance speech, 2001	K78

Themes of History

o two historical events or periods are exactly alike, but there are common themes that can be traced through all of human history. As you read *Human Legacy*, look for the eight themes described below. They appear again and again, not just in this textbook, but throughout history. These themes help you see ways all peoples and societies are alike and ways they are different.

ARTS AND IDEAS

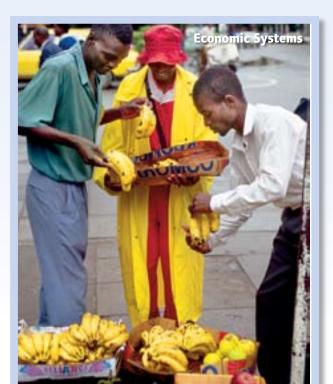
Some of the noblest human aspirations and achievements have been enshrined in artworks and in ideas. The arts can inspire us, and ideas can move us to action.

- What ideas unite and motivate a society?
- How does a culture express itself through its arts and ideas?
- How do the arts of different societies express enduring human needs and beliefs?

BELIEF SYSTEMS

Beliefs can be powerful forces for societies as well as individuals. Religious beliefs, for instance, have inspired great works of devotion, sacrifice, and art. They can also serve to define and divide people.

- What do people believe about the nature of the universe?
- What do people believe about how society should be ordered and governed?
- How do beliefs motivate people?



ECONOMIC SYSTEMS

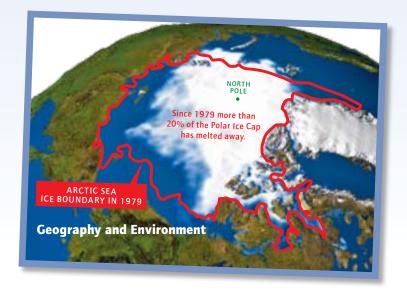
Because resources are scarce and people's needs and wants are many, every society needs an economic system by which to allocate available resources. Economic systems may change—from a simple barter system to today's complex global capitalism—but the need to order the exchange of goods, services, and resources remains a constant in human history.

- How are scarce resources allocated in a society?
- Why have some people or groups of people had more resources than others?
- How do economic systems affect political and social systems?
- How do different systems strive to ensure efficiency? fairness?

GEOGRAPHY AND ENVIRONMENT

Geography and environment influence the way societies develop. A desert society develops different economic and social practices than a sea faring one. People both modify their environment and adapt to it in order to best meet their needs.

- How do people change their environment and make changes to their environment?
- In what ways do geography and environment influence a society?



GOVERNMENT AND CITIZENSHIP

Today, most people believe that a government's power comes from the consent of the governed—that in government, citizens are the ultimate authority. But that belief is relatively new. Different societies—in the past and even today—adopt different forms of government.

- What is the proper form of government?
- Who should be a citizen? Why has that question had different answers at different times?
- What is the relationship between those who govern or rule and those who are governed or ruled?

MIGRATION AND DIFFUSION

From the days of the earliest humans in Africa, people have been on the move, hunting animals, looking for fresh fields to plant, and seeking new places for trade. The movement of peoples, goods, and ideas has the power to transform and even destroy empires and nations.

- What are the large patterns of movement that shape human history?
- How are new ideas, ways of doing things, and diseases spread?
- What motivates people to seek new lands?

SCIENCE AND TECHNOLOGY

Humans use science to try to understand their environment, and they use technology to try to shape and control it. The urge to understand the world and to invent new tools to shape it is a fundamental aspect of human nature.

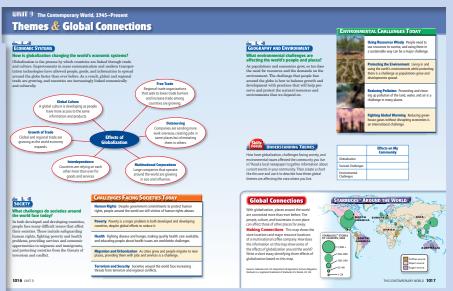
- What are the different concepts that people have had about the world? How have they changed over time?
- How have the tools people used changed over time, often radically reshaping the limits of human possibility?
- How have technological advances given one society advantages over another?

SOCIETY

The complex pattern of relationships—political, economic, cultural—that bind people together make a society. In any historical period, these patterns may be loosely defined or they may be embodied in institutions such as governments and churches.

- What are the social classes that make up a society?
- How is political and economic power distributed?
- What are the customs and norms that unite a society?

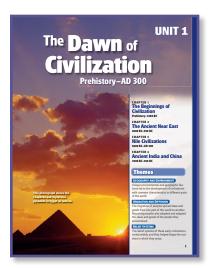




Human Legacy allows you to track important themes through history. Look for special themes of history features as you read.

How to Use Your Textbook

Holt World History: Human Legacy was created to make your study of world history an enjoyable, meaningful experience. Take a few minutes to become familiar with the book's easy-to-use organization and special features.



Unit

Unit Openers list the chapter titles and the years the chapters cover. Each unit opener identifies the main themes covered in the unit. A historic painting or photograph illustrates the time period you are about to explore.

Themes and Global Connections

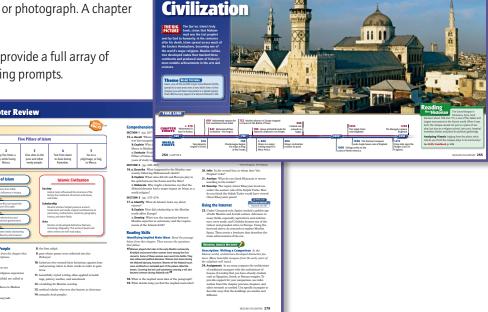
features end each unit. Graphic organizers and tables show how each unit theme relates to the period of history covered in the unit. A Global Connections box helps you examine the global impact of key developments in history.



Chapter

Chapter Openers include an introduction called The Big Picture, a time line for the years covered in the chapter, and a painting or photograph. A chapter theme is also highlighted.

Chapter Review pages provide a full array of assessments, including writing prompts.



Muslim

Section

Each section begins with a Main Idea statement, Focus Questions, and Key Terms and People. In addition, each section includes the following special features:



Taking Notes graphic organizers help you record key ideas as you read.

The Inside Story begins the section with an on-the-scene story from history.

Reading Check

questions provide frequent opportunities to review and assess your understanding.

Section Assessment

questions help you check your understanding of a section's main ideas. There is also assessment practice online.



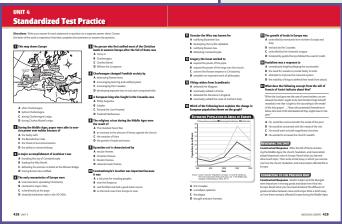
Test Prep and Practice

Holt World History: Human Legacy provides many opportunities to help you prepare for standardized tests.

Document-Based Investigation features appear at the end of every chapter. They allow you to analyze and write about historical documents.

Standardized Test Practice tests appear at the end of every unit. They follow a format like the kind used on many standardized tests.





SKILLS HANDBOOK

Skills Handbook

with Test-Taking Strategies

Reading Skills	
Becoming an Active Reader	
by Dr. Kylene Beers	
Academic Vocabulary	
Identifying Main Ideas and Details	Н6
Sequencing	
Understanding Causes and Effects	Н8
Understanding Comparison and Contrast	Н9
Making Inferences	10
Identifying Problems and Solutions	111
Drawing Conclusions	12
Making Generalizations H	13
Social Studies Skills	
Interpreting Time Lines H	14
Interpreting Line and Bar Graphs H	
Interpreting Pie Graphs H	
Interpreting Charts H	
Interpreting Movement Maps H	
Interpreting Historical Maps H	
Analyzing Costs and Benefits H	
Evaluating Information on the Internet	
Reading Like a Historian Skills	
Reading Like a Historian by Dr. Sam Wineburg H	22
Analyzing Primary Sources	
Analyzing Visuals H	
Interpreting Political Cartoons	
Interpreting Literature as a Source H	
Recognizing Bias in Primary Sources H	
Analyzing Secondary Sources	
Recognizing Bias in Secondary Sources	
Evaluating Historical Interpretation H	

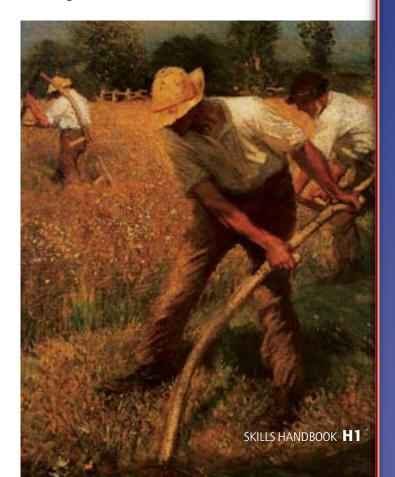
Analyzing Points of View H33

Writing and Speaking Skills

Creating Written Presentations: Biography	H34
Creating Written Presentations: Expository	H35
Creating Written Presentations: Persuasive	H36
Creating Written Presentations: Research	H37
Making Oral Presentations	H38

Test-Taking Strategies

Strategies for Multiple Choice	H40
Strategies for Historical Sources	H41
Strategies for Political Cartoons	H42
Strategies for Line and Bar Graphs	H43
Strategies for Pie Graphs	H44
Strategies for Political and Thematic Maps	H45
Strategies for Constructed Response	H46
Strategies for Extended Response	H47
Strategies for Document-Based Questions	H48



Becoming an Active Reader

by Dr. Kylene Beers

o you read a letter or email from a friend the same way you read a newspaper article? What about a poem and the instructions to an exam? Or a novel and a textbook? Chances are the answer is no: you read differently depending on your purpose for reading. When you are reading for information, such as when you are reading a textbook, you have a different purpose than when you are reading just for fun.

A different purpose calls for a different way of reading. In a textbook, especially a history book, there are a lot of facts, concepts, and unfamiliar words and names. You can't expect to absorb all that if you just let the words slide by. You have to be an active reader—questioning what you read, anticipating, making connections, stopping to review.

Human Legacy is structured to help you be an active reader. Sections, for example, are organized in outline format, with main heads and subheads to help you navigate the material. There are frequent review questions to help you assess whether or not you are absorbing the main points. Take a moment to familiarize yourself with some of the ways that this textbook facilitates reading comprehension.

- Reading Focus and Reading Check The Reading Focus questions act as a type of outline for each section. The Reading Check questions offer opportunities to assess what you have learned as you go.
- Key Terms and People At the beginning of each section you will find a list of terms, people, places, and events that you will need to know. Watch for these words as you read.
- Reading Skills Good readers use a number of reading skills and strategies to make sure they understand what they are reading. In the margins, look for questions that reinforce the reading skills you will be learning in this handbook.
- Academic Vocabulary When we use a word that is important in all classes, not just in social studies, we define it in the margin under the heading Academic Vocabulary. You will see these words in other textbooks, so you should learn what they mean while reading this book.



IATIN AMERICA 967

U.S. Involvement Cuba's move toward communism during the Cold War troubled U.S. leaders. They viewed Latin America as part of a U.S. sphere of finitence and wanted to keep communism out of the region. Shortly after World War It, the United States helped set up Mord War It, the United States helped set up organization of countries in the Americas that promotes economic and military cooperation. The OAS was strongly anticommunist. Repeated U.S. attempts to ous Cuba's communist leaders failed. In 1961 a U.S. trained invasion force of Cuban exiles landed in the Bay of Figs, along Cuba's southern coast. Their mission was designed to spark a nationwide uprising against Castro. But it was a disaster. Cuban troops easily defeated the invaders. Still stinging from this defeat, U.S. president John F. Kennely soon found himself in himself in

dent John F. Kennedy soon found himself in a far more serious crisis with Cuba and the Soviet Union. In 1962 the CIA learned that the Soviet Union was building nuclear missile sites in Cuba. Missiles from these sites would sites in Cuba. Missiles from these sites would be able to easily hit targets in America. Kennedy ordered a naval blockade to intercept. Soviet ships loaded with missiles for Cuba. This tense confrontation, known as the Cuban missile crisis, brought the world as close to nuclear war as it had ever been. In the end, however, a compromise was reached, and the Soviet Union removed the missile sites.

Results of the Revolution In the years smee these Cold War conflicts, the Cuban Revolution has had mixed results. For example, Cubans have good access to health care and education. However, people's civil liberties are restricted under a one-party system. The gov-ernment jails opponents and watches citizens through a network of neighborhood spies. Economic effects have also been mixed.

Castro's policies led many Cubans to leave the country. Most went to the United States, and Cuba's economy struggled as a result. Castro relied on the Soviet Union for economic sup-port. But when the Soviet Union collapsed in port. But when the Soviet Union confapsed in 1991, Cuba's economy suffered. Cuba has also suffered for decades because of a U.S. economic embargo.

Guatemala In 1952 Guatemala's president Jacobo Arbenz, used land reform to take over large landholdings and distribute the land to peasants. This policy hurt the United Fruit Company, an American company that owned huge amounts of mostly uncultivated land in

natemana.

Pressure from the United Fruit Company along with concerns that Arbenz was a left-ist, or radical, persuaded the U.S. government that Guatemala's president must be removed that Guatemala's president must be removed from power. The Cl3 intervened in a coup that toppled Arbenz in 1954 and replaced him with a military dictator. The coup was the start of nearly a half century of repressive dictator-ships in Guatemala.

The harshness of the government and the end of social reforms upset many peasants.

end of social reforms upset many peasants. Some joined rural guerrilla forces, and civil war raged from the 1970s to the 1990s between the guerrillas and government troops. Finally in 1996, a peace accord brought an end to the fighting.

Archbishop Oscar Romero, an outspoken gov-ernment critic, she was leading mass. Romero was one of many priests in Latin America who supported Liberation Theology. Romero's murder sparked a bloody civil war between Communist-supported guerrilla groups and the army. Peasant villagers were often caught in the middle as government-recessed. Stath caudo's rowed the new onen caught in the module as governments sponsored "death squads" roamed the coun-tryside killing civilians suspected of aiding the opposition. The Reagan administration sup-ported the Salvadoran government and the army by providing money and military aid. ted the ...

ny by providing money and a

lence continued into the 1990s

LATIN AMERICA 971

Read Like a Skilled Reader

How can you become a more skilled reader? For starters, you first need to think about how to become a better reader. You also can use the following ideas and strategies.

Skilled readers . . .

- Preview what they are supposed to read before they begin reading. They look for titles of chapters and sections, listings of main ideas and focus questions, vocabulary words and key terms, information in the margin such as Academic Vocabulary, and visuals such as charts, graphs, maps, and photographs
- Construct tables or K-W-L charts into which they organize ideas from the reading. They write notes in the tables or charts as they read.
- Use clues from the text, such as the signal words shown below, to help determine or cement understanding.
 - **Sequencing words:** first, second, third, before, after, soon, later, next, then, following that, earlier, finally
 - Cause and effect words: because, so, since, due to, as a result of, the reason for, therefore, brought about, led to, thus, consequently
 - Comparison and contrast words: likewise, similarly, also, as well as, unlike, however, on the other hand

Active Reading

Successful readers are active readers. Active readers know that it is up to them to figure out what the text means. Here are some steps you can take to become an active and successful reader.

Predict what will happen next on the basis of what already has happened in the text. When your predictions do not match what happens in the text, reread to clarify meaning.

Question what is happening as you read. Constantly ask yourself why events happen, what certain ideas mean, and what causes events to occur.

Summarize what you are reading frequently. Do not try to summarize an entire chapter! Instead, break a chapter into smaller parts. Read some of the text and summarize. Then move on.

Connect events in the text to what you already know or have read.

Clarify your understanding by pausing occasionally to ask questions and check for meaning. You may need to reread to clarify or read further to collect more information before you gain understanding.

Visualize people, places, and events in the text. Envision events or places by drawing maps, making charts, or taking notes about what you are reading.

Building Your Vocabulary

Holt Human Legacy helps you build your vocabulary by highlighting two types of vocabulary words. Key terms and people are listed at the beginning of every section. These are words you need to know to master the social studies content. You will encounter the definitions of the terms as you read the section. You can also turn to the Glossary for definitions. Academic vocabulary are words you need to know for other classes. They appear in the margins of sections. Below is a list of these academic vocabulary words, along with their definitions.

Academic Word/Definition	
administer to manage or to run	export an item sent to other regions for trade
allocate to distribute for a particular purpose	framework the context or background for an action or event
amendment a written change to a legal document	7.5
assessed evaluated or determined	fundamental basic
assume believe to be true	generation group of people born and living about the same time
blockade to isolate an enemy by using troops or warships	hypothesis assumption or theory
commerce trade or the exchange of goods	ideology a system of ideas, often political
commission to order the creation of something such as a piece of art	immigrate to move to another country to live
<u>'</u>	import bring into a place or country
component part or element	incorporated combined or made into one body or unit
constraints limitations	infrastructure public works, such as buildings and roads,
currency money	that are needed to support a population
cycle to alternate among two or more things or events	initiate to begin
despite in spite of	institute to originate and establish
deviate to turn away from a course or topic	integrate to blend or join together
discrimination the act of treating a person differently because of race, gender, or national origin	intermittent happening from time to time, not constant
	intervene to enter into an event to affect its outcome
displace to cause a person, animal, or thing to move from its usual place	invest to commit money in order to make a financial return
distribution the spread of something among a group of people	irrelevant not appropriate or related to the subject
diverse made up of many elements, varied	labor work
domestic relating to the home or to household activities	legislation laws or rules passed by a governing body
entity having an independent or separate distinction	legitimacy the right to rule
	liberal supporter of political and social reform
ethnic common background or culture	maintain keep up or support

Academic Word/Definition	
maximize to increase to the greatest possible level	resolved determined
patriarch father figure	revenue money that a government uses to pay for public programs
perspective personal point of view	1 3
phase a period or stage within a longer process	sacraments solemn Christian rites believed to have been instituted by Jesus Christ
portray to show or depict something, such as a person or a scene	scope extent or degree
• • • • • • • • • • • • • • • • • • • •	sector a subdivision of society
preclude to prevent something or someone from doing something	security freedom from danger or fear
predominant most common or important	stability resistance to change or destruction
prejudiced biased against a racial, religious, or national group	stance an attitude, position, or view about someone or something
preliminary coming before and usually forming a necessary introduction to something else	status position or rank
privileges special rights granted to certain people because	subsequent later; following in time
of their position in society	sufficient enough of what is needed
prohibition an order or law that forbids	synthesize to combine several parts into a whole
proportion the size or amount of a thing in relation to another thing	technique method, way of performing a task
prosperity wealth or success	theories plausible general principles offered to explain what has been observed
rational having reason or understanding	utilize to make use of
regime a specific and often harsh government	valid correct or justified
region an area with one or more common features	violate break or ignore
regulation a law designed to control or govern conduct	welfare well-being

A Note about Chronological Terms

Historians like to fix exact dates on events, but that isn't as easy as it seems. Different cultures and different historical eras use different methods for dating events. The ancient Romans, for example, measured dates by the years in the reign of an emperor.

The system of dating used in the West began around AD 525, though it did not gain general acceptance in Europe until the 1200s. *Holt Human Legacy* follows this common usage. The table below shows some of the terms used in dating events and their meanings.

L U	112011101	[• I • I	Terms
_	шиши		

BC short for "Before Christ," it refers to dates before the birth of Jesus	BCE short for "Before the Common Era," it refers to dates before the birth of Jesus
AD short for Anno Domini, Latin for "in the Year of the Lord," it refers to dates after the birth of Jesus	CE short for "Common Era," it refers to dates after the birth of Jesus

Identifying Main Ideas and Details



Define the Skill

The **main idea** is the central thought in a passage. It is a general statement that conveys the key concept the author wants the reader to know. The main idea can come at the beginning, middle, or end of a passage, although it is most often found at the beginning. The main idea can be one or two sentences and can be implied or directly stated.

Details are statements that support or explain the main idea. Details are specific and provide additional information to the reader, such as the who, what, when, where, why, and how of the main idea. Details include statements, statistics, examples, explanations, and descriptions.

Learn the Skill

Read the passage below and note how the details support the main idea.

France continued to grow and change during the era of the Third Republic. Officials wrote a new constitution under which the government would have a two-house legislature and a president. Public education laws required free education for children between the ages of 6 and 13. Union membership became legal. All men now had the right to vote.

Main Idea

France continued to grow and change during the era of the Third Republic.

Details			
Detail 1	Detail 2	Detail 3	Detail 4
Officials wrote a new constitution that would have a two-house legislature and a president.	Public education laws required free education for children aged 6 to 13.	Union membership became legal.	All men had the right to vote.

Apply the Skill

Turn to Section 4 of the chapter titled Reforms, Revolutions, and War and locate the blue head titled "Effects on Native Americans." Use a graphic organizer like the one above to identify the main idea and details of the passage.

- 1. Identify the main idea in the passage. Restate it in your own words.
- **2.** What details support the main idea?
- **3.** Explain how the details add to the main idea.

Sequencing



North Carolina Skills

1.08 Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning.

Define the Skill

Placing events in chronological order is called **sequencing**. By sequencing, you can gain a greater, more accurate understanding of the events that took place. Learning to sequence can also help you to understand relationships among events, including how a past event can influence present and future events.

Learn the Skill

Days, months, and years can help in determining sequence. Clue words, such as before, after, then, by, first, and next, can also help.

First Event World War I **Date** 1914

Last Event Citizens take to the streets. **Date** March 8, 1917

By 1914 conditions in Russia were so bad that the arrival of World War I provided some relief for Nicholas and his top government officials. In late 1915 Czar Nicholas II decided to take personal command of the Russian forces. After the czar took command of the troops, things grew even worse for Russia. By the end of 1916, Russia was once again on the edge of a revolution. Change finally arrived in Russia on March 8, 1917 as unhappy citizens took to the streets of Petrograd, the Russian capital, to protest the lack of food.

Second Event Czar Nicholas II takes command of Russian forces. **Date** 1915

Third Event Things grew worse for Russia. Clue Word after

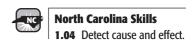
Apply the Skill

Identify the three main events in the passage below and place them in correct chronological order. List the clue words or dates that signal the order of the events.

The year 1917 went badly for the Allies. A failed French offensive in the spring caused rebellion among some French troops. In July, the British launched an offensive near Ypres, in Belgium. Known as the Third Battle of Ypres, it was a disaster for the British. The Germans held the only bit of high ground in the very flat area, and they used it effectively to defend the region. In November, the British assault was finally called off.

- 1. In what year did the British launch the offensive near Ypres?
- 2. What happened in November 1917?
- **3.** How long did the Battle of Ypres last?

Identifying Causes and Effects

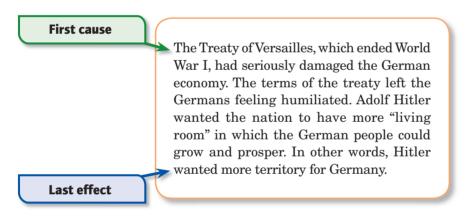


Define the Skill

By understanding causes and effects and seeing connections between them, you can determine why certain events occurred and whether events are related. A cause is something that makes something else happen. Often times a cause will be directly stated in the text. Occasionally, a cause will be implied—or stated indirectly. An effect is something that happens as the result of a cause. One cause may have more than one effect and, similarly, an effect may have several causes. Identifying causes and effects can help you better understand what you have read.

Learn the Skill

Identify the causes and effects in the passage. Start by identifying a cause and then look for one or more of the effects. Look for clue words such as since, because, therefore, and however,



Apply the Skill

Read the following sentences and answer the questions using what you have learned about identifying causes and effects.

At the end of the war, much of Europe and Asia lay in ruins. Tens of millions of people had died in the war, many of them civilians. In many areas the physical devastation was nearly complete. Entire cities, villages, and farms had been destroyed or damaged heavily, and national economies were near collapse.

- **1.** What were the effects of the war on civilians?
- 2. What caused the collapse of national economies?
- **3.** Identify one effect of the war on cities and villages.



Understanding Comparison and Contrast



North Carolina Skills

1.08 Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning.

Define the Skill

Comparing involves looking at both the similarities and differences between two or more people, places, or events. **Contrasting** means examining *only* the differences between things. Being able to identify comparisons and contrasts is an important tool for comprehension.

Learn the Skill

Clue words can help you identify when a comparison or contrast is being made. Look at the chart below for some clue words.

Many Enlightenment philosophers shared the belief that governmental organization was something that should be analyzed closely. But, they did not all agree on what type of government was the best. Thomas Hobbes believed that society needed a strong central authority to control and contain the natural barbarism of humans. John Locke, however, held the belief that people were naturally reasonable and that the purpose of government was to protect people's natural rights. The ideas of both philosophers were used in creating new governments.

Highlighted words are points of comparison.

Underlined words are clue words.

Clue Words		
Comparison	Contrast	
share, similar, like, also, both, in addition, besides	however, while, unlike, different, but, although	

Apply the Skill

Read the following passage and answer the questions using what you have learned about comparison and contrast.

Two of the most important scholars who helped develop the scientific method were Francis Bacon and René Descartes. In England, Francis Bacon wrote in 1620 that the only true way to gain scientific knowledge was through experimentation—observing, measuring, and verifying. In France, meanwhile, René Descartes placed more emphasis on reason. He believed that everything should be doubted until it could be proven by reason. Descartes relied on mathematics and logic to prove basic truths.

- 1. How did the philosophy of Bacon compare with that of Descartes?
- **2.** What did Bacon and Descartes help to develop?

Making Inferences



Define the Skill

Sometimes reading effectively means understanding both what the writer tells you directly and what the writer implies. By filling in the gaps, you are **making inferences**, or educated guesses. Making inferences involves using clues in the text to connect implied ideas with ideas that are stated. You also draw on your own prior knowledge and use common sense to make inferences.

Learn the Skill

To make an inference, study what the passage says. Think about what else you know about the subject, and then make an educated guess about the implied meaning.

Though he became prime minister through democratic means, Mussolini quickly became a dictator. Not satisfied with simply having political control, he sought to influence the thoughts, feelings and behaviors of the Italian people. This attempt to control all aspects of life is called totalitarianism.

1. What the passage says

Mussolini favored a totalitarian form of government.

- 2. What you know about the topic or can connect to your **experience.** In their drive for control, dictators violate the democratic rights of their citizens.
- 3. Make an inference. Totalitarianism threatened democracy in Italy.

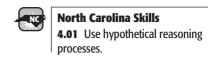
Apply the Skill

Read the following passage and then use the three steps described above to make an inference about it.

The worst day was October 29, known as Black Tuesday. On that single day, investors sold off 16 million shares. With few people wanting to buy the stocks that flooded the Market, stock prices collapsed completely. Many investors who had borrowed money to buy stocks were forced to sell at a loss to repay their loans.

- 1. On Black Tuesday, what economic crisis did the United States face?
- 2. Using the reading and your prior knowledge, explain the effects that a major economic crisis can have on a country's people.
- **3.** What can you infer about the effects of the stock market crash?

Identifying Problems and Solutions



Define the Skill

Throughout history, people have faced problems and sought solutions to those problems. As a result, historians describing historical events often structure their writing by identifying a problem and then describing its actual or possible solutions. By identifying problems and solutions, you can better understand the challenges that people have faced over time and the means by which they have resolved such difficulties.

Learn the Skill

Look for problems that are identified in the reading and then determine what solutions were or are being pursued. Most problems have more than one solution.

In spite of international agreements, people around the world continue to suffer human rights abuses. Arbitrary arrest, torture, slavery, and even killing are daily occurrences in some countries. The United Nations works to protect human rights by monitoring areas of concern, investigating abuses, and working with national governments to improve conditions. Moreover, as globalization advances, stronger economic conditions can help foster adherence to human rights standards. Not only do opportunities increase, helping children to get an education and more women to find jobs, but businesses gain an incentive to follow practices that will help them avoid potentially ruinous publicity.

Problem

Human rights are being violated in the world.

Solution 1

The UN works to protect human rights.

Solution 2

Globalization improves economic situations in many countries.

Apply the Skill

Use a graphic organizer like the one above to identify the problems and solutions in the following passage.

During recent years, the number of worldwide terrorist attacks has increased, as has the violence of these attacks. After September 11, 2001, the United States government took many actions to prevent future terrorist attacks. It sought to strengthen its international and domestic intelligence services. It increased its focus on the security of the nation's borders and transportation networks. It sought to find and cut off the funding sources for terrorist networks.

- 1. What problem does the U.S. face from terrorism in recent years?
- 2. Identify two solutions that the U.S. used to address these problems after September 11.

Drawing Conclusions



Define the Skill

Historical writing provides you with facts and information. But often you have to determine the meaning of events on your own. You need to combine the facts and information, along with your prior knowledge, to draw conclusions about the reading. In **drawing conclusions**, you analyze the reading and form opinions about its meaning.

Learn the Skill

To draw conclusions, combine the information you find in the reading with what you already know. Look for a common link or theme. Then put it all together.

Drawing on the work of Faraday and Swan, Thomas Edison developed the first usable and practical lightbulb in 1879. The new invention caused a sensation. Having created a demand for lightbulbs, Edison then needed to supply the electricity that powered them. So he built the world's first central electric power plant in New York City. The plant illuminated several city blocks. As a result of Edison's work, life during the Industrial Age became easier and more convenient.

Information gathered from the passage you are reading

Thomas Edison invented the lightbulb in 1879 and built the world's first central electric plant.

+

What you already know about the topic

Electricity is a huge part of people's lives today and is used in many capacities in everyday life.

=

What all the information adds up to—your conclusion

The invention of the lightbulb was one of the first steps towards the modernized world we know today.

Apply the Skill

Read the following sentences. Think about what you know about telephone usage today. Use the process above to draw conclusions about the passage.

One day, Bell and his assistant Thomas Watson were working on a new device. Bell suddenly yelled, "Mr. Watson, come here, I need you!" Watson was pleased to hear Bell's voice not just from across the room, but through the device's receiver as well. The telephone was born.

During the 1880s, demand for telephones increased, and telephone companies quickly laid thousands of miles of phone lines in every region of the United States. By 1900 almost 1.5 million telephones were in American homes and offices. The telephone was on its way to becoming the ubiquitous instrument it is today.

- 1. When did telephone usage become commonplace in the United States?
- **2.** What information can you conclude about the importance of the telephone in creating modern communications?

Making Generalizations



North Carolina Skills

1.08 Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning.

Define the Skill

A generalization is a statement that applies to different examples or situations not just to one. When **making generalizations**, you collect different examples, identify what they have in common, and then make a statement that applies equally to all examples.

Learn the Skill

In the passage, identify examples that have something in common. Then try to make a generalization that applies to all the examples.

For many years, right-wing military dictatorships ruled Argentina. They struggled with declining industry as well as rising unemployment, inflation, and foreign debt. Meanwhile, they cracked down on dissent by severely limiting personal freedoms.

In Brazil, as opposition to their military dictatorship grew, the economy crashed. Oil prices rose in the 1970s and the economy fell into debt and hyperinflation, a very high level of inflation that grows rapidly in a short period of time. The inflation rate exceeded 2,500 percent by 1993.

Example 1:

Argentina's military dictatorships struggled with declining industry, inflation, and foreign debt.

Example 2:

In Brazil, the military dictatorships led the economy into debt and hyperinflation.

=

Generalization:

Many Latin American countries under military dictatorships had struggling economies.

Apply the Skill

Using the process described above, make a generalization about the struggles in Latin America.

In El Salvador, a civil war broke out in which Communist-supported groups battled the army. Villagers were often caught in the middle as the government's army roamed the countryside killing civilians suspected of aiding the opposition.

In Nicaragua, control was in the hands of the Somoza family who had ruled for four decades. The Somozas' anticommunist views kept them in favor with the United States, but their corruption and violent repressive tactics alarmed many Nicaraguans. An anti-Somoza movement gained strength.

- 1. What conflict took place in El Salvador?
- 2. What was a problem of the Somoza family in Nicaragua?
- 3. Make a generalization about Latin American political struggles.

Interpreting Time Lines



Define the Skill

A **time line** organizes events that occurred during a specific period of time into chronological order. It has a beginning date and an ending date. The *time span* is the years between the beginning date and the ending date. *Time intervals* mark shorter increments of time within the time span. They appear at regular intervals, for example, every 5 or 10 years. Two time lines can be used to list events that happened within a certain time span but at different places. These are called *parallel time lines*. There are parallel time lines at the beginning of each chapter in this book.

By organizing events chronologically, time lines can help you see how events are related. Seeing how events are related can help you find cause-and-effect relationships between the events. Time lines also allow you to compare, contrast, and draw conclusions about historical events.

Learn the Skill

Use the following strategies to read the time line.

Look at the beginning date and the ending date to determine the time period.

TIME LINE Changes in France's 1871 A strong demo-Government cratic government with a **1830** King Charles fled France **1852** Louis Napoleon arrested new constitution emerged during the July Revolution and members of the National Assembly during the Third Republic. Louis Philippe was crowned king. and the French elected him emperor. **1848** After the Revolution of 1848, Louis Philippe abdicated and the Second Republic formed with Louis Napoleon as president. Analyze the events on the time line. Determine the time intervals of the time line. Check to see whether the years are evenly Recognize the types of events that spaced. Determine whether the time is divided the time line describes and deterby decades, by centuries, or by another division. mine how they are related.

- **1.** What is the time span of the time line?
- 2. What are the time intervals of the time line?
- **3.** How are the events on the time line related?

Interpreting Line and Bar Graphs

Define the Skill

North Carolina Skills 3.02 Interpret graphs and charts.

Graphs are diagrams that present statistical or numeric data. They can display amounts, trends, ratios, or changes over time. A line graph is a visual representation of data organized so that you can see a pattern of change over time. In most cases, the *vertical axis* of a line graph shows quantities while the *hori*zontal axis shows time. A **bar graph** compares quantities. A single bar graph compares one set of data, while a double bar graph compares two sets of data. Knowing how to interpret line graphs and bar graphs can help you recognize historical trends.

Learn the Skill

Use the following strategies to interpret the line graph.

Use the following strategies to interpret the bar graph.

Read the title of the graph. The title tells you the subject or purpose of the graph.



Read the horizontal and vertical axis labels.

The labels explain what the graph measures and gives the units of measurement.

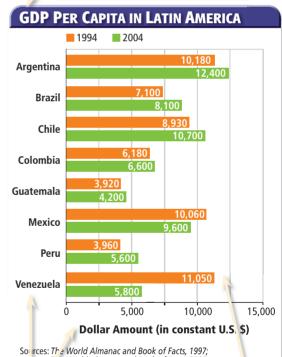
Analyze the information on the graph.

Look at the slant of the line. The closer the line is to being parallel to the horizontal axis, the slower the change. The closer the line is to being perpendicular to the horizontal axis, the quicker the change.

Apply the Skill

- 1. What information does the line graph compare?
- **2.** What information does the bar graph compare?
- 3. What conclusion can you draw from the data in the bar graph?

Read the title of the graph. Read the title and the legend to determine the subject of the graph.



Sources: The World Almanac and Book of Facts, 1997; The World Almanac and Book of Facts, 2006

Read the horizontal and vertical axis labels.

The labels tell what the bar graph measures and gives the units of measurement.

Analyze the information on the graph.

Compare the amounts shown on the bar graph.

Interpreting Pie Graphs

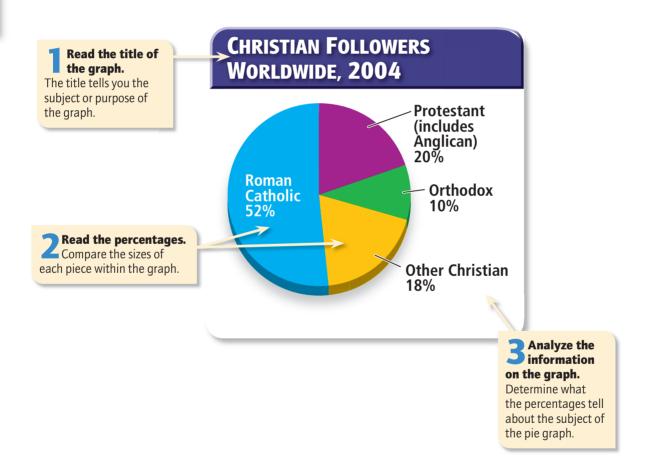


Define the Skill

A **pie graph** is a circular chart that shows how individual parts relate to the whole. The circle of the pie symbolizes the whole amount. The slices of the pie represent the individual parts of the whole. Knowing how to interpret pie graphs will allow you to better understand and evaluate historical data as well as to recognize historical trends.

Learn the Skill

Use the following strategies to interpret the pie graph.



- 1. What information does the pie graph compare?
- **2.** Which branch of Christianity has the fewest number of followers?
- 3. What percentage of Christians are Roman Catholic?

Interpreting Charts



Define the Skill

Charts are visual representations of information. Historians use charts to organize, condense, simplify, and summarize information in a convenient, easy-toread format.

Simple charts combine or compare information. Tables classify information by groups. Numbers, percentages, dates, and other data can be classified in the columns and rows of a table for reference and comparison. *Diagrams* illustrate the steps involved in a process so that the information is easier to understand. Knowing how to read and use charts allows you to interpret, compare, analyze, and evaluate historical information.

Learn the Skill

Use the following strategies to interpret the chart.

Read the title of the chart. The title tells you the subject of the chart.

Look at the way the information is organized. Charts can be organized alphabetically, chronologically, or by topic.

Analyze the information found in the chart.

Interpret, compare, and contrast the information in the chart to draw conclusions and make inferences or predictions.

Apply the Skill

- **1.** How is the information in the chart organized?
- **2.** How many events are listed on the chart?
- **3.** According to the chart, what major event occurred in Japan in 1931?

MAJOR JAPANESE EVENTS 1929 TO 1940



1929 The Great Depression hits Japan.

1931 Japan takes control of Manchuria, China.

1933 Japan withdraws from the League of Nations.

1934 Japan announces it will no longer submit to limits on its navy.

1936 Japan signs agreement with Germany.

1937 Japanese troops kill hundreds of thousands of civilians in Nanjing, China.

1940 Japan attempts to expand its power in Asia by proposing an economic alliance of Asian nations.



Interpreting Movement Maps

Define the Skill

Different types of maps are used for different purposes. **Movement maps** show travel from one point to another. They can track sea voyages, explorations, or migrations. They can span a week, a few months, or thousands of years. Understanding how to read and interpret a movement map can help you learn more about historical events, their chronology, and the geographical locations



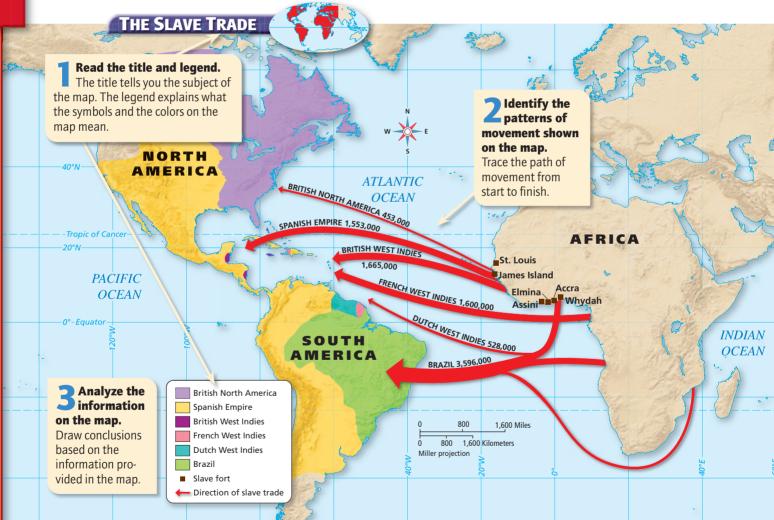
North Carolina Skills

3.01 Use map and globe reading skills.

Learn the Skill

they have affected.

Use the following strategies to interpret movement maps.



- **1.** What was the path of the slave trade?
- **2.** Which continents were directly involved in the slave trade?
- **3.** To which continent were most enslaved people sent?

Interpreting Historical Maps

Define the Skill

NC

North Carolina Skills

3.01 Use map and globe reading skills.

Historical maps provide information about a place at a certain time in history. You can use historical maps to locate historical events, to learn how geography influences history, or to trace human interaction with the environment. Historical maps can show information such as population density, economic activity, political alliances, battles, and movement of people and goods. Historical maps can help you learn how places have changed over time.

Learn the Skill

Use the following strategies to interpret historical maps.

Read the title and legend.

The title will help you identify the subject and the purpose of the map.

The legend explains the meaning of the symbols and the colors on the map.

Westward Expansion of the United States 1845 1803 CANADA OREGON COUNTRY 1818 LOUISIANA PURCHASE UNITED UNITED STATES TEXAS FLORIDA MEXICO **UNITED STATES, 1853** CANADA **Identify the areas** that have changed. Note which parts of the map changed as time passed. NOOL MEXICAN UNITED **CESSION STATES** Analyze how places have changed over time. GADSDEN Compare and contrast the differing PURCHASE areas and think about the historical Present-day boundary MEXICO events that led to these changes. 800 Miles 800 Kilometers Albers equal-area projection

- 1. What is the purpose of these historical maps?
- 2. How did the United States change from 1803 to 1853?

Analyzing Costs and Benefits

Define the Skill



A **cost-benefit analysis** is a process that measures whether a project or a policy is worthwhile by calculating its benefits and comparing those benefits to its costs. Businesses large and small as well as government agencies all conduct cost-benefit analyses before deciding on a course of action.

Historians have the benefit of hindsight. They can look at events that have already happened and make cost-benefit analyses to determine whether a decision was the right one. The process is relatively straightforward when costs and benefits can be expressed in terms of money or basic economic indicators such as employment figures, gross domestic product, and inflation. Some costs and benefits, however, such as time or safety, are not easily measured by how much money is earned or lost. Also, people may disagree about the value of the costs and benefits.

Learn the Skill

Use the following strategies to analyze costs and benefits.

Identify the costs. Determine the costs of this project.

Building Versailles		
COSTS	BENEFITS	
 Cost five percent of the country's annual revenue Created resentment among the people Palace uncomfortable and crowded 	 Kept court safer from Paris crowds Was clear symbol of king's power Palace had many grand and beautiful features. 	

2 Identify the benefits.
Determine the benefits of the proposed project.

Analyze the costs and the benefits and draw conclusions.

Compare the costs with the benefits.

Apply the Skill

- 1. What was one cost of building Versailles?
- 2. What was one benefit of this project?
- **3.** Based on the cost-benefit chart, do you think it was a good investment to build the palace? Explain.

H20 SOCIAL STUDIES SKILLS

Evaluating Information on the Internet



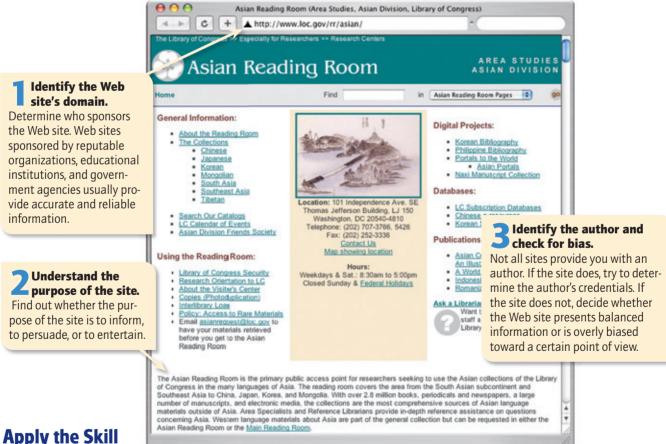
Define the Skill

The **Internet** is an international computer network that connects schools, businesses, government agencies, and individuals. Every Web site on the Internet has its own address called a URL. Each URL has a domain. The domain tells you the type of Web site you are visiting. Common domains in the United States are .com, .net, .org, .edu, and .gov. A Web site with the domain .edu means that it is sponsored by an educational institution. A Web site with the domain .gov means that it is sponsored by a government institution.

The Internet can be a valuable research tool. Evaluating the content found on the Internet will help you determine its accuracy and reliability.

Learn the Skill

Use the following strategies to evaluate information on the Internet.



- 1. What is the domain of the Web site? Do you think the information on the Web site will be reliable? Why or why not?
- 2. What is the purpose of this Web site?
- 3. Do you think this Web site presents a balanced point of view or a biased point of view? Explain your response.

Reading like a Historian

hat does it mean to read like a historian? When I asked a group of 10th graders, they were stumped. "Maybe it's like having a mind that spins around like a computer, crammed with dates and facts and stuff," answered one. "Remembering everything you've ever read—you know, like a photographic memory," said another.

The truth is that historians are not computers and they have no better memories than the rest of us. While many historians know a lot about their areas of expertise, when you ask them questions about topics and eras they haven't studied, they seem pretty much like anyone else. So, if historians are not walking encyclopedias, what makes them distinctive?

How they read.

History as an Argument

When historians sit down to read a letter from a 16th century Spanish cleric, a novel from a 19th century Russian writer, or even a chapter from the textbook you are now holding, they approach it as an argument. Not in the sense of a brawl or street fight. But in the sense of someone making a claim, stating a position, trying to convince us that his or her description of events should be believed.

> Historians rely on primary sources, such as nonfiction and literary works, to tell their stories—and to bolster their arguments.



Bartolomé de Las Casas was vocal in his protests of the treatment of Native Americans by Europeans. In his Brief Account of the Destruction of the Indies, Las Casas described the trible ordeals that the Native Americans faced as forced laborers, despite orders from the king of Spain that they be protected and taught Christianity.

"The Indians were totally deprived of their freedom and were put in the harshest, fiercest, most horrible servitude and captivity which no one who has not seen it can understand. Even beasts enjoy more freedom when they are allowed to graze in the fields. When the Indians were allowed to go home, they often found it were anowed to go nome, they otten found it deserted and had no other recourse than to go out into the woods to find food and die. When they fell ill, which was very frequently because they are a delicate people unaccustomed to such work, the Spaniards did not believe them and pitilessly called them lazy dogs, and kicked and beat them; and when illness was apparent they sent them home as useless. I sometimes

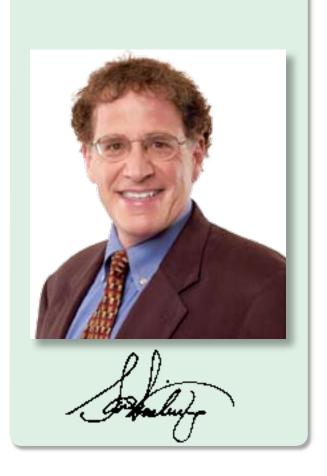
came upon dead bodies on my way, and upon others who were gasping and moaning in their others wno were gasping and moaning in their death agony, repeating "Hungry, hungry." And this was the freedom, the good treatment, and the Christianity that Indians received. Is there a single nation which would not think that the world is full of just such evildo-

ers as the Spaniards if their first experience ers as the Spannards it their inst experience with that outside world was with a people who entered territories by force, killed the people, and deprived them of their rights? Just because the Spannards told them to obey the King of Castile [Spain], supposing they understood, what obligation did they have to obey since they already had their own kings?"

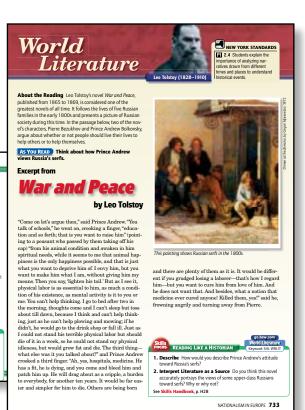
Skills Focus Reading Like a Historian

Analyze According to Las Casas, how have the Spanish mistreated Native Americans?

2. Draw Conclusions For what audience do you think Las Casas was writing? What makes you think so? See Skills Handbook, p. H25



When we read like a historian we notice things we've never seen before. Look at the name of the book you're holding, Holt World History: Human Legacy. Even the two little words "human legacy" form an argument—or the beginning of one.



Think about it. Compare your book with those written 30 or 40 years ago, which had titles like *Rise of Western Civilization* or the *Triumph of the West* or the *Tradition of Western Society*. These older books taught students that what mattered most was what happened in the West, particularly in Europe. They drew a straight line from the Greeks and Romans to Medieval Europe to the Renaissance and the "discovery" of the New World. Now and then the four-fifths of the world's population who are not heirs to the Western tradition would make an appearance. But the message was clear. The West and its peoples were at the center. Everyone else was in the margins.

Holt World History: Human Legacy makes a different argument: the whole of human history, not just the West, is our legacy, our inheritance. Accordingly, for us to truly understand the world we need to look beyond our narrow slice of it. Ancient China is as much a part of who we are, and who we will become, as ancient Greece.

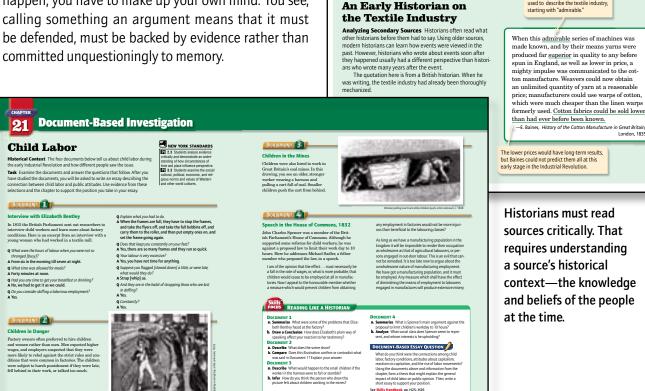
Your Role in the Argument

Once you understand history as an argument you have a crucial role to play in it. History can no longer be served on a silver platter for you to swallow whole. Once you see history as an argument you realize that for every major historical interpretation, there are multiple ways of viewing things. You can't sit back and watch this happen; you have to make up your own mind. You see, calling something an argument means that it must be defended, must be backed by evidence rather than committed unquestioningly to memory.

Consider this: the Industrial Revolution occurred in England during the years 1780 to about 1830. While historians might dicker over the precise dates of the Industrial Revolution, few dispute that something big and important took place. But the moment we turn from this fact to the question of "why"—why did the Industrial Revolution occur in England and not, for example, in China or India we've landed ourselves in the middle of a raucous argument.

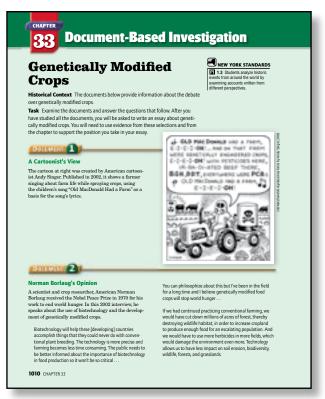
On one side are the historians who claim that the key factor in the birth of the Industrial Revolution was chance and something called "contingency." According to their argument, the British were lucky enough to have vast coal deposits in their soil, which fueled the ravenous industrial machine by providing a steady stream of cheap fuel. England also had a convenient source of cheap cotton and a ready market for finished textiles in her American colonies. These factors, so the argument goes, were not destined or preordained but were contingent: They happily came together at the right time and the right place to produce the Industrial Revolution. There's only one reason why China and India didn't industrialize before England, according to this reasoning. In the words of one historian: "They simply did not have colonies or coal."

Notice the adjectives the autho



Reading

like a Historian



Hogwash, argue historians on the other side. The Industrial Revolution that swept England "was not a matter of chance, of 'things simply coming together." The scientific and technological superiority of Britain, writes a historian on this side, "was itself an achievement ... the result of work, ingenuity, imagination, and enterprise."

There you have it—you are in the midst of a historical dogfight.

Making Historical Judgments

How do you know which is right? Here's where it gets dicey. There is no single right answer to big questions of historical interpretation like there is in math. Interpretations aren't right or wrong as much as they are better and worse. Better interpretations account for more of the evidence and are able to explain more of the big picture—incorporating social, geographical, cultural, and political factors in so doing. Weaker interpretations ignore pieces of evidence or use ideology as a substitute for hard thinking.

Sometimes interpretive differences come about because historians focus on different time frames. Even though they may seem to be arguing about the same thing, one may focus on what occurred during a decade or a century—while others may try to capture what happened over millennia. These time differences Historians need to be able to understand continuity and change. For example, people have always needed food, but the technology of food production changes.

are what historians call differences in scale. Where historians come down on the issue of the technological progress represented by the Industrial Revolution will depend on whether their focus is a 50 year period or a 500 year one. Scale determines not only what historians see but what they choose to look at.

Even though historians argue over the meaning of the past, they often draw on the same concepts in doing so. At the heart of almost every historical interpretation is the notion of continuity and change: the idea that the world before us is both the same and different from the one inhabited by people in the past. We see the interplay of continuity and change when we compare the world today with the world around 1500. Then, as now, most of the world's population lived on just under seven percent of the earth's 60 million square miles of land. Over the past 500 or so years, that hasn't changed much: 70% of the world still lives on the same 4.25 million square miles. But consider this change: Since 1500, the world's population has mushroomed from 350 million to 6 billion, an increase of 1700%. Most of these people are crammed into the same inhabited territory that was known to the world in 1500!

Why History Matters

Why should we care about any of this—continuity and change, scale, contingency, the role of ideas, or even how to read like a historian? We should care because our images of the past—how things got to be the way they are—quide the decisions we make in the present. If we think that the West owes its technological superiority to certain ways of thinking and a particular set of cultural institutions, our positions and policies toward others will be different than if we attribute our advantage to a set of environmental and historical factors that came together at the right time.

Put differently, how we interpret the past shapes the reality we create in the present. Our reality in the present, in turn, gives birth to the world we'll inhabit in the future.

And nothing could be more important than that!

Analyzing Primary Sources



North Carolina Skills

2.01 Use appropriate sources of information.

Define the Skill

Primary sources are documents or other artifacts created by people present at historical events either as witnesses or participants. Usually, you can identify a primary source by reading for first-person clues such as I, we, and our. These types of sources are valuable to historians because they give information about an event or a time period.

Learn the Skill

Use the following strategies to analyze this primary source.

Identify the author or creator of the primary source and the date in which it was created.

The date gives you a historical context in which to place the primary-source document.

> Vladimir Lenin issued his "Call to Power" speech on October 24. 1917, urging Russians to rise up and seize power from the provisional government. The Bolshevik Revolution began the next day.

66 I am writing these lines on the evening of the 24th. The situation is critical in the extreme. In fact it is now absolutely clear that to delay the uprising would be fatal.

With all my might I urge comrades to realize that everything now hangs by a thread; that we are confronted by problems which are not to be solved by conferences or congresses (even congresses of Soviets), but exclusively by peoples, by the masses, by the struggle of the armed people.

... [W]e must not wait. We must at all costs, this very evening, this very night, arrest the government, having first disarmed the officer cadets, and so on.

We must not wait! We may lose everything! ... ">>>

Primary sources can include:

- Letters
- **Photographs**
- Diaries
- Newspaper stories
- Pamphlets, books, or other writings
- Court opinions
- Autobiographies
- Pottery, weapons, and other artifacts
- Government data, laws, and statutes
- Speeches

Compare details in the primary source to what you know about the historical event or time period.

The time frame of the primary source allows you to make connections between your previous knowledge and the information the document provides.

Determine what the author's intentions are in creating the primary source.

The document has a particular purpose and can be used by its author to inform, persuade, direct, or influence the audience.

- 1. What is Lenin's point of view?
- **2.** How would this source help a historian write a historical interpretation of the Russian Revolution?

Analyzing Visuals



North Carolina Skills

3.05 Interpret history through artifacts, arts, and media.

Define the Skill

Visuals, including paintings, drawings, photographs, and political cartoons, are another type of primary source. Like any primary source, they need to be analyzed critically. Sometimes visuals offer an accurate portrayal of the details of a historical figure or event. In other instances, they represent an exaggerated or biased point of view. Knowing and understanding an artist or photographer's point of view can sometimes reveal more to a historian than the actual image itself. By analyzing visuals, we are given an opportunity to see historical events through the eyes of the artist or photographer.

Learn the Skill

Use the following strategies to analyze visuals.



- 1. What details of Marat's death are shown in this painting?
- 2. How does the artist portray Marat's death? What might his purpose be in portraying Marat in such a manner?

Interpreting Political Cartoons

Define the Skill

Political cartoons are another kind of visual used to help us understand a particular historical time period. These differ from visuals such as photographs and fine art because political cartoons express a point of view. They often exaggerate characteristics of subjects or events in order to convey a specific message, either about politics in particular or society in general. Historians use political cartoons to understand how a certain person or event was perceived at the time. To interpret political cartoons, examine all the elements while considering the social, political, and historical context of the time.

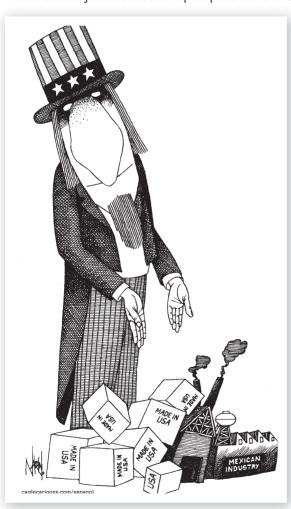


North Carolina Skills

3.04 Interpret social and political messages of cartoons.

Learn the Skill

Use the acronym BASIC to interpret political cartoons.



Background Knowledge

Place the political cartoon in its historical context. Use your prior knowledge of what is being depicted to analyze the cartoon's message about that particular event or person.

Argument

Determine what the artist is trying to say in the political cartoon. Analyze the message that the artist is sending to the audience.

Symbolism

Analyze any symbols in the cartoon. Symbols can be used to represent large groups that can't be depicted easily or to stand for a person or an event. Symbols can also be used to simplify the cartoon or make its message clearer to the audience.

Ironv

Examine the irony that is present in the cartoon. Irony is the use of words to express something different from their literal meaning. Sometimes in political cartoons, examples of irony are implied through the various symbols and pictures.

Caricature (or exaggeration)

Often in political cartoons, facial features or people's bodies are exaggerated. Analyze any exaggerations present in the cartoon and consider what the meaning of such exaggerations might be.

- 1. Who are the parties being depicted in this cartoon?
- 2. What is the artist trying to say about the relationship between NAFTA and Mexican industries?

Interpreting Literature as a Source



North Carolina Skills

3.05 Interpret history through artifacts, arts, and media.

Define the Skill

Historians can sometimes use **literature** written during a particular time period to gain detailed insights into certain people, places, and events. For example, a poem set in the Middle Ages, such as Chaucer's *Canterbury Tales*, can provide historical details about the lifestyle of people in England in the 1300s. However, because most literature is fiction, it needs to be approached with special caution. Literature, even historical fiction, cannot be taken at face value or treated as a reliable source of information.

Learn the Skill

Use the following strategies to interpret literature.

Identify the author and time period of the piece.

The time period allows you to place the literary work into a historical context. You can then draw on your knowledge of that time period to interpret the meaning of the piece.

Look for descriptive passages that help you determine the author's tone, or manner of expression.

The author's tone helps us to understand how the author feels about the subject he or she is writing about. In historical literature the tone can be used to demonstrate a widely felt emotion of people during that particular time period.

Excerpt from War and Peace, by Leo Tolstoy, 1805

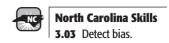
66 Come on let's argue then," said Prince Andrew. "You talk of schools," he went on, crooking a finger, "education and so forth; that is you want to raise him (pointing to a peasant who passed by them taking off his cap) from his animal condition and awaken in him spiritual needs, while it seems to me that animal happiness is the only happiness possible, and that is just what you want to deprive him of. I envy him, but you want to make him what I am, without giving him my means. Then you say, 'lighten his toil.' But as I see it, physical labor is as essential to him, as much a condition of his existence, as mental activity is to you or me. You can't help thinking. I go to bed after two in the morning, thoughts come and I can't sleep but toss about till dawn, because I think and can't help thinking, just as he can't help plowing and mowing; if he didn't, he would go to the drink shop or fall ill. Just as I could not stand his terrible physical labor but should die of it in a week, so he could not stand my physical idleness, but would grow fat and die.

Determine whether the literature is meant to describe a certain historical event or to elicit an emotional response.

Writers often try to elicit an emotional response from their audiences. Analyze the passage and decide whether or not the author is trying to make you feel one way or another about the subject matter.

- 1. What is the author's point of view?
- **2.** What is the goal of the literature selection?
- **3.** What can historians learn about social classes in Russia by reading this selection?

Recognizing Bias in Primary Sources



Define the Skill

To develop an effective analysis of primary sources, historians must learn to recognize bias and the source of **bias in primary sources**. A bias is a preference or inclination that inhibits a person from making an impartial judgment. A person's bias can be influenced by political, social, cultural, or personal beliefs. Most primary sources reflect some type of bias, either from the person who created the source or the person viewing the source. Bias can give clues about an author's intent or background. For example, the author may be trying to justify an action or sway an opinion.

Sometimes an author expresses a personal view without knowing that it is biased. Bias can help historians understand the different attitudes during a certain time in history. To avoid bias, a historian must look at many sources on the same incident or issue.

Learn the Skill

Use the following strategies to recognize bias.

Identify the speaker or author. The author's place in the context of a historical event or time period will give you an idea of what sort of bias he or she might have toward the subject.

Carelton Smith, visitor to the Lancashire mines, 1833

• The children, boys and girls, earned their wages by drawing the coals in tubs along the galleries by means of a belt and chain, which passed along their waists. Many girls were thus employed, and after a time became crooked and deformed.

Compare the primary source with other sources and with historical evidence.

Look to other sources available on this particular subject. Use a variety of sources to develop your own conclusions regarding the event or time period.

Examine the author's point of view.

Analyze what beliefs the author is trying to convey to his or her audience.

- **1.** What is the author's goal in writing this passage?
- 2. Explain how a historian might use this document in preparing a historical account of child labor in coal mines.

Analyzing Secondary Sources

Define the Skill

A **secondary source** is an account that is produced after a historical event by people who were not present at the actual event. These people rely on primary sources in order to write their secondary-source accounts. Secondary sources often contain summaries and analyses of events and time periods. Your textbook can be considered a secondary source.

Depending on the sorts of questions we ask, a document that we might have initially considered to be a secondary source can actually be a primary source. For example, a history textbook from the mid-1800s is normally considered to be a secondary source. But if we use that book to look at the ways in which history was written in the mid-1800s, the history text then becomes a primary source. It is important to pay attention to the ways in which a document is presented to us before determining whether it is a primary or secondary source.

North Carolina Skills 2.01 Use appropriate sources of information.

Other kinds of secondary sources include

- Encyclopedia entries
- Web sites
- Articles and essays by historians
- Biographies

Learn the Skill

Use the following strategies to analyze secondary sources.

Identify the source. The author and the date give you a historical context for the source.

Einhard, the official biographer of Charlemagne, The Life of Charlemagne, 830

• Charlemagne practised the Christian religion with great devotion and piety. . . As long as his health lasted he went to church morning and evening with great regularity, and also for early-morning Mass, and the late-night hours.

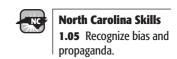
Primary-source possibilities. Determine whether or not this secondary source could also be considered a primary source. Use the date and your knowledge of the speaker to help you draw conclusions about how this source could be both primary and secondary.

Analyze the summary of historical events provided by the source.

The author of a secondary source usually offers a summary of events or a time period.

- 1. What important information about Charlemagne can be found in this passage?
- 2. In what ways could this secondary source be viewed as a primary source?

Recognizing Bias in Secondary Sources



Define the Skill

Most secondary sources, like most primary sources, contain some sort of bias based on the author's beliefs. Many secondary sources take a position on a historical event or time period and use that position to interpret the events that took place. Even secondary-source accounts that are meant to be neutral can reflect a bias of some sort. It is important to be able to notice when **bias exists** in a secondary source so that you can make your own assessment of the source's legitimacy.

Learn the Skill

Use the following strategies to recognize bias in secondary sources.

Identify the author and his or her purpose in writing the text. Secondary sources are written with a distinctive purpose toward the author's audience.

This excerpt is taken from a Chinese History textbook and is compiled by the Peoples' Education Company.

After the fight curtain was drawn back, the headquarters of the 29th troop of [the] Chinese defending army issued an order that they had to hold fast to Lugougiao. Before this command was issued, the soldiers could not hold back their anger. So when the command reached them, the soldiers instantly ran out of the countryside, wishing they could wipe out the enemy immediately. The two lines of Chinese soldiers defended either side of the railroad bridge. Facing hundreds of Japanese attackers, they were not cowed in the least, and they engaged in intense hand-to-hand fights with [the] enemies. Nearly all of them died at the end of the battle of the bridge. Seeing their comrades fall in the battle, other soldiers, without showing much sorrow, clenched their teeth. They fought forward. Even the wounded who were ordered to retreat were still charging ahead.

Analyze the words the author uses to describe people, places, and events.

The words or phrases that the author uses have a great deal to do with how he or she feels about the subject. Identify and analyze these words in order to recognize what sort of bias the author has.

Determine the author's opinion about the subject being discussed.

The author is looking at these events with particular feelings towards his or her subject. By analyzing where the author is coming from, you can recognize the bias in the writing.

- **1.** What is the source?
- 2. Are there examples of emotional language in the excerpt? If so, what are they?
- **3.** Is there bias in this passage? Explain your answer.

Evaluating Historical Interpretation



North Carolina Skills

1.05 Recognize bias and propaganda.

Define the Skill

Historians and others **evaluate historical interpretations** to determine the credibility, level of bias, and relevance of the material. A historical interpretation is a way to explain the past. These interpretations can change over time as historians learn more about the people and events of the past.

Learn the Skill

Use the following strategies to evaluate historical interpretation.

Identify the author or publisher of the source to determine credibility.

The introduction tells you the author's name and his profession. You may have to do additional research to find out what the author's background is in order to determine credibility.

Excerpt from The World of Rome, by historians Peter Jones and Keith Sidwell, 1997

66 Roman subjects have had a continuing appeal for cinema audiences. One thinks of *Ben-Hur* and *Spartacus*, for example, which established our view of galleys and chariot-races indelibly... There have been many novels devoted to Roman subjects. The best known in English, perhaps, are Robert Graves' I, Claudius and Claudius the God, adapted for TV in the 1960s...But it is not only the large-scale which shows the deep penetration of our consciousness by Roman images (even if these are merely images of images). All around, we can see trivial examples of this impact. There are Roman-style porticoes on fast-food stores and statue niches on minute houses on large estates. There are togas and gladiators in Bugs Bunny cartoons. There are Roman soldiers in Asterix books. There are Latin tags on British pound coins. There is a laurel wreath on the Whitehall cenotaph [a World War I monument in Londonl.

For all this, the world of Rome is ultimately responsible.

Consider when the source was created.

The more current the publishing date is, the more recent the scholarship is and, therefore, the more credible the source.

Examine the level of bias in the interpretation.

The author or authors of historical interpretations take a position on the particular time period or event that they are discussing. Analyze the way in which their bias affects their interpretation of the event or time period.

- **1.** Who are the authors of the interpretation?
- **2.** When was the source created? How does this affect the scholarship?
- **3.** How does bias affect the interpretation?

Analyzing Points of View



North Carolina Skills

4.02 Examine, understand, and evaluate conflicting viewpoints.

Define the Skill

Interpretations of past events often come from differing **points of view.** Two historians given the same primary-source documents may, and often do, look at the historical event or time period in two completely different ways. These differing interpretations may reflect an extreme bias for one view or another, or they may reflect two different schools of thought. Historians are often faced with alternative points of view of a time or an event in the past when conducting their research. Good historians do additional research to find the accuracies in each account.

Learn the Skill

Use the following strategies to analyze points of view.

Identify information given about the authors and the time during which their research was conducted.

Knowing the authors' background and when they conducted their work gives you an insight into where their scholarship lies in the grand scheme of the subject material.

Archaeologists Dennis Stanford and Bruce Bradley's views on migration to the Americas, 1999

66 We reason that generations of Solutrean hunters learned to cope with ice and weather conditions to follow resources such as Harp seals and Great Auks that migrated north and westward along with retreating ice in late spring. Through such activities they ended up (by accident and/or design) along the exposed continental shelf of North America discovering a New Land.

Archaeologist Stuart J. Fiedel's view on migration to the Americas, 1987

• The striking similarity of fluted points and associated artifacts across the whole expanse of North America suggests that the continent was rapidly filled by Paleo-Indian hunting bands, each retaining for several centuries the tool-making traditions of an ancestral population that originally entered through the ice-free corridor around 10,000-9500 BC. But the only place from which this hypothetical group could have come is Alaska, where there is hardly any existing evidence of Clovis occupation.

Define and analyze the main points in each argument.

Determine what each author is saying about the topic.

Compare the points of view.

Based on the time period of their study and their conclusions, analyze the author's alternative points of view in order to draw conclusions about the topic.

- 1. What is the main point of each selection?
- 2. Which source do you feel has more credibility? Why?

Biographical Writing



North Carolina Skills

2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information.

A biography is the story of a person's life as told by someone else. Historical accounts usually include a great deal of biographical writing. Personalizing history in this way makes it more interesting and easier to understand for many people. Follow these steps when you write a biography.

1. Prewrite

Identifying the Subject Sometimes you will be assigned a subject; sometimes you will have a choice. When choosing, pick a person who interests you, one that you would like to know more about. Be sure to get your choice approved by your teacher.

Identifying a Thesis Decide on your point of view toward the person. Is he or she a leader, an artist, a scientist? Was he or she a hero, a failure; famous or infamous? Focus your thoughts in a single statement, which can serve as your *thesis statement*. A thesis statement tells what your paper will be about.

Gathering Information and Details You will be able to find information about your subject in encyclopedias and other reference books, in articles, on CD-ROMs and Web sites, and through other informational sources. You want to check with your teacher or librarian to make sure your sources are reliable and objective. Choose facts, examples, anecdotes, and other details that relate directly to your thesis. It's better to have a few paragraphs of carefully explained, related information than a running list of dates and other facts.

Organizing Information and Details Almost all biographical writing is organized in *chronological*, or time, order. Use an outline to gather specific details under a main idea for each paragraph in your paper. Be prepared to revise your thesis as you gather information and learn more about your subject. You will not be able to use all the information you find. Pick only what best supports and illustrates your thesis and main ideas.

2. Write

Use a Writer's Framework to create a draft.

Introduction

- Start with a quotation, anecdote or fascinating fact.
- Identify your subject, giving facts and details that reflect your point of view toward him or her.
- Clearly express the main focus, or thesis, of your paper in a single statement.

Body

- Choose three or four main events from the person's life to develop into paragraphs supporting your thesis.
- Give specific facts and examples that directly support the main idea in each paragraph.
- Use chronological order to organize your paper.

Conclusion

- Restate the main focus (thesis) of your paper.
- Give additional biographical information about the person to strengthen or expand your thesis.
- Relate the person to historical events at that time or to someone else in history.

3. Revise and Publish

Evaluating and Revising Look back at each paragraph. Revise wording or sentence structure to strengthen the links between your thesis and the supporting information.

Proofreading and Publishing Double-check the spelling of all names of people, places, and events. Also, check all dates.

Many historical societies, service clubs, and other groups sponsor essay contests. Check the guidelines for entering any such contests.

Expository Writing

Essay questions on tests, book reports, and other assignments that require you to explain or present information about a particular subject are types of expository writing—explaining or giving information about a topic. The specific information you give and what you say about it depends on not only your topic, but also the organization, or structure, of your writing. Follow these steps when you write an expository paper.



North Carolina Skills

2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information.

1. Prewrite

Identifying a Topic Most expository writing assignments include a topic or choice of topics. Often, the structure is assigned, too. Much of your expository writing will involve at least one of the following three common structures, shown here with example topics.

Comparison-contrast topic: *Explain three ways* that the United Nations is like the League of Nations, and three ways they differ.

Cause and effect topic: How did industrialization change British social structure, and what results of those changes are seen in today's society? **Sequence of events topic:** *Trace the history of*

European exploration of the Americas.

Writing a Thesis Statement Your response to your topic will guide the wording of your thesis statement. In a single sentence, state the main idea behind what you will write about the topic.

Comparison-contrast thesis: Though similar in origin, aims and hopes, the United Nations and the League of Nations differed in organization, scope, and authority.

Gathering and Organizing Information Some expository writing assignments involve research. Books, CD-ROMs, the Web, and other information sources can provide facts, examples, and other details about your topic. As a rule, you will want to organize your information in an outline according to the structure you chose or were assigned.

Organize by comparison-contrast: Sometimes you will want to give all your points of comparison first, then all the contrasting points. In other cases, you will give a point of comparison, then a contrast; then the next comparison, followed by the next contrast, etc. Organize by cause and effect: Usually, you will give the cause(s) first, then the effect(s).

Organize by sequence of events: In most cases, you will use chronological, or time, order to organize a sequence of events.

2. Write

Use a Writer's Framework to create a draft.

Introduction

- Introduce your topic, providing any details or description readers will need to understand it.
- Briefly explain how you will develop your topic.
- Clearly state your thesis for your paper.

Body

- Follow your outline in presenting examples, facts, and other information in each paragraph.
- Use transitional words such as then, as a result, and rather than to relate ideas and information clearly.

Conclusion

- Briefly summarize (in a sentence or two) the key ideas and information in the body of your paper.
- Use information from the body of your paper to restate your thesis in more specific words.
- Expand on your thesis by explaining the importance, predicting future developments, or exploring some other aspect of your topic.

3. Revise and Publish

Evaluate and Revise Make sure that you have clearly introduced both your topic and the structure of your paper. Replace any weak transitional words with more precise words or phrases.

Proofread and Publish Proofread your paper to be sure that it is free of errors in punctuation, usage, and spelling. Transitional words often need to be set off by punctuation, so check them with special care.

Persuasive Writing



North Carolina Skills

2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information.

The purpose of persuasion is to convince others to believe something or do something. You'll most often find persuasive writing in advertisements, editorials written for newspapers and magazines, or in the speeches of political leaders. Persuasive writing turned into a speech is common in the great speeches of political leaders. Follow these steps when you write a persuasive paper.

1. Prewrite

Identifying an Issue One requirement for persuasion is a topic about which people disagree. If everyone agrees, there is no need to persuade. If you are asked to create a persuasive essay, an editorial, or a persuasive speech, start by identifying an issue with these characteristics:

- 1. You have an opinion about it.
- **2.** There are clearly defined pro and con arguments about the issue.

Identifying a Thesis Once you have an issue, write a sentence that defines your opinion or position on it.

Example thesis: Wealthier countries should help poorer countries develop their economies.

Building an Argument The support provided for an opinion or thesis is called an argument. A persuasive argument must be based on logical proof and evidence. It may also include appeals to emotions or to a person's ethics.

Evidence: Facts, statistics, anecdotes, expert testimony, and precise examples

Emotional Appeals: Appeals to ideas people care about, such as love of country or human life and welfare

Ethical Appeals: Appeals to the readers' sense of right and wrong

Gathering and Organizing Support Unless you have already studied your topic, you will have to do some research for reasons and information to support your opinion. You can check online sources, textbooks, newspapers, etc.

Once you have gathered the support, you'll need to think about the order in which you should present it. Sometimes you will want to put the strongest and most compelling information or reason first, to capture your reader's attention. At other times you may want to save it for the end, to make a strong final impression.

2. Write

Use a Writer's Framework to create a draft:

Introduction

- Start with a question, quotation, or interesting fact.
- Clearly state your thesis.
- Give background information so readers understand the issue.

Body

- Include at least three reasons to support your thesis.
- Support each reason with evidence, emotional appeals, or ethical appeals.
- Organize the reasons by order of importance—most to least or least to most.

Conclusion

- Summarize your argument.
- Restate your thesis in different words.
- Include a call to action—a sentence that tells readers what you want them to do.

3. Revise and Publish

Evaluate and Revise Turn the statements in the Writer's Framework into questions and ask yourself what changes you need to make. For example, "Do I have a clear statement of my thesis in the introduction to my paper?"

Proofread and Publish Proofread your paper to be sure that it is free of errors in punctuation, usage, and spelling. If you have a computer with spell-check, be sure to use it. You also need someone to read what you have written. You could submit a persuasive paper to the editorial page of your school or local newspaper.

Research Writing



North Carolina Skills

2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information.

Unlike other expository writing, research writing requires you to present not only your own ideas and knowledge on a topic but those of others. Consequently, the success of your research papers will depend on how well you find, select, and use information sources. Follow these steps when you write a research paper.

1. Prewrite

Identifying a Topic and Research Question

In some cases, your teacher will assign the general subject, or topic, of your report. Other times, you will choose your own. Topics often include time periods, places, people, and events in history. To shape your topic, turn it into a research question. For example, if your topic were the Bolshevik Revolution, you might ask "What were the causes of the Bolshevik Revolution?"

Gathering and Recording Information To answer your research question, you will need to seek information about your topic in sources such as books, articles, and CD-ROMs. Information from all sources needs to be factual, up-to-date, logical, and objective.

Keep a numbered list of the sources you use. Record each note on a separate piece of paper or note card, including the source number and the page number(s) where the information appears.

Writing a Thesis Statement Gathering information will quide you in answering your research question. That answer can serve as a statement of the main idea, or thesis, you will develop in your report.

Example thesis: The primary cause of the Bolshevik Revolution was long-term social unrest.

Organizing Your Information Sort your notes into several major categories; then divide them further into subtopics. Organize all of these in an outline, according to how you want to present the information.

Depending on your thesis, you might organize by order of importance, chronological order, comparison and contrast, or cause and effect. With the example thesis on the Bolshevik Revolution, you might arrange causes in their order of importance or simply discuss causes before effects.

2. Write

Use a Writer's Framework to create a draft:

Introduction

- Grab readers' interest by opening with an interesting fact or anecdote.
- Give background information to acquaint readers with your topic and the research you've done.
- Clearly state your thesis.

Body

- Devote at least one paragraph to each main idea in vour outline.
- Quote sources accurately and enclose all direct quotations in quotation marks.
- Insert a parenthetical source citation after each piece of research information that you use.

Conclusion

- Summarize your main points.
- Restate your thesis, relating it to your research.
- Create a Works Cited page listing your sources.

3. Revise and Publish

Evaluating and Revising Double check all quotations to make sure they're accurate. Where you have summarized or paraphrased information, make sure you have used your own words.

Proofreading and Publishing Proofread to be sure that you have enclosed each direct quotation in quotation marks. Check to be sure that you have given a parenthetical citation for the source for each piece of information used in your report.

Expository and Persuasive Speeches

Speeches are a common form of sharing information or persuading an audience. Preparing to give a speech usually involves the same steps as writing—planning, researching, organizing, drafting, and revising. Delivering a speech, however, requires an additional set of skills. Follow these steps when you prepare and deliver a speech about a historical event or issue.

North Carolina Skills

2.06 Create written, oral, musical, visual, and theatrical presentations of social studies information.

1. Prepare the Speech

Identifying an Issue or Topic Sometimes you will be assigned a historical topic or issues for a speech. Other times you will be able to choose your own.

Identifying your Purpose

To Inform: Expository, or informative speeches, provide facts about and/or explain a historical event or situation.

To Persuade: Persuasive speeches attempt to change listeners' opinions about an issue on which there are clearly defined pro and con arguments. In addition to facts and examples, persuasive speeches rely on emotional appeals.

Identifying a Thesis A thesis statement is the statement of your main idea. You may be able to identify it as soon as you have a topic or an issue, but you may also wait until after you have done some research and gathered information. Here are examples of thesis statements.

Expository thesis: Napoleon's Russian Campaign was troubled from the beginning, and it ended in failure.

Persuasive thesis: Napoleon's ego and pride were the cause of his failure in the Russian Campaign.

Gathering Information Use reference books, history books, primary sources, and other sources to gather information. Persuasive speeches need *facts*, *statistics*, *anecdotes*, *expert testimony*, and *precise examples* just as much as expository speeches.

Organizing Your Notes Review the information you have gathered and identify the main points you want to make—the points that relate to and support your thesis. Then select a way to organize your presentation.

Typical ways to organize an *informative speech* include:

Organize by cause and effect: Discuss the cause(s) before the effect(s).

Organize by sequence: Discuss stages or actions in chronological order.

Organize by comparison-contrast: You might discuss one event or person and then discuss the other event and person. You can also organize by points of comparison. For example, you might compare two kings on political skills, military skills, and finally on their legacy to the world.

For a *persuasive speech*, you would typically:

Organize by order of importance: Save the most important and/or most dramatic point for last, to make a final impact on your audience.

Making Note Cards In most situations, you need to speak from a few note cards rather than a written paper. Make a separate card for:

- Each major point. Add reminder notes about facts, examples, or ideas you want to use to support that point.
- Direct quotations to be read word for word.
- When to show a map, chart, or other visual material to support your points.

Main Point: The Grand Army Dissolves Describe how Napoleon's army dissolved on its retreat from Russia. Conditions: Winter; horrible, mud-soaked roads; no food, attacks from Russian army and partisans. How long Statistic: Set up qu With no food, soldiers killed and ate their horses, which meant they had to walk. With no shoes, soldiers' feet bled on the snow Because many soldiers were not French, they more quickly abandoned the army

2. Practice the Speech

Practice will help build your self-confidence as well as help you spot and correct mistakes. You need to practice more than once, evaluating and changing your speech as you go.

Rehearse If possible, practice your speech in front of an audience—friends or family members. It is also helpful to practice in front of a mirror or make a video of your practice session. That way you can listen to the speech as well as observe the way you handled yourself while speaking.

Verbal Communication In a speech, it is not just the words that are important, it is also how the words are expressed. As you rehearse, adjust how well you do the following:

- Speak clearly and slowly
- Project your voice more loudly than in normal speech
- Stress words related to the main points
- Use small silences to suggest important points or give listeners time to think

Nonverbal Communication We use nonverbal signals whenever we speak, but when giving a speech, it is especially important to control and use these signals effectively. Practice controlling the following:

Facial Expressions: Frowning, smiling, etc. signal your feelings

Eye Contact: Maintaining eye contact with your audience makes them feel as though you are communicating directly to them

Gestures: Move your arms, hands, or head to emphasize your verbal message

Using Audiovisual Media Audiovisual media can make your speech more interesting and clarify your ideas. Audiovisual media include audio recordings, films, maps, charts, graphs, pictures, illustrations, power point presentations or anything else stored on a personal computer.

- Use visuals that are large enough for everyone in the audience to see and read.
- If you are going to use media as you present your speech, you need to include it when you rehearse.



3. Deliver the Speech

No matter how well you have planned and researched your topic—and you should know your topic inside and out—and how much you have practiced your presentation, actually standing in front of an audience and giving the speech is a challenge. Almost everyone is a little bit nervous when giving a speech, even people who have made a career as a speaker. Here are some things you can do to make speaking easier:

Check Your Audiovisual Media: Before the speech, make sure all electronic equipment is cued up and ready to go.

Read the Audience: Do they seem to be agreeing or disagreeing with the points you are making? Are they going to sleep or whispering to one another? You may need to adjust your verbal and nonverbal

Slow Down: Force yourself to control the pace of your speech. Don't rush through it to get to the end. Focus on What You Want to Say: Concentrate on your purpose for speaking. Don't be distracted or wander.

Finish with Finesse: Close your speech with emphasis on your main idea or point.

Multiple Choice

One of the most common questions you might see on a test is a **multiple-choice question.** These questions consist of a stem and several answer options. Use the strategies below to answer multiple-choice questions.

LEARN

- Read the stem carefully and review each of the answer options.
- Examine the question for key words and facts that indicate what the question is asking.
- Pay careful attention to questions that are phrased in the negative.

Some questions contain words such as *not* and *except*. In these cases, look for the answer option that is not true.

- Eliminate answer options that you know are incorrect This will help you narrow down your choices.
- 6 Consider options such as all of the above and none of the above as you would any other possible response.
- Watch for modifiers. Answer options that include absolute words such as always or never are sometimes incorrect.
- **O** Consider the options that remain and select the best. If you are not sure of the answer, select the option that makes the most sense.



Answer Options

1. Which of the following best explains why Henry VIII broke away from the Catholic Church?

A The pope refused to grant him an annulment.

- **B** He was a close friend and follower of Martin Luther.
- **C** He wanted to be head of the church.
- **D** He strongly opposed the sale of indulgences.



The word best indicates that you should look for the option that best

explains why Henry broke from the church.

- **2.** Which of the following was not a writer associated with the Renaissance?
 - A William Shakespeare
 - **B** Christine de Pisan
 - **C** Miguel de Cervantes
 - **D** Johannes Gutenberg
- 3. The Catholic Counter-Reformation led to
 - A improved relations between Catholics and Protestants.
 - **B** the formation of new religious orders.
 - **C** the creation of the Lutheran Church.
 - **D** all of the above.

You can eliminate option **C** if you recall that the Lutheran Church was a result of the Protestant Reformation.

- **4.** Which of the following accurately describes Renaissance art?
 - A Renaissance art never focused on individuals.
 - **B** Renaissance art always had a religious theme.
 - **C** Renaissance artists rarely created sculptures.
 - **D** Renaissance paintings used a technique known as perspective.
- Absolute words such as always, never, all, none, and every often signal an incorrect option.

Historical Sources

Often, test questions will include historical sources in order to assess your ability to analyze documents or images. **Historical sources** are written or visual sources that tell us about important events or people in history. Historical sources can be primary-source documents created by people present at historical events or during a historical time period, or secondary sources created after an event by a person who was not present. Use the strategies below to answer questions using historical sources.

LEARN

- Briefly examine the historical source and the questions that accompany it.
 - Look at the title and skim the source to identify the subject. Then read the questions to help you understand what information to focus on.
- Examine the source carefully. Take note of when the source was created and by whom. Look for key events, persons, or other details that provide information about the subject.
- Study the source to determine its purpose and point of view.
 - Look for clues that might indicate why the source was created. Was it intended to create a reaction in the audience? Is it for informational purposes?
- Re-read the questions that accompany the historical source and review the source to find the answers.

Ferdinand Magellan

Magellan's greatness stands out, despite all attempts to disparage him. He not only had the gift of making the right decision at the right time; he was able to outwit enemies who were plotting to kill him, and to keep the loyalty of his men. And, as the Portuguese sailor who wrote the Leiden Narrative recorded, he was "an industrious man, and never rested," the kind of sea captain who slept little and woke at a moment's notice for anything like a change of wind. As a mariner and navigator he was unsurpassed; and although he did not live to complete the greatest voyage of discovery in the world's history, he planned it, and discovered the "Strait that shall forever bear his name," as well as the Marianas and the Philippines where no European had touched before.

> —Samuel Eliot Morison, The European Discovery of America: The Southern Voyages, 1974, p. 320

- These words indicate that the author thought highly of Magellan.
- **1.** Which of the following correctly identifies an accomplishment of Ferdinand Magellan?
 - **A** He wrote the Leiden Narrative.
 - **B** He was the first European to reach the Marianas and the Philippines.
 - **C** He was the greatest explorer who ever lived.
 - **D** He discovered a sea route from Europe to Asia.
- **2.** What is the author's point of view toward the subject?
 - **A** The author believes that Magellan's voyage was not very important in world history.
 - **B** He thinks that Europeans were wrong to colonize the Americas.
 - **C** The author thinks highly of Ferdinand Magellan.
 - **D** He believes that Magellan was a better sailor than Columbus

Political Cartoons

Another common type of test question asks you to analyze a political cartoon. **Political cartoons** are primary sources that use images and symbols to make a point about political figures or issues. Because cartoons often provide insight into the opinions and values of a historical period, exams use political cartoons to test your knowledge of a particular period. Use the strategies below to answer test questions that deal with political cartoons.

LEARN

Identify the cartoon's subject.

> Read the cartoon's title and caption to help determine its subject. Information that indicates when the cartoon was created can also help you identify the subject matter.

😢 Interpret symbols and images used in the cartoon.

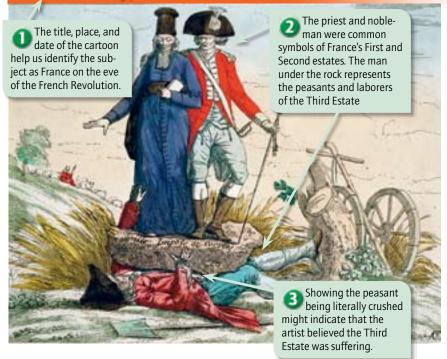
Political cartoons often use symbols to express ideas. For example, an olive branch might represent the idea of peace. Exaggerated images or facial expressions often indicate emotions.

Determine the cartoonist's point of view.

Examine the cartoon to understand what point the artist is trying to make. Recognize whether the subject is portrayed positively or negatively. Does the cartoonist agree or disagree with the issue?

Read the questions carefully and study the political cartoon to find the answers.

Taille, Impots et Corvee (Tithes, Taxes, and Labor), France late 1700s



- **1.** The cartoon likely represents
 - A France's economic difficulties under King Louis XVI.
 - **B** religious disagreements that led to the French Revolution.
 - **C** political reasons for Napoleon's rise to power.
 - **D** social problems before the French Revolution.
 - **2.** What point is the artist most likely trying to make in this
 - **A** The First and Second estates oppress the Third Estate.
 - **B** The First and Second estates share their wealth with the Third Estate.
 - **C** Members of the Third Estate should not pay their taxes.
 - **D** The three estates should work together to solve the country's economic problems.

The bars indicate

that German production of steel and

Line and Bar Graphs

Other test questions assess your ability to read graphs. Graphs are used to show statistical or numerical information in a visual way. **Line graphs** illustrate how quantities and trends change over time. **Bar graphs** compare groups of numbers within categories and sometimes show change over time. Use the strategies below to answer questions that cover line and bar graphs.

LEARN

- Read the title of the graph to determine its main idea
- Read the questions that accompany the graph.

Reading the questions first will help you focus in on the most important part of the graph.

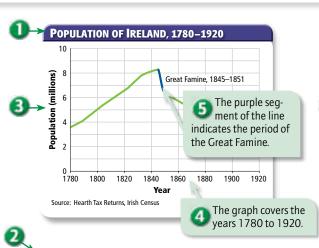
- 3 Study the label on the vertical axis.

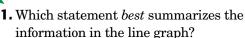
 The vertical axis generally indicates what the graph measures.
- Examine the label on the horizontal axis. The horizontal axis usually tells you the time period the graph covers.

5 Read any legends or additional labels on the graph.

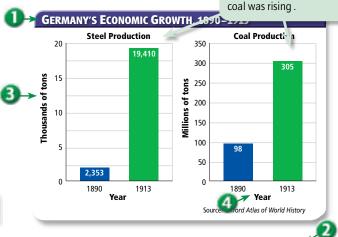
Legends and additional labels provide information about what the colors, patterns, or symbols on the graph mean.

- Identify any trends or patterns that the graph reveals.
- Re-read the questions and review the graph to find the answers.





- **A** The Irish population declined dramatically around 1900.
- **B** The population of Ireland has always been smaller than that of Great Britain.
- **C** Ireland's population increased dramatically as a result of the Industrial Revolution.
- **D** After years of population growth, the Irish population declined rapidly around the time of the Great Famine.



- **2.** According to the graphs, between 1890 and 1913, Germany's
 - **A** coal production declined as a result of the Great Depression.
 - **B** steel production and coal production both experienced dramatic increases.
 - **C** coal production declined, while steel production increased.
 - **D.** economy was relatively stable.

Pie Graphs

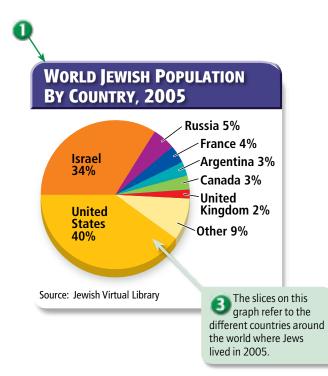
Some tests include questions that require you to interpret information in pie graphs. A pie **graph** shows how parts are related to a whole. Slices of a pie graph should add up to 100% and are proportional to the percentage each represents. Sometimes exams will have two pie graphs side by side in order to show a comparison. Use the strategies below to answer questions about pie graphs.

LEARN

- Read the title of the graph to learn the topic and time period it covers.
- Read the questions that accompany the pie graph. Reading the questions first will help you focus in on the most important aspect of the graph.
- ldentify the different "slices" into which the pie graph is divided. Look for a legend or labels to explain what the different slices represent. What percentage does each slice represent?
- Oraw conclusions about the information presented in the graph.

Consider why some slices are larger or smaller than others. What does the data tell you about the topic of the graph?

- If there are two graphs, compare and contrast them to identify and understand trends.
- Re-read the guestions and review the graph to find the answers.





- 1. In 2005 the majority of the world's Jewish population lived
 - A in Europe.
 - B in Israel.
 - C outside Israel.
 - **D** outside the United States.



- **2.** Which of the following conclusions can accurately be drawn from the graph above?
 - **A** In 2005 Jews lived in many different parts of the world.
 - **B** Jews make up the largest religious group in Israel today.
 - **C** A large number of Jews lived in Europe in 2005.
 - **D** In 2005 Judaism was the third largest religion in the world.

Political and Thematic Maps

Questions asking you to interpret maps frequently appear on tests. **Political maps** show countries and the political divisions within them. They may also highlight physical features such as mountains or bodies of water. **Thematic maps** focus on a specific topic and often show patterns of movement, distribution of resources, or location of events. Special symbols, such as icons or arrows, are often used on thematic maps. Use the strategies below to answer questions about political and thematic maps.

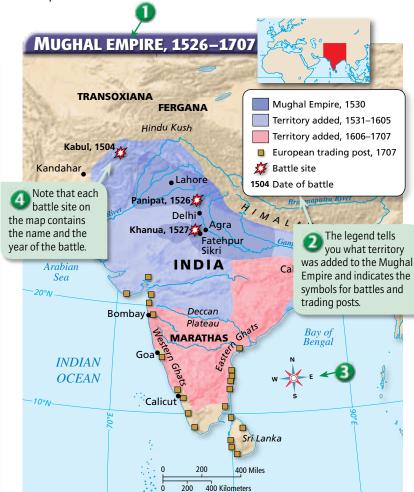
LEARN

- Identify the map's subject and read the questions that accompany the map.
 - The map's title will often indicate the subject. Reading the questions will help you identify information you need to focus on.
- 2 Study the map legend.

 The legend will help you identify what the different colors and symbols mean. These can give you details about the purpose of the map.
- **③** Examine the map's compass rose and scale.

The compass rose can help you determine direction, while the scale can help you estimate the distance between two places.

- Study the information provided on the map.
 - Read all the labels and study the other information, such as colors, borders, or symbols.
- Re-read the questions carefully and review the map to find the answers.



- 1. In 1530 the Mughal Empire was centered
 - A around coastal cities.
 - **B** in the Himalayas.
 - C in northern India.
 - **D** in southern India.
- **2.** Why might European trading posts have been located along India's coasts?
 - **A** to be close to valuable natural resources
 - **B** to be near shipping routes
 - **C** to be protected from invaders
 - **D** to be nearby large cities

Constructed Response

Some tests include constructed-response questions. **Constructed-response** questions ask you to interpret a source and answer open-ended, short-answer questions. Unlike multiplechoice questions, the answers are not given. You have to construct them. Use the strategies below to answer constructed-response questions.

LEARN

1 Identify the subject of the document and read the guestions that accompany it.

Examine the title and any other information that might indicate the subject of the document. Reading the questions help you identify the information you need to focus on.

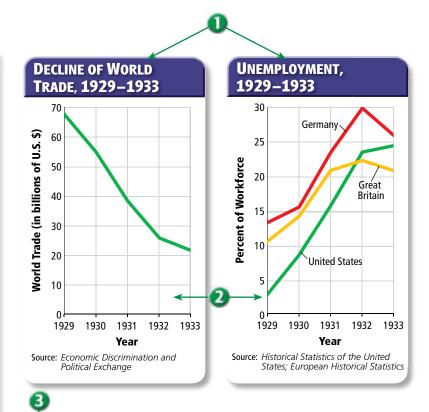
Study the document carefully.

Documents can include written excerpts, graphs, charts, political cartoons, maps, or other visuals. Identify information presented in the document such as facts, figure, opinions, or points of view.

Read the directions that accompany the questions.

Make sure you understand what you are expected to do to answer the questions. Some questions require answers that can easily be found in the source. Others ask you to connect pieces of information from different parts of the source. Others may require you to make inferences using information not in the source.

- Re-read the guestions and then use the document and your knowledge of the subject to find the answers.
- Write your answers. Use the space provided to write your answers to each question.



Directions *Examine the line graphs carefully and answer the* questions that follow in complete sentences.

1. What country had the highest unemployment rate between 1929 and 1933?

Germany had the highest unemployment rate.

2. How might the decline in world trade have affected the unemployment rate?

> The drop in world trade could have caused a decline in the number of available jobs.

3. What caused the decline of world trade and the rise of unemployment rates?

> The Great Depression caused world trade to decline and unemployment rates to rise.

Extended Response

Extended-response questions are similar to constructed-response questions in that they ask you to analyze information presented in a document such as a chart, graph, or map and then to write a response. Extended-response answers, however, usually consist of a paragraph or essay. You will be assessed partly on your ability to write a coherent, grammatically correct response. In addition to your interpretation and analysis of the document, your answer should also include some prior knowledge of the topic.

To analyze and interpret the document, use the strategies you have already learned. To answer the question, use the strategies below.

LEARN

- Read the directions and question carefully to determine the purpose of your answer. Be clear about what the question is asking you to do.
- 2 Identify the subject and purpose of the document. Examine the title, labels, and other details that can indicate a document's subject and purpose.
- **3** Study the document carefully. Read the text and note facts or details that might help you
- answer the question. **4** Use the question and your notes to create a topic sen-

Questions often point towards an effective topic sentence. However, avoid simply restating the question as a sentence.

- **5** Develop an outline or graphic organizer to help organize your main points.
- 6 Write your answer in complete sentences.

Start with your topic sentence. Then refer to your outline as you write. Be sure to use correct grammar, spelling, and punctuation.

Major Trade Organizations	
AND AGREEMENTS	
ORGANIZATION [date formed]	Members (in 2006) and goals
General Agreement on Tariffs and Trade (GATT) [1948]	125 members (in 1995); worked to reduce tariffs and other international trade barriers; replaced by WTO
World Trade Organization (WTO) [1995]	Nearly 150 members; promotes lower trade barriers
Group of Eight (G-8) [1975, as G-6]	8 major industrial democracies; discuss international economic, environmental, and other issues
Organization of Petroleum Exporting Countries (OPEC) [1960]	11 major oil exporting countries, most in Middle East; coordinate oil policies of members
European Union (EU) [1993]	25 European nations; work for European economic and political integration
Use facts and examp from the document to	

Directions *Use the table and your knowledge of world trade* to write an essay that answers the question below.

1. How have regional and international trade organizations affected world trade? What are the advantages and disadvantages of such organizations?

For the most part, international trade organizations have served to boost world trade. Some organizations, like the GATT were created to boost trade. Others, like OPEC, were created to strict oil sales of its members so that each will receive a high price for their products.

help support your answer.

Document-Based Questions

Document-based questions ask you to analyze written and visual documents. Document-based questions usually consist of two parts. The first part asks short-answer questions about each document. The second part asks students to use their answers and information from the documents to produce an essay on a given topic. Use the strategies below to answer document-based questions.

LEARN

Read the Historical Context information carefully.

This section will help you understand the background of the issue and documents that you will read.

- Review the Task information. The task provides you with directions for answering the document-based question.
- Read the essay question carefully.

Be sure to pay attention to what the question is asking you to do.

Skim each of the documents in Part A.

Briefly examine each document to get an idea of the issues it presents. Only two documents are shown here. Typically, document-based questions involve between four and eight documents.

Carefully examine and study each document.

Look for points that might help you answer the essay question. If you are allowed to mark up the exam, underline or otherwise identify key points. You may also want to make notes in the margin.



Historical Context In 1917 the United States was debating whether or not to enter World War I, then raging in its third year in Europe. There was strong sentiment to maintain neutrality.

Task Using information from the documents and your knowledge of world history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to:

> Discuss the positions both pro and con for United States entry into World War I and describe the eventual course of events.

> > In this case, the question asks about United States neutrality in World War I.

Part A: Short-Answer Questions

Study each document carefully. Then answer the question or questions that follow each document in the space provided.

DOCUMENT

16 January 1917

"We intend to begin unrestricted submarine warfare on the first of February. We shall endeavor in spite of this to keep the United States neutral. In the event of this not succeeding, we make Mexico a proposal of an alliance on the following basis: Make war together, make peace together, generous financial support, and an understanding on our part that Mexico is to reconquer the lost territory in Texas, New Mexico, and Arizona...."

Zimmermann



1. What did the Zimmermann telegram propose to Mexico?

The Zimmermann telegram proposed that Mexico join in an alliance with Germany against the United States.

DOCUMENT 2





2. What point about United States neutrality in World War I is this political cartoon attempting to make? It makes the point that American patience is wearing thin.

Part B: Essay 🛩



Using information from the documents and your knowledge of world history, write a well-organized essay recounting the debate over the United States's policy of neutrality in World War I and the events that altered that policy.

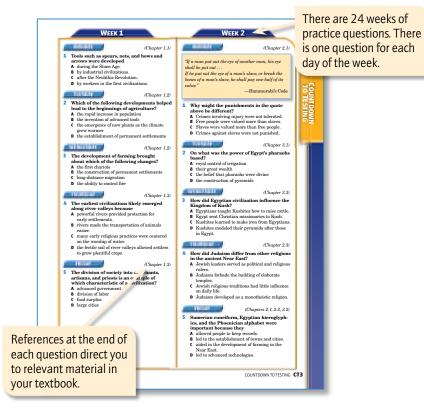
- Tead and answer each of the document-specific questions.
 - As you answer the questions, think about how each connects to the essay topic.
- Return to the essay question to help you form a topic sentence or thesis.
- **1 Create an outline or graphic** organizer to help organize your main points. Review the document and any
- notes you made to find examples to support your points. Write your essay.
- Include an introductory paragraph that frames your argument, a main body with details that explain it, and a closing paragraph that summarizes your position. Include specific details or documents to support your ideas.

Preparing for Standardized Tests

Everyone wants to ace the big test, but doing well takes preparation and practice. *Holt World History: Human Legacy* provides many opportunities for you to prepare for the standardized tests.

Countdown to Testing

The Countdown to Testing section will help you study and prepare during the weeks before your test.



Other Test Prep and Practice

Other opportunities to practice and prepare for standardized tests include:

- Test-Taking Strategies Handbook in the Student Edition
- Unit-level Standardized Test Practice in the Student Edition
- Test Preparation Workbook

Test-Taking Tips

- Use the Countdown to Testing questions to help you prepare. Spend a few minutes every day answering that day's question.
- Get plenty of sleep the night before the test. A rested mind thinks more clearly and will help you focus during the test.
- Arrive at the test prepared. Remember your pencil and eraser and anything else you may need on test day.
- Read each question carefully. Be sure you know exactly what the question is asking.
- Answer the easy questions first. If you don't know the answer to a question, skip it and come back to it later.
- Review your answers. Before handing in your test, take a minute to look over your answers.

(Chapter 1.1)

- Tools such as spears, nets, and bows and arrows were developed
 - A during the Stone Age.
 - **B** by industrial civilizations.
 - **c** after the Neolithic Revolution.
 - **D** by workers in the first civilizations.

TUESDAY

(Chapter 1.2)

- Which of the following developments helped lead to the beginnings of agriculture?
 - A the rapid increase in population
 - **B** the invention of advanced tools
 - **c** the emergence of new plants as the climate grew warmer
 - **D** the establishment of permanent settlements

WEDNESDAY

(Chapter 1.2)

- The development of farming brought about which of the following changes?
 - **A** the first chariots
 - **B** the construction of permanent settlements
 - **C** long-distance migration
 - **D** the ability to control fire

THURSDAY

(Chapter 1.3)

- The earliest civilizations likely emerged along river valleys because
 - A powerful rivers provided protection for early settlements.
 - rivers made the transportation of animals easier.
 - c many early religious practices were centered on the worship of water.
 - **D** the fertile soil of river valleys allowed settlers to grow plentiful crops.

FRIDAY

(Chapter 1.3)

- The division of society into merchants, artisans, and priests is an example of which characteristic of a civilization?
 - A advanced government
 - **B** division of labor
 - **C** food surplus
 - large cities

MONDAY

(Chapter 2.1)

"If a man put out the eye of another man, his eye shall be put out . . .

If he put out the eye of a man's slave, or break the bones of a man's slave, he shall pay one-half of its value."

—Hammurabi's Code

- Why might the punishments in the quote above be different?
 - **A** Crimes involving injury were not tolerated.
 - Free people were valued more than slaves.
 - **C** Slaves were valued more than free people.
 - **D** Crimes against slaves were not punished.

TUESDAY

(Chapter 3.1)

- On what was the power of Egypt's pharaohs based?
 - A royal control of irrigation
 - their great wealth
 - the belief that pharaohs were divine
 - **D** the construction of pyramids

WEDNESDAY

(Chapter 3.3)

- How did Egyptian civilization influence the **Kingdom of Kush?**
 - **A** Egyptians taught Kushites how to raise cattle.
 - Egypt sent Christian missionaries to Kush.
 - Kushites learned to make iron from Egyptians.
 - **D** Kushites modeled their pyramids after those in Egypt.

THURSDAY

(Chapter 2.3)

- How did Judaism differ from other religions in the ancient Near East?
 - **A** Jewish leaders served as political and religious
 - Judaism forbade the building of elaborate temples.
 - **C** Jewish religious traditions had little influence on daily life.
 - **D** Judaism developed as a monotheistic religion.

FRIDAY

(Chapters 2.1, 2.2, 3.2)

- Sumerian cuneiform, Egyptian hieroglyphics, and the Phoenician alphabet were important because they
 - **A** allowed people to keep records.
 - led to the establishment of towns and cities.
 - aided in the development of farming in the Near East.
 - **D** led to advanced technologies.

WEEK 4

MONDAY

(Chapter 4.1)

- Excavations at Mohenjo Daro and Harappa indicate that early Indian civilizations
 - A practiced monotheism.
 - constructed large temple-pyramids.
 - **c** built large, advanced cities.
 - **D** were destroyed by invaders from Egypt.

TUESDAY

(Chapter 4.1)

- After the decline of the Indus civilization, what new civilization arose in India?
 - A Aryan civilization
 - **Buddhist civilization**
 - **C** Sumerian civilization
 - **D** Varnas civilization

WEDNESDAY

(Chapter 4.2, 4.3)

- One similarity between Hinduism and Buddhism is that they both
 - A encourage the practice of yoga to aid in meditation.
 - **B** believe in rebirth.
 - **c** believe Brahman created and preserves the
 - **D** spread throughout Africa.

THURSDAY

(Chapter 4.4)

- According to China's Mandate of Heaven
 - **A** a powerful god created the first Chinese civilization.
 - **B** rulers should obey the gods' wishes.
 - the gods would not allow corrupt rulers to govern.
 - **D** peasants should not participate in government.

FRIDAY

(Chapter 4.3)

- Which of the following correctly describes the spread of Buddhism?
 - A Buddhism originated in India but later spread to Southeast Asia, China, and Japan.
 - **B** Japanese missionaries introduced Buddhism to Southeast Asia.
 - **C** Chinese merchants are credited with spreading Buddhism to India.
 - **D** Buddhism originated in China and later spread to India.

MONDAY (Chapter 5.1) Minoan settlement (c. 2000–1400 BC) **GREECE** Mycenaean settlement (c. 1250 BC) MINOR Peloponne Mediterranean 100 Miles 100 Kilometers

- The map above illustrates
 - A the earliest known Greek civilizations.
 - **B** Greek colonies in Asia Minor.
 - **c** the empire of Alexander the Great.
 - the most powerful city-states in Greece.

TUESDAY

(Chapter 5.1)

- Loyalty, bravery, and discipline are values that would have been most highly prized by citizens of which city-state?
 - A Athens
 - **B** Corinth
 - C Macedonia
 - **D** Sparta

WEDNESDAY

(Chapter 5.3)

- Aristotle is best known for his
 - A discovery that Earth is round.
 - emphasis on thinking for oneself.
 - recording of the teachings of Socrates.
 - **D** logical study of most fields of science.

THURSDAY

(Chapter 5.4)

- Alexander the Great's empire extended from
 - **A** Italy to Persia.
 - Asia Minor to the Caspian Sea.
 - Greece to the Indus River.
 - **D** Egypt to Mesopotamia.

FRIDAY

(Chapter 5.2)

- The government of the United States differs from that of ancient Athens in that
 - **A** U.S. citizens elect representatives to vote for
 - **B** U.S. leaders can serve as many terms as they
 - **C** U.S. government is made up of only one branch.
 - foreigners cannot become citizens of the United States.

(Chapter 6.1)

- The government of the Roman Republic resembles today's U.S. government in that
 - A both give veto power to legislative leaders.
 - both appoint powerful dictators in times of emergency.
 - both are made up of only two branches.
 - **D** both use a system of check and balances.

TUESDAY

(Chapter 6.2)

- The shift from republic to empire in Rome is credited to the efforts of
 - **A** Augustus
 - **B** Constantine
 - **C** Diocletian
 - **D** Julius Caesar

WEDNESDAY

(Chapter 6.4)

- **Emperor Constantine's conversion to Christianity** helped
 - A him win a decisive battle.
 - **B** introduce Christianity to non-Jews.
 - Christianity spread more rapidly throughout the empire.
 - D strengthen the Roman Empire.

THURSDAY

(Chapter 6.3)



- The structure in the photo above is an example of the Romans' skill in
 - A military conquest.
 - engineering.
 - C law.
 - science.

FRIDAY

(Chapter 6.5)

- Which of the following was a key cause of the economic troubles that led to Rome's collapse?
 - A new capital at was constructed at Constantinople.
 - **B** The Visigoths sacked the city of Rome.
 - Emperors minted new coins that were not as valuable as they previously had been.
 - **D** Diocletian split the empire into two parts.

MONDAY

(Chapter 7.2)

- The discovery of elaborate tombs, giant stone head monuments, and pyramids in Olmec settlements most likely led scholars to believe that
 - A the Olmec were skilled hunters.
 - Olmec society was highly organized.
 - the Olmec were polytheistic.
 - Olmec towns served as religious and ceremonial centers.

TUESDAY

(Chapter 7.2, 7.3)

- Which of the following is a similarity between the Aztec and Inca civilizations?
 - A Both created large and powerful empires.
 - **B** Trade played an important role in both civilizations.
 - Slaves made up the lowest social class in both civilizations.
 - **D** Both civilizations were located in what is now Central Mexico.

WEDNESDAY

(Chapter 7.2)

- Which of the following is an example of Aztec achievements in astronomy?
 - A the development of a writing system
 - the creation of a 365-day calendar
 - the use of *chinampas*
 - the development of the concept of zero

THURSDAY

(Chapter 7.1, 7.2, 7.3)

- Which of the following identifies Mesoamerican civilizations from earliest to latest?
 - A Anasazi, Aztec, Chavín, Inca
 - Olmec, Maya, Aztec
 - Zapotec, Aztec, Maya, Inca
 - D Maya, Hopewell, Aztec

FRIDAY

(Chapter 7.3)

- One way in which the Inca helped unify their large empire was to
 - A build an extensive system of roads.
 - demand a labor tax from all citizens.
 - develop a uniform system of writing.
 - maintain a powerful military.

(Chapter 8.1)

- Under Emperor Wudi, Confucianism became the official government philosophy. Why might Confucianism have appealed to Wudi?
 - A It encouraged the use of strict laws and harsh punishments.
 - **B** It promoted the unification of the empire.
 - **C** It emphasized obedience and loyalty.
 - **D** It stressed the importance of trade.

TUESDAY

(Chapter 8.2)

- The Silk Roads played an important role during the Han dynasty because they
 - **A** brought China into a global trade network.
 - **B** helped bring silk production to China.
 - **c** allowed China to export goods and ideas to Japan.
 - **D** helped to protect northern China from invaders.

WEDNESDAY

(Chapter 8.3)

- During his rule, Ashoka contributed to Indian society through all of the following ways except
 - **A** by improving roads and transportation.
 - **B** through his policy of taxation.
 - **c** in the construction of stone pillars.
 - **D** in his efforts to spread Buddhism.

THURSDAY

(Chapter 8.1, 8.2, 8.3, 8.4)

- Which of the following correctly identifies an empire or dynasty with its achievement?
 - A Han—created the civil-service system
 - **B** Gupta—built the Great Wall
 - **C** Maurya—invented the wheelbarrow
 - **D** Qin—invented paper

FRIDAY

(Chapter 8.4)

- **During the Gupta period Indian trade** helped link
 - A the Mediterranean world and China.
 - **B** rich and poor.
 - C Hindus and Buddhists.
 - **D** north India and south India.

MONDAY

(Chapter 9.1)

- Why did Muhammad leave Mecca for Yathrib, or Medina?
 - A to avoid a war between the two cities
 - his teachings had angered many people in Mecca
 - **c** he believed Medina was a holy city
 - **D** to relocate his trade business

TUESDAY

(Chapter 9.1)

- Which of the following is a similarity between Islam, Judaism, and Christianity?
 - **A** Each religion originated in Arabia.
 - **B** Each teaches followers to fast during its holy month.
 - **c** Each is a monotheistic religion.
 - **D** Each believes that Muhammad is the last of God's prophets.

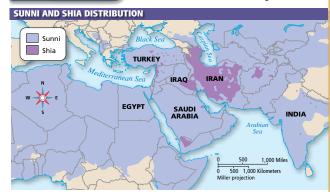
WEDNESDAY

(Chapter 9.2)

- The Muslim Empire expanded to all of the following areas except
 - A Spain
 - В Egypt
 - **C** Persia
 - **D** Russia

THURSDAY

(Chapter 9.2)



- According to the map, the country with the most Shia Muslims is
 - Iran.
 - Turkey. В
 - C Saudi Arabia.
 - Irag.

FRIDAY

(Chapter 9.3)

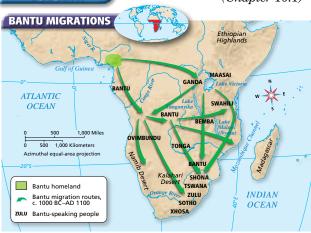
- What role did Muslims play in global trade?
 - **A** They traded gold to the rest of the world.
 - **B** They connected traders in the East and the West.
 - **C** They did not participate in global trade.
 - **D** They were the first to use coins in trade.

(Chapter 10.1)

- Which of the following played the most important role in early African society?
 - A village priests
 - B the individual
 - c kings and queens
 - **D** the family

TUESDAY

(Chapter 10.1)



- In what general direction did the Bantu migration routes travel?
 - A southeast
 - **B** southwest
 - **C** northeast
 - **D** northwest

WEDNESDAY

(Chapter 10.2)

- What made the East African coast a center of world trade?
 - A valuable trade items such as silk and glass
 - **B** its location on the Indian Ocean
 - c large cities with walls for protection
 - **D** powerful armies in Aksum and Ethiopia

THURSDAY

(Chapter 10.3)

- The power of West African kingdoms such as Ghana and Mali was largely based on their
 - **A** use of camels for transportation.
 - **B** conversion to Islam.
 - **c** control of the salt and gold trades.
 - **D** location along major trade routes.

FRIDAY

(Chapter 10.3)

- Mansa Musa's pilgrimage to Mecca was significant because it
 - A brought Mali's great wealth to the attention of other kingdoms.
 - **B** caused the price of gold to rise.
 - brought great riches to the people of Mali.
 - introduced camels to Arabia and Europe.

MONDAY

(Chapter 11.1)

- The Tang and Sui dynasties strengthened the power of the central government by
 - A outlawing the production of weapons.
 - banning the export of silk.
 - reforming the bureaucracy.
 - encouraging new farming techniques to increase rice production.

TUESDAY

(*Chapter 11.1*)

- The compass and paper money were Chinese innovations that resulted from
 - A the introduction of advanced warfare.
 - contact with Japan and Korea.
 - the creation of the civil-service system.
 - the increased importance of trade.

WEDNESDAY

(*Chapter 11.2*)

- Which of the following was an effect of Mongol rule in China?
 - A an increase in international trade
 - the spread of Mongol culture and religion
 - the invention of gunpowder
 - **D** the introduction of horses to China

THURSDAY

(*Chapter 11.3*)

- The chief religion in early Japan was
 - A Buddhism
 - Shinto
 - Confucianism
 - Heian

FRIDAY

(Chapter 11.3)

- China influenced the development of Japan's
 - A military.
 - social classes.
 - written language.
 - geography.

(Chapter 12.1)

The Byzantine Empire emerged from

- **A** the eastern portion of the Roman Empire.
- **B** Rus settlements along the Baltic Sea.
- **c** the union of the Angles and the Saxons.
- **D** barbarian tribes in Italy.

TUESDAY

(Chapter 12.1)

Why was Justinian's law code significant?

- A It outlawed slavery in the empire.
- **B** It gave Justinian the title of emperor.
- **C** It established Christianity as the official religion of the Byzantine Empire.
- **D** It collected Roman laws into a simple and clear system of law.

WEDNESDAY

(Chapter 12.1)

- Over time, the culture of the Byzantine Empire was increasingly influenced by
 - A China.
 - **B** Greece.
 - C Russia.
 - **D** Western Europe.

THURSDAY

(Chapter 12.2)

- What led to the spread of Orthodox Christianity into Eastern Europe and Russia?
 - A the Byzantines' conquest of Kiev
 - **B** Alexander Nevski's defeat of the Teutonic Knights
 - **c** the development of the Cyrillic alphabet
 - **D** the split between the Catholic Church and the Orthodox Eastern Church

FRIDAY

(Chapter 12.2)

- Which of the following is an example of Byzantine influence on Russia?
 - A the founding of Kiev
 - B the rise of the Golden Horde
 - **c** the establishment of the Russian Orthodox Church
 - **D** the development of canon law

MONDAY

(Chapter 13.3)

"I... shall be to you both faithful and true, and shall owe my Fidelity unto you, for the Land that I hold of you, and lawfully shall do such Customs and Services, as my Duty is to you, at the times assigned."

> —from *The Manner of Doing* Homage and Fealty

- This quote *most likely* reflects the attitudes of what members of the feudal system?
 - A kings
 - **B** vassals
 - **C** peasants
 - **D** lords

TUESDAY

(Chapter 13.4)

- Christians in what country defeated the Muslims and drove them from power in the Reconquista?
 - **A** France
 - **B** Spain
 - **C** Norway
 - **D** Italy

WEDNESDAY

(Chapter 13.5)

- Which of the following explains the great power of medieval popes?
 - A Popes controlled the religious lives of almost evervone in Asia.
 - **B** Popes developed the feudal system.
 - **C** Popes had the power to name kings and emperors.
 - **D** Popes held influence over politics and religion.

THURSDAY

(Chapter 14.1)

- What effect did the Crusades have on the economy of Europe?
 - A led to an increase in trade between East and West
 - **B** ended the feudal system in Europe
 - **c** led to the decline of towns and cities
 - **D** introduced Islam to Europe

FRIDAY

(Chapter 14.4)

- **Historians believe the Black Death** originated in
 - A Central Asia.
 - B the Americas.
 - Italy.
 - **D** Northern Europe.

(Chapter 15.1)

- Renaissance art, literature, and education were greatly influenced by
 - A the invention of the compass.
 - **B** ancient Greek and Roman achievements.
 - **c** the love of beauty.
 - **D** a renewed emphasis on religion.

TUESDAY

(Chapter 15.1)



- What Renaissance technique is illustrated by this painting?
 - A humanism
 - **B** movable type
 - **C** perspective
 - predestination

WEDNESDAY

(Chapter 15.3)

- Whose actions helped spark the Protestant **Reformation?**
 - A Michelangelo's
 - B Lorenzo de Medici's
 - C John Calvin's
 - **D** Martin Luther's

THURSDAY

(Chapter 16.1)

- Which of the following was a reason for **European overseas exploration?**
 - A the desire to spread Christianity
 - **B** the need for more land for Europe's growing population
 - **c** the lack of resources in Europe
 - **D** the drive to compete with Chinese explorers

FRIDAY

(Chapter 16.3)

- How did the Columbian Exchange impact life in the Americas?
 - A Thousands of farmers in the Americas were left without lands to farm.
 - **B** Population in the Americas boomed as a result of the introduction of new foods.
 - European diseases devastated the Native American population.
 - Native empires were overthrown in the search for gold.

MONDAY

(Chapter 17.1)

- In the 1300s what Muslim empire expanded into Europe?
 - A the Ottoman Empire
 - the Safavid Empire
 - the Mughal Empire
 - the Ming Empire

TUESDAY

(Chapter 17.2)

- By the 1500s Muslim empires controlled all of the following regions except
 - A the Byzantine Empire.
 - India.
 - C Japan.
 - D Persia.

WEDNESDAY

(Chapter 17.3)

- Under what dynasty did China expand to its largest size?
 - A Ming
 - Qing
 - Tokugawa
 - **D** Yuan

THURSDAY

(Chapter 17.3)

- China's Zheng He is significant because he
 - A created laws to limit contact with foreigners.
 - **B** moved the Chinese capital to Beijing.
 - **c** led the rebellion that overthrew the Yuan dynasty.
 - **D** led several voyages of exploration and trade.

FRIDAY

(*Chapter 17.4*)

- Japanese feudalism differed from European feudalism in that it featured
 - A no code of ethics for samurai to follow.
 - a shogun as a powerful central authority.
 - a class of strong professional warriors.
 - no exchange of land between lords and vassals.

WEEK 15

MONDAY

(Chapter 18.3)

- The English Bill of Rights is an important document because it
 - A sparked the English Civil War.
 - limited the power of the monarch.
 - **c** restored the English monarch to power.
 - **D** created the Estates General.

TUESDAY

(Chapter 18.2, 18.4)

- Which of the following is a similarity between Louis XIV and Peter the Great?
 - **A** They both fought wars to expand their empires.
 - **B** They both made efforts to westernize their empires.
 - **C** They both believed the people should have a say in government.
 - **D** They both ruled with the help of the pope.

WEDNESDAY

(Chapter 19.1)

- Which of the following was a characteristic of the Scientific Revolution?
 - A the Inquisition
 - **B** the belief in progress and the power of reason
 - **c** the development of mass transportation systems
 - **D** a growing desire to explore unknown parts of the world

THURSDAY

(Chapter 19.2)

- Which Enlightenment thinker argued that people were born with certain natural rights?
 - A Adam Smith
 - **B** Baron de Montesquieu
 - C John Locke
 - **D** Thomas Hobbes

FRIDAY

(Chapter 19.3)

- How did the American Revolution express the ideals of the Enlightenment?
 - **A** American Patriots supported absolute monarchy.
 - Colonists revolted against a government that failed to protect their rights.
 - The Patriots wanted to establish a free market economy.
 - **D** The new American government granted equal rights to women.

MONDAY

 $(Chapter\ 20.1)$

- 1 All of the following were causes of the French Revolution except
 - A economic problems
 - support for Enlightenment ideas
 - social inequalities
 - **D** the desire for a strong ruler

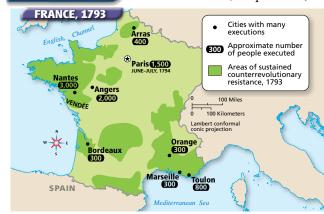
TUESDAY

(Chapter 19.3, 20.2)

- One similarity between the French and American revolutions was that they both
- **A** led to a period of terror and violence.
 - resulted in the execution of the monarch.
 - **c** established basic rights and freedoms.
 - led to the establishment of constitutional monarchies.

WEDNESDAY

(Chapter 20.2)



- Which of the following areas did not experience counterrevolutionary activity?
 - A Arras
 - Bordeaux В
 - **C** Nantes
 - **D** Paris

THURSDAY

(Chapter 20.4)

- Which event played the greatest role in Napoleon's defeat?
 - A the Russian campaign
 - **B** the Continental System
 - c the Congress of Vienna
 - the Battle of the Nile

FRIDAY

(Chapter 20.4)

- Which of the following was a result of the Congress of Vienna?
 - A It established democratic governments throughout Europe.
 - It created a powerful European Army.
 - **c** It led to the downfall of Napoleon.
 - **D** It restored monarchies to power in Europe.

(Chapter 21.1)

- What factor explains Great Britain's industrialization?
 - A improvements in social equality
 - **B** growth of private investment
 - **C** increasing political instability
 - **D** expansion of cottage industries

TUESDAY

(*Chapter 21.2*)

- Which of the following most likely explains the rise of labor unions?
 - A Factory owners wanted better-trained workers.
 - **B** Governments began regulating businesses.
 - **C** The need for more workers was increasing.
 - **D** Workers wanted their interests heard.

WEDNESDAY

(Chapter 21.3)

- Which statement describes a market economy?
 - A Strict regulations govern businesses.
 - Businesses and individuals are free to compete for trade.
 - **C** The government dictates what factories will produce.
 - **D** Skilled workers are in high demand.

THURSDAY

(Chapter 21.3)

- In contrast to capitalism, socialism proposed that
 - **A** there should be no industry.
 - B businesses and individuals should own and control industry.
 - c society or the government should own and control industry.
 - **D** the workers should own and control industry.

FRIDAY

(Chapter 22.3)

- Which of the following was a result of the increase in leisure time?
 - A the demand for entertainment increased
 - **B** the number of factory workers decreased
 - **C** mass transportation improved
 - **D** suburbs developed

MONDAY

(Chapter 23.1)

- How did industrialization lead to reform movements?
 - **A** Factory owners called for economic reforms.
 - The lack of industrialization in some industries led to a call for change.
 - The increased prosperity of factory workers and middle-class citizens led them to demand political change.
 - **D** Industrialization did not affect the reform movement.

TUESDAY

(Chapter 23.2)

"It is a crime to punish the minds of the lowly and the humble, to exasperate the passions of reaction and intolerance, while seeking shelter behind odious [horrible] anti-Semitism, which, if not suppressed, will destroy the great liberal France of the Rights of Man."

—Emile Zola, "J'accuse"

- Emile Zola was inspired to write "J'accuse" by what event in the late 1890s?
 - A nationalism
 - Zionism
 - c the Civil War
 - **D** the Drevfus Affair

WEDNESDAY

(Chapter 23.3)

- Unlike the French revolutions of the 1800s, the revolutions in Latin America sought
 - A independence.
 - a return to absolute monarchy.
 - **c** Communist government.
 - **D** improvements in factory conditions.

THURSDAY

(*Chapter 24.1*)

- What two European countries experienced unification movements in the mid-1800s?
 - **A** France and Germany
 - **B** Portugal and Poland
 - **C** Germany and Italy
 - **D** Austria and Spain

FRIDAY

(Chapter 24.4)

- Which of the following was a reform of Czar **Alexander II?**
 - A He funded the construction of the Trans-Siberian railroad.
 - **B** He freed the Russian serfs.
 - **C** He established a constitutional monarchy.
 - **D** He granted women the right to vote.

(Chapter 25.1)

- Great Britain's most valuable colony was
 - A China.
 - B Egypt.
 - **C** India.
 - D Vietnam.

TUESDAY

(Chapter 25.1)

- What allowed European empires to gain a foothold in Asia and Africa?
 - A Asian and African rulers were eager to trade.
 - **B** European rulers negotiated for trade rights.
 - **C** Asian and African leaders began converting to Christianity.
 - **D** European leaders took advantage of their military superiority.

WEDNESDAY

(Chapter 25.2)

- What effect did the opening of foreign trade have on Japan?
 - **A** It encouraged Japan to modernize.
 - **B** It led to the establishment of democracy.
 - **C** It created tensions between Japan and China.
 - **D** It led to war between Japan and Great Britain.

THURSDAY

 $(Chapter\ 25.3)$

"My desire is to open a path to this district [of Africa], that civilization, commerce, and Christianity might find their way there."

- —David Livingstone's Cambridge Speech of 1857
- What reasons does Livingstone give for wanting to colonize Africa?
 - A trade, religion, and to civilize the Africans
 - B gold, land, and slaves
 - **c** expansion of the slave trade and control of trade routes
 - **D** formation of alliances and trade

FRIDAY

(Chapter 25.4)

- During the age of imperialism, in what part of the world did the United States most frequently exert its influence?
 - A Africa
 - **B** Latin America
 - **C** China
 - **D** Russia

MONDAY

(Chapter 26.1)

- 1 What event triggered World War I?
 - A Germany's invasion of Russia
 - **B** the assassination of Austria's archduke
 - the sinking of the *Lusitania*
 - **D** the invention of trench warfare

TUESDAY

(Chapter 26.2)

- Which of the following is an example of total war?
 - A Governments tell factories what to produce for the war effort.
 - **B** Civilians are drafted into the military.
 - **C** Governments spend millions to develop more powerful weapons.
 - Neutral nations sell weapons to countries on both sides of the war.

WEDNESDAY

(Chapter 26.3)

- What effect did the Russian Revolution have on World War I?
 - **A** It forced Russia to withdraw from the war.
 - **B** It left Germany with no more allies.
 - **C** It led to the defeat of Austria-Hungary.
 - **D** It encouraged the United States to enter the war.

THURSDAY

(Chapter 26.3)

- Why is Vladimir Lenin a significant figure in Russian history?
 - A He created Russia's first legislative body.
 - He instituted a Communist regime in Russia.
 - **C** He curbed the government's control of the Russian economy.
 - **D** He was the commander of Russian forces in World War I.

FRIDAY

(Chapter 26.4)

- What was the main purpose of the Treaty of Versailles?
 - A to ensure that another world war could not take place
 - **B** to punish Germany for its role in the war
 - **c** to punish Russia for withdrawing from the war
 - **D** to reward the Unites States for entering the war

(Chapter 27.1)

- After World War I nationalist movements in European colonies increased as a result of
 - A the fear that colonists might be pulled into another costly war.
 - **B** the lack of financial support from Europe.
 - **c** the fear that European nations would demand more resources to rebuild after the war.
 - the colonists' belief that they had earned their freedom by fighting in the war.

TUESDAY

(Chapter 27.2)

- Which of the following was a cause of the U.S. stock market crash in 1929?
 - **A** increasing speculation in the stock market
 - **B** economic troubles brought on by the high cost of maintaining colonies
 - government regulation of the economy
 - **D** lack of confidence in the government

WEDNESDAY

(Chapter 27.2)

- How did the Great Depression in the United States affect foreign nations?
 - A U.S. companies stopped exporting goods abroad.
 - **B** Nations were forced to borrow money from the United States.
 - **C** World trade slowed dramatically.
 - **D** It had little effect on most nations.

THURSDAY

(Chapter 27.3, 27.4)

- In what way were Germany and Japan similar during the 1930s?
 - **A** Both joined an alliance with the Soviet Union.
 - **B** Both established colonies in the Pacific.
 - **C** Both built up their military forces.
 - **D** Both had Communist governments.

FRIDAY

(Chapter 27.4)

- Which of the following tactics did Joseph Stalin use to further his plan for economic modernization?
 - A He worked to improve political rights for women.
 - He instituted a policy of collectivization of small farms.
 - **C** He loosened government control of industry.
 - **D** He encouraged capitalist ideas and beliefs.

MONDAY

(Chapter 28.1)

- Which of the following is an example of German aggression prior to World War II?
 - A Germany remained neutral.
 - Germany reclaimed and militarized the Rhineland.
 - **C** Germany gave up control of Austria.
 - **D** Germany signed a treaty with Russia.

TUESDAY

(Chapter 28.1)

- What event triggered World War II?
 - A Germany invaded Poland.
 - Italy attacked North Africa.
 - **C** Japan bombed Pearl Harbor.
 - Germany and the Soviet Union signed a nonaggression pact.

WEDNESDAY

(Chapter 28.2)

- Which battle was a turning point in the war in the Pacific?
 - A Battle of El Alamein
 - **B** Battle of the Bulge
 - **c** Battle of Midway
 - **D** Battle of Stalingrad

THURSDAY

(*Chapter 28.3*)



- What was the likely cause of the population change depicted in the graph above?
 - A the dropping of atomic bombs
 - the Nazi's Final Solution
 - the London Blitz
 - **D** the invasion of the Soviet Union

FRIDAY

(Chapter 28.4)

- What two countries emerged from World War II as the world's most powerful nations?
 - A the United States and Japan
 - **B** Great Britain and the United States
 - **c** the Soviet Union and Germany
 - the United States and the Soviet Union

WEEK 23 WEEK 24

MONDAY

(Chapter 29.1)

- Which of the following was a cause of the Cold War?
 - **A** The Soviet Union set up Communist governments in Eastern Europe.
 - **B** The United States refused to force Germany to pay reparations.
 - **C** Soviet officials were charged with war crimes during the Nuremberg Trials.
 - **D** The United States refused to loan money to the Soviet Union after the war.

TUESDAY

(Chapter 29.1)

- 2 The goal of the Truman Doctrine was to
 - A permanently divide Europe between East and West.
 - **B** rebuild the war-torn nations of Eastern Europe.
 - **c** remove Stalin from power in the Soviet Union.
 - **D** prevent the spread of communism.

WEDNESDAY

(Chapter 29.2)

- 3 All of the following are results of the U.S.-Soviet rivalry during the Cold War *except*
 - A the Cuban missile crisis.
 - **B** the development of a nuclear arms race.
 - **c** the creation of Israel.
 - D the Red Scare.

THURSDAY

(Chapter 29.3)

- 4 The fall of the Berlin Wall in 1989 has become a symbol of
 - A the Cold War.
 - **B** Germany's economic collapse.
 - **c** the collapse of communism.
 - **D** ethnic tensions in Eastern Europe.

FRIDAY

(Chapter 29.4)

- 5 Since the end of the Cold War, the United States has been chiefly involved in conflicts in
 - A the Middle East.
 - **B** Southeast Asia.
 - **c** Eastern Europe.
 - D Africa.

MONDAY

(*Chapter 31.1*)

- 1 What impact did World War II have on independence movements in Africa and Asia?
 - **A** African natives gained political strength by ruling the colonies during the war.
 - **B** The cost of the war made European nations more determined to hang on to their colonies' wealth.
 - **C** Independence movements emerged as European countries lost power after the war.
 - **D** The atrocities of the war led many Africans to oppose foreign control.

TUESDAY

(Chapter 31.3)

- 2 The Zionist movement, immigration into Palestine, and the Holocaust led to
 - A the creation of a Jewish state in Palestine.
 - **B** the Persian Gulf War.
 - **c** the Iranian Revolution.
 - **D** the OPEC oil embargo.

WEDNESDAY

 $(Chapter\ 32.1)$

- 3 During the Cold War, the United States became involved in Latin America in order to
 - A support the rights of the poor.
 - B gain valuable natural resources.
 - **c** stop the spread of communism.
 - **D** end the rule of brutal dictators.

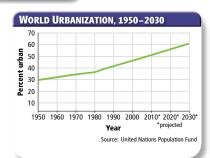
THURSDAY

 $(Chapter\ 33.1)$

- 4 The process by which countries are linked through trade and culture is known as
 - A urbanization.
 - **B** international cooperation.
 - **c** globalization.
 - D free trade.

FRIDAY

 $(Chapter\ 33.2)$



- 5 According to predictions, what percent of the world will be urbanized by 2020?
 - A less than 30 percent
 - **B** about 40 percent
 - c about 60 percent
 - **D** over 50 percent

North Carolina Standard Course of Study: SOCIAL STUDIES: NINTH GRADE WORLD HISTORY

World History at the ninth grade level is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times.² An historical approach will be at the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living in civilizations around the world. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States. World History provides the foundation that enables students to acquire this knowledge which will be used in the study of Civics and Economics and United States History.

Strands: Geographic Relationships, Historic Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity





COMPETENCY GOAL 1 Historical Tools and

Practices—The learner will identify, evaluate, and use the methods and tools valued by historians, compare the views of historians, and trace the themes of history.



OBIECTIVES

- **1.01** Define history and the concepts of cause and effect, time, continuity, and perspective.
- **1.02** Analyze and interpret primary and secondary sources to compare views, trace themes, and detect bias.
- **1.03** Relate archaeology, geography, anthropology, political science, sociology, and economics to the study of history.
- **1.04** Define the themes of society, technology, economics, politics, and culture and relate them to the study of history.
- **1.05** Trace major themes in the development of the world from its origins to the rise of early civilizations.
- **1.06** Examine the indicators of civilization. including writing, labor specialization, cities, technology, trade, and political and cultural institutions.

COMPETENCY GOAL 2 Emerging Civiliza-

tions—The learner will analyze the development of early civilizations in Africa, Asia, Europe, and the Americas.



OBIECTIVES

- **2.01** Trace the development and assess the achievements of early river civilizations, including but not limited to those around the Huang-He, Nile, Indus, and Tigris-Euphrates rivers.
- **2.02** Identify the roots of Greek civilization and recognize its achievements from the Minoan era through the Hellenistic period.
- **2.03** Describe the developments and achievements of Roman civilization and analyze the significance of the fall of Rome.

- **2.04** Examine the importance of India as a hub of world trade and as a cultural and religious center during its Golden Age.
- **2.05** Assess the distinctive achievements of Chinese and Japanese civilizations.
- **2.06** Describe the rise and achievements of the Byzantine and Islamic civilizations.
- **2.07** Describe the rise and achievements of African civilizations, including but not limited to Axum, Ghana, Kush, Mali, Nubia, and Songhai.
- **2.08** Evaluate the achievements of the major civilizations of the Americas during the pre-Columbian epoch including, but not limited to, the Aztecs, Incas, and Mayas.

COMPETENCY GOAL 3 Monarchies and

Empires—The learner will investigate significant events, people, and conditions in the growth of monarchical and imperial systems of government.



OBIECTIVES

- **3.01** Trace the political and social development of monarchies and empires including, but not limited to, the Ming and Manchu dynasties, the Mongol Empire, the Ottoman Empire, the Moghul Empire, and the British Empire.
- **3.02** Describe events in Western Europe from the fall of Rome to the emergence of nationstates and analyze the impact of these events on economic, political, and social life in medieval Europe.
- **3.03** Trace social, political, economic, and cultural changes associated with the Renaissance, Reformation, the rise of nation-states, and absolutism.
- **3.04** Examine European exploration and analyze the forces that caused and allowed the acquisition of colonial possessions and trading privileges in Africa, Asia, and the Americas.
- **3.05** Cite the effects of European expansion on Africans, pre-Columbian Americans, Asians, and Europeans.

- **3.06** Compare the influence of religion, social structure, and colonial export economies on North and South American societies.
- **3.07** Evaluate the effects of colonialism on Africa, the Americas, Asia, and Europe.

COMPETENCY GOAL 4 Revolution and

Nationalism—The learner will assess the causes and effects of movements seeking change, and will evaluate the sources and consequences of nationalism.



OBIECTIVES

- **4.01** Analyze the causes and assess the influence of seventeenth to nineteenth century political revolutions in England, North America, and France on individuals, governing bodies, church-state relations, and diplomacy.
- **4.02** Describe the changes in economies and political control in nineteenth century Africa, Asia, Europe, and the Americas.
- **4.03** Evaluate the growth of nationalism as a contributor to nineteenth century European revolutions in areas such as the Balkans, France, Germany, and Italy.
- **4.04** Examine the causes and effects of the Russian Revolution and its effect on Russia and the world.
- **4.05** Evaluate the causes and effectiveness of nineteenth and twentieth century nationalistic movements that challenged European domination in Africa, Asia, and Latin America.

COMPETENCY GOAL 5 Global Wars—The learner will analyze the causes and results of twentieth century conflicts among nations.



OBJECTIVES

- **5.01** Analyze the causes and course of World War I and assess its consequences.
- **5.02** Assess the significance of the war experience on global foreign and domestic policies of the 1920s and 1930s.

- **5.03** Analyze the causes and course of World War II and evaluate it as the end of one era and the beginning of another.
- **5.04** Trace the course of the Cold War and assess its impact on the global community including but not limited to the Korean War. the satellite nations of Eastern Europe, and the Vietnam War.
- **5.05** Examine governmental policies, such as the Kellogg-Briand Pact, which were established and the role of organizations including the League of Nations, and the United Nations to maintain peace, and evaluate their continuing effectiveness.

COMPETENCY GOAL 6 Patterns of Social

Order—The learner will investigate social and economic organization in various societies throughout time in order to understand the shifts in power and status that have occurred.



OBJECTIVES

- **6.01** Compare the conditions, racial composition, and status of social classes, castes, and slaves in world societies and analyze changes in those elements.
- **6.02** Analyze causes and results of ideas regarding superiority and inferiority in society and how those ideas have changed over time.
- **6.03** Trace the changing definitions of citizenship and the expansion of suffrage.
- **6.04** Relate the dynamics of state economies to the well being of their members and to changes in the role of government.
- **6.05** Analyze issues such as ecological/environmental concerns, political instability, and nationalism as challenges to which societies must respond.
- **6.06** Trace the development of internal conflicts due to differences in religion, race, culture, and group loyalties in various areas of the world.

COMPETENCY GOAL 7 Technology and

Changing Global Connections—The learner will consider the short- and long-term consequences of the development of new technology.



OBJECTIVES

- **7.01** Assess the degree to which discoveries, innovations, and technologies have accelerated change.
- **7.02** Examine the causes and effects of scientific revolutions and cite their major costs and benefits.
- **7.03** Examine the causes and effects of industrialization and cite its major costs and benefits.
- **7.04** Describe significant characteristics of global connections created by technological change, and assess the degree to which cultures participate in that change.

COMPETENCY GOAL 8 Patterns of History—

The learner will assess the influence of ideals. values, beliefs, and traditions on current global events and issues.



OBIECTIVES

- **8.01** Trace developments in literary, artistic, and religious traditions over time as legacies of past societies or as cultural innovations.
- **8.02** Compare major Eastern and Western beliefs and practices, including but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Shintoism, and locate their regions of predominance.
- **8.03** Classify within the broad patterns of history those events that may be viewed as turning points.

- **8.04** Characterize over time and place the interactions of world cultures.
- **8.05** Analyze how the changing and competing components of cultures have led to current global issues and conflicts, and hypothesize solutions to persistent problems.
- **8.06** Analyze the meanings of "civilization" in different times and places and demonstrate how such meanings reflect the societies of which they are a part.

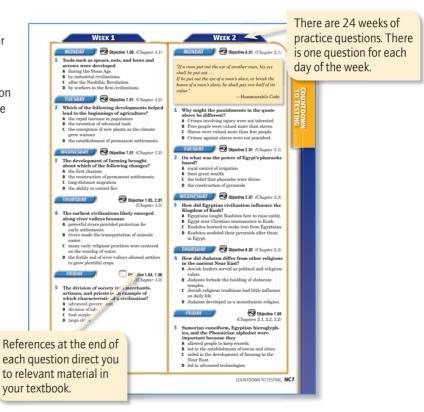
North Carolina Countdown to Testing

How does Holt World History: Human Legacy, North Carolina Edition, help me practice the state goals and objectives?

Holt World History: Human Legacy, North Carolina Edition, provides complete coverage of the North Carolina Goals and Objectives for Ninth Grade World History. To help you use your textbook to learn and practice the standards, use the at-home practice tests for each week.

How can I use the Countdown to Testing tests?

- Each week has a practice test. You will see that each week's test focuses on one or two of the Competency Goals from the North Carolina Standard Course of Study.
- As you study the book with your class, ask yourself the questions on the practice test.
- There is one question for each day of the week. Each of these questions addresses one of the Objectives under that week's Competency Goal.
- If you have trouble answering the question, each one refers to the section of the chapter where you can read the answer.





- Tools such as spears, nets, and bows and arrows were developed
 - A during the Stone Age.
 - **B** by industrial civilizations.
 - **c** after the Neolithic Revolution.
 - **D** by workers in the first civilizations.

TUESDAY



- Which of the following developments helped lead to the beginnings of agriculture?
 - A the rapid increase in population
 - **B** the invention of advanced tools
 - **c** the emergence of new plants as the climate grew warmer
 - **D** the establishment of permanent settlements

WEDNESDAY



Objective 7.01 (Chapter 1.2)

- The development of farming brought about which of the following changes?
 - A the first chariots
 - **B** the construction of permanent settlements
 - **C** long-distance migration
 - **D** the ability to control fire

THURSDAY



- The earliest civilizations likely emerged along river valleys because
 - A powerful rivers provided protection for early settlements.
 - rivers made the transportation of animals
 - c many early religious practices were centered on the worship of water.
 - **D** the fertile soil of river valleys allowed settlers to grow plentiful crops.

FRIDAY



- The division of society into merchants, artisans, and priests is an example of which characteristic of a civilization?
 - A advanced government
 - **B** division of labor
 - **C** food surplus
 - **D** large cities

MONDAY



Objective 6.01 (Chapter 2.1)

"If a man put out the eye of another man, his eye shall be put out . . .

If he put out the eye of a man's slave, or break the bones of a man's slave, he shall pay one-half of its value."

—Hammurabi's Code

- Why might the punishments in the quote above be different?
 - A Crimes involving injury were not tolerated.
 - **B** Free people were valued more than slaves.
 - **C** Slaves were valued more than free people.
 - **D** Crimes against slaves were not punished.

TUESDAY



Objective 2.01 (Chapter 3.1)

- On what was the power of Egypt's pharaohs based?
 - A royal control of irrigation
 - their great wealth
 - **c** the belief that pharaohs were divine
 - **D** the construction of pyramids

WEDNESDAY



Objective 2.07 (Chapter 3.3)

- How did Egyptian civilization influence the Kingdom of Kush?
 - **A** Egyptians taught Kushites how to raise cattle.
 - **B** Egypt sent Christian missionaries to Kush.
 - **C** Kushites learned to make iron from Egyptians.
 - **D** Kushites modeled their pyramids after those in Egypt.

THURSDAY



Objective 8.02 (Chapter 2.3)

- How did Judaism differ from other religions in the ancient Near East?
 - **A** Jewish leaders served as political and religious
 - **B** Judaism forbade the building of elaborate temples.
 - **C** Jewish religious traditions had little influence on daily life.
 - **D** Judaism developed as a monotheistic religion.

FRIDAY



(Chapters 2.1, 2.2, 3.2)

- Sumerian cuneiform, Egyptian hieroglyphics, and the Phoenician alphabet were important because they
 - A allowed people to keep records.
 - **B** led to the establishment of towns and cities.
 - aided in the development of farming in the Near East.
 - **D** led to advanced technologies.



Excavations at Mohenjo Daro and Harappa indicate that early Indian civilizations

- A practiced monotheism.
- constructed large temple-pyramids.
- **c** built large, advanced cities.
- **D** were destroyed by invaders from Egypt.

TUESDAY



Objective 1.03 (Chapter 4.1)

Why are many details about Indus Society still a mystery?

- A There is not much archaeological evidence.
 - **B** They had no writing system.
 - **C** They had too many city-states.
 - **D** Historians have not been able to read their writing.

WEDNESDAY



- One similarity between Hinduism and Buddhism is that they both
 - A encourage the practice of yoga to aid in meditation.
 - **B** believe in rebirth.
 - **c** believe Brahman created and preserves the world.
 - **D** spread throughout Africa.



Objective 2.05 (Chapter 4.4)

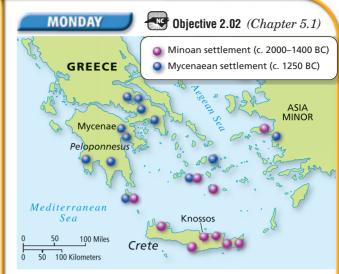
- The Shang made many advances to civilization, such as
 - A making paper.
 - **B** creating a precise lunar calendar.
 - **c** the specialization of labor.
 - **D** using an alphabet.

FRIDAY



Objective 8.01 (Chapter 4.3)

- Which of the following correctly describes the spread of Buddhism?
 - A Buddhism originated in India but later spread to Southeast Asia, China, and Japan.
 - **B** Japanese missionaries introduced Buddhism to Southeast Asia.
 - **C** Chinese merchants are credited with spreading Buddhism to India.
 - **D** Buddhism originated in China and later spread to India.



- Mycenean kings built great monuments to
 - A raise money.
 - **B** appease the gods.
 - **c** make people proud of their Greek heritage.
 - **D** show off their strength.

TUESDAY



Objective 2.02 (Chapter 5.1)

- Loyalty, bravery, and discipline are values that would have been most highly prized by citizens of which city-state?
 - A Athens
 - **B** Corinth
 - **C** Macedonia
 - **D** Sparta

WEDNESDAY



Objective 2.02 (Chapter 5.3)

- Aristotle is best known for his
 - **A** discovery that Earth is round.
 - **B** emphasis on thinking for oneself.
 - **c** recording of the teachings of Socrates.
 - **D** logical study of most fields of science.

THURSDAY



Objective 2.03 (Chapter 5.4)

- Alexander the Great's empire extended from
 - **A** Italy to Persia.
 - **B** Asia Minor to the Caspian Sea.
 - **c** Greece to the Indus River.
 - **D** Egypt to Mesopotamia.

FRIDAY



Objective 2.02 (Chapter 5.2)

- The government of the United States differs from that of ancient Athens in that
 - A U.S. citizens elect representatives to vote for them.
 - **B** U.S. leaders can serve as many terms as they
 - **c** U.S. government is made up of only one branch.
 - **D** foreigners cannot become citizens of the United States.



- 1 How could people earn citizenship in Rome's early years?
 - A They had to be born as citizens.
 - **B** They could perform special services to the government and might be rewarded with it.
 - **C** They had to own enough slaves.
 - **D** They had to serve in the government.

TUESDAY



Objective 2.03 (Chapter 6.2)

- The shift from republic to empire in Rome is credited to the efforts of
 - A Augustus.
 - **B** Constantine.
 - C Diocletian.
 - D Julius Caesar.

WEDNESDAY



Objective 2.03 (Chapter 6.4)

- **Emperor Constantine's conversion to Christianity helped**
 - A him win a decisive battle.
 - **B** introduce Christianity to non-Jews.
 - **c** Christianity spread more rapidly throughout the empire.
 - **D** strengthen the Roman Empire.



Objective 2.03 (Chapter 6.3)



- The structure in the photo above is an example of the Romans' skill in
 - A military conquest.
 - **B** engineering.
 - C law.
 - science.

FRIDAY



Objective 2.03, 6.04 (*Chapter 6.5*)

- Which of the following was a key cause of the economic troubles that led to Rome's collapse?
 - A A new capital was constructed at Constantinople.
 - **B** The Visigoths sacked the city of Rome.
 - Emperors minted new coins that were not as valuable as they previously had been.
 - **D** Diocletian split the empire into two parts.

MONDAY



Objective 1.03, 2.08 (Chapter 7.2)

- The discovery of elaborate tombs, giant stone head monuments, and pyramids in Olmec settlements most likely led scholars to believe that
 - A the Olmec were skilled hunters.
 - **B** Olmec society was highly organized.
 - **c** the Olmec were polytheistic.
 - D Olmec towns served as religious and ceremonial centers.

TUESDAY



- Which of the following is a similarity between the Aztec and Inca civilizations?
 - **A** Both created large and powerful empires.
 - **B** Trade played an important role in both civilizations.
 - **C** Slaves made up the lowest social class in both civilizations.
 - **D** Both civilizations were located in what is now Central Mexico.

WEDNESDAY



Objective 2.08 (Chapter 7.2)

- Which of the following is an example of Aztec achievements in astronomy?
 - **A** the development of a writing system
 - **B** the creation of a 365-day calendar
 - **c** the use of *chinampas*
 - the development of the concept of zero

THURSDAY



Objective 1.01, 2.08 (Chapter 7.1, 7.2, 7.3)

- Which of the following identifies Mesoamerican civilizations from earliest to latest?
 - A Anasazi, Aztec, Chavín, Inca
 - B Olmec, Maya, Aztec
 - C Zapotec, Aztec, Maya, Inca
 - **D** Maya, Hopewell, Aztec

FRIDAY



Objective 1.01, 2.08 (Chapter 7.3)

- One way in which the Inca helped unify their large empire was to
 - A build an extensive system of roads.
 - **B** demand a labor tax from all citizens.
 - **c** develop a uniform system of writing.
 - **D** maintain a powerful military.



Under Emperor Wudi, Confucianism became the official government philosophy. Why might Confucianism have appealed to Wudi?

- **A** It encouraged the use of strict laws and harsh punishments.
- **B** It promoted the unification of the empire.
- **C** It emphasized obedience and loyalty.
- **D** It stressed the importance of trade.

TUESDAY



Objective 3.01 (Chapter 8.2)

- The Silk Roads played an important role during the Han dynasty because they
 - **A** brought China into a global trade network.
 - **B** helped bring silk production to China.
 - **c** allowed China to export goods and ideas to Japan.
 - **D** helped to protect northern China from invaders.

WEDNESDAY



Objective 2.04 (Chapter 8.3)

- During his rule, Ashoka contributed to Indian society through all of the following ways except
 - **A** by improving roads and transportation.
 - **B** through his policy of taxation.
 - **c** in the construction of stone pillars.
 - **D** in his efforts to spread Buddhism.

THURSDAY



(Chapter 8.1, 8.2, 8.3, 8.4)

- Which of the following correctly identifies an empire or dynasty with its achievement?
 - A Han—created the civil-service system
 - **B** Gupta—built the Great Wall
 - **c** Maurya—invented the wheelbarrow
 - **D** Qin—invented paper

FRIDAY



Objective 2.04 (Chapter 8.4)

- During the Gupta period Indian trade helped link
 - A the Mediterranean world and China.
 - **B** rich and poor.
 - C Hindus and Buddhists.
 - **D** north India and south India.

MONDAY



Objective 6.06, 8.05 (Chapter 9.2)

- The conflict between Sunni and Shia Muslims began
 - A when Muhammad died.
 - **B** before Muhammad was born.
 - **c** with the Abbasid Dynasty.
 - **D** when Muslims built Mecca.

TUESDAY



Objective 8.02 (Chapter 9.1)

- Which of the following is a similarity between Islam, Judaism, and Christianity?
 - A Each religion originated in Arabia.
 - **B** Each teaches followers to fast during its holy month.
 - **c** Each is a monotheistic religion.
 - **D** Each believes that Muhammad is the last of God's prophets.

WEDNESDAY



Objective 2.06 (Chapter 9.2)

- The Muslim Empire expanded to all of the following areas except
 - A Spain
 - **B** Egypt
 - **C** Persia
 - **D** Russia

THURSDAY

Objective SCG.3.01 (Chapter 9.2)



- According to the map, the country with the most Shia Muslims is
 - A Iran.
 - B Turkey.
 - C Saudi Arabia.
 - D Iraq.

FRIDAY

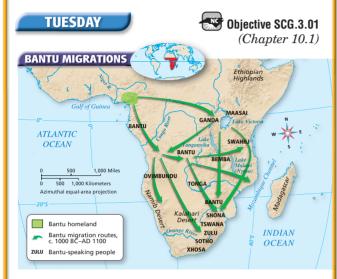


Objective 2.06 (Chapter 9.3)

- What role did Muslims play in global trade?
 - **A** They traded gold to the rest of the world.
 - **B** They connected traders in the East and the
 - **C** They did not participate in global trade.
 - **D** They were the first to use coins in trade.



- Which of the following played the most important role in early African society?
 - A village priests
 - **B** the individual
 - c kings and queens
 - **D** the family



- 2 In what general direction did the Bantu migration routes travel?
 - A southeast
 - **B** southwest
 - **C** northeast
 - northwest

WEDNESDAY



- What made the East African coast a center of world trade?
 - A valuable trade items such as silk and glass
 - **B** its location on the Indian Ocean
 - **c** large cities with walls for protection
 - **D** powerful armies in Aksum and Ethiopia

THURSDAY



- The power of West African kingdoms such as Ghana and Mali was largely based on their
 - **A** use of camels for transportation.
 - **B** conversion to Islam.
 - **c** control of the salt and gold trades.
 - **D** location along major trade routes.

FRIDAY



Objective 2.07 (Chapter 10.3)

- Mansa Musa's pilgrimage to Mecca was significant because it
 - **A** brought Mali's great wealth to the attention of other kingdoms.
 - **B** caused the price of gold to rise.
 - brought great riches to the people of Mali.
 - **D** introduced camels to Arabia and Europe.

MONDAY



Objective 3.01 (Chapter 11.1)

- The Tang and Sui dynasties strengthened the power of the central government by
 - A outlawing the production of weapons.
 - **B** banning the export of silk.
 - **c** reforming the bureaucracy.
 - **D** encouraging new farming techniques to increase rice production.

TUESDAY



Objective 2.05 (Chapter 11.1)

- The compass and paper money were Chinese innovations that resulted from
 - **A** the introduction of advanced warfare.
 - contact with Japan and Korea.
 - **c** the creation of the civil-service system.
 - the increased importance of trade.

WEDNESDAY



Objective 2.05 (Chapter 11.2)

- Which of the following was an effect of Mongol rule in China?
 - A an increase in international trade
 - the spread of Mongol culture and religion
 - **c** the invention of gunpowder
 - **D** the introduction of horses to China

THURSDAY



Objective 2.05, 8.02 (Chapter 11.3)

- The chief religion in early Japan was
 - A Buddhism
 - **B** Shinto
 - **c** Confucianism
 - Heian

FRIDAY



Objective 8.04 (Chapter 11.3)

- China influenced the development of Japan's
 - A military.
 - social classes.
 - written language.
 - geography.



Objective 2.06 (Chapter 12.1)

The Byzantine Empire emerged from

- **A** the eastern portion of the Roman Empire.
- **B** Rus settlements along the Baltic Sea.
- **c** the union of the Angles and the Saxons.
- **D** barbarian tribes in Italy.

TUESDAY



Objective 2.06 (Chapter 12.1)

Why was Justinian's law code significant?

- **A** It outlawed slavery in the empire.
 - **B** It gave Justinian the title of emperor.
 - **C** It established Christianity as the official religion of the Byzantine Empire.
 - **D** It collected Roman laws into a simple and clear system of law.

WEDNESDAY



Objective 2.06 (Chapter 12.1)

Over time, the culture of the Byzantine Empire was increasingly influenced by

- A China.
- B Greece.
- C Russia.
- **D** Western Europe.

THURSDAY



Objective 8.01 (Chapter 12.2)

What led to the spread of Orthodox Christianity into Eastern Europe and Russia?

- A the Byzantines' conquest of Kiev
- **B** Alexander Nevski's defeat of the Teutonic **Knights**
- **c** the development of the Cyrillic alphabet
- **D** the split between the Catholic Church and the Orthodox Eastern Church

FRIDAY



Objective 2.06, 8.04 (Chapter 12.2)

Which of the following is an example of Byzantine influence on Russia?

- A the founding of Kiev
- **B** the rise of the Golden Horde
- **c** the establishment of the Russian Orthodox
- **D** the development of canon law

MONDAY



Objective 1.02. 3.02 (Chapter 13.3)

"I... shall be to you both faithful and true, and shall owe my Fidelity unto you, for the Land that I hold of you, and lawfully shall do such Customs and Services, as my Duty is to you, at the times assigned."

> —from *The Manner of Doing* Homage and Fealty

This quote *most likely* reflects the attitudes of what members of the feudal system?

- A kings
- **B** vassals
- **C** peasants
- **D** lords

TUESDAY



Objective 6.01 (Chapter 13.3)

2 In the manorial system, serfs

- **A** had all the same rights as peasants.
- **B** could be bought and sold like slaves.
- **c** were not full citizens and had few rights.
- **D** could not have children.



WEDNESDAY Objective 3.02 (Chapter 13.5)

Which of the following explains the great power of medieval popes?

- A Popes controlled the religious lives of almost everyone in Asia.
- **B** Popes developed the feudal system.
- **c** Popes had the power to name kings and
- **D** Popes held influence over politics and religion.

THURSDAY



Tobjective 3.02, 8.03, 8.04 (Chapter 14.1)

What effect did the Crusades have on the economy of Europe?

- A led to an increase in trade between East and West
- **B** ended the feudal system in Europe
- **c** led to the decline of towns and cities
- **D** introduced Islam to Europe

FRIDAY



Objective 3.02, 8.03 (Chapter 13.4)

The ideas of the Magna Carta

- A widened the king's power.
- **B** helped form ideas that are part of modern democracies.
- **c** made nobles more powerful than the king.
- **D** are no longer important.



Objective 3.03 (Chapter 15.1)

- 1 Renaissance art, literature, and education were greatly influenced by
 - A the invention of the compass.
 - **B** ancient Greek and Roman achievements.
 - **c** the love of beauty.
 - **D** a renewed emphasis on religion.

TUESDAY

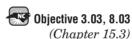


Objective 3.05 (Chapter 16.4)



- The voyage of enslaved Africans across the Atlantic Ocean was known as the
 - A Middle Passage.
 - **B** African-American Passage.
 - **C** Long Voyage.
 - **D** Passage of the Enslaved.

WEDNESDAY



- Whose actions helped spark the Protestant **Reformation?**
 - A Michelangelo's
 - B Lorenzo de Medici's
 - C John Calvin's
 - **D** Martin Luther's

THURSDAY



Objective 3.04 (Chapter 16.1)

- Which of the following was a reason for **European overseas exploration?**
 - A the desire to spread Christianity
 - **B** the need for more land for Europe's growing population
 - **c** the lack of resources in Europe
 - **D** the drive to compete with Chinese explorers

FRIDAY



Objective 3.05 (Chapter 16.3)

- How did the Columbian Exchange impact life in the Americas?
 - A Thousands of farmers in the Americas were left without lands to farm.
 - **B** Population in the Americas boomed as a result of the introduction of new foods.
 - **c** European diseases devastated the Native American population.
 - **D** Native empires were overthrown in the search for gold.

MONDAY



Objective 3.01, 3.02 (Chapter 17.1)

- In the 1300s what Muslim empire expanded into Europe?
 - A the Ottoman Empire
 - **B** the Safavid Empire
 - c the Mughal Empire
 - **D** the Ming Empire

TUESDAY



Objective 3.01, 3.02 (Chapter 17.2)

- By the 1500s Muslim empires controlled all of the following regions except
 - A the Byzantine Empire.
 - India.
 - C Japan.
 - D Persia.

WEDNESDAY



Objective 3.01 (Chapter 17.3)

- Under what dynasty did China expand to its largest size?
 - A Ming
 - Qing
 - Tokugawa
 - **D** Yuan

THURSDAY



Objective 3.01 (Chapter 17.3)

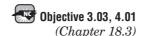
- China's Zheng He is significant because he
 - **A** created laws to limit contact with foreigners.
 - **B** moved the Chinese capital to Beijing.
 - c led the rebellion that overthrew the Yuan dynasty.
 - **D** led several voyages of exploration and trade.

FRIDAY



Objective 3.01, 6.01 (Chapter 17.4)

- Japanese feudalism differed from European feudalism in that it featured
 - A no code of ethics for samurai to follow.
 - a shogun as a powerful central authority.
 - a class of strong professional warriors.
 - **D** no exchange of land between lords and vassals.



- The English Bill of Rights is an important document because it
 - A sparked the English Civil War.
 - limited the power of the monarch.
 - **c** restored the English monarch to power.
 - **D** created the Estates General.

TUESDAY



Objective 3.01 (Chapter 18.3)

- Why did Henry VIII create the Protestant **Church of England?**
 - A to destroy Parliament's power
 - **B** as a statement of war against the Catholic Church
 - **c** to divorce his first wife
 - **D** to show that he had divine rights

WEDNESDAY



Objective 7.02 (Chapter 19.1)

- Which of the following is a benefit of the **Scientific Revolution?**
 - A advances in physics, biology, and chemistry
 - **B** Boyles Revolution
 - **C** The Middle Ages
 - **D** The Inquisition

THURSDAY



Objective 6.02 (Chapter 19.2)

- Which Enlightenment thinker argued that people were born with certain natural rights?
 - A Adam Smith
 - **B** Baron de Montesquieu
 - C John Locke
 - **D** Thomas Hobbes

FRIDAY



Objective 4.01 (Chapter 19.3)

- How did the American Revolution express the ideals of the Enlightenment?
 - A American Patriots supported absolute monarchy.
 - **B** Colonists revolted against a government that failed to protect their rights.
 - **C** The Patriots wanted to establish a free market economy.
 - **D** The new American government granted equal rights to women.

MONDAY



Objective 4.01 (Chapter 20.1)

- 1 All of the following were causes of the French Revolution except
 - A economic problems
 - **B** support for Enlightenment ideas
 - **c** social inequalities
 - **D** the desire for a strong ruler

TUESDAY



Objective 4.02

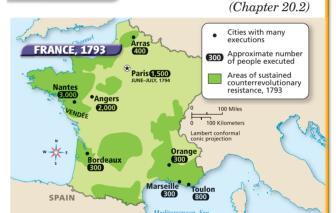
(Chapter 19.3, 20.2)

- One similarity between the French and American revolutions was that they both
 - **A** led to a period of terror and violence.
 - resulted in the execution of the monarch.
 - **c** established basic rights and freedoms.
 - **D** led to the establishment of constitutional monarchies.

WEDNESDAY



Objective SCG.3.01



- Which of the following areas did not experience counterrevolutionary activity?
 - A Arras
 - **B** Bordeaux
 - **C** Nantes
 - **D** Paris

THURSDAY



Objective 4.01 (Chapter 20.4)

- Which event played the greatest role in Napoleon's defeat?
 - A the Russian campaign
 - **B** the Continental System
 - **c** the Congress of Vienna
 - **D** the Battle of the Nile

FRIDAY



Objective 4.02 (Chapter 20.4)

- Which of the following was a result of the Congress of Vienna?
 - A It established democratic governments throughout Europe.
 - **B** It created a powerful European Army.
 - **c** It led to the downfall of Napoleon.
 - **D** It restored monarchies to power in Europe.



- 1 What factor explains Great Britain's industrialization?
 - A improvements in social equality
 - **B** growth of private investment
 - **C** increasing political instability
 - **D** expansion of cottage industries

TUESDAY



Objective 7.03 (Chapter 21.2)

- Which of the following most likely explains the rise of labor unions?
 - **A** Factory owners wanted better-trained workers.
 - **B** Governments began regulating businesses.
 - **C** The need for more workers was increasing.
 - **D** Workers wanted their interests heard.

WEDNESDAY



Objective 1.03 (Chapter 21.3)

- Which statement describes a market economy?
 - A Strict regulations govern businesses.
 - **B** Businesses and individuals are free to compete for trade.
 - **C** The government dictates what factories will produce.
 - **D** Skilled workers are in high demand.

THURSDAY



Objective 1.03 (Chapter 21.3)

- 4 In contrast to capitalism, socialism proposed that
 - A there should be no industry.
 - B businesses and individuals should own and control industry.
 - **c** society or the government should own and control industry.
 - **D** the workers should own and control industry.

FRIDAY



Objective 7.03 (Chapter 22.3)

- Which of the following was a result of the increase in leisure time?
 - A the demand for entertainment increased
 - **B** the number of factory workers decreased
 - **c** mass transportation improved
 - **D** suburbs developed

MONDAY



Objective 7.03 (Chapter 23.1)

- How did industrialization lead to reform movements?
 - **A** Factory owners called for economic reforms.
 - **B** The lack of industrialization in some industries led to a call for change.
 - **C** The increased prosperity of factory workers and middle-class citizens led them to demand political change.
 - **D** Industrialization did not affect the reform movement.

TUESDAY



Objective 6.06 (Chapter 23.2)

"It is a crime to punish the minds of the lowly and the humble, to exasperate the passions of reaction and intolerance, while seeking shelter behind odious [horrible] anti-Semitism, which, if not suppressed, will destroy the great liberal France of the Rights of Man."

-Emile Zola, "J'accuse"

- Emile Zola was inspired to write "J'accuse" by what event in the late 1890s?
 - A nationalism
 - Zionism
 - c the Civil War
 - D the Dreyfus Affair

WEDNESDAY



Objective 4.05 (Chapter 23.3)

- Unlike the French revolutions of the 1800s. the revolutions in Latin America sought
 - A independence.
 - **B** a return to absolute monarchy.
 - **c** Communist government.
 - **D** improvements in factory conditions.

THURSDAY



Objective 4.03 (Chapter 24.1)

- What two European countries experienced unification movements in the mid-1800s?
 - **A** France and Germany
 - Portugal and Poland
 - **C** Germany and Italy
 - **D** Austria and Spain

FRIDAY



Objective 4.04 (Chapter 24.4)

- Which of the following was a reform of Czar **Alexander II?**
 - A He funded the construction of the Trans-Siberian railroad.
 - **B** He freed the Russian serfs.
 - **C** He established a constitutional monarchy.
 - **D** He granted women the right to vote.



Objective 3.07 (Chapter 25.1)

- Why did India stop exporting textiles to Asia in the 1800s?
 - A Britain closed India's textile factories.
 - **B** Other Asian countries boycotted India.
 - **C** It was better for India to export raw materials.
 - **D** India's cotton crop suffered from a drought.

TUESDAY



Objective 3.04 (Chapter 25.1)

- What allowed European empires to gain a foothold in Asia and Africa?
- A Asian and African rulers were eager to trade.
 - **B** European rulers negotiated for trade rights.
 - **C** Asian and African leaders began converting to Christianity.
 - **D** European leaders took advantage of their military superiority.

WEDNESDAY



Objective 3.05 (Chapter 25.2)

- What effect did the opening of foreign trade have on Japan?
 - A It encouraged Japan to modernize.
 - **B** It led to the establishment of democracy.
 - **C** It created tensions between Japan and China.
 - **D** It led to war between Japan and Great Britain.

THURSDAY



Objective 1.02, 3.04 (Chapter 25.3)

"My desire is to open a path to this district [of Africa], that civilization, commerce, and Christianity might find their way there."

- —David Livingstone's Cambridge Speech of 1857
- What reasons does Livingstone give for wanting to colonize Africa?
 - A trade, religion, and to civilize the Africans
 - B gold, land, and slaves
 - **c** expansion of the slave trade and control of trade routes
 - **D** formation of alliances and trade

FRIDAY



Objective 3.04, 3.06 (Chapter 25.4)

- During the age of imperialism, in what part of the world did the United States most frequently exert its influence?
 - A Africa
 - **B** Latin America
 - **C** China
 - **D** Russia



Objective 5.01 (Chapter 26.1)

- What event triggered World War I?
 - A Germany's invasion of Russia
 - **B** the assassination of Austria's archduke
 - **c** the sinking of the *Lusitania*
 - **D** the invention of trench warfare

TUESDAY

MONDAY



Objective 5.01 (Chapter 26.2)

- Tanks and aircrafts were first used during which war?
 - A French Revolution
 - **B** Russian Revolution
 - World War I
 - **D** World War II

WEDNESDAY



Objective 4.04, 5.01 (Chapter 26.3)

- What effect did the Russian Revolution have on World War I?
 - **A** It forced Russia to withdraw from the war.
 - **B** It left Germany with no more allies.
 - **c** It led to the defeat of Austria-Hungary.
 - D It encouraged the United States to enter the war.

THURSDAY



Objective 4.04 (Chapter 26.3)

- Why is Vladimir Lenin a significant figure in Russian history?
 - A He created Russia's first legislative body.
 - **B** He instituted a Communist regime in Russia.
 - **C** He curbed the government's control of the Russian economy.
 - **D** He was the commander of Russian forces in World War I.

FRIDAY



Objective 5.01, 5.03 (Chapter 26.4)

- What was the main purpose of the Treaty of Versailles?
 - A to ensure that another world war could not take place
 - **B** to punish Germany for its role in the war
 - **c** to punish Russia for withdrawing from the war
 - **D** to reward the United States for entering the war



Objective 5.01 (Chapter 27.1)

- 1 After World War I nationalist movements in European colonies increased as a result of
 - A the fear that colonists might be pulled into another costly war.
 - **B** the lack of financial support from Europe.
 - **c** the fear that European nations would demand more resources to rebuild after the war.
 - the colonists' belief that they had earned their freedom by fighting in the war.

TUESDAY



Objective 6.04 (Chapter 27.2)

- 2 How did the U.S. government respond to people's troubles under President FDR?
 - A lowered taxes
 - **B** did not change in any way
 - **c** helped people emigrate from the country
 - **D** created public works programs and gave people jobs

WEDNESDAY



Objective 5.03 (Chapter 27.2)

- How did the Great Depression in the United States affect foreign nations?
 - A U.S. companies stopped exporting goods abroad.
 - **B** Nations were forced to borrow money from the United States.
 - **C** World trade slowed dramatically.
 - **D** It had little effect on most nations.

THURSDAY



Objective 5.02, 5.03 (Chapter 27.3, 27.4)

- In what way were Germany and Japan similar during the 1930s?
 - **A** Both joined an alliance with the Soviet Union.
 - **B** Both established colonies in the Pacific.
 - **c** Both built up their military forces.
 - **D** Both had Communist governments.

FRIDAY



Objective 4.04 (Chapter 27.4)

- Which of the following tactics did Joseph Stalin use to further his plan for economic modernization?
 - A He worked to improve political rights for women.
 - **B** He instituted a policy of collectivization of small farms.
 - **C** He loosened government control of industry.
 - **D** He encouraged capitalist ideas and beliefs.

MONDAY



Objective 5.03 (Chapter 28.1)

- Which of the following is an example of German aggression prior to World War II?
 - A Germany remained neutral.
 - Germany reclaimed and militarized the Rhineland.
 - **c** Germany gave up control of Austria.
 - **D** Germany signed a treaty with Russia.

TUESDAY



Objective 5.03 (Chapter 28.1)

- What event triggered World War II?
 - A Germany invaded Poland.
 - **B** Italy attacked North Africa.
 - **C** Japan bombed Pearl Harbor.
 - **D** Germany and the Soviet Union signed a nonaggression pact.

WEDNESDAY



Objective 5.03 (Chapter 28.2)

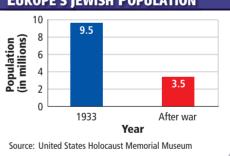
- Which battle was a turning point in the war in the Pacific?
- A Battle of El Alamein
- **B** Battle of the Bulge
- **c** Battle of Midway
- **D** Battle of Stalingrad

THURSDAY



Objective 5.03, 6.02 (Chapter 28.3)

EUROPE'S JEWISH POPULATION



- What was the likely cause of the population change depicted in the graph above?
 - A the dropping of atomic bombs
 - B the Nazi's Final Solution
 - c the London Blitz
 - **D** the invasion of the Soviet Union

FRIDAY



Objective 5.03 (Chapter 28.4)

- What two countries emerged from World War II as the world's most powerful nations?
 - A the United States and Japan
 - **B** Great Britain and the United States
 - c the Soviet Union and Germany
 - the United States and the Soviet Union



Objective 5.04 (Chapter 29.1)

- Which of the following was a cause of the **Cold War?**
 - A The Soviet Union set up Communist governments in Eastern Europe.
 - The United States refused to force Germany to pay reparations.
 - **c** Soviet officials were charged with war crimes during the Nuremberg Trials.
 - **D** The United States refused to loan money to the Soviet Union after the war.

TUESDAY



Objective 5.05 (Chapter 29.1)

- The goal of the Truman Doctrine was to
 - A permanently divide Europe between East and West.
 - **B** rebuild the war-torn nations of Eastern Europe.
 - **c** remove Stalin from power in the Soviet Union.
 - **D** prevent the spread of communism.

WEDNESDAY



Objective 5.04 (Chapter 29.2)

- All of the following are results of the U.S.-Soviet rivalry during the Cold War except
 - A the Cuban missile crisis.
 - **B** the development of a nuclear arms race.
 - **c** the creation of Israel.
 - D the Red Scare.

THURSDAY



Objective 5.04 (Chapter 29.3)

- The fall of the Berlin Wall in 1989 has become a symbol of
 - A the Cold War.
 - **B** Germany's economic collapse.
 - **c** the collapse of communism.
 - **D** ethnic tensions in Eastern Europe.

FRIDAY



Objective 5.05, 8.05 (Chapter 29.4)

- Since the end of the Cold War, the United States has been chiefly involved in conflicts in
 - A the Middle East.
 - **B** Southeast Asia.
 - **C** Eastern Europe.
 - **D** Africa.

MONDAY



Objective 4.05 (Chapter 31.1)

- 1 What impact did World War II have on independence movements in Africa and Asia?
 - A African natives gained political strength by ruling the colonies during the war.
 - **B** The cost of the war made European nations more determined to hang on to their colonies' wealth.
 - **C** Independence movements emerged as European countries lost power after the war.
 - **D** The atrocities of the war led many Africans to oppose foreign control.

TUESDAY



Objective 8.05 (Chapter 31.3)

- The Zionist movement, immigration into Palestine, and the Holocaust led to
 - **A** the creation of a Jewish state in Palestine.
 - **B** the Persian Gulf War.
 - **c** the Iranian Revolution.
 - **D** the OPEC oil embargo.

WEDNESDAY



Objective 5.04 (Chapter 32.1)

- **During the Cold War, the United States** became involved in Latin America in order to
 - **A** support the rights of the poor.
 - gain valuable natural resources.
 - **c** stop the spread of communism.
 - **D** end the rule of brutal dictators.

THURSDAY



Objective 8.04 (Chapter 33.1)

- The process by which countries are linked through trade and culture is known as
 - A urbanization.
 - **B** international cooperation.
 - **c** globalization.
 - **D** free trade.

FRIDAY



Objective 3.02 (Chapter 33.2)



- According to predictions, what percent of the world will be urbanized by 2020?
 - A less than 30 percent
 - **B** about 40 percent
 - c about 60 percent
 - **D** over 50 percent