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WORLD HISTORY
**HUMAN
LEGACY**

MODERN ERA

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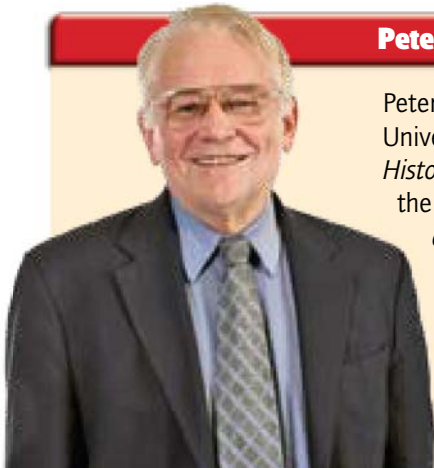
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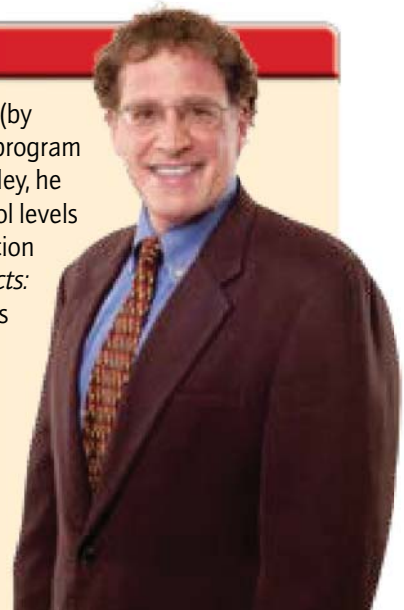
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California Standards History–Social Sciences

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

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California Standards

History–Social Sciences

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7.9 Students analyze the historical developments of the Reformation.



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California Standards

History–Social Sciences

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California Standards

History–Social Sciences

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7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

7.5 Students analyze the geographic, political, economic, religious, and social structures of Medieval Japan.



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California Standards History–Social Sciences

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- 10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.



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California Standards History–Social Sciences

- 7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.
- 7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Enlightenment).
- 10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.



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California Standards

History–Social Sciences

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California Standards
History–Social Sciences

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California Standards
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California Standards

History–Social Sciences

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

11.1 Students analyze the significant events in the founding of the United States and its attempts to realize the philosophy of government described in the Declaration of Independence.

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California Standards

History–Social Sciences

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.



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California Standards
History–Social Sciences

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**California Standards****History–Social Sciences**

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10.6 Students analyze the effects of the First World War.

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**California Standards****History–Social Sciences**

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10.7 Students analyze the rise of totalitarian governments after World War I.

10.8 Students analyze the causes and consequences of World War II.

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California Standards

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California Standards

History–Social Sciences

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California Standards

History–Social Sciences

10.9 Students analyze the international developments of the post–World War II world.

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.



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California Standards
History–Social Sciences

- 10.9** Students analyze the international developments of the post–World War II world.
- 10.10** Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.



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California Standards
History–Social Sciences

- 10.9** Students analyze the international developments of the post–World War II world.
- 10.10** Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.



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California Standards

History–Social Sciences

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10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).



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California Standards
History–Social Sciences

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).



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Charts, Graphs, and Time Lines

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



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Russia in Turmoil

August 1914 Russia enters World War I on the side of the Allied Powers.



March 1917

Russian citizens revolt and force Czar Nicholas II to give up power. A provisional government is established.

November 1917

In the Bolshevik Revolution, Communists led by Vladimir Lenin take over the Russian government.



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◀ A Bolshevik poster seeks to recruit soldiers during the Russian Civil War.



December 1922

The Soviet Union is formed.

March 1918 The Bolshevik government signs the Treaty of Brest-Litovsk, which ends Russian involvement in World War I.

November 1920 After three years of fighting, the Russian Civil War ends with a Bolshevik victory.

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Themes of History

No 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

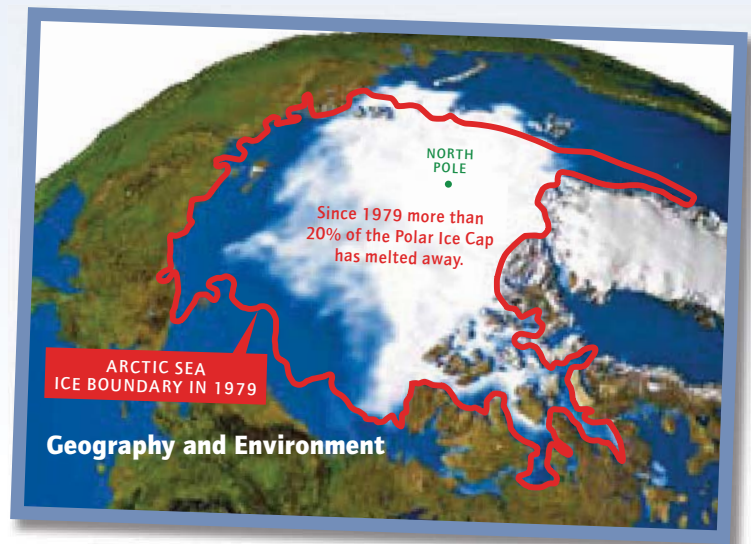
Because resources are scarce and people's needs and wants are many, every society needs an economic system by which to allocate available resources. Economic systems may change—from a simple barter system to today's complex global capitalism—but the need to order the exchange of goods, services, and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

Focus on Themes

Government and Citizenship

The 1789 Declaration of the Rights of Man and of the Citizen described how the French government would treat its citizens. The first article of the declaration states, "Men are born and remain free and equal in rights." The declaration uses the word men, but many asserted that the article applied to women, too. That women were equal to men was a truly revolutionary idea, and it frightened many people in France and the rest of Europe.

EQUALITY THEN Equality was a key goal of the National Convention, which took control of France in 1792. Determined that everyone should be treated the same, the Convention went so far as to ban the titles *messieur* and *madame*, the French equivalents of *Mr.* and *Mrs.* These titles, Convention leaders argued, had been derived from the words for *lord* and *lady*—noble titles—and should be abolished. Instead, people were required to address one another as "Citizens." For example, when King Louis XVI was overthrown, he became Citizen Capet, after his family's ancient name.

Despite the government's intentions, however, people were not treated equally. Women in particular had few rights. Although many women had taken part in the Revolution, they were not allowed to participate in the new government. Other people banished from the government included servants, men under 25, and people who did not pay taxes.

► THEN Parisians marching on the Legislative Assembly.



▲ NOW Young workers in Rennes, France, protest unfair working conditions.

EQUALITY NOW Just as it was in France during the French Revolution, the idea that all people are equal is important in democracies around the world today. In most modern democracies, all citizens—men and women—are free to take part in the government. In addition, laws have made it illegal to discriminate against people based on their gender, race, occupation, or income.

In spite of the progress made by many democracies, equality for all is still a goal—not a reality—for many governments and their citizens. In many places, for example, women cannot vote, hold office, drive cars, or even appear in public alone. Consequently, groups of people all around the world are working hard to make equality a reality. The ideal of equality supported in the French Revolution, though not fully achieved, is alive in the world today.

Skills **UNDERSTANDING THEMES**

- 1. Summarize** What does the Declaration of the Rights of Man and of the Citizen say about equality?
- 2. Analyze** How did the treatment of women during the French Revolution differ from the Declaration's goals?
- 3. Predict** Do you think women around the world will gain rights or lose rights in the future? Why?

THE FRENCH REVOLUTION AND NAPOLEON 209

The Contemporary World, 1945–Present

Themes & Global Connections

ECONOMIC SYSTEMS

How is globalization changing the world's economic systems? Globalization is the process by which countries are linked through trade and culture. Improvements in mass communication and modern transportation technologies have allowed people, goods, and information to spread around the globe faster than ever before. As a result, global and regional trade are growing, and countries are increasingly linked economically and culturally.

Global Culture
A global culture is developing as people have more access to the same information and products.

Free Trade
Regional trade organizations that seek to lower trade barriers and increase trade among countries are growing.

Growth of Trade
Global and regional trade are growing as the world economy expands.

Outsourcing
Companies are sending more work overseas, creating jobs in some places but eliminating them in others.

Interdependence
Countries are relying on each other more than ever for goods and services.

Multinational Corporations
Large companies that operate around the world are growing in size and influence.

ENVIRONMENTAL CHALLENGES TODAY

Geography and Environment
What environmental challenges are affecting the world's people and places? As populations and economies grow, so too does the need for resources and the demands on the environment. The challenge that people face around the globe is how to balance growth and development with practices that will help preserve and protect the natural resources and environments that we depend on.

Using Resources Wisely People need to use resources to survive, and using them in a sustainable way can be a major challenge.

Protecting the Environment Living in and using the earth's environment while protecting them is a challenge as populations grow and development spreads.

Reducing Pollution Preventing and cleaning up pollution of the land, water, and air is a challenge in many places.

Fighting Global Warming Reducing greenhouse gases without disrupting economies is an international challenge.

Skills Focus **UNDERSTANDING THEMES**


How have globalization, challenges facing society, and environmental issues affected the community you live in? Read a local newspaper to gather information about current events in your community. Then create a chart like the one and use it to describe how these global themes are affecting the area where you live.

	Effects on My Community
Globalization	
Social Challenge	
Environmental Challenge	

Global Connections

With globalization, places around the world are connected more than ever before. The people, cultures, and economies in one place can affect those of other places far away.

Making Connections This map shows the store locations and major franchise locations of a multinational coffee company. How does the information on this map help you see the effects of globalization around the world? Write a short essay identifying the effects of globalization based on this map.



THE CONTEMPORARY WORLD 619

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: The Human Legacy, Modern Era, California Edition 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.

HOW TO USE YOUR TEXTBOOK



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 photograph or painting. Look for the California History-Social Science standards.

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

THEMATIC CONNECTIONS: The World at War, 1914-1945
Themes & Global Connections

GOVERNMENT AND CITIZENSHIP
How did nationalism affect government and citizenship in World Wars I and II?
Nationalism, which was a driving force behind the world wars of the 1900s, had many effects on government and citizenship in Europe. Nationalism led to government actions to support the war effort, such as rationing and conscription. It also led to a sense of duty and sacrifice among citizens.

EFFECTS OF NATIONALISM ON GOVERNMENT AND CITIZENSHIP IN EUROPE, THE U.S., AND ASIA
Nationalism led to government actions to support the war effort, such as rationing and conscription. It also led to a sense of duty and sacrifice among citizens.

SCIENCE AND TECHNOLOGY
How did industrialization change the science and technology of warfare?
Industrialization brought new weapons and technologies to warfare, such as machine guns, tanks, and aircraft carriers. It also led to the development of chemical and biological warfare.

CAUSES AND EFFECTS OF MODERN WARFARE TECHNOLOGIES
Military engineers developed new technologies that changed the way wars were fought. New weapons, such as machine guns, tanks, and aircraft carriers, made wars more deadly. It also led to the development of chemical and biological warfare.

GLOBAL CONNECTIONS
World Wars I and II affected many areas of the world. In the United States, it led to the development of the atomic bomb and the space program. It also led to the development of the United Nations and the Cold War.

U.S. BOAT ATTACKS 1914-1915
A map showing the locations of U.S. boat attacks in the Pacific Ocean during World War I. The attacks were carried out by the Japanese Navy against U.S. merchant ships.

Chapter Review

CHAPTER 3 Chapter Review

Visual Story Guide
Asian Empires, 1200-1800

Ottoman Empire
• Sultan Mehmed II led the empire from Constantinople in 1453.
• The empire expanded its control over the Balkans and the Middle East.
• The empire was a major power in the world for centuries.

Safavid Empire
• Shah Ismail I founded the empire in Persia in the 1500s.
• The empire was a major power in the Middle East.
• The empire was a major power in the world for centuries.

Mughal Empire
• Babur founded the empire in India in the 1500s.
• The empire was a major power in South Asia.
• The empire was a major power in the world for centuries.

China
• The Ming and Qing dynasties ruled China from the 1300s to the 1900s.
• China was a major power in East Asia.
• China was a major power in the world for centuries.

Japan
• The Tokugawa shoguns ruled Japan from the 1600s to the 1800s.
• Japan was a major power in East Asia.
• Japan was a major power in the world for centuries.

Korea
• The Joseon dynasty ruled Korea from the 1300s to the 1900s.
• Korea was a major power in East Asia.
• Korea was a major power in the world for centuries.

California Standards
1.2.1 Explain how the geography, public, economic, and cultural changes in the world since 1200 have shaped the world today.
1.2.2 Explain how the geography, public, economic, and cultural changes in the world since 1500 have shaped the world today.
1.2.3 Explain how the geography, public, economic, and cultural changes in the world since 1750 have shaped the world today.
1.2.4 Explain how the geography, public, economic, and cultural changes in the world since 1900 have shaped the world today.

CHAPTER 3 1200-1800
New Asian Empires

Timeline
1200: Muslim conquests in the Middle East and North Africa.
1250: Mongol conquests in Asia.
1300: Ottoman Empire rises in Anatolia.
1500: Safavid Empire rises in Persia.
1500: Mughal Empire rises in India.
1600: Tokugawa shoguns rule Japan.
1600: Joseon dynasty rules Korea.
1800: Qing dynasty rules China.
1900: European imperialism in Asia.

California Standards
1.2.1 Explain how the geography, public, economic, and cultural changes in the world since 1200 have shaped the world today.
1.2.2 Explain how the geography, public, economic, and cultural changes in the world since 1500 have shaped the world today.
1.2.3 Explain how the geography, public, economic, and cultural changes in the world since 1750 have shaped the world today.
1.2.4 Explain how the geography, public, economic, and cultural changes in the world since 1900 have shaped the world today.

Reading Prompts
1. How did the geography of the region affect the development of the empire?
2. How did the public, economic, and cultural changes in the region affect the development of the empire?
3. How did the geography of the region affect the development of the empire?
4. How did the public, economic, and cultural changes in the region affect the development of the empire?

Writing Prompts
1. How did the geography of the region affect the development of the empire?
2. How did the public, economic, and cultural changes in the region affect the development of the empire?
3. How did the geography of the region affect the development of the empire?
4. How did the public, economic, and cultural changes in the region affect the development of the empire?

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:

SECTION 3
Revolution in Russia

BEFORE YOU READ

Main Idea
The war and social unrest combined to push Russia to the edge of a revolution. The events that followed led to Russia's exit from the war and became a major turning point in world history.

Reading Focus
1. What was Russia's biggest enemy in World War I?
2. What were the main events of the Russian Revolution?
3. What major events took place after the Russian Revolution?

Key Terms and People
Bolsheviks
Georgy Rasputin
Marinov Leninism
Leon Trotsky
New Economic Policy

FOCUS QUESTIONS
1. How could an illiterate peasant control the Russian Empire?
2. How did the Russian Revolution begin?
3. How did the Russian Revolution end?

THE MADMAN BEHIND THE THRONE

4 Known as the Mad Monk, Rasputin had great power over Russia.

The California History-Social Science Standards appear at the beginning of each section.

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.

HOW TO USE YOUR TEXTBOOK

PRIMARY SOURCES
Lenin's Call to Power

Lenin wrote "Call to Power" on October 24, 1917—according to the old Russian calendar—urging Russians to rise up and seize power from the provisional government.

"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 people, by the masses, by the struggle of the armed people."
"... We must not wait. We must act at once, this very evening, this very night, arrest the government, having first disarmed the officer units, and so on."
"We must not wait! We must lose everything..."
"All districts, all regiments, all forces must be mobilized at once."
"The government is forever! It must be given the death-blow at all costs."

FOCUS QUESTIONS
1. Explain what Lenin meant by "Call to Power."
2. Analyzing Primary Sources: What words does Lenin use to try to convince readers to follow his instructions? See Skills Handbook, p. 102.

Test Prep and Practice

Holt World History: Human Legacy, Modern Era, California Edition 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.

Standards Assessment tests appear at the end of every unit. They assess material from the California History-Social Sciences standards covered in the chapters.

CHAPTER 9
Document-Based Investigation

Independence in Latin America

Historical Context These four documents are quotations of several Latin American revolutionaries who were instrumental in achieving their nation's independence.

Task Study the documents and answer the questions that follow. Then, write an essay in which you analyze the documents and explain how they influenced the course of Latin American history.

Document 1: Simón Bolívar's Letter to the Congress of the United States (1811)

Document 2: Simón Bolívar's Letter to the Congress of the United States (1811)

Document 3: Simón Bolívar's Letter to the Congress of the United States (1811)

Document 4: Simón Bolívar's Letter to the Congress of the United States (1811)

Standards Assessment

1. What was the main purpose of Bolívar's letter to the Congress of the United States?

2. How did Bolívar describe the situation in Latin America?

3. What did Bolívar ask the Congress of the United States to do?

4. How did Bolívar describe the role of the United States in Latin America?

Standards Assessment

Directions Write your answer for each statement or question on a separate answer sheet. Choose the letter of the answer that best completes the statement or answers the question.

1. The U.S. offer to send troops after World War I was known as...

2. The events before the Cold War (1945-1991) were the beginning of what conflict?

3. What was the Vietnam War related to the domino theory?

4. What was the main purpose of the Cold War conflict between the United States and the Soviet Union?

5. What was the main purpose of the Cold War conflict between the United States and the Soviet Union?

6. What was the main purpose of the Cold War conflict between the United States and the Soviet Union?

7. What was the main purpose of the Cold War conflict between the United States and the Soviet Union?

8. What was the main purpose of the Cold War conflict between the United States and the Soviet Union?

9. What was the main purpose of the Cold War conflict between the United States and the Soviet Union?

10. What was the main purpose of the Cold War conflict between the United States and the Soviet Union?

Scavenger Hunt

Holt World History: Human Legacy: The Modern Era, California Edition opens a window on the past. Before you begin your journey into the past, take a minute to familiarize yourself with this book and its contents.

On a separate piece of paper, write the answers to the Scavenger Hunt questions below. Enjoy your journey.



- 1** How many units and chapters are in the book? How do you know?
- 2** Where in *Human Legacy* do you find the atlas?
- 3** The Reading Like a Historian section in the front of the book offers students instruction in various skills, such as analyzing primary sources. Name two other places in *Human Legacy* where you find additional Reading Like a Historian skill practice?
- 4** Where and how do you find key terms and people for Chapter 5, Section 2?
- 5** Where in *Human Legacy* do you find case studies on issues in particular parts of the world?
- 6** *Human Legacy* was created to help you master all of the California History and Social Sciences standards. Where do you find a description of these standards?
- 7** Where do you find review questions to help you study?
- 8** If you want help with test-taking strategies, where do you look?
- 9** Where do you look to find a list of all of the primary sources used?
- 10** Where can you find a map that gives you an introduction to Chapter 12?



Skills Handbook

with Test-Taking Strategies

Reading Skills

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Identifying Main Ideas and Details	H6
Sequencing	H7
Understanding Causes and Effects	H8
Understanding Comparison and Contrast	H9
Making Inferences	H10
Identifying Problems and Solutions	H11
Drawing Conclusions	H12
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Social Studies Skills

Interpreting Time Lines	H14
Interpreting Line and Bar Graphs	H15
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Interpreting Charts	H17
Interpreting Movement Maps	H18
Interpreting Historical Maps	H19
Analyzing Costs and Benefits	H20
Evaluating Information on the Internet	H21

Reading Like a Historian Skills

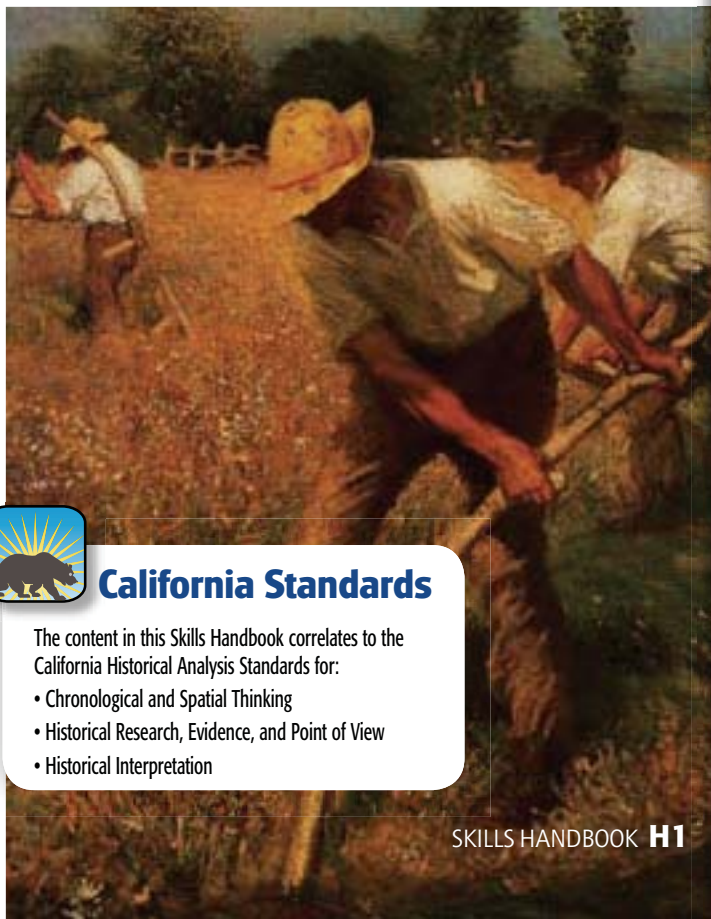
Reading Like a Historian by Dr. Sam Wineburg	H22
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Test-Taking Strategies

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California Standards

The content in this Skills Handbook correlates to the California Historical Analysis Standards for:

- Chronological and Spatial Thinking
- Historical Research, Evidence, and Point of View
- Historical Interpretation

Becoming an Active Reader

by Dr. Kylene Beers

Do 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.

- 1 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.
- 2 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.
- 3 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.
- 4 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.

SECTION 1 **Revolution and Intervention**

BEFORE YOU READ

MAIN IDEA
In reaction to economic and social conditions in Latin America after World War II, many Central American countries experienced conflicts that involved intervention by the United States.

READING FOCUS

1. What were some key economic and social trends in postwar Latin America?
2. How did the Cuban Revolution come about and what changes did it bring?
3. What other conflicts arose in Central America?

KEY TERMS AND PEOPLE
import-substitution led industrialization
Liberation Theology
Fidel Castro
Che Guevara
Sandinistas
junta
Contras

CALIFORNIA
SS.10.9.8 Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.
SS.10.10.2 Describe the recent history of the region, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

LAND FOR THE LANDLESS

Members of Brazil's Landless Workers' Movement march to the capital.

THE ISSUE Who has a right to a country's land? In Brazil, less than 2 percent of the land is owned by 10 percent of the population. There is only one way to force the government to expropriate (take) them. You think they'll do it if we write them a letter or is a waste of time, especially if you could talk to the priest, but if he's not your point? We have to organize and take action.

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 influence and wanted to keep communism out of the region. Shortly after World War II, the United States helped set up the Organization of American States (OAS), an organization of countries in the Americas that promotes economic and military cooperation. The OAS was strongly anticommunist.

Repeated U.S. attempts to oust Cuba's communist leaders failed. In 1961 a U.S.-trained invasion force of Cuban exiles landed in the Bay of Pigs, 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. 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 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 since 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 government 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 support. But when the Soviet Union collapsed in 1991, Cuba's economy suffered. Cuba has also suffered for decades because of a U.S. economic embargo.

Identify Cause and Effect
What were some of the causes and effects of the Cuban Revolution?

Other Conflicts
As in Cuba, economic inequality was a serious problem in other Central American countries. Yet economic conditions were not the only cause of conflicts. Political corruption and repression affected many places as well. In addition, U.S. support for anticommunist but corrupt governments stirred nationalist passions in Guatemala, El Salvador, and Nicaragua.

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 Guatemala.

Pressure from the United Fruit Company, along with concerns that Arbenz was a leftist, or radical, persuaded the U.S. government that Guatemala's president must be removed from power. The CIA 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 dictatorships in Guatemala.

The harshness of the government and the 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.

El Salvador Civil war also struck El Salvador, where military dictatorships kept power through unfair elections and repression. In 1980 government assassins gunned down Archbishop Oscar Romero, an outspoken government critic, as he 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-sponsored "death squads" roamed the countryside killing civilians suspected of aiding the opposition. The Reagan administration supported the Salvadoran government and the army by providing money and military aid. Violence continued into the 1990s.

READING SKILLS
Understanding Causes and Effects What caused conflicts in Central America?

ACADEMIC VOCABULARY
Intervene to enter into an event to affect its outcome

LATIN AMERICA 569

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:** *like-wise, 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

amendment a written change to a legal document

assessed evaluated or determined

blockade to isolate an enemy by using troops or warships

currency money

deviate to turn away from a course or topic

discrimination the act of treating a person differently because of race, gender, or national origin

displace to force to leave home or homeland

ethnic common background or culture

export item sent to other regions for trade

fundamental basic

generation group of people born and living about the same time

hypothesis assumption or theory

ideology a system of ideas, often political

immigrate to move to another country to live

import bring goods into a place or country

infrastructure public works, such as buildings and roads, that are needed to support a population

initiate to begin

institute to originate and establish

integrate to join together or blend

intervene to enter into an event to affect its outcome

invest to commit money in order to make a financial return

labor work

legislation laws or rules passed by a governing body

legitimacy the right to rule

Academic Word/Definition

liberal	supporter of political and social reform
preclude	to prevent something or someone from doing something
prejudiced	biased against a racial, religious, or nation group
privileges	special rights granted to certain people because of their position in society
proportion	the size or amount of a thing in relation to another thing
prosperity	wealth or success
rational	having reason or understanding
regime	a specific and often harsh government
region	an area with one or more common features
regulation	a law designed to control or govern conduct
sector	a subdivision of society
security	freedom from change or fear
stance	an attitude, position, or view about someone or something
subsequent	later; following in time
sufficient	enough of what is needed
theories	plausible general principles offered to explain what has been observed
utilize	to make use of
valid	correct or justified
violate	break or ignore
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. Important political or religious events are often seen to mark the beginnings of new eras. The ancient Romans, for example, measured dates by the years in the reign of an emperor. Japan today officially does the same thing. From 1911 to 1949, China, by contrast, dated events

from the overthrow of the last of its emperors, making 1929, for instance, "the 18th year of the Republic."

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.

Chronological Terms

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

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

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

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

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?

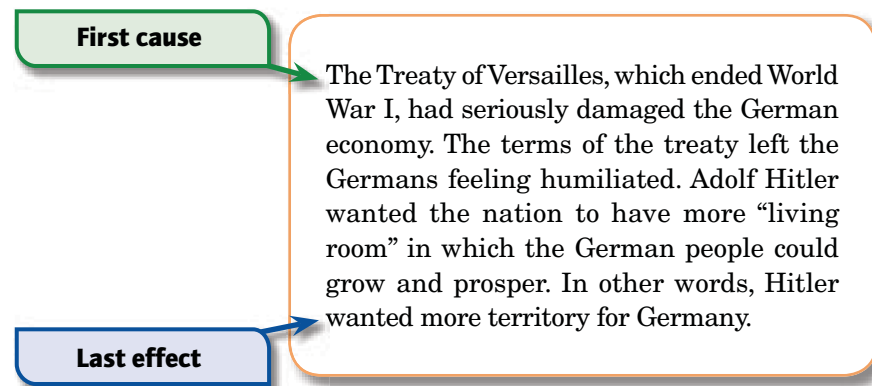
Identifying Causes and Effects

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

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?

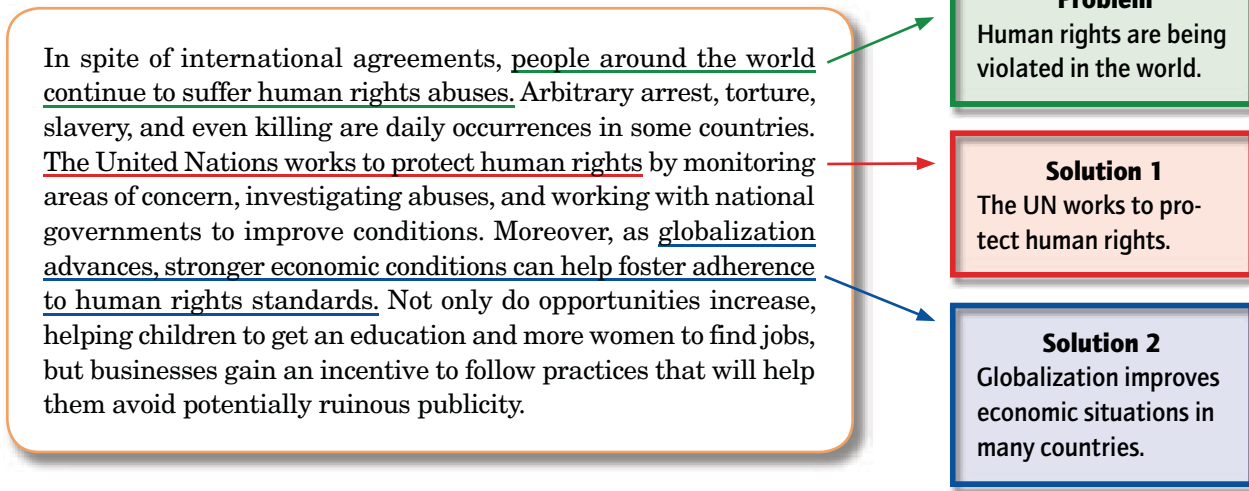
Identifying Problems and Solutions

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.



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

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

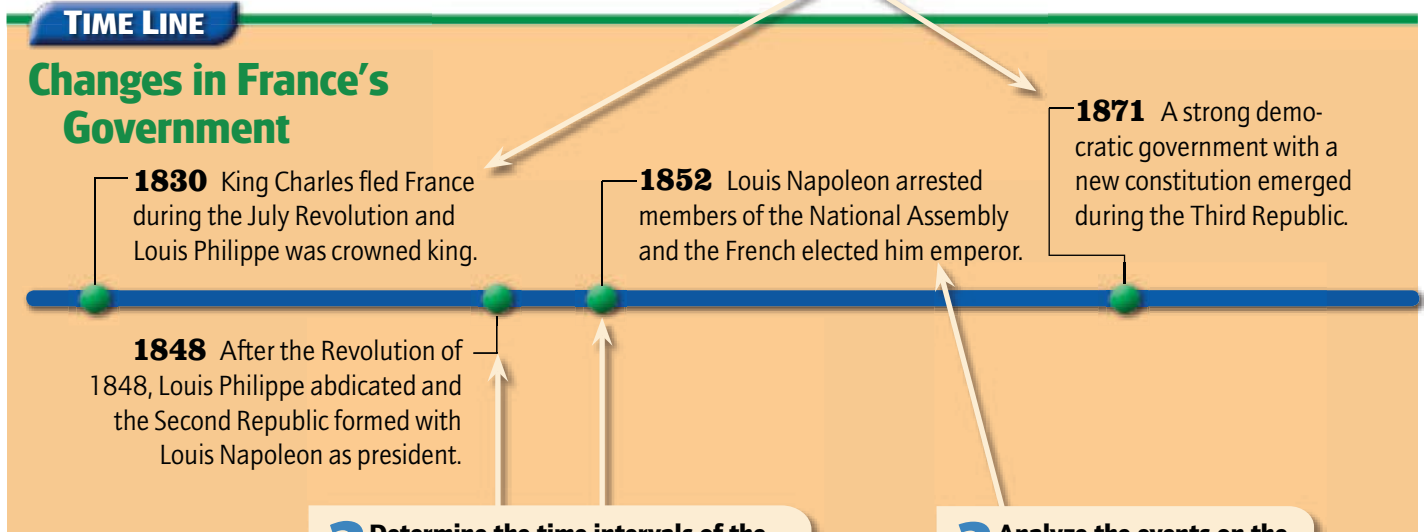
A **time line** organizes events that occurred during a specific period of time into chronological order. It has a beginning date and an ending date. The *time span* is the years between the beginning date and the ending date. *Time intervals* mark shorter increments of time within the time span. They 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.

1 Identify the time span of the time line.
Look at the beginning date and the ending date to determine the time period.



2 Determine the time intervals of the time line.
Check to see whether the years are evenly spaced. Determine whether the time is divided by decades, by centuries, or by another division.

3 Analyze the events on the time line.
Recognize the types of events that the time line describes and determine how they are related.

Apply the Skill

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

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 *horizontal 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.

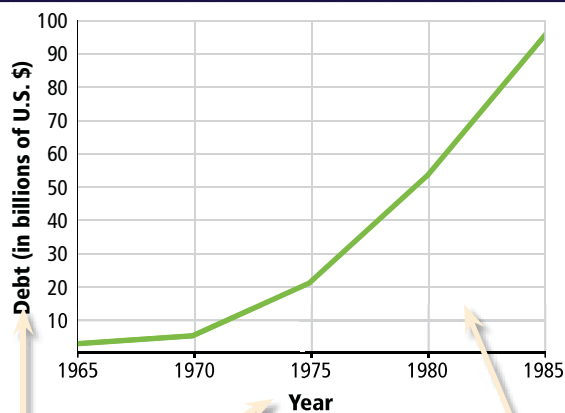
Learn the Skill

Use the following strategies to interpret the line graph.

Use the following strategies to interpret the bar graph.

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

BRAZIL'S FOREIGN DEBT, 1965–1985



Sources: *The Brazilian Economy: Growth and Development; A Dívida Externa Brasileira 1964–1982: Evolução e Crise*

2 Read the horizontal and vertical axis labels.

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

3 Analyze the information on the graph.

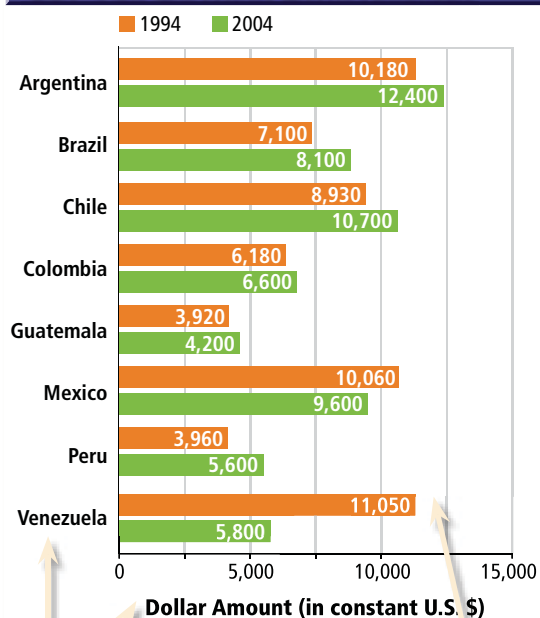
Look at the slant of the line. The closer the line is to being parallel to the horizontal axis, the slower the change. The closer the line is to being perpendicular to the horizontal axis, the quicker the change.

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?

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

GDP PER CAPITA IN LATIN AMERICA



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

2 Read the horizontal and vertical axis labels.

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

3 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.

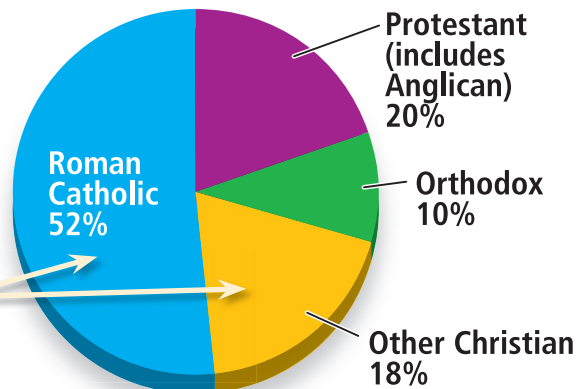
Learn the Skill

Use the following strategies to interpret the pie graph.

1 Read the title of the graph.

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

CHRISTIAN FOLLOWERS WORLDWIDE, 2004



2 Read the percentages.

Compare the sizes of each piece within the graph.

3 Analyze the information on the graph.

Determine what the percentages tell about the subject of the pie graph.

Apply the Skill

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-to-read 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.

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

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

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

MAJOR JAPANESE EVENTS 1929 TO 1940

QUICK
FACTS

- 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.

▼ Japanese troops in Shanghai, China



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?

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 they have affected.

Learn the Skill

Use the following strategies to interpret movement maps.



Apply the Skill

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

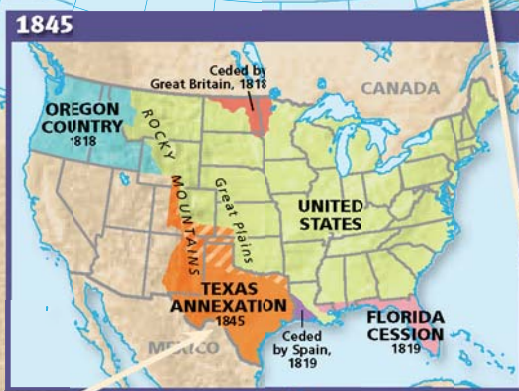
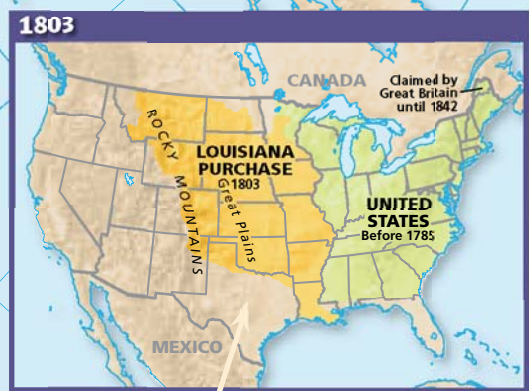
Historical maps provide information about a place at a certain time in history. You can use historical maps to locate historical events, to learn how geography influences history, or to trace human interaction with the environment. Historical maps can show information such as population density, economic 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.

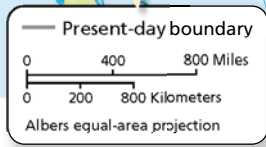
1 Read the title and legend.
The title will help you identify the subject and the purpose of the map. The legend explains the meaning of the symbols and the colors on the map.

Westward Expansion of the United States



2 Identify the areas that have changed.
Note which parts of the map changed as time passed.

3 Analyze how places have changed over time.
Compare and contrast the differing areas and think about the historical events that led to these changes.



Apply the Skill

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

Analyzing Costs and Benefits

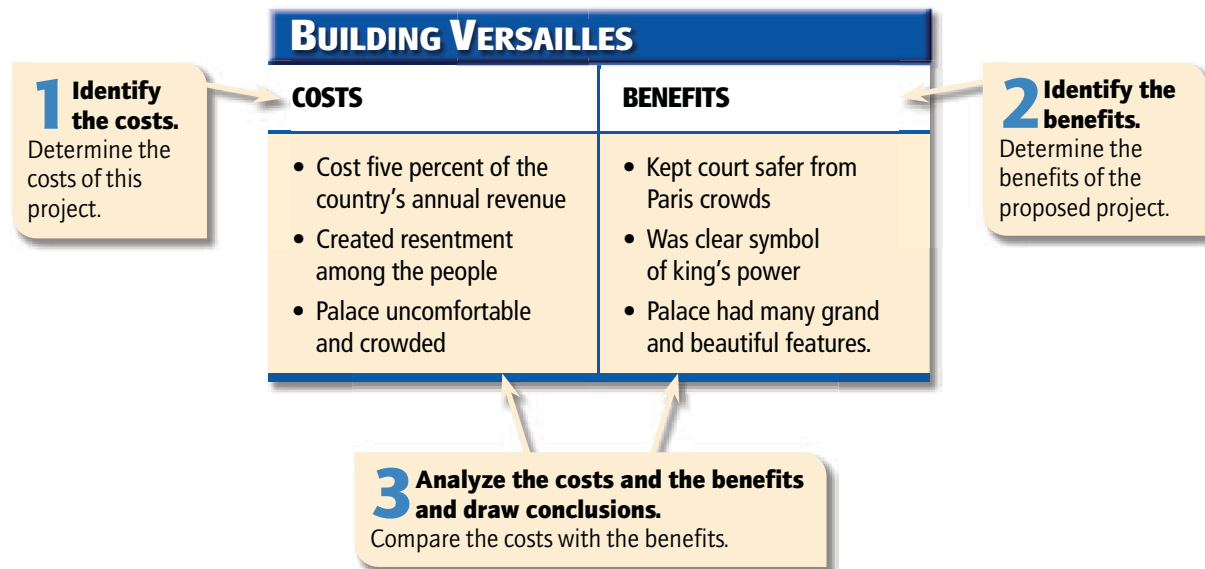
Define the Skill

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.



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.

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 Identify the Web site's domain.

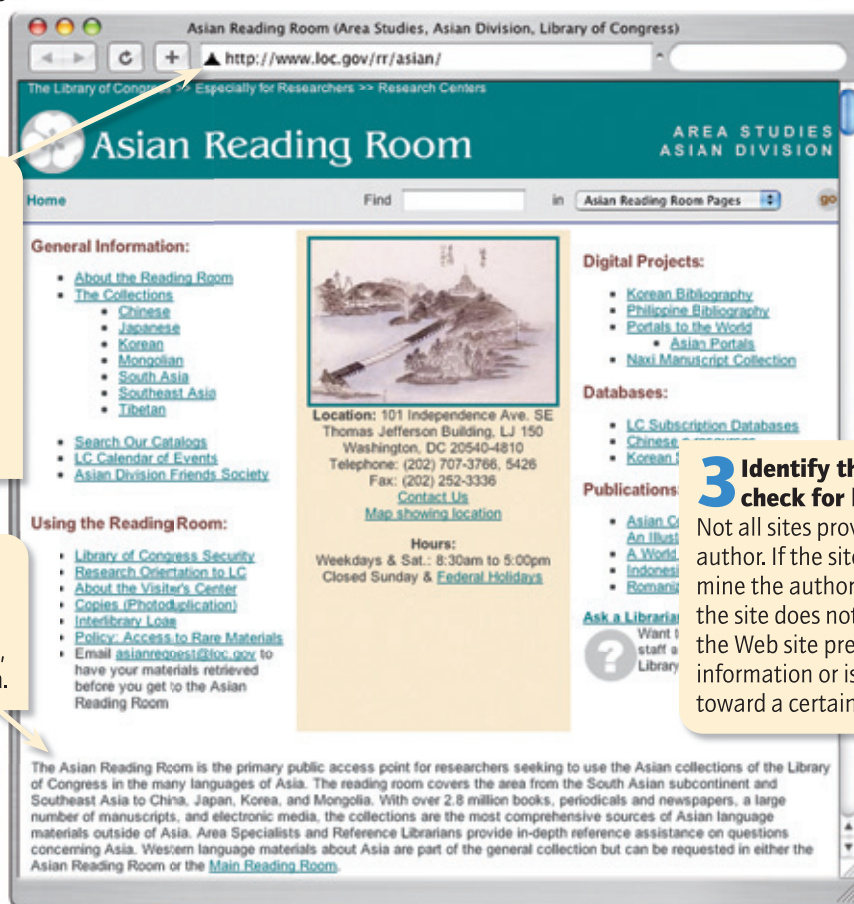
Determine who sponsors the Web site. Web sites sponsored by reputable organizations, educational institutions, and government agencies usually provide accurate and reliable information.

2 Understand the purpose of the site.

Find out whether the purpose of the site is to inform, to persuade, or to entertain.

3 Identify the author and check for bias.

Not all sites provide you with an author. If the site does, try to determine the author's credentials. If the site does not, decide whether the Web site presents balanced information or is overly biased toward a certain point of view.



Apply the Skill

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

What 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.

PRIMARY SOURCES

The Treatment of Native Americans

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 terrible 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 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 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 evils as the Spaniards if their first 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 Spaniards 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?
- 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.

World Literature

Leo Tolstoy (1828–1910)

About the Reading Leo Tolstoy’s novel *War and Peace*, published from 1865 to 1869, is considered one of the greatest novels of all time. It follows the lives of five Russian families in the early 1800s and presents a picture of Russian society during this time. In the passage below, two of the novel’s characters, Pierre Bezukhov and Prince Andrew Bolkonsky, argue about whether or not people should live their lives to help others or to help themselves.

AS YOU READ Think about how Prince Andrew views Russia’s serfs.

Excerpt from
War and Peace
by Leo Tolstoy

“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 it 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. The third thing—what else was it you talked about?” and Prince Andrew crooked a third finger. “Ah, yes, hospitals, medicine. He has a fit, he is dying, and you come and bleed him and patch him up. He will drag about as a cripple, a burden to everybody, for another ten years. It would be far easier and simpler for him to die. Others are being born

Painter of the Serfs, by Grigoriy Myasoyedov, 1872

This painting shows Russian serfs in the 1800s.

and there are plenty of them as it is. It would be different if you grudged losing a laborer—that’s how I regard him—but you want to cure him from love of him. And he does not want that. And besides, what a notion that medicine ever cured anyone! Killed them, yes!” said he, frowning angrily and turning away from Pierre.

Skills Focus **READING LIKE A HISTORIAN**

IBSS 10.2.5 ELA L R3.12

go.hrw.com
World Literature
Keyword: SHL.WR12

- Describe** How would you describe Prince Andrew’s attitude toward Russia’s serfs?
- Interpret Literature as a Source** Do you think this novel accurately portrays the views of some upper-class Russians toward serfs? Why or why not?

See **Skills Handbook**, p. H28

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.”

CHAPTER 7 Document-Based Investigation

Child Labor

Historical Context The four documents below tell us about child labor during the early Industrial Revolution and how different people saw the issue.

Task Examine the documents and answer the questions that follow. After you have studied the documents, you will be asked to write an essay describing the connection between child labor and public attitudes. Use evidence from these selections and the chapter to support the position you take in your essay.

DOCUMENT 1

Interview with Elizabeth Bentley

In 1815 the British Parliament sent out researchers to interview child workers and learn more about factory conditions. Here is an excerpt from an interview with a young woman who had worked in a textile mill.

Q What were the hours of labour when you were not so thengyal [busy]?

A From six in the morning till seven at night.

Q What time was allowed for meals?

A Forty minutes at noon.

Q Had you any time to get your breakfast or drinking?

A No, we had to get it as we could.

Q Do you consider doffing a laborious employment?

A Yes.

Q Constantly?

A Yes.

DOCUMENT 2

Children in Danger

Factory owners often preferred to hire children and women rather than men. Men expected higher wages, and employers suspected that they were more likely to rebel against the strict rules and conditions that were common in factories. The children were subject to harsh punishment if they were late, fell behind in their work, or talked too much.

DOCUMENT 3

Children in the Mines

Children were also hired to work in Great Britain’s coal mines. In this drawing, you see an older, stronger worker wearing a harness and pulling a cart full of coal. Smaller children push the cart from behind.

DOCUMENT 4

Speech in the House of Commons, 1832

John Charles Spencer was a member of the British Parliament’s House of Commons. Although he supported some reforms for child workers, he was against a proposed law to limit their work day to 10 hours. Here he addresses Michael Sadler, a fellow member who proposed the law, in a speech.

I am of the opinion that the effect . . . must necessarily be a fall in the rate of wages, or, what is more probable, that children would cease to be employed at all in manufactories. How I appeal to the honorable member whether a measure which would prevent children from obtaining any employment in factories would not be more injurious than beneficial to the labouring classes?

As long as we have a manufacturing population in the kingdom it will be impossible to render their occupation as wholesome as that of agricultural labourers, or persons engaged in out-door labour. This is an evil that cannot be remedied. It is too late now to argue about the evolutionary nature of manufacturing employment. We have got a manufacturing population, and it must be employed. Any measure which shall have the effect of diminishing the means of employment to labourers engaged in manufactures will produce extensive misery.

Skills Focus: READING LIKE A HISTORIAN

DOCUMENT 1

1. Summarize What were some of the problems that Elizabeth Bentley faced at the factory?

2. Draw a Conclusion How does Elizabeth’s plain way of speaking affect your reaction to her testimony?

DOCUMENT 2

1. Describe What does the scene show?

2. Compare Does this illustration confirm or contradict what was said in Document 1? Explain your answer.

DOCUMENT 3

1. Describe What would happen to the small children if the worker in the harness were to fall or stumble?

2. Infer How do you think the person who drew this picture felt about children working in the mines?

DOCUMENT 4

1. Summarize What is Spencer’s main argument against the proposal to limit children’s workday to 10 hours?

2. Analyze What social class does Spencer seem to represent, and whose interests is he espousing?

DOCUMENT-BASED ESSAY QUESTION

What do you think were the connections among child labor, factory conditions, attitudes about capitalism, reactions to capitalism, and the rise of labor movements? Using the documents above and information from the chapter, form a thesis that might explain the general impact of child labor on public opinion. Then, write a short essay to support your position.

See *Skills Handbook*, pp. H25–H26

DOCUMENT 3

For decades, the United States has promoted free trade and capitalism around the world. It continues to do so today. In the early years of the twenty-first century, however, the United States ran up large budget and trade deficits.

DOCUMENT 4

Economic change is transforming India and China. In this article, the writer, who lives in the United States, talks about the cultural changes he observed when returned to visit his hometown of Mangalore, India.

“Back in 1991, when I left, about 300,000 people lived there. Since then its population has doubled but that doesn’t begin to describe its transformation. . . . [The] past decade has seen extraordinary change—and extraordinary excess—in Mangalore. The fastest-growing industry is education. During the 1980s, higher education became the only way out of a broken system for many frustrated young Indians. The best doctors and computer engineers had a fighting chance of nabbing a lucrative job offer from Silicon Valley [California] or Manhattan. So boys and girls throughout India streamed into colleges and institutes, where they studied calculus and organic chemistry with a passion that was probably unrivaled anywhere in the world. In recent years, the trend has accelerated. Mangalore had one medical college when I left; it now has five as well as at least four dental schools and 14 physiotherapy colleges. Some 350 schools, colleges and polytechnics are listed in

Historians must read sources critically. That requires understanding a source’s historical context—the knowledge and beliefs of the people at the time.

CHAPTER
19

Document-Based Investigation

Genetically Modified Crops



Historical Context The documents below provide information about the debate over genetically modified crops.

Task Examine the documents and answer the questions that follow. After you have studied all the documents, you will be asked to write an essay about genetically modified crops. You will need to use evidence from these selections and from the chapter to support the position you take in your essay.

Document 1

A Cartoonist's View

The cartoon at right was created by American cartoonist Andy Singer. Published in 2002, it shows a farmer singing about farm life while spraying crops, using the children's song "Old MacDonald Had a Farm" as a basis for the song's lyrics.



© Andy Singer. All rights reserved. www.andy-singer.com

Document 2

Norman Borlaug's Opinion

A scientist and crop researcher, American Norman Borlaug received the Nobel Peace Prize in 1970 for his work to end world hunger. In this 2002 interview, he speaks about the use of biotechnology and the development of genetically modified crops.

Biotechnology will help these [developing] countries accomplish things that they could never do with conventional plant breeding. The technology is more precise and farming becomes less time consuming. The public needs to be better informed about the importance of biotechnology in food production so it won't be so critical . . .

You can philosophize about this but I've been in the field for a long time and I believe genetically modified food crops will stop world hunger . . .

If we had continued practicing conventional farming, we would have cut down millions of acres of forest, thereby destroying wildlife habitat, in order to increase cropland to produce enough food for an escalating population. And we would have to use more herbicides in more fields, which would damage the environment even more. Technology allows us to have less impact on soil erosion, biodiversity, wildlife, forests, and grasslands.

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!

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

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—guide 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

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.

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

Learn the Skill

Use the following strategies to analyze this primary source.

1 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.

“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! ...”

2 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.

3 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.

Apply the Skill

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

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 Identify the subject and determine the medium that is being used.

Visuals can be a photograph, a piece of fine art, an advertisement, or a cartoon. The type of visual being used can help you determine the audience.

3 Examine the details and the way in which the subject is depicted.

The details in the visual that surround the main subject can help you determine how the subject is depicted and what the artist wants you to know about the subject.

2 Identify the credit line and title.

The credit line tells you who created the image and the title can give you clues as to what the artist intended the image to show.

4 Place the image in a historical context.

The time frame in which the image was created gives you an idea of what the artist's possible intentions were in creating the image. You can draw on your knowledge of that particular time period to help further your understanding of the image.



Death of Marat, by Jacques-Louis David, 1793

Apply the Skill

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.

Learn the Skill

Use the acronym BASIC to interpret political cartoons.



B 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.

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

S 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.

I Irony
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.

C 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.

Apply the Skill

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

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.

1 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.

2 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

“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.”

3 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.

Apply the Skill

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.

1 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.”

2 Examine the author's point of view.

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

3 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.

Apply the Skill

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.

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.

1 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.”

2 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.

3 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.

Apply the Skill

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.

1 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 Lugouqiao. 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.

2 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.

3 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.

Apply the Skill

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

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.

1 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

“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 London].

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

2 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.

3 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.

Apply the Skill

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

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.

1 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

“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.”

2 Define and analyze the main points in each argument.

Determine what each author is saying about the topic.

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.”

3 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.

Apply the Skill

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

Biographical Writing

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.

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

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

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 guide 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 your 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.

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.
<ul style="list-style-type: none"> • Conditions: Winter; horrible, mud-soaked roads; no food, attacks from Russian army and partisans. • How long: ... October to ... • Statistic: ... • Set up q...

Key Facts:
<ul style="list-style-type: none"> • 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 signals.

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

- 1 Read the stem carefully and review each of the answer options.**
- 2 Examine the question for key words and facts that indicate what the question is asking.**
- 3 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.
- 4 Eliminate answer options that you know are incorrect**
This will help you narrow down your choices.
- 5 Consider options such as *all of the above* and *none of the above* as you would any other possible response.**
- 6 Watch for modifiers.**
Answer options that include absolute words such as *always* or *never* are sometimes incorrect.
- 7 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.

- 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.
- 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.
- 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.

2 The word *best* indicates that you should look for the option that best explains why Henry broke from the church.

1
Stem
Answer Options

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

5 Absolute words such as *always*, *never*, *all*, *none*, and *every* often signal an incorrect option.

Answers: 1 (A), 2 (D), 3 (B), 4 (D)

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

1 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.

2 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.

3 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?

4 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

2 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

Answers: 1 (B), 2 (C)

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

1 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.

2 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.

3 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?

4 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 title, place, and date of the cartoon help us identify the subject as France on the eve of the French Revolution.

2 The priest and nobleman were common symbols of France's First and Second estates. The man under the rock represents the peasants and laborers of the Third Estate



3 Showing the peasant being literally crushed might indicate that the artist believed the Third Estate was suffering.

4 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 cartoon?

- 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.

Answers: 1 (D), 2 (A)

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

1 Read the title of the graph to determine its main idea

2 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.

4 Examine the label on the horizontal axis.

The horizontal axis usually tells you the time period the graph covers.

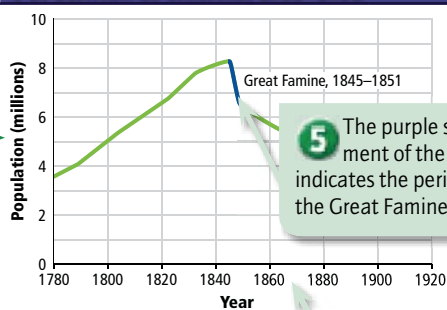
5 Read any legends or additional labels on the graph.

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

6 Identify any trends or patterns that the graph reveals.

7 Re-read the questions and review the graph to find the answers.

1 POPULATION OF IRELAND, 1780–1920

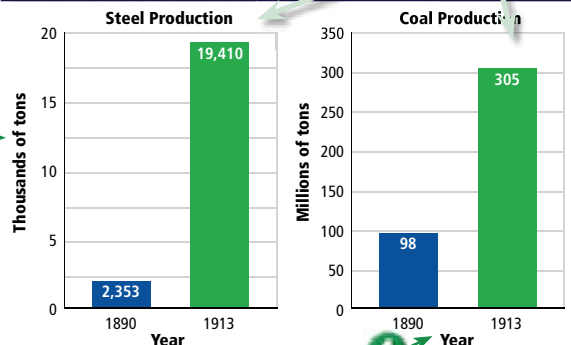


Source: Hearth Tax Returns, Irish Census

5 The purple segment of the line indicates the period of the Great Famine.

4 The graph covers the years 1780 to 1920.

1 GERMANY'S ECONOMIC GROWTH, 1890–1913



6 The bars indicate that German production of steel and coal was rising.

Source: World Atlas of World History

1. Which statement *best* summarizes the information in the line graph?

- 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.

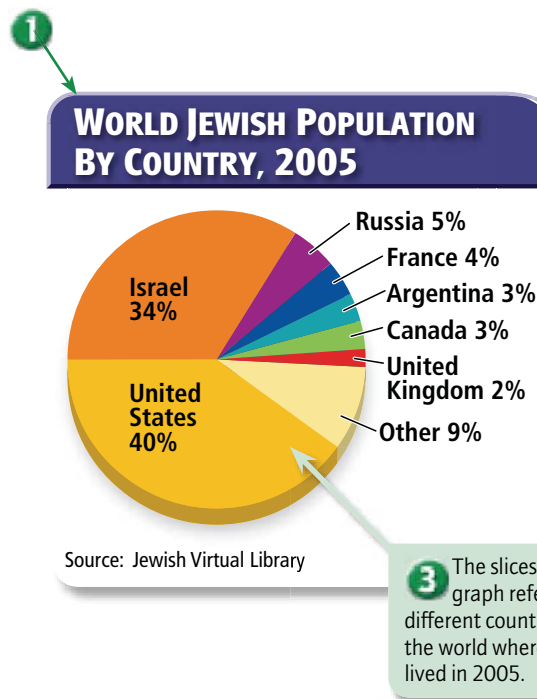
Answers: 1 (D), 2 (B)

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

- 1 Read the title of the graph to learn the topic and time period it covers.**
- 2 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.
- 3 Identify 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?
- 4 Draw 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?
- 5 If there are two graphs, compare and contrast them to identify and understand trends.**
- 6 Re-read the questions and review the graph to find the answers.**



- 2**
- 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.
- 4**

Answers: 1 (C), 2 (A)

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

1 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.

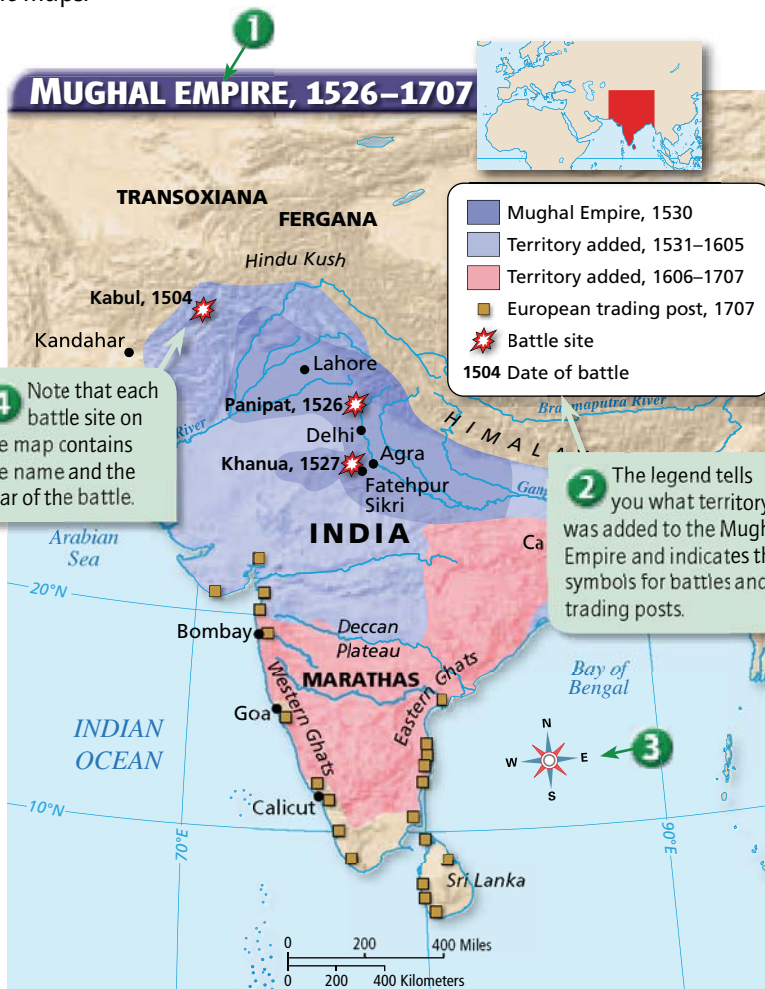
3 Examine the map's compass rose and scale.

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

4 Study the information provided on the map.

Read all the labels and study the other information, such as colors, borders, or symbols.

5 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

Answers: 1 (C), 2 (B)

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 multiple-choice 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 questions 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.

- 2 **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.

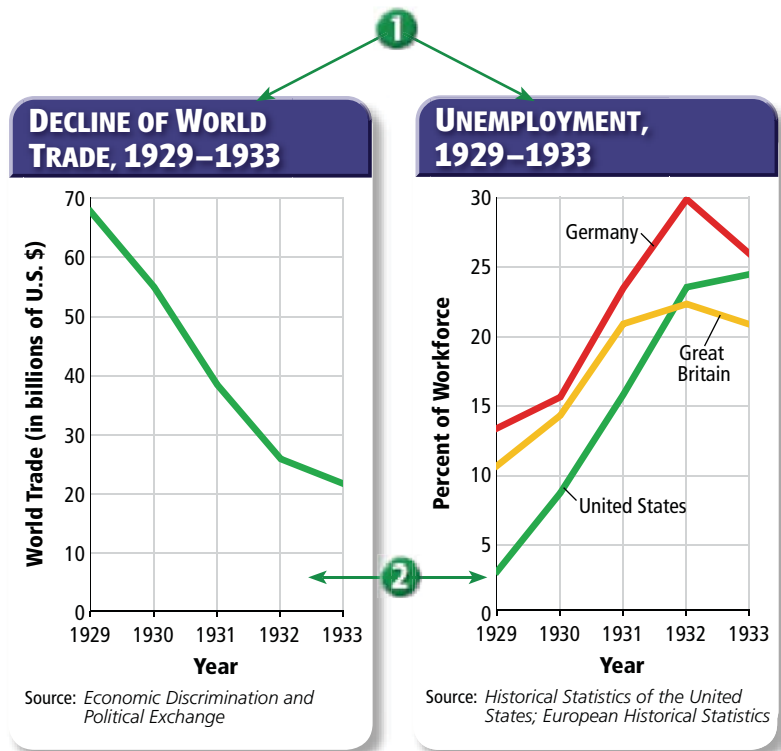
- 3 **Read the directions that accompany the questions.**

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.

- 4 **Re-read the questions and then use the document and your knowledge of the subject to find the answers.**

- 5 **Write your answers.**

Use the space provided to write your answers to each question.



- 3 **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.

- 4 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

- 1 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 sentence.**

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 QUICK FACTS	
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

1

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

- 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 restrict oil sales of its members so that each will receive a high price for their products.

5 Use facts and examples from the document to 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

1 Read the Historical Context information carefully.

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

2 Review the Task information.

The task provides you with directions for answering the document-based question.

3 Read the essay question carefully.

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

4 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.

5 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.

1

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.

2

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.

3 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 1

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

5

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.



6

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

9

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.

6 Read and answer each of the document-specific questions.

As you answer the questions, think about how each connects to the essay topic.

7 Return to the essay question to help you form a topic sentence or thesis.

8 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.

9 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.

Mastering the California World History, Culture, and Geography Standards



Welcome to world history. Throughout this course you will be studying the people and events that have made the modern world. Your textbook, *Holt World History: Human Legacy: Modern Era, California Edition*, was created specifically to address the California Grade Ten Content Standards for World History, Culture, and Geography: The Modern World. These standards are listed on pages CA3–CA7 of this textbook.

The California State Board of Education approved the History–Social Science Standards as a guide for what students should learn throughout the year. The Content Standards list the specific content, concepts, and themes that you should learn. The Historical and Social Sciences Analysis Skills, listed on page CA8, explain the critical thinking skills that you should develop.

Teachers use both the Content Standards and the Historical and Social Science Analysis Skills in tests to assess your understanding of world history. Becoming familiar with the Content Standards and the Historical and Social Science Analysis Skills will help you succeed during the school year.



▲ A lone democracy protester faces down tanks outside of Tiananmen Square, Beijing, in 1989.



History–Social Science Standards

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
 2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics*.
 3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.
 4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.
 5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).



▲ A painting of Napoleon, then a general, crossing the Alps.

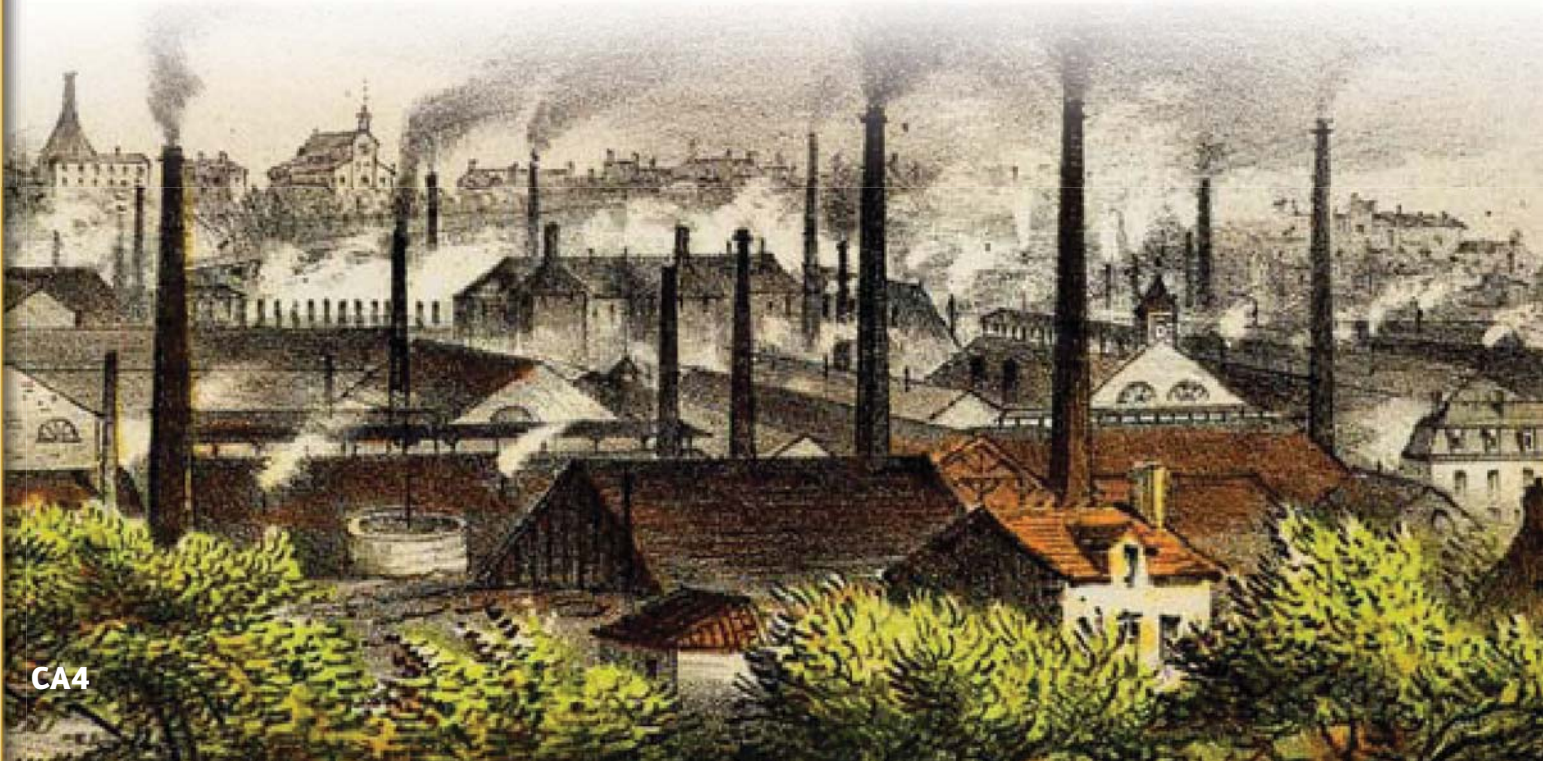
10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

1. Analyze why England was the first country to industrialize.
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.
7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

▼ Smoke from factories blackens the sky above the city of Le Creusot, France, in 1855.



10.5 Students analyze the causes and course of the First World War.

1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.”
2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.
5. Discuss human rights violations and genocide, including the Ottoman government’s actions against Armenian citizens.

10.6 Students analyze the effects of the First World War.

1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’s rejection of the League of Nations on world politics.
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway).



▲ A Bolshevik recruiting poster during the Russian Civil War.

10.7 Students analyze the rise of totalitarian governments after World War I.

1. Understand the causes and consequences of the Russian Revolution, including Lenin’s use of totalitarian means to seize and maintain control (e.g., the Gulag).
2. Trace Stalin’s rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

U.S. soldiers hit the beach at Normandy, on June 6, 1944, during World War II.



10.8 Students analyze the causes and consequences of World War II.

1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and

the Holocaust that resulted in the murder of six million Jewish civilians.

6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

10.9 Students analyze the international developments in the post-World War II world.

1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.
2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.
3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in

arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.

4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).
5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.
6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.
7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.
8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

▼ A political rally for a presidential candidate in Uruguay.





Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed *only in conjunction with* the content standards in grades nine through twelve.

In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.

3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

The Historical and Social Sciences Analysis Skills are cited throughout the text book.

CS = Chronological and Spatial Thinking

HR = Historical Research, Evidence, and Point of View

HI = Historical Interpretation



What Do the Standards Mean to Me?

Think of the California History–Social Science Standards as a guide to learning. The standards tell you what material you need to know and when you need to know it. There are different California History–Social Science Standards for each subject and each grade level.

Holt World History: Human Legacy: Modern Era, California Edition provides all of the information you need to master material outlined in the California History–Social Science Standards for Grade Ten. Throughout the book you will see notations indicating what content standard is being covered or reviewed. When you see these notations, you can be assured that you are studying material that standards require you to know.

Interpreting the Standards

Each History-Social Science Standard begins with a general statement that helps you identify the broader concept and subject matter being discussed. For example:

10.8 Students analyze the causes and consequences of World War II.

Standards are further organized into subcategories, or sub-standards, that support the main standards. These sub-standards identify more specific information that you need to know. Standard 10.8 has six sub-standards, including the one listed below.

10.8.1 Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.

Since this is a sub-standard of the main standard about the causes and consequences of World War II, you can infer that the German, Italian, and Japanese drives for empire in the 1930s were some of the causes of World War II.

Using the Standards in *Human Legacy*

- **Preview the chapter:** Read the main standards on the chapter opener page. They tell you what standards are covered in that chapter.
- **Preview the section:** Read the sub-standards on the section opener page. They tell you what standards are covered in that section.
- **As you read:** Think about the standards and take notes on relevant information.
- **Use the Countdown to Testing:** You can assess your understanding of the content and of the standards by referring to the practice questions in the Countdown to Testing section on pages CA10–CA22.

Preparing for Standardized Tests

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

Countdown to Testing

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

The screenshot shows a 'Countdown to Testing' page with two columns of practice questions. The left column is for 'WEEK 1' and the right column is for 'WEEK 2'. Each question is numbered and includes a reference code (e.g., HSS 10.1.1) and a link to relevant textbook material. A callout box points to the reference codes, stating: 'References at the end of each question direct you to relevant material in your textbook.'

There are 24 weeks of practice questions. There is one question for each day of the week.

Each Countdown question assesses a California History–Social Sciences Standard.

Other Test Prep and Practice

Other opportunities to prepare and practice for the test include:

- Test-Taking Strategies Handbook in the Student Edition
- Unit-level Standards Assessment in the Student Edition
- *Standards Review 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.

WEEK 1

MONDAY

 **HSS 10.1**
(Democratic Ideas)

- 1 The first democracy began in**
- A Greece
 - B Rome
 - C England
 - D the United States

TUESDAY

 **HSS 10.1.1**
(Democratic Ideas)

- 2 What contribution did Roman government make to the rise of democracy?**
- A They developed the concept of the citizen.
 - B They were the first to practice democracy.
 - C They practiced a separation of powers.
 - D They created town meetings.

WEDNESDAY

 **HSS 10.2.2**
(Democratic Ideas)

- 3 England's Magna Carta, Parliament, and Bill of Rights all helped**
- A establish a direct democracy.
 - B limit the power of the monarch.
 - C lead to the overthrow of monarchy.
 - D limit the power of citizens.

THURSDAY

 **HSS 10.2.1**
(Democratic Ideas)

- 4 According to Enlightenment thinkers, what was the goal of government?**
- A to collect taxes
 - B to expand its military and its territory
 - C to ensure the prosperity of its citizens
 - D to protect citizens' rights

FRIDAY

 **HSS 10.2**
(Democratic Ideas)

- 5 The American and French revolutions were similar in that they**
- A established representative governments.
 - B had the ultimate goal of independence.
 - C supported equal rights for women.
 - D led to the execution of the ruling kings.


WEEK 2

MONDAY

 **HSS 7.8, 7.8.1**
(Chapter 1.1)

- 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

 **HSS 7.8.5** (Chapter 1.1)




- 2 The painting above shows the Renaissance interest in depicting**
- A perspective.
 - B individuals.
 - C religious subjects.
 - D important church reformers.

WEDNESDAY

 **HSS 7.8.4** (Chapter 1.2)


- 3 Which of the following helped spread Renaissance ideas to northern Europe?**
- A the efforts of Lorenzo de Medici
 - B the printing press
 - C the writings of William Shakespeare
 - D the Christian church

THURSDAY

 **HSS 7.9.1** (Chapter 1.3)

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

FRIDAY

 **HSS 7.9.5** (Chapter 1.4)

- 5 As a result of the Counter-Reformation**
- A many new churches emerged throughout Europe.
 - B new religious orders were created to help reform the church.
 - C the pope gave up much of his political power.
 - D the Inquisition came to an end.

WEEK 3

MONDAY



HSS 7.11 (Chapter 2.1)

- 1 Which of the following was a cause of 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

TUESDAY



HSS 7.11.1 (Chapter 2.1)

- 2 Which of the following correctly identifies the European explorer with his key contribution?**
- A Christopher Columbus—circumnavigated the world
 - B Ferdinand Magellan—first European to reach Africa's Cape of Good Hope
 - C Vasco da Gama—discovered a sea route to India
 - D Bartolomeu Dias—first European to explore South America

WEDNESDAY



HSS 7.11.2 (Chapter 2.3)

- 3 What impact did the Columbian Exchange have on 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.

THURSDAY



HSS 7.11 (Chapter 2.4)

- 4 Which of the following explains the rise of slavery in the American colonies?**
- A the need for a labor force to work plantations
 - B the desire to convert Africans to Christianity
 - C the lack of permanent settlers
 - D the need for soldiers to defeat the Native Americans

FRIDAY



HSS 7.11.3 (Chapter 2.3)

- 5 What role did mercantilism play in the establishment of colonial empires?**
- A Mercantilism proposed that overcrowded countries seek new lands for colonies.
 - B Mercantilism promoted the establishment of the slave trade.
 - C Mercantilism supported the spread of Christianity to all parts of the world.
 - D Mercantilism encouraged countries to seek out colonies for sources of wealth and new markets.

WEEK 4

MONDAY



HSS 7.2 (Chapter 3.1)

- 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



HSS 7.2.4 (Chapter 3.2)

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

WEDNESDAY



HSS 7.3, 7.3.1
(Chapter 3.3)

- 3 Under what dynasty did China expand to its largest size?**
- A Ming
 - B Qin
 - C Tokugawa
 - D Yuan

THURSDAY



HSS 7.3.4 (Chapter 3.3)

“From the third year of Yongle till now we have seven times received the commission of ambassadors to countries of the western ocean . . . We have set eyes on barbarian regions far away.”

—from a Chinese inscription dated to 1431

- 4 The quote above most likely describes the**
- A establishment of the Ming dynasty.
 - B Warring States period in Japan.
 - C conquest of China by the Manchus.
 - D voyages of Zheng He.

FRIDAY



HSS 7.5, 7.5.3
(Chapter 3.4)

- 5 Japanese feudalism was similar to European feudalism in that it featured**
- A a code of ethics for samurai to follow.
 - B a powerful central authority.
 - C a class of professional warriors who governed.
 - D an exchange of land between lords and vassals.

WEEK 5

MONDAY



HSS 7.11 (Chapter 4.1)

- 1 Under the rule of Phillip II, Spain reached the peak of its wealth and power. What was the main source of Spain's wealth?**
- A** gold found by the Spanish Armada
 - B** taxes from citizens of its vast empire
 - C** riches from its American colonies
 - D** valuable trade with the Netherlands

TUESDAY



HSS 7.11 (Chapter 4.2)

- 2 King Louis XIV's famous quote, "I am the state," best expresses**
- A** his dislike of Protestants.
 - B** the great wealth of Russia.
 - C** the idea of absolute monarchy.
 - D** his desire to expand his empire.

WEDNESDAY



HSS 7.11 (Chapter 4.2, 4.4)

- 3 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.

THURSDAY



HSS 10.2.2 (Chapter 4.3)

- 4 The English Bill of Rights is an important document because it**
- A** sparked the English Civil War.
 - B** limited the power of the monarch.
 - C** restored the English monarch to power.
 - D** created the first English Parliament.

FRIDAY



HSS 7.11 (Chapter 4.4)

- 5 Which of the following is an example of the absolute rule of Peter the Great?**
- A** building an impressive castle at Versailles
 - B** granting the people the right to vote
 - C** traveling through Europe in disguise
 - D** gaining control of the Russian Orthodox Church

WEEK 6

MONDAY



HSS 7.10.3 (Chapter 5.1)

- 1 Which of the following is *not* a part of the scientific method?**
- A** form a conclusion prior to testing
 - B** form a hypothesis that can be tested
 - C** perform experiments to test the hypothesis
 - D** analyze the results to form a conclusion that either proves or disproves the hypothesis

TUESDAY



HSS 7.10.2 (Chapter 5.1)

- 2 What contribution did Nicolaus Copernicus make to the Scientific Revolution?**
- A** He concluded that the earth is the center of the universe.
 - B** He invented the microscope.
 - C** He developed the scientific method.
 - D** He theorized that the earth revolves around the sun.

WEDNESDAY



HSS 7.10 (Chapter 5.1)

- 3 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



HSS 10.2.1 (Chapter 5.2)

- 4 Which Enlightenment thinker argued that absolute monarchy was the best form of government?**
- A** Adam Smith
 - B** John Locke
 - C** Thomas Hobbes
 - D** Baron de Montesquieu

FRIDAY



HSS 10.2.3 (Chapter 5.3)

- 5 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 direct democracy.
 - D** The new American government granted equal rights to women.

WEEK 7

MONDAY



HSS 10.2 (Chapter 6.1)

- 1 Which of the following was a key cause of the French Revolution?**
- A the desire for independence
 - B dissatisfaction with the pope's power
 - C the desire for equal rights for women
 - D social inequalities

TUESDAY



HSS 10.2 (Chapter 6.1)

- 2 What type of government did the National Assembly establish at the beginning of the French Revolution?**
- A constitutional monarchy
 - B absolute monarchy
 - C representative government
 - D dictatorship

WEDNESDAY



HSS 10.2.4
(Chapters 4.3, 6.2)

- 3 How did England's Glorious Revolution differ from the French Revolution?**
- A It established a British empire.
 - B It created a representative government.
 - C It led to the execution of the British monarch.
 - D It was generally nonviolent.

THURSDAY



HSS 10.2
(Chapters 5.3, 6.2)

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

FRIDAY



HSS 10.2 (Chapter 6.2)

- 5 Following the Reign of Terror, the French government was controlled by**
- A Napoleon Bonaparte.
 - B a weak and inefficient Directory.
 - C the Jacobins.
 - D a king.

WEEK 8

MONDAY



HSS 10.2.5 (Chapter 6.3)

- 1 Why might the French people have been willing to support the rule of Napoleon?**
- A They wanted a strong ruler who could restore order.
 - B They hoped he would restore the king to power.
 - C They believed Napoleon could build a powerful empire.
 - D They wanted to revive the radical ideas of the Revolution.

TUESDAY



HSS 10.2.4 (Chapter 6.3)

- 2 As a result of Napoleon's rule,**
- A France industrialized.
 - B Russia became a major world power.
 - C British-French relations improved.
 - D nationalism spread throughout Europe.

WEDNESDAY



HSS 10.2.4 (Chapter 6.3)

- 3 All of the following were reforms Napoleon enacted to strengthen France *except***
- A the creation of a national bank to regulate the economy.
 - B the development of a uniform legal code.
 - C the introduction of freedom of the press.
 - D the establishment of a network of public schools.

THURSDAY



HSS 10.2.4 (Chapter 6.4)



- 4 What is the cartoon above *most likely* saying about Napoleon's grip on power?**
- A He controls everything with an iron fist.
 - B He is on the verge of losing control.
 - C He has no interest in gaining more power.
 - D He chooses to give his power to other leaders.

FRIDAY



HSS 10.2.5 (Chapter 6.4)

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

MONDAY



HSS 10.3.1 (Chapter 7.1)

- 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



HSS 10.3.5 (Chapter 7.1)

- 2 The factors of production are
- A education, industrialization, and economics.
 - B resources and industry.
 - C land, labor, and capital.
 - D transportation, communication, and investment.

WEDNESDAY



HSS 10.3.4 (Chapter 7.2)

- 3 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.

THURSDAY



HSS 10.3.2 (Chapter 7.2)

- 4 Which of the following was an effect of mass production?
- A More goods were available at lower prices.
 - B Labor unions organized for the first time.
 - C Fewer workers were available for factory jobs.
 - D The demand for workers increased greatly.

FRIDAY



HSS 10.3.6 (Chapter 7.3)

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

MONDAY



HSS 10.3.6 (Chapter 7.3)

- 1 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.

TUESDAY



HSS 10.3.2 (Chapter 8.1)

- 2 What contribution did Thomas Edison make to the Industrial Revolution?
- A He invented the telegraph.
 - B He developed the Bessemer process.
 - C He invented the first practical lightbulb.
 - D He discovered electricity.

WEDNESDAY



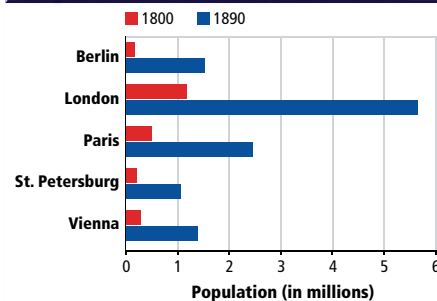
HSS 10.3.2 (Chapter 8.2)

- 3 Who developed new techniques to help prevent diseases?
- A Albert Einstein
 - B Louis Pasteur
 - C Marie Curie
 - D Eli Whitney

THURSDAY

HSS 10.10.3, 10.3.3
(Chapter 8.3)

MAJOR EUROPEAN CITIES, 1800–1890



Source: European Historical Statistics, by B.R. Mitchell

- 4 Between 1800 and 1890 the population of London grew by approximately
- A 1 million.
 - B 2.5 million.
 - C 3 million.
 - D 4.5 million.

FRIDAY



HSS 10.3.7 (Chapter 8.3)

- 5 Romanticism emerged in response to the
- A abuses of the Industrial Revolution.
 - B growth of cities.
 - C development of powerful empires.
 - D emergence of capitalism.

MONDAY



HSS 10.3.4 (Chapter 9.1)

- 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

HSS 10.3
(Chapter 9.1, 9.2)

- 2 All of the following were reform movements in the mid-1800s except**
- A organizing trade unions.
 - B ending corruption among the clergy.
 - C women's suffrage.
 - D universal manhood suffrage.

WEDNESDAY

HSS 10.4, 10.4.4
(Chapter 9.3)

- 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

HSS 10.4, 10.4.4
(Chapter 9.3)

- 4 Who was the key leader of revolutions in South America?**
- A Louis Napoleon
 - B Miguel Hidalgo
 - C Simón Bolívar
 - D Toussaint L'Ouverture

FRIDAY



HSS 10.4 (Chapter 9.4)

- 5 The Monroe Doctrine declared that the United States**
- A would purchase the Louisiana Territory.
 - B would create an alliance with France.
 - C had the right to expand throughout North America.
 - D would oppose further efforts to colonize the Americas.

MONDAY



HSS 10.4.1 (Chapter 10.1)

"A Country is not a mere territory . . . [it] is the idea which rises upon that foundation; it is the sentiment of love, the sense of fellowship which binds together all the sons of that territory."

—Giuseppe Mazzini, from *Duties of Man*

- 1 What concept does Mazzini's quote illustrate?**

- A independence
- B nationalism
- C natural rights
- D universal suffrage

TUESDAY

HSS 10.4.1
(Chapter 10.1, 10.2)

- 2 Unification efforts in Italy and Germany were similar in that they both**

- A brought together smaller states into one nation.
- B resulted in economic growth and prosperity.
- C created powerful democratic governments.
- D relied on help from the United States.

WEDNESDAY



HSS 10.5 (Chapter 10.3)

- 3 What effect did nationalism have on ethnic groups in Austria-Hungary?**

- A It sparked warfare among the various ethnic groups.
- B It led to the unification of Austrian ethnic groups.
- C It encouraged some groups to rise up against Austrian control.
- D It had little or no effect on them.

THURSDAY



HSS 10.5 (Chapter 10.3)

- 4 The Ottoman Empire lost much of its remaining territory in Europe as a result of**

- A the Balkan War.
- B the Revolutions of 1848.
- C the rise of the Young Turks.
- D war with Italy.

FRIDAY



HSS 10.3.4 (Chapter 10.4)

- 5 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.

WEEK 13

MONDAY



HSS 10.4.2 (Chapter 11.1)

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

TUESDAY



HSS 10.4 (Chapter 11.2)

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

WEDNESDAY



HSS 10.4.1 (Chapter 11.3)

- 3** By the late 1800s European nations were eager to expand their empires into Africa in order to
- A gain valuable natural resources.
 - B help lower the cost of transportation.
 - C weaken the growing power of the United States.
 - D experiment with new forms of government.

THURSDAY



HSS 10.4.2 (Chapter 11.4)

- 4** In what part of the world did the United States exert its influence?
- A Africa
 - B Latin America
 - C China
 - D Russia

FRIDAY



HSS 10.4.3
(Chapter 11.1, 11.2, 11.3)

- 5** Which of the following accurately describes a response of colonized peoples toward their colonizers?
- A Japanese troops rebelled against British rulers.
 - B West African merchants boycotted European trade goods.
 - C Anti-western Chinese led the Boxer Rebellion against foreigners.
 - D Indian students staged violent protests against imperialism.

WEEK 14

MONDAY



HSS 10.5.1 (Chapter 12.1)

- 1** Which of the following explains why the great powers of Europe were drawn into war in 1914?
- A Many countries wanted to spread democracy.
 - B Most countries wished to gain more territory.
 - C Most countries wanted to prevent the spread of communism.
 - D Many countries were fulfilling promises made to their allies.

TUESDAY



HSS 10.5.2 (Chapter 12.2)

- 2** All of the following were theaters of battle during World War I *except*
- A the Eastern Front.
 - B the Baltic Campaign.
 - C the Western Front.
 - D the Gallipoli Campaign.

WEDNESDAY



HSS 10.5.5 (Chapter 12.2)

- 3** What event during the war raised concerns about human rights violations?
- A the use of machine guns
 - B the Armenian Massacre
 - C the Treaty of Versailles
 - D the Battle of Verdun

THURSDAY



HSS 10.5.4 (Chapter 12.2)



- 4** The men in the photo have equipment to protect them from what new weapon?
- A airplanes
 - B machine guns
 - C poison gas
 - D tanks

FRIDAY



HSS 10.5.1 (Chapter 12.2)

- 5** Which of the following is a characteristic of total war?
- A Governments tell factories what to produce.
 - B Governments encourage full and uncensored coverage of the war in the news media.
 - C Governments cut military spending.
 - D Neutral nations sell weapons to countries on both sides of the war.

MONDAY



HSS 10.5.3 (Chapter 12.3)

- 1 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.

TUESDAY



HSS 10.7.1 (Chapter 12.3)

- 2 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.

WEDNESDAY



HSS 10.5.3 (Chapter 12.4)

- 3 How did the U.S. entry into World War I affect the course of the war?**
- A It aided the Central Powers.
 - B It led Germany to adopt unrestricted submarine warfare.
 - C It helped President Wilson win reelection.
 - D It tipped the balance in favor of the Allied Powers.

THURSDAY

HSS 10.6, 10.6.1
(Chapter 12.4)

- 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

FRIDAY

HSS 10.6, 10.6.2
(Chapter 12.4)

- 5 How did the end of World War I affect territories in the Middle East?**
- A Former Ottoman lands were placed under European control.
 - B The Ottoman Empire gained new lands.
 - C Several new Jewish nations were created.
 - D Europeans lost control of their Middle Eastern colonies.

MONDAY

HSS 10.4.4, 10.5.4
(Chapter 13.1)

- 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.
 - D the colonists' belief that they had earned their freedom by fighting in the war.

TUESDAY



HSS 10.8.2 (Chapter 13.2)

- 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
 - C government regulation of the economy
 - D lack of confidence in the government

WEDNESDAY



HSS 10.7.2 (Chapter 13.4)

- 3 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 loosened government control of industry.
 - C He instituted a policy of collectivization of small farms.
 - D He encouraged capitalist ideas and beliefs.

THURSDAY

HSS 10.7.3, 10.8.1
(Chapter 13.3, 13.4)

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

FRIDAY



HSS 10.6.3 (Chapter 13.4)

- 5 What factor played a key role in widespread disillusionment with Germany's post-World War I government?**
- A lack of industrial growth
 - B the spread of communism
 - C lack of democratic reforms
 - D economic crisis

WEEK 17

MONDAY



HSS 10.7.3 (Chapter 14.1)

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

TUESDAY



HSS 10.8.2 (Chapter 14.1)

- 2 What was the goal of the policy of appeasement?
- A to demand payment of reparations
 - B to set up democratic government in Italy
 - C to prevent war with Germany
 - D to ensure the neutrality of Britain

WEDNESDAY



HSS 10.8 (Chapter 14.1)

- 3 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.

THURSDAY



HSS 10.8.3 (Chapter 14.1)

THE LONDON BLITZ, 1940–1941



- 4 Based on the map, from which country did most German bombing raids originate?
- A United Kingdom
 - B France
 - C Belgium
 - D Netherlands

FRIDAY



HSS 10.8.4 (Chapter 14.1)

- 5 What British leader encouraged the British to keep fighting during the Battle of Britain?
- A George Marshall
 - B Franklin Roosevelt
 - C Winston Churchill
 - D Neville Chamberlain

WEEK 18

MONDAY



HSS 10.8.3 (Chapter 14.2)

- 1 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

TUESDAY



HSS 10.8.5 (Chapter 14.3)

- 2 The Nazis implemented the Final Solution in order to
- A leave the British with no allies.
 - B conquer all of Europe.
 - C defeat the Soviets.
 - D kill Europe's Jews.

WEDNESDAY



HSS 10.8.6 (Chapter 14.4)

- 3 What country suffered the greatest number of casualties in World War II?
- A Soviet Union
 - B Japan
 - C United States
 - D Great Britain

THURSDAY



HSS 10.8, 10.9.1
(Chapter 14.4)

- 4 What two countries emerged from the war 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
 - D the United States and the Soviet Union

FRIDAY



HSS 10.8, 10.9.8
(Chapter 14.4)

- 5 In order to prevent the outbreak of future wars, the Allies created the
- A Final Solution.
 - B policy of appeasement.
 - C Potsdam Conference.
 - D United Nations.

MONDAY

HSS 10.9, 10.9.2
(Chapter 15.1)

- 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



HSS 10.9.3 (Chapter 15.1)

- 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** prevent the spread of communism.
 - D** remove Stalin from power in the Soviet Union.

WEDNESDAY



HSS 10.9.1 (Chapter 15.1)

- 3 What effect did the Cold War have on the nations of Europe?**
- A** To protect themselves from future attacks, European nations developed the most powerful armies in the world.
 - B** The high cost of the Cold War forced European nations to seek more colonies.
 - C** Europe was slow to rebuild after the war as a result of Cold War tensions.
 - D** It divided Europe into two competing alliances—NATO and the Warsaw Pact.

THURSDAY



HSS 10.9.3 (Chapter 15.2)

- 4 U.S. efforts to prevent the spread of communism led it to become involved in conflicts in all of the following places *except***
- A** Southeast Asia.
 - B** Australia.
 - C** Central America.
 - D** Africa.

FRIDAY



HSS 10.9.3 (Chapter 15.2)

- 5 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.

MONDAY



HSS 10.9.2 (Chapter 15.3)

- 1 Command economies differ from market economies in that**
- A** command economies rely heavily on barter.
 - B** market forces determine economic decisions.
 - C** governments make most economic decisions in command economies.
 - D** command economies produce more goods.

TUESDAY



HSS 10.9.5 (Chapter 15.3)

- 2 What was the result of uprisings in Eastern Europe in the 1950s and 1960s?**
- A** They led to democratic reforms in Eastern Europe and the Soviet Union.
 - B** They resulted in a Soviet crackdown on political protest in Eastern Europe.
 - C** They encouraged the United States to support rebellions in Eastern Europe.
 - D** They led the Soviet government to grant equal rights to women.

WEDNESDAY



HSS 10.9.7 (Chapter 15.3)

- 3 In what way did an economic crisis in the 1980s affect Soviet policies?**
- A** It increased Cold War tensions with the United States.
 - B** It forced a Soviet crackdown on Eastern European nations.
 - C** It encouraged the Soviets to seek an alliance with Great Britain.
 - D** It forced the Soviet government to introduce some capitalist practices.

THURSDAY



HSS 10.9.7 (Chapter 15.4)

- 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



HSS 10.9 (Chapter 15.4)

- 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



HSS 10.4.4 (Chapter 16.1)

- 1 Who was a key figure in the independence movement in India?
- A Benazir Bhutto
 - B Mohandas Gandhi
 - C Mao Zedong
 - D Indira Gandhi

TUESDAY



HSS 10.10 (Chapter 16.2)

- 2 What was the cause of fighting in Vietnam in the 1940s and early 1950s?
- A The Vietnamese opposed the division of the country into North and South.
 - B The United States had tried to colonize Vietnam.
 - C Communist China had invaded Vietnam.
 - D The Vietnamese wanted their independence from France.

WEDNESDAY

HSS 10.9.4, 10.10
(Chapter 16.3)

- 3 What was the main result of the Chinese Civil War?
- A Japan invaded China.
 - B Communists took over the Chinese government.
 - C China was divided into two countries.
 - D The United States sent troops to China to prevent the spread of communism.

THURSDAY

HSS 10.10, 10.11
(Chapter 16.3)

“If we combine a planned economy with a market economy, we shall be in a better position to liberate the productive forces and speed up economic growth.”

—Deng Xiaoping, interview, 1985

- 4 According to the quote above, what did China hope to gain from its economic reforms?
- A economic growth
 - B the end of communism
 - C reunification with Taiwan
 - D the creation of a planned economy

FRIDAY

HSS 10.9.1, 10.11
(Chapter 16.4)

- 5 How did Japan change in the years following World War II?
- A The power of the emperor was strengthened.
 - B Its economy experienced unprecedented growth.
 - C Its population declined dramatically.
 - D It lost markets for its goods.

MONDAY

HSS 10.9, 10.10
(Chapter 17.1)

- 1 What impact did World War II have on independence movements in Africa?
- 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 gained strength as European countries lost power after the war.
 - D The atrocities of the war led many Africans to oppose foreign control.

TUESDAY

HSS 10.10.2
(Chapter 17.1)

- 2 Why might African colonies with large European populations have faced more difficulty in gaining independence?
- A The United States often sent aid to support European settlers.
 - B European governments did not want to force their people to pay taxes.
 - C European settlers often supported independence movements.
 - D European settlers did not want to give up their land.

WEDNESDAY

HSS 10.10.2
(Chapter 17.2)

- 3 What African country was torn apart by ethnic conflict and genocide in 1994?
- A Ghana
 - B Kenya
 - C Rwanda
 - D South Africa

THURSDAY



HSS 10.9.6 (Chapter 17.3)

- 4 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.

FRIDAY

HSS 10.10.1
(Chapter 17.4)

- 5 All of the following have been major factors in conflicts in North Africa and the Middle East since 1945 *except*
- A the Arab-Israeli dispute over Palestine.
 - B the region's large oil reserves.
 - C the growth of Islamism.
 - D the building of the Suez Canal.

MONDAY

HSS 10.10, 10.10.2
(Chapter 18.1)

- 1 Which of the following was a cause of the Cuban Revolution?
- A U.S. business interests supported Castro.
 - B Military leaders wanted more power.
 - C Cuba's poor were unhappy with their political and economic situation.
 - D Cubans wanted independence from Spain.

TUESDAY

HSS 10.9, 10.10.1
(Chapter 18.1)

- 2 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.

WEDNESDAY



HSS 10.10.2 (Chapter 18.2)

- 3 What led to the rise of military dictatorships in South America?
- A economic problems
 - B the desire to limit the power of the rich
 - C growing distrust of the United States
 - D democratic reforms

THURSDAY



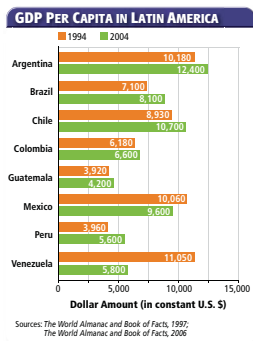
HSS 10.10.2 (Chapter 18.3)

- 4 What political reform has helped bring change to many Latin American nations?
- A the introduction of one-party rule
 - B improvements in trade and production
 - C the return of democratic governments
 - D the rise of military dictatorships

FRIDAY



HSS 10.10.3 (Chapter 18.3)



- 5 What overall trend does this graph illustrate?
- A per capita GDPs skyrocketed
 - B per capita GDPs increased slightly
 - C per capita GDPs declined dramatically
 - D per capita GDPs remained constant

MONDAY



HSS 10.11 (Chapter 19.1)

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

TUESDAY



HSS 10.11 (Chapter 19.1)

- 2 Which of the following is a result of global trade?
- A Developed countries support the spread of democracy.
 - B Developing countries can participate in trade.
 - C The global economy has declined.
 - D Trade restrictions have increased.

WEDNESDAY

HSS 10.9, 10.9.8
(Chapter 19.2)

- 3 Countries around the world pledged to respect human rights in the
- A Universal Declaration of Human Rights.
 - B North American Free Trade Agreement.
 - C General Agreement on Tariffs and Trade.
 - D Camp David Accords.

THURSDAY



HSS 10.9 (Chapter 19.3)

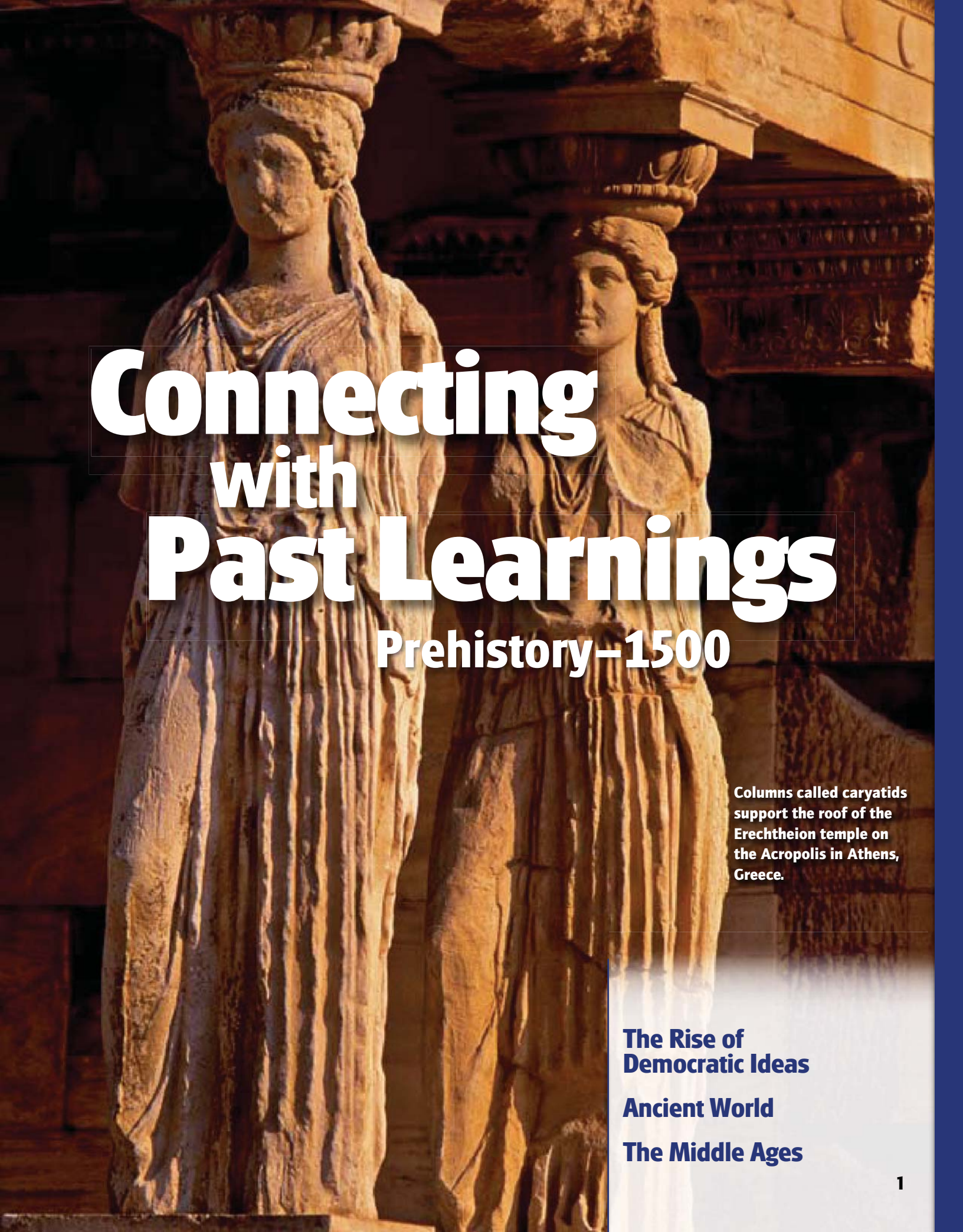
- 4 Since 2001 governments have responded to terrorist attacks in all of the following ways *except*
- A strengthening transportation security.
 - B improving intelligence services.
 - C increasing border security.
 - D creating new systems of alliances.

FRIDAY



HSS 10.11 (Chapter 19.4)

- 5 How have the improvements in information technology affected the world?
- A They have led to increased global warming.
 - B They have allowed almost instant communication between countries.
 - C They have increased the trade gap between developed and developing countries.
 - D They have led to increased urbanization.



Connecting with Past Learnings

Prehistory–1500

Columns called caryatids support the roof of the Erechtheion temple on the Acropolis in Athens, Greece.

**The Rise of
Democratic Ideas**

Ancient World

The Middle Ages

The Rise of Democratic Ideas

Introduction

In the United States we tend to take democracy for granted. But the truth is democratic societies are very rare throughout history. Monarchies, tyrannies, dictatorships, oligarchies—the rule by a powerful few—all have been more common than democracies. So common, in fact, that for most of human history democracy seemed not just rare but unimaginable, unnatural, and even dangerous.

Where did the idea of democracy come from? If it was so rare and considered dangerous, how did it become the dominant form of government, in aspiration if not always in reality, that it is today? This short account traces the progress of democratic ideas.

Just what do we mean by democracy? The ancient Greeks invented the term. *Demos* meant “the people,” and *kratos* or *cracy* meant “the rule of.” But what the Greeks meant by democracy is very different from the modern meaning of the term. Today, a definition of democracy includes certain basic ideas:

- **Sovereignty and consent of the governed**
Simply put, this means that those who are governed—the people—agree to be governed. The ultimate authority in political matters rests with the people and is only “on loan” to government. Two ideas follow from this. The first is that consent can be withheld or, in the case of the American Revolution, withdrawn. If government behaves tyrannically, the people have the right to rebel. The second idea is that there must be a way, short of rebellion, for the people to give or withhold their consent. That mechanism is *elections*.
- **All people possess natural and inherent rights**
These are rights that all human beings possess and that no just government can take away arbitrarily. *The Bill of Rights* enumerated some of these rights: *freedom of the press, freedom of speech, freedom of assembly, freedom of association, and freedom of religion*.
- **Rule of law**
John Adams famously described the United States constitution as “a government of laws and not of men.” What he meant was that those in government and government itself had *powers limited*

by written laws. To make the rule of law a reality, there needs to be a common respect for the law and a means to enforce it.

- **Limits on the power of government**
This follows from the rule of law. If the people’s rights are to be protected, government’s power must be limited. The American Founders worked to devise practical means to limit government’s power. Their solution was to disperse it—among separate branches and between the central or federal government and the governments of the states. This is the idea behind the *separation of powers, checks and balances, federalism, and an independent judiciary*.
- **Majority rule and minority rights**
Decisions are made by a majority of citizens. Those on the losing end of political questions agree to abide by the decision of the majority. The majority, in turns, agrees not to use its power unfairly against the minority. These agreements form part of the *social contract* without which society cannot function.
- **Duties of citizenship**
Citizenship carries responsibilities as well as rights. For democracy to function, citizens must be involved and, ideally, informed. They must uphold the law; participate in the political process either directly, as a representative, or indirectly, by voting in elections; and exercise reasoned judgment when considering public issues. ■



CALIFORNIA

HSS 10.1.1 Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and the duties of the individual.

HSS 10.1.2 Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato’s *Republic* and Aristotle’s *Politics*.

HSS 10.1.3 Consider the influence of the U.S. Constitution on political systems in the contemporary world.

Representative Government in Greece and Rome

The ancient Greeks and Romans were the first people to experiment with democracy and representative government. For centuries afterward, their examples served by turns to frighten and to inspire people.

Greeks—Founders of Democracy Ancient Greece was divided into a number of city-states. The Greek word for city-state was *polis*, which gives us our word “politics.” Each city-state was ruled by a king, or *tyrannos*. Not every *tyrannos* was a tyrant, but enough were that during the 150 years after about 650 BC, many Greek city-states overthrew their rulers. But what form of government should replace kingship? In many places, wealthy aristocrats took power. Slowly, however, the idea that people should rule themselves took root, nowhere more firmly than in Athens.

In 594 BC the Athenians turned to a leader named Solon to reorganize their government. He divided all Athenian citizens into four groups based on wealth. Only members of the three richest groups, or classes, could hold public office. All citizens, however, could sit in the **assembly**.

Solon’s reforms did not solve Athens’s problems. The wealthy continued to dominate government. In about 507 BC, a new leader, Cleisthenes, divided the citizens of Athens into 10 groups based on where people lived rather than their wealth or family. Each tribe chose 50 men who together made up the Council of Five Hundred. The Council proposed laws to the assembly, which had final authority. All free adult

males were members of the assembly. The decisions of the assembly became law.

Unlike modern democracy, which depends on elected representatives to express the will of the citizens, Athens had a **direct democracy**. That meant that all citizens participated in the government. Athenians liked to boast that in their government, everyone was equal before the law. Athenian democracy, however, was an extremely limited one. Neither women nor slaves, who formed the majority of the population, could participate as citizens.

The ancient Greeks made another fundamental contribution to the rise of democratic ideas. Their philosophers were the first people to think and write about government in a systematic way. Greek philosophers believed that the world was based on certain natural laws, or truths, that could be discovered through the use of reason.

The Greek philosophers Plato and Aristotle studied the types of government. Plato distrusted democracy. In *The Republic* he described his perfect society. It was an aristocracy ruled by philosopher-kings chosen for their wisdom and high ideals. Aristotle, Plato’s pupil, believed that monarchy, aristocracy, and democracy all had strengths and weaknesses. He wanted to combine the best elements from all three.

A Republic in Rome The early history of Rome was similar to that of Athens—a city-state ruled by a tyrant. In 509 BC Romans drove out their king and established a new form of government. They called it a *res publica*. We call it a **republic**. In a republic, power rests with citizens who elect officials to represent them

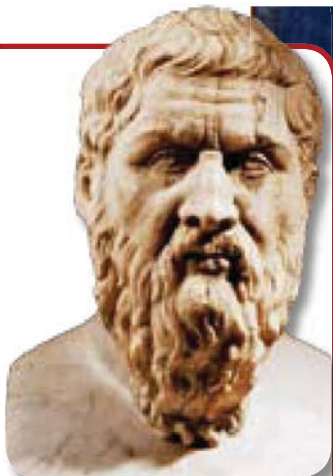
The Classical Heritage

Athenian Democracy

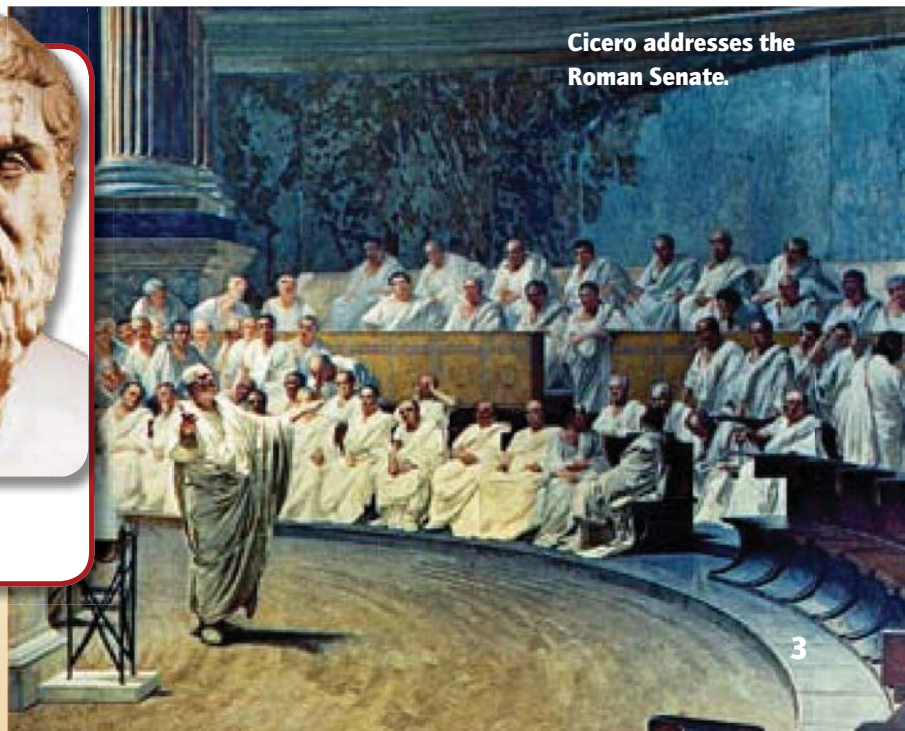
- Rights for all citizens
- Direct citizen participation in government
- Systematic inquiry into the nature of government

Roman Republic

- Citizens elect representatives to government
- Separation of powers among branches of government
- Checks and balances on branches of government



Greek philosopher Plato



Cicero addresses the Roman Senate.

The Rise of Democratic Ideas

in governing the state. The Romans introduced the idea of **representative government**.

The Romans divided government power among different bodies, what we would call branches. The Senate controlled public funds and decided foreign policy. Magistrates were the elected officials who carried out the laws. A variety of assemblies voted on laws and elected two senior magistrates, called consuls, to run the government. Judges called praetors were elected by an assembly to rule on the law. In theory, no branch could act independently of the other: There was a system of **checks and balances**. The principle of dispersing government's power became known as the **separation of powers**.

The Romans contributed to the **rule of law** by having a written law code. The Twelve Tables of the Law were posted in the Roman marketplace for all to see. No longer could the law be whatever the powerful said it was. Moreover, the law applied to all citizens equally. The Roman statesman Cicero (106–43 BC) put that idea this way: "We are born for Justice, and that right is based, not upon men's opinions, but upon Nature." In other words, justice is one of the **natural rights** that all people have. Cicero believed that laws had to be based on "right reason in agreement with nature." No law that was contrary to either reason or nature could be considered a just law.

The Romans were proud of their government and their laws. From this pride grew a strong sense of patriotism and a belief that citizenship carried with it a duty to serve the state. Ironically, it was partly this sense of

duty to the state that impelled Rome on the path to empire, ultimately dooming its republican ideals.

Roman ideas about law, along with the separation of powers and checks and balances, laid the foundation for many future governments, including that of the United States. In practice, however, the Roman Republic was deeply flawed. As in Athens, citizenship in Rome excluded the majority of people, including women and slaves. The Senate, drawn from the upper classes, retained most of the governmental power. Worse, as the republic gave way to empire, it also became clear that the rulers placed themselves above the law. There was no force to stop them.

The Judeo-Christian Legacy

The moral and ethical principles of Judaism and Christianity profoundly influenced Western democratic thought. Over time, these principles contributed to the belief that all people, not just a limited group of citizens, deserve kindness and respect.

Morality and Sacred Law The ancestors of modern Jews were the Hebrews. According to the Bible, the forefather of the Hebrew people was Abraham. Abraham is a revered figure in Judaism, Christianity, and Islam. All three faiths trace their heritage to him through the line of prophets descended from his sons. According to the Bible, God made a covenant, or solemn promise, to Abraham. In return for Abraham's obedience, God would lead him and his descendants to a new land and make them a mighty people.

In the Jewish tradition, morality and the laws that govern human action derive ultimately from God. The most famous of these laws are the Ten Commandments, which in the biblical account were given to the Hebrew leader Moses by God. The Jewish tradition values justice and righteousness. People have a duty to show others respect and kindness and to strive to do what is right.

Christianity Much of Judaism's system of ethics carried over into the founding of Christianity. The first Christians were the followers of the Jewish teacher Jesus of Nazareth. According to Jesus, there is only one true God, who cares for all people. Jesus taught that people must love God and must love others as they love themselves.

Christianity teaches that all people are equal in the eyes of God. This belief in **human equality** was a powerful reason for the spread of Christianity. As life in the Roman Empire became more difficult, this message



The Judeo-Christian Legacy

- Monotheism values the individual
- Equality of all people before God
- Code of ethics demands kindness and respect for all people
- Belief in sacred law (such as the Ten Commandments) promotes respect for the law

Byzantine mosaic showing Jesus of Nazareth

offered people hope. Like Judaism, Christian morality valued righteousness and justice. It called on people to work for a morally just community that respected the value of each person.

The Judeo-Christian belief in human equality also had implications for democracy. If people were equal in the eyes of God, how could some be excluded from citizenship, be held as slaves, or be treated in a way that violated their human dignity? It took nearly 2,000 years, however, for these implications to alter political behavior. Western societies continued to practice slavery until the 1800s and to limit voting rights until the 1900s.

The Rise of Democracy in England

The long history of the struggle for democracy in England goes back nearly to the kingdom's founding. As royal subjects disputed the idea of absolute rule by a monarch, their actions helped to lay the foundation for revolutions that brought sweeping changes to England and, eventually, the United States.

Asserting Rights Around 1215, an English ruler named King John demanded that nobles pay more taxes to support his war in France. The nobles

opposed the tax. A powerful group joined together, rebelled, and eventually forced the king to accept a document known as **Magna Carta**. Magna Carta restricted the king's power to tax—he had to get the agreement of his council—and ended his power to arrest people without cause. While it mainly protected the liberties of the nobles, later generations saw in Magna Carta an expanded significance. For them, it became an assertion of the rule of law and of **limits on executive power**. By accepting Magna Carta, the king admitted that even he had to obey the law—or face being overthrown.

By the end of the 1200s, the king's council had grown into a representative assembly known as **Parliament**. At first, membership in Parliament was restricted to nobles, important religious leaders, and the wealthier members of the middle class who represented the major towns. The body mainly served to advise the king. However, it also had the right to refuse new taxes sought by the king. Over time Parliament was divided into two parts, called houses—the House of Lords and the House of Commons. Parliament, much modified over the years, still operates today as Britain's lawmaking body.

The English Bill of Rights As England's central government grew, Parliament's power to accept or reject new taxes became more important. By the early 1600s, English monarchs began to claim absolute power over Parliament. A civil war broke out between those who supported the king and those who supported Parliament. After years of struggle, Parliament's supporters emerged victorious toward the end of the 1600s.



Signing of the Magna Carta

Democracy in England

- **Magna Carta** Limits power of executive (king); lists individuals' rights
- **Parliament** Representative assembly develops into legislative (lawmaking) body
- **English Bill of Rights** Asserts Parliamentary sovereignty and lists rights of individuals



John Locke

The Rise of Democratic Ideas

The battle between the king and Parliament produced a number of thinkers whose work influenced the rise of modern democracy. None was more important than John Locke (1632–1704). Like Cicero, Locke believed that people possessed natural rights—“life, liberty, and estate [property]”—and that just laws were based on reason. The purpose of a government was to protect these rights, and if it failed, rebellion was a lawful course of action. In that sense, government was a **social contract** that the people entered into with the king. If the king broke the contract by acting tyrannically, the people were no longer bound to obey. Finally, Locke believed that the best way to safeguard people’s rights was to limit the power of government.

In 1689 Parliament passed the **English Bill of Rights**. It declared that Parliament would choose who ruled the country. The ruler would be subject to Parliamentary laws, could not impose taxes without Parliament’s consent, and could not interfere with the election of its members. The Bill of Rights also protected private citizens from government injustice.

While England was not yet a democracy—that would have to wait until the 20th century—the English

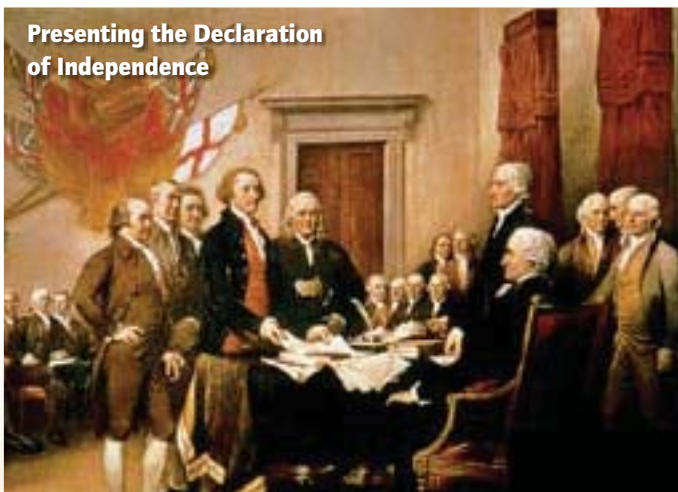
Bill of Rights did mark a turning point. It helped define the rights of individuals and placed limits on government power. Later, it served as a model for the Bill of Rights in the United States Constitution.

Democratic Revolutions

From the late 1700s until the early 1800s, a series of revolutions in Europe and the Americas helped spread the idea of democracy. The new republics experimented with different institutions of government.

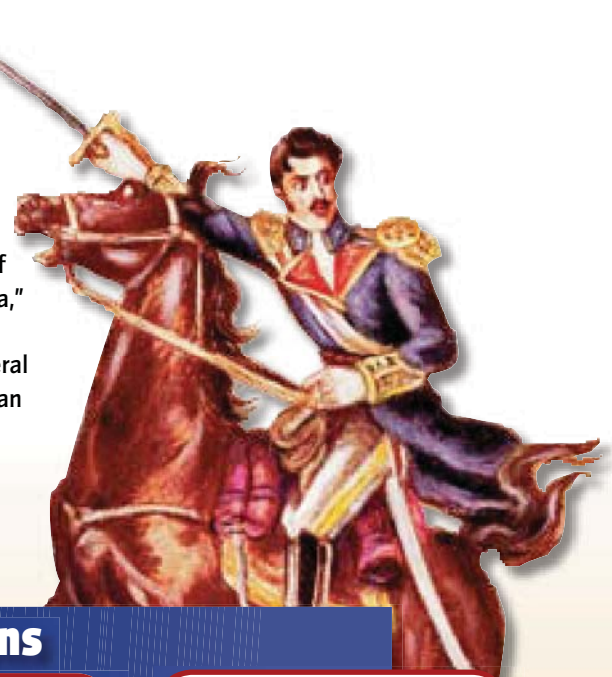
Influence of the Enlightenment

John Locke’s faith in reason was characteristic of the **Enlightenment**, a time of philosophical inquiry that roughly spanned the 1700s. The ideas of Locke and other Enlightenment thinkers exerted a strong influence on the revolutionaries in Europe and the Americas. In *The Spirit of the Laws* Baron de Montesquieu (1689–1755) laid out in a freshly compelling way the idea of a separation of powers operating through a system of checks and balances. He emphasized the need for an **independent judiciary** to safeguard people’s rights. “There is no liberty,” he wrote, “if the judiciary



Presenting the Declaration of Independence

The “George Washington of South America,” Simón Bolívar liberated several South American colonies from Spain.



Democratic Revolutions

American Revolution

- Inspired by the classical and Enlightenment thinkers
- **Declaration of Independence**
- **United States Constitution** Established a separation of powers between branches of government and federal system
- **Bill of Rights** Guarantees people’s rights

French Revolution

- “Liberty, equality, and fraternity”
- Resulted in the end of monarchy; separation of powers between branches of government; federal system
- **Declaration of the Rights of Man and Citizen**

Latin American Revolutions

- Influenced by American and French revolutions
- Achieved independence for nations in Central and South America

power be not separated from the legislative and the executive." In *The Social Contract* another Enlightenment thinker, Jean-Jacques Rousseau (1712–1778), argued for **popular sovereignty**—the idea that the ultimate authority in the state rests with the people. A true social contract, for Rousseau, involved all people surrendering certain rights in order to form a just community that expressed the "general will." Unlike Locke, Rousseau believed property to be a source of corruption and inequity.

The American Revolution The American Revolution began as an assertion by the colonists of their rights as British subjects. The colonists had no representation in the British Parliament. They considered it tyranny to be taxed without representation. The **Declaration of Independence**, written by Thomas Jefferson and other delegates to the Second Continental Congress in 1776, declared the United States to be an independent nation. It stated that all powers must come from the people and a government that fails to protect people's rights can be justly overthrown.

The **United States Constitution**, which was largely the work of James Madison and ratified in 1788, recognized that government exists to serve the people. It embraced the separation of governmental power into three branches—legislative, executive, and judicial—and a system of checks and balances between these branches. The Constitution also established a **federal system**, with powers distributed between the federal and the state and local governments. In 1791 ten amendments outlining basic individual freedoms were added. These are known as the **Bill of Rights**.

The French Revolution The success of the American Revolution inspired a similar effort in France. Disputes between a powerful monarch, King Louis XVI,

the high nobles and clergy and the ordinary people led to the French Revolution, which changed the government dramatically. France's monarchy ended, and the new government adopted the **Declaration of the Rights of Man and of the Citizen**, which listed basic human rights and political powers of the people. The French constitution of 1791 limited the powers of the king and divided the government into three branches. By 1793, however, radicals pushed Rousseau's ideas of popular sovereignty and the general will to extremes, unleashing a terror campaign against anyone they considered an enemy of the revolution.

Independence in Latin America During the late 1700s and early 1800s, a series of independence movements swept Central and South America, from Haiti to Argentina. Rebellions broke out against France and Spain, which controlled most of the colonies. By 1822, almost all of Latin American colonies won their independence. The leaders of the fight for independence were familiar with the ideas of the Enlightenment and the French Revolution. In addition, many of the constitutions of the new republics owed substantial debts to the United States Constitution.

Conclusion

Democratic ideas lie implicit in the traditions and history of many cultures. The desire for justice and belief in the rule of law, for instance, can be traced in documents as disparate as the Code of Hammurabi of ancient Babylon and the Shari'ah, or law code, of Islam. Checks on executive power were known in the city-states of India and the kingdoms of Africa.

Democracy can be fragile. Its history is one of failure more than it is of success. But those very failures can be instructive and give people hope that once won, democratic government will be cherished.

SECTION ASSESSMENT

Define and Explain the Significance

- | | |
|-------------------|--------------------------------|
| 1. natural rights | 4. Parliament |
| 2. republic | 5. Declaration of Independence |
| 3. Magna Carta | |

Reading Comprehension

- How did Aristotle's view of government differ from Plato's?
- In what way was the government of the Roman Republic an example of checks and balances?

- What Judeo-Christian values supported the development of democratic ideas?
- How did the ideas of the Enlightenment influence the American Revolution?
- What were the central features of the government created by the U.S. Constitution?

Critical Thinking

- Although the United States was created with the Declaration of Independence, how could it be argued that the country was really launched in 1789?

The Ancient World

The earliest humans appeared in Africa about 200,000 years ago and then slowly populated the planet. By about 3,000 years ago, the first civilizations began to arise in river valleys in Africa, the Near East, India, and China. Over time city-states grew and then gave way to empires. Great systems of philosophy and religion, some of which still exist today, first began.

5000 BC

AFRICA

► The pyramids of Egypt, built during the Old Kingdom, served as tombs for pharaohs.



THE AMERICAS

► The Olmec, an influential early Mesoamerican people, carved colossal stone heads.



5000 BC

c. 4000 BC
Large cities begin to appear in Sumer.

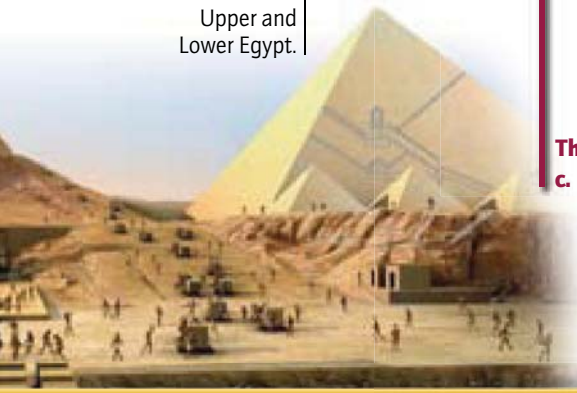
ASIA

► Babylon was one of the greatest cities of the ancient world. Archaeologists have found the ruins of the Ishtar Gate (right).

EUROPE



c. 3100 BC
Menes unifies
Upper and
Lower Egypt.



2500 BC

The New Kingdom
c. 1550–1070 BC

The Old Kingdom
c. 2650–2150 BC

c. 730 BC
Kush conquers
Egypt.

c. 300 BC
King Ezana of Aksum
converts to Christianity

AD 1

1000 BC
Maya civilization
begins to develop



Olmecs
1200–300 BC

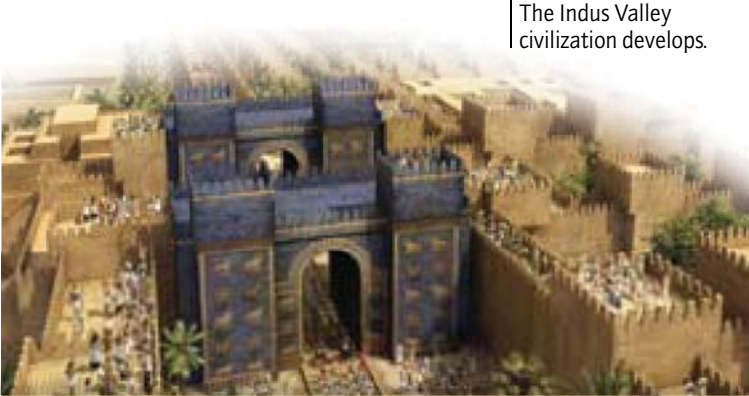
c. 300 BC
First Hohokam communi-
ties begin in Arizona.

c. 400 BC
The Moche culture
develops in Peru's
coastal desert.



2500 BC

c. 2500 BC
The Indus Valley
civilization develops.



1792 BC
Hammurabi
becomes king of
Babylon.

c. 1250 BC
Hinduism begins
to develop.

Shang Dynasty
c. 1766–1150 BC

c. 1200s BC
Moses leads the
Hebrews from
Egypt to Canaan.

256 BC
The Zhou
dynasty
ends.

c. 500 BC
The Buddha seeks
enlightenment.

c. 29 AD
Jesus of
Nazareth
spreads his
message in
Judea.

AD 1

c. 2100 BC
Minoan culture
appears in Crete.

1200s BC
According to legend, the
Trojan War is fought.

Pax Romana
27 BC–AD 180

753 BC
Romulus establishes
the city of Rome.

509 BC
The Roman Republic begins.

323 BC
Alexander the Great
dies.

c. 500 BC
Democracy begins in Athens.

◀ The Pont du Gard, a huge aqueduct and bridge in southern France built more than 2,000 years ago and still standing, was a marvel of Roman engineering skill.



TERMS

artifact
nomads
surplus
division of
labor
civilization
artisans
cultural
diffusion



CALIFORNIA

HSS 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

Prehistory and the Beginnings of Civilization

The earliest human ancestors appeared millions of years ago. By about 11,000 years ago, modern humans had spread from Africa to all continents except Antarctica. They developed stone tools and agriculture, setting the stage for the formation of civilizations. This time before recorded history is called prehistory.



Australopithecine first appeared in Africa about 4–5 million years ago.

Unlocking the Secrets of Prehistory

Early humans are known as hominids. Hominids include humans as well as earlier humanlike creatures. By studying the remains of hominid skeletons, scientists can determine what hominids looked like and how long they lived.

Scientists called anthropologists study fossilized remains of early humans, while other scientists called archaeologists study objects used by hominids such as tools and weapons. These objects are called **artifacts**. Anthropologists and archaeologists use advanced technologies to date human remains and artifacts.

Early humans used tools and weapons to hunt animals for food. As they became successful hunters, they migrated, or moved over great distances, following the moving herds. Over many generations, hominids migrated from Africa to Asia. Eventually, a new

human species called *Homo sapiens* appeared. *Homo sapiens* may have developed first in Africa and later spread to Europe and Asia.

The period of prehistory that begins with the development of stone tools is called the Stone Age. Almost all artifacts that have been found from this time were made of stone. The oldest part of the Stone Age is called the Paleolithic Era, or Old Stone Age. The Old Stone Age lasted from about 2.5 million years until about 10,000 years ago.

As later Stone Age people migrated out of Africa, they encountered new environments and had to develop new tools and skills to adapt to these environments. For example, in colder regions, later Stone Age people needed more than fire to keep them warm. As a result, people learned to make needles from bone and then used the needles to sew together animal skins for clothing.



100,000 BC

100,000 BC
Homo sapiens begin to migrate out of Africa.

10,000 BC

8000 BC
The Paleolithic Era ends and the Neolithic Era begins as people start to develop agriculture.

5,000 BC

6500 BC
More than 5,000 people live in Çatal Hüyük.

From Nomadism to Settled Communities

An advance in toolmaking ability marks the New Stone Age, or Neolithic Era. Polishing or grinding replaced chipping as the means to fashion stone tools.

Other important changes began to occur during the New Stone Age. In some places, humans ceased to be **nomads**, wandering from place to place in search for food. Over time, people learned that seeds from the plants and fruits that they gathered could be planted and grown. This knowledge was a major breakthrough in human progress.

The development of agriculture, or the raising of crops for food, allowed some Neolithic peoples to settle in permanent villages along rivers or in river valleys. They planted seeds for crops such as wheat, barley, and rice, most likely using sharpened sticks to make furrows in the earth. They also began to domesticate, or tame, animals such as cattle, goats, sheep, and pigs. This shift occurred between about 8000 BC and about 3000 BC and is known as the Neolithic agricultural revolution.

Some Neolithic farming settlements grew into villages of considerable size, with walls and mud-brick houses. One such village was Çatal Hüyük, in present-day Turkey. By 6500 BC, Çatal Hüyük was home to around 5,000 people.

Characteristics of Civilization

As societies became more settled, and villages grew in size and complexity, the first cities began to appear. Cities differed from villages in being larger, more densely populated, more formally organized, and more complex economically. Cities relied on people being able to produce an agricultural **surplus**, or extra food. This surplus allowed for a **division of labor**, with people specializing in different types of work and a method developing for the exchange of goods and services. For example, toolmakers could spend their time on their work and then trade their products for food.

Agricultural surplus, a division of labor, and large cities all needed to be in place in order for the first **civilizations**, or complex and organized societies, to appear. The first civilizations arose in four river valleys. These were (1) the Nile River valley in Africa, (2) the

valley of the Tigris and Euphrates rivers in southwestern Asia, (3) the Indus River valley in southern Asia, and (4) the Huang River valley in eastern Asia.

In these four valleys, the rivers rise and flood during heavy rains. Except for rainy periods, however, little rain falls. The regular flooding and a warm climate helped farmers grow crops. Advances in farming enabled the populations of early civilizations to increase.

Different forms of leadership emerged to help run early civilizations. These were the first governments. Governments made rules to guide people's behavior and help them plan and regulate their work. Government leaders also enforced the rules.

A number of different social classes also developed. A class of skilled workers called **artisans** made tools, pottery, and other goods. Other people became merchants and traders, buying goods from farmers or artisans and then reselling them. Traders not only transported goods to be sold, they also passed along ideas. The spread of beliefs, customs, and technologies from one culture to another is called **cultural diffusion**.



This model from ancient Egypt depicts division of labor—pounding grain into flour, rolling dough, and baking bread.

KEY FACTS

- *Homo sapiens* first emerged in Africa between 400,000 and 100,000 years ago.
- Animals such as dogs, cattle, goats, sheep, and pigs were first domesticated between 12,000 and 4,000 years ago.
- Agriculture developed in Africa and Asia about 10,000 years ago.
- The first civilizations emerged in the river valleys of Africa and Asia.

REVIEW

1. **Identify** (a) artifacts, (b) Neolithic Age, (c) civilization
2. **Define** (a) prehistory, (b) surplus, (c) division of labor, (d) cultural diffusion
3. How did the development of towns and cities affect early humans?

TERMS

Menes
pharaoh
polytheism
monotheism
Akhenaten
Ramses II
cuneiform
ziggurats
Solomon
diaspora



CALIFORNIA

HSS 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

HSS 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

Ancient Egypt and the Near East 5000–350 BC

About 5,000 years ago, two great centers of civilization developed in Africa and the Near East. Along the banks of the Nile River, the kingdom of Egypt built monuments to its rulers. In Mesopotamia, the “land between two rivers,” a series of kingdoms rose and fell and the religion that became Judaism was born.



The Nile River offered Egyptians water for farming and abundant plant and wildlife.

Egypt—“Gift of the Nile”

Each year the Nile floods its banks, spreading soil rich for farming. Although early Egyptian farmers could not explain the floods, they learned to use the floods to their advantage. They also dug short canals to carry water to their fields. This system of irrigation helped farmers grow several crops a year.

Over time, a stable political and cultural system established itself in Egypt. Two distinct cultures developed along the Nile: Lower Egypt and Upper Egypt. Sometime after 3100 BC, **Menes**, a king of Upper Egypt, united Egypt under a dynasty, or family of rulers. Later, rulers took the title **pharaoh**, which means “great house.” From the time of Menes until almost 300 BC, some 30 dynasties ruled Egypt. Historians have divided this time period into the Old Kingdom, the Middle Kingdom, and the New Kingdom.

During the Old Kingdom (about 2650 to 2150 BC), Egyptians built temples and pyramids to serve as tombs for their leaders. The Middle Kingdom (about 2055 to 1650 BC) was a golden age marked by stability and prosperity. During the New Kingdom (about

1550 to 1070 BC), strong pharaohs established rule over many peoples and territories.

Ancient Egyptians practiced **polytheism**, or the belief in many gods. They also believed in a life after death. To make this possible, however, the body had to be preserved. They developed a process called mummification and built elaborate tombs to protect the pharaoh's body.

Despite most Egyptians' polytheism, pharaoh Amenhotep IV (1380 to 1362 BC) believed in only one god. This belief is known as **monotheism**. Amenhotep's god was the sun, symbolized by a disk called Aten. To honor Aten, the pharaoh changed his name to **Akhenaten**, meaning “he who is pleasing Aten.” Akhenaten attempted to change Egypt's religion. On his death, the old gods were restored.

Following the death of Akhenaten, Egypt returned to polytheism. In 1279 BC **Ramses II** became the new ruler. His reign lasted more than 60 years. Sometimes called Ramses the Great, he kept the Egyptian empire together and built many monuments and temples.

Old Kingdom Pyramids

The famous pyramids of Egypt were built during the Old Kingdom. Mostly located along the lower Nile, the pyramids were built as tombs for kings.

Tunnels through each pyramid led to the inner chamber where the king's body was placed.

Building a pyramid was hard work. The workers, mostly peasants, were well paid for their time and energy.

Skills Focus

INTERPRETING VISUALS

Draw Conclusions Why do you think the Egyptians wanted to build such huge, permanent tombs for their kings?

5000 BC

c. 4000 BC
Large cities begin to appear in Sumer.

3000 BC

c. 3100 BC
Menes unifies Upper and Lower Egypt.

Old Kingdom Egypt
c. 2650–2150 BC

c. 2330 BC
Akkadian king Sargon I creates the world's first empire.

1792 BC
Hammurabi becomes king of Babylon.

1000 BC

965 BC
Solomon becomes king of Israel.

New Kingdom Egypt
c. 1550–1070 BC

586 BC
Chaldeans conquer Judah. Diaspora begins.

Mesopotamia

In southwestern Asia, another civilization was forming. In Neolithic times, people began to settle in the wide valley between the Tigris and Euphrates rivers. Called Mesopotamia, or the “land between two rivers,” it was known for its fertile soil. It is part of a larger crescent-shaped area that historians call the Fertile Crescent. A series of kingdoms rose and fell in the Fertile Crescent. Look at the chart below to learn more about them.

Around 4000 BC, the Sumerians created the first civilization to take root in the Fertile Crescent. The Sumerians were responsible for several important cultural developments. They created a unique form of writing. Sumerians wrote by pressing marks into wet clay tablets with a wedge-shaped tool. Sumerian writing is known today as **cuneiform**. Sumerians had about 600 cuneiform signs. They also developed a system of numbers. In addition, Sumerians built impressive temples known as **ziggurats**. Made of baked brick stacked in layers, ziggurats could be up to 150 feet high and look to us something like a wedding cake. The top of the ziggurat served as a shrine to a Sumerian god.

Judaism

About 1200 BC, as empires rose and fell in the Fertile Crescent, another people, the Hebrews, came from Egypt to occupy a strip of land known as Canaan. The Hebrews traced their roots to Mesopotamia, where they lived from around 2000 to 1500 BC. These early Hebrews were monotheists. Their religion became

Judaism. The Hebrews also believed in prophets, messengers sent to reveal the will of God. These messages often formed the basis for Jewish moral standards.

Around 1000 BC, the Hebrews established a kingdom in Canaan called Israel, uniting their 12 tribes under a single ruler. Under its third king, **Solomon**, Israel reached the height of its wealth and power. In the late 900s BC, however, the 10 northern tribes revolted, splitting the kingdom in two. By about 722 BC, the Assyrians had conquered the northern kingdom, still called Israel. In 586 BC, the Chaldeans captured the southern kingdom, called Judah, and sent the Jews, as its people were known, into exile. This was the beginning of the **Diaspora**, or scattering, of the Jews.

KEY FACTS

- About 5,000 years ago, advanced civilizations relying on irrigated agriculture developed in river valleys in Egypt and Mesopotamia.
- Old Kingdom pharaohs built pyramids.
- A series of city-states and kingdoms, including Sumer, Babylon, and Persia, dominated the Fertile Crescent from 4000 BC to 500 BC.
- In 1792, Babylonian king Hammurabi created the first major code of laws.
- Chaldeans conquered Judah in 586 BC; Jewish Diaspora began.

REVIEW

1. **Identify** (a) Nile River, (b) Mesopotamia, (c) Israel
2. **Define** (a) pharaoh, (b) polytheism, (c) monotheism, (d) diaspora
3. Name two peoples who established empires in the Fertile Crescent.

Mesopotamian Empires

AKKADIANS (c. 2330 BC)

People from northern Mesopotamia who conquered the Sumerians. Their empire lasted 150 years.



BABYLONIANS (c. 1750 BC)

Powerful group that united Mesopotamia and established their capital in the city of Babylon. Their ruler, Hammurabi, established the first code of laws, called the Code of Hammurabi.

HITTITES (c. 1250 BC)

Warlike people who invaded the Tigris-Euphrates Valley; they were among the first people to smelt iron.



ASSYRIANS (c. 650 BC)

Warlike people who used chariots in battle; they captured and destroyed Babylon around 700 BC. At its height, their empire stretched from Mesopotamia to the Nile Valley.



CHALDEANS (c. 600 BC)

Chaldeans conquered most of the Assyrian Empire. Their leader attempted to restore Babylon to its former glory.

PERSIANS (c. 500 BC)

Persians conquered Babylon in 539 BC; they expanded government and built many roads to connect cities.

TERMS

- Aryans
- Vedas
- Hinduism
- Chandragupta
- Maurya
- Ashoka
- Buddhism
- Mandate of Heaven
- Confucius
- Daoism
- Legalism

Ancient India and China

2500 BC–AD 250

About 4,500 years ago, other great civilizations arose in the river valleys of India and China. The societies shared many key characteristics, but also developed distinctive cultures and patterns of life.



This statue was among the ruins of Mohenjo Daro in the Indus Valley.

Early Civilizations on the Indian Subcontinent

The first Indian civilization developed in the Indus River Valley on the Indian subcontinent, which extends south from central Asia to the Indian Ocean. About 2500 BC, two large cities, Harappa and Mohenjo Daro, arose. The civilization centered on these cities is known as the Harappan, after the first city.

After the decline of the Indus Valley civilization, a warrior civilization, the **Aryans**, came to dominate the region. Aryans had superior military technology, using armies of chariots, and undertook many cultural and religious changes.

Most of what is known about the Aryans comes from the **Vedas**, their great works of religious literature. The Vedas describe a complicated social structure divided into four classes, or *varnas*. Brahmins were the highest varna. The Brahmins were often priests who explained and interpreted the Vedas.

Over time, the Vedas formed one of the bases of the religion known as **Hinduism**, which spread

throughout India. Among the most basic tenets of Hinduism is the belief in Brahman, the eternal being that created and preserves the world. Hinduism also teaches that souls are reborn over and over again. This belief is called reincarnation, or *samsara*. Another principle of Hinduism is *dharma*. *Dharma* involves a person's responsibility to live morally so that the soul can escape the cycle of rebirth.

Empires in India In 320 BC, an adventurer named **Chandragupta Maurya** appeared in India. He established the Mauryan Empire, which ruled for almost 150 years. Chandragupta's grandson, Ashoka, came to power in about 270 BC. **Ashoka** fought bloody wars to increase the size of his kingdom and proved to be an even greater ruler than his grandfather.

Before the time of the Mauryan Empire, the religion of **Buddhism** began. Its founder, Siddhartha Gautama, became known as the Buddha, or "Enlightened One." The Buddha accepted some Hindu ideas but also believed that desire had to be eliminated



HSS 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of China.

SPREAD OF BUDDHISM

- Early spread of Buddhism
- Spread of Mahayana
- Spread of Theravada
- Mahayana Buddhism today
- Theravada Buddhism today
- Tibetan Buddhism today



Buddha from Afghanistan, c. 300



Buddha from Sui dynasty China, c. 600



Buddha from Khmer Thailand, c. 1400

GEOGRAPHY SKILLS INTERPRETING MAPS

- 1. Regions** In what part of Asia is Mahayana Buddhism most common today?
- 2. Movement** When was Buddhism introduced into Japan?

2500 BC

c. 2500 BC
The Indus Valley civilization develops.

**1500 BC**

c. 1500 BC
The Aryans gain power in India.

c. 1250 BC
Hinduism begins to develop.

Shang Dynasty
c. 1766 BC–1150 BC

500 BC

c. 500 BC
The Buddha seeks enlightenment.

256 BC
The Zhou dynasty ends.

from people's lives. He taught that salvation comes from knowing "Four Noble Truths."

Ashoka became a Buddhist and attempted to spread the Buddhist faith in India and to other countries. For nearly 500 years Buddhism flourished. However, around AD 320, a new dynasty called the Gupta arose. The Guptas favored Hinduism over Buddhism. Hinduism became the dominant religion of India and remains so today.

Civilization in China

A land of enormous size, China has great geographic diversity. Rugged mountains and harsh deserts isolated China from the civilizations of India and the west. As a result, China developed its own independent culture.

Early Kingdoms The first dynasty to unite most of China was the Shang, around 1766 BC. The Shang established a complex bureaucracy—a government organized into different levels. This system served as a model for future governments of China.

About 1150 BC, a people called the Zhou overthrew the Shang. Zhou rulers believed that the gods determined who should rule China, an idea known as the **Mandate of Heaven**. Throughout Chinese history, rulers of new dynasties claimed that the old dynasty had lost this mandate.

Zhou rulers instituted many changes. A leading philosopher who helped explain these changes was **Confucius**. Confucius's followers collected his ideas and teachings, and in time this body of teachings became known as Confucianism.

In 221 BC a dynasty called the Qin took power. The Qin emperor ruled harshly, and his dynasty lasted only 15 years. Still, it produced lasting changes in China. It built a series of defensive walls along China's northern border stretching about 1,500 miles. The wall became known as the Great Wall of China. The Qin also reunited China, building a strong central government.

In 206 BC the Han dynasty seized power from the Qin. Han rulers followed Confucianism and appointed Confucian scholars to high posts. China lived in relative peace during the Han dynasty. Trade in luxury goods flourished along the Silk Roads, which stretched from China to the Mediterranean Sea and linked China and

the Greco-Roman world. One such good was paper, a Chinese invention that spread to the Western world.

Belief Systems Chinese philosophers and teachers sought to understand the human condition. Confucianism taught about the importance of family and respect for a person's ancestors. Confucius encouraged strong, positive behavior on the part of China's leaders, hoping they could solve the social and political problems of the time.

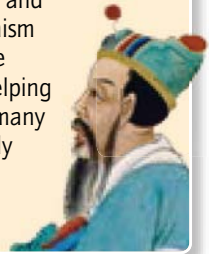
At about the same time, another important Chinese philosophy, **Daoism**, appeared. Daoism taught that people should not strive for power or wealth. Instead, they should bring themselves into harmony with the Dao, a force governing the universe and nature. Over time, Daoism became second only to Confucianism in importance in Chinese life and appealed to many different people.

Another popular belief system was **Legalism**, which dealt with politics and rose to prominence during the Qin dynasty. Legalists believed in enforcing harsh laws because people were selfish and untrustworthy. The Han dynasty attempted to balance Legalist principles with the teachings of Confucianism.

Buddhism spread to China during the Han dynasty. When the Han dynasty fell in AD 220, Buddhism grew in popularity. Amid the unrest, many peasants found comfort in the teachings of the Buddha.



Laozi (top) and Confucius (right) brought the philosophies of Daoism and Confucianism to Chinese society, helping to shape many of the early dynasties.



KEY FACTS

- India's first civilization developed along the Indus River at Mohenjo Daro and Harappa.
- Hinduism and Buddhism are religions first developed in India.
- A series of ruling dynasties made China a united and strong kingdom.

REVIEW

- 1. Identify** (a) Aryan, (b) Vedas, (c) Confucius
- 2. Define** (a) Hinduism, (b) Buddhism, (c) Daoism, (d) Legalism
- 3.** How did the idea of the Mandate of Heaven influence Chinese government?

TERMS

polis
 democracy
 Peloponnesian War
 Alexander the Great
 Hellenistic republic
 Julius Caesar
 Augustus
 Pax Romana
 Jesus of Nazareth
 Constantine



CALIFORNIA

HSS 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

HSS 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

Ancient Greece and Rome

2000 BC–AD 400

The achievements of the civilizations of Greece and Rome had a lasting influence, especially on the cultures of Europe. Greek art, architecture, and political philosophy remained models for centuries. Rome's power and grand civic monuments inspired later generations with awe.

Greece in the Bronze Age

The first civilization to appear in Greece was that of the Minoans, which developed on the island of Crete as early as 3000 BC. In about 1400 BC, Mycenaeans from the Greek mainland conquered Crete. The Mycenaeans, a warlike people with strong kings, adopted many elements of Minoan culture.

In the 700s BC, long after the Mycenaean civilization had been destroyed, a blind poet named Homer wrote two long epic poems recalling the glory days of Mycenaean warfare. The poems, the *Iliad* and the *Odyssey*, tell the story of the Trojan War and its aftermath. The Greeks were polytheists, so numerous gods and goddesses appear in the poems.

Greek City-States

In the 800s and 700s BC the Greeks formed a number of independent city-states. The Greek word for city-state is **polis**. A polis usually developed around an existing fort and gave local Greeks a sense of identity. While Greeks shared a common language and culture, each polis was politically independent. This led

to political disunity and rivalry. The Greeks based their governments on tribes and chiefs. Many tribes developed into small kingdoms that often went to war with one another.

The two most important city-states, Athens and Sparta, showed great differences. Athens was a direct **democracy**. All citizens participated in making decisions. Sparta, by contrast, was ruled by two kings. Sparta was known for its military strength and the discipline of its people.

In about 490 BC a series of conflicts between Greece and Persia known as the Persian Wars began. The various Greek city-states set aside their rivalries to defeat the common enemy. Following the victory over Persia, however, tension grew between Athens and Sparta. In 431 BC, the **Peloponnesian War** broke out between the two leading Greek powers. The war, which Sparta won, effectively ended what had been a classical age in Greece.

Alexander and the Spread of Hellenistic Culture

In 359 BC Philip II of Macedon conquered Greece. His 20-year-old son, Alexander, succeeded him in 336 BC, after Philip was assassinated. Philip's son would become known as **Alexander the Great**.

Alexander crushed the rebellions that broke out in Greece after his father's death. Then he set out to conquer the world. By 331 BC, Alexander ruled a huge territory that included Egypt, Mesopotamia, and Persia. He spread the Greek language and Greek ideas wherever his armies marched, influencing local cultures from the Nile River to lands bordering India. This blended culture became known as **Hellenistic**, or Greek-like. Trade routes to China, India, and Egypt also helped spread Hellenistic culture.



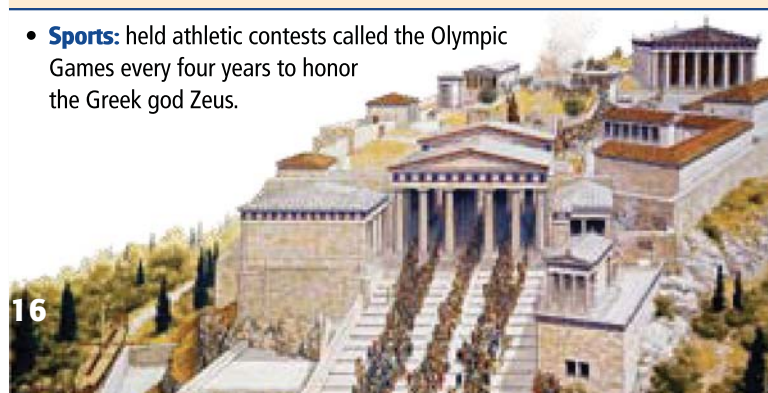
Artifacts like this Greek plate and this Roman coin give insight into Greek and Roman culture.



GREEK ACHIEVEMENTS

- **Architecture:** built the Acropolis, a temple complex on a hill in the center of Athens; considered the finest example of Greek architecture.
- **Drama:** invented drama—plays with dialogue, conflict, and emotion.
- **Philosophy & Science:** used philosophy to understand the world; philosophers such as Aristotle laid foundations for anatomy, botany, and zoology.
- **Sports:** held athletic contests called the Olympic Games every four years to honor the Greek god Zeus.

QUICK FACTS



2000 BC**c. 2100 BC**

Minoan culture appears in Crete.

1200s BC

According to legend, the Trojan War is fought.

1000 BC**753 BC**

Romulus establishes the city of Rome.

509 BC

The Roman Republic begins.

c. 500 BC

Democracy begins in Athens.

AD 1**323 BC**

Alexander the Great dies.

c. AD 312

Constantine becomes Christian.

**Pax Romana
27 BC–AD 180**

The Rise of Rome

In about 750 BC some villages joined to form the city-state of Rome. At first ruled by a king, by 509 BC Rome had become a **republic**. Voters elected some of the officials who ran the state, though most people were not represented. Roman culture leaned heavily on Greek models. Romans adapted Greek gods, philosophy, architecture and literature to their own ends.

As Roman power grew, it came into conflict with Carthage, a powerful city-state on the north coast of Africa. The Punic Wars between the two city-states resulted in the destruction of Carthage. Rome also expanded to the east, conquering Macedon and Greece. By about 129 BC, Rome controlled much of the land around the Mediterranean Sea.

Internal political rivalries, class divisions, and civil war weakened the Roman Republic. A popular general named **Julius Caesar** sought power but was killed by conspirators. His grandnephew, Octavian, defeated the conspirators and, in 27 BC, made himself emperor. This was the beginning of the Roman Empire. The Roman Senate gave Octavian the title of **Augustus**, or “revered one.” His reign began a period called the **Pax Romana**, or “Roman Peace,” which lasted 200 years.

Rome’s Fall and the Rise of Christianity

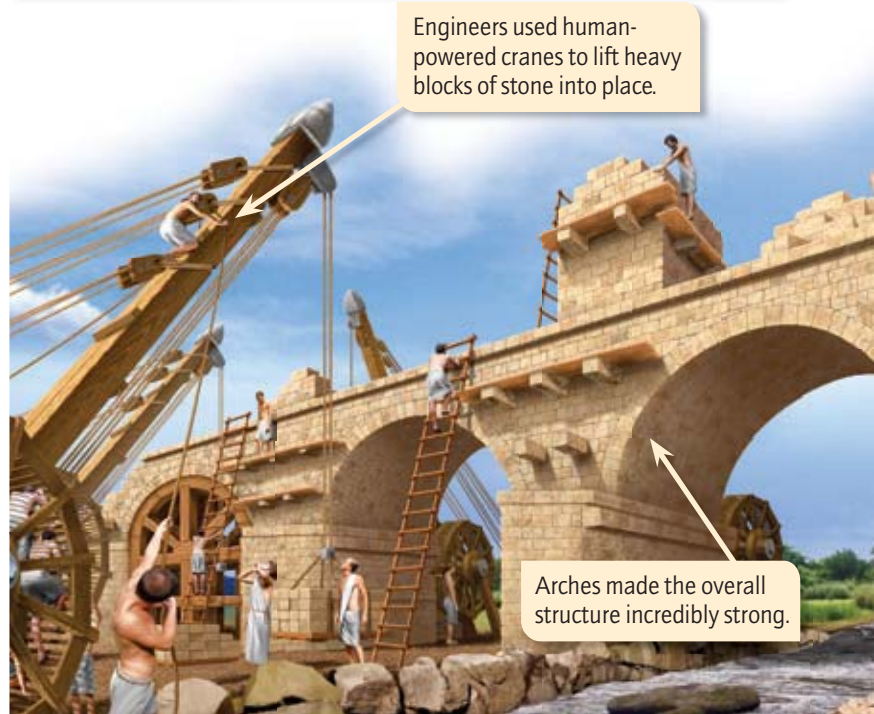
Eventually the empire grew corrupt and began to fail. Rival generals fought to become emperor. In the late AD 200s the empire was divided between East and West. During the 300s and 400s a series of invasions by Germanic tribes overwhelmed the empire’s frontiers and left many people longing for new beliefs.

In this atmosphere, the Christian religion gave people hope. Based on the teachings of a Jewish spiritual leader, **Jesus of Nazareth**, Christianity at first spread slowly in the face of Roman persecution. However, by the 300s, many Romans had adopted Christianity. The Emperor **Constantine** converted to Christianity in 312 and ended the persecution of Christians the next year. Emperor Theodosius went further. In 391 he made Christianity the official religion of the empire. The last Roman emperor in the West was overthrown in 476.

ROMAN ACHIEVEMENTS

**QUICK
FACTS**

- **Law:** Roman civil law became the basis for many of the world’s law codes.
- **Engineering:** Romans built a network of roads, bridges, and aqueducts, as well as massive public works such as courthouses, theaters, and stadiums.



Engineers used human-powered cranes to lift heavy blocks of stone into place.

Arches made the overall structure incredibly strong.

KEY FACTS

- Democracy was first established in the Greek city-state of Athens.
- The conquests of Alexander the Great spread Hellenistic culture throughout the eastern Mediterranean and the Near East.
- Rome became the dominant power in the Mediterranean but lost its republican form of government in the process.
- Emperor Constantine converted to Christianity in 312. Emperor Theodosius made Christianity the official religion of the empire in 391.

REVIEW

1. **Identify** (a) Homer, (b) Alexander, (c) Jesus of Nazareth, (d) Constantine
2. **Define** (a) polis, (b) democracy, (c) republic, (d) Pax Romana
3. How did Greece influence Roman culture?

TERMS

maize
kiva



CALIFORNIA

HSS 7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

Ancient Civilizations in the Americas 1000 BC–1500 AD

As in Africa, Asia and the Mediterranean, great civilizations also grew in the Americas. In Mexico and along the west coast of South America, mighty empires united vast territories. In North America diverse cultures thrived by adapting to an array of environments.

Civilizations in Central America

Many historians think that early peoples migrated from Asia to the Americas between 35,000 or more years ago and about 8,000 years ago. Some people moved into eastern and central areas of North America. Others migrated farther south through Mexico and Central America, an area called Mesoamerica.

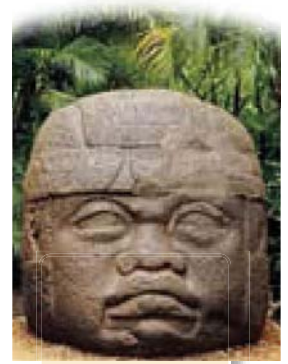
The Olmec civilization was the earliest culture in Mexico, starting about 1200 BC. Olmec society seems to have been mostly based on farming **maize**, or corn. The growing of maize became the foundation of all the civilizations in Mesoamerica.

Olmec civilization collapsed about 300 BC. Another, more advanced people were the Maya, who occupied rainforests on the Yucatan Peninsula and in present-day Guatemala and El Salvador starting about 1000 BC. The Maya were skilled architects and engineers. They created a series of 40 city-states in their

region but did not have a unified empire. They built many steep, pyramid-shaped temples that were several stories tall, and they developed the only complete writing system in the Americas. Maya writing was based on pictographic characters called hieroglyphs. The Maya thrived from AD 300 to 900.

In about 800, a people called the Toltecs invaded the central valley of Mexico from the north. Their empire spread as far south as the Yucatan Peninsula, where their religion and designs influenced Maya pyramids and cities. In about 1200, a number of northern invaders fought one another in central Mexico. The strong group to emerge from these struggles was a people called the Aztecs.

The Aztecs were a warlike people who gradually came to rule central Mexico. Their empire grew quickly. Conquered peoples paid taxes to Aztec rulers. The Aztecs built a large capital city, Tenochtitlán,



An Olmec sculpture of a giant head may represent a ruler, a lord, or a god.

EARLY MESOAMERICAN CIVILIZATIONS



▼ This Maya pyramid at Tikal was the tallest structure in the Americas before the Europeans' arrival. Maya pyramids were often topped with temples.



1000 BC

c. 1000 BC

Maya civilization begins to develop.



AD 1

c. 400 BC

The Moche culture develops in Peru's coastal desert.



c. 750

The Anasazi develop pueblo architecture.

AD 1000

1325

The Aztecs establish their capital at Tenochtitlán.

c. 1440

Pachacuti begins to expand the Inca Empire.

Classic Age of Maya Civilization
250–900

which had pyramid temples, markets, and palaces for wealthy families. The Aztecs believed that the sun god was in a constant struggle with the forces of darkness. They “fed” the sun god with human sacrifices. The Aztecs’ frequent wars gave the them a ready supply of prisoners to sacrifice. For their deeds, Aztec warriors earned prestige, wealth, and power.

Incas of South America

During the height of Aztec power in Mexico, the Inca civilization was emerging in the Andes Mountains of South America. The Incas worshiped the sun and moon. Their name meant “children of the sun.” By the end of the 1400s, the Inca Empire stretched along most of the west coast of South America, including present-day Peru, Ecuador, Bolivia, and Chile. The Inca emperor had absolute power but used it to improve the empire. The Incas built fortresses and irrigation systems. They also laid roads, many of which were paved, and built bridges. Inca government was efficient, establishing an educational system that taught the imperial language and laws as well as Inca religion and history. The excellent system of roads, education, and communication helped to unify the vast empire.

North America

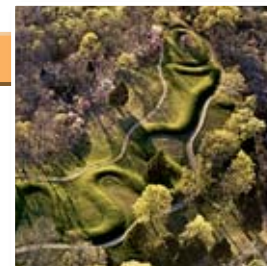
The greatest diversity of early American peoples was found in what is now the United States and Canada. Regional cultures developed, as people in different areas adapted to different environments. Peoples in what is now the southwestern United States, for example, lived in desert areas and learned to farm in the harsh, dry climate.

The Hohokam were one such people. Their major communities, in present-day southern Arizona, have been dated from about 300 BC to AD 500. Another ancient civilization, the Anasazi, also flourished in this area. The Anasazi built large villages on steep cliffs. The buildings were made of stone and adobe brick. The villages were later called pueblos by the Spanish. Each village had a large underground chamber called a **kiva** that was used for religious ceremonies.

Some of North America’s most sophisticated cultures developed in the eastern woodlands region. This

EASTERN WOODLANDS

- Peoples included the Adena, Hopewell, Mississippian, Iroquois, Mohawk, and Seminole
- Warm and temperate forests
- Relied on hunting and gathering, as well as farming some native crops
- Longhouses built from forest materials



Adena Serpent Mound in Ohio.

area stretches from what is now Canada to the Gulf of Mexico and from the Atlantic Ocean to the Mississippi River. A group called the Hopewell settled in the Ohio Valley region sometime around 300 to 200 BC. The Hopewell left behind many earthen mounds, which were perhaps used for burial. Some of the mounds are in the shapes of animals.

Another group that lived in the eastern woodlands was the Mississippians. They lived from about 700 to 1550 along the Mississippi River and as far east as present-day South Carolina. Like the Hopewell, the Mississippians were great mound builders. Many of their settlements centered on a ceremonial mound in a plaza on which stood a temple. The city of Cahokia, near the present-day city of East St. Louis, Illinois, was the largest such ceremonial center in North America. It had over 20,000 people and 100 mounds.

KEY FACTS

- Early peoples migrated from Asia to North America and South America.
- Maya farmers grew maize, which became the foundation of Mesoamerican civilization.
- The Maya, Incas, and Aztecs developed sophisticated civilizations in Central and South America.
- Many different peoples, including the Anasazi and the Mississippians, lived in North America.

REVIEW

1. **Identify** (a) Olmec, (b) Inca, (c) Hopewell
2. **Define** (a) maize, (b) kiva
3. Why did the Aztecs sacrifice human beings?

The Middle Ages

The early Middle Ages saw a breakdown of central authority in Europe and Asia. For hundreds of years, waves of invaders swept out of Central Asia, Scandinavia, Arabia and elsewhere, conquering old kingdoms and establishing new ones. By the end of the Middle Ages, the invasions had receded, towns and trade were growing, and the first signs of strain in the feudal system were beginning to show. The modern era was dawning.

AFRICA

500 AD

Ghana
c. 750–1203

800
Ghana begins to emerge as a major trading empire in West Africa.

THE AMERICAS

c. 750

The Anasazi develop pueblo architecture.

800

Toltec dominate central Mexico.

► The Aztec capital of Tenochtitlán covered five square miles and was home to 400,000 people in 1519.

500 AD

c. 550
Buddhism spreads from China to Japan.

ASIA

618
Tang dynasty begins a classical age in China.

622
Muhammad travels to Medina—the hegira.

786
Harun al-Rashid leads the Abbasid caliphate to its height.

794
Heian period begins a golden age in Japan.

EUROPE

732
Muslim advance in Europe stopped in the Battle of Tours, in France.

800
The pope crowns Charlemagne Emperor of the Romans.



1000 AD

1500 AD

c. 1100

East African city-state Kilwa is a leading port and trade center.

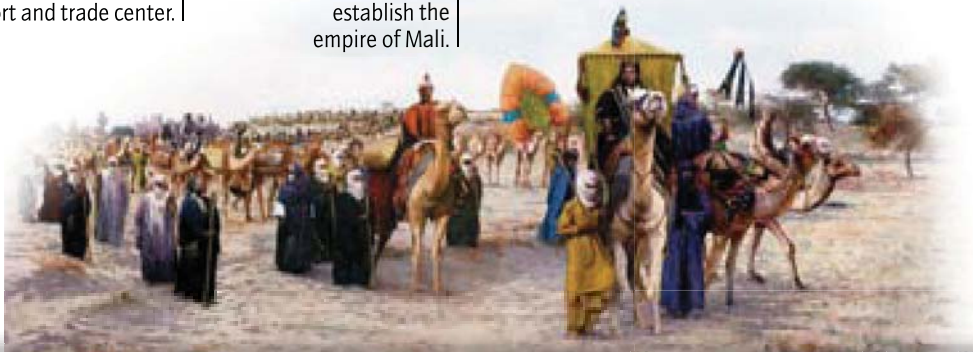
c. 1235

Muslim rulers establish the empire of Mali.

1324

Mansa Musa of Mali begins a hajj to Mecca.

► Mansa Musa's impressive caravan included more than 60,000 people.



Mississippian Mound Builders
700–1550



1325

The Aztecs establish their capital at Tenochtitlán.

c. 1440

Pachacuti begins to expand the Inca Empire.

1492

Columbus lands in the Americas

1000 AD

1500 AD

939

Kingdom of Dai Viet gains independence from China.

969

The Fatimid dynasty is established.

1055

The Seljuk Turks take Baghdad.

1258

The Mongols capture Baghdad.

1279

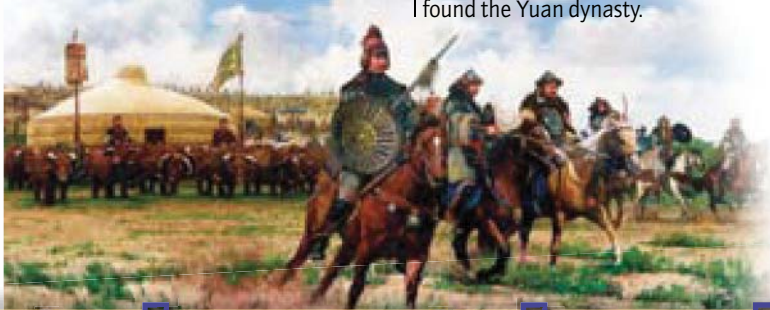
Mongols take over China and found the Yuan dynasty.

1392

Choson dynasty begins in Korea.

Tang Dynasty
618–907

► The Mongols were one of history's most efficient military forces, conquering large parts of Asia and Europe.



Viking raids in Europe
800–1150

962

Otto the Great becomes emperor of the Holy Roman Empire.

1066

William the Conqueror wins the Battle of Hastings.

1163

The building of Notre Dame cathedral begins.

1096

The first Crusaders leave Europe to battle for the Holy Land.

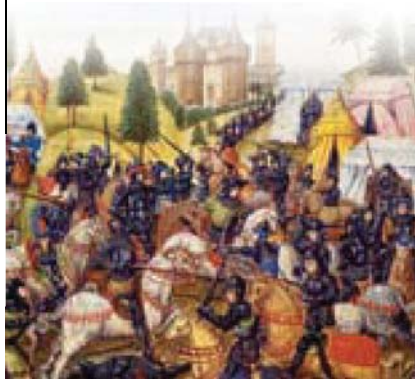
The Hundred Years' War
1337–1453

1347

The Black Death begins to spread through Europe.

1291

The Crusades end.



TERMS

Muhammad
Islam
Muslims
Qur'an
caliph
Umayyads
Abbasids



CALIFORNIA

HSS 7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

Muslim Civilization

550–1260

A new civilization inspired by the teachings of a religious leader named Muhammad arose in the early 600s. Soon a mighty empire carried those teachings over a vast area stretching from India to Spain. Though the empire eventually splintered, Muslim civilization continued to thrive.

Muhammad and the Rise of Islam

In about AD 570 a man named **Muhammad** was born in Mecca, a city on a major trading route in the Arabian desert. Muhammad made his living as a trader and came into contact with both monotheists, such as Christians and Jews, and polytheists. When he was about 40 years old, Muhammad reported that the angel Jibreel (Gabriel) told him he had been called to be a prophet of Allah (Arabic for God). He reported that the angel instructed him to teach others. By 632, when he died, Muhammad had converted many Arab tribes to the religion known as **Islam**.

Islam is based on two central beliefs: that there is only one God and that each believer must obey God's will. Followers of Islam are called **Muslims**. The holy book of Islam is the **Qur'an**, which Muslims believe is the word of God as revealed to Muhammad.



This illustration is an artistic depiction of Muhammad's name.

Islam has five basic rules called the Five Pillars of Islam. Following these rules is required of all Muslims. Muslims recite their prayers in mosques. Mosques have no furnishings except for mats or rugs on which to kneel for prayer.

The Spread of Islam

By 642, the growing armies of Islam, drawn mainly from the Arabian Peninsula, had defeated the Persian Empire and taken control of what today is Iraq. Within 25 years of Muhammad's death, the expanding empire included Syria, Persia, and parts of North Africa.

In 711 a powerful Muslim force from North Africa invaded Spain and brought Islam to Europe. These Muslims were called Moors. They would continue to rule parts of Spain for more than 700 years.

By the late 900s, large numbers of Turks had converted to Islam. The Turks were located on the fringes of the Muslim world in Central Asia. Their warlike culture encouraged expansion and conquest. During the 1000s, Turkish Muslims seized control of Muslim Persia, Mesopotamia, and Syria. They also began raiding northern India on horseback. Along with Mongol converts, Turkish Muslims spread Islam across much of Asia.

During the period of Arab rule, the Muslim empire was organized into provinces. Muslim leaders were given the title of **caliph**, meaning "successor to the Prophet." Struggles over succession led to a split in Islam. The Shias believed Muhammad's son-in-law, Ali, should be caliph. The Sunnis believed that a just ruler recognized by the Muslim community could be caliph. Eventually, most Sunnis accepted leaders from a clan called the **Umayyads** as caliphs. In the late 740s the Umayyads were overthrown by a new dynasty known as the **Abbasids**. The Abbasids, who ruled until 1258, created a new capital, Baghdad, which grew into a great city. It was under the Abbasids that Muslim civilization reached its height.

FIVE PILLARS OF ISLAM



- 1st pillar:** Professing the faith—Allah is the only God and Muhammad is his prophet
- 2nd pillar:** Praying five times daily
- 3rd pillar:** Giving charity to the poor
- 4th pillar:** Fasting during the holy month of Ramadan
- 5th pillar:** Making a hajj, or pilgrimage, to Mecca at least once

c. 570
Muhammad is born in Arabia.

610 Muhammad reports the first revelations from Allah.

622 Muhammad travels to Medina—the hegira.

786 Harun al-Rashid leads the Abbasid caliphate to its height.

732 Muslim advance in Europe is stopped at the Battle of Tours in France.

969
The Fatimid dynasty is established.

1055
The Seljuk Turks take Baghdad.

1258
The Mongols capture Baghdad.

Muslim Culture

Islam became more than just a religion. It was also a great cultural movement that affected most aspects of life in the lands ruled by Muslims. The Arabic language, the language in which the Qur'an was written, unified peoples across the region. Muslims learned from the people they conquered and the merchants with whom they traded. They preserved classical learning by translating the scientific and philosophical works of the Greeks into Arabic. In Persia a distinctive Muslim culture developed that drew on ancient Persian culture.

Muslims throughout the empire, or caliphate, lived according to the Qur'an and other religious writings. These guided both their religious and daily life. In their treatment of other religions, Muslim rulers allowed considerable religious freedom. For example, they did not demand that all conquered peoples convert to Islam. Non-Muslims had to pay an extra tax instead. Christians and Jews, referred to as "People of the Book" because Muhammad had accepted some of the Christian Bible's and the Torah's teachings, had a special, though still inferior, status.

The unity of the caliphate eventually broke down. An Umayyad dynasty continued to rule in Spain. A new

dynasty, the Fatimids, conquered Egypt. Turkish Muslims, largely settled around the caliphate of Baghdad, served the Abbasid caliph as troops. Their growing power gradually shifted political authority away from the caliph. A different kind of Turkish ruler called a sultan emerged, leaving the caliph to play an important but symbolic role. By the 1000s, the Turks had seized control of Baghdad. Christians from the West captured Muslim cities during a series of wars. In 1258, a force from Central Asia, the Mongols, sacked Baghdad.

KEY FACTS

- Muhammad preached Islam, which spread from the Arabia in the 600s.
- Islam and the Arabic language eventually united peoples on three continents.
- Turks became the rulers of the caliphate.
- Muslim culture blended ideas from Arabia, Greece, and Persia.

REVIEW

- 1. Identify** (a) Muhammad, (b) Abbasids, (c) sultan
- 2. Define** (a) Islam, (b) Qur'an, (c) Muslims, (d) caliph
- 3. Compare** How was Islam similar to Judaism and Christianity?

EXPANSION OF ISLAM, 632–750

Muslim armies quickly triumphed from India to Spain. **In what directions did Islam spread?**

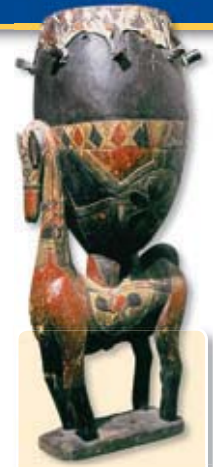


TERMS

Mansa Musa
Sunni Ali
Askia Muhammad
King Ezana

African Kingdoms 100–1600

For centuries a series of kingdoms flourished in Africa. Traders from West African kingdoms crossed the vast Sahara carrying gold and salt in caravans of camels. In East Africa, traders traveled by sea, along the Nile River, the Red Sea, and the Indian Ocean.



Traditional African drum from Guinea.



CALIFORNIA

HSS 7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

West African Trading Kingdoms

Trade kept parts of Africa well-connected with the rest of the world. In West Africa, several important trading kingdoms emerged. The wealth and strength of these kingdoms depended on their control of trade routes across the Sahara.

The southern edge of the Sahara is a region known as the Sahel. Commerce developed in the Sahel, with gold mined in the south traded for salt mined in the

desert. Where this gold-for-salt exchange took place, cities grew and flourished, making areas of West Africa major trading centers. Camel caravans, the main form of transportation, crossed the desert. The caravans operated for centuries and linked West Africa with the Muslim states in North Africa and the Middle East.

The earliest of the West African kingdoms was Ghana. Ghana was established sometime after the AD 300s. By the 800s, Ghana was dominating the gold-for-salt exchange. Its long-range trade networks encouraged high levels of political organization.

Ghana's hold on the trans-Saharan trade gradually weakened. By about 1235, control of the trade was in the hands of the kingdom of Mali. Mali's power reached its peak in the early 1300s under the rule of **Mansa Musa**. A devout Muslim, Mansa Musa made the city of Timbuktu a leading center of Islamic thought, attracting scholars from Egypt and Arabia.

Disputes over Mansa Musa's successor weakened Mali. The kingdom of Songhai, centered on the important trading city of Gao on the Niger River, took advantage. In 1464 the Songhai king, **Sunni Ali**, captured Timbuktu. Sunni Ali followed traditional religious beliefs. He expanded the kingdom into an empire and divided it into several provinces. His successor, **Askia Muhammad**, restored Islam, further extended the empire, and

WEST AFRICAN KINGDOMS, 1050–1300



c. 350

The kingdom of Aksum defeats Kush.

800

Ghana begins to emerge as a major trading empire in West Africa.

c. 1100 East African city-state Kilwa is a leading port and trade center.

c. 1235

Muslim rulers establish the empire of Mali.

1324

Mansa Musa of Mali begins a hajj to Mecca.

1464

Sunni Ali founds the Songhai Empire.

developed Timbuktu into a great commercial center. Arab, Jewish, and Italian merchants brought goods from as faraway as Europe, India, and China. Despite its prosperity, however, the Songhai Empire steadily declined after the reign of Askia Muhammad. The empire was defeated by a Moroccan army in 1591.

Kush and Aksum

One of the earliest recorded kingdoms in East Africa was the kingdom of Kush. Kush arose along the upper Nile River in a region known as Nubia. Because of its close connection with Egypt, Kush's culture resembled Egyptian culture in many ways. In about 1500 BC, Egypt's rulers brought Nubia and Kush under their control. By about 1100 BC, Kush gained its independence, and in 730 BC, Kush conquered Egypt.

In the mid-600s BC, the Assyrians invaded Kush. Their attack greatly weakened the kingdom. The kingdom reorganized, however, and a new period of growth and cultural achievement began about 80 years later, centered on the new capital city of Meroë. Historians believe that Kush's civilization reached its height between about 250 BC and about AD 150. The people of Meroë built impressive pyramids and temples, crafted beautiful pottery, and developed a written form of their language.

By about the AD 100s, a rival kingdom to Kush called Aksum straddled the trade routes that stretched from Egypt to the interior of Africa. As Kush declined, Aksum increasingly competed with it for control of trade. By about AD 320, Aksum was a military power led by **King Ezana**. Ezana conquered Kush and set up a thriving kingdom that became a major center of long-distance trade. During his reign, Ezana converted to Christianity and made it the kingdom's official religion. Christianity became a powerful influence throughout the region, laying the foundations for the development of the Ethiopian church that continues today.

Coastal City-States

Several city-states dominated trade on the East African coast. Important trade routes were established in the Indian Ocean. East Africans exported gold, ivory, tortoise shells, and enslaved people. They imported

porcelain and weapons. Among the earliest of the trading city-states along the Indian Ocean coast were Mogadishu, Pate, and Mombasa. By the late AD 1100s, Kilwa had also become a leading port where gold that had been mined in south-central Africa was brought for trade. Many kingdoms competed for control over the mining and shipping of gold.

Trade led to a blending of African, Arab, and Asian cultural influences along East Africa's coast. Local Africans, who spoke a Bantu language, adopted many Arab words. As the two languages blended, a new language called Swahili developed. Because many foreign traders were Muslim, Islam gained a hold along the East African coast as well.

The growing wealth of Africa's overseas trade also stimulated developments in Africa's interior. There, the Shona people established a kingdom called Great Zimbabwe by the 1300s. This kingdom was located in southeastern Africa, along a trade route linking Africa's interior gold mines to the city-states on the coast. Supplying the coastal city-states made Great Zimbabwe wealthy. At its height, Great Zimbabwe was home to over 18,000 people.



◀ The people of Aksum built tall granite monuments, like this one, called stelae.

KEY FACTS

- Trade routes across the Sahara strongly influenced civilizations in West Africa.
- Around AD 350, Aksum succeeded Kush as the strongest East African kingdom.
- Trade routes in the Indian Ocean strongly influenced civilizations in East Africa.

REVIEW

- 1. Identify** (a) Mansa Musa, (b) Askia Muhammad, (c) King Ezana
- 2. Define** (a) Nubia, (b) Ghana, (c) Timbuktu, (d) Great Zimbabwe
- 3.** How did trade affect the development of both Kush and Aksum?

TERMS

Genghis Khan
Kublai Khan
shogun
daimyo
samurai

Cultures of East Asia

550–1400

Beginning in the late 500s a series of strong dynasties emerged to rule China. The influence of China's advanced civilization spread across East Asia. Korea and Japan borrowed from China, producing vibrant cultures of their own.



Tang artists made lively figurines, such as this female polo player.



CALIFORNIA

HSS 7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

HSS 7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

Golden Ages in China

The fall of the Han dynasty in the 200s led to a long era of instability and decline in China. Hordes of invaders destroyed Han cities and set up new kingdoms. In the late 500s, one of these groups succeeded in reuniting China under its rule. The new dynasty, known as the Sui, came into power in 589. Sui rulers reestablished Chinese bureaucracy, increased the size of the state education system, and reformed the civil service system. Sui emperors also built the Grand Canal, the world's oldest and longest canal system. The canal became a convenient way to travel and transport goods between northern and southern China. However, the Sui dynasty proved unpopular. Forced labor on the Grand Canal produced discontent. An uprising in 618 ended Sui rule and brought the Tang dynasty to power.

China's first "Golden Age" occurred under the Tang dynasty. Buddhism reached its peak, becoming for a time the state religion. Wealthy Buddhists donated land for monasteries. Chinese inventions spread to the outside world through China's increased contact with other peoples. Later Tang emperors, seeking to counter Buddhist influence, restored Confucianism, building temples to Confucius.

The Tang dynasty ended in 907. In 960 the Song dynasty was established and a second "Golden Age" began. The Song required government officials to study the works of Confucius. The movement was called "neo-Confucianism." Foreign trade expanded, key port cities were established, and caravans brought in goods from Central Asia and India.

TANG AND SONG DYNASTIES, 618–1279

Tang dynasty, 814
 Song dynasty, 1050
 Southern Song dynasty, 1145
 Jin dynasty, 1145
 Silk Roads
 Grand Canal
 Great Wall of China

GEOGRAPHY SKILLS

INTERPRETING MAPS

- Movement** What important trade routes did China gain control of in Central Asia during the Tang dynasty?
- Location** How did the region of the Song dynasty differ from that of the Southern Song dynasty, and what important river did the Song lose access to when it moved south?

500

c. 550
Buddhism spreads from China to Japan

618
Tang dynasty begins a classical age in China.

794
Heian period begins a golden age in Japan.

800

939
Kingdoms of Vietnam gain independence from China.

1100

c. 1094
World's first paper money printed in China

1279
Mongols take over China and found the Yuan dynasty.

1400

1392
Choson dynasty begins in Korea.

Under Song government policies, China also underwent a period of major economic change. International trade with Japan and Southeast Asia grew. The overall increase in trade created new opportunities for rural peasants, many of whom engaged in timber-growing, papermaking, and other new occupations. A cash economy also emerged, replacing a barter system. The world's first paper money was printed in 1024.

The Mongol Invasions

The Mongols, a fierce warrior people, lived north of China. In the early 1200s a Mongol force led by **Genghis Khan** captured the Chinese capital, which today is called Beijing. The Mongols went on to capture the rest of China, along with parts of Europe.

In 1271 **Kublai Khan**, a grandson of Genghis Khan, announced the beginning of his own dynasty in China. Under Mongol rule, China prospered in many ways. Kublai Khan extended the length of the Grand Canal by hundreds of miles, and also linked China with India and Persia. Improved trade and communication with other parts of the world encouraged China's economic growth.

Following Kublai Khan's death in 1294, China experienced many problems, including rebellions. Chinese rebels pushed the Mongols back beyond the Great Wall in 1368, ending their dynasty.

Korea

Korea's political and cultural development was strongly shaped by China. A rugged, mountainous peninsula that juts south into the sea between China and Japan, Korea has long served as a bridge allowing the passage of people and ideas from eastern Asia to neighboring island chains. As early as 300 BC, immigrants from China began to arrive in Korea, bringing with them knowledge of metalworking and agriculture.

These immigrants helped to found the first true kingdom in Korea. Korean rulers adopted Chinese as their written language and embraced Confucian traditions and ideas along with the Chinese model of government. Despite the strength of China's influence, Koreans worked to maintain their own culture and

traditions. Korean society developed a distinctive form of Buddhism. During the Koryo period, Korean artisans developed celadon pottery. Koreans also advanced the Chinese technology of movable type by casting the type blocks in metal.

Japan

The islands of Japan, off the east coast of Asia, were also influenced by China. The Japanese adopted Chinese writing in the early 700s and Buddhism in the mid-500s. Chinese art, science, government, and fashion also influenced Japanese society. In 702 the Japanese emperor issued a new law code modeled on Tang dynasty laws. This code centralized the government and gave the emperor more power over the lives of his people.

After the 800s, however, the political system adapted from China began to decline. A new system called the feudal system took its place by the 1100s. Under the feudal system in Japan, the emperor still reigned, but he was now considered a figurehead. The **shogun**, or top general, had more power, including control over the military, finances, and law. The shogun, in turn, granted power to the **daimyo**, lords who were responsible for running most of Japanese society at the local level. The daimyo, who were protected by warriors called the **samurai**, became the most powerful people in Japan.



During the Koryo period, Korean artists became famous for their celadon pottery.

KEY FACTS

- China experienced "golden ages" during the Tang and Song dynasties.
- Mongol invasions of China in the 1200s led to Mongol rule in much of Eurasia.
- Korea and Japan adopted many cultural practices from China.
- Japan developed into a feudal society during the 1100s.

REVIEW

- 1. Identify** (a) Tang dynasty, (b) Genghis Khan, (c) shogun
- 2. Define** (a) Mongols, (b) daimyo, (c) samurai
- 3.** How did the culture of Korea differ from earlier Chinese culture?

TERMS

Justinian I
icon
Orthodox
Church
Vladimir
Yaroslav the Wise

The Byzantine Empire and Russia 350–1200

While the Western Roman Empire fell to invaders in AD 476, the Eastern Roman Empire, also called the Byzantine Empire, survived. It included Greece, Syria, Egypt, and other areas. The success of the Byzantine Empire also influenced the development of another major kingdom, Russia.

Justinian and Theodora ruled the Byzantine Empire from 527 to 565.



CALIFORNIA

HSS 7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

Byzantium

In AD 330, the Roman emperor Constantine ordered a new city built on the grounds of the town of Byzantium. Originally founded in 667 BC by a band of ancient Greeks, Byzantium had stood for more than 1,000 years. However, Constantine wanted the new Christian city to become a “New Rome,” a new capital for the Roman Empire. The city was called the City of Constantine, or Constantinople.

Since its ancient days as Byzantium, Constantinople had been a gateway between Asia and Europe. Constantinople was an important city for trade and commerce because of its harbor and location. It also was a melting pot of cultures and ideas about art, science, mathematics, and religion. However, it was a constant target of foreign emperors and invaders.

Following Constantine’s death in 337, the Roman Empire became divided between east and west. After a series of battles with “barbarians,” the name that Romans gave to the Germanic peoples living outside the empire, the Western Roman Empire was finally

conquered in AD 476. Constantinople remained the capital of the Eastern Empire. Known as the Byzantine Empire, this state lasted until 1453.

Justinian’s Code

Many leaders of the Byzantine Empire hoped to revive the glory and power of the Roman Empire. One of the most successful was the emperor **Justinian I**. During his reign from 527 to 565, the Byzantines recaptured much of North Africa, Italy, and southern Spain. Justinian’s conquests left the empire exhausted, and many of the newly won lands were lost shortly after his death.

Justinian’s reform of the laws of the empire proved a more lasting achievement. In 528, he ordered his scholars to collect the laws of the Roman Empire and to preserve them. This collection, known as Justinian’s Code, was organized into four parts, including:

- useful Roman Laws
- Roman legal options
- guide for law students
- laws passed after AD 534

City at a Crossroads

Constantinople stands on the edge of Europe looking out towards Asia. Its location made it an important trading and political center.

Areas of Interest

- 1 Harbors and Seawalls
- 2 Forum of Constantine
- 3 Hippodrome
- 4 Palace
- 5 Hagia Sophia



330

Constantinople is founded as the new capital of the Roman Empire.

527

Justinian I rules the Eastern Roman Empire.

726

Leo III calls for the destruction of icons.

1019

Yaroslav the Wise becomes Grand Prince of Kiev.

1054

The Great Schism divides the Christian Church.

1453

Constantinople falls, ending the Byzantine Empire.

The Code of Justinian formed the basis of Byzantine law. It preserved the Roman idea that people should be ruled by laws rather than by the whims of leaders. By the 1100s, the Code was being used in western Europe.

After the loss of Justinian's conquests in the west, Greek cultural influences in the empire grew stronger. During the reign of Emperor Heraclius (610–641), Greek replaced Latin as the empire's official language, and old Roman imperial titles gave way to Greek ones.

Schism in the Christian Church

Christianity was an important part of life in the Byzantine Empire. However, church leaders in the west and east had different ideas about church doctrine and practice. Over time, these differences led to schism, or division, in the Christian Church.

A controversy over **icons**, or holy images of Jesus, the Virgin Mary, or the saints, hastened the split. Many Byzantines kept icons in their homes and churches and honored them. Other Byzantines believed that this was wrong. They were called iconoclasts.

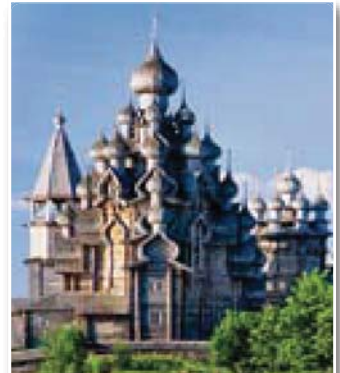
In 726 Emperor Leo III, an iconoclast, ordered the destruction of icons. However, many people refused to give them up. This became known as the Iconoclastic Controversy. In 731 Pope Gregory III decided that it was heresy not to allow the honoring of icons. He excommunicated, or expelled from the church, people who destroyed icons. This caused friction between the pope in Rome and the emperor in Constantinople.

While the controversy over iconoclasm eventually receded—later emperors accepted icons—the breach between the church in the west and that in the east widened. The Byzantines looked to a church leader known as a patriarch, appointed by the emperor. They did not recognize the authority of the pope in Rome. These and other differences led to the Great Schism in the Christian Church in 1054. The church in the West became the Roman Catholic Church, with the pope as its leader. The church in the East became the **Orthodox Church**. (*Orthodox* means “right opinion” in Greek.) Despite efforts at reconciliation over the centuries, the two churches remain separate today.

Russia

From its beginnings, Russia has had an important influence on European and Asian history because of its geography, origins, and people. Its first inhabitants, the Slavs, moved into the region after about the AD 400s. During the 800s, Vikings from Scandinavia traveled to the area and took control of Slavic cities such as Novgorod and Kiev, which became the capital of the first Russian state. In 860, a Viking ruler led his Rus warriors in a surprise attack against Constantinople. Although the early Russians were defeated, the two kingdoms became trading partners. Greek missionaries visited Kievan Russia in the late 800s, spreading Byzantine Christianity. In the 980s, the Grand Prince of Kiev, **Vladimir I**, converted to Orthodox Christianity. He also made it the state religion.

The Kievan state's greatest king was **Yaroslav the Wise**, who ruled from 1019 to 1054. Yaroslav made many cultural and administrative improvements. He built many churches and introduced Russia's first law code, known as *Russkaya Pravda*. After his rule ended, Kiev declined in power. Internal conflicts allowed a new group of invaders, the Mongols, to conquer or destroy almost every city in Kievan Russia.



A Russian church that was built entirely of wood

KEY FACTS

- The Byzantine Empire grew out of the Eastern Roman Empire, preserving the Greco-Roman heritage for over 1,000 years.
- The Great Schism in the Christian Church led to the Roman Catholic and the Eastern Orthodox churches.
- The early development of Russia, including its religion, was greatly influenced by the Byzantine Empire.

REVIEW

- 1. Identify** (a) Justinian I, (b) Leo III, (c) Vladimir I, (d) Yaroslav the Wise
- 2. Define** (a) Justinian's Code, (b) icons, (c) Orthodox Church
- 3.** Why was Justinian's Code important?
- 4.** What was the result of the Iconoclastic Controversy?

TERMS

Charlemagne
feudal system
fief
vassal
manorial system
canon law



CALIFORNIA

HSS 7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

Early Middle Ages in Europe 800–1100

The barbarian peoples who overran much of the Western Roman Empire brought with them behaviors and traditions that gradually developed into a new and distinct European civilization. This period between the 400s and about 1500 is generally known as the Middle Ages.



Charlemagne, ruler of the Franks.

Germanic Invasions

For hundreds of years following the breakup of the Roman Empire, many Germanic tribes plundered Europe and established small kingdoms. The tribe that had the most impact on European history was known as the Franks.

The greatest of all Frankish kings, **Charlemagne**, ruled from 768 until 814. During his reign, he worked to build a “New Rome” centered in present-day France and Germany. Much of Europe regarded Charlemagne as a successor to Roman emperors. He was crowned by the pope as Emperor of the Romans. His empire was divided into regions, each governed on his behalf by an official known as a count.

Charlemagne helped spread church teachings and Christian beliefs, and did much to bring civilization, order, and learning to barbarian Europe during the 800s. He also placed great value on education. He started schools at his palace and appointed one of Europe’s most respected thinkers to develop a cur-

riculum based on the Roman model. However, his empire quickly crumbled following his death in 814.

Viking Raids

Charlemagne’s empire was undermined by internal divisions and by invasions of peoples from beyond its frontiers. The most feared invaders during the 800s and 900s were the Vikings from Scandinavia. Vikings were Germanic peoples from what are now the countries of Norway, Sweden, and Denmark. Their customs and myths centered on pagan gods. During spring and summer, the Vikings traveled south and west along the coasts of mainland Europe and the British Isles. They would raid and loot settlements and bring captives back to work as slaves on their farms in Scandinavia. Over time they settled in England, Ireland, and other parts of Europe. A large Viking settlement in northwestern France gave the region its name, Normandy, from the French word for “Northman.”

EUROPE, 815

Charlemagne’s empire briefly reunited parts of the Western Roman Empire.

What was the other great Christian empire in Europe at this time?

England was divided into eight small kingdoms.

Charlemagne built the Frankish Empire.



800

The pope crowns Charlemagne Emperor of the Romans.

962

Otto the Great becomes emperor of the Holy Roman Empire.

1066

William the Conqueror wins the Battle of Hastings.

Viking raids in Europe 800–1150

Feudal System

With kings unable to defend their realms from the waves of invaders, new arrangements for self-defense arose. Lower nobles pledged loyalty and military service to higher nobles. By the 900s, most Europeans were governed by local independent leaders who were often lords. The new political organization was known as the **feudal system**, or feudalism.

Within feudalism, a powerful noble granted land to a lesser noble. The noble who received the land could use it and its products, but could not own it. In return for maintaining the land, the lesser noble promised loyalty, military service, and other assistance to the lord who granted him the land. The grant of land was called a **fief**, and the person who received the fief was a **vassal**. Fiefs eventually became hereditary, with legal possession passing from a vassal to his eldest son.

Feudalism provided social and political structure to the culture of the middle ages. Another system, the **manorial system**, shaped the economic structure of Europe during these years. A lord and several peasant families shared the land of a manor, or large farming estate. The lord kept about one third of the manor's lands, called the domain, for himself. Peasants farmed the remaining two thirds of the land. In return for being allowed to work the land, the peasants gave the lord some of their crops and helped to farm his land. Most peasants, called serfs, could not leave the land without the lord's permission.

The Christian Church

Throughout the Middle Ages, the Christian church was one of the few sources of leadership and stability that people could rely upon. The medieval church had broad political powers and performed many of the functions of modern governments. By the 1100s, the church was one of Europe's leading landowners, and many of its leaders were powerful feudal overlords.

The pope held supreme authority in the church. His most important and powerful advisers were cardinals. From the late 1100s on, only cardinals could elect the pope. The church also had its own code of law, called **canon law**, and its own courts. The court could issue a ruling against an entire region, closing all churches in

that region and limiting the powers of the clergy. The church did not allow anyone to question the basic principles of Christianity. People who denied the church's principles or preached other beliefs were considered heretics, unbelievers who deserved eternal damnation.

The medieval church also had the power to tax. Priests collected a tithe, or one tenth of a Christian's income. By the early 1200s, the church was perhaps the wealthiest single institution in Europe.

The church's wealth and influence led to many problems. Nobles began to appoint friends or relatives to high church positions. High positions within the church hierarchy were often sold to people hoping to gain wealth either from church income or by charging high fees for religious services. As time went on, these practices came under criticism from inside and outside the church, leading to many calls for reform.

FEUDAL OBLIGATIONS

QUICK FACTS

Feudalism was built upon relationships of obligation and service.

A Knight's Duties to His Lord

- Provide military service
- Remain loyal and faithful
- Give money on special occasions

A Lord's Duties to His Knights

- Give land
- Protect from attack
- Resolve disputes between knights



KEY FACTS

- Frankish king Charlemagne reunited much of western Europe, triggering a cultural rebirth during the 800s.
- The feudal and manorial systems shaped the social, political, and economic structures of Europe during the Middle Ages.
- The Christian Church became a political, social, and economic force during the 1000s and the 1100s.

REVIEW

1. **Identify** (a) Franks, (b) Charlemagne, (c) fief, (d) vassal
2. **Define** (a) feudal system (b) manorial system (c) canon law
3. How was the church's organization similar to that of a modern government?

TERMS

William the Conqueror
Magna Carta
Crusades
Gothic
scholasticism
Thomas Aquinas
Black Death



CALIFORNIA

HSS 7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

High Middle Ages in Europe 1000–1500

Kings, nobles, and church leaders struggled with one another for power during the early Middle Ages. As the period progressed, however, royal power gained supremacy over the power of nobles in England and France.



In 1215 English nobles forced King John to sign Magna Carta.

The Magna Carta

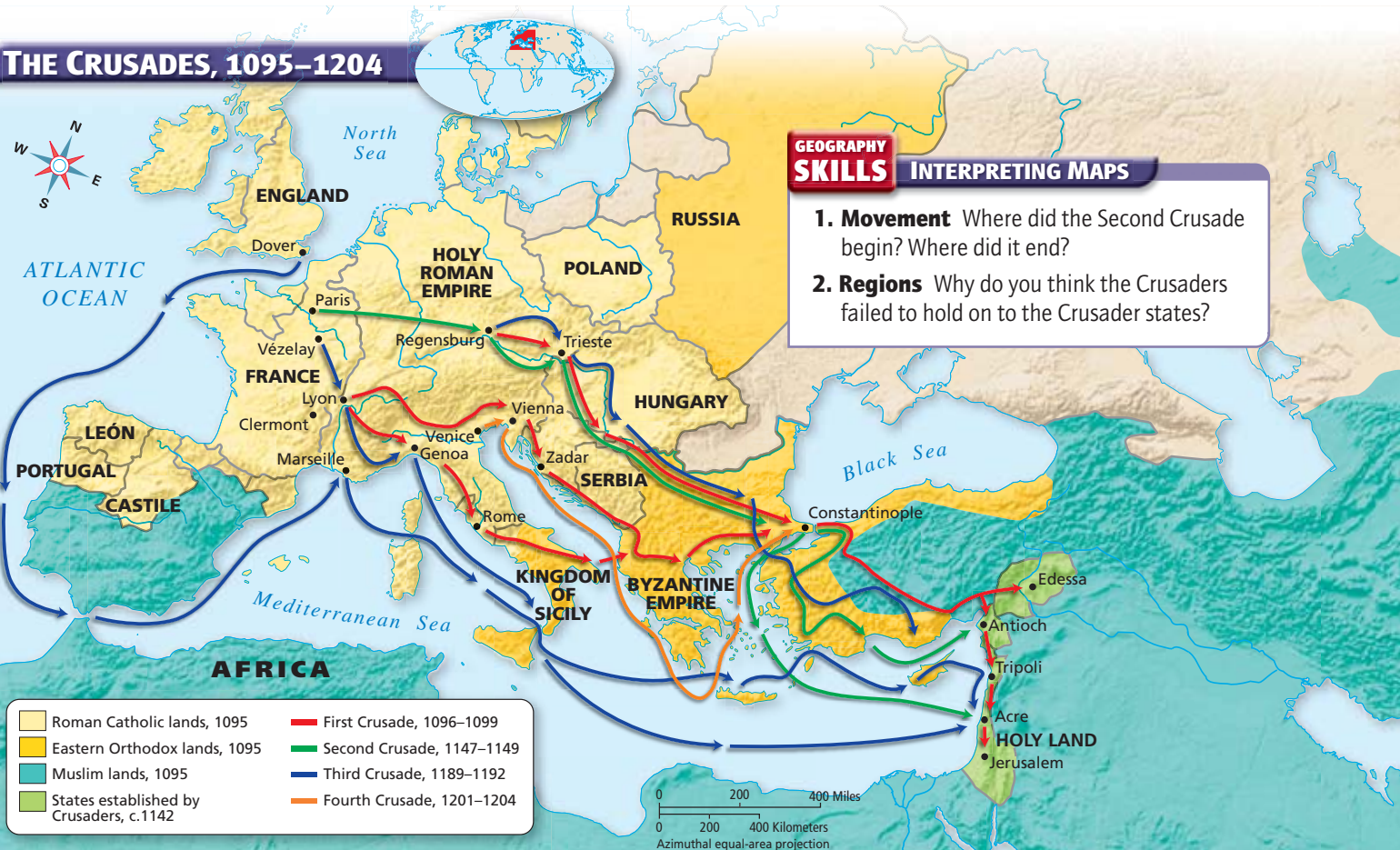
The continual struggle for power between kings and local lords resulted in the emergence of two new kingdoms, England and France. The people of England were known as Anglo Saxons, after the two Germanic tribes from which they originated. In 1065 the Anglo-Saxon king died, and a French duke laid claim to the throne. **William the Conqueror** invaded. He ruled England from 1066 to 1087. He brought feudalism from France and laid the foundation for a strong monarchy in England.

By 1215, King John, the son of one of William's successors, demanded that nobles pay more taxes to support his war in France. A powerful group of high nobles

joined together against the king and forced him to sign a document known as the **Magna Carta**.

The Magna Carta protected the liberties of the nobles. It also provided a basic outline of rights. King John agreed not to collect any new taxes without the consent of important nobles and church leaders who advised him. He also agreed to let any accused person be judged by a jury of his or her peers. The acceptance of the Magna Carta meant that the king had to obey the law or face being overthrown. Over time, the Magna Carta became the basis for key democratic ideas such as limits on executive power.

THE CRUSADES, 1095–1204



GEOGRAPHY SKILLS

INTERPRETING MAPS

- 1. Movement** Where did the Second Crusade begin? Where did it end?
- 2. Regions** Why do you think the Crusaders failed to hold on to the Crusader states?

1000

1096

The first Crusaders leave Europe to battle for the Holy Land.

1163

The building of Notre Dame cathedral begins.

1250

1291

The Crusades end.

1347

The Black Death begins to spread through Europe.

1500

The Hundred Years' War
1337–1453

The Crusades

During the late 1000s, the Seljuk Turks, a Muslim people from Central Asia, gained control of Jerusalem and the area around it—known to Christians as the Holy Land. The Turks went on to attack the Byzantine Empire, leading the Byzantine emperor to call on the pope in Rome for help. In 1095 the pope called a meeting of church leaders and feudal lords. It was the beginning of the **Crusades**.

At least 10,000 Europeans joined the military mission to take the Holy Land from the Muslims who controlled it. The First Crusade lasted from 1096 to 1099. French and Italian lords led several armies from Europe to Constantinople. From there, the Crusaders marched down the coast toward the Holy Land and eventually recaptured Jerusalem after a series of violent battles.

Other Crusades during the 1100s and 1200s were less successful, however. By 1291, when the Crusades ended, Muslims had regained control of the Holy Land. Still, the Crusades brought many changes to Europe. These included the use of crossbows in warfare, advances in trade between Italian cities and the Holy Land, and an increase in the power of European kings due to the number of nobles who died in the fighting.

Life and Culture

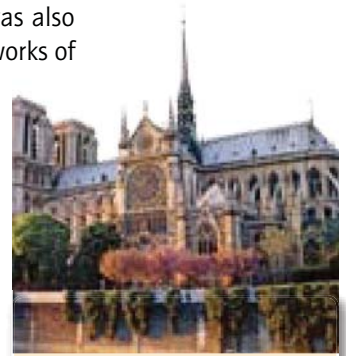
Throughout the Middle Ages, European culture underwent many changes. During the early period, for example, few people received an education. Those who did were mainly nobles and the clergy, with schooling carried out at monasteries and in churches. As towns grew larger, however, other schools opened.

Between the late 1000s and the late 1200s, four great universities opened, including ones in Paris and at Oxford in England. By the end of the 1400s, many more universities had opened. Subjects of study included law, medicine, and theology.

Another change involved architecture. In the mid-1100s, builders developed a different style of church architecture called **Gothic**, after the barbarian Goths. The highest artistic skills of the medieval world went into the building of the new churches, which were considered monuments to God. Gothic cathedrals had high walls, tall spires, and rows of supports called flying buttresses on the outside walls. Every element of Gothic

churches reached toward heaven. Cathedrals were constructed in many parts of Europe. Their tall buildings towered over the growing towns around them.

The recovery of Greek texts in Europe was also a key change. Muslim scholars had kept the works of Greek and Roman philosophers such as Aristotle alive. During the later period, European philosophers tried to reconcile Aristotle's ideas with those of early church writers. This attempt to bring together faith and reason was called **scholasticism**. One of the greatest philosophers of the Middle Ages was **Thomas Aquinas**, a monk of the Dominican order whose principal work summarized medieval Christian thought.



The cathedral of Notre Dame was built in Paris as a symbol of God's greatness.

The Black Death

A plague called the **Black Death** swept through Europe beginning in 1347. The plague, which began in Asia, spread to different ports via trading ships. Rats on the ships carried the disease. The plague was spread to people by bites from fleas on the rats.

Entire towns and villages were wiped out between 1347 and 1351. Roughly one third of Europe's population died. People's faith in God was shaken, and the church lost some of its power and importance. Available workers became harder to find, leading them to demand higher wages. Relations between the upper and lower classes changed, with peasants staging uprisings in several European countries.

KEY FACTS

- The Magna Carta, signed in 1215, limited the power of the English king.
- During the Crusades, Christians tried to end Muslim rule of the Holy Land.
- Universities and Gothic cathedrals became important parts of growing European towns.
- The Black Death killed millions of people during the late Middle Ages.

REVIEW

1. **Identify** (a) King John (b) Thomas Aquinas (c) Black Death
2. **Define** (a) Magna Carta (b) Crusades (c) Gothic
3. How did education change during the Middle Ages?

Prologue Assessment

Review Key Terms and People

Match each numbered description with the correct lettered item below.

- | | |
|---|-------------------|
| 1. Series of wars during which Christians tried to recapture the Holy Land from Muslims | a. cuneiform |
| 2. Scientists who study objects used by early humans | b. archaeologists |
| 3. Prophet of Islam | c. Pax Romana |
| 4. Greek word for city-state | d. Charlemagne |
| 5. Mali ruler who made Timbuktu a center of Islamic thought | e. Crusades |
| 6. Greatest Frankish king | f. icons |
| 7. Period of Roman Peace | g. polis |
| 8. Sumerian form of writing | h. shogun |
| 9. Underground chamber used for Anasazi religious ceremonies | i. Confucius |
| 10. Leading philosopher during China's Zhou dynasty | j. Muhammad |
| 11. Religious images considered holy by Byzantines | k. kiva |
| 12. Top general who was the real power in medieval Japan | l. Mansa Musa |

Comprehension and Critical Thinking

SECTIONS 1–3 (pp. 10–15)

- 13. a. Identify** What four river valleys became important during the rise of civilization?
b. Summarize Describe three states that dominated Mesopotamia.
c. Elaborate How did the rise of Hinduism affect ancient India?

SECTIONS 4–6 (pp. 16–19, 22–23)

- 14. a. Recall** What was one difference between the governments of Athens and Sparta?
b. Analyze In what ways did maize change civilizations in Central America?
c. Evaluate Why was the Arabic language important for the Muslim caliphate?

SECTIONS 7–9 (pp. 24–29)

- 15. a. Describe** How were trade routes influential in West Africa? in East Africa?
b. Contrast What differences developed between Korea and Japan?
c. Evaluate Do you think Justinian's Code was a logical way to organize Roman law? Why or why not?

SECTIONS 10–11 (pp. 30–33)

- 16. a. Recall** In addition to the feudal system, what system shaped the economic structure of Europe during the Middle Ages?
b. Elaborate How did the Black Death affect life in Europe during the High Middle Ages?

Critical Reading

Read the passage on page 29 that begins with the heading "Schism in the Christian Church." Then answer the questions that follow.

- 17.** You can infer from the passage that the Great Schism
- A. led to attacks on Muslims.
 - B. had many causes that built up over time.
 - C. helped in Russia becoming Christian.
 - D. was all about icons.
- 18.** In the fourth sentence of the passage's third paragraph, "In 731 Pope Gregory III decided that it was heresy not to allow the honoring of icons," the word *heresy* means
- A. correct.
 - B. contrary to church teaching.
 - C. economical.
 - D. reasonable.