

## Mapping World History

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## Mapping World History



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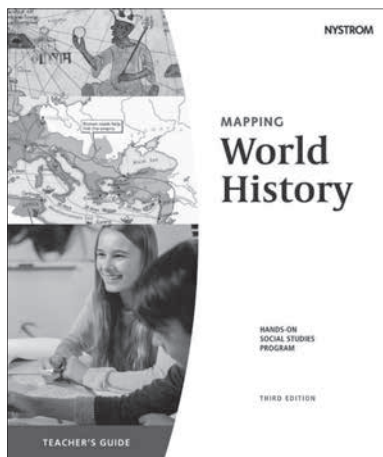
#### Program Reviewers

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

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

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

# Program Components



## Student Lessons

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

## Program Guide

### 10 History Units

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

### Lesson 45

**Objectives**  
Students will be able to:

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

**Materials**

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

### Inca Roads

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

**Here's an Interesting Fact**

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

**Answers**

Reasoning Question (Circle correct answers)	Reasoning Question (Circle correct answers)
1. Why did the Inca build roads?	2. Why did the Inca build roads?
3. Why did the Inca build roads?	4. Why did the Inca build roads?

✧ Charts will vary. Students may mention the following similarities: tolls, mile markers, bridges, and rest houses. Students may mention the following differences: made of stone, only government officials could use the roads unless permission was granted, no cars.

### Lesson 46

**Objectives**  
Students will be able to:

- Draw the route of Hernan Cortés into the Aztec Empire.
- Describe the fall of the Aztec Empire.
- Identify the causes and effects of events during the conquest of the Aztec Empire.

**Materials**

- The Nystrom Atlas of World History
- Activity Sheets 46a-46d, Cortés the Conquistador
- Mapping World History Activity Maps
- Map Markers

### Cortés the Conquistador

For use with pages 92 and 94 of The Nystrom Atlas of World History

**Here's a Tip!**

- Begin the lesson by reminding students of what they have learned about the Aztec Empire.

**Answers**

Cause	Effect
1. Hernan Cortés sailed to the Gulf of Mexico.	2. Hernan Cortés sailed to the Gulf of Mexico.
3. Hernan Cortés sailed to the Gulf of Mexico.	4. Hernan Cortés sailed to the Gulf of Mexico.

### 17a The Persian Wars

**Ancient Greece and Rome**

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

**Behistun, Iran, 520 BCE**  
These are the countries which are subject unto me, and by the grace of Ahuramazda I became king of them: Persia, Elam, Babylonia, Assyria, Arabia, Egypt, the countries by the Sea, Lydia, the Greeks, Media, Armenia, Cappadocia, Parthia, Drangiana, Aria, Chorasmia, Bactria, Sogdiana, Gandara, Scythia, Sattagydia, Arachosia and Maka; twenty-three lands in all.  
—Darius I, King of Persia<sup>1</sup>

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

### 17b The British Empire

**Pulling It Together**

1. In 550 BCE, Persia was a small kingdom located in present-day Iran. By conquering neighboring lands, the Persian Empire gained control of much of southwest Asia by 500 BCE.

- Turn to the *Mediterranean Basin Activity Map*.
- Give your Activity Map a title. Across the top of the map, write **THE PERSIAN WARS**.
- On your Activity Map, point to present-day Iran.
- Draw a line through the label for Iran. Above the line, write **PERSIA**.
- In the Atlas, on page 36, look at map B. With your finger, trace the western boundary of the Persian Empire.
- On your Activity Map, draw this boundary. Your boundary does not need to be exact.
- On the Arabian Sea, write and underline **PERSIAN EMPIRE**.

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

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

## Teacher's Guide Pages

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

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

### 17a The Persian Wars

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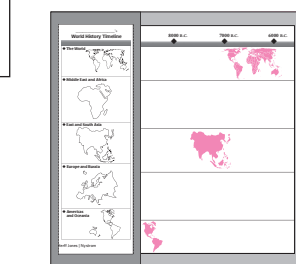
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## Time Line Folders

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

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



Atlas  
Activity Map  
Map Marker

## Ancient Greece and Rome

# The Persian Wars

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  - c. On your Activity Map, draw city-state symbols ☉ at Athens and Sparta.
  - d. Label Sparta to the left of its symbol. Also underline the label for Athens.
  - e. Many Greek city-states were also located along the western coast of Anatolia. This region was called Ionia. Along the Anatolian coast, write **IONIA**.






### Miletus, 494 BCE

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


—Herodotus<sup>3</sup>

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

### Marathon, 490 BCE

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

—Herodotus<sup>4</sup>

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



### Hellespont, 480 BCE

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



Herodotus<sup>5</sup>

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

### Artemisium, 480 BCE

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

Herodotus<sup>6</sup>

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

### Salamis, 480 BCE

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

Herodotus<sup>7</sup>

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

Name \_\_\_\_\_



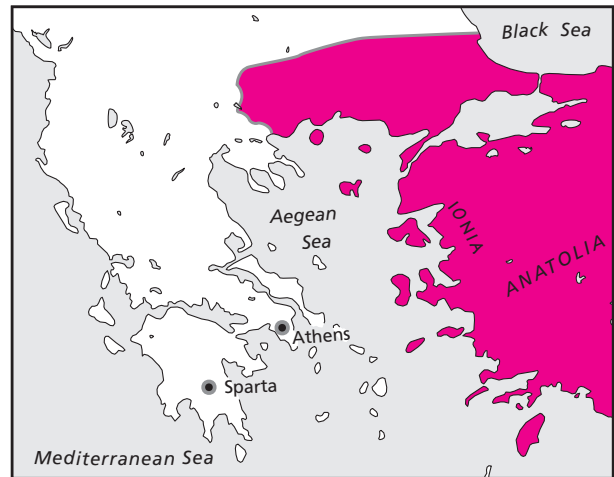
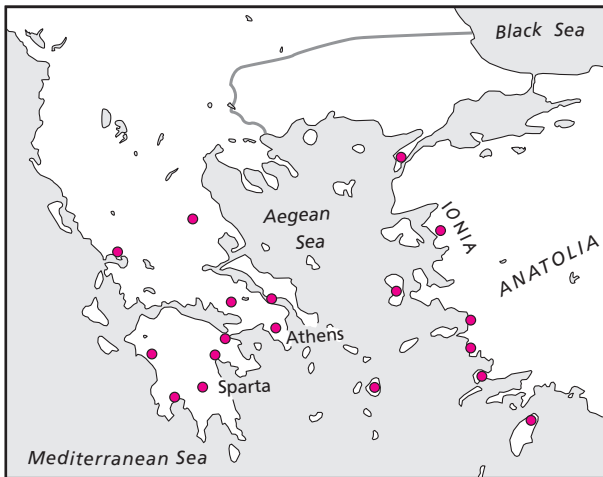
## Pulling It Together

# The Persian Wars

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

Atlas  
Activity Map  
Map Marker

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



### GREEKS

### PERSIANS

### Word Bank

democracy	monarchy	city-states	empire
fought to defend homes	forced to fight	won at Marathon	won at Thermopylae
	won the wars	lost the wars	



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

Name \_\_\_\_\_



## ***Revolutions and Imperialism***

# **Introducing Unit 9**

Beginning with the American Revolution and continuing for fifty years, most colonies in the Americas demanded self-rule and became independent of their European colonizers. In Europe, too, demands for democracy led to unrest. A bloody revolution in France gave way not only to a new government but also to the transformation of social and economic structures. This upheaval led to the rise of Napoleon Bonaparte. In a little more than fifteen years, he had conquered much of Europe.

When Napoleon was defeated in 1815, the Congress of Vienna redrew countries' boundaries, giving much more territory to Prussia and Austria. Over the next fifty years, Europe was rocked by revolution, much as the Americas had been. Nationalism emerged as a force, and European nations looked toward Asia, Africa, and the Pacific for new resources, territory, and power. Africa was divided up as European nations engaged in a scramble for African lands. Like the European powers, Japan became an imperialist nation, seizing control of Korea and the islands off the coast of China.



Name \_\_\_\_\_



## Close Reading: Main Idea

**Directions:** Reread the text and then respond to the instructions below.

1. Put a box around five important words or word groups in the reading that best show its meaning or intent.
2. Write two or three sentences that defend your choices.



During the Industrial Revolution, London became the largest city in the world.



In the Atlas, on pages 112–113, look at the Unit 9 time line. Choose six events that you think are important. Add them to your Time Line Folder. Be sure to write them under the correct date and next to the correct region.

Image source: iStock.com/SHansche

Name \_\_\_\_\_



## Revolutions and Imperialism

# Historical Issues Today

## Should nationalism be embraced?

Is nationalism a positive or negative force throughout the world? There are many perspectives on this issue. Use the following two perspectives and additional information from pages 126–127 of *The Nystrom Atlas of World History* to complete the task below.

### Nationalism is good for a country because it brings people together around a shared history or shared values.

- Having pride in one's nation is a good thing. It inspires citizens to take care of the land and people around them and take steps to make their country a better place.
- Nationalism creates a unity that inspires the government to act in the best interest of its citizens and not those outside the country. This is one of the central features of nationalism—that the government has a responsibility, first and foremost, to its citizens. It is in this way that nationalism supports democracy.
- Each nation has its own unique culture, history, values, and language. These important national characteristics should be embraced and preserved.
- Nationalism, and the demand for self-rule, fueled decolonization throughout the twentieth century.

### Nationalism divides people and does not serve the individual country or the global community.

- Nationalism is inward-looking and exclusionary. It looks toward a believed superiority in culture, religion, ethnicity, or language to justify turning away from the larger international community. This does not support the world's increasing interdependence.
- Nationalism can be used to justify the exclusion of certain groups from the political process. Nationalist laws and policies reflect the needs of a certain group of people, not everyone living in the country. This type of ethnic nationalism is what stripped Jewish Germans of their rights in the 1930s.
- Nationalism has historically led to the deaths of millions of people. World War II, the Holocaust, and the Armenian genocide all have nationalist roots.
- Nationalism, where it is used to separate a country from the global community and economy, is detrimental to all.

1. Choose a side that you agree with more.
2. Create a poster and give it a title or slogan that represents the perspective that you chose.
3. Divide the poster into two parts. On one part, provide an example from the past that supports your perspective. Look through Unit 9 to find information that you can use. On the other part, provide an example from the present that supports your perspective. Your poster can include descriptions and images.
4. Present your poster to the class.



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