

NATIONAL GEOGRAPHIC LEARNING
SOCIAL STUDIES

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- ❖ **Captivate** students through powerful National Geographic visuals and stories
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AMERICAN
INVENTION

CRITICAL VIEWING A farmer uses a plow to work the stubble of an earlier grain crop into the soil before planting a soybean crop. How do you think American inventions like the steel plow affected society and the economy?



UNIT 2

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CRITICAL VIEWING

This detail from a 17th-century Japanese screen depicts a clash between samurai from Japan's Taira and Minamoto clans during the 12th-century Genpei War in which the Minamoto eventually defeated the Taira for control of Japan. The struggle between the two clans was recorded in an epic called *The Tale of the Heike* sometime before 1330. This work is often likened to a Japanese *Iliad*. What does the existence of both the screen and the epic suggest about the role of the Genpei War in feudal Japan?

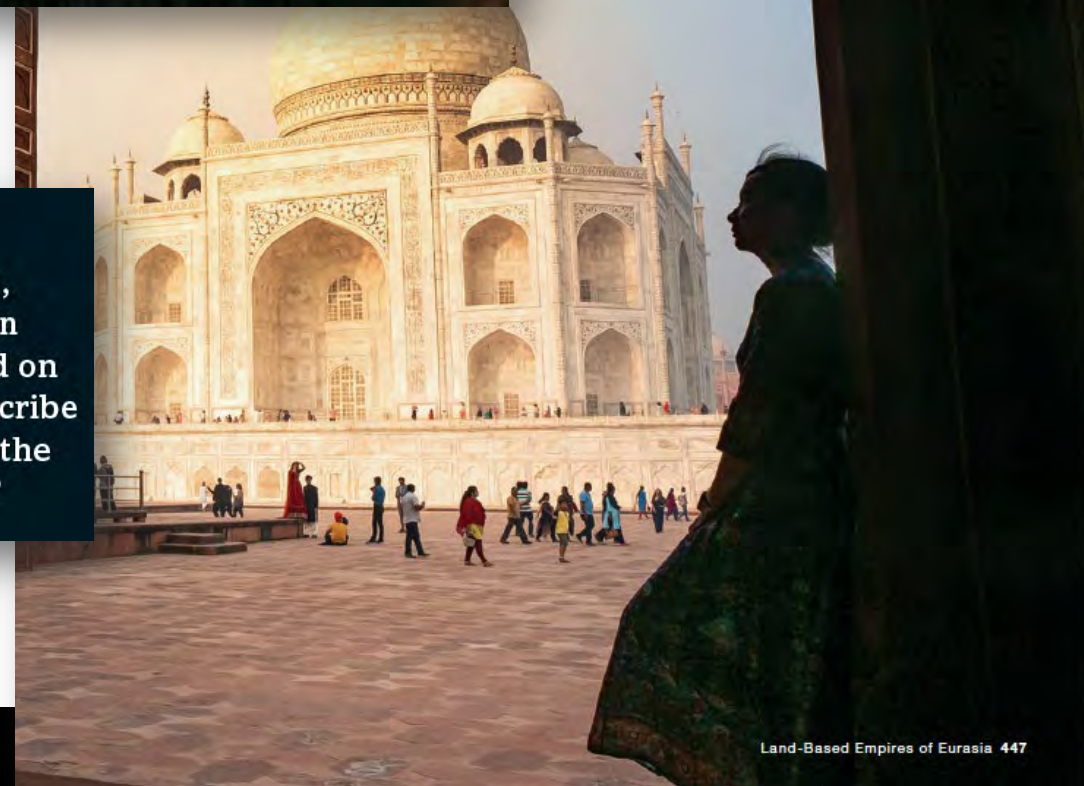


CRITICAL VIEWING The sprawling Boston Common features landscaped paths, ballfields, a children's play area, and a pond for skating in the winter and splashing in the summer. Based on details in this photograph, how would you describe the urban setting that surrounds the park and the role the park likely plays in the city of Boston?

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CRITICAL VIEWING

Mughal emperor Shah Jahan built the Taj Mahal in India in the mid-1600s as a tomb and monument for his wife. The Taj Mahal is considered the finest example of Mughal architecture and one of the most beautiful buildings ever created. What feelings does the building's exterior evoke?

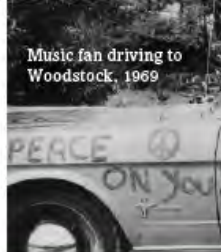


CRITICAL VIEWING

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1950s hot rod



Music fan driving to Woodstock, 1969

2.2



THROUGH THE LENS

CARS & AMERICAN

It's surprising that a brutish industrial-age machine has maintained a buzz of technology in the digital age. Decades ago, owning a car was a youthful rebellion. Cars inspired movies, songs, and literature. What is the allure and glory of the open road. Do you think concerns about pollution will keep the American car obsession to subside?

American World War II soldier in a seagoing Jeep, Europe, c. 1946



Architect Frank Lloyd Wright's 1930 Cord L-29



Tail fins of a car



American Dean 'pu' roadster



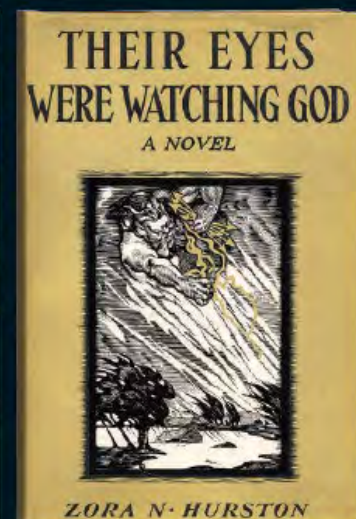
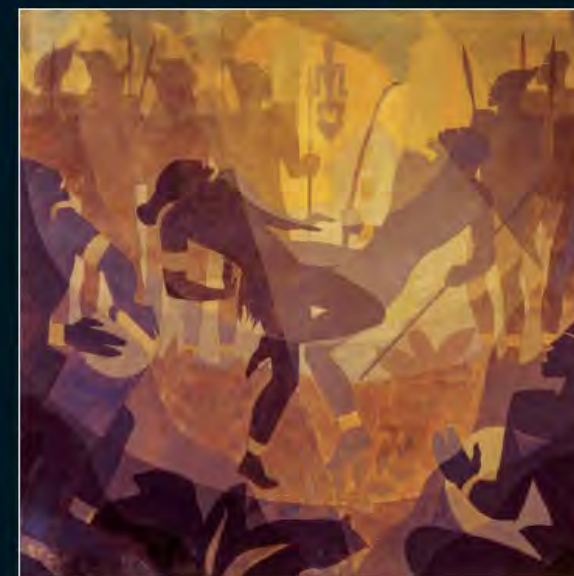
Joan on Film This poster for the 1948 American movie *Joan of Arc* shows the Swedish actress Ingrid Bergman in the role of Joan. Bergman appears in characteristic Joan of Arc attire—dressed in armor and holding a sword. The film portrays Joan as a strong, spiritual woman guided by her faith. Bergman was in her thirties when she played the teenage hero.

HISTORICAL THINKING

- 1. READING CHECK** How did Joan of Arc become a national hero and symbol of France?
- 2. COMPARE AND CONTRAST** Choose two visual depictions of Joan of Arc from this lesson and tell how they are alike and how they differ.
- 3. MAKE INFERENCES** Why might the English have felt particularly threatened by Joan of Arc?

The Harlem Renaissance The Harlem Renaissance was an explosion of African-American artistic expression in the 1920s and 1930s that began in New York City's Harlem neighborhood and spread across the country. Musicians, writers, and artists drew upon earlier African-American traditions and their African heritage to produce distinctive works of music, literature, and art.

For example, musician Louis Armstrong (right) used his trumpet to transform jazz into fine art. Artist Aaron Douglas incorporated traditional African imagery into his modern artwork (below, left). And writer Zora Neale Hurston blended black folklore and dialect in her novel *Their Eyes Were Watching God* (below, right).



HISTORICAL THINKING

- 1. READING CHECK** What is a renaissance?
- 2. COMPARE AND CONTRAST** How do the renaissances you've read about differ and how are they alike?
- 3. MAKE CONNECTIONS** What experience do you have with a contemporary renaissance?



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LALIBELA, ETHIOPIA

The Church of Saint George is a rock-hewn monolithic church—a single stone—church town. The church is for cross and extends 40 feet

AMERICAN
STORIES

NATIONAL GEOGRAPHIC

ALL THAT JAZZ



Achiever

From Nomads to Conquerors

You've read about the Persian Empire and the Roman Empire. Now you'll learn about another one that topped them both in size and power: the Mongol Empire. The Mongols swept across Asia in one of history's greatest conquests.

NOMADIC LIFE

Before the 13th century, the Mongols were a loose collection of independent nomadic tribes from the **steppes**—or vast, grassy plains—beyond the Great Wall, northwest of China. These grasslands were perfect for raising sheep, goats, yaks, and horses. The Mongols' lives were centered on these herds and the products they obtained from them. They made their clothes out of sheep, goat, and yak wool. They ate the animals' meat and made cheese from their milk. The nomads traded

stamina. They could run for six miles without stopping and pull carts loaded with goods. Most important, the fast, agile horses were the Mongols' best weapon in warfare.

Traditionally, the men looked after the horses, built the gers and carts, and led their herds to new grazing areas. Mongol women had more freedom than women in most sedentary societies. For example, they ran the households when the men were away. Women also set up and took down the gers, milked the animals, and prepared the food. Mongol women often sat beside their husbands during meetings, participating in decision-making. As a result, women had the power to influence decisions at all levels of society.

Mongols belonged to clans, groups of people recognizing a common ancestor. Men served as both herders and soldiers. Different clans were united by chiefs and often fought in battles against rival clans. They also conducted raids to steal cattle or capture prisoners. Although differences in wealth existed among the families, there was no strict social order. And they were treated fairly by their chief, who periodically collected taxes by claiming one of every hundred animals in a herd.

GENGHIS KHAN

A man named Temujin (TEE-moo-juhn) would become a political leader in the early 1200s. He was born around 1162 as the son of a chieftain of a small Mongol tribe. When Temujin was nine, his father was poisoned by someone from another nomadic group. Temujin sought to claim his position as the new leader, but his people refused to acknowledge him. He and his mother and siblings were ostracized, or banished, from the tribe and survived for a time by eating fish and wild plants rather than the traditional nomad diet of meat and milk.

When he grew older, Temujin began forming alliances with other clans and building an army. Temujin trained his soldiers and used strict discipline to create a powerful military machine. As he gathered more followers, he weakened their loyalty to a particular clan by dividing the soldiers into units composed of men from various clans. Temujin wanted his soldiers to be loyal only to him.

CRITICAL VIEWING More than 130 feet tall, the stainless-steel statue of Genghis Khan is the tallest equestrian statue in the world. How does the statue convey Genghis Khan's power?



horses with their legs, leaving their arms free after wave of arrows at their foes. Genghis also devised brilliant tactics to outwit his enemies. One of his favorites was to pretend to withdraw his troops. When the opposing army pursued, Mongol units would suddenly appear and attack from behind. And, of course, the Mongols did not leave their horses. A Mongol soldier traveled with four horses so that each animal could get a rest carrying the rider—and the warrior could

The Jin dynasty in China had fortified its borders against Mongol attack, but it made no effort to defend its capital. After taking the Jin capital in 1215, Genghis turned west. In 1218, he began his conquest of Central Asia and seized lands as far west as the Caspian Sea. Meanwhile, he sent other Mongol forces to southern Russia where they defeated the last group of nomadic people. Soon after, Genghis returned to invade northwestern China. On campaign there, Genghis Khan died. The exact cause of his death is a mystery.

THE GREAT KHAN

Before his death, Genghis Khan divided the empire into four **khanates**, or areas ruled by khans, each of his sons. But he intended the empire to remain a single entity with a single leader. In 1227, Khan's third son, Ogedei (AH-gah-day), became the Great Khan and became the ruler of the



Albert Lin teamed up with other National Geographic Explorers as part of his Valley of the Khans Project. Here, he lays out a grid at an archaeological site in the forests of Mongolia.

NATIONAL GEOGRAPHIC EXPLORER ALBERT LIN

Searching For Genghis Khan's Tomb

Genghis Khan wanted his burial site to remain a secret, and he got his wish. That didn't stop National Geographic Explorer Albert Lin from trying to find it, though. He began his search for Genghis's tomb in 2009. But since, as Lin says, "Mongolian custom warns that disturbing Genghis Khan's burial site will unleash a curse that could end the world," he figured out how to look for the tomb without using a shovel. Instead, Lin used noninvasive computer-based technologies,

such as satellite imagery, ground-penetrating radar, and remote sensors. He also tried crowdsourcing, inviting volunteers to examine satellite images online and tag anything that warranted further investigation. Lin didn't find Genghis Khan's tomb, but the explorer remains undaunted and continues to apply similar approaches in his other undertakings. As he says, "The most exciting thing about science is the unknown—anything is possible."

astronomers, engineers, metallurgists, artisans, and merchants to Karakorum. In addition, the Mongols left many local governments intact and allowed conquered peoples to practice their own religions and customs. Some of the people who demonstrated great loyalty to the empire were even permitted to join the Mongol armies.

Under Ogedei's rule, the Mongol Empire expanded to its greatest extent. After his death, however, the rulers of the khanates struggled for power, and the empire began to fall apart.

HISTORICAL THINKING

- 1. READING CHECK** Who were the Mongols?
- 2. INTERPRET MAPS** Why do you think the Mongols made Karakorum the capital of their empire?
- 3. MAKE PREDICTIONS** What might have happened if Ogedei hadn't died during the Mongol army's invasion of Europe?
- 4. DRAW CONCLUSIONS** Why was it wise to allow conquered peoples to keep their local government and practice their religions?



Finding a Lost da Vinci

"You simply have to go beyond what your eyesight can do." —Maurizio Seracini



CRITICAL VIEWING A team of researchers, led by Maurizio Seracini, pass an endoscope through a hole in a Giorgio Vasari mural to see if a lost Leonardo da Vinci masterpiece is behind it. Based on details in this photograph, how would you describe the techniques being used to solve this art mystery?

422 CHAPTER 15

At the Palazzo Vecchio in Florence in 1504, the two greatest artists of the Italian Renaissance faced off—but this was not a duel. It was a battle with pencils and brushes. Leonardo da Vinci, an artist in his early 50s, had been commissioned to paint a mural on a wall of 500 in the Palazzo. The young artist Michelangelo had to paint another mural on the same wall. The two men could not see each other. This was a competition to show the world who was

MAIN IDEA National Geographic Explorer Maurizio Seracini uses high-tech methods to analyze art masterpieces.

FINDING THE LOST DA VINCI

Michelangelo drew a detailed, full-size version of his planned scene. But before he started to paint, the pope summoned him to Rome to work on another project. Leonardo's painting, called *The Battle of Anghiari*, was completed, but the paint didn't dry properly and some of it began to drip down the wall. Even so, the painting was much admired, but some 50 years after Leonardo completed his work, artist Giorgio Vasari was hired to paint over it. The artwork was lost forever. Or was it?

Fast-forward hundreds of years. National Geographic Explorer Maurizio Seracini grew up in Florence, then moved to California to attend college, where he received a degree in bioengineering. In the 1970s, Seracini, at the request of his former professor and famed Leonardo historian Carlo Pedretti, applied his understanding of technology to solve the mystery of the lost da Vinci masterpiece. While studying Vasari's mural, Seracini spotted a nearly invisible Italian motto in the upper corner. It read "*cerca trova*," which translates to "seek and you shall find." Seracini began to suspect that Leonardo's painting was behind Vasari's. Unfortunately, the technology of the 1970s wasn't sophisticated enough to tell.

THE ART DETECTIVES

In 2000, Seracini used 3-D modeling and thermography to reconstruct the Hall of 500 at the time of Leonardo, which allowed him to pinpoint the spot that would have been painted by the artist back in 1504. This spot coincided exactly with the "*cerca trova*" clue. A radar scan also indicated that there was a small air gap

HISTORICAL THINKING

1. **READING CHECK** What evidence did Seracini find that made him think there might be another painting behind the Vasari mural in the Hall of 500?



Dawn breaks over the Front Range of the Rocky Mountains in Montana. The Front Range is where the Great Plains (right) reach the mountains. In 2014, President Barack Obama signed a bill into law that protected more than 275,000 acres of the Front Range, part of which was added to an existing wilderness area.

50 Years of Wilderness

by Elizabeth Kolbert *National Geographic Magazine*, September 2014

In 1964, President Lyndon B. Johnson signed the Wilderness Act into law, thereby protecting millions of acres of public land from commercial development. In "50 Years of Wilderness," journalist Elizabeth Kolbert examines the long-term impact of the law on the American landscape.

Kolbert begins her account by looking at the genesis of the act 30 years before its passage. During the Great Depression, New Deal programs created jobs for unemployed Americans in national parks and forests. Workers cleared trails throughout dense woods and built roads leading to and within the parks. The number of visitors coming to previously inaccessible areas soon increased—and so did the anxiety of conservationists who worried that additional human activity would further harm the various ecosystems.

These conservationists petitioned federal officials to create a new class of public lands—wilderness areas off-limits to commercial use and to tourists using motorized vehicles. It took many years and 60 drafts to arrive at the legislation that finally became law in 1964. The law immediately designated this new level of protection for 54 areas, with the promise that they would remain "untrammeled [untouched] by man, where man himself is a visitor who does not remain."

In the more than 50 years since the Act was signed into law, over 5 percent of the total U.S. land area has been designated for protection in more than

750 official wilderness areas. Few, if any, are truly "untrammeled." But Kolbert explains that restricting how Americans can interact with wilderness has had important consequences. She goes on to highlight the larger implications of land protection, especially as nature adjusts to the impact of global warming:

Today even the most remote wilderness areas, like the Bering Sea Wilderness off Alaska or the Imoko Wilderness in the state's interior, are being dramatically altered by the grand geophysical experiment that humans are conducting. Sea ice is disappearing, permafrost is thawing, and woody plants are invading the tundra, all thanks to global warming. The impossibility of escaping human influence, even in those few parts of the globe that people have never inhabited, has led some scientists to propose that we are living in a new geologic epoch, the Anthropocene.

In the age of man the Wilderness Act may seem futile—but it has arguably become more important. Designating land as wilderness represents an act of humility. It acknowledges that the world still transcends our comprehension, and its value, the use we can make of it.

Access the full version of "50 Years of Wilderness" by Elizabeth Kolbert through the Resources Menu in MindTap.

THINK ABOUT IT How does protective legislation like the Wilderness Act highlight the government's role in balancing present-day and future concerns?

THE BIRTH OF ROCK AND ROLL

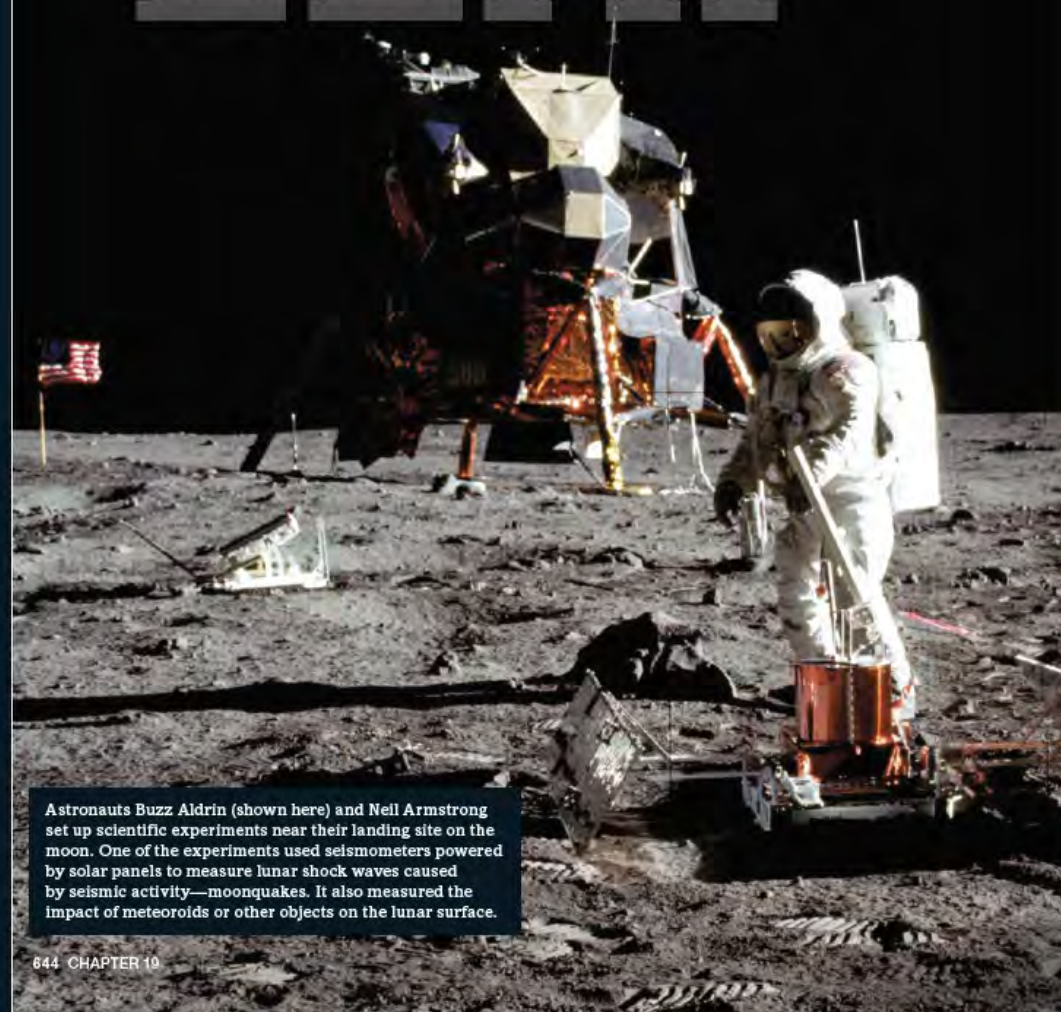


CRITICAL VIEWING Navajo Code Talkers working with U.S. Marine signal units operated portable radios in the jungles of Bougainville Island in the South Pacific. What does this photo reveal about the conditions of this military campaign?

WORKING AMERICA



ONE GIANT LEAP



Astronauts Buzz Aldrin (shown here) and Neil Armstrong set up scientific experiments near their landing site on the moon. One of the experiments used seismometers powered by solar panels to measure lunar shock waves caused by seismic activity—moonquakes. It also measured the impact of meteoroids or other objects on the lunar surface.

2.3 A Global Commodity: Gold

People have probably been obsessed with gold ever since early humans first spied the lustrous metal in streams. Since then, gold has been prized by cultures and civilizations all over the globe. Its malleability made it easy to work with and shape, but gold's beauty, weight, and permanence made it a fitting symbol of rulers and gods. During Greece's golden age, gold became more than a desirable commodity, or valuable trade good. Greek traders at this time exchanged their goods for gold but also used coins made of gold and silver as money.

The Greeks founded colonies around the Mediterranean in part to obtain raw materials their homeland couldn't provide, including gold. Laborers toiled deep in the underground gold mines of Thrace, setting fires to break down gold-bearing rocks. The ancient Greek philosopher Aristotle believed that gold formed underground when hardened water was transformed by the sun's rays—a fittingly poetic story for this most precious of metals.

Why did myths and stories arise about gold throughout the ancient world?

WORTH ITS WEIGHT IN GOLD

As good as gold. The streets are paved with gold. These are just a few of the phrases that extol the value of gold. Before it was used as money, gold's fundamental value was accepted by all cultures. In ancient times, when gold's uses were mostly decorative, the Egyptians, Chinese, Indians, and others forced prisoners of war and slaves to mine for the metal. And gold continues to dazzle people today. In this photo, a miner holds aloft a stone extracted from a mine in the Central American country of El Salvador that contains precious gold minerals.



OPEN-CUT GOLD MINE

When gold is close to the surface, miners often use the open-cut, or open-pit, method to extract it. First, the vegetation and soil are cleared away, then the rock layer is blasted, and finally the pit is dug. The walls of the pit are stepped to help prevent rock falls. And engineers build a road along the side of the pit to help transport ore and rocks away. The mineral belt in this open-cut mine is visible in the photo.



GOLD AT A GLANCE		
USES	• Ancient cultures used gold to make jewelry and shrines and images to honor their gods.	• For thousands of years, gold has been used to make jewelry and coins.
VALUE	• Gold's rarity and the difficulties involved in finding and extracting it have added to its value and desirability.	• The Phoenicians were the first to obtain gold, but their demand for it was not met until the discovery of silver.
PRODUCTION	• Placer mining uses water to separate gold from loose materials such as gravel and sand.	• Most gold is extracted from rocks found underground.
HISTORY	• The first pure gold coins were produced in the 6th century B.C.E. in the ancient kingdom of Lydia under King Croesus, whose wealth was legendary.	• Gold discovered in California sparked a gold rush that led to the statehood of California.
ECONOMICS	• When Mali emperor Mansa Musa traveled to Cairo, Egypt, in the 1300s, he spent so much gold there that its value declined.	• Between 1970 and 1980, the value of gold rose sharply as nations around the world began to use it as a standard for currency.



2.4 Preserving Cultural Heritage

Queens of Egypt

You've read about the royal tomb of Tutankhamen and that it and similar burial places for New Kingdom pharaohs are located in the Valley of the Kings. But did you know that there is also a Valley of the Queens? Most women—including royalty—in the ancient world did not hold much power, but Egypt was an exception. Women sometimes ruled with their husbands in political and social realms and sometimes on their own, for example, as the guardian of a younger male heir. And one of them even declared herself king.

In 2019, the National Geographic Society debuted a new exhibition featuring more than 300 artifacts that highlight the women of Egypt with a focus on the New Kingdom through the last queen and pharaoh, Cleopatra VII. We can use these artifacts and other evidence to speculate about what these women were like and how their leadership influenced ancient Egypt.



NEFERTITI

Nefertiti was married to Akhenaten, the 18th pharaoh of the 18th dynasty. Her name translates as "The Beautiful One Has Come" or "A Beautiful Woman Has Come," but she was more than a pretty face. Some historians believe that she co-ruled Egypt with her husband, playing important religious and political roles. Nefertiti also may have assumed some of the pharaoh's duties as he strived to reform his empire under its new religion—the worship of the sun-god Aten. In 1912, workers excavated the now famous painted limestone bust (shown here) near Amarna, Egypt, in the workshop of the court sculptor Thutmose. The personalized features and unique crown helped identify the well-preserved sculpture as Nefertiti.



TOMÁS AYUSO: DOCUMENTING THE JOURNEY



Adriana was confronted with a choice that wasn't a choice. She was told to hand over her 10-year-old son to a gang or face deadly consequences. Josh and Ana Martinez had lost countless family members and friends to drug-related violence and feared they would be next. Moises Cubas had managed to avoid being forced into a gang, but police still assumed he was a gang member and beat him repeatedly. All of these Hondurans joined a migrant

caravan bound for the U.S. Their stories were documented by National Geographic.

A Honduran himself, Ayuso sought to bring to light the individual stories. "My work focuses on how it relates to the drug war and urban displacement," he says. "I'm a photojournalist, and I've contributed to TV and print media."



Moises Cubas and his girlfriend, Meya (in the light pink top), catch a ride to the U.S. where they and their daughter (not shown) will begin their journey to join a migrant caravan heading north. "I don't want my baby to live through what I've lived through," Meya says.

Politics



CRITICAL VIEWING The African-American soldiers of the 369th Central Postal Directory from New York City, nicknamed the "Harlem Hellfighters," fought with the French and were the first Americans to receive the French Croix de Guerre (War Cross) for Gallantry. What question does this image—and what you've learned in this lesson—raise for you about the experience of African Americans had in the Great War?

PRIMARY SOURCE

The day has been tremendous, and the first in which I have not lost a life. We soldiers are hard pressed these days. The wounded pour in day and night by trains, by American autos too, but I can't take a minute to run out to salute my countrymen [American ambulance drivers]. We discharge our patients as fast as we can, and bury dozens a week. It is all like a weird dream, laughter (for they laugh well, the soldiers) and blood and death and funny episodes, and sublime also, all under the autumn stars.

—from *Mademoiselle Miss*, letters from an American nurse in France, entry dated October 27, 1915

HISTORICAL THINKING

- 1. READING CHECK** How do the letters contribute to the war effort?
- 2. DRAW CONCLUSIONS** What can you conclude about the war based on the letters?
- 3. ANALYZE CAUSE AND EFFECT** How do you think the war have on the development of the United States?
- 4. EVALUATE** In 1918, W.E.B. Du Bois wrote in the *NAACP's* monthly journal *The Crisis* that "[we should] forget our special interests and shoulder to shoulder with our citizens and allied nations fight for democracy." This was viewed as a bold statement given his views on racial equality. What do you know about Du Bois's statement, and how do you think it relates to the civil rights movement?

THE FACES OF ELLIS ISLAND

Augustus Francis Sherman was the chief registry clerk at Ellis Island in the early 1900s. He took photographs of incoming immigrants, and in 1907, *National Geographic* magazine published some of them. In 2016, artist Jordan Lloyd digitally colorized many of these photos, including the four that appear below. The colorization specialists took care to reproduce historically accurate colors in order to bring to life the intricacies and beauty of the traditional clothing worn by immigrants who walked through the doors of Ellis Island.



Woman from Ruthenia, a region of present-day Ukraine and Belarus, wearing an embroidered linen blouse and sheepskin jacket



Bavarian man, wearing a trachtenjanker, or wool jacket, with horn buttons



East Indian boy, wearing a *topi* (cap), homespun cotton cloth called *khadi*, and prayer shawl



Italian woman, wearing a traditional dress with blue shawl and veil

UNIT 7 New Ideas and Revolution

WORLD EVENTS 1543–1859



1643 EUROPE Louis XIV begins his reign as king of France and rules as an absolute monarch. (*symbol of Louis XIV, the Sun King, on the gate of the courtyard at Versailles*)

1543 EUROPE Nicolaus Copernicus publishes his theory that the sun is the center of the universe.

1632 EUROPE Italian astronomer Galileo Galilei publishes *Dialogue Concerning the Two Chief World Systems*, arguing against the prevailing church view that Earth is the center of the universe and supporting Copernicus's sun-centered model.



1735 EUROPE Carl Linnaeus publishes *Systema Naturae* in which he describes a system for classifying plants and animals. (*pages from an edition of Systema Naturae*)

c. 1750 EUROPE The Industrial Revolution begins. (*an early loom*)



1690 EUROPE Englishman John Locke publishes *Two Treatises of Government*, declaring that humans are born free and equal.

1650 AFRICA More than 40 trading posts in West Africa provide slaves for the Atlantic slave trade. (*Elmina Castle, a historic slave fortress, in Ghana*)



1776 AMERICAS The American colonies declare their independence from British rule. (*mural of the adoption of the Declaration of Independence at the National Archives*)

1799 EUROPE Napoleon Bonaparte seizes control of the French government. (*bicorn hat that once belonged to Napoleon*)



1821 AMERICAS Venezuela, with the help of Simón Bolívar, and Mexico gain independence from Spain.

1789 EUROPE France explodes into revolution against Louis XVI and the Declaration of the Rights of Man and of the Citizen is adopted.

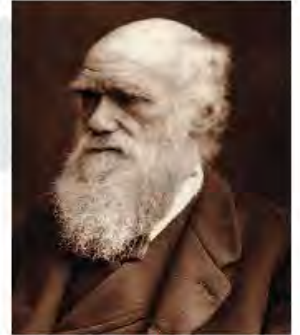


1768 EUROPE Botanist Joseph Banks and Captain James Cook of Great Britain begin a three-year journey around the globe, collecting plant and animal specimens and carrying out astronomical observations. (*painting of the H.M.S. Endeavour, Captain Cook's ship*)

HISTORICAL THINKING

MAKE INFERENCES How might Locke's declaration that humans are born free and equal have influenced later events?

1859 EUROPE English naturalist Charles Darwin publishes *On the Origin of Species*, which explains his theory of evolution. (*portrait of Darwin in 1877*)

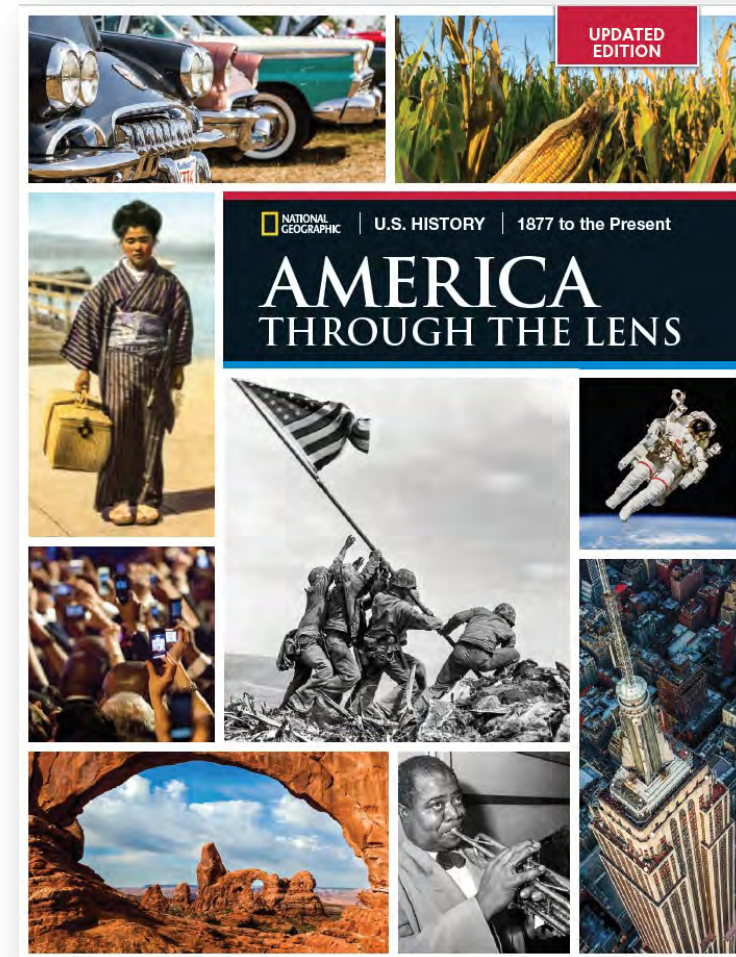
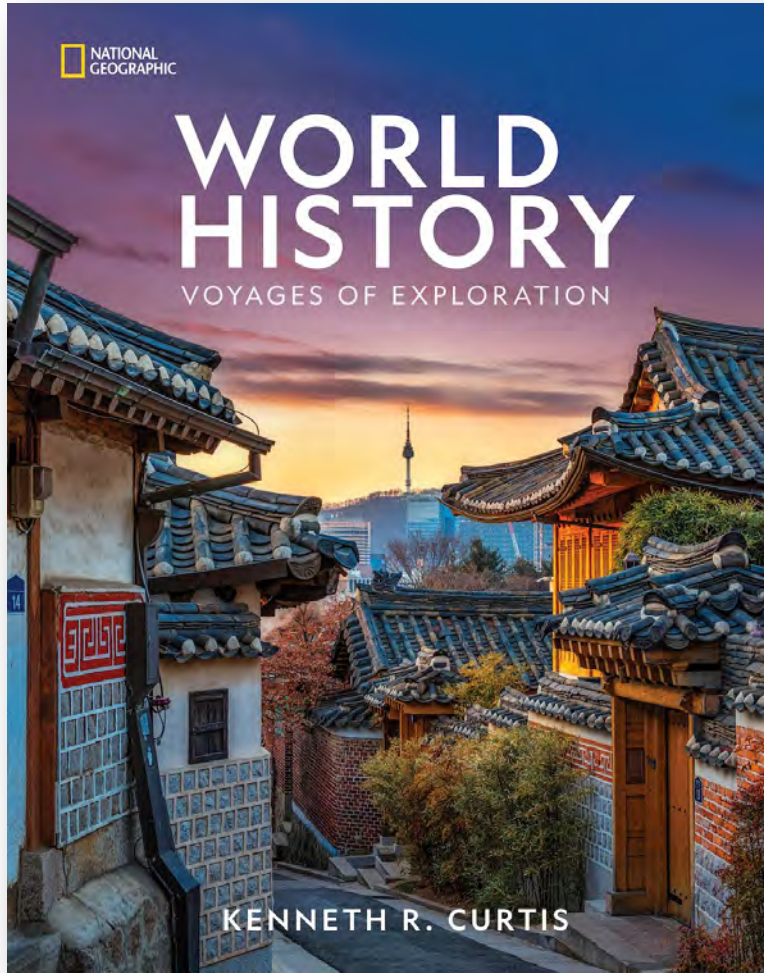


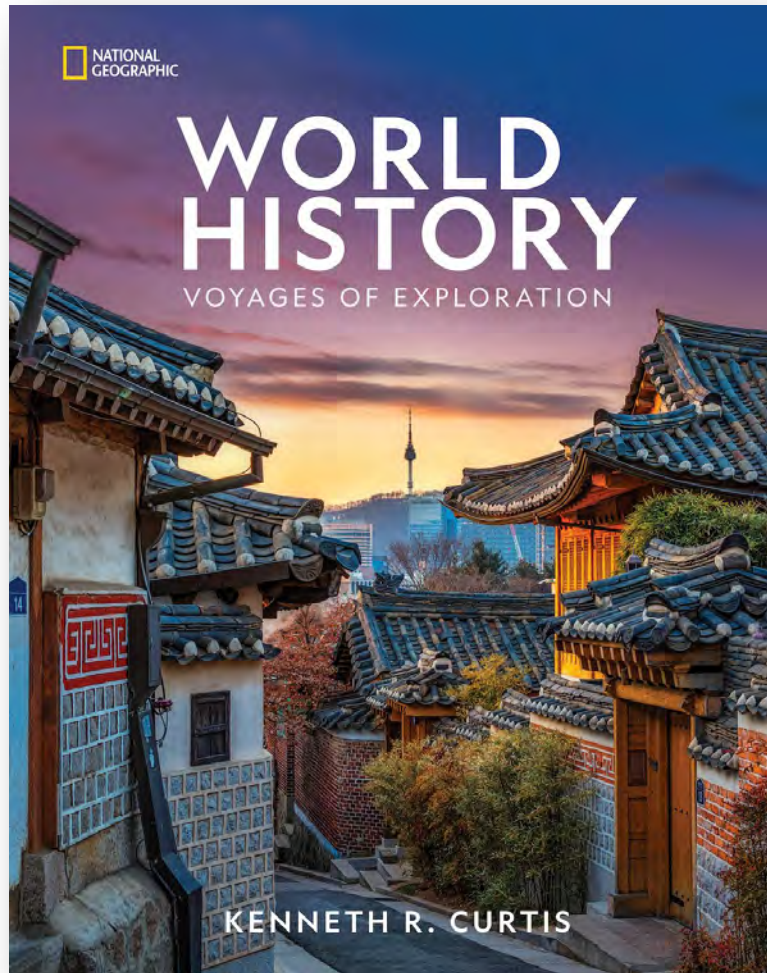
1857 ASIA Indian soldiers revolt against British rule in India.



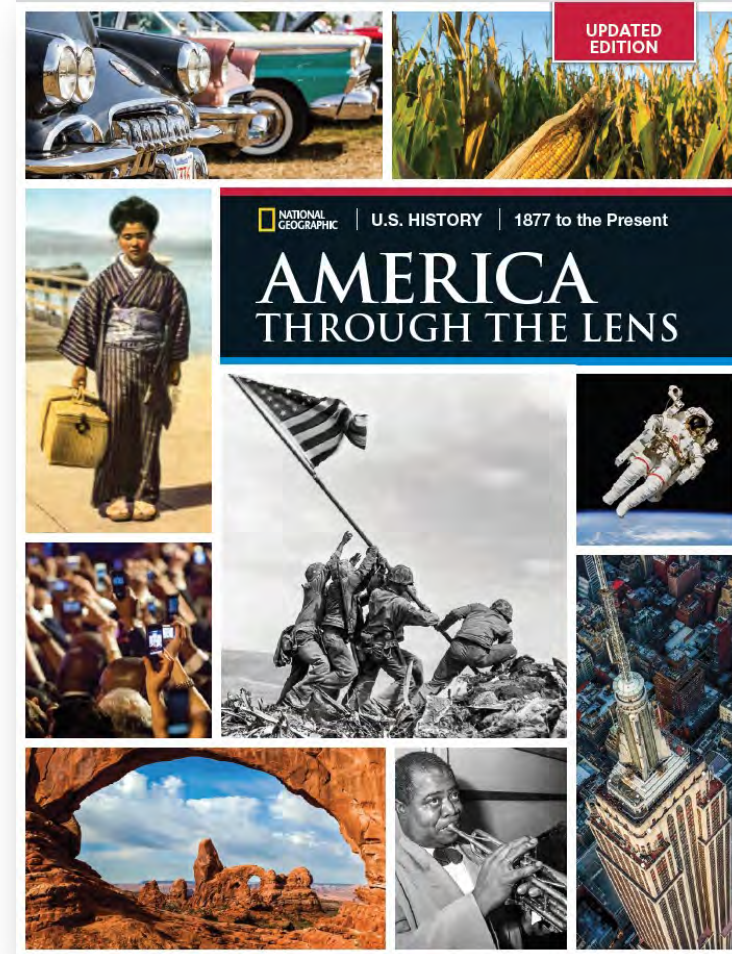
1804 AMERICAS Haiti wins independence from France. (*Haitian flag with the city of Port-au-Prince in the background*)

STUDENT EDITION CHAPTER WALKTHROUGH





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Page 236

HISTORICAL THINKING How did World War I affect the United States politically, economically, and socially?

**AMERICAN
STORIES**

The Sinking of the *Lusitania*

SECTION 1 European Conflict and U.S. Neutrality

SECTION 2 Joining the Fight

SECTION 3 Waging War Across the Atlantic

SECTION 4 The War Ends

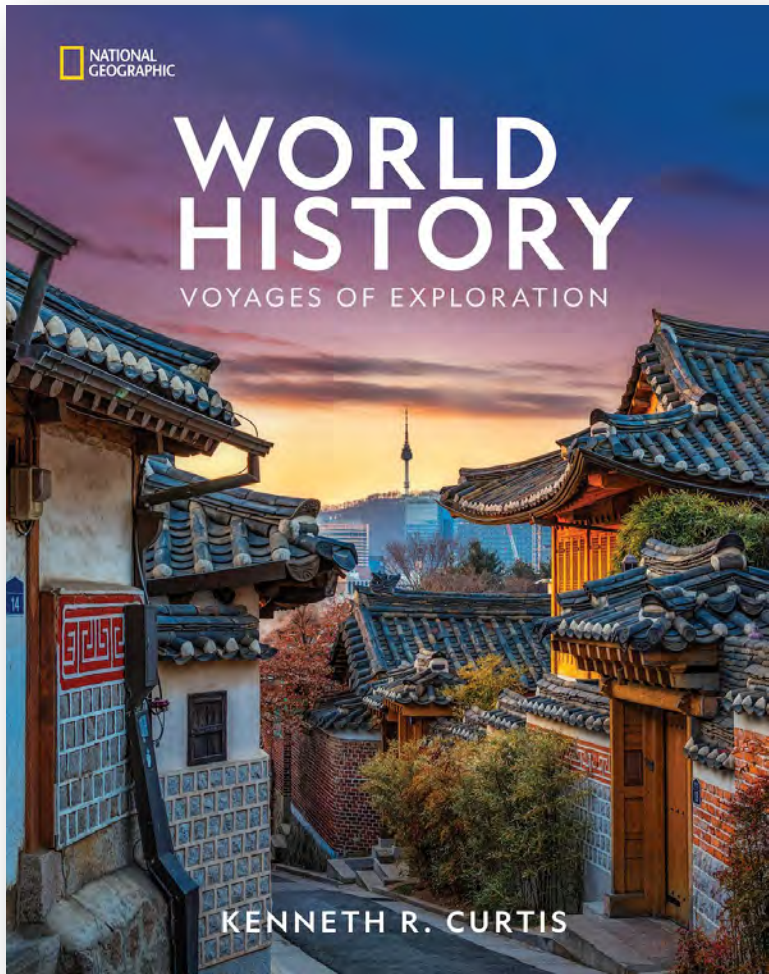
**AMERICAN GALLERY
ONLINE**

Selling World War I at Home

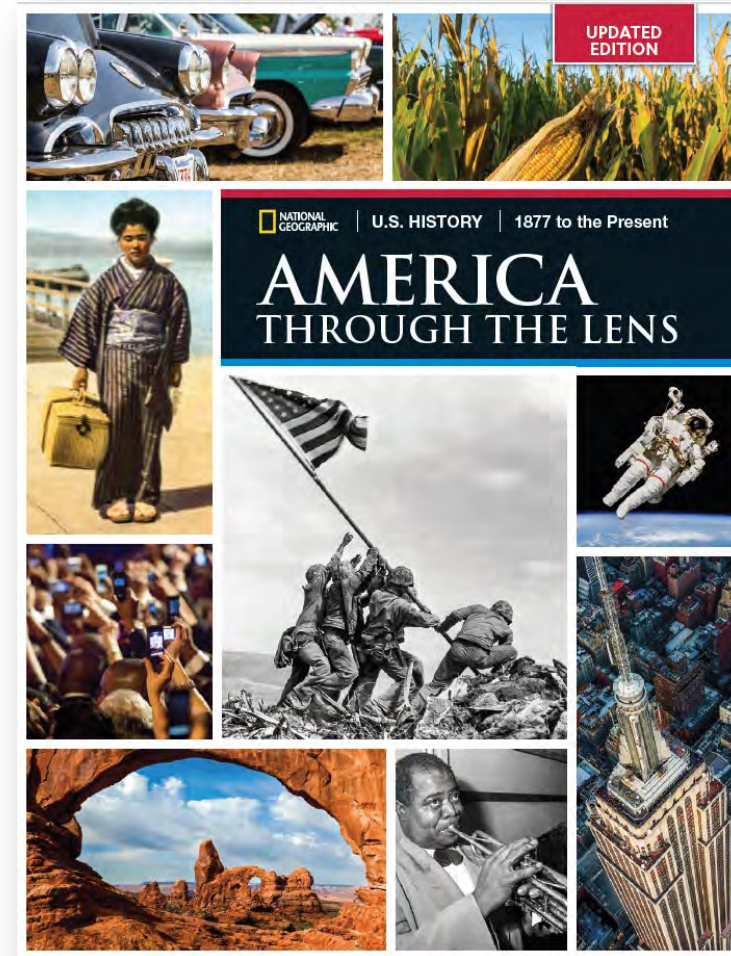
CRITICAL VIEWING Trench warfare meant endless hours in muddy, wet conditions for soldiers during the Great War. In this 1916 photograph taken by John Warwick Brooke, British troops prepare to fight the Battle of the Somme in France, one of the bloodiest battles of the war. On the first day alone, the British suffered more than 57,000 casualties. What details in this photo convey the hardships of trench warfare?

“It is a fearful thing to lead this great peaceful people into war . . . **civilization itself seeming to be in the balance.**”

—President Woodrow Wilson



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Page 244

WAR BREAKS OUT IN EUROPE

Have you ever built a house of cards? Each card must be placed in order to support the delicate structure. Nudge just one card and the building collapses. In 1914, Europe was a house of cards, and a single nudge that would lead to fighting and chaos.

EUROPE AT THE EDGE OF WAR

In 1914, Europe was divided into hostile nations and poised for war. At the heart of the tension was lingering animosity between France and Germany in the wake of the Franco-Prussian War. In 1870, Germany had conquered France and then demanded \$1 billion. Germany also seized the eastern French provinces of Alsace and Lorraine. For Germany, the acquisition of the provinces was the final step in unification. German leaders brought together several regions under the control of the kingdom of Prussia and declared a German Empire in 1871.

Frustrated by the military loss and determined to reclaim the lost provinces, the French worked to rebuild their economy and military. To further strengthen its position against Germany, France also formed **alliances**, or agreements of mutual support, with Russia and Great Britain. The German government had similar understandings with Austria-Hungary and the Ottoman Empire. Italy had been part of an earlier alliance with Germany and Austria-Hungary, but those ties had become frayed by 1914.

Because of these complex and delicate networks of treaties and alliances, an attack on one country could—and did—trigger retaliation by others and plunge all of Europe into a state of war. The conflict would come to be called “the Great War” because of the enormous number of casualties that resulted from it and the large number of nations involved in it. As war once again loomed in Europe in the 1930s, many historians began to refer to the conflict that began in 1914 as “World War I.”

THE THREE

Alongside the helped push E **Nationalism** and its superior often conflicts certain region

Imperialism is other territories Germany, and competing for materials and

Militarism is create a strong to achieve the was a major n to catch up. B presence on t powerful navy to expand its

AN ASSASSINATION

On June 28, 1914, Austria-Hungary or murdered f the capital city nationalist. Se history of con

One after ano The Austrians harsh deman assassination France declar



PRIMARY SOURCE

We entered the trenches about midnight, we found them very uncomfortable, as there was only one dug-out for our company. . . . I spent six hours making myself a shelter in a communication trench, a sort of sofa with a waterproof sheet above it, cut out of one side of a five-foot trench. I worked most of the night throwing earth up to shield my bed, as the Germans were sniping at our parapet all day long. Meals were wretched, as we had nowhere decent to eat them, and we also lost our principal ration bag, containing tinned fruits and other joys.

—from the personal account of British Lieutenant William Andrew Turnbull, regarding the trenches near Hooge, France, 1915

In early August, Germany declared war on Belgium in a push to reach France.

Alarmed by the actions of belligerent Germany, Britain declared war on Germany. Within months, European alliances: the **Central Powers** (Germany, Austria-Hungary, Italy, and Turkey) and the **Allies** (primarily France, Russia, and the United States). Italy remained neutral in 1915.

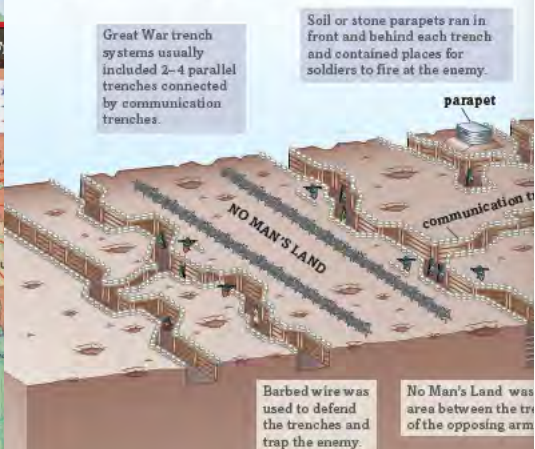
The sudden outbreak of fighting in 1914 was potentially dangerous, it had been the result of the major European countries' faith in progress and the betterment of society, the Progressive Era's creed, and the

TRENCH WARFARE ON THE WESTERN FRONT

For years before the events of 1914, France and Germany had been waging war on France and Russia. In 1914, a German army officer and commander of the conquest of France, so that Germany could reach the English Channel.

IN THE TRENCHES

The Great War is known for its trench warfare. Troops fighting for the Allies and Central Powers dug trenches fairly close to each other to attack and defend below ground level. Trench warfare is typically used when the troops defend themselves from an attack have superior firepower, forcing the opposition to up their mobility by digging trenches for protection.



CRITICAL VIEWING This colorful 1917 postcard features the flags of the Allies in the Great War. From left: Portugal, Serbia, Belgium, Italy, France, Great Britain, the United States, Romania, Russia, and Japan. What might have been the goal behind the creation of artwork like this during the Great War?

the British Army joined France in stalling the advance of the German Army before it reached Paris. By the end of 1914, Germany found itself fighting enemies on two **fronts**, or battle lines. On the Western Front in northern France, German troops battled French and British forces; on the Eastern Front, Germany faced off with Russia.

On both fronts, a type of fighting called **trench warfare** prevailed. To shelter from enemy artillery fire, troops would dig complex networks of trenches into the ground, often starting with simple foxholes that could hold one or two soldiers. The holes were then deepened and connected by shallow crawling trenches. From there, the trenches were excavated further underground to strengthen them, and lined with boards to ease movement along the passageways. The boards also helped troops avoid potential diseases caused by mud and dirty water.

Fighting between the trenches took a brutal toll on all sides. One army might take an enemy trench at the cost of thousands of lives, only to lose it again within a matter of weeks. In one battle along the Somme River in France, more than a million soldiers were killed or wounded in order for the Allies to advance

a meager six miles. The space between enemy trenches, called “No Man’s Land,” had an average width of 150 to 250 yards, but the distance could vary from just a few yards to miles across. Once productive farm fields or lush open meadows, No Man’s Land quickly turned into a nightmarish dead landscape filled with rubble, bomb craters, and the bodies of soldiers killed by artillery or machine-gun fire. Sometimes wounded soldiers suffered for days there before they died.

HISTORICAL THINKING

- 1. READING CHECK** Why was trench warfare so costly in human lives?
- 2. ANALYZE CAUSE AND EFFECT** How did the conclusion of the Franco-Prussian war lead to hostilities between Germany, France, and Britain?
- 3. MAKE GENERALIZATIONS** How do militarism and nationalism affect a country's attitude toward going to war?
- 4. MAKE INFERENCES** Based on the diagram of trench warfare and what you have read in the chapter, what can you infer about the effectiveness of this type of fighting?



Materials

Previous Material

Next Material

Teacher Tools

Share

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Notes

Bookmarks

Full Screen



17.1.1 War Breaks Out in Europe (pp. 600–603)

1 of 5

Total points: --/4

Grade-Level Text

✓ Grade-Level Text

Modified Text

1.1 War Breaks Out in Europe

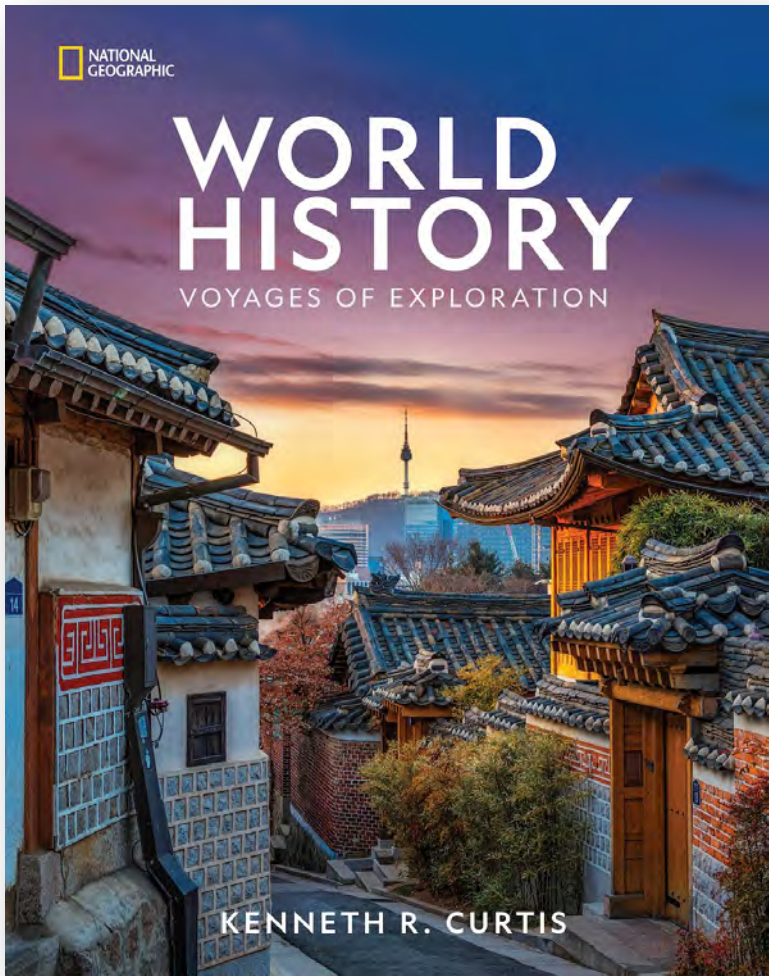
Have you ever built a house of cards? Each card must be placed perfectly in order to support the delicate structure. Nudge just one card, and the whole building collapses. In 1914, Europe was a house of cards, just waiting for the nudge that would lead to fighting and chaos.



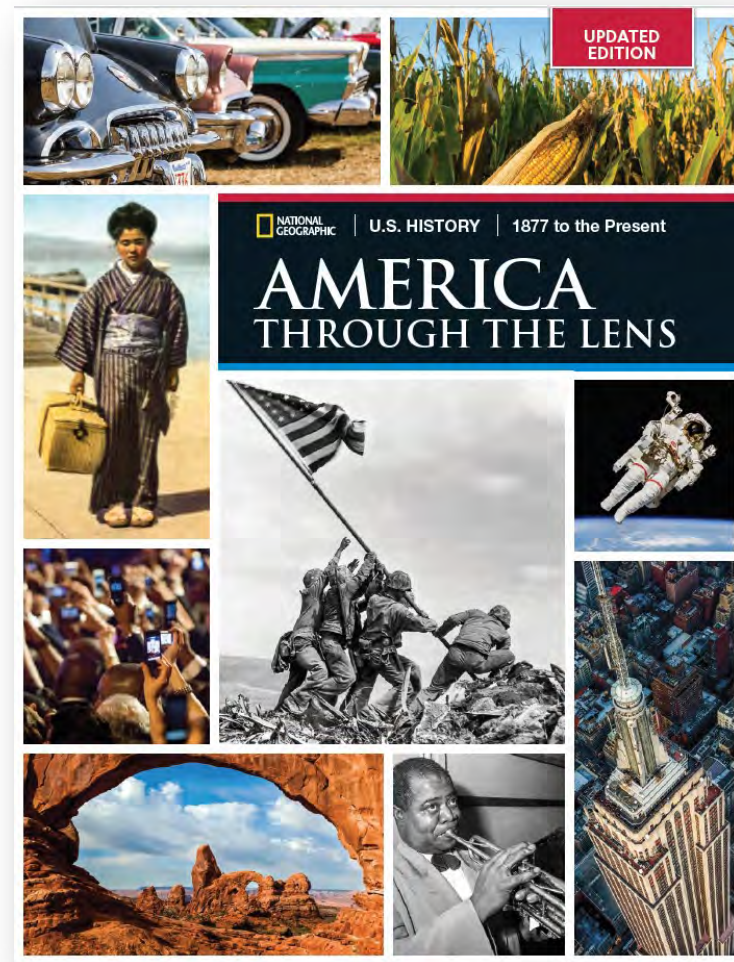
MAIN IDEA In 1914, Europe was overtaken by war when an assassination triggered a complex web of treaties and agreements among countries.

Europe at the Edge of War

In 1914, Europe was divided into hostile nations and poised for war. At the heart of the tension was lingering animosity between France and Germany in the wake of the Franco-Prussian War. In 1870, Germany had conquered France and then demanded \$1 billion. Germany also seized the eastern French provinces of Alsace and Lorraine. For Germany, the acquisition of the provinces was the final step in unification. German leaders brought together several regions under the control of the kingdom of Prussia and declared a German Empire in 1871.



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Page 238

Out of Eden: Ten Million Steps

"We walk on. At dawn we inch steadily toward our own blue shadows that stretch, bending, far behind us: shades that slip backwards over the desert horizon. We will meet them one day." —Paul Salopek

The stone ruins of the Baleuli caravansera Salopek mentions in his Journal stand on an Uzbek steppe that was once the scene of a busy marketplace.



334 CHAPTER 12

CRITICAL VIEWING The luxury ocean liner *Lusitania* departed for her last voyage from Pier 54 in New York City on May 1, 1915. Why do you think a crowd would have gathered to see the *Lusitania* off on its voyage?



230 CHAPTER 8

THE SINKING OF THE LUSITANIA

Today you can board a plane anywhere in the continental United States and arrive in Europe in less than a day. In 1915, the only option for trans-Atlantic travel was by ship, and the fastest crossing you could expect to make was 4 days, 11 hours, and 42 minutes—a record set by the British passenger liner R.M.S. *Lusitania*, the swiftest and possibly the most luxurious ship afloat at that time.

A DISTANT WAR

On May 1, 1915, the *Lusitania* was set to depart New York for England with approximately 2,000 passengers and crew aboard, including nearly 200 Americans. The ship was also carrying war material, including ammunition, for the British war effort. Great Britain and its allies had been at war with Germany for nearly a year. Germany had taken the battle to the seas, deploying submarines to attack not only naval vessels but also civilian ships suspected of carrying ammunition or other war materials to Britain.

On the morning the *Lusitania* sailed, the German Embassy in the United States placed an advertisement in several newspapers stating, rather ominously, that Germany considered the seas around Great Britain to be a war zone, and that "vessels flying the flag of Great Britain . . . are liable to destruction in these waters."

CROSSING THE ATLANTIC

The *Lusitania*'s passengers represented all walks of life, from the extremely wealthy who took up residence in the most glamorous cabins, to the third-class passengers who shared dormitory-type

rooms. One of the most celebrated passengers aboard the *Lusitania* was the American millionaire Alfred Gwynne Vanderbilt, who had inherited a lavish fortune from his father, the railroad baron Cornelius Vanderbilt. Before the ship sailed, a reporter asked Alfred about the German newspaper threat. He replied, "I don't take much stock in it myself. What would they gain by sinking the *Lusitania*?"

Other notable American passengers included Theodate Pope, one of the first female architects in the United States, and Charles Lauriat, a well-known Boston book dealer. Pope spent the six-day Atlantic crossing reading and chatting with her traveling companion,

Edwin Friend. Lauriat was transporting an extremely rare book by British writer Charles Dickens, and a priceless set of drawings.

Among the younger passengers was an American named Dorothy Conner, who found the uneventful trip across the Atlantic to be frustratingly dull. She remarked to a dinner companion, "I can't help hoping that we get some sort of thrill going up the [English] Channel." Later, when a friend remarked that she'd had her thrill, Conner replied, "I never want another."



This cork life ring covered in yellow fabric bears the name of the ill-fated passenger ship.

The Great War 231

Continue along with National Geographic Fellow and prize-winning journalist Paul Salopek on his journey across the world to find out what he has discovered. Read about Salopek's journey and answer the questions below.

1. For this part of Paul Salopek's journey, where did he travel? What did he learn from this part of his travels?

2. Salopek calls Beleuli both "a work of art" and "a cautionary tale." Why do you think he uses those descriptions? What does he mean by those words?

3. Salopek's project is a slow journalism project and the "deliberate pace" is necessary. What advantage does a slow pace provide? What disadvantages does a slow pace provide?

4. What does Salopek's journey reveal about the world so far? Use your own words to explain what he has learned from walking 21,000 miles around the world.

5. Would you want to travel to the places Salopek has traveled? Why or why not? Which places would you want to see?

6. Now that you've read more about Salopek's journey, what additional questions do you have for him? What do you want to know more about?

In 1915, the United States had stayed away from World War I. But one event was about to change that—the sinking of the RMS *Lusitania*, a British passenger liner. This American Story recalls the attack on the *Lusitania* by a German submarine, the first in a series of events leading the United States into the war.

1. **Reading Check** What reason would Germany have to attack a passenger ship?

2. If you had booked passage on the *Lusitania* and you read the German embassy's ad that morning of your trip, would you still have gone on the ship? Explain your answer.

3. **Form and Support Opinions** Although the attack was on a passenger ship and 129 Americans lost their lives, President Wilson and most Americans opposed the idea of entering the war. Do you think that the United States should have entered into the war after the sinking of the *Lusitania*? Why or why not?

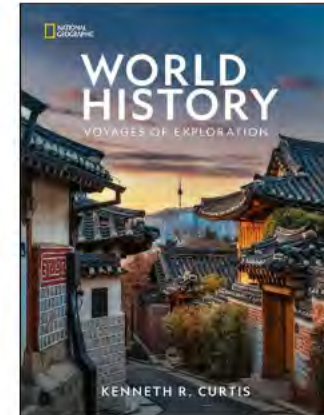
4. Pair up with a classmate to discuss different perspectives about the event. One of you takes on the perspective of a survivor, and the other takes on the perspective of the captain or another officer on the German U-boat that sunk the *Lusitania*. Describe what the event might have been like from your selected perspective. Record your notes below, and then switch roles. What new information did you learn from each perspective that you might not have considered before doing this exercise?

5. **Draw Conclusions** Based on what you have read and the clues left behind, do you think there was a second explosion on the ship? If so, what do you think caused the explosion? If not, explain why you don't think there was another blast. Support your response with evidence from the text.

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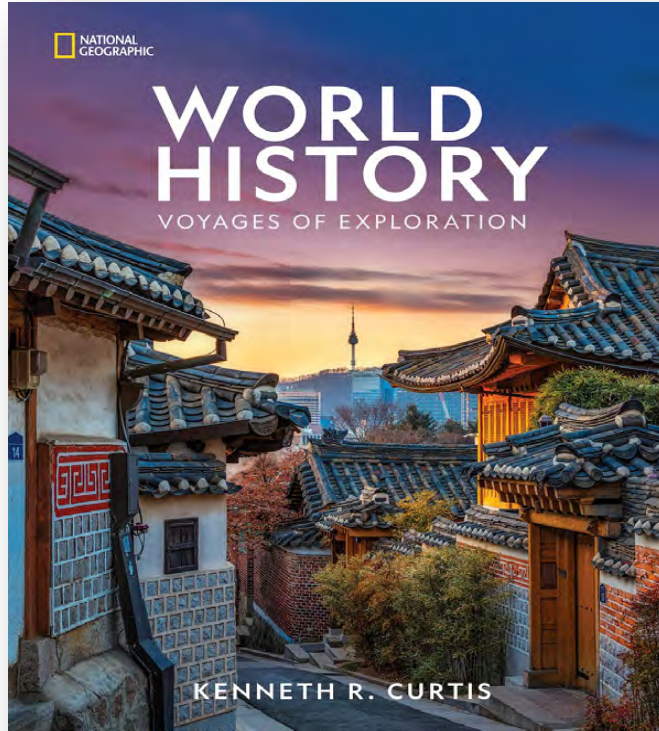
Correlation of

World History: Voyages of Exploration,
by Kenneth R. Curtis, © 2021,
ISBN: 9781337786829

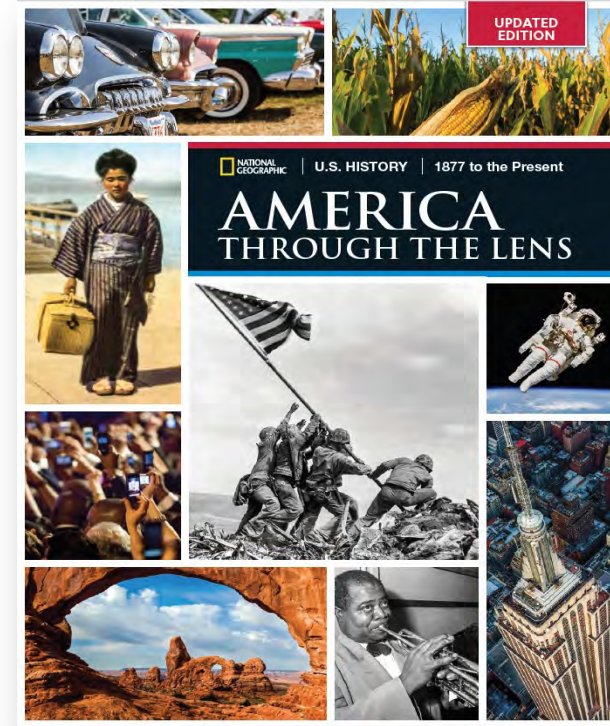
to

Arizona
History and Social Studies Standards
High School

TEACHER EDITION CHAPTER WALKTHROUGH



Page 323A



Page 235A

UNIT 6 RESOURCES

UNIT INTRODUCTION

UNIT TIME LINE

UNIT WRAP-UP

NATIONAL GEOGRAPHIC CONNECTION

National Geographic Magazine Adapted Articles

- “The Hidden World of the Great War”
- “1918 Flu Pandemic” in MindTap

Unit 6 Inquiry: Create a Conflict Resolution Strategy

NG Learning Framework Activities

- Write a Conflict Negotiator Profile
- Settle a Dispute

Unit 6 Test

Unit 6 Answer Key



CHAPTER 17 RESOURCES

Available in MindTap

ASSESSMENT RESOURCES

Formative Assessment

- Reading and Note-Taking
- Vocabulary Practice
- ELA/ELD Connections
- Literature Analysis
- American Voices Historical Biographies
- NG Explorer and Photographer Biographies

Summative Assessment

- Chapter 17 Pretest
- Chapter 17 Tests A & B
- Section Quizzes

Chapter 17 Answer Key

Cognero Test Bank



DIGITAL RESOURCES

- Handbooks
- Chapter 17 American Gallery
- Chapter 17 PowerPoint
- Chapter 17 Lesson Plans
- Interactive GIS Story Maps
- History Notebook
- Biography Library
- Video Library
- Primary Source Collection
- Learning About the Holocaust
- National Geographic Atlas
- National Geographic Education Resource Library (free online)

AMERICAN STORIES The Sinking of the Lusitania

- Study Primary Sources: Eyewitness accounts of the sinking of the *Lusitania*
- On Your Feet: Debate the *Lusitania*'s Voyage

NG Learning Framework: Present an Account

SECTION 1 RESOURCES

EUROPEAN CONFLICT AND U.S. NEUTRALITY

LESSON 1.1

War Breaks Out in Europe

NG Learning Framework: Present Dramatic Monologues

LESSON 1.2

Wilson's Neutrality

- On Your Feet: Card Response

NG Learning Framework: Write a Letter to the Editor

SECTION 2 RESOURCES

AMERICA ENTERS THE WAR

LESSON 2.1

Pressures to Enter the War

- On Your Feet: Inside-Outside Circle

NG Learning Framework: Develop a Presentation

LESSON 2.2

America Enters the War

- On Your Feet: Team Word Webbing

AMERICAN GALLERY ONLINE Selling World War I at Home

SECTION 3 RESOURCES

WAGING WAR ACROSS THE ATLANTIC

LESSON 3.1

A Brutal War

- On Your Feet: Roundtable Discussion

NG Learning Framework: Explore Warfare Technology

LESSON 3.2

THROUGH THE LENS

Jeffrey Gusky

- On Your Feet: Descriptive Words

NG Learning Framework: Write a Photo Caption

LESSON 3.3

The Home Front

- On Your Feet: Use a Jigsaw Strategy

NG Learning Framework: Design an Infographic

SECTION 4 RESOURCES

VICTORY AND WILSON'S PEACE

LESSON 4.1

Road to Victory

- On Your Feet: Team Word Webbing

NG Learning Framework: Create an Annotated Time Line

LESSON 4.2

Victory and Wilson's Peace

- On Your Feet: Numbered Heads

NG Learning Framework: Discuss Widespread Change

CHAPTER 17 REVIEW

ADDITIONAL RESOURCES

Video Library

This program's MindTap course contains several types of videos to provide greater context and depth for selected lessons in this chapter. Consult the Video Library for a complete list of videos or launch the videos as they appear at point-of-use within chapters in MindTap.

Biography Library

Use our collection of National Geographic Explorer and historical biographies in MindTap to enhance instruction.

Primary Source Collection

The Primary Source Collection in MindTap includes a wide range of essays, documents, speeches, and other source material to support Social Studies instruction. Historical Thinking questions check student understanding of each source and require them to think critically about what they read.

HISTORY NOTEBOOK

Encourage students to complete the History Notebook pages that correspond to this chapter.

STRIVING READERS

STRATEGY 1

Analyze Main Ideas

Direct students to read the Main Idea statements aloud for each lesson. Explain that these statements identify and summarize the key idea for each lesson. As students read the lessons, encourage them to make notes about details they find in the text that connect to the Main Idea statements. Tell them this process will help them identify and remember the most important information.

Use with All Lessons

STRATEGY 2

Analyze Maps Using a TASKS Approach

Help students analyze maps to obtain information by using the following TASKS strategy.

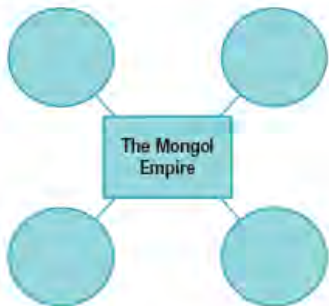
- T Look for a title that may give the main idea.
 A Ask yourself what the map is trying to show.
 S Determine how any symbols are used.
 K Look for a key or legend.
 S Summarize what you learned.

Use with Lessons 1.1, 1.3, 2.2, and 3.1

STRATEGY 3

Summarize with Idea Webs

Prompt students to summarize the chapter by creating three Idea Webs, one for each section, and label the center sections as follows: The Mongol Empire, The Ming Dynasty, The Ottoman Empire. Instruct students to complete each web with relevant information as they read the corresponding set of lessons. Encourage students to share their Idea Webs.



Use with All Lessons

INCLUSION

STRATEGY 1

Preview Visuals to Predict

Ask students to preview the title and visuals in each lesson. Then have students tell what they think the lesson will be about. After reading, ask them to repeat the activity to see whether their predictions were confirmed.

Use with All Lessons Invite volunteers to describe the visuals in detail to help visually impaired students see them.

STRATEGY 2

Sequence Events

Write the main events of a lesson on index cards. There should be one event on each index card. Then have pairs of students work together to place the events in the order they occurred. Use the following main events for Lesson 1.1:

- The Mongols were a group of independent tribes who wandered the grassy plains with their herds of sheep, goats, and horses.
- Temujin formed alliances with other Mongol tribes and defeated his rivals to unite all the tribes.
- The Mongol chieftains gave Temujin the title Genghis Khan, which means “universal ruler.”
- Genghis Khan and his army invaded northern China and took the Jin capital.
- Genghis Khan and his army seized lands throughout Central Asia.
- Genghis Khan divided his empire into four sections, one for each of his sons.
- Genghis Khan died in 1227.
- Genghis Khan's son Ogodei and his army expanded the empire into Russia and Europe.

Use with All Lessons

ENGLISH LANGUAGE LEARNERS

STRATEGY 1

Pronounce Words

Before reading, preview with students at All Proficiencies vocabulary terms such as *steppe*, *ger*, *khanate*, *envoy*, *despotic*, *omnipotence*, *ghazi*, and *sultan*. Say each word slowly and have students repeat, noting the pronunciation and syllable stress. Suggest students make a card for each word and write its definition and pronunciation for themselves.

Use with All Lessons

STRATEGY 2

Develop Vocabulary

Work with students at each proficiency level to develop understanding of the vocabulary words. Post the words in class and keep them displayed throughout the chapter, adding terms for each new lesson. Discuss each term as it comes up during reading. Then use the following sentence frames to assess their understanding of the terms.

- **Beginning** Use vocabulary words in either/or questions, such as: Are steppes grassy hills or plains? (*plains*) Do people who live in gers live in tents or cabins? (*tents*)
- **Intermediate** Use sentence frames with one blank, such as: Khanates are ruled by _____. (*khans*) A despotic ruler is a _____. (*tyrant*) Dragons were a symbol of an emperor's omnipotence, or _____. (*power*)
- **Advanced** Use sentence frames with two blanks, such as: _____ live in gers and _____ from place to place. (*Nomads/travel*) Ghazis are _____ for Islam who were bound by a strict code of _____. (*warriors/conduct*)

Use with All Lessons

STRATEGY 3

Review Sequence Words

To help students put events from the lessons in chronological order, write these sequence words on the board: *first*, *second*, *next*, *then*, *finally*, *before*, *after*, *earlier*, *later*. Direct students at the Beginning and Intermediate levels to work together to write a series of sentences that explain what happens in each lesson. Encourage them to use a variety of sequence words and to vary sentence structure.

Use with All Lessons

GIFTED & TALENTED

STRATEGY 1

Report on a Conquest

Prompt students to choose one of the leaders described in the chapter and write a news report giving the details of one of his conquests. Have students conduct more research as needed on the strategies employed by the leader to overpower the area that his armies invaded. Instruct students to describe the weapons and methods used to conquer and control people. Encourage them to write an eye-catching headline and an attention-grabbing introduction.

Use with All Lessons

STRATEGY 2

Write Journal Entries

Tell students to access primary and secondary source materials to learn more about the experiences of the traveler Zheng He or Marco Polo. Then ask them to choose one of the travelers and write journal entries from his perspective. Encourage students to write what the traveler might have experienced, thought, felt, and hoped. Invite students to read their journal entries to the class.

Use with Lessons 2.1 and 2.2

PRE-AP

STRATEGY 1

Consider Both Sides of an Issue

Suggest that students make a list of both positives and negatives for the rule of one of the leaders discussed in this chapter, such as Genghis Khan or Yongle. Then have them analyze their list and write a paragraph stating their own judgment about this emperor. They should present both positive and negative sides of the emperor's rule, tell their conclusion, and provide other evidence supporting their conclusion. Then have pairs compare their paragraphs and determine which judgment is the most convincing based on the evidence.

Use with All Lessons

STRATEGY 2

Present a Biography

Invite students to choose a historical figure from the chapter and conduct online research to learn more about this person. Encourage them to write a biography of the person, describing in detail how this person is remembered in history. Invite students to present their biographies orally to the class.

Use with All Lessons

WAR BREAKS OUT IN EUROPE

Have you ever built a house of cards? Each card must be placed perfectly in order to support the delicate structure. Nudge just one card, and the whole building collapses. In 1914, Europe was a house of cards, just waiting for the nudge that would lead to fighting and chaos.

EUROPE AT THE EDGE OF WAR
In 1914, Europe was divided into hostile nations and poised for war. At the heart of the tension was lingering animosity between France and Germany in the wake of the Franco-Prussian War. In 1870, Germany had conquered France and then demanded \$5 billion. Germany also seized the eastern French provinces of Alsace and Lorraine. For Germany, the acquisition of the provinces was the final step in unification. German leaders brought together several regions under the control of the kingdom of Prussia and declared a German Empire in 1871.

Frustrated by the military loss and determined to reclaim the lost provinces, the French worked to rebuild their economy and military. To further strengthen its position against Germany, France also formed **alliances**, or agreements of mutual support, with Russia and Great Britain. The German government had similar understandings with Austria-Hungary and the Ottoman Empire. Italy had been part of an earlier alliance with Germany and Austria-Hungary, but those ties had become frayed by 1914.

Because of these complex and delicate networks of treaties and alliances, an attack on one country could—and did—trigger retaliation by others and plunge all of Europe into a state of war. The conflict would come to be called “the Great War” because of the enormous number of casualties that resulted from it and the large number of nations involved in it. As war once again loomed in Europe in the 1910s, many historians began to refer to the conflict that began in 1914 as “World War I.”

THE THREE -JEM'S
Although the alliances, three cultural belief pushed Europe down the path to war. **Nationalism** is a strong belief in one's and its superiority to others. In Europe often conflicted with individuals' when certain region or group of people.

Imperialism is the drive to conquer or other territories and form an empire. In Germany, and France were imperialist competing for colonies in Africa and Asia.

Militarism is the belief that a government create a strong military and be prepared to achieve the country's goals. By 1914, Germany was a major military power, and France was a major military power, and France to catch up. Britain did not have a strong presence on the ground, but it did have a powerful navy and felt threatened by its to expand its own seagoing forces.

AN ASSASSINATION SPARKS
On June 28, 1914, Archduke Franz Ferdinand of Austria-Hungary and his wife were shot and murdered for political reasons, in the capital city of Bosnia. Their killing nationalized. Serbia was allied with Russia history of conflict with Austria-Hungary. One after another, European alliances. The Austrians, supported by the German harsh demands of the Serbs to pursue assassination. Russia came to Serbia France declared its support for its ally.

PLAN: 4-PAGE

OBJECTIVE
Understand the nations that fought

CRITICAL THINKING

- Analyze Cause and Effect
- Make Generalizations
- Make Inferences
- Compare and Contrast

HISTORICAL THINKING

How did World War I politically, economically, and socially impact the outbreak of World War I, but tensions in Europe. Lesson 1, nations honored their

INTRODUCE & ENGAGE

UNDERSTAND THE NUMBER

Use comparisons to help students understand the scale of the war. How many people do you think were killed? **ASK:** About how many people were killed? **ASK:** How many thousands of people were killed? Point out that some wars have led to the deaths of thousands of people killed. Eight million soldiers were killed and missing. Tell students that in this

TEACH

GUIDED DISCUSSION

- Compare and Contrast** How was World War I, and how was it different? *had a different focus. The purpose was to create a German Empire; the purpose was to reclaim Alsace and Lorraine from Germany.)*
- Make Inferences** How did the war affect the world? *(European powers such as Germany, France, and Britain saw Africa and Asia as so saw it as a source of raw materials and markets that the colonies were important to their economies.)*
- Draw Conclusions** In the end, some advantages and disadvantages. *agreement that an attack against one nation on other nations to come to its aid. Advantages: With tensions rising, on other nations to come to its aid. attack in the first place, since small or weak nation with power war it doesn't want to defend with which it has no quarrel.)*

INTERPRET MAPS

Guide students to analyze the map of Europe in 1914. **ASK:** In which direction did the Central Powers troop move? *Powers troops moved west and from the front? (Marna, First Battle of Jutland)*

PRIMARY SOURCE

We entered the trenches about midnight, we found them very uncomfortable, as there was only one dug-out for our company. . . I spent six hours making myself a shelter in a communication trench, a sort of hole with a water-proof sheet above it, cut out of one side of a five-foot trench. I worked most of the night throwing sand up to shield my feet, as the Germans were sniping at our parapet all day long. Meals were sent down, as we had nowhere decent to eat them, and we also lost our principal ration bag, containing bread, butter and other things.

—From the personal account of British Lieutenant William Andrew Turnbull, regarding the trenches near Ypres, France, 1918

IN THE TRENCHES

The Great War is known for its trench warfare. Troops fighting for the Allied and Central Powers dug trenches daily close to each other to attack and defend from below ground level. Trench warfare is typically used when the troops defending themselves from an attack have superior firepower, forcing the opposition to give up their necessity by digging trenches for protection.



TEACH

GUIDED DISCUSSION

- Make Inferences** Why do you think one particular event, the assassination of two people, led to the development of a war that spread across and even beyond Europe? *(Answers will vary. Possible responses: Some nations were looking for an excuse to fight or invade other nations, and the assassination provided one. The incident directly affected only a few nations, Austria-Hungary and Serbia, but other nations felt the need to assist nations with whom they were allied.)*
- Evaluate** What circumstances might have helped strategists predict that Germany's Schlieffen Plan might fail? Explain your answer with evidence from the text. *(Answers will vary. Possible response: The plan was completed in 1906 but not carried out until 1914. By then, alliances and the political environment might have changed radically. The plan also relied on conquering the French quickly, which might not have happened for many reasons.)*

ANALYZE PRIMARY SOURCES

Direct students' attention to the Primary Source feature. **ASK:** Which details in Turnbull's account might describe the experience of any soldier who occupied the trenches? *(The trenches were crowded and uncomfortable. Turnbull and his comrades were subjected to sniper attacks. They had poor food and nowhere decent to eat.)* **ASK:** What part of the description applies only to the author? *(his description of making a shelter)* Encourage students to draw a conclusion about the writer's character and to cite evidence for their answer. *(Answers will vary. Possible response: He was resourceful, as evidenced by the way he made a shelter for himself in a communication trench.)*

ACTIVE OPTIONS

Active History: Analyze Causes and Effects of World War I Extend the lesson by using either the PDF or Whiteboard version of the activity. These activities take a deeper look at a topic from, or related to, the lesson. Explore the activities as a class, turn them into group assignments, or even assign them individually.

NG Learning Framework: Present Dramatic Monologues

ATTITUDE Curiosity

KNOWLEDGE Our Human Story

Prompt small groups of students to review the information about trench warfare in the lesson and Primary Source feature and to further research the topic. Groups should use their findings to write a set of dramatic monologues that represent the views of trench warfare from a variety of fighters—from both sides of the war, if possible. For example, monologues might portray a soldier who lived, a soldier who died, a commanding officer, and a medic. Instruct students to think about the context (World War I, early 1900s) as they consider the norms and values of the people they are portraying. Remind them to avoid present-day slang when expressing their characters' views. Allow groups to choose a format for presenting their dramatic monologues, possibly including period photographs and music.

HISTORICAL THINKING

ANSWERS

- It took a great deal of fighting to capture an enemy trench. Furthermore, in order to advance and secure more territory, soldiers had to cross No Man's Land, where they were completely exposed to the enemy.
- At the end of the Franco-Prussian War, Germany acquired the French territories of Alsace and Lorraine. Germany further demanded a million dollars from France. As a result, France began rebuilding its military in the hope of reacquiring its lost territories. France also formed an alliance with Britain to that end.
- Nationalism, the belief that one's country is superior to others, coupled with militarism, the belief that a strong army is essential, can lead to a country's belief that it has both the right and the might to overcome a country that it considers inferior.
- Trench warfare was not a very effective way to fight because an enormous number of lives could be lost in gaining even a small amount of territory.

CRITICAL VIEWING Answers will vary. Possible response: The artwork was probably intended to symbolize the Allies' unity and inspire confidence in their cause.

ACTIVE OPTIONS

On Your Feet: Inside-Outside Circle Have students stand in concentric circles facing each other. Ask students in the outside circle to pose questions about the rule of Genghis Khan and Ogodei to those in the inside circle. On your signal, students should rotate to create new partnerships. Then on another signal, have students trade their inside/outside roles.

NG Learning Framework: Theorize

ATTITUDE Curiosity

KNOWLEDGE Our Human Story

Invite students to read passages from or conduct online research about the understand historians' theories about for setting out to conquer the world. T own conclusions about the leader's m explaining their ideas. Ask volunteers the class.

Active Options

MAKE A SLIDESHOW Organize students into small groups.

Ask each group to define the following principles: *sovereignty, natural law, self-evident truth, equality of persons, due process of law, limited government, sovereignty, and unalienable rights of life, liberty and property*. Then have students read the text of the Declaration of Independence on pp. R4–R7 of the Citizenship Handbook. Ask students to locate one or more statements in the document that reflect each principle. Instruct students to prepare a slideshow with an introductory slide and one slide per principle that explains how that principle relates to Enlightenment ideas in the Declaration of Independence. Each slide should include the definition for the principle and the relevant excerpt from the Declaration. Students should take turns recording and giving explanations for each slide.

ACTIVE OPTIONS

On Your Feet: Debate the *Lusitania's* Voyage Ask students to think about the cruise line's decision to send war supplies and civilian passengers in the same ship during wartime. Then divide the class into two groups: one to argue in support of the decision and one to argue against it. Instruct each group to compile a list of reasons in support of its position. Then have the groups debate each other, allowing one member of each group to speak at a time. When finished, encourage the class to discuss the effectiveness of the arguments presented.

NG Learning Framework: Present an Account

SKILL Communication

KNOWLEDGE Our Human Story

Encourage students to briefly search online for an additional eyewitness account of the sinking of the *Lusitania* that interests them. Accounts could be from passengers or crew members from the ship, rescuers, or crew members of the U-20. Once students have chosen an account, instruct them to prepare and perform a reading of it for the class. Students should first introduce the account by telling the person's name and providing relevant background information. After each reading, invite the class to briefly discuss it before continuing with the next one.

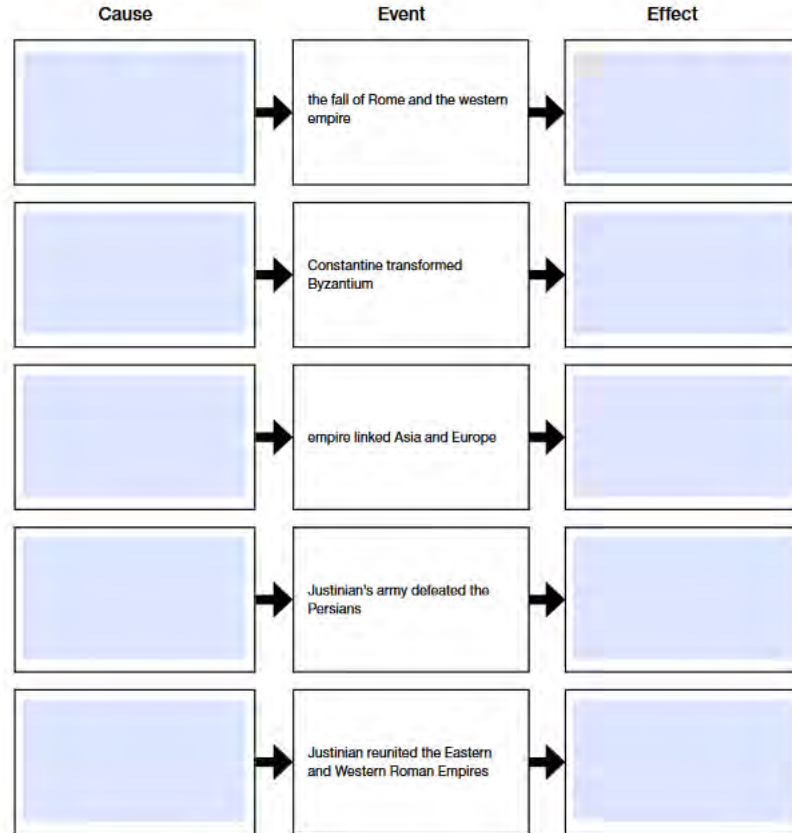
UNIT 3 CHAPTER 8 SECTION 1
Constantinople



READING AND NOTE-TAKING

ANALYZE CAUSE AND EFFECT

Use the Cause-and-Effect Map to describe each event and record its cause and effect.



UNIT 3 CHAPTER 8 SECTION 1
Constantinople



VOCABULARY PRACTICE

KEY VOCABULARY

- **plague** (playg) *n.* a deadly epidemic disease
- **stagnation** (stag-NAY-shuhn) *n.* a lack of growth and development

FIVE-W CHART

Complete a Five-W Chart for each Key Vocabulary word.

plague

Who? _____

What? _____

Where? _____

When? _____

Why? _____

stagnation

Who? _____

What? _____

Where? _____

When? _____

Why? _____

Cave Paintings

Artifacts are important sources of information for scientists who study ancient peoples. What can researchers learn from looking at an object or at paintings that have no words and no date? You've read about technology that helps date artifacts, or tell us how old things are. However, there is more to understanding an artifact than knowing when it was made. Scientists put their skills of observation and deduction to work to understand the messages in artifacts.



"There's something about caves—a shadowy opening in a limestone cliff that draws you in. As you pass through the portal between light and dark, you enter a subterranean world—a place of perpetual gloom, of earthy smells, of hushed silence," says paleoanthropologist and National Geographic Explorer Genevieve von Petzinger (shown above in a cave in western Europe). Von Petzinger has twisted and crawled into dangerous and narrow passageways as much as three-quarters of a mile deep to examine images left behind by ancient peoples. Cave drawings in these hidden chambers reveal that some people had time

and energy to create art after meeting their basic need for survival as early as 63,000 B.C.E.—and perhaps even before.

Von Petzinger studies distinct geometric shapes—dot lines, rectangles, triangles, ovals, circles—made by early humans. She has found many of the same 32 signs appearing in different caves, sometimes more than a thousand miles apart. The repetition of these symbols over thousands of years, from 10,000 to 40,000 years ago, is a significant forerunner of writing, which first appeared between 4,000 and 5,000 years ago.

ARTIFACT ONE

Primary Source: Ocher Cave Painting from Lascaux Caves in Lascaux, France

Paleolithic painters mixed ocher, a natural clay containing minerals that give it colors ranging from yellow to red, with animal fat and other liquids to make the earliest known paint. Ocher was used to paint these figures on a cave in Lascaux, France, more than 17,000 years ago. Charcoal was also used to create black outlines. Scientists believe that people used the burnt tips of long sticks to draw images on higher levels of the caves.

CONSTRUCTED RESPONSE What steps would the painter of these figures have had to follow to create this art?



ARTIFACT TWO

Primary Source: Hand Stencils from Cueva de las Manos in Santa Cruz, Argentina

Stenciled hands are found in ancient caves in South America, Europe, Africa, Borneo, and Australia. The hands shown here were made between 9,500 and 13,000 years ago. Using data about the relative length of fingers in male and female hands, archaeologist Dean Snow, a National Geographic Explorer, examined eight cave sites in France and Spain over more than a decade. He has determined that about three-quarters of the stenciled hands in those caves belonged to women.

CONSTRUCTED RESPONSE Why are most of the hand stencils found in eight European caves believed to be made by women?



ARTIFACT THREE

Primary Source: Cave Paintings from Laas Geel outside of Hargeisa, Somaliland

Like humanity, art itself started in Africa. Experts found an "art



ARTIFACT TWO

Primary Source: Hand Stencils from Cueva de las Manos in Santa Cruz, Argentina

Stenciled hands are found in ancient caves in South America, Europe, Africa, Borneo, and Australia. The hands shown here were made between 9,500 and 13,000 years ago. Using data about the relative length of fingers in male and female hands, archaeologist Dean Snow, a National Geographic Explorer, examined eight cave sites in France and Spain over more than a decade. He has determined that about three-quarters of the stenciled hands in those caves belonged to women.

CONSTRUCTED RESPONSE Why are most of the hand stencils found in eight European caves believed to be made by women?



THE NOT SO DISTANT PAST

Smith and Rolfe, Pocahontas and Powhatan—these names often seem to belong to a remote, untouchable past. Modern-day research and archaeology, however, have helped to reveal the Jamestown colonists and Native Americans of the region as living, relatable people. Over several years of patient digging, researchers have unearthed the walls of the original fort and other buildings at Jamestown, as well as artifacts that allow valuable glimpses into the inhabitants' everyday lives.

The site is preserved within Historic Jamestowne Park, which is operated by the National Park Service and an organization called Preservation Virginia. At Historic Jamestowne, exhibits, tours, and costumed interpreters help visitors experience Jamestown as a real community that is not lost in distant history.



Glass wine bottles



Men's tooth and ear picker

PRIMARY SOURCE

In 1609, a pamphlet called "Nova Britannia" ("New Britain") appeared in England to promote the colony in Virginia to investors and potential colonists. At this point, Jamestown was still engaged in a desperate struggle against starvation and disease.

The country itself is large and great assuredly, though as yet, no exact discovery can be made of all. It is also commendable and hopeful in every way, the air and climate most sweet and wholesome, much warmer than England, and very agreeable to our natures. . . . the land naturally yields . . . [an] abundance of fish, both scale and shell; an infinite store of both land and water fowl.

There are valleys and plains streaming with sweet springs, like veins in a natural body; there are hills and mountains making an offer of hidden treasure, never yet searched; the land is full of minerals, plenty of woods (the wants of England).

—from "Nova Britannia," 1609



Name _____ Class _____ Date _____

AMERICAN VOICES

Benjamin Banneker

1731–1806

"The Maker of the Universe is no respecter of colors . . . the color of the skin is no ways connected with strength of mind or intellectual powers."

— Benjamin Banneker

Benjamin Banneker was a Black mathematician and astronomer who helped survey Washington, D.C., and challenged Thomas Jefferson about Jefferson's contradictory views on equality and freedom.

Benjamin Banneker was born on November 9, 1731, in Baltimore County, Maryland. His parents purchased a 100-acre farm and put his name on the deed, ensuring his freedom. The family were among only 200 free Black people in a county that counted 4,000 enslaved people and 13,000 whites.

Banneker sporadically attended a one-room Quaker school that educated both Blacks and whites, but he was largely self-taught. In 1752, after studying a pocket watch, Banneker utilized his mechanical abilities to build a hand-carved wooden clock that kept perfect time for decades. He would watch the stars and use information from borrowed books to help him make mathematical calculations. He accurately forecasted a solar eclipse in 1789 far in advance of the actual event and against incorrect predictions made by other astronomers.

In 1791, Banneker became an assistant surveyor on the Federal City project to map Washington, D.C. When he returned home, Banneker completed the first of his well-regarded almanacs, which was published in 1792. He made no effort to hide his race from readers. In fact, as well as meticulous data about celestial bodies, the almanac included an excerpt from an essay written by an abolitionist.

Banneker sent a letter and a copy of the almanac to then-secretary of state Thomas Jefferson. In the letter, he respectfully questioned Jefferson about the



An illustrated portrait of Benjamin Banneker, c. mid- to late 18th century

contradiction of a nation that declared "all men are created equal" yet kept thousands of Black people enslaved. Jefferson penned a "soft answer" and forwarded the almanac to the Academy of Sciences in Paris. But in private correspondence, Jefferson doubted Banneker's achievement, suggesting that other people assisted Banneker in his efforts. Banneker died in October 1806 in Baltimore.

HISTORICAL THINKING

IDENTIFY How were Banneker and his family different from their neighbors?

DRAW CONCLUSIONS Why do you think Jefferson suspected that Banneker didn't write the almanac himself?

U.S. HISTORY

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ONE SHIPWRECK: TWO PERSPECTIVES

There are many survivor accounts of the sinking of the *Lusitania*, and it is valuable to compare these primary sources to better understand the event. The captain of the German U-boat that sank the ship offers a different perspective entirely from that of the survivors. Read and compare the two accounts below.

PRIMARY SOURCE

A SURVIVOR'S STORY

Dwight Harris, a young New Yorker, was carrying an engagement ring when he boarded the *Lusitania*, planning to propose to his beloved in England. He also brought with him a custom-made life preserver he had bought the day before. Pacing anxiously on deck on the day of the attack, he saw the torpedo: "a white and greenish streak in the water!" Harris hurried to his room to locate his life preserver, failed to get into a lifeboat, and jumped overboard.

Floating in the sea, he witnessed the *Lusitania's* plunge toward the bottom. He later described, "A terrible mass of iron, wood, steam, and water! And worst of all, human forms!—A great swirling greenish white bubble formed where the ship went down, which was a mass of struggling humanity and wreckage!" The ring Harris carried survived the catastrophe and he later offered it to Aileen Cavendish Foster, whom he married on July 2, 1915.



This illustration of survivors fleeing in lifeboats from the sinking of the *Lusitania* appeared in an Italian weekly newspaper.

PRIMARY SOURCE

THE SUBMARINE CAPTAIN'S STORY

The submarine that sank the *Lusitania* was the U-20, under the command of Captain Walther Schwieger. The U-20 left Germany on April 30 with a mission to destroy shipping vessels destined for Liverpool, England. It was a successful cruise: by May 7, the submarine had already sunk three vessels off the coast of Ireland. That morning, Captain Schwieger decided to turn for home, since the U-20 was running low on both fuel and torpedoes. Then, at 1:20 p.m., an officer at the periscope spotted the distinctive shape of the *Lusitania*.

In his ship's log, Schwieger provided one of the clearest eyewitness accounts of the torpedo's aftermath. He recorded, "There was a terrific panic on her deck. Overcrowded lifeboats, fairly torn from

their positions, dropped into the water. Desperate people ran helplessly up and down the decks. Men and women jumped into the water and tried to swim to empty, overturned lifeboats. It was the most terrible sight I have ever seen."

The "terrible sight" did not dampen Schwieger's enthusiasm for his job. On a single cruise in September 1915, he sank 11 ships, including the passenger ship *Hesperian*, which was carrying home the body of a Canadian passenger who had been killed on the *Lusitania*. By the time the war in Europe was over, German submarines had sunk more than 4,000 ships, around one-fourth of the world's shipping vessels.



U.S. HISTORY

AMERICA THROUGH THE LENS

HISTORY NOTEBOOK

Critical Thinking Skills



Name _____

HISTORY NOTEBOOK

PROJECTS FOR INQUIRY-BASED LEARNING

The Generations Oral History Project



You've been reading about history, but there are other ways to learn about past events. When you and your friends get together, you talk and tell stories about your day, your family, things you like to do, and experiences you've had. That verbal interaction is a lot different than reading third-hand about your friend's experience in basketball practice.

An oral history provides a personal account of an event from someone who has firsthand knowledge of it. For this project, you will create your own oral history by interviewing people about their experience with a specific event. Learn about oral history—what it is, why it matters, and how to create one—from National Geographic Explorer Caroline Gerdes as she guides you through the process.



My Oral History Project

By Caroline Gerdes, oral historian and National Geographic Explorer

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Can you imagine going to the first high school football game of the season, sleeping at a friend's house, and waking up to a Category 5 hurricane barreling toward your family, friends, school, grocery store, favorite hangout—everything? Well, that's what happened to me.

When I was 15 years old (in 2005), Hurricane Katrina in New Orleans, Louisiana, crashed my sophomore year of high school. My home was without power for weeks, and I was out of school for about two months. My friends were scattered as refugees throughout the South, actually throughout the entire United States. A few of them I never saw again. And my 85-year-old grandmother lost everything she owned as floodwaters washed above ceiling-level in her home.

In the months following Hurricane Katrina, as we sorted through the wreckage at my grandmother's house, I learned valuable lessons about what can be salvaged, what we remember about a significant time, and the temporary existence of most objects. I learned that some things are worth rebuilding and remembering. This passion for documenting modern history and important moments stayed with me into adulthood and fueled my interest in **oral history**, which is collecting historical

information by recording interviews with people who experienced past events.

Your stories are already being written and are well worth preserving, just like mine were when I was about your age. Our stories may be different, but that's the interesting thing about oral history. Think of the stories you see unfolding on broadcast news or the articles you read online or in the paper. These stories are the first drafts of history. Your experience reading about them, and the things you feel when reacting to everyday news, politics, and events could be recorded as oral history.

In my experience as an oral historian, oral history provides firsthand accounts of historical events and everyday experiences, while people who have living memory of these moments are still able to share their stories. These people, or narrators, are interviewed about their memories as part of an oral history collection or archive. There are many types of oral history projects. Some record many different age groups after a recent news event, like the September 11 terrorist attacks or Hurricane Katrina. Some ask for people from a certain location or group to come forward and share experiences. Other oral history projects target an age

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HISTORY NOTEBOOK

THE NATIONAL GEOGRAPHIC APPROACH



Do you recognize that magazine with the yellow border on newsstands in airports or on shelves in libraries—or maybe even on your coffee table at home? If so, you've probably come to expect from *National Geographic* interesting stories on wide-ranging topics, with great photographs and graphics. But your history text, *World History: Voyages of Exploration*, has the same goals as that familiar magazine, and we want you to understand the ideas and principles that were so important to its development.

OUR PURPOSE The National Geographic Society pushes the boundaries of exploration to further our understanding of our planet and empower us all to generate solutions for a healthier and more sustainable future.



National Geographic Explorer Leslie Deason is working to make traditional nuclear power safer.

We Further Exploration. National Geographic has become one of the largest nonprofit scientific and educational institutions in the world. NatGeo supports hundreds of scientists, archaeologists, marine biologists, divers, climbers, photographers, researchers, teachers, oceanographers, geologists, adventurers, physicists, artists, curators, and writers, all out there "doing their thing." And what they do is not only personally exciting and rewarding to them, it also adds to the scientific and human record.

Today, whether it is at "headquarters" on 17th street in Washington, D.C., or in the field with one of the hundreds of National Geographic Explorers or photographers, the National Geographic Society takes on lots of different activities that support science, exploration, and education. Ever imagine what it would be like to climb Pakistan's treacherous K2 mountain? NatGeo climber and expedition photographer Jimmy Chin has been there. Hanging off the top of one of New York City's skyscrapers to take photos is just a routine day for him. Guillermo de Anda could give you an entirely different perspective—as an underwater archaeologist, he spends much of his time exploring flooded caves on the Yucatán Peninsula. And Genevieve von Petzinger, a paleontologist, can tell you the meaning of cave paintings left by our Paleolithic ancestors.

Some of these amazing explorers are featured in your textbook. Check them out—can you see yourself following in their footsteps? There's a world of possibilities for you to discover.

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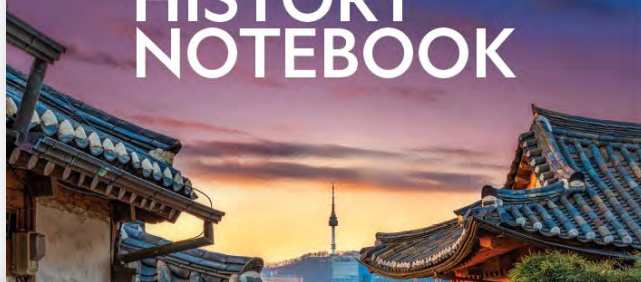
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WORLD HISTORY

VOYAGES OF EXPLORATION

HISTORY NOTEBOOK



Name _____

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HISTORY NOTEBOOK

UNIT 6

CHAPTER 15 MATERIAL CULTURE

Renaissances Around the World



The European Renaissance wasn't the only rebirth of past traditions or generation of new works. Find out about other renaissances and then explore your understanding by answering the questions below.

1. Which one of these renaissance subjects did you find most interesting? What did you find interesting about it?

2. Why do you think people revive past traditions?

3. Which past works or traditions would you want to see become popular again? What would you make different about them? Think about how you would try to revive interest in that past tradition. Then create a plan or campaign to generate new interest in a past tradition. Write your ideas below.

4. Choose one of the renaissance subjects featured in the Material Culture lesson and then create a visual gallery about that renaissance or renaissance item. What items, or subjects would you include in a gallery for this renaissance? Which items from today would you add? Conduct online research to find out more about your selected renaissance subject and add images to your gallery. Record your notes below.

WORLD HISTORY

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CURTIS

9 REVIEW

VOCABULARY

For each pair of vocabulary words, write one sentence that explains the connection between the words.

- radical; Red Scare
During the Red Scare, many Americans were afraid of people who had radical political ideas.
- nativism; eugenics
- assembly line; mass market
- jazz; flapper
- bootlegger; speakeasy
- Pan-Africanism; back-to-Africa movement
- American Civil Liberties Union; Anti-Defamation League

READING STRATEGY

COMPARE AND CONTRAST

Comparing and contrasting concepts in a chart can help readers better understand the similarities and differences between people, events, and movements in history. In your chart, list traditional versus modern practices that emerged in major areas during the 1920s. Then answer the question.

Comparison Chart

	Traditional	Modern
Industry	Factories	Assembly line
Music		
Science		
Women's roles		

- Which modern change had the most impact on a traditional practice, process, or idea? Explain your answer.

MAIN IDEAS

Answer the following questions. Support your answers with evidence from the chapter.

- What factors led to the Palmer Raids?
LESSON 1.1
- What role did anti-immigration feelings play in the Sacco-Vanzetti case?
LESSON 1.2
- How did the Teapot Dome scandal affect Warren Harding's presidency?
LESSON 1.3
- How did new communications technology help popularize jazz? **LESSON 2.1**
- What forms of entertainment grew popular during the 1920s? **LESSON 2.2**
- How did the image of the flapper reflect the changing status of women?
LESSON 3.1
- Why did the passage of the 19th Amendment fail to have the immediate impact some people thought it might? **LESSON 3.2**
- What factors made Marcus Garvey's back-to-Africa movement attractive to some African Americans? **LESSON 4.1**
- Why did so many African Americans move to Harlem in the 1910s and 1920s?
LESSON 4.2

HISTORICAL THINKING

Answer the following questions. Support your answers with evidence from the chapter.

- MAKE GENERALIZATIONS** How did culture change in the United States during the 1920s?
- ANALYZE CAUSE AND EFFECT** What were the main effects of the 18th Amendment and the Volstead Act?

- MAKE GENERALIZATIONS** What strides in politics did women make after passage of the 19th Amendment?
- DRAW CONCLUSIONS** Why do you think the NAACP worked to change laws even if it might take years to accomplish?
- FORM AND SUPPORT OPINIONS** Were the 1920s a "return to normalcy"? Support your opinion with evidence from the text.

INTERPRET VISUALS

The August 1927 cover of *McClure's* magazine features a vision of the Jazz Age by the artist John Held, Jr. Look at the cover (at right) and answer the questions that follow.

- What do you think the portrait of the flapper symbolizes, and why?
- In what ways does this illustration reflect the characteristics of the 1920s?

ANALYZE SOURCES

Colleen Moore was an actor during the 1920s and 1930s famous for playing flappers in numerous movies. Moore talked to author Joshua Zeitz about how she was influenced by the free-spirited young women of the 1920s during an interview for his 2006 book *Flapper: A Madcap Story of Sex, Style, Celebrity, and the Women Who Made America Modern*. Read the excerpt, which is a quotation from Moore. Then answer the question.

They were smart and sophisticated, with an air of independence about them, and so casual about their looks and clothes and manners as to be almost slapdash. I don't know if I realized as soon as I began seeing them that they represented the wave of the future, but I do know I was drawn to them. I shared their restlessness, understood their determination to free themselves of the Victorian shackles of the pre-World War I era and find out for themselves what life was all about.

- What were the attributes that Moore admired in flappers?



CONNECT TO YOUR LIFE

- ARGUMENT** Movies had a huge impact on fashion and other aspects of popular culture in the 1920s, and they still drive fashion and popular culture today. Then, as now, some people embraced this influence, and some people saw it as a threat to society and the status quo. Examine the influence of movies both now and in the 1920s, and write an argument that the art form exerts either a positive or a negative influence.

TIPS

- Use textual evidence from the chapter in your argument.
- Clearly state your point of view, briefly including the reasons for your stance.
- Acknowledge the opposite viewpoint by providing one or two valid alternative ideas.
- Provide examples from the text and your own understanding and experience to support each reason for your argument.
- Provide a conclusion that restates your argument, making your stand on the matter clear.
- Use two or three vocabulary terms from the chapter in your response.

The Hidden World of the Great War

BY EVAN HADINGHAM
Adapted from "The Hidden World of the Great War," by Evan Hadingham, in *National Geographic*, August 2014

The entrance is a small hole in the earth in northeastern France. I'm following Jeff Gusky, a photographer and physician from Texas who has explored dozens of underground spaces like this one. Here, shortly after the outbreak of the First World War, German military engineers would take turns listening for the slightest sound of enemy tunnels. Muffled voices or the scraping of shovels meant that a hostile mining team might be only yards away. The danger grew if the digging stopped and you heard the sounds of the enemy laying high explosives at the end of the tunnel. Most nerve-racking of all was the silence that followed. At any moment the charges might detonate and blow you apart or bury you alive.

Nearby, on one of the tunnel walls, our headlamps illuminate graffiti left by the German engineers who manned this listening post. The pencil marks appear as if they were written yesterday. The soft chalk and limestone bedrock of France's Picardy region was ideal for World War I soldiers to record their presence in penciled signatures, sketches and caricatures, carvings, and even intricate relief sculptures.

The conflict began with confidence on all sides that the fighting would be over by Christmas. By the end of 1914, the German advance had stalled, the armies had dug in, and an extensive network of trenches stretched from the North Sea coast to the Swiss border. In the grip of this deadly stalemate, the Germans, French, and British resorted to siege-warfare techniques that had changed little over the centuries. The goal was to dig under key enemy strongpoints and blow them up.

But the underground war was not confined to narrow tunnels. Beneath Picardy's fields and forests are centuries-old abandoned quarries, some of which could shelter thousands of troops. One morning, we explore one such site, led there by the owner of the property. In one cavern, we peer at an array of finely engraved badges and memorials proclaiming the French regiments that had sheltered here. Then we encounter several chapels elaborately carved and painted with religious symbols, army insignias, and the names of notable French victories.

Life in the quarries was vastly preferable to the muddy hell of the trenches above. A journalist visiting one of the caverns in 1915 noted that "a dry shelter, straw, some furniture, a fire, are great luxuries for those returning from the trenches."

Both sides converted the lowest quarries into

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The Sky Is Opening Up

Adapted from "The Sky Is Opening Up: NASA's Webb Telescope Captures Jaw-Dropping Views of the Cosmos," by Nadia Drake, *National Geographic*, July 12, 2022

The first full-color images from NASA's sharpest eye in the sky, the flagship James Webb Space Telescope (JWST), were unveiled to the world today from the space agency's Goddard Space Flight Center in Maryland. A packed auditorium greeted each image as it was unveiled with cheers, oohs, and ahs. The images capture snapshots of curvy, colliding galaxies; the diaphanous ring blown by a dying star; the atmospheric spectrum of a hit, Jupiter-like exoplanet; and the radiant, chaotic clouds engulfing a stellar nursery.

"I am so thrilled and so relieved, this was so hard," says NASA's John Mather, JWST's senior project scientist. "It's just impossible to convey how hard it really was. We risked so much to say we're going to do this, and it's so near impossible."

For the team behind the pictures, pulling back the universe's curtain and drinking in the new cosmic light was a moment of profound significance. These first images are fresh views of the cosmos through an entirely new set of eyes—images that, in addition to being beautiful, symbolize JWST's power to revolutionize our understanding of the universe and our place within its boundless cosmic sea.

"You feel like the sky is opening up, and you're in a moment of time and space that you'll forever remember because you saw the universe as nobody has seen it yet," Thomas Zurbuchen, NASA's associate administrator for the science mission directorate, told reporters on June 29, before the images were released.

The first science images from JWST mark the end of a six-and-a-half month deployment routine. After launching in December 2021, the telescope flew to its destination a million miles from Earth, unfolded in space, and powered up its instruments. Perched in its final orbit, JWST can now do what it was built for: search the universe, both in space and in time, for things never seen before.

In one image captured by JWST, a riotous stellar nursery about 7,600 light-years away blazes in the southern sky. Called the Carina Nebula, it straddles a region of intense star formation that is also home to the massive, perplexing stellar object Eta Carinae—a beast so immense that some astronomers say it's pushing the limits of what it means to be a star. "There's so much going on here, it's just beautiful," says NASA astrophysicist Amber Straughn, pointing to bubbles, cavities, and jets within the nebula, newborn stars that have never been seen before, and galaxies lurking in the background.

Representing the opposite end of the stellar life cycle is the Southern Ring Nebula. About 2,000 light-years away and spanning half a light-year, the nebula is a poignant, tenuous mark of stellar mortality: the puff of gas and dust exhaled by a dying star. JWST also captured Stephan's Quintet, five galaxies about 290 million light-years away, four of which are locked in a swirling, cosmic dance. Two of those galaxies are merging, heating heaps of gas and dust and fueling new starbirth.

And completing the first image release is a spectrum of the exoplanet WASP-96b, a giant world about 1,150 light-years away that orbits its star every 3.4 days. In that spectrum are signs of the planet's atmospheric composition, as well as information about clouds and hazes. "What you can see here is a telltale signature, the chemical fingerprint of water vapor in the atmosphere of this specific exoplanet," says NASA astrophysicist Knut Stolte. "There's a lot more to come."

For more from National Geographic, check out "Shell Shock" online.

UNIT 8

Create a Sustainable Living Plan

Staging the Question

In this unit, you learned about the widespread changes that the Industrial Revolution brought to people's lives. With the increased production and consumption of manufactured goods, the Industrial Revolution brought a higher standard of living for many people. But it also introduced a host of environmental problems, including air pollution, water pollution, habitat destruction—and eventually climate change and a massive amount of plastic waste. The long-term impact of the Industrial Revolution can be seen around the world, from our crowded cities to the most remote ocean beaches. How can individuals today reduce the negative impact of the Industrial Revolution on our planet?

Supporting Questions: Begin by developing supporting questions to guide your thinking. For example: What aspects of the way I live and act have a negative impact on the environment? What is the negative effect of each action?

Summative Performance Task: Use the answers to your questions to create a sustainable living plan that identifies at least 10 actions individuals can take to help protect the environment. Describe each action to be taken and the positive effect it will have. You might use a graphic organizer like this one to develop your plan.

Present: Share your plan with the class. You might consider one of these options:

DISCUSS IN GROUPS

Form small groups and share your ideas. Then compile your group's ideas with those of other groups to create a master plan. Post the composite plan in the classroom.

MAKE A PODCAST

Work with classmates to create a podcast in which everyone shares their ideas on sustainable living. You might incorporate such elements as music, interviews research, and storytelling.

Action	Effect

ASSIGNMENT

Identify some current environmental problems that stem from the Industrial Revolution.

Analyze the causes of these environmental problems.

Think of ways that individuals could help solve these problems by making changes in their lifestyles.

Create a plan identifying lifestyle changes that individuals today could make to help solve serious environmental problems.

UNIT 4

Broker a Peace Treaty

Staging the Question

In this unit, you followed the rise of several combative dynasties. The kings and nations you have read about went to war for varying reasons. According to one chronicler, Genghis Khan fought for the sheer joy of it, saying, "Man's greatest good fortune is to chase and defeat his enemy, seize his total possessions, leave his married women weeping and wailing." Like Charlemagne, Osman, and others, however, Genghis Khan was an astute ruler as well as a warlord and most likely had more complex motivations. But was war the only choice? By examining the causes of war, how can cultures in conflict make peace?

ASSIGNMENT

Identify the root causes for the wars and conquests described in this unit. Choose one of the conflicts to explore in greater depth.

Research the causes of the war, as well as the resources each side in the war controlled.

Synthesize ideas for how the warring nations could exchange resources or find other ways to make peace.

Develop a peace plan for two warring empires or nations from this unit, laying out terms that would allow each side to gain what it had sought through conflict.

Supporting Questions: Begin by developing supporting questions to guide your research. For example: What did the Song have that the Jurchen needed? Were there other reasons for the Song and Jurchen to fight? Research the answers in this unit and in other sources, both print and online. You might want to use a graphic organizer like this one to record your answers.

Summative Performance Task: Develop a peace plan that you will present to both powers in the war. Include specific details about the conditions each side will have to accept and explain the advantages each side will gain by agreeing to them. Use what you know about the causes of the war to help you create peace terms that will appeal to the combatants.

Present: Share your plan with the class. You might consider one of these options:

MAKE A PRESENTATION

Create a slideshow or video to present before an international body such as the United Nations, laying out the peace terms and their advantages. Include graphics, photos, or other visuals to support your points.

BROKER A TREATY

Meet with classmates who are acting as representatives for the warring powers. Explain the points of your plan, and negotiate the final terms of the peace.



Take Informed Action:

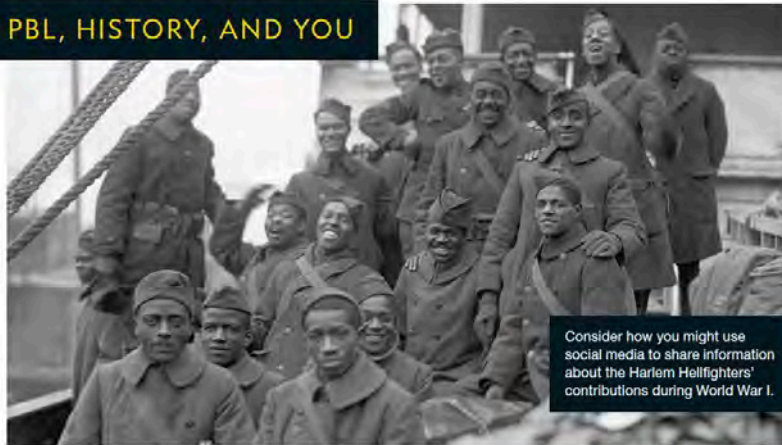
UNDERSTAND Understanding the causes of a disagreement can lead to a peaceful solution, even when there is no war involved. Identify a disagreement in your school or community.

ASSESS Determine the causes of the disagreement and think of solutions that address these causes.

ACT Create a "peace plan" to solve the disagreement and present it to the two sides. You may meet with representatives of both sides, write a letter, or communicate your plan in some other way.

Industrialization and Imperialism

PBL, HISTORY, AND YOU



Consider how you might use social media to share information about the Harlem Hellfighters' contributions during World War I.

A lot of history classes ask you to “know” things, but they may not always ask you to “do” things with that knowledge beyond the classroom. You were introduced to project-based learning (PBL) earlier in this course, and now it's time to embark on a PBL experience, which will include a lot of “doing.” For some of you, this type of learning will feel familiar. For others, it might feel strange and new. Know this: Your classmates and teacher will be your crew to help you get through.

Now that you've learned about some of the significant events that took place from the founding of the nation to the modern day, it's time to apply and deepen that understanding. How? By using PBL to focus on a driving question historians and social scientists debate today: *How have significant events in U.S. history impacted different populations?*

The history of the United States is filled with characters who faced many different challenges. They made choices that led to outcomes. Sometimes those outcomes affected people as well as the landscape. The legacy of some of those outcomes persists to this day. Now that you've learned about significant events in U.S. history from 1877 to the modern day, consider what the legacy is of some of the events you have studied.

If significant events in U.S. history, such as when the African-American 368th Infantry's Harlem Hellfighters received the French Croix de Guerre for Gallantry during World War I, took place today, would they fade from public view? Or would social media and the internet spread awareness of such events? How can students like you use a social media campaign to inform others about historically significant events that took place during the 19th, 20th, and 21st centuries? Are there modern-day stories connecting to the past that remain untold?

1033A

WHAT'S THIS PBL PROJECT ABOUT?

Driving Question: How have significant events in U.S. history impacted different populations?

Summary: Through this project, you will identify a significant event in U.S. history. You will search for connections between the event and your community or the present day. Working with your classmates and teacher, you will research the event to identify the challenges characters faced, the choices they made, and the outcomes that resulted.

Take Action: You will use your knowledge of history and social media to create a real or proposed social media campaign to draw attention to the facts of the event and the perspectives held by the characters involved. Then you will offer your own interpretation of it.

WHAT ARE THE STEPS IN THIS PBL PROJECT?

Below are the steps you will follow as you work on your PBL project and the questions you'll be exploring. Think of these steps as a blueprint to guide your thinking. Remember, there is no “right” or “wrong” way to respond to the questions posed—your thoughts and your findings may vary from those of another student or group.

★ Launch

Key Questions: What are some significant events that took place during the 19th, 20th, and 21st centuries? What made them significant?

Deliverable: Create a list of questions related to what makes historic events significant.

Task: Work with your classmates and teacher to participate in an “entry event” to help generate questions related to historic events.

1 Gather Information

Key Questions: What are some significant historical events that interest us? Should other people know about these events? Why?

Deliverable: Summarize the facts of a historical event based on interviews and online research.

2 Study Challenges, Choices, and Outcomes

Key Questions: What event could be explored through a compelling story that is shared via social media? What challenges did the characters in this event face? What choices did they make? What were the outcomes of those choices?

Deliverable: Select an event and evaluate the challenges, choices, and outcomes for different individuals or groups.

3 Analyze Historical Events

Key Questions: How did your chosen event play out? How did it impact others?

Deliverable 1: Evaluate the conflict, storytelling elements, and perspectives of the event.

Deliverable 2: Write your interpretation of the event and an analysis of its legacy.

4 Develop a Social Media Campaign

Key Question: How can I create an informative and engaging social media campaign or editorial to build awareness about this event?

Deliverable: Create mock-ups of proposed social media posts building awareness of the event.



The owner of this store in Oakland, California, a University of California graduate of Japanese descent, hung this sign the day after Pearl Harbor. Famed photographer Dorothea Lange captured this photo in April 1942.

HOW ARE YOU FEELING ABOUT PBL?

Your teacher will be your guide on this PBL project, and your classmates will be your collaborators, but you're in the driver's seat. Rather than reading about events that happened in the past or outside of your community, you will use the PBL process to take ownership of an event and share why it matters with an audience. As you work on any project, it's important to reflect on the process (what you're doing) and the content (what you're learning). Be sure to take time to check in with yourself as you work on your PBL project to keep your focus on the questions, the process, and the deliverables and to assess your personal growth along the way.

1033B

Question Sets

- > World History MS Great Civilizations Survey, CR 2
- > World History: Voyages in Exploration, 1e, copyrig
 - > Unit 01
 - > Unit 02
 - > Unit 03
 - > **Unit 04**
 - > Unit 05
 - > Unit 06
 - > Unit 07

Tests

- > **My Tests**
- > Shared Content
- > AP European History
- > AP Human Geography: A Spatial Perspective, 1e,
- > AP Microeconomics
- > AP US Government and Politics
- > AP US History topics
- > Contemporary Economics, 4e
- > Discovering Psychology

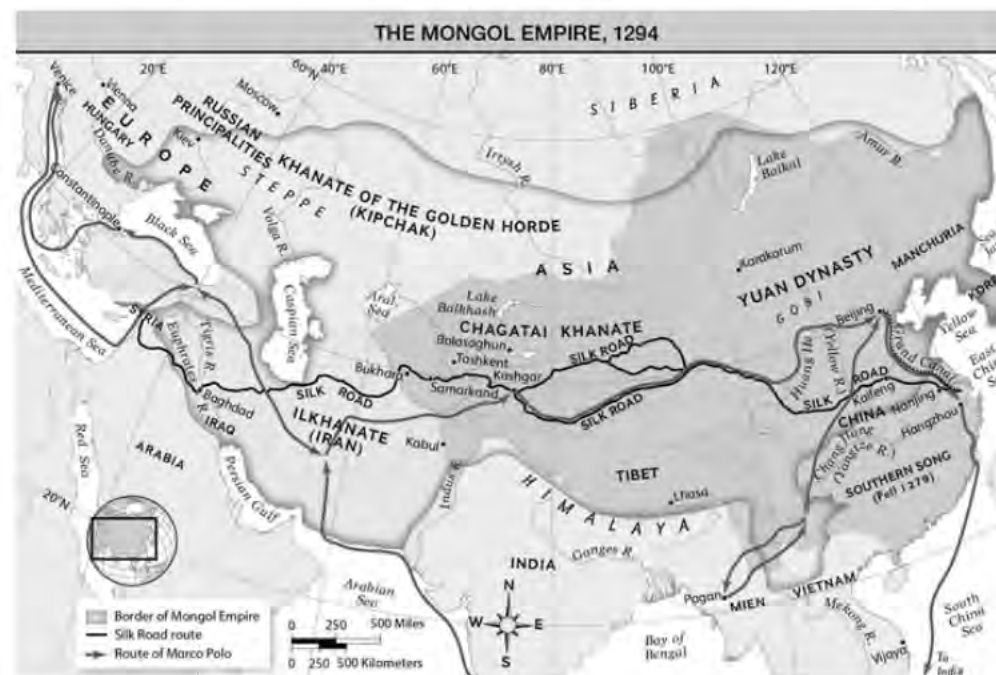
U04 C12 Chapter Test A

File Edit Set Question

Number of questions: 25

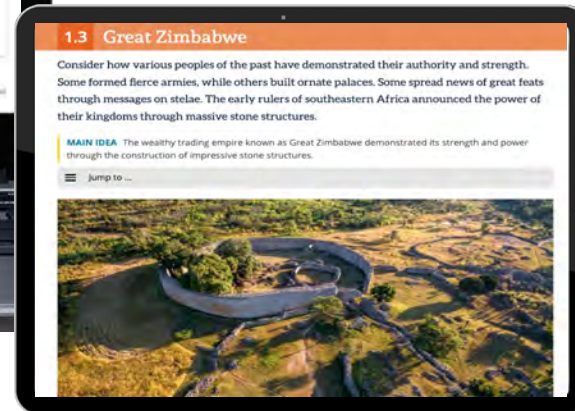
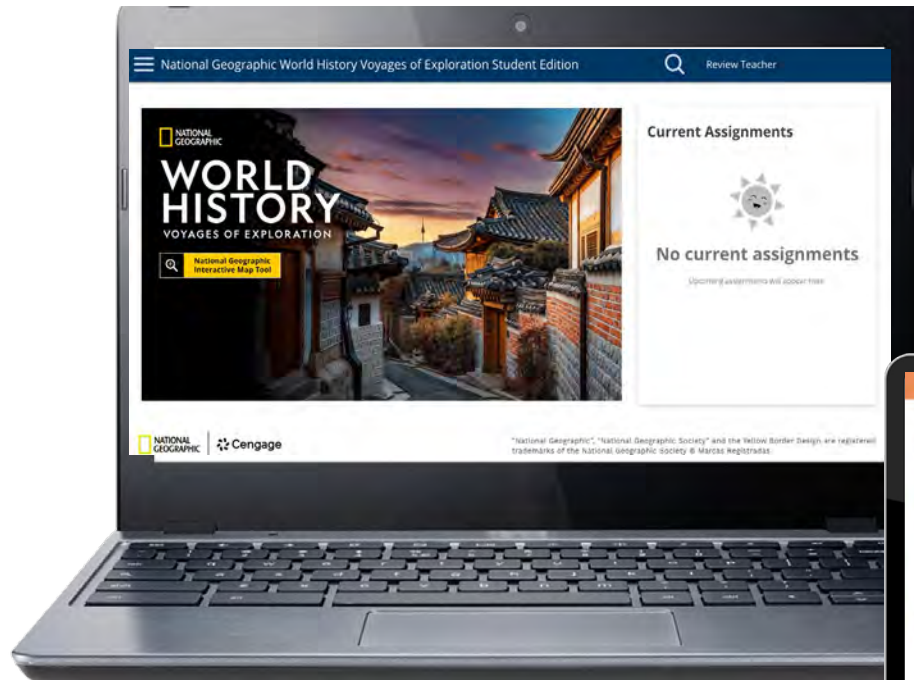
View: 10 questions Go to: Questions 11-20

Use the map and your knowledge of the Mongol Empire to answer the question.



11. Which of the four Khanates did Marco Polo NOT travel through?
- Yuan dynasty
 - the Ilkhanate
 - Chagatai Khanate
 - Khanate of the Golden Horde

EASY TO USE...EASY TO ACCESS

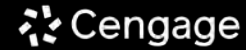


Google Classroom



 Cengage MindTap

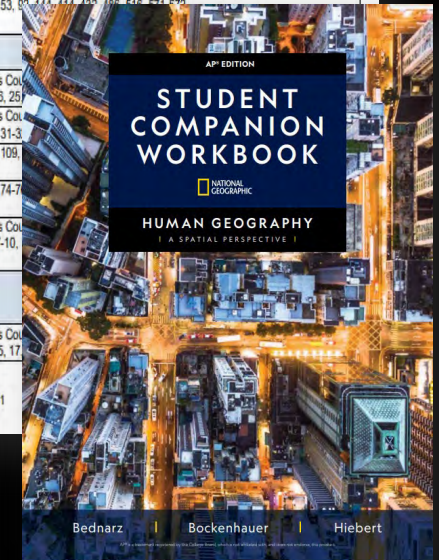
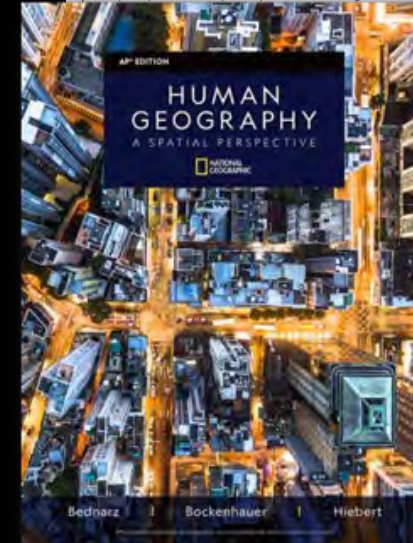
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- ✓ Always Updated to the Latest Course Frameworks
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Correlation to the AP[®] Human Geography Course Description Effective Fall 2020
Human Geography: A Spatial Perspective, AP[®] Edition,
by Sarah Bendarz/ Mark Bockenbauer/ Fred Hiebert, ©2021,
ISBN: 9780357119082
National Geographic Learning | Cengage

Learning Objectives/Essential Knowledge	Where Addressed
Course Skills The course skills are central to the study and practice of human geography. Students should have the opportunity to develop and apply the described skills on a regular basis over the span of the course.	
Skill Category 1: Concepts and Processes Analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts.	
1.A Describe geographic concepts, processes, models, and theories.	This Course Skill is addressed throughout. For example, see: 7, 10, 21-22, 27-35, 42, 44-47, 92, 142, 414, 571
1.B Explain geographic concepts, processes, models, and theories.	This Course Skill is addressed throughout. For example, see: 7, 10, 21, 27-35, 44-47, 52, 484-485, 570, 572
1.C Compare geographic concepts, processes, models, and theories.	This Course Skill is addressed throughout. For example, see: 7, 10, 21, 27-35, 44-47, 52, 484-485, 570, 572
1.D Describe a relevant geographic concept, process, model, or theory in a specified context.	This Course Skill is addressed throughout. For example, see: 146, 312, 348, 412, 414, 431-437, 452, 484-485
1.E Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.	This Course Skill is addressed throughout. For example, see: 22, 53, 80, 114, 144, 432, 465, 516, 571, 572
Skill Category 2: Spatial Relationships Analyze geographic patterns, relationships, and outcomes in applied contexts.	
2.A Describe spatial patterns, networks, and relationships.	This Course Skill is addressed throughout. For example, see: 7, 16, 25
2.B Explain spatial relationships in a specified context or region of the world.	This Course Skill is addressed throughout. For example, see: 25, 31-3





A DISPLACED

How many people were displaced from their homes in 2019? Shaded countries produced the most refugees. Numbers in white boxes are the top ten countries with the greatest refugee exodus.

TOP 10 COUNTRIES WITH THE GREATEST REFUGEE EXODUS, 2019

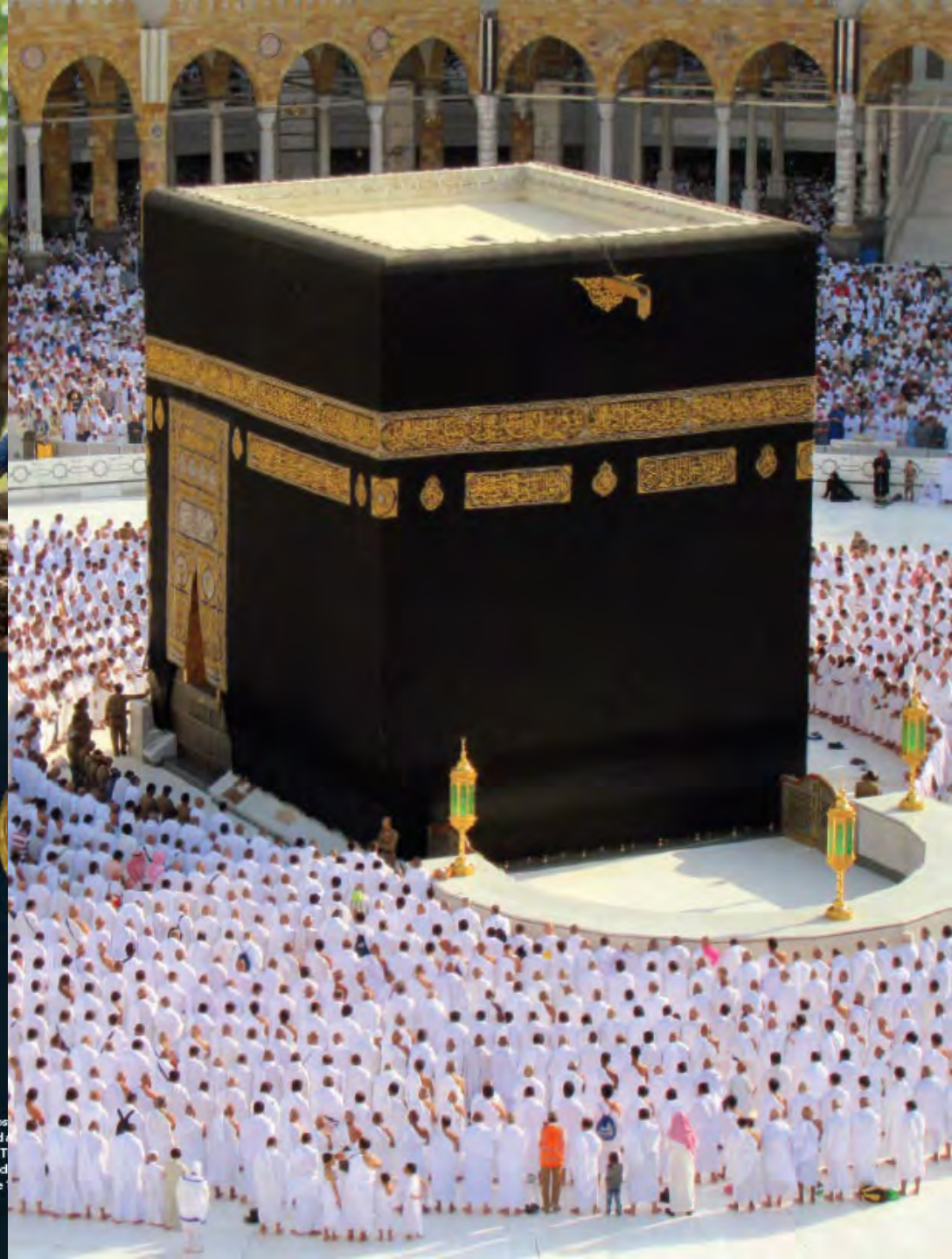
1	Syria	6,290,908
2	Afghanistan	2,621,091
3	South Sudan	2,439,848
4	Myanmar	1,106,555
5	Somalia	986,382
6	Sudan	691,430
7	D.R. Congo	611,875
8	Central African Republic	545,525
9	Eritrea	464,136
10	Burundi	439,329



Oliverio, Getty Images/Carla de Rosas/Retna Ltd., Peru



Top: Fred Hiebert's role as an archaeologist leads him to more than 100 lost people. In 2019, Hiebert and anthropologist Jaime Bach inspected to look for evidence of Amelia Earhart's 1937 plane crash. Bottom left: T Recuy culture in Peru around 300 c.e. whistled when liquid was poured. Mask of Agamemnon, named for the mythical Greek king, dates to the

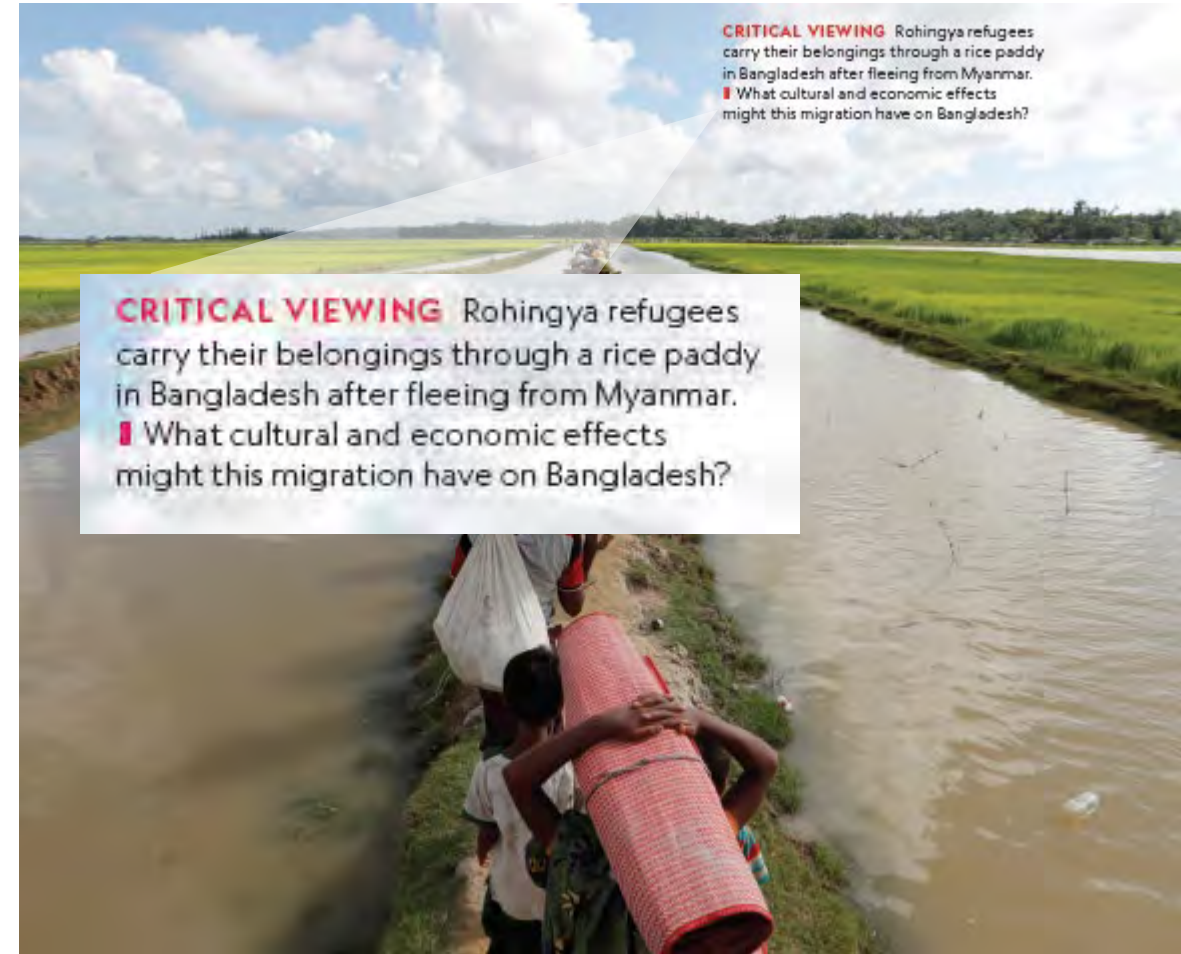


CRITICAL VIEWING



CRITICAL VIEWING In Ankara, the capital city of Turkey, a crowd of people enjoy picnicking in a city park. Ankara is home to about 5 million people and has a high annual rate of population growth. ■ Why might a country carefully monitor the size of its population?

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CRITICAL VIEWING Rohingya refugees carry their belongings through a rice paddy in Bangladesh after fleeing from Myanmar. ■ What cultural and economic effects might this migration have on Bangladesh?

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Andrés Ruza is a geothermal scientist, conservationist, educator, host, author, and science communicator. He is best known for his work at the Boiling River of the Amazon.

LEARNING OBJECTIVE
IMP-7.A Explain how sustainability principles relate to and impact industrialization and spatial development.

NATIONAL GEOGRAPHIC EXPLORER ANDRÉS RUZA SUSTAINABLE ECOTOURISM

In 2011, Andrés Ruza began studying a mysterious "river that boiled" in the heart of the Amazon. This legendary river can reach temperatures of more than 200° F. But the region in which the Boiling River flows is threatened by development.

At nearly four miles long, the Boiling River is among the world's largest thermal rivers, a rare feature that requires a lot of water and the right geologic setting to keep the water flowing hot. Focused on the river, Ruza was as concerned about uncovering its mysteries as he was protecting the Amazon from deforestation and land and water degradation. Most deforestation results from unmonitored and illegal cattle farming, logging, and land trafficking in the area. Combating these informal economic activities is challenging, especially given the proximity of the river to high-poverty areas, major population centers, and roads and waterways that facilitate easy access to the rain forest.

Ruza established the Boiling River Project, a nonprofit organization dedicated to protecting the Boiling River area through science, responsible economic development, and local empowerment. The project supports enterprises that make the rain forest more valuable than it would be as cropland or cattle pastures. Visitors to the area learn about native medicinal plants and the traditional healing methods of local Amazonian peoples, including the Shipibo-Conibos (shown above arranging handmade crafts for sale to visitors). The project promotes responsible development like sustainable logging and ecotourism that respects the local culture and environment. Giving local inhabitants alternatives to cutting down the rain forest provides much-needed economic development for the indigenous population while protecting the valuable resources of the Amazon.

GEOGRAPHIC THINKING

Explain how the efforts of the Boiling River Project support the UN's sustainability goals. To which of the UN Sustainable Development Goals do they relate the most?

GLOBALIZATION, INTERDEPENDENCE, AND SUSTAINABILITY 565



Costa and her team are collecting scientific data that will be used to develop strategies to protect the Okavango River Basin and ensure sustainability.

LEARNING OBJECTIVE
PSO-1.B Explain how major geographic concepts illustrate spatial relationships.

NATIONAL GEOGRAPHIC EXPLORER ADJANY COSTA CONSERVING THE DELTA

As climate change worsens and world population grows, sustainability becomes an ever more important topic in geography. It is also a major concern of biologist Adjany Costa, the assistant director for National Geographic's Okavango Wilderness Project. Costa feels that the most effective way to ensure environment interaction is to have as little impact on the environment as possible.

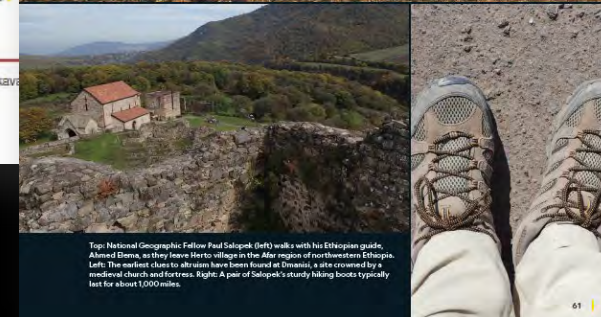
The Okavango River Basin is the largest freshwater wetland in southern Africa, home to a million people. Its delta in northern Botswana is rich with biodiversity, home to the world's largest remaining elephant population, plus lions, cheetahs, and hundreds of species of birds.

Costa is a member of a team of scientists who have embarked on a series of mountain bike expeditions into the least known, most inaccessible areas of the basin. As Costa explains, the basin's situation—its relationship with the surrounding landscape—has shaped her work: "It's adjacent to a protected area in Namibia and two national parks. We have to create this whole square of conservation of land and ocean that are independent but can still work together in regards to conservation."

In addition to research, another major part of Costa's job is advocacy and education. She meets with community leaders to educate them about the benefits of conservation. The ultimate goal of the team's work is to help establish a sustainable plan that will protect the Okavango watershed's source rivers forever.

GEOGRAPHIC THINKING

Identify and explain the reasons why it is important to sustain the Okavango River Basin.



Top: National Geographic Explorer Paul Salopek (left) walks with his Ethiopian guide, Ahmed Dena, as they leave Hereto village in the Afar region of northwestern Ethiopia. Left: The nearest clues to aboriginals have been found at Dimaite, a site crowned by a medieval church and fortress. Right: A pair of Salopek's sturdy hiking boots typically last for about 1,000 miles.

14 CHAPTER 1

CASE STUDIES

Real-World Examples

- Migration
- Sustainability
- Urbanization
- Agricultural Production

CASE STUDY

INDIA— REGIONAL DIFFERENCES IN SCALE

THE ISSUE India has experienced impressive economic growth this century, but large portions of its population aren't experiencing a fair share of the benefits.

LEARNING OBJECTIVE
PSO-1.C Define scales of analysis used by geographers.



The contrast between poverty and wealth is evident in Mumbai, India, where skyscrapers rise behind an informal housing settlement on the city's outskirts.

SINCE THE TURN OF THE 21ST CENTURY, India has experienced astonishing economic growth, seeing its gross domestic product grow from \$452.7 billion in 2000 to 2.6 trillion in 2017, a 474 percent increase in the size of its economy. To put that into perspective, the U.S. economy grew by 88 percent during the same timeframe.

However, as geographers focus on more local scales of analysis, this new wealth is not distributed evenly throughout the country. The three richest states have become very rich, while many parts of the country remain poor. Much of the wealth is concentrated in just a handful of states: Kerala, and Tamil Nadu. Since economic growth began to accelerate in the late 1990s, the wealth divide between certain regions has continued to grow.

Before the acceleration of economic growth, incomes between the rich and poor were converging. Since the acceleration, incomes have diverged. In the three richest states having three times more wealth than the three poorest states. Looking at patterns within the urban divide—a large proportion of the new wealth is being concentrated in Mumbai and Delhi. Mumbai, a port city located on the Arabian Sea, is considered to be the financial and commercial center of India. The central bank is located in Mumbai, as is a government-owned corporation, investment institutions, and the Bombay Stock Exchange. Delhi, on the other hand, is known for its robust service sector, the economy of Delhi, which is why it is considered the capital of India. Delhi, where much of the country's capital is located, has created many jobs in trade, finance, public administration, and professional services.

In the less wealthy regions of India, fewer people are living in the growing wealth divide concerns geographers. Most of the country's population is still living in rural areas. Of the 77 percent of the total national wealth—is held by just 10 percent of the population. Many accusations of corrupt dealings between India's political leaders and the wealthy have been made, giving rise to anger and protests among the less wealthy. Political reforms to fight corruption and expand social services are being implemented, but geographers worry the problems will continue to grow.

BY THE NUMBERS

\$452.7 BILLION

GDP in 2000

2.6 TRILLION

GDP in 2017

25%

Poverty rate in rural areas



Source: World Bank

GEOGRAPHIC THINKING

Explain why geographers might have concerns about growth in India.

THE POWER OF GEOGRAPHY: GEOGRAPHIC THINKING

CASE STUDY

ZIKA VIRUS IN SOUTH AND NORTH AMERICA

THE ISSUE In 2015, hundreds of thousands of cases of Zika virus infection were reported in Brazil. The virus spread to other parts of the Americas and the Caribbean.

LEARNING OBJECTIVE
HMP-2.B Explain theories of population growth and decline.

BY THE NUMBERS

707,133

Zika virus cases reported in the Americas between May 2015 and December 2016

60

countries worldwide reporting cases of Zika virus in 2015–2016

2

U.S. states reporting cases of Zika in 2016: Florida and Texas



The Zika virus rapidly spread through Brazil in the years 2014–2016. A 2019 study by the journal *Nature Microbiology* predicted that in future years, warming global temperatures caused by climate change will foster conditions favorable to the mosquitoes that spread Zika and other diseases.

ONE UNPREDICTABLE FACTOR that influences population size is the spread of disease. Scary new viruses sometimes seem to emerge abruptly, and too often they re-emerge after being inactive for years or decades. One such virus is Zika, which was first discovered in 1947 in monkeys in Uganda. Five years later, the first human diagnosis of the Zika virus was made in Uganda and Tanzania. In May 2015, the virus made front-page news due to a major outbreak in Brazil, on the other side of the Atlantic Ocean. By November of that year, the Brazilian government had declared a national public health emergency, and by November 2016, more than 200,000 cases of Zika infection had been reported there. The virus soon spread to other parts of north, central, and South America and the Caribbean.

Researchers point to several factors that contributed to the rapid spread of the disease. The Zika virus is carried by the *Aedes aegypti* mosquito, a species that lives in tropical and subtropical regions. These mosquitoes reproduce in puddles and other standing water, and crowded living conditions in warm climates provide excellent breeding grounds. Although mosquitoes are the most common means of transmission, the virus can also be diffused through sexual activity. In addition, scientists say that the population of the Americas was susceptible to the disease because unlike Africans, who had built up resistance to Zika, they had no previous exposure to the virus. Symptoms of Zika are often mild, so infected people may unknowingly spread the disease locally or travel to a new place after contracting it.

One of the reasons the Zika virus is so frightening is that it affects the brain development of a fetus and can cause microcephaly—smaller than normal head size—and other malformations. Thus, Zika is especially damaging when a pregnant woman is infected. To address the crisis, governments engaged in public education campaigns and took measures to eradicate the *Aedes aegypti* mosquitoes. In the United States, the Centers for Disease Control and Prevention cautioned pregnant women to avoid traveling to areas where Zika had been detected.

GEOGRAPHIC THINKING

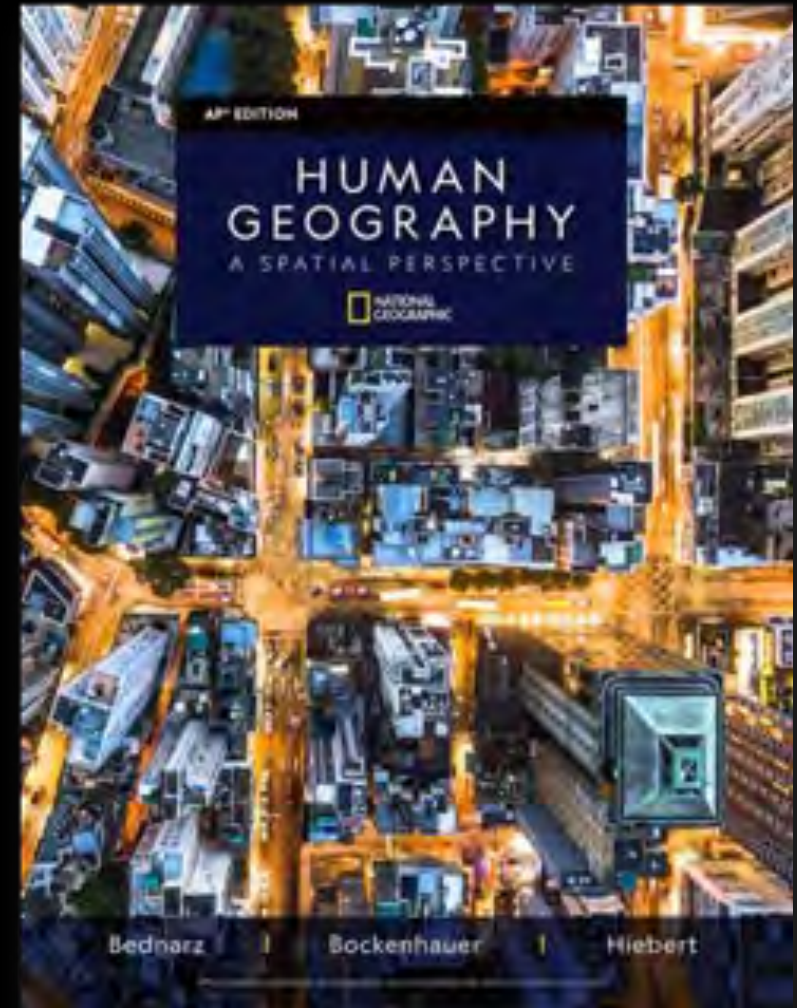
Explain whether the spread of the Zika virus challenges aspects of the epidemiological transition model.

Source: Centers for Disease Control and Prevention

Chapter Walk-Through

Unit 3: Cultural Processes and Patterns

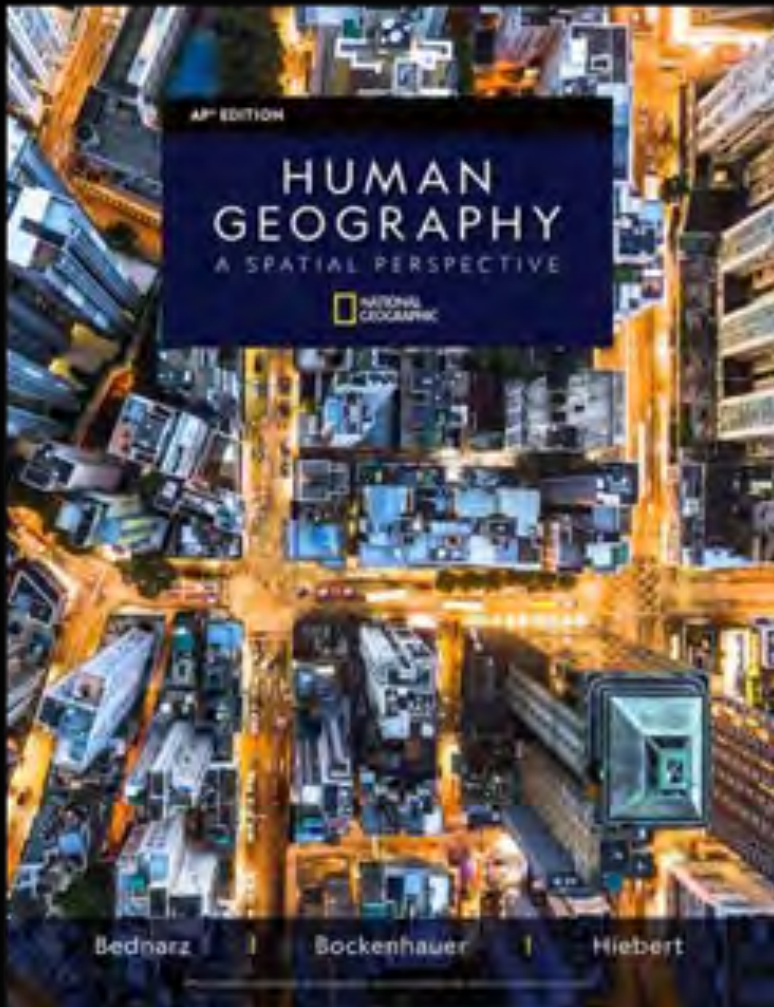
- How do location and resources influence cultural practices?
- What are the causes and consequences of cultural change?





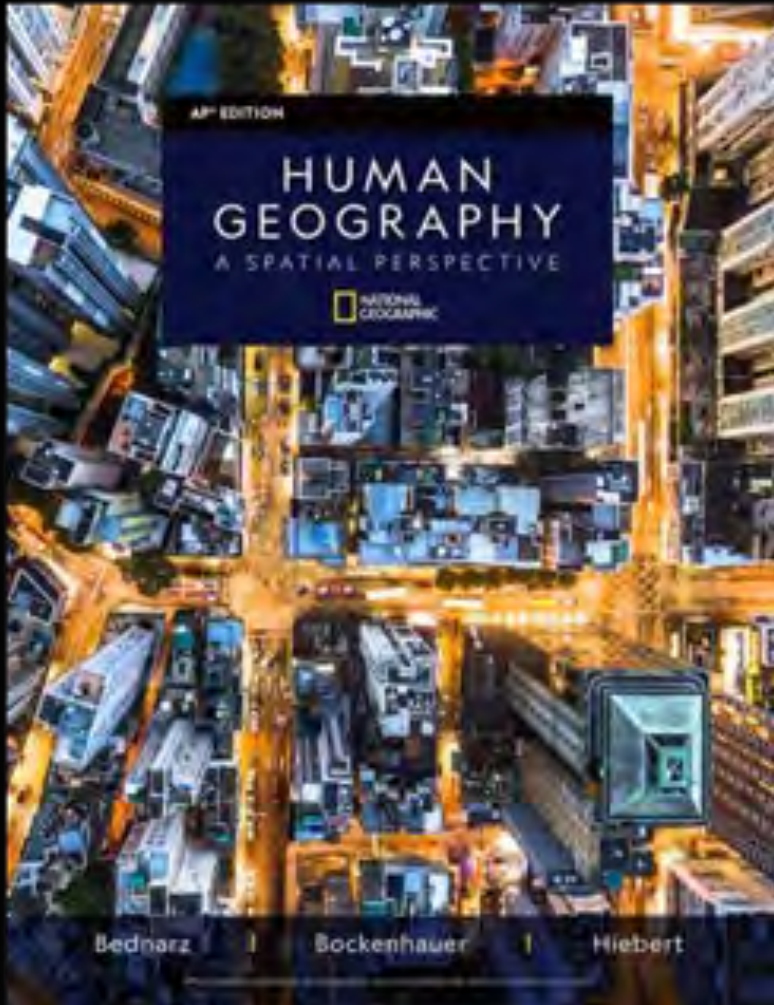
Chapter Opener

Page 62



Explorer

Page 69



Case Study

Page 72

CHAPTER 3 PATTERNS OF POPULATION KEY TERMS AND CONCEPTS

NATIONAL GEOGRAPHIC LEARNING

BEYOND DICTIONARY DEFINITIONS

Demonstrate your understanding of the terms below by creating for each one a dictionary definition, two examples or details that go beyond your dictionary definition to demonstrate how the term applies to the concepts of human geography.

climate agricultural density dependency ratio demographics

TERM	
DICTIONARY DEFINITION	
EXAMPLES/DETAILS	

TERM	
DICTIONARY DEFINITION	
EXAMPLES/DETAILS	

TERM	
DICTIONARY DEFINITION	
EXAMPLES/DETAILS	

TERM	
DICTIONARY DEFINITION	
EXAMPLES/DETAILS	

CHAPTER 3 PATTERNS OF POPULATION UNPACKING FRQs: STEPS AND STRATEGIES

NATIONAL GEOGRAPHIC LEARNING

STEP 1 REVIEW THE FRQ PROMPT AND ANY STIMULI CAREFULLY.

An FRQ can be a written prompt, a written prompt with one stimulus, or a written prompt with two stimuli. In written prompts, watch for the task verbs *compare*, *define*, *describe*, *explain*, and *identify*. These verbs will tell you how to respond. In FRQs with stimuli, review the data, images, or maps carefully, looking for geographic patterns, relationships, and outcomes.



As shown in the map, Europeans are distributed across the continent in different ways. In some parts of Europe, far more people live near one another than they do in other areas of Europe.

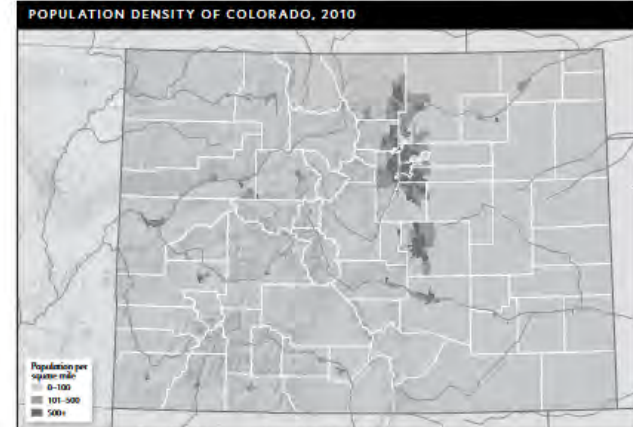
- Describe the population distribution of Italy.
- Describe the population distribution of Norway.
- Define *landforms*.
- Explain how landforms can influence population distribution.
- Explain how climate influences the population distribution found in Norway.
- Based on what you know of Europe's physical geography, explain how climate and landforms influence the population distribution of one other area of the map.
- Compare the population distributions of southwest Europe, central Europe, and northern Europe.

3.2 POPULATION DISTRIBUTION AT THE COUNTRY SCALE SUPPORTING THE CASE STUDY

NATIONAL GEOGRAPHIC LEARNING

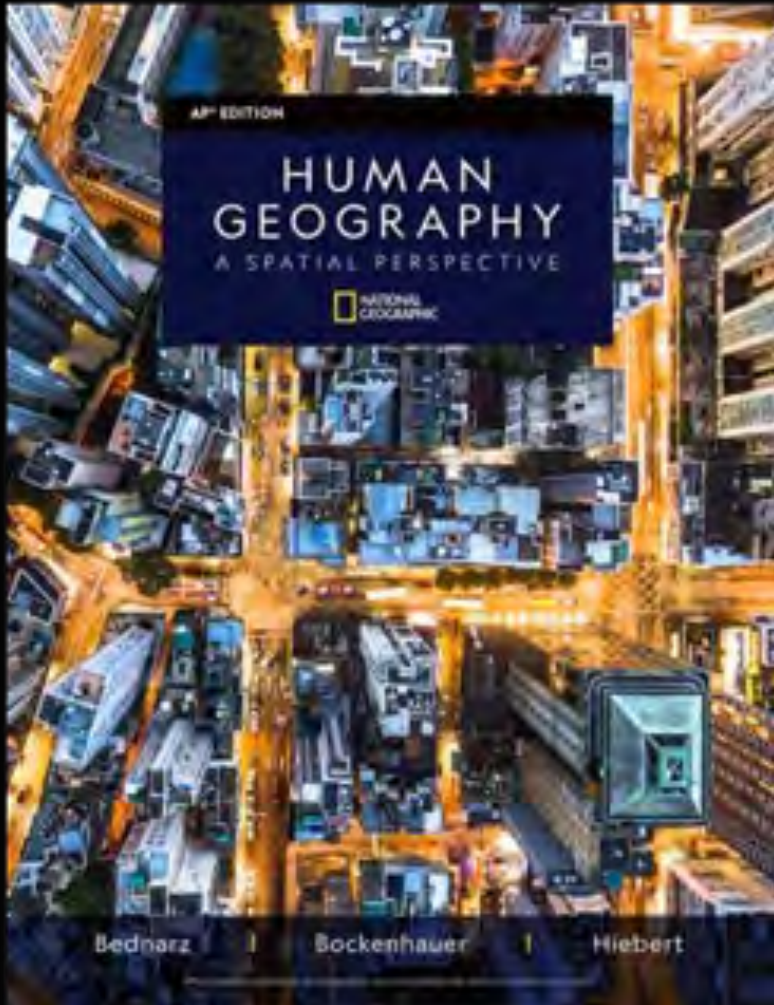
INTERPRET VISUALS

Study the map to better understand population density. Think about what you've learned in the 3.2 Case Study about population distribution at the country scale and think about arithmetic and physiological density. Consider how this can also be applied to other large geographic areas, such as states. Then respond to Questions 1 and 2.



- ANALYZE VISUALS** Explain how the map of Colorado helps you understand physiological density and arithmetic density.

- EXPLAIN GEOGRAPHIC CONCEPTS** Use elements from the map to explain how it provides a more detailed picture of Colorado's population density than would be depicted by a statistic giving the entire state's population density.



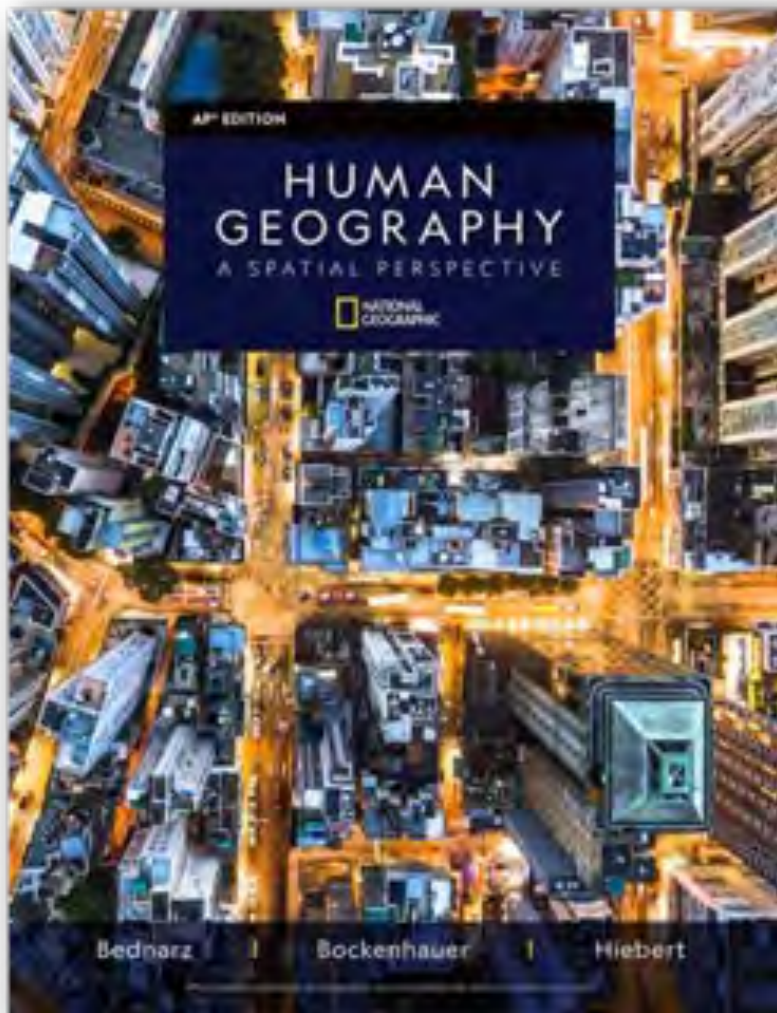
Chapter Review

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Unit Wrap Up

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Teacher Guide

Unit 3

Population and Migration Patterns and Processes

UNIT 2 OBJECTIVES

- Identify and apply population patterns.
- Analyze how population and environmental, economic, cultural, and political factors influence the distribution of human populations.
- Gain familiarity with the disc AP® Exam success.

COVERING THE AP® CED

The primary focus of Unit 2 is addressing the patterns associated with human populations. Students will learn to identify the factors that influence the distribution of human populations at different scales—local, national, regional, and global; explain theories of population growth and decline; and describe types of forced and voluntary migration. Additionally, this unit provides in-depth coverage of such topics as population composition, population policies, and the cause and effects of migration, and familiarizes students with the practice of describing spatial patterns and relationships using geographic models and theories, including population pyramids. The concepts and theories in Unit 2 will help students transfer their knowledge in future units to topics such as cultural patterns, the political organization of space, food production issues, the use of natural resources, and urban systems.

UNIT 2 OVERVIEW

On a daily basis, most students are aware of issues concerning world populations and individuals, both throughout the world. Unit 2 addresses both the patterns of how a population are distributed in space and how populations grow and decline. The unit also addresses the reasons people migrate, who migrates, and the communities and countries.

UNIT RESOURCES

UNIT 2 SUMMATIVE ASSESSMENT
UNIT 2 MAP TEST
UNIT 2 MAPS & MODELS ARCHIVE
UNIT 2 INTERACTIVE GIS STORY MAPS (IN MINDTAP)
WRITING HANDBOOK
GEOGRAPHY HANDBOOK
NATIONAL GEOGRAPHIC MAPMAKER

ADDITIONAL RESOURCES

VIDEOS

“Human Population Through Time,” American Museum of Natural History

This six-minute animated timeline shows how human population has grown and spread over time. Includes milestones in the development of civilization.

Q Search: “American Museum of Natural History human population through time”

“Population Pyramids: Powerful Predictors of the Future,” TED Talk

A five-minute explanatory overview of population pyramids—how they’re used and why they’re useful—and the reasons behind population growth and decline.

Q Search: “Ted Ed population pyramids”

“Global Trends in Forced Displacement,” The UN Refugee Agency

This five-minute UN-produced video from 2018 discusses the plight of refugees and internally displaced persons. Includes interviews with refugees as well as an animated globe locating global hotspots.

Q Search: “UNHCR global trends in forced displacement 2018 figures”

COVERING THE AP® CED

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UNIT RESOURCES

UNIT 2 SUMMATIVE ASSESSMENT

UNIT 2 MAP TEST

UNIT 2 MAPS & MODELS ARCHIVE

UNIT 2 INTERACTIVE GIS STORY MAPS (IN MINDTAP)

WRITING HANDBOOK

GEOGRAPHY HANDBOOK

NATIONAL GEOGRAPHIC MAPMAKER

UNIT 2 VIDEO
THE HUMAN
FACE OF
MIGRATION

NATIONAL
GEOGRAPHIC
ATLAS

PATTERNS OF POPULATION

CHAPTER 3 OBJECTIVES

- Identify factors that influence population distribution, and explain the methods used to calculate population density.
- Describe the effects of population distribution and population density.
- Describe and analyze population composition.
- Explain ways that geographers depict and analyze population, including growth and decline.



COVERING THE AP® CED

This chapter helps students understand patterns of where and how people live. Students will evaluate factors that influence population distribution. They will explain and analyze the methods geographers use to calculate population density and how demographic patterns vary across regions and scales. They will consider consequences of population distribution. Students will use maps and charts to interpret population trends, and population pyramids to explain how geographers analyze population composition.

CHAPTER 3 OVERVIEW

Geographers analyze why populations grow, spread, and affect society and the environment. Evaluating population distributions at different scales and with different methods will help students understand factors as well as effects. Students will analyze population composition data and measure population characteristics to identify patterns of population and how trends are influenced by various factors.

CHAPTER RESOURCES

CHAPTER 3 POWERPOINT

FORMATIVE ASSESSMENT

KEY TERMS AND CONCEPTS
UNPACKING FRQS
SUPPORTING THE CASE STUDY
WRITING ABOUT VISUALS
CHAPTER 3 SUMMARY & REVIEW

SUMMATIVE ASSESSMENT

CHAPTER 3 SUMMATIVE ASSESSMENT
CHAPTER 3 COGNERO TEST BANK

CRITICAL VIEWING

Facilitate a student discussion about what students observe in the photo and what the image tells them about the factors that influence why people choose to live in a certain place. Give students time to respond to the following question: How might population growth change this human-built landscape? (Possible response: Population growth might cause the hillside to be developed, with more and more people living in the village. Population decline might cause some of the hillside to become abandoned and fall into disrepair. The landscape might become more prominent.)

GEOGRAPHIC THINKING ACTIVITY

Initiate a brainstorming activity using the Geographic Thinking question: Where do people live, and why? Model the activity so that students use current events as well as their own experiences to generate as many ideas as possible. Focus the discussion, pose questions such as: Where do you live? What regions contain most of the world's population? Why? Have students write their own responses and then ask them to share their ideas with others' responses. As a final step, ask students to categorize the patterns in the class responses and categorize them.

Continue to revisit the Geographic Thinking question as the class works through the chapter. Provide students access to a shared document in which they can record responses as they learn more. Remind them to use the information they learned about maps, data, and spatial relationships in Chapters 1 and 2 as they analyze patterns of population.

3.1 WHERE PEOPLE LIVE

COVERING THE AP® CED

LEARNING OBJECTIVES

PSO-2.A Identify the factors that influence the distribution of human populations at different scales.

PSO-2.B Define methods geographers use to calculate population density.

PSO-2.C Explain the differences between and the impact of methods used to calculate population density.

ESSENTIAL KNOWLEDGE STATEMENTS

PSO-2.A.1 Physical factors (e.g., climate, landforms, water bodies) and human factors (e.g., culture, economics, history, politics) influence the distribution of population.

PSO-2.A.2 Factors that illustrate patterns of population distribution vary according to the scale of analysis.

PSO-2.B.1 The three methods for calculating population density are arithmetic, physiological, and agricultural.

PSO-2.C.1 The method used to calculate population density reveals different information about the pressure the population exerts on the land.

SUGGESTED SKILL

3.A Identify the different types of data presented in maps and in quantitative and geospatial data.

INTRODUCE & ENGAGE

Have students engage in a Think-Pair-Share activity. Begin by asking them to think about how the population is distributed where they live. Have students pair with a partner to share observations or questions they have about the population in their community, and then have pairs share their discussion points with the class. Students may have questions about why certain areas are more crowded or concerns about the impact of the population on the environment.

Then have students do a Close Reading of the second paragraph under "Why Study Population?" in 3.1. Write the words *cultural*, *political*, *environmental*, and *economic* on the board. Ask students how and why these human factors can influence population distribution, and note their responses under each factor. Have students connect these responses to their earlier Think-Pair-Share questions and discussion points about the population in their community. Review the concept of scale and ask a volunteer to explain why it is important to study population distributions across all scales.

BUILD ESSENTIAL KNOWLEDGE

WHY STUDY POPULATION?: ASK

GEOGRAPHIC QUESTIONS: Conduct a class discussion in which students choose the single most important question to answer about population distribution. **ASK:** What is the most important question geographers should be trying to answer about population distribution?

40 CHAPTER 3

(Possible responses: What type of population redistribution could better provide resources to more people? Which population distribution trend has the heaviest impact on resources? Which population distribution trend has the heaviest impact on the environment? Which areas run the highest risk of running out of resources? What is the main factor that drives population distribution? Ask volunteers to state their questions and explain their importance.

Extend the activity by moderating a class discussion about what geographers may do to answer questions raised by the students or similar questions. Probe students to also think about what geographers hope to achieve by answering these and other questions about population distribution.

PHYSICAL, ENVIRONMENTAL, AND HUMAN FACTORS: ANALYZE GEOGRAPHIC CONCEPTS

Have students form small groups to discuss the different illustrations in the "Population Distribution Patterns" feature. Then have groups find regional, national, or global examples of these patterns on the "World Population Distribution, 2016" map. Ask volunteers to share and point out population distribution patterns on the map with the entire class. As group members share their ideas, instruct other individual students to note each area and pattern and evaluate whether they think the area is more influenced by physical and environmental factors or human factors.

To extend the activity, have students gather in their original groups and choose one example to research online. Tell groups to use the data and information they found to write a brief summary explaining the factors that influenced the population distribution and whether the research proved or disproved their group's initial evaluations.

MEASURING POPULATION DENSITY:

EVALUATE GEOGRAPHIC CONCEPTS

Draw students' attention to the "Comparing Measures of Density" chart. Explain that they will be working independently, choosing one country from the chart and conducting research to find four images that correctly illustrate the country's total population, arithmetic density, physiological density, and percent of arable land. Students will summarize information about each image, including whether the measurement is high or low and why.

If time allows, you may wish to initiate a Peer Review activity. Instruct students to exchange images with a partner. The pairs of students will attempt to analyze each image and identify which measurement each image depicts and why. As a final step, ask students to evaluate the accuracy of the images and their accompanying data summaries.

COMPLETE AN FRQ

MEASURING POPULATION DENSITY Assign students the following free-response question:

The three methods for calculating population density are arithmetic, physiological, and agricultural.

- Define each method used to calculate population density.
- Compare the three methods, noting advantages and limitations where applicable.
- Explain how population density can vary at different scales using TWO specific examples.
- Describe the connection between arable land and the pressure a population exerts on land.
- Explain the relationship of economic structure to agricultural density using TWO specific examples.
- Identify ONE reason geographers compare physiological and agricultural densities.
- Explain why geographers compare arithmetic and physiological densities using TWO specific examples.

PRE-WRITE Spend up to 5 minutes planning and outlining your response. Write all notes in a graphic organizer or on a separate piece of paper.

WRITE Spend 20 minutes writing your full response on lined paper.

This FRQ is available in the Teacher's Assessment Companion workbook and in MindTap. For scoring guidelines, see the Chapter 3 Answer Key. Direct students to the Writing Handbook for writing tips.

TARGETED INSTRUCTION To help students prepare to respond to the FRQ, facilitate a graphic organizer activity.

Have students use a three-column chart to organize what they know about the methods geographers use to calculate population density. Remind students to read the entire question. Suggest that they circle the task verbs and highlight geographic terms and concepts. Advise students to use these strategies to complete their pre-write. Then ask them to check and discuss their notes before having them complete the FRQ.

Arithmetic	Physiological	Agricultural

NATIONAL GEOGRAPHIC EXPLORER
LILLYGOL SEDAGHAT

Prompt students to consider how Sedaghat's work highlights factors that influence population distribution in Taiwan. Ask them to identify and categorize specific examples from the article as physical, environmental, or human factors. After students have documented and categorized their examples, instruct them to work in pairs to conduct further research on Taiwan's population and density. Challenge students to think geographically and across different scales as they conduct their research. **ASK:** How do the factors that influence population distribution relate to the impact of population density? (Responses will vary but students should show their understanding that the factors that influence distribution can be physical, environmental, or human, and increases in population density create physical, environmental, and human challenges.)

GEOGRAPHIC THINKING ANSWER

Pollution caused by too much garbage is a physical factor that would make Taiwan less inhabitable for the people living there and cause them to seek a solution. Economic success from industry is a human factor that would help support new approaches to waste management and fund the construction of recycling and waste-management facilities.

GEOGRAPHIC THINKING ANSWERS

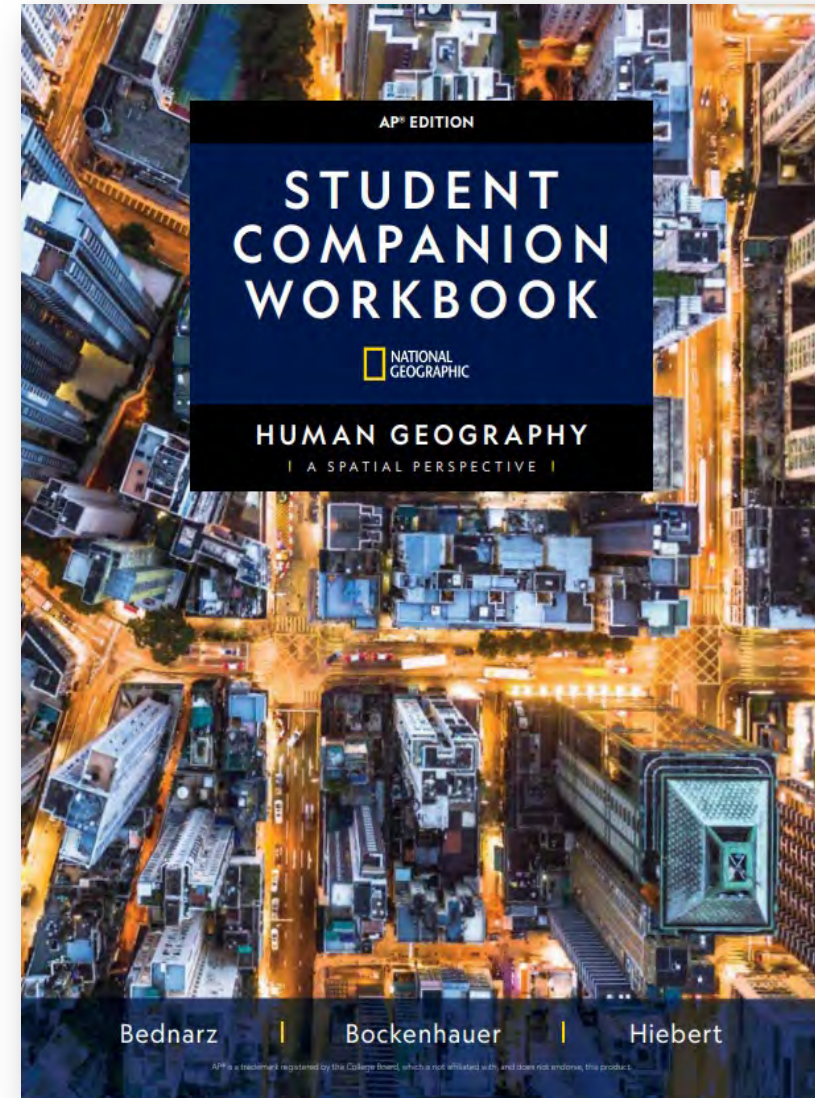
- Possible response: An area's climate, its landforms, and its access to fresh water supplies influence population distribution. Most people in the world live in areas that are not too hot, too dry, too wet, or too cold. They prefer lowlands because it is easier to build structures, plant crops, and establish transportation systems there. Water accessibility is essential for human survival and development, so people tend to live near bodies of water.
- Possible response: Strong economic factors draw people to live in a location by providing more job opportunities and resources for survival, whereas poor economic factors limit the jobs, housing, food, and other resources in an area.
- Possible response: Population distribution is where people live and the patterns in which they are arranged. Population density refers to the number of people living in a specific area.

CRITICAL VIEWING ANSWER

Arithmetic density measures the total number of people per unit area of land. Physiological density measures the total number of people per unit of arable land. Both measurements explain how a population interacts with its environment. Countries that have a high arithmetic density and/or a high physiological density put a greater strain on the resources found there.

STUDENT TEST PREP

- Diagnostic Test
- AP Content Support
- Chapter-aligned FRQ questions
- Geo-Inquiry
- Project Based Learning



TARGETED INSTRUCTION Students who are particularly interested in the topic of migration can expand their knowledge by interviewing one or more migrants who are relatives or friends, or by researching one immigrant's story. Have students collect data about where the migrants emigrated from and create a map of the migration route to share with the rest of the class. Provide an interview graphic organizer for students to record answers to each of the questions regarding the migration event. Students will use the information to plot out the route the migrant(s) took to reach the destination. Students can also use the information they gather from the interview to help them answer the FRQ.

Who?	_____
What?	_____
Where?	_____
When?	_____
Why?	_____
How?	_____

information to plot out the route the migrant(s) took to reach the destination. Students can also use the information they gather from the interview to help them answer the FRQ.

Who?	_____
What?	_____
Where?	_____
When?	_____
Why?	_____
How?	_____

COMPLETE AN FRQ

PUSH AND PULL FACTORS following free-response question.

Many factors, including the economic conditions and migrant's perceptions,

- (A) Use a specific example of factors that play a role in migration.
- (B) Use a specific example of factors that play a role in migration.
- (C) Use a specific example of factors that have impacted migration.
- (D) Explain the degree to which factors have impacted migration in a specific region.
- (E) Explain how communication technology has played an important role in migration.
- (F) Describe what influence communication technology has on migrants using TWO specific examples.
- (G) Identify ONE perception of migration in the United States and explain its influence.

PRE-WRITE Spend up to 5 minutes writing your response. Write all notes on a separate piece of paper.

WRITE Spend 20 minutes answering the entire essay question on lined paper.

For writing tips, see the Writing Handbook.

STEP 1 REVIEW THE FRQ PROMPT AND ANY STIMULI CAREFULLY.

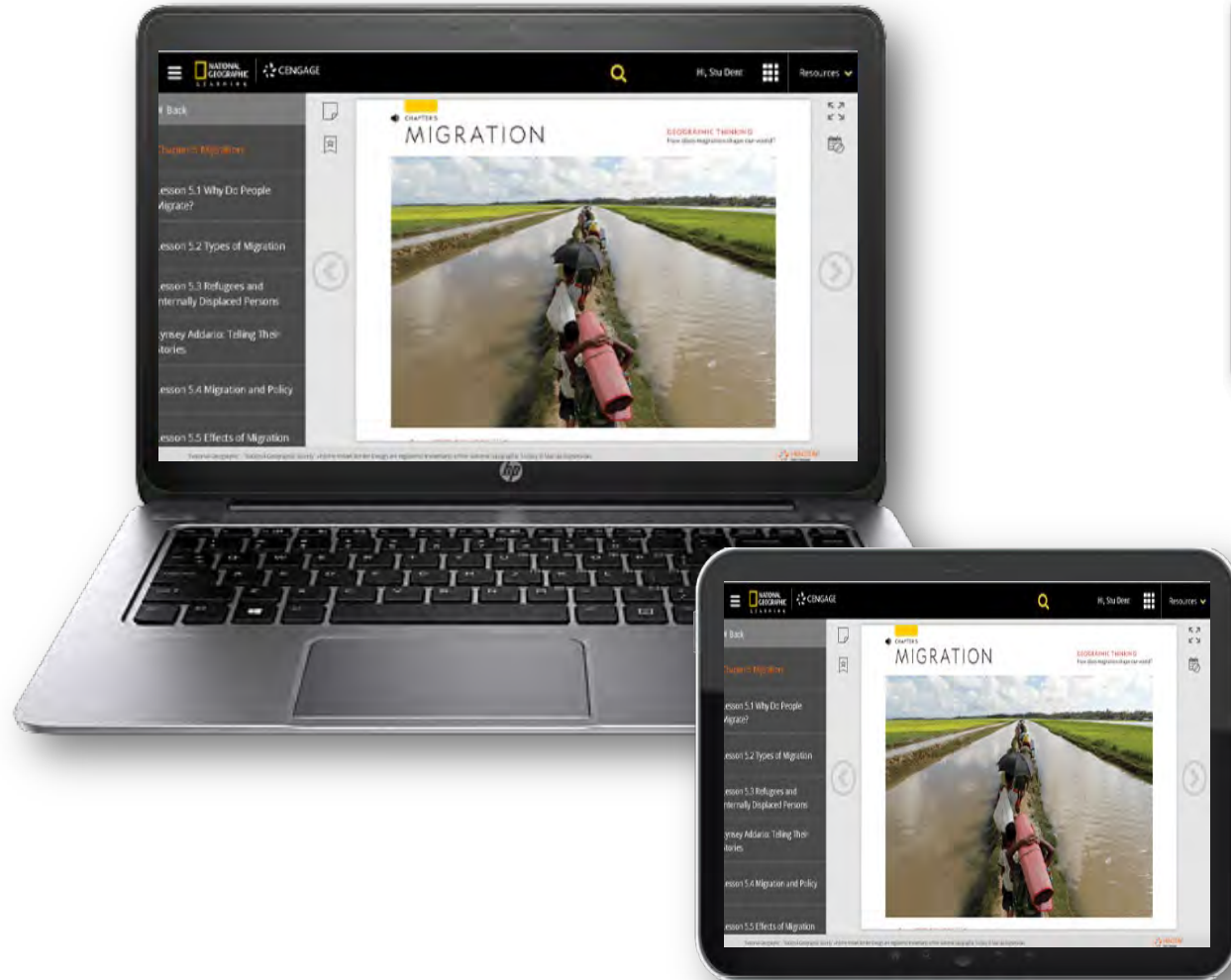
An FRQ can be a written prompt, a written prompt with one stimulus, or a written prompt with two stimuli. In written prompts, watch for the task verbs *compare*, *define*, *describe*, *explain*, and *identify*. These verbs will tell you how to respond. In FRQs with stimuli, review the data, images, or maps carefully, looking for geographic patterns, relationships, and outcomes.



As shown in the map, African Americans voluntarily migrated along three main corridors from the U.S. South to other parts of the country from 1910 to 1929. The Great Migration affected the North, the South, and the West socially and economically.

- (A) Identify the main push and pull factors that drove the Great Migration.
- (B) Explain how U.S. Immigration policy in the 1920s influenced the Great Migration.
- (C) Define the concepts of chain migration, step migration, and rural-to-urban migration.
- (D) Explain how ONE of the above concepts played a role in the Great Migration.
- (E) Describe ONE of the migration corridors shown on the map.
- (F) Explain why African-American migrants settled in destinations along the corridors.
- (G) Compare the effects of the Great Migration on the places of origin and destination.

EASY TO USE...EASY TO ACCESS



Google Classroom



 Cengage MindTap

Materials

Unit 3 Interactive GIS Story Maps (pp. 136–137)

Teacher

Previous Material

Next Material

Teacher Tools

Notes

Bookmarks

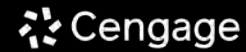
Full Screen

| UNIT 3 |

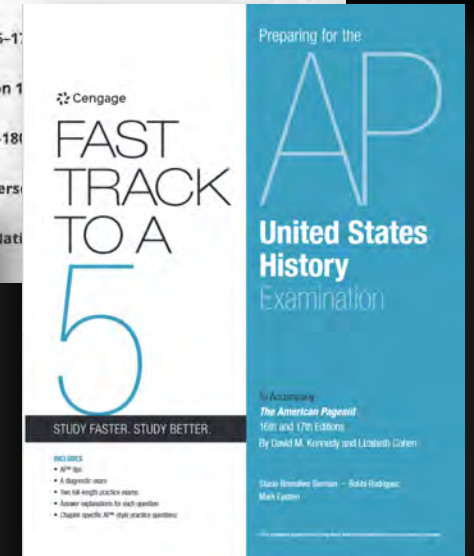
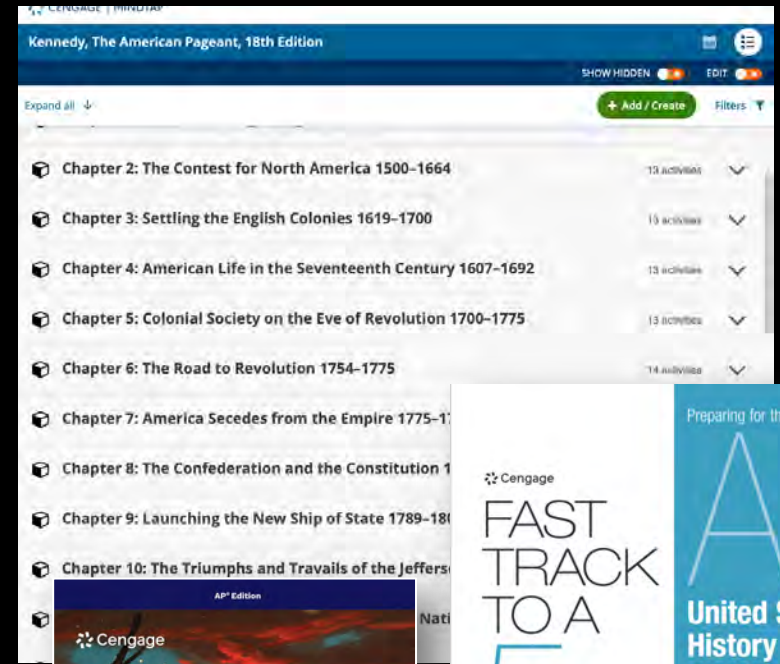
INTERACTIVE GIS STORY MAPS



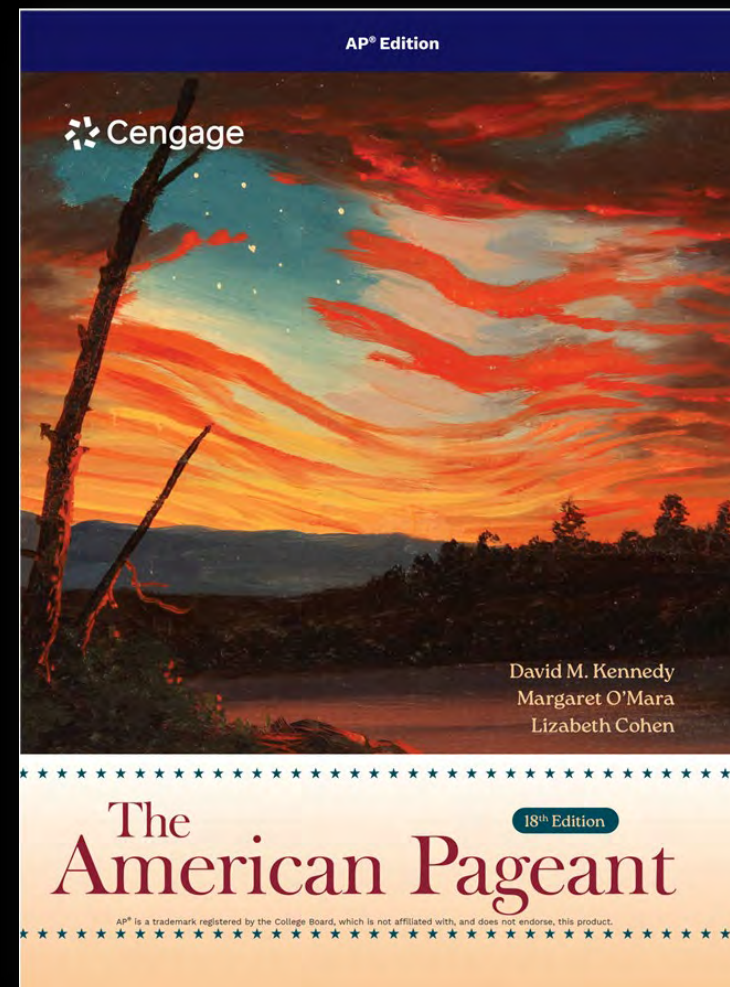
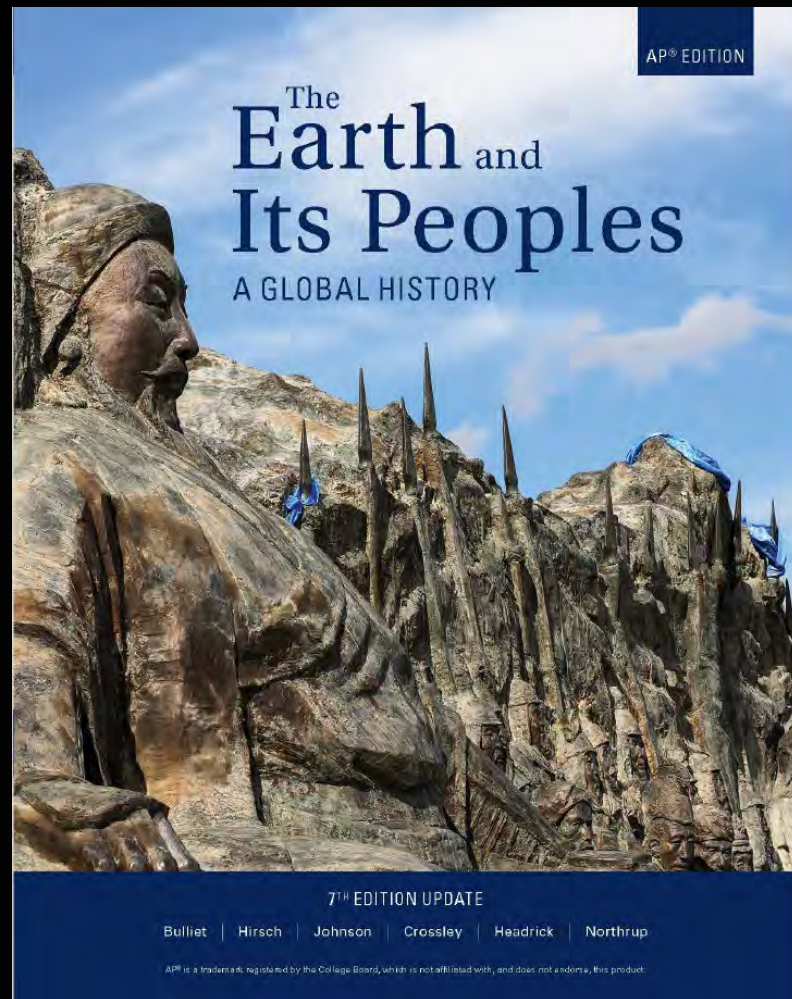
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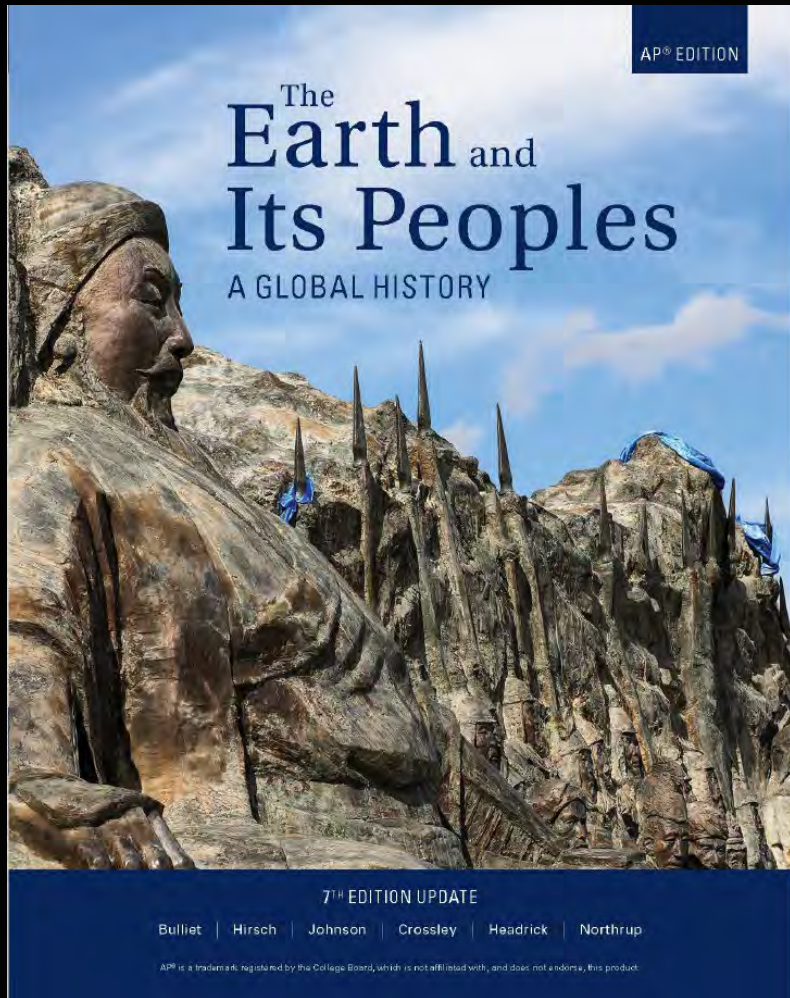


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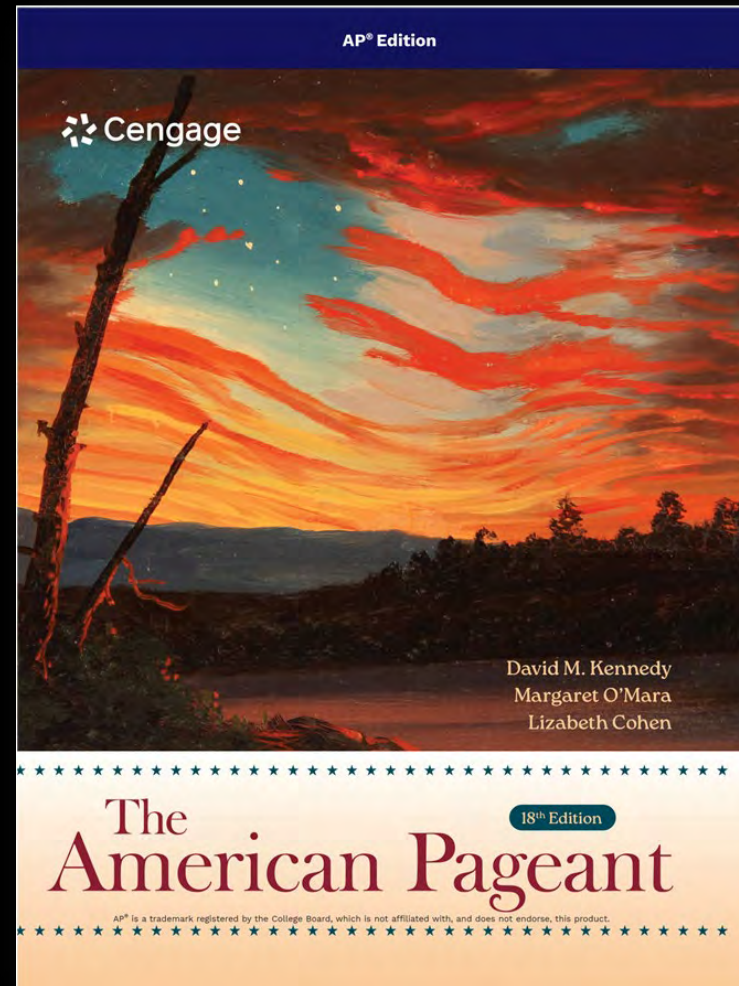


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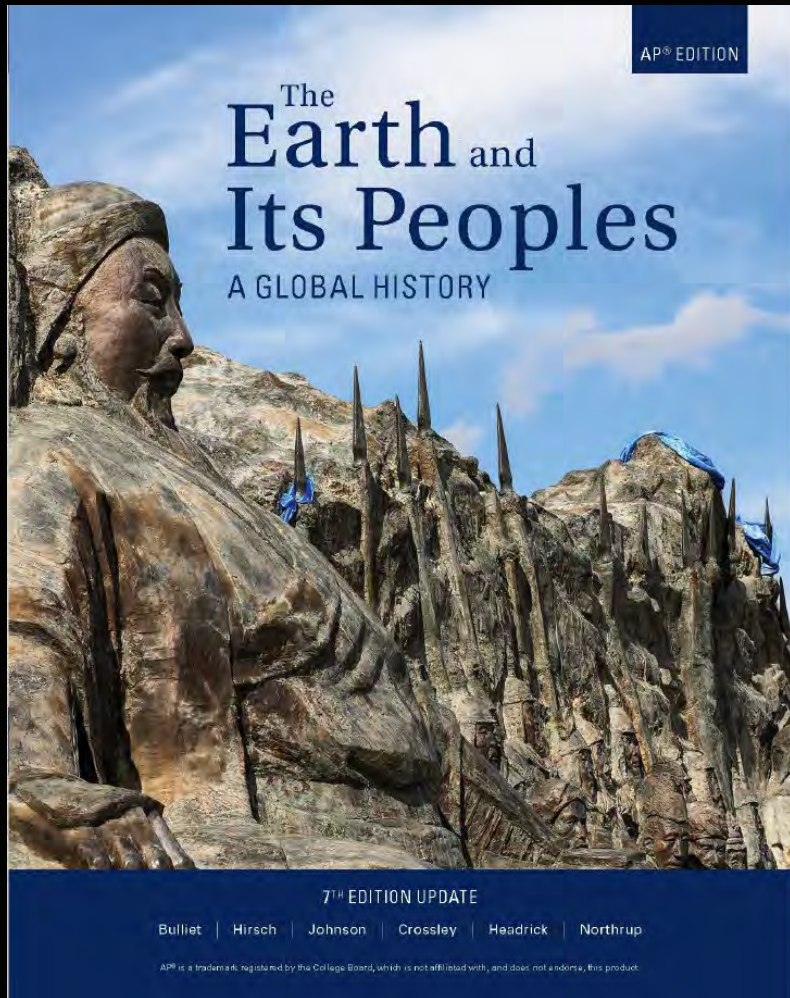




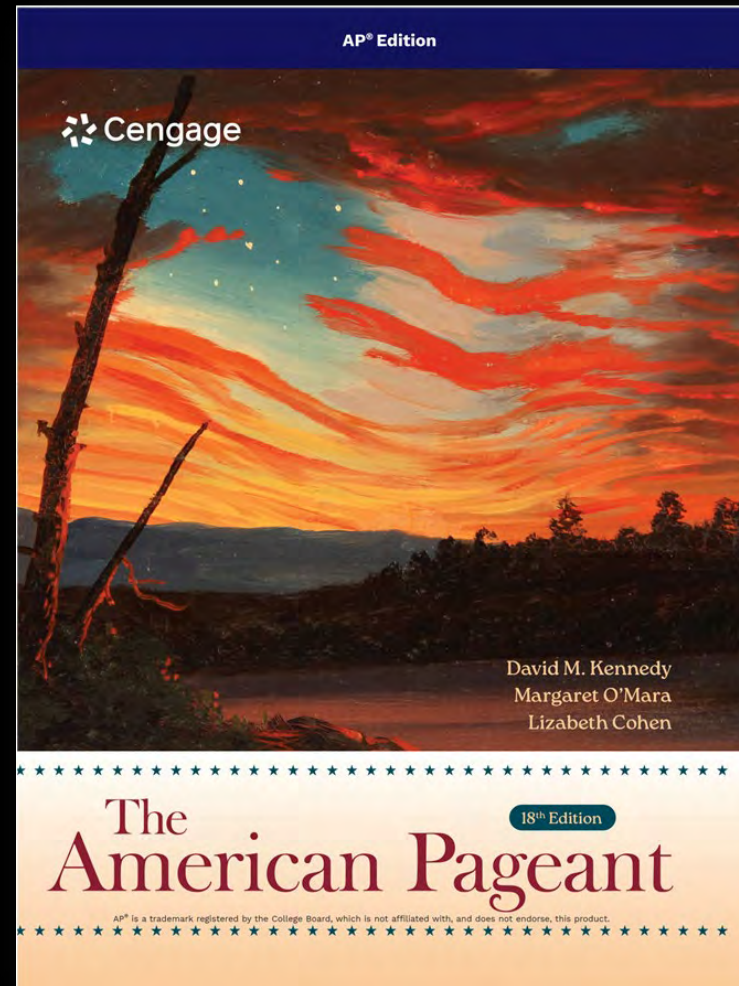
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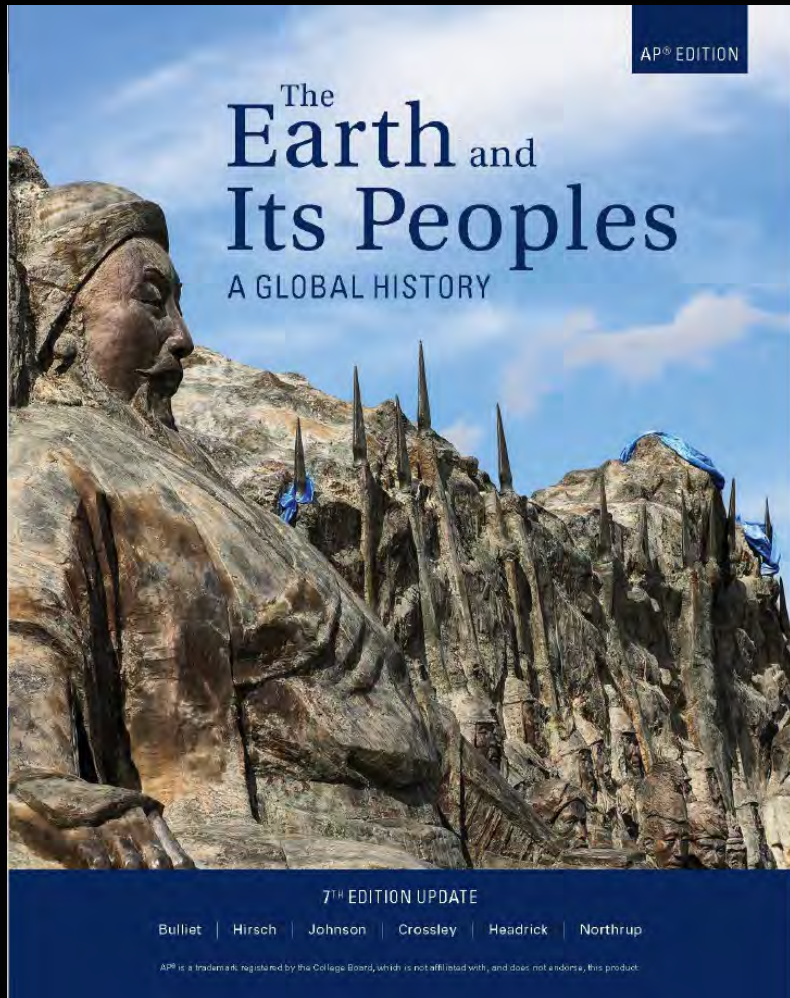
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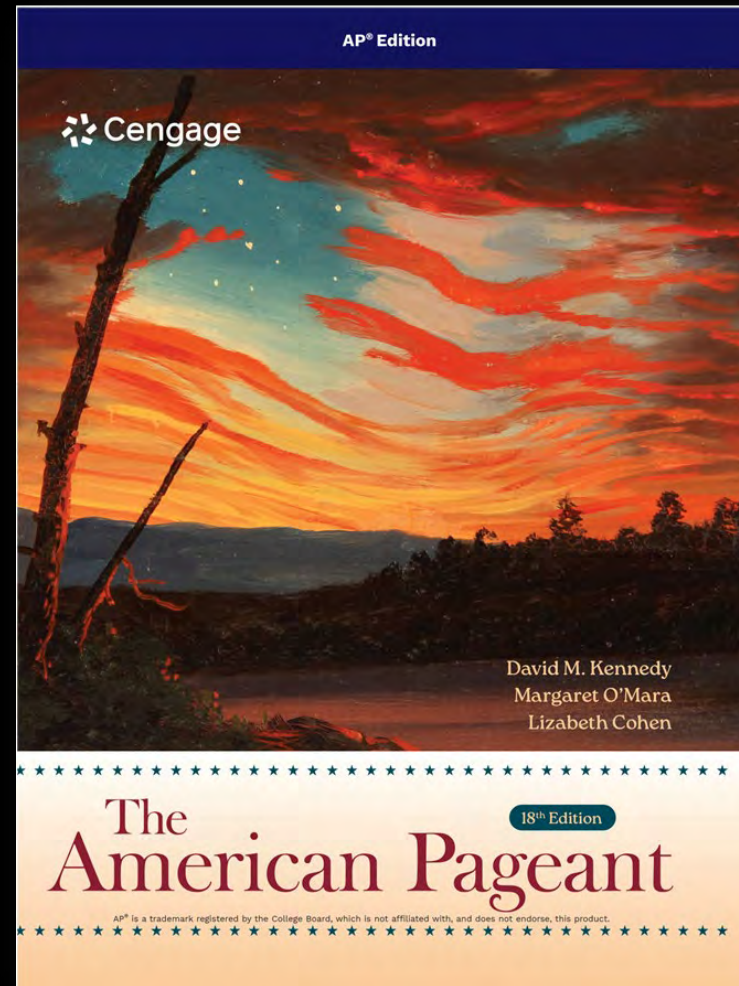
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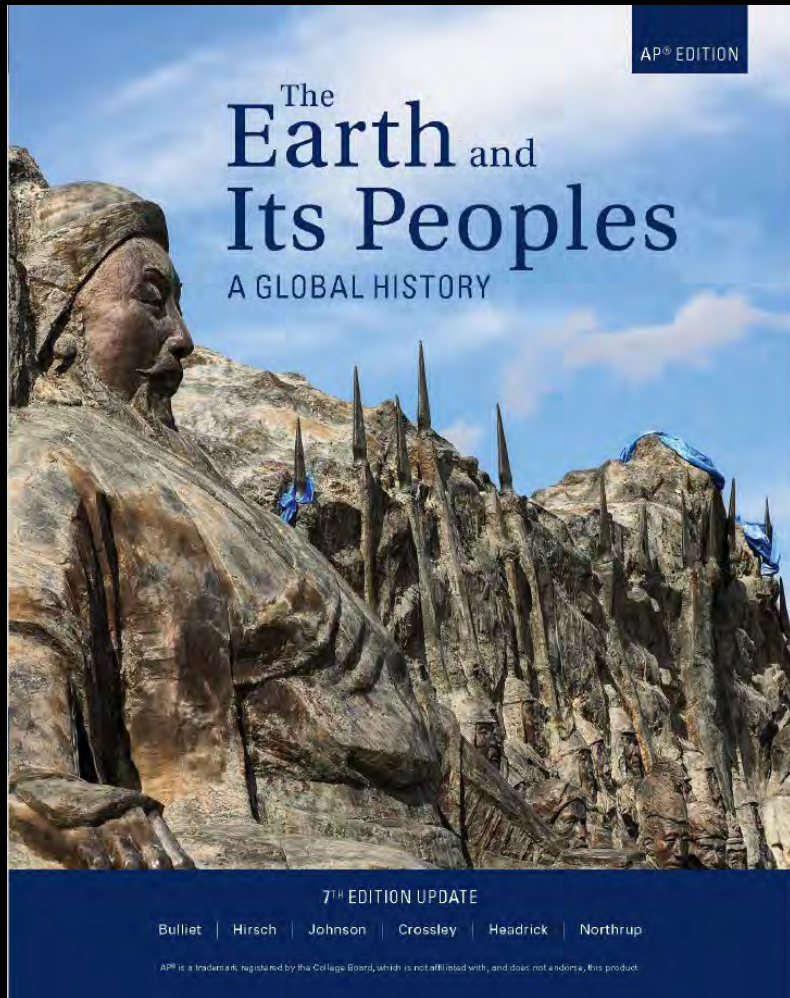
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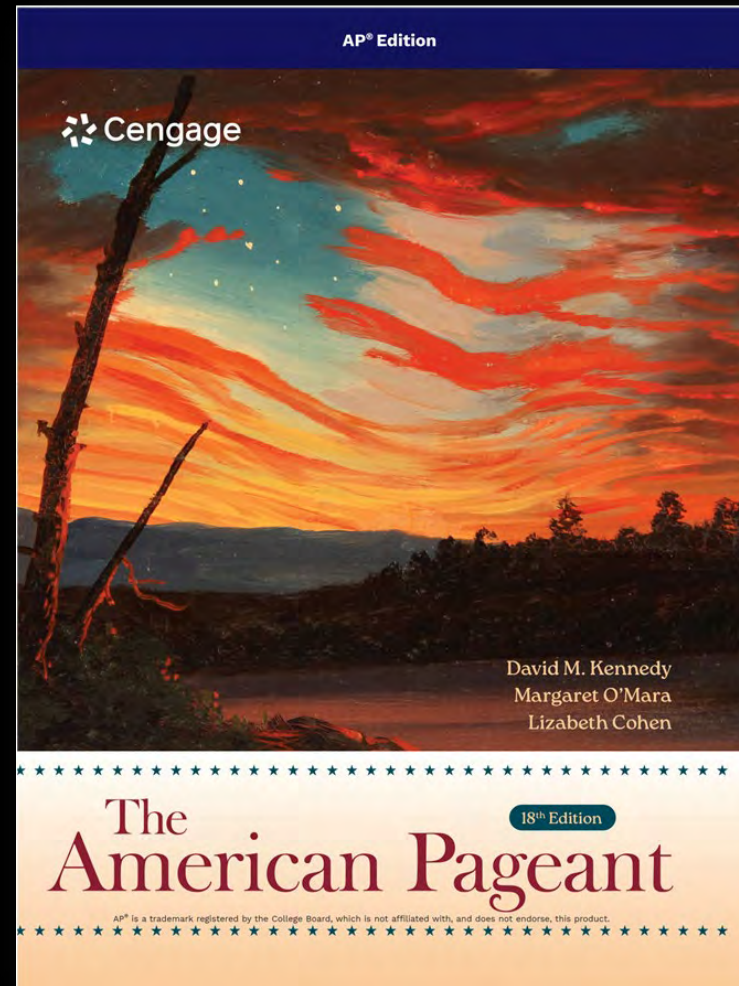
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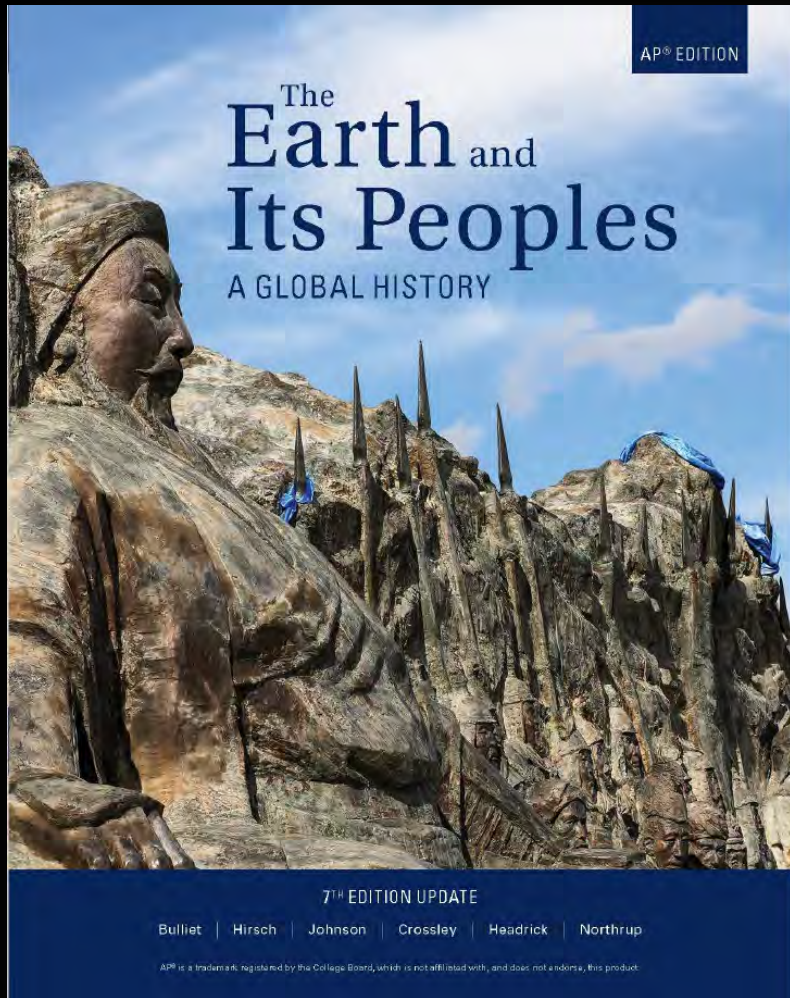
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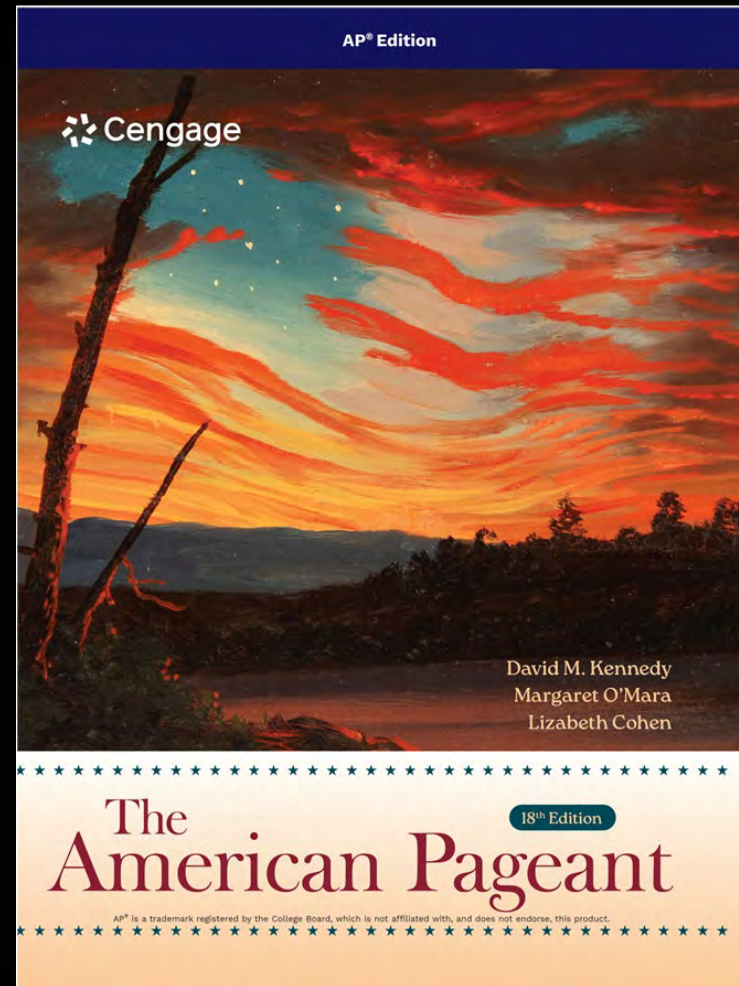
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AP Course Support



Companion Site



The American Pageant, AP® Edition, 18th Student Edition, 18th Edition

Book Resources

- [Instructor Download](#)
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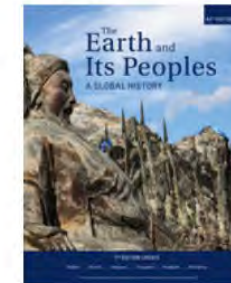


Earth and its Peoples 7th Updated Edition, AP Edition, 7th Edition

Book Resources

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Richard W. Bulliet, Pamela Kyle
Crossley, Daniel R. Headrick, Steven W.
Hirsch, Lyman L. Johnson, David
Northrup
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AP Course Support

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The American Pageant

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The Earth and Its Peoples

SEVENTH EDITION UPDATE

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University of North Carolina—Charlotte

David Northrup
Boston College

4. “AP® Exam Skill Building: Sources: *The Palace at Versailles*” Group students and have each group search online for two primary sources and one secondary source associated with the Palace at Versailles. Afterward, have groups present their sources to the class by using the following questions to summarize and critique each source:

- Who is the audience?
- What is the purpose?

“Expanding Varying Viewpoints, Part I: Using Historical Evidence to Test an Interpretation.” This activity affords teachers the opportunity to help students apply the historical reasoning process of comparison. After the students read the following excerpt, they will work with a partner to develop an argument that uses specific historical evidence from the chapter to support, modify, or refute James Henretta’s interpretation of colonial society. The student partnerships will share their arguments with the class, and the teacher will moderate a discussion about the similarities and differences of the various arguments.

- James Henretta, *The Evolution of American Society, 1700-1815: An Interdisciplinary Analysis*.

“Common allegiance to the British Crown produced similarities in language, culture, and political institutions in the various American colonies but it could not prevent (or conceal) their fundamental divergences in social development. The economic base and the composition of the population varied from one region to another; and so also did the value systems, behavior patterns, and character structures of their inhabitants. Within each area, however, the fragments, or facets, of social life formed a coherent and interdependent whole. Each of these social systems had a number of functionally critical qualities; and these can be isolated, as a set of abstractions, for comparison and contrast.”

Topic 2.2: The Mongol Empire and the Making of the Modern World

The development of good close reading skills is paramount to success in AP® World History: Modern. One activity that involves a quick check on students’ reading abilities and helps to reinforce different ways to approach reading a text is known as “reciprocal reading.” This tried-and-true methodology works well in this course.

Since the Mongols usually get at least a chapter of attention in world history textbooks, the following reciprocal reading activity can be used with each chapter on the Mongols in your textbook to help students learn about them.

Reciprocal Reading Activity

Divide the class into groups of four. Distribute a copy of the following instructions to groups, or display the instructions in class.

Reciprocal Reading Instructions Good readers actively engage with a text and do the following four things when they read:

1. They summarize what they have read.
2. They question things that they are unsure of.
3. They clarify things that confuse them.
4. They predict what is coming next.

To develop these skills, your group will read a short section of the text and follow these five steps to rotate through each of the four reading tasks.

1. Work with the members of your group to choose a section of the text chapter that can be read in about 10 minutes. Then, assign the roles of summarizer, questioner, clarifier, or predictor to each group member. (Review the descriptions of each role in the following table before beginning.)

Activity: Map of Indian Ocean Trade, 1200–1450 CE

MATERIALS NEEDED

- Blank Indian Ocean map on large sheet of paper (or editable digital map of the Indian Ocean in color).
- Colored pencils (if creating the paper copy of the map).

INSTRUCTIONS

Make a large map of trade in the Indian Ocean Basin from 1200 to 1450 CE. Your map should include these elements:

- Major weather patterns in the areas involved in the trade.
- Major political entities in the areas involved in the trade, focusing on the period 1200–1450 CE.
- Major religions in the areas involved in the trade, focusing on the period 1200–1450 CE.
- Goods traded between the various areas. (**NOTE:** Be sure to include a variety of products, not just spices.)
- Lines/arrows indicating the major trade routes, showing where products went. (**NOTE:** Inland trade routes may be included on the map if they reach the Indian Ocean trade routes.)
- A well-developed and comprehensive map key.

SUGGESTIONS (NOTE: While these are only suggestions, they may affect the score you receive on the map.)

- Consider color-coding each section of the map.
- To make the map visually appealing, think about including pictures/drawings to show various aspects of the areas involved. Smaller individual pictures, such as those obtained from the internet, work well.

HINTS AND TIPS

- Plan the map, including the elements you will include and how you will include them, *before* you begin creating it. (If you find yourself coloring the map before the end of the first half hour, you are likely jumping the gun.)
- Do not spend an enormous amount of time coloring in large areas, such as oceans, etc. Simply color the outline and leave some blank white space.
- If you are drawing the map on a large sheet of paper, sketch the map lightly on the sheet of paper first to get the relationships of the various geographic areas correct.
- Use different font sizes for various labels. For example, the labels of city/states might be larger than the labels of goods, and the labels of religions might be larger than those of the city/states and goods.
- Make your map neat. Messy, ugly maps are just that.



FAST TRACK TO A 5

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Preparing for the

AP

World History:

38 ♦ A DIAGNOSTIC TEST

Questions 53–55 refer to the following image.



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53. Based on the map, which of the following statements most accurately reflects world population growth at the end of the twentieth century?
- (A) Because of declining mortality rates, India, Egypt, and the Philippines are experiencing the world's highest rate of population growth.
 - (B) Population growth is highest in the United States and western Europe because of greater wealth and the abundance of health facilities.
 - (C) Although China has the largest population, its growth rate is slower than that of all other nations except the United States and Nigeria.
 - (D) The highest rates of population growth are occurring in nations in Latin America, Africa, and Asia.
54. Which of the following may have allowed for the population growth rates displayed on the map?
- (A) Increasing rate of globalization and economic interdependency
 - (B) Improvements in nutrition and innovations in medical practices
 - (C) International political organizations, such as the United Nations
 - (D) Persistence of diseases related to poverty, such as malaria
55. What might explain the reason for a low or negative population growth rate in nations such as Germany and the United States?
- (A) Declining birth rates in industrialized nations as a result of greater access to birth control
 - (B) A shift in global migration patterns away from industrialized nations
 - (C) Improvements in communications technology made migration to these areas unnecessary
 - (D) Changes in lifestyle that led to new types of diseases, such as diabetes and heart disease

STOP

END OF SECTION I, PART A

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION. DO NOT GO ON TO SECTION I, PART B UNTIL YOU ARE TOLD TO DO SO.

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Preparing for the

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United States

Hist

Exam

To Accompany

The American

16th and 17th

By David M.

Stacie Branstetter

Mark Epstein

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WHAT'S IN THIS BOOK

This book is keyed to *American Pageant, 16th and 17th* editions, by David M. Kennedy and Elizabeth Cohen but because it follows the College Board Topic Outline, it is compatible with all textbooks. It is divided into three sections. Part I offers suggestions for getting yourself ready, from signing up to take the test and sharpening your pencils to organizing a free-response essay. At the end of Part I, you will find a Diagnostic Test. This test has all of the elements of the U.S. History examination, but the fifty-five multiple-choice questions are organized according to the College Board Concept Outline. When you go through the answers at the end of the test, a cluster of wrong answers in one content area will alert you to a historical period on which you should focus additional study.

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