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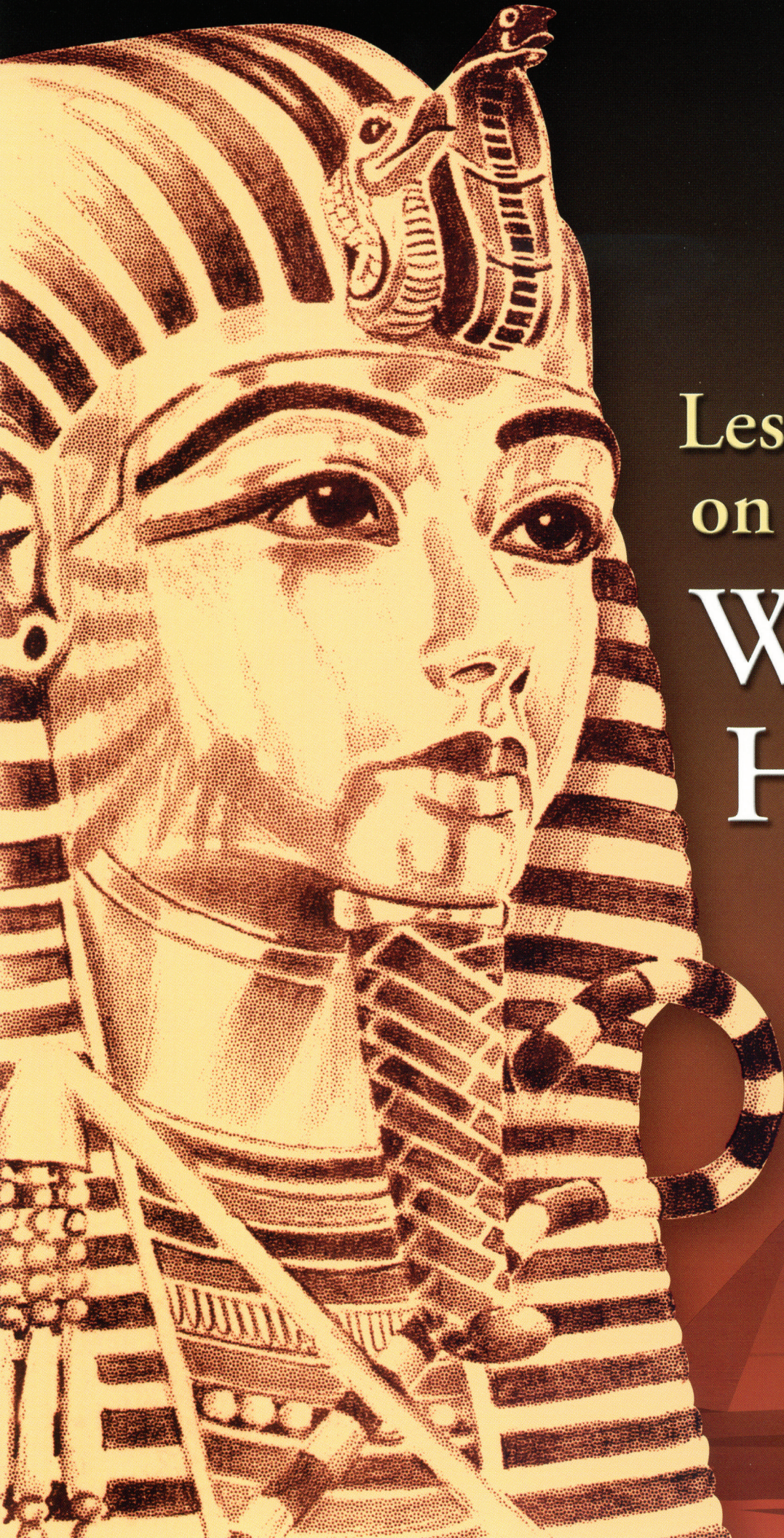
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Lessons
on
World
History

Part 11

LESSONS ON WORLD HISTORY

Part 11

by
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INTRODUCTION

- (1) Each of the booklets in LESSONS ON WORLD HISTORY has 15 lessons on 50 to 60 reproducible blackline masters.
- (2) Be sure to read the TEACHER INSTRUCTIONS as you prepare to use a lesson. TEACHER INSTRUCTIONS are found in a separate section in the front of each booklet. The amount of time listed for the completion of a lesson is an estimated time that may vary according to the ability of the students.
- (3) Prepare class sets of the lessons using your school's photocopying or duplicating equipment.
- (4) LESSONS ON WORLD HISTORY provides students with a wide variety of high-interest learning activities, including television game shows, crossword puzzles, word games, map exercises, contests, small group games, team competition, creative writing assignments, role-playing activities, high-interest readings, and much more.
- (5) This lesson series supplements any basic world history textbook. Use all of the lessons, or choose only the ones that meet your classroom needs.
- (6) Although the lessons have been designed for use during class time, many can be given as homework assignments.
- (7) All lessons that present a significant amount of information have follow-up quizzes found in the separate quiz booklets. These quizzes encourage the class to review material in the lessons, as well as providing you with a way of measuring student progress.

Table of Contents

TEACHER INSTRUCTIONS	1 - 9
(PDF pages 6-14)	
LESSON 136: REVIEW EXERCISE: ANCIENT GREECE	136A - 136C
(PDF pages 15-17)	
LESSON 137: REVIEW EXERCISE: ANCIENT ROME	137A - 137C
(PDF pages 18-20)	
LESSON 138: TEST: ANCIENT GREECE AND ROME	138A - 138C
(PDF pages 21-23)	
LESSON 139: REVIEW EXERCISE: THE MIDDLE AGES IN EUROPE	139A - 139F
(PDF pages 24-29)	
LESSON 140: TEST: THE MIDDLE AGES IN EUROPE	140A - 140C
(PDF pages 30-32)	
LESSON 141: REVIEW EXERCISE: THE MIDDLE AGES IN ASIA, AFRICA, AND THE AMERICAS	141A - 141D
(PDF pages 33-36)	
LESSON 142: TEST: THE MIDDLE AGES IN ASIA, AFRICA, AND THE AMERICAS	142A - 142C
(PDF pages 37-39)	
LESSON 143: REVIEW EXERCISE: EUROPE IN TRANSITION	143A - 143E
(PDF pages 40-44)	
LESSON 144: TEST: EUROPE IN TRANSITION	144A - 144C
(PDF pages 45-47)	
LESSON 145: REVIEW EXERCISE: REVOLUTION, INDUSTRIALIZATION, AND REFORM	145A - 145D
(PDF pages 48-51)	
LESSON 146: TEST: REVOLUTION, INDUSTRIALIZATION, AND REFORM	146A - 146C
(PDF pages 52-54)	
LESSON 147: REVIEW EXERCISE: THE WORLD AT WAR	147A - 147E
(PDF pages 55-59)	
LESSON 148: TEST: THE WORLD AT WAR	148A - 148C
(PDF pages 60-62)	
LESSON 149: REVIEW EXERCISE: RECENT EVENTS	149A - 149F
(PDF pages 63-68)	
LESSON 150: TEST: RECENT EVENTS	150A - 150C
(PDF pages 69-71)	

TEACHER INSTRUCTIONS

LESSON 136: REVIEW EXERCISE: ANCIENT GREECE

OBJECTIVE: To review the lessons on Greece for the test on ancient Greece and Rome.

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of page 136A only. Go over the directions for Contest #1. Set a time limit of 10 or 15 minutes according to the ability of the students. When time expires, have students exchange papers. Read the answers, then determine which class members have scored the most points.

3: philosophers; tragedy; Philip; criminals

5: Romans; marble and limestone; spear or discus; Sparta

7: Alexandria; the world; Athens; architecture

10: Mount Olympus; Parthenon; sculpture; anesthesia

(2) Give each student a copy of page 136B only. Go over the directions for Contest #2. Set a time limit of 15 or 20 minutes. When time is up, exchange papers and determine which students have the most correct answers.

Athens

Hippocratic Oath

Peloponnesian War

botany

jury

revolution

city-states

king

Sparta

democracy

long jump

temples

earth

Mesopotamia

uniting

fire

nervous

wrestling

Golden Age

Olympic Games

zoology

(3) Give each student a copy of page 136C. Go over the directions for Contest #3. Have students do the matching exercise for homework. On the second day, exchange papers and read the answers. Determine which students have the most correct answers.

1. b

5. o

9. k

13. j

17. t

2. a

6. d

10. g

14. i

18. p

3. c

7. h

11. m

15. r

19. s

4. e

8. f

12. n

16. l

20. q

LESSON 137: REVIEW EXERCISE: ANCIENT ROME

OBJECTIVE: To review the lessons on Rome for the test on ancient Greece and Rome.

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of pages 137A - 137C.

(2) Go over the game rules, divide the class into two teams, and begin.

(3) Go over the answers at the beginning of the next day's class.

Puzzle 1

1. empire

2. Italy

3. North Africa

4. Romans

5. Mediterranean Sea

Puzzle 2

1. Latins

2. Etruscans

3. culture

4. people

5. Roman Republic

Puzzle 3

1. male

2. Senate

3. Assembly

4. dictator

5. government

TEACHER INSTRUCTIONS

Puzzle 4

1. Carthage
2. general
3. destroyed
4. Greek
5. Hannibal of Carthage

Puzzle 7

1. people
2. largest
3. emperor
4. capital
5. Constantinople

Puzzle 5

1. Julius Caesar
2. poor
3. leap year
4. March
5. Ides of March

Puzzle 8

1. freedom
2. land
3. tribes
4. thousand
5. barbarians

Puzzle 6

1. ruler
2. laws
3. Roman Peace
4. police and fire
5. Roman Empire

LESSON 138: TEST: ANCIENT GREECE AND ROME

OBJECTIVE: To test students on lessons 16-27.

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of pages 138A - 138C.

(2) Matching

- | | |
|------|-------|
| 1. f | 6. d |
| 2. h | 7. e |
| 3. j | 8. i |
| 4. b | 9. g |
| 5. c | 10. a |

Completion

- | | |
|---|----------------------------|
| 11. philosopher | 19. Peloponnesian War |
| 12. the <i>Iliad</i> and <i>Odyssey</i> | 20. comedies and tragedies |
| 13. <i>The Elements</i> | 21. atoms |
| 14. mathematician | 22. anesthesia |
| 15. anatomy | 23. architects |
| 16. democracy | 24. zoology |
| 17. city-states | 25. Stoic philosophy |
| 18. botany | |

Multiple-Choice

- | | | |
|-------|-------|-------|
| 26. c | 31. b | 36. a |
| 27. b | 32. a | 37. a |
| 28. a | 33. a | 38. b |
| 29. a | 34. c | 39. c |
| 30. c | 35. b | 40. b |

True-False

- | | |
|-----------|-----------|
| 41. True | 46. False |
| 42. True | 47. True |
| 43. False | 48. True |
| 44. True | 49. False |
| 45. True | 50. True |

LESSON 139: REVIEW EXERCISE: THE MIDDLE AGES IN EUROPE

OBJECTIVE: To review the course lessons on the Middle Ages in Europe.

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of pages 139A - 139F.

(2) To help the class get started on the crossword puzzle, have several volunteers read one clue each and give an answer.

Across

- | | | |
|----------------|---------------|----------------|
| 1. MIDDLE AGES | 14. JESUS | 28. BARBARIANS |
| 4. CHARLEMAGNE | 17. ALLAH | 30. CITIES |
| 8. ARABIC | 18. SILK | 31. KING |
| 11. READING | 19. EAST | 34. FIVE |
| 12. TRIAL | 21. MESSIAH | 35. NORMANS |
| 13. NORTHMEN | 23. KING JOHN | 37. KORAN |

TEACHER INSTRUCTIONS

Across

- | | | |
|---------------|---------------|----------|
| 38. NIGHT | 43. STATE | 47. JEW |
| 40. ARMY | 44. PHILIP | 48. POPE |
| 41. LAW | 45. MUSLIM | |
| 42. DISCIPLES | 46. BYZANTINE | |

Down

- | | | |
|----------------|------------------|------------------|
| 2. ISABELLA | 13. NEAR EAST | 26. ROMAN EMPIRE |
| 3. JOAN OF ARC | 14. JUSTINIAN | 27. FEUDALISM |
| 4. CHIVALRY | 15. CITY | 29. ROMAN |
| 5. LORDS | 16. BETHLEHEM | 32. POPE |
| 6. GUILD | 20. CHRISTIANITY | 33. GOD |
| 7. FRANCE | 22. GABRIEL | 36. ISLAM |
| 9. CATHOLIC | 24. MECCA | 39. STONE |
| 10. ALMS | 25. DARK AGES | |

LESSON 140: TEST: THE MIDDLE AGES IN EUROPE

OBJECTIVE: To test students on lessons 30-40.

TIME: 1 class period

- DIRECTIONS:**
- (1) Give each student a copy of pages 140A - 140C.
 - (2) Divide the class into two teams. Go over the game rules and begin.

Multiple-Choice

- | | | |
|------|-------|-------|
| 1. b | 6. c | 11. a |
| 2. c | 7. a | 12. a |
| 3. a | 8. a | 13. a |
| 4. b | 9. c | 14. c |
| 5. b | 10. b | 15. c |

Matching

- | | |
|-------|-------|
| 21. d | 26. a |
| 22. i | 27. j |
| 23. f | 28. e |
| 24. b | 29. h |
| 25. g | 30. c |

Completion

- | | |
|---------------|----------------|
| 31. Dark Ages | 36. Greek |
| 32. kings | 37. clergymen |
| 33. lords | 38. Messiah |
| 34. Europeans | 39. Christians |
| 35. Crusades | 40. emperors |

True-False

- | | |
|-----------|-----------|
| 41. True | 46. True |
| 42. False | 47. True |
| 43. True | 48. False |
| 44. False | 49. False |
| 45. True | 50. True |

LESSON 141: REVIEW EXERCISE: THE MIDDLE AGES IN ASIA, AFRICA, AND THE AMERICAS

OBJECTIVE: To review the course lessons on medieval times in Asia, Africa, and the Americas.

TIME: 1 class period

- DIRECTIONS:**
- (1) Give each student a copy of pages 141A - 141D.
 - (2) Go over the directions with the class. Have students work on the activity individually or in small groups. Check answers at the end of the period or at the beginning of the next day's class.

- | | | |
|-----------------|--------------|--------------------|
| 1. ONE RULER | 6. RELIGIOUS | 11. CIVIL SERVICE |
| 2. DELHI | 7. PAKISTAN | 12. FAR MORE BOOKS |
| 3. HINDUISM | 8. TRADE | 13. ROCKETS |
| 4. MONGOLS | 9. BRITISH | 14. PEOPLE AND |
| 5. MOGUL EMPIRE | 10. FAMILY | ANIMALS |

TEACHER INSTRUCTIONS

- | | | |
|---|---|---|
| 15. CAMEL
CARAVANS
16. EUROPE
17. GENGHIS KHAN
18. FARMING
19. FISHING
20. SPIRITS
21. RESPECT FOR
OTHERS
22. WRITING
23. EMPEROR
24. SHOGUN
25. WARRIORS
26. ISOLATION
27. TRADE ROUTES
28. JEWELRY
29. GOLD | 30. CATTLE
HERDERS
31. LEARNING
32. SONGHAI
33. LAW AND ORDER
34. PALACES
35. HARVESTED
36. EXPERIENCE
37. SPIRIT
38. BEHAVIOR
39. CONTINENTS
40. LAND BRIDGE
41. POTATOES
42. EQUATOR
43. ARTIFACTS
44. CULTURE
REGION | 45. MOUNTAINS
46. ARCHITECTURE
47. COURTS
48. PAYMENT
49. LIQUOR
50. SLAVE LABOR |
|---|---|---|

LESSON 142: TEST: THE MIDDLE AGES IN ASIA, AFRICA, AND THE AMERICAS

OBJECTIVE: To test students on the course material covered by lessons 43-49.

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of pages 142A - 142C.

(2) Matching

- | | | | | |
|------|------|------|------|-------|
| 1. h | 3. a | 5. c | 7. j | 9. g |
| 2. f | 4. i | 6. e | 8. b | 10. d |

Completion

- | | | |
|-------------|--------------------------|-------------------|
| 11. Hindu | 16. Mogul | 21. Taj Mahal |
| 12. Muslim | 17. religious toleration | 22. Vasco da Gama |
| 13. sultans | 18. tensions | 23. France |
| 14. Islam | 19. Pakistan | 24. India |
| 15. Mongols | 20. mosques | 25. British |

Multiple-Choice

- | | | |
|-------|-------|-------|
| 26. c | 31. c | 36. a |
| 27. c | 32. c | 37. c |
| 28. b | 33. c | 38. c |
| 29. a | 34. b | 39. c |
| 30. b | 35. a | 40. c |

True-False

- | | |
|-----------|-----------|
| 41. False | 46. False |
| 42. False | 47. True |
| 43. True | 48. False |
| 44. True | 49. False |
| 45. False | 50. True |

LESSON 143: REVIEW EXERCISE: EUROPE IN TRANSITION

OBJECTIVE: To review the course lessons on the Renaissance, Reformation, Age of Exploration, growth of trade, Scientific Revolution, and the development of nation-states.

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of pages 143A - 143E.

(2) Have students work on the exercise during the period. Go over the answers at the beginning of the next day's class.

TEACHER INSTRUCTIONS

- | | |
|-------------------------------|---------------------------|
| 1. (a) modern times | (d) cultural achievements |
| (b) little progress | (e) Renaissance |
| (c) science and invention | |
| 2. (a) social class | (c) universal man |
| (b) accomplishments | |
| 3. (a) Johannes Gutenberg | (e) Michelangelo |
| (b) Niccolo Machiavelli | (f) Nicolaus Copernicus |
| (c) William Shakespeare | (g) Desiderius Erasmus |
| (d) Leonardo da Vinci | |
| 4. (a) Catholic Church | (c) clergymen |
| (b) Martin Luther | |
| 5. (a) Reformation | (d) religious toleration |
| (b) Ninety-Five Theses | (e) Counter Reformation |
| (c) Lutheranism | |
| 6. (a) Vikings | (f) products |
| (b) Leif Ericson | (g) trade routes |
| (c) the pope | (h) China |
| (d) Christians | (i) East |
| (e) Holy Land | |
| 7. (a) Europe | (e) Prince Henry |
| (b) Venice | (f) Africa |
| (c) Genoa | (g) Bartolomeu Dias |
| (d) the Spice Islands | (h) India |
| 8. (a) Portugal | (d) West Indies |
| (b) Asia | (e) a New World |
| (c) Spain | |
| 9. (a) South America | (d) France |
| (b) the East | (e) Spain |
| (c) England | |
| 10. (a) mercantilism | (d) capitalism |
| (b) trade | (e) joint-stock companies |
| (c) the Commercial Revolution | |
| 11. (a) Galileo | (d) William Harvey |
| (b) Sir Isaac Newton | (e) Anton van Leeuwenhoek |
| (c) Andreas Vesalius | (f) Francis Bacon |
| 12. (a) nation-states | (e) Spanish culture |
| (b) conquistadors | (f) Spanish empire |
| (c) Catholics | (g) colonies |
| (d) missionaries | |
| 13. (a) nobles | (d) divine right |
| (b) king | (e) rich lifestyle |
| (c) absolute monarchy | (f) alliances |
| 14. (a) Parliament | (g) Roman Catholic Church |
| (b) king | (h) Spanish Armada |
| (c) high taxes | (i) Thirteen Colonies |
| (d) rights | (j) English Renaissance |
| (e) Act of Supremacy | (k) Jamestown settlement |
| (f) Church of England | |

TEACHER INSTRUCTIONS

- | | |
|-------------------------|---------------------------|
| 15. (a) Mongol invaders | (f) treacherous deeds |
| (b) Renaissance | (g) Romanov |
| (c) king | (h) industries |
| (d) peasants | (i) advanced civilization |
| (e) wealthy landowners | (j) Russia |

LESSON 144: TEST: EUROPE IN TRANSITION

OBJECTIVE: To test students on the course material covered by lessons 52-71.

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of pages 144A - 144C.

(2) Middle Ages/Renaissance

1. R
2. MA
3. R
4. MA
5. R

Multiple-Choice

- | | | | |
|-------|-------|-------|-------|
| 6. a | 11. c | 16. c | 21. b |
| 7. c | 12. c | 17. c | 22. c |
| 8. c | 13. b | 18. c | 23. c |
| 9. b | 14. b | 19. b | 24. c |
| 10. a | 15. a | 20. a | 25. c |

Matching/People

26. d
27. b
28. c
29. e
30. a

Matching/Terms

31. a
32. b
33. d
34. e
35. c

Completion

36. artists
37. king
38. joint-stock companies
39. mercantilism
40. alliances

True-False

41. True
42. False
43. False
44. True
45. False

Scientific Revolution

46. Before
47. Before
48. After
49. After
50. Before

LESSON 145: REVIEW EXERCISE: REVOLUTION, INDUSTRIALIZATION, AND REFORM

OBJECTIVE: To review the course lessons on the Enlightenment, French and Indian War, Revolutionary War, French Revolution, Prince Metternich, Industrial Revolution, Science and the Arts, and events in Great Britain, France, Italy, and Germany.

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of pages 145A - 145D.

(2) Go over the game rules with the class. Divide students into two teams and begin.

The Enlightenment

- 10 divine right
- 20 criticism
- 30 Enlightenment

French and Indian War

- | | |
|----------------|------------------|
| 10 Great Lakes | 40 North America |
| 20 farmland | 50 Americans |
| 30 tribes | |

Revolutionary War

- | | |
|----------------------|----------------------|
| 10 Great Britain | 40 Revolutionary War |
| 20 Parliament | 50 happiness |
| 30 George Washington | |

TEACHER INSTRUCTIONS

French Revolution

10 governing
20 lands

30 Terror
40 privileges

50 equality

Prince Metternich

10 Napoleon
20 Europe
30 kings
40 revolutions
50 nationalists

The Industrial Revolution

10 factories
20 United States
30 inventions
40 machines
50 shorter hours

Science and the Arts

10 survival
20 x-rays
30 Albert Einstein
40 Industrial Revolution
50 architects

Events in Europe

10 ballot
20 minimum
30 thirteen
40 nationalists
50 emperor

LESSON 146: TEST: REVOLUTION, INDUSTRIALIZATION, AND REFORM

OBJECTIVE: To test students on the course material covered by lessons 76-91.

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of pages 146A - 146C.

(2) Matching

1. c 3. b 5. e
2. a 4. d

Enlightenment

6. no 8. no 10. yes
7. no 9. yes

Completion

11. governments
12. liberty
13. foreign wars
14. the French Revolution
15. absolute rule

16. reactionaries
17. equality
18. liberals
19. a constitution
20. nationalists

21. shorter hours
22. evolution
23. vaccination
24. psychoanalysis
25. workers

Multiple-Choice

26. c 28. b 30. c 32. c 34. c
27. a 29. c 31. c 33. a 35. b

True-False

36. False 39. False 42. False 45. True 48. False
37. True 40. True 43. True 46. True 49. True
38. False 41. False 44. True 47. True 50. True

LESSON 147: REVIEW EXERCISE: THE WORLD AT WAR

OBJECTIVE: To review the Age of Imperialism in Africa, Asia, and Latin America, the Russian Revolution, the two world wars, the United Nations, and Cold War period.

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of pages 147A - 147E.
(2) Go over the directions with the class. Let students work on the exercise as individuals or with a partner. Spread students out around the room.
(3) Go over the answers at the end of the period or at the beginning of the next day's class.

TEACHER INSTRUCTIONS

- | | | |
|---------------------|-----------------------|-----------------------|
| 1. million | 21. trenches | 41. D-Day |
| 2. plantations | 22. neutrality | 42. Hiroshima |
| 3. Continent | 23. Lusitania | 43. peace |
| 4. imperialism | 24. Germany | 44. Assembly |
| 5. Industrial | 25. czars | 45. the United States |
| 6. independence | 26. communist | 46. trading |
| 7. Asia | 27. Soviet | 47. Refugees |
| 8. trade | 28. Communist | 48. child |
| 9. United States | 29. Stalin | 49. Cold War |
| 10. Western | 30. capitalism | 50. Soviet Union |
| 11. nationalism | 31. Fascists | 51. satellites |
| 12. Israel | 32. race | 52. iron curtain |
| 13. Monroe Doctrine | 33. Hitler | 53. Truman |
| 14. United States | 34. League of Nations | 54. Marshall |
| 15. Latin American | 35. blitzkrieg | 55. Berlin |
| 16. Cuba | 36. appeasement | 56. North Atlantic |
| 17. Panama Canal | 37. France | 57. Warsaw |
| 18. imperialism | 38. surrender | 58. Eisenhower |
| 19. Allied Powers | 39. Axis | 59. Berlin Wall |
| 20. Austria-Hungary | 40. Pearl Harbor | 60. Missile |

LESSON 148: TEST: THE WORLD AT WAR

OBJECTIVE: To test students on the course material covered by lessons 94-110.

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of pages 148A - 148C.

(2) Matching

- | | | | | |
|------|------|------|------|-------|
| 1. h | 3. i | 5. c | 7. d | 9. g |
| 2. a | 4. f | 6. j | 8. e | 10. b |

Completion

- | | |
|--------------------------|----------------------------|
| 11. colonial rule | 19. appeasement |
| 12. Western civilization | 20. acts of aggression |
| 13. the Monroe Doctrine | 21. human dignity |
| 14. intervention | 22. international problems |
| 15. World War I | 23. keeping the peace |
| 16. neutrality | 24. tension |
| 17. communist system | 25. communism |
| 18. capitalism | |

Multiple-Choice

- | | | | | |
|-------|-------|-------|-------|-------|
| 26. c | 28. a | 30. b | 32. a | 34. a |
| 27. b | 29. c | 31. c | 33. b | 35. c |

True-False

- | | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 36. False | 39. True | 42. True | 45. True | 48. False |
| 37. True | 40. False | 43. False | 46. True | 49. False |
| 38. False | 41. True | 44. False | 47. False | 50. True |

TEACHER INSTRUCTIONS

LESSON 149: REVIEW EXERCISE: RECENT EVENTS

OBJECTIVE: To review major events of the 1800s and 1900s in Africa, Asia, and Latin America.

TIME: 1 class period

- DIRECTIONS:**
- (1) Give each student a copy of pages 149A - 149F.
 - (2) Go over the game rules with the class. Divide students into two teams. Choose one student to stand in the front of the room and call on the first person to raise their hand as you read through the sections. This student can also keep score on the board.
 - (3) Prior to starting each game, have the class read enough sections to cover about one page of the story.
 - (4) To discourage students from memorizing the order of the underlined answers, occasionally read an underlined item instead of leaving a blank. Also, once in awhile, leave a blank where one does not appear in the story.

LESSON 150: TEST: RECENT EVENTS

OBJECTIVE: To test students on the course material covered by lessons 113-127.

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of pages 150A - 150C.

(2) Multiple-Choice

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

True-False

- | | | | |
|-----------|-----------|-----------|----------|
| 11. False | 13. False | 15. True | 17. True |
| 12. False | 14. True | 16. False | |

World Nations

- | | | | |
|-----------------|-------------|--------------|-----------|
| 18. Philippines | 20. Vietnam | 22. Pakistan | 24. Japan |
| 19. Indonesia | 21. India | 23. China | 25. Iran |

Matching

- | | | | | |
|-------|-------|-------|-------|-------|
| 26. e | 28. a | 30. h | 32. c | 34. j |
| 27. g | 29. i | 31. d | 33. f | 35. b |

Completion

- | | |
|----------------------------|-----------------------------|
| 36. ethnic homelands | 44. malnutrition |
| 37. democratic governments | 45. past interference |
| 38. colonial empires | 46. public officials |
| 39. modern farming methods | 47. Buddhist shrines |
| 40. economic cooperation | 48. densely populated areas |
| 41. one political party | 49. agricultural production |
| 42. industrialized nations | 50. land and climate |
| 43. industry | |

REVIEW EXERCISE: ANCIENT GREECE

Contest #1

Identify the words, names, and terms being described. Write your answers in the spaces below the questions. Each correct answer is worth either 3, 5, 7, or 10 points. A perfect score is 100. You may look for answers in your textbook or in any other available reference source.

3 They asked basic questions about man and the universe. 	3 A serious play with an unhappy ending. 	3 Father of Alexander; conquered and united the Greek city-states. 	3 Knowledge of human anatomy was gained by dissecting the bodies of executed
5 The Hellenistic Age, or Age of Alexander, ended when they conquered Greece. 	5 Beautiful public buildings were made of RLMABE NAD ESLITMENO. 	5 Olympic competitors tried to throw it as far as they could. 	5 City-state that won the Peloponesian War.
7 City in Egypt that was the largest city in the Hellenistic world. 	7 What Alexander the Great wanted to be the emperor of. 	7 City-state that hosted a festival of plays each year. 	7 The art of planning and constructing buildings.
10 Mountain where the Greek gods were believed to live. 	10 The most famous building on the Acropolis. 	10 The art of carving or modeling figures, such as statues. 	10 It was used during surgery to relieve pain.

Contest #2

Fill in the space with the word, name, or term being described. The letter that precedes each space is the first letter of the answer. You may use your textbook or any other available reference source.

- A _____ City-state where people were interested in art, literature, science, mathematics, and philosophy.
- B _____ The study of plants; founded by Theophrastus.
- C _____ They were separated by mountains and bodies of water.
- D _____ Type of government in Athens in which the people took part in making the laws.
- E _____ Most people in ancient Greece thought that the sun, the planets, and the stars revolved around it.
- F _____ Plato: "Out of the frying pan and into the _____."
- G _____ Period during which Athens developed a culture that greatly contributed to the rise of Western civilization.
- H _____ Oath taken by graduating medical students in which they agree to rules of good conduct between doctor and patient.
- J _____ It was made up of male citizens who served at trials and decided whether an accused person was "guilty" or "not guilty."
- K _____ Alexander the Great succeeded his father Philip as the _____ of Macedonia, a land north of Greece.
- L _____ It was one of the events at the early Olympic Games.
- M _____ Alexander seized Asia Minor, Syria, Egypt, _____, and the Persian Empire.
- N _____ Greek doctors learned that the brain was the center of the _____ system.
- O _____ City-states competed against each other in a variety of athletic contests.
- P _____ War in which Sparta defeated Athens.
- R _____ Aristotle: "Poverty is the parent of _____ and crime."
- S _____ City-state where boys and men trained for self-defense and war.
- T _____ They were built to honor the gods.
- U _____ For a long time, mountains and bodies of water kept the Greek city-states from _____ into one country.
- W _____ An Olympic event in which two athletes compete against each other.
- Z _____ The study of animals, begun by Aristotle.

Contest #3

Fill in the space with the letter of the description that matches the famous person in column one. You may use your textbook or any other available reference source.

- | | |
|-----------------------|--|
| 1. ____ Homer | a. He ruled Greece and established a huge empire in the Mediterranean region. |
| 2. ____ Alexander | b. A great poet who wrote about the courage and loyalty of brave soldiers in Greek history. His works included the <i>Iliad</i> and the <i>Odyssey</i> . |
| 3. ____ Diogenes | c. Founded the Cynic philosophy, which said that a person should emphasize virtue instead of wealth or social position. |
| 4. ____ Euclid | d. Sculptor who carved the "Discus Thrower." |
| 5. ____ Herodotus | e. He wrote <i>The Elements</i> , which still provides the basic principles of modern day geometry books. |
| 6. ____ Myron | f. He taught that sickness and disease were not caused by gods and demons. His nickname was the "Father of Modern Medicine." |
| 7. ____ Archimedes | g. Astronomer who calculated the times of eclipses of the sun and moon and the length of the year. |
| 8. ____ Hippocrates | h. He was a mathematician who determined the relationship between the diameter and circumference of a circle. |
| 9. ____ Aristarchus | i. Sculptor who carved the beautiful statue of Athena for the Parthenon. |
| 10. ____ Hipparchus | j. The leader of Athens at the height of its "Golden Age." |
| 11. ____ Democritus | k. Astronomer who said that the earth revolved around the sun. |
| 12. ____ Eratosthenes | l. He was one of the leading philosophers of ancient Greece. |
| 13. ____ Pericles | m. He discovered that all matter was made of tiny particles called atoms. |
| 14. ____ Phidias | n. Geographer who calculated the diameter of the earth. |
| 15. ____ Zeno | o. Author of stories about the Persian Wars. Known as the "Father of History." |
| 16. ____ Plato | p. The sun god of ancient Greece. |
| 17. ____ Epicurus | q. The chief god of Greek mythology; the god of the sky. |
| 18. ____ Apollo | r. He established the Stoic philosophy, which urged people to remain unaffected by grief, fear, pain, and pleasure. |
| 19. ____ Aphrodite | s. The goddess of love. |
| 20. ____ Zeus | t. A philosopher who urged people to seek pleasure and avoid pain. |

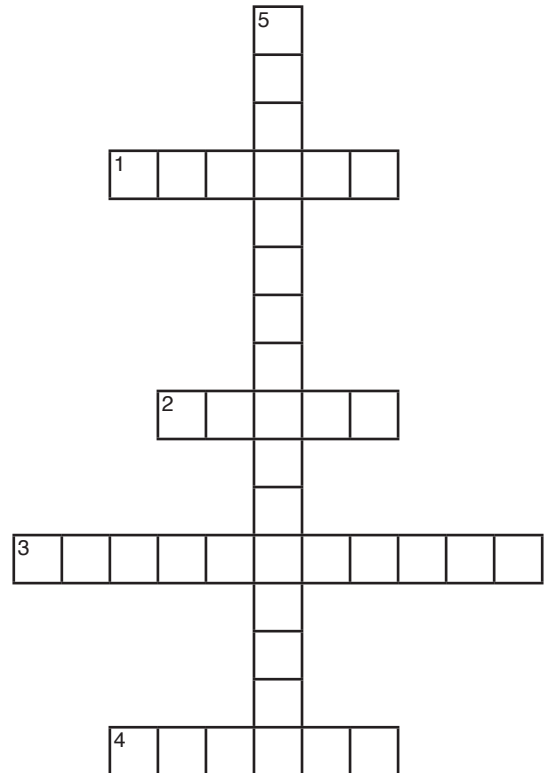
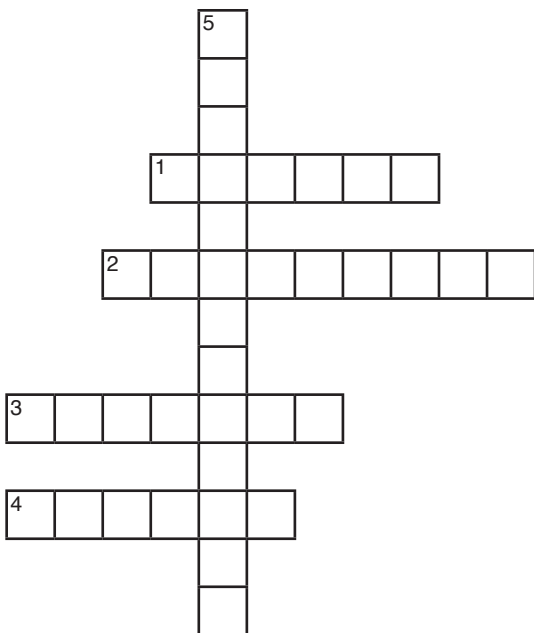
REVIEW EXERCISE: ANCIENT ROME

Game Rules

1. The class will be divided into two teams. Play begins when someone from Team 1 reads a clue from Puzzle 1 below and tries to identify the answer. A correct response is worth 10 points. There is no penalty for a wrong guess. When a correct answer is given, fill it in on the puzzle.
2. When a player gives the correct answer, his team will read another clue and try to identify the person or term being described. When a wrong answer is given, the other team will take its turn.
3. When answers 1 through 4 have all been filled in, the team giving the last answer gets one guess at word 5 on the puzzle. The only clues you will have are the four intersecting letters from words 1 through 4. Teams will alternate guesses until word 5 has been identified. The correct answer is worth 50 points.
4. The team with the most points at the end of the period wins the game.

Puzzle 1

1. Geography helped Rome establish a great
_ _ _ _ _ in the Mediterranean region.
2. Trade routes that linked the cities of
_ _ _ _ _ passed through Rome, which was centrally
located on the Italian peninsula.
3. Of the three great peninsulas in southern Europe, Italy
is the one in the middle. Also, the Italian peninsula is
just one hundred miles from _ _ _ _ _.
4. Italy's position in the middle of the Mediterranean Sea
made it easy for the _ _ _ _ _ to launch military
operations to the east and west.

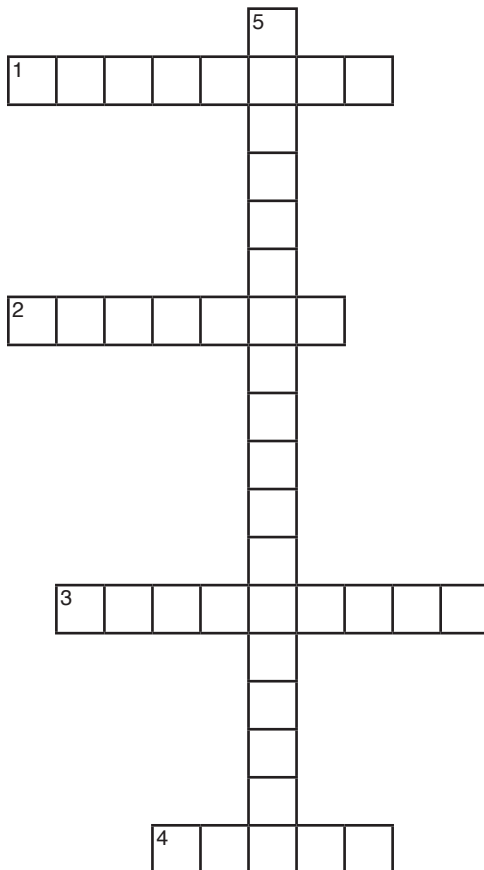
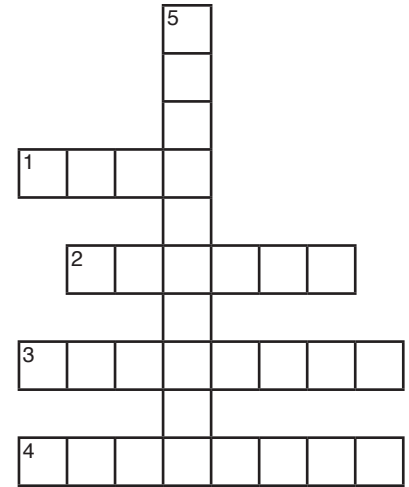


Puzzle 2

1. After 2000 B.C., many groups of people invaded Italy and settled throughout the peninsula. Settlers called
_ _ _ _ _ built villages along the Tiber River which later joined to form the city of Rome.
2. The Etruscans from Asia Minor captured Rome and surrounding areas. The _ _ _ _ _ introduced an alphabet and a written language.
3. People from Greece started colonies in southern Italy and spread their _ _ _ _ _ to the Romans.
4. In time, the Latins, Etruscans, and other _ _ _ _ _ in and around Rome began to think of themselves as being Romans.

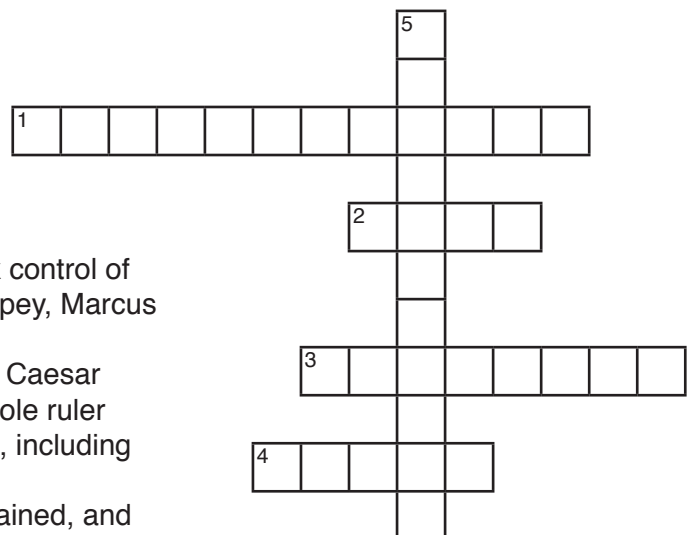
Puzzle 3

1. The Romans gained control of Italy and set up the Roman Republic. A “republic” is a type of government in which the people elect their own leaders. In Rome, government officials were elected by adult _ _ _ _ citizens.
2. The government was controlled by the patricians, a group of powerful aristocrats. The _ _ _ _ _ , made up of 300 patricians, had the most power, including control over tax monies and foreign policy.
3. People who were not patricians were plebeians. The _ _ _ _ _ , which represented the plebeians, had little real power at first, but gradually was given more responsibilities.
4. Two consuls, both patricians, ran the government and commanded the army. In times of emergency, a _ _ _ _ _ was chosen and given absolute power to act quickly and decisively.



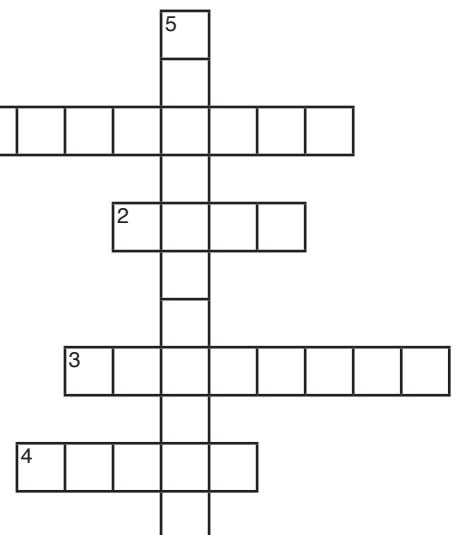
Puzzle 4

1. The Roman Republic gained lands in the western Mediterranean during the Punic Wars. Rome took the island of Sicily away from _ _ _ _ _ , its rival in North Africa, in the First Punic War.
2. In the Second Punic War, the men of Carthage made a daring march across the Alps and into northern Italy. Under the command of the great general Hannibal, they won many victories. But Hannibal was forced to return to Africa to defend Carthage, and was defeated there by the Roman _ _ _ _ _ Scipio.
3. In the Third Punic War, the Romans totally _ _ _ _ _ the city of Carthage.
4. Other conquests gave Rome control over the eastern Mediterranean. Macedonia fell in 197 B.C., and soon afterwards the _ _ _ _ _ city-states surrendered.



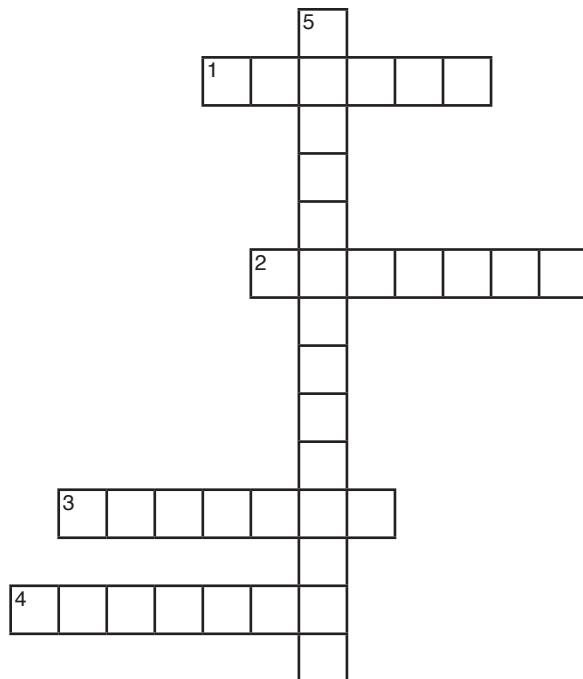
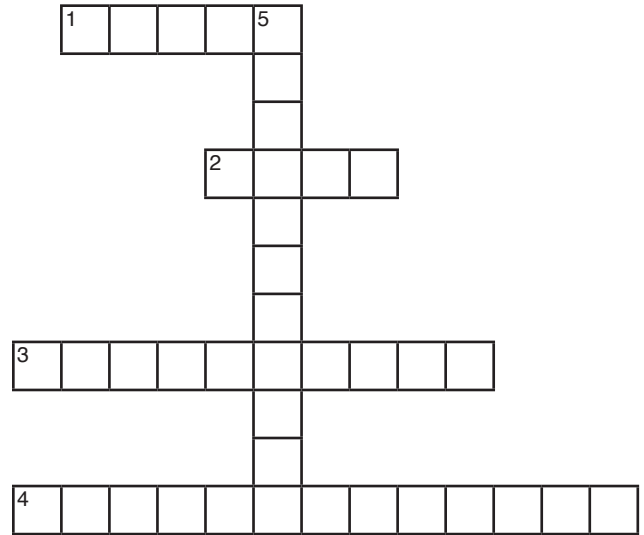
Puzzle 5

1. Three men, known as the “First Triumvirate,” took control of the Roman government. They were Gnaeus Pompey, Marcus Crassus, and _ _ _ _ _ .
2. Marcus Crassus was killed in a war in Asia. Next, Caesar defeated Pompey in a civil war and became the sole ruler of Rome. Caesar introduced a number of reforms, including giving public lands to the _ _ _ _ .
3. Under Caesar, roads were built, swamps were drained, and other public works projects were undertaken. A new calendar was set up that had 365 days, plus an extra day every four years for “ _ _ _ _ _ .”
4. Members of the Senate, who were jealous and fearful of Caesar’s power, stabbed him to death on _ _ _ _ _ 15, 44 B.C.



Puzzle 6

1. Octavian seized power by defeating the forces of Mark Antony. Octavian then became the first Roman emperor. The Senate gave him the name "Augustus," meaning "most high _ _ _ _ ."
2. As emperor, Augustus had the authority to make laws and veto any _ _ _ _ proposed by the Senate.
3. Under Augustus, Rome experienced a "Golden Age." His reign marked the beginning of "Pax Romana," or _ _ _ _ _ .
4. Augustus supported the growth of business and established a sound money system. New roads were built and _ _ _ _ _ departments were organized.

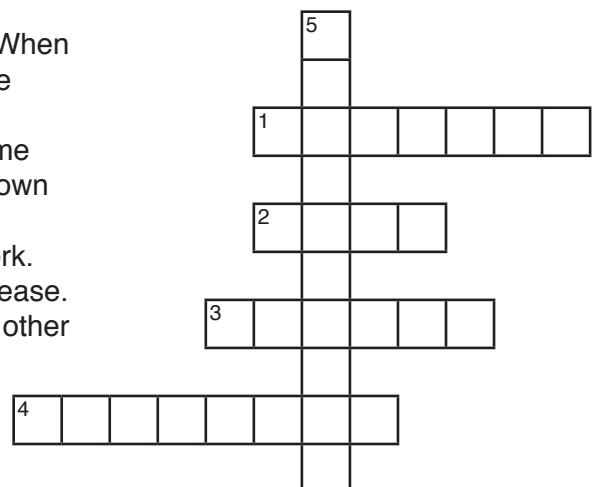


Puzzle 7

1. The emperors after Augustus enlarged the Roman Empire and brought about important changes. Tiberius did away with the Assembly. Claudius made Britain a Roman territory and helped unify the empire by letting _ _ _ _ _ from the provinces sit in the Senate.
2. Vespasian built the Colosseum and sent an army to destroy Jerusalem. Under Trajan, the Roman Empire continued to expand and reached its _ _ _ _ _ size.
3. Hadrian reinforced the northern border to guard against barbarian invasions. Marcus Aurelius was the last _ _ _ _ _ during Pax Romana, the long period during which Roman culture flourished and spread throughout the empire.
4. Diocletian divided the Roman Empire into an eastern half and a western half, each with its own emperor. Constantine temporarily reunited the empire. He moved the _ _ _ _ _ from Rome to Byzantium, later called Constantinople in his honor.

Puzzle 8

1. The Western Roman Empire steadily declined in power. When emperors limited personal _ _ _ _ _ , they lost the support of the people.
2. The empire was too large to govern effectively. While some people were very rich, most were poor and often did not own their own _ _ _ _ .
3. The increased use of slaves put many Romans out of work. The population declined because of war, hunger, and disease. The Huns, Goths, Vandals, Angles, Saxons, Franks, and other barbarian _ _ _ _ _ overran the empire.
4. The Eastern Roman Empire lasted for another _ _ _ _ _ years until conquered by the Turks in 1453 A.D.



TEST: ANCIENT GREECE AND ROME

All questions are 2 points each.

Part 1: Ancient Greece

Matching

- | | |
|------------------------------|--|
| (1) ____ Sparta | (a) city-state interested in art, literature, science, mathematics, and philosophy |
| (2) ____ Herodotus | (b) a hill above the city of Athens where the Parthenon and other beautiful buildings were located |
| (3) ____ Hippocrates | (c) established a huge empire and spread Greek culture to other lands |
| (4) ____ Acropolis | (d) chief god of Greek mythology; the god of the sky |
| (5) ____ Alexander the Great | (e) a group of philosophers who said that a person should seek virtue instead of wealth, pleasure, and social position |
| (6) ____ Zeus | (f) city-state that emphasized military preparedness |
| (7) ____ Cynics | (g) the leader of Athens at the height of its "Golden Age" |
| (8) ____ Romans | (h) the "Father of History;" wrote stories about the Persian Wars |
| (9) ____ Pericles | (i) they conquered Greece in 146 B.C. |
| (10) ____ Athens | (j) he taught that sickness and disease were not caused by gods and demons; known as the "Father of Modern Medicine" |

Completion Fill in the space with the word or words from the list that best complete each of the following statements.

mathematician	botany	comedies and tragedies	The Elements	Civil War
zoology	architects	Peloponnesian War	anesthesia	cells
Romeo and Juliet	philosopher	countries of the world	Stoic philosophy	penicillin
city-states	democracy	the Iliad and Odyssey	anatomy	atoms

- (11) Plato was a leading _____ of ancient Greece.
- (12) Homer was a great poet who wrote about the courage and loyalty of brave soldiers in Greek history. His works included _____.
- (13) Euclid wrote about the basic principles of geometry in _____.
- (14) Archimedes was a _____ who determined the relationship between the diameter and circumference of a circle.
- (15) The Greeks learned about _____ by dissecting the bodies of executed criminals.
- (16) The government of Athens was a _____ in which the people took part in making laws.

- (17) In the earliest Olympic Games, _____ competed against each other in a variety of athletic contests.
- (18) Theophrastus founded _____, the study of plants.
- (19) Sparta defeated Athens in the _____.
- (20) Once a year, the rich and poor alike watched _____ at an outdoor festival of plays in Athens.
- (21) Democritus was the first person to observe that all matter was made up of tiny particles called _____.
- (22) Doctors used _____ during surgery to relieve pain.
- (23) The Greeks were skilled _____ who erected beautiful temples and public buildings made of marble and limestone.
- (24) Aristotle founded _____, the study of animals.
- (25) The _____, started by Zeno, urged people not to react to grief, fear, pain, and pleasure.

Part 2: Ancient Rome

Multiple-Choice

- (26) _____ The early settlers of Rome included the: (a) Gauls and Franks (b) Phoenicians and Turks (c) Latins and Etruscans
- (27) _____ People from Greece started colonies in southern Italy, and eventually: (a) declared war on Rome (b) spread their culture to the Romans (c) formed their own country
- (28) _____ The government of Rome was controlled by powerful aristocrats called: (a) patricians (b) peasants (c) plebeians
- (29) _____ Government officials were elected by: (a) adult male citizens (b) all citizens 18 or older (c) people who owned property
- (30) _____ A type of government in which people elect their own leaders is called a: (a) monarchy (b) dictatorship (c) republic
- (31) _____ The government included the: (a) Senate and House of Representatives (b) Senate and Assembly (c) Assembly and Council
- (32) _____ Rome defeated Carthage in the: (a) Punic Wars (b) Seven Years' War (c) Peloponnesian War
- (33) _____ The men of Carthage were led by the great general: (a) Hannibal (b) Scipio (c) Mark Antony
- (34) _____ Rome gained control of a huge empire surrounding the: (a) Red Sea (b) Caspian Sea (c) Mediterranean Sea
- (35) _____ The people in the newly acquired territories: (a) were given the same rights as Roman citizens (b) were heavily taxed and poorly governed (c) were imprisoned or put to death

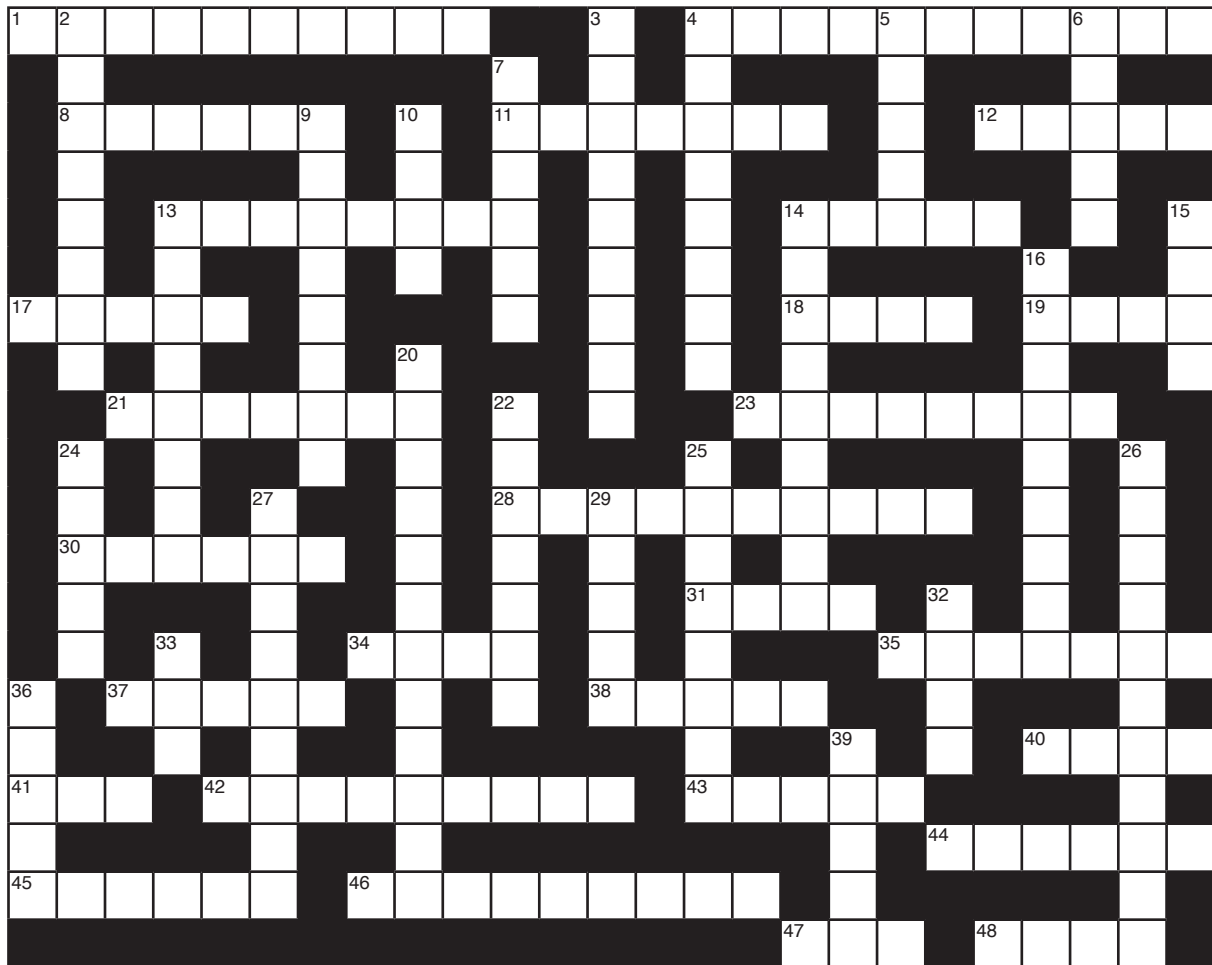
- (36) _____ Two reformers who wanted to take land from the rich and give it to the poor were:
(a) the Gracchi brothers (b) Brutus and Cassius (c) Jupiter and Juno
- (37) _____ Gnaeus Pompey, Marcus Crassus, and Julius Caesar ruled Rome as the: (a) First Triumvirate (b) Council of Ministers (c) Three Nobles
- (38) _____ Julius Caesar eventually became the dictator of Rome and introduced reforms that included: (a) doing away with the Senate (b) building roads and giving land to the poor (c) requiring government officials to take civil service examinations
- (39) _____ Caesar was assassinated because: (a) taxes were too high (b) he refused to allow freedom of religion (c) some members of the Senate thought he had too much power
- (40) _____ After Caesar's death, Augustus became the: (a) Chief Consul of Italy (b) first Roman emperor (c) king of Rome

True/False

- (41) _____ One reason why Rome was able to establish a great empire was its favorable geographical location.
- (42) _____ Roman soldiers were able to capture foreign lands because they were well-organized and thoroughly trained.
- (43) _____ Pax Romana was a long period of war and disorder that ended when Augustus became emperor.
- (44) _____ The Roman emperors included Tiberius, Vespasian, and Trajan.
- (45) _____ Roman culture flourished and spread throughout the Roman Empire.
- (46) _____ In time, the Roman Empire was divided in half because the people were different in language and religion.
- (47) _____ When emperors limited personal freedom, they lost the support of the people.
- (48) _____ While some Romans were very rich, most were poor and often did not own their own land.
- (49) _____ The Western Roman Empire collapsed when invaded by the armies of Great Britain, Spain, and France.
- (50) _____ The Eastern Roman Empire continued to exist until conquered by the Turks in 1453 A.D.

REVIEW EXERCISE: THE MIDDLE AGES IN EUROPE

Use the information on the following pages to help you do the crossword puzzle below.



Across

1. Time between Ancient Period and Modern Period.
4. Ruled an empire in Western Europe 768-814.
8. Language that united the Muslims.
11. _____ and writing declined in the Dark Ages.
12. Englishmen won the right of _____ by jury.
13. Another name for the Vikings.
14. The founder of Christianity.
17. Muhammad was the messenger of _____.
18. Traders brought this product back to Europe.
19. Western Europe traded with the Near _____.
21. Many people believed Jesus was the _____.
23. King of England who signed the Magna Carta.
28. Invaders who destroyed the Roman Empire.
30. They grew during the Later Middle Ages.
31. He lost power to lords during the Dark Ages.
34. _____ Pillars of Islam.
35. William the Conqueror led them into England.
37. Muslim holy book.
38. K _ _ _ _ .
40. Each lord had his own _____ for protection.
41. The Justinian Code was a system of _____.
42. Chosen by Jesus to preach His beliefs.

43. People lived under one government in a nation-_____.
44. Gained power over feudal lords in France.
45. A _____ worshiped at a mosque.
46. Eastern Roman Empire, or _____ Empire.
47. Hebrew, or _____.
48. Head of the Roman Catholic Church.

Down

2. Helped make Spain a nation-state.
3. She inspired the French victory over England.
4. The characteristics a good knight should have.
5. They seized power from kings in the Dark Ages.
6. Organization formed by merchants, craftsmen.
7. Became a nation-state after Hundred Years' War.
9. The _____ Church was the dominant institution in Western Europe during the Middle Ages.
10. Muslims gave _____ to the poor.
13. Region where the Holy Land was located.
14. Byzantine emperor who created a legal system.
15. Constantinople was Europe's greatest _____.
16. Birthplace of Jesus.

(continued on next page)

- 20. It spread rapidly because of St. Paul.
- 22. Carried messages from God to Muhammad.
- 24. Muslims face _____ and pray.
- 25. Time of disorder and decline in Western Europe.
- 26. Western _____ fell in 476 and Middle Ages began.
- 27. Arrangement that benefited both lord and serf.
- 29. Constantine was the first _____ emperor to become a Christian.
- 32. Head of the Roman Catholic Church.
- 33. A monk dedicated his life to serving _____.
- 36. Religion of the Middle East and North Africa.
- 39. Traders carried precious _____s to Europe.

Chronology of Events

When the Western Roman Empire fell in 476, the Ancient Period ended and the Middle Ages began. The Middle Ages lasted for about a thousand years until the beginning of the Modern Period during the 1400s.

The Middle Ages was divided into the Dark Ages and Later Middle Ages. The Dark Ages was a time of disorder and decline. The Later Middle Ages was a period of growth and cultural achievement.

Dark Ages (400s to 1000)

Barbarian invaders destroyed the Roman Empire and its well-organized political, economic, and social systems. Robbers and bandits roamed the countryside, causing merchants to stop shipping goods to distant markets. As trade declined, industry shut down and workers lost their jobs. Cities became smaller in size as unemployed workers moved to rural areas.

Reading and writing were neglected and the arts and sciences ignored. Roman roads deteriorated, and schools, libraries, and museums were destroyed.

Much of Western Europe was divided into weak kingdoms whose rulers were unable to provide protection and maintain law and order. One of the few successful kings during the Dark Ages was Charlemagne. He ruled a sizable empire in Western Europe between 768 and 814. After the death of Charlemagne, a succession of weak kings steadily lost power to a rising group of nobles. The weak kings failed to prevent new invasions by barbarian tribes during the 800s and 900s. One barbarian tribe was the Northmen, also called Norsemen or Vikings, who came from Scandinavia. Other barbarian invaders were the Magyars from Central Asia and the Arabs, or Moors, from Spain and North Africa.

The people of Europe looked to rich and powerful nobles, called lords, for protection. The lords owned large estates, and had armies to defend them against attack. Free men who accepted the lord's protection became serfs. Serfs agreed to farm the lord's land and give him a portion of their crops. This system of working in return for protection was known as "feudalism."

Wars often broke out between lords who wanted to add new lands to their estates. Conditions during the Dark Ages spread fear and confusion among the people of Western Europe.

Later Middle Ages (1000 to 1400s)

Between 1095 and 1291, Western Europe organized military expeditions called "Crusades" to try to win back the Holy Land from the Muslim Turks. The Holy Land was located in the Near East, a region at the eastern end of the Mediterranean Sea.

The Crusades weakened the power of lords and strengthened the position of kings. Many lords spent large sums of money on the Crusades, while others were killed in battle.

When the Crusades ended, trade grew between Western Europe and the Near East. Europeans wanted such Eastern products as silk, spices, sugar, and precious stones. Merchants who carried on trade supported kings because they were more likely to keep the peace than warring lords.

As the power of kings grew, strong nation-states began to emerge. Barbarian invasions ended and people returned to the cities, no longer needing the lord's protection. Cities became centers of trade, culture, and learning. The Catholic Church played an important role in daily life by providing leadership and support.

Terms Related to the Middle Ages

- (1) **Catholic Church** - People of the Middle Ages believed it represented God's rules and teachings. Religion was so important during medieval times that the period was known as the "Age of Faith."
- (2) **chivalry** - The qualities of a good knight, including bravery, politeness, respect for women, protection of the weak, and fairness to the enemy.
- (3) **feudalism** - The arrangement between lord, vassal, and serf for ownership of land, military service, and protection during the Middle Ages.
- (4) **king** - A person who rules a country. During the early Middle Ages, the influence of kings decreased as the power of lords increased. But by the end of the Middle Ages, kings became powerful rulers of new nation-states.
- (5) **lords** - A well-to-do noble who owned an estate. A lord usually lived in a castle, gave land to vassals in return for military service, and used serfs to farm his land.
- (6) **manor** - A large piece of land owned by a lord during the Middle Ages.
- (7) **serfs** - Poor people who worked for lords during the Middle Ages. They worked long hours, were poorly fed and clothed, and were not allowed to leave the manor.
- (8) **Medieval Period** - It began with the fall of the Roman Empire in the West in 476 and ended with the beginning of the Modern Period in the 1400s. The main characteristics of the Medieval Period were the growth of feudalism and the strong influence of the Roman Catholic Church. Also called "Middle Ages."
- (9) **monk** - A man who gave up all of his property and dedicated his life to serving God. Monks stayed in monasteries where they prayed, worked hard, and lived quiet and serious lives. They copied old Greek and Roman manuscripts, helped the poor and needy, and converted people to Christianity.
- (10) **pope** - The head of the Roman Catholic Church. Chosen at a meeting of cardinals.
- (11) **knight** - A man of honor who held a high military rank. Only men who were trained in warfare and who showed good personal qualities were chosen by lords to be knights. The code of chivalry had to be followed at all times.
- (12) **clergyman** - An official of the Church, such as a priest, bishop, or cardinal.

The Medieval Church

Jesus, the founder of Christianity, was born in the town of Bethlehem during the years when Augustus was the Roman emperor. Bethlehem was located in Judea, a Roman province that was part of Palestine.

The Romans allowed the Hebrews, or Jews, to worship as they pleased. But most Jews disliked being governed by foreigners. Some thought that a "messiah," a savior chosen by God, would free them from rule by Rome. Many people who listened to Jesus and saw Him perform miracles believed He was the Messiah.

Twelve disciples, chosen by Jesus, preached His beliefs. But Jewish religious leaders did not accept His claim to be the Messiah. Meanwhile, the Romans worried that Jesus intended to lead a rebellion against them in Palestine. Because of this, the Romans put Him on trial. He was condemned to death and crucified. In the years that followed, the Jews who believed in Jesus Christ gradually began to think of themselves as belonging to a separate religion. They were given the name "Christians."

Christianity spread rapidly due to the efforts of St. Paul and others. Paul wrote hundreds of letters explaining Christian beliefs and carried the message of Jesus on a 30-year journey through the Mediterranean region.

Christianity gained wide acceptance among the people of the Roman Empire after Constantine became a Christian and Theodosius later made it the official state religion. In 1054, the Christian Church split into the Roman Catholic Church and the Greek Orthodox Church. The Roman Catholic Church, centered in Rome, became the dominant institution in Western Europe. The Greek Orthodox Church, at Constantinople, was somewhat less influential in Eastern Europe.

The Church taught that people could gain eternal salvation through faith, good works, and Church membership. Those who seriously violated Church law were “excommunicated,” or expelled from its membership. “Heretics,” Christians whose religious views went against Church doctrine, were sought out and punished during the Holy Inquisition.

The Church had a much greater effect on people’s lives than the weak feudal governments of the early Middle Ages. Care was provided for the sick, elderly, and poor. The Church maintained a system of courts. Schools were established to train young men for the priesthood. Christian values became part of daily life in Western Europe.

The Medieval Church worked for peace by outlawing warfare between feudal lords on certain days of the year. In the later Middle Ages, the Medieval Church claimed it was superior to kings and emperors. It said it could choose and even remove emperors from power. Such claims led to many disputes between the Church and civil rulers.

The Growth of Islam

Muhammad, the founder of Islam, was born about 570 in the city of Mecca, Arabia. The angel Gabriel brought messages from God to Muhammad. These messages became the basis for the Koran, the Muslim holy book.

The most important teachings found in the Koran were the five duties that every Muslim must perform to be sure of a place in Paradise with God after death. These five duties are called the “Five Pillars of Islam.” The first Pillar requires a Muslim to accept the idea that, “There is no God but Allah, and Muhammad is the messenger of Allah.” The second Pillar requires a Muslim to pray five times a day in the direction of Mecca. The third Pillar of Islam states that a Muslim must give alms to the poor. The fourth requires fasting during the holy month of Ramadan. The fifth and final Pillar urges people to make at least one pilgrimage to the holy city of Mecca.

The Koran contains Muhammad’s views on everyday matters, such as relations between parents and children and husbands and wives. The Koran also tells about certain practices forbidden to all Muslims, including the eating of pork, gambling, and the drinking of alcohol.

Originally, the Koran was written only in the Arabic language. Arabic became the common language for all Muslims, whether Arab or non-Arab. A “mosque,” the Muslim house of worship, means “place of kneeling” in Arabic.

The Arabs spread Islam throughout the Middle East and North Africa and into parts of Europe and Asia. The empire established by the Muslims was larger than the great Roman Empire. Baghdad and other cities flourished during the same years when the people of Western Europe lived simple lives on small manors. Arab merchants controlled trade between Asia, Africa, and Europe.

Muslims carried the Arabic language throughout the lands they conquered. Even after their empire fell, Arabic and Islam continued to unite the Muslim world.

The Byzantine Empire

In the fourth century, the Roman Empire was divided into two parts. Rome was the western capital and Constantinople the eastern capital. Each part had its own emperor. The Western Roman Empire grew steadily weaker and was eventually overthrown by barbarians from northern Europe. The Eastern Roman Empire, later called the Byzantine Empire, prospered and remained strong for another thousand years. In time, Byzantine civilization was inherited by the peoples of Eastern Europe.

The Byzantine Empire reached its greatest size under the emperor Justinian. The emperor was thought of as being God's representative on earth. He was an absolute ruler who controlled the armed forces, the economy, and the Byzantine Church. He oversaw an efficient and well-paid group of government officials.

Constantinople was a busy trading center and the greatest city in Europe during the Middle Ages. It had palaces, churches, schools, museums, paved roads, beautiful homes, city parks, and the Hippodrome, an arena where spectators watched chariot races.

The Greek Orthodox Church, or Eastern Orthodox Church, provided for the religious needs of the Byzantine people. The emperor, instead of the pope, headed the Church within the Byzantine Empire. In 1054, after hundreds of years of religious disputes, the Greek Orthodox Church and the Roman Catholic Church separated.

Emperor Justinian directed legal experts to collect and arrange Roman laws into what came to be known as the Justinian Code. The Justinian Code later influenced the development of legal systems in Western Europe.

Byzantine scholars preserved classical Greek literature, philosophy, and science, thereby maintaining a link between ancient civilization and modern times.

Merchant Guilds and Craft Guilds

As trade increased and towns grew in size and number during the late Middle Ages, merchants set up profitable businesses throughout Western Europe. Merchants in each town usually joined together to form guilds. There were important advantages for those belonging to a guild:

1. A guild of many merchants could buy goods from traders in large quantities at low prices, whereas one merchant alone would have to pay higher prices when buying in small quantities.
2. Only guild members could do business in their town.
3. Merchants agreed on standards of quality for their products.

Merchant guilds were formed during the 1100s and 1200s. They were strong organizations whose members became the richest and most important people in town. The merchants sold a wide variety of products which had been brought in from as far away as India and China. Such goods included silk, oriental rugs, fine furniture, spices, jewelry, shoes, leather saddles, mirrors, swords, and many other items.

While businessmen involved in trade formed merchant guilds, craftsmen started craft guilds. For example, tailors in a town would form a guild to protect themselves against competition from outsiders. Only a few tailors were allowed membership, and one member could not take more than his share of the town's business. Brewers, bakers, weavers, shoemakers, and goldsmiths were some of the other groups who organized craft guilds.

A skilled craftsman was called a master. A master often had a young boy working for him who was trying to learn a trade, such as shoemaking. The boy, called an apprentice, usually received free meals and housing from the master in return for his labor.

Early Nation-States

A nation-state is a country where people live under the same government and usually speak the same language. The people often share a common history and way of life. They also tend to have similar ideas and beliefs.

The formation of nation-states began during the Middle Ages and continued into the Modern Period. Before nations were formed, people of a country were not united. The country was divided into kingdoms ruled by feudal lords. Each feudal lord had his own system of laws and his own army. The king meanwhile had little territory and no real power.

Three of the earliest nation-states were England, France, and Spain.

England

During the Middle Ages, England was invaded by the Romans, then by German barbarians called Angles and Saxons, and later by the Normans from France. William the Conqueror, the leader of the Normans, divided England between himself and various nobles. Because of his military power, the nobles looked to William as the supreme ruler.

Later kings continued the trend toward national unity. Trials were held in the king's court, and decisions by royal judges were collected together to form a system of common law. Common law protected the people by providing fair treatment for all. Trial by jury had its beginnings at this time.

Pressure was put on King John in 1215 to sign the Magna Carta. The Magna Carta forced the king to rule fairly according to law. Jury trials were guaranteed and taxes could only be collected if approved by Parliament. Representatives of the people belonged to Parliament, the lawmaking body of England.

France

Feudal lords controlled different parts of France during the Middle Ages. The king had no influence over the lords, and owned only a small amount of land. France was further weakened because England held and ruled considerable French territory.

King Philip of France was able to recapture some of the land taken by England. In the years which followed, his power surpassed that of the feudal lords. Royal courts were started and taxes collected throughout the country.

In the 1300s and 1400s, France and England became involved in the Hundred Years' War. Inspired by Joan of Arc, the French succeeded in driving out the hated English. The war united the French people and made it easier for a strong nation-state to develop. A king, instead of the feudal lords, was looked to for help and leadership.

Spain

At one time, Spain was ruled by the Romans, then the Germans, and later Muslims from North Africa.

Under the Muslims, Spain experienced a "golden age." It became a center of culture and learning, and provided religious freedom to Christians and Jews living there. The economy benefited from increased production in agriculture, industry, and mining. Trade routes were established with other parts of the world.

Christians, however, were not content living under Muslim rule. To them, the Muslims were foreigners who had invaded their homeland. Over a period of several hundred years, the Christians gradually took control of Spain.

King Ferdinand and Queen Isabella proceeded to make Spain a unified Catholic nation-state. No other religions were tolerated. Muslims and Jews, who had contributed so much to Spanish civilization, were forced to leave the country. Their ouster eventually proved to be a blow to Spain's prosperous economy.

TEST: THE MIDDLE AGES IN EUROPE

All questions are 2 points each.

Multiple-Choice

- (1) ____ The term “Middle Ages” is best described as: (a) the period of time when Greek and Roman civilizations flourished (b) the thousand years between the Ancient Period and Modern Period (c) the years since the 1400s
- (2) ____ During the early Middle Ages: (a) merchants shipped goods to distant markets (b) more workers were hired as industry expanded (c) reading and writing were neglected and the arts and sciences ignored
- (3) ____ After the death of Charlemagne, a succession of weak kings steadily lost power to a rising group of: (a) nobles (b) serfs (c) knights
- (4) ____ Barbarian tribes that invaded Western Europe included all of the following except the: (a) Northmen and Magyars (b) Huns and Turks (c) Angles and Saxons
- (5) ____ One result of the Crusades was that: (a) the power of lords increased as kings became less important (b) trade grew between Western Europe and the Near East (c) wars often broke out between lords who wanted to add new lands to their estates
- (6) ____ Christianity gained wide acceptance among the people of the Roman Empire after: (a) Jesus chose twelve disciples to preach His beliefs (b) the Roman Senate allowed freedom of worship (c) emperors Constantine and Theodosius became Christians
- (7) ____ The medieval Church did each of the following except: (a) permit heretics to belong to the Church (b) provide care for the sick, elderly, and poor (c) maintain a system of courts
- (8) ____ The angel Gabriel brought messages from God to Muhammad which became the basis for the: (a) Koran (b) Bible (c) Book of Theology
- (9) ____ The duties that every Muslim must perform are called the: (a) Eight Noble Truths (b) Mandate of Heaven (c) Five Pillars of Islam
- (10) ____ A Muslim is required to pray five times a day while facing: (a) Baghdad (b) Mecca (c) Rome
- (11) ____ The language that helped unite the Muslim world was: (a) Arabic (b) Ramadan (c) Hebrew
- (12) ____ During the Middle Ages, the Eastern Roman Empire, later called the Byzantine Empire: (a) prospered and remained strong for a thousand years (b) was overrun by barbarians from northern Europe (c) was divided into dozens of weak kingdoms
- (13) ____ Byzantine civilization was eventually inherited by the peoples of: (a) Eastern Europe (b) Western Europe (c) North Africa and the Middle East
- (14) ____ The busiest trading center and greatest city in Europe during the Middle Ages was: (a) Rome (b) Paris (c) Constantinople
- (15) ____ The Justinian Code: (a) was used to send messages from one city to another (b) was a system of writing that used picture symbols (c) was a collection of Roman laws that influenced the development of legal systems in Western Europe

- (16) ____ Merchants who joined guilds had each of the following advantages except: (a) one merchant alone could buy goods from traders in large quantities at low prices (b) only guild members could do business in their town (c) members often became the richest and most important people in town
- (17) ____ Cities grew during the later Middle Ages because: (a) the birthrate was unusually high (b) advances in medicine enabled people to live longer (c) warfare between feudal lords came to an end and people returned to urban areas
- (18) ____ A nation-state was a country in which: (a) the king owned little territory and had no real power (b) people shared a common history and way of life (c) kingdoms were ruled by feudal lords who made laws and maintained their own armies
- (19) ____ Three of the earliest nation-states were: (a) England, France, and Spain (b) Portugal, England, and The Netherlands (c) Spain, Belgium, and Greece
- (20) ____ According to the Magna Carta: (a) the king would choose the members of Parliament (b) taxes could only be collected if approved by the king (c) Englishmen were given the right of trial by jury

Matching

- | | |
|---------------------------------|---|
| (21) ____ feudalism | (a) the head of the Roman Catholic Church |
| (22) ____ Crusades | (b) qualities of a good knight |
| (23) ____ Roman Catholic Church | (c) inspired by Joan of Arc, the French forced the English to leave their country |
| (24) ____ chivalry | (d) the system by which serfs agreed to farm the lord's land in return for protection |
| (25) ____ St. Paul | (e) the Muslim house of worship |
| (26) ____ pope | (f) had the greatest effect on people's lives during the Middle Ages |
| (27) ____ monk | (g) carried the message of Jesus on a 30-year journey through the Mediterranean region |
| (28) ____ mosque | (h) a young boy who worked with a master craftsman to learn a trade |
| (29) ____ apprentice | (i) military expeditions that tried to capture the Holy Land from the Muslims |
| (30) ____ Hundred Years' War | (j) copied old Greek and Roman manuscripts, helped the poor and needy, and converted people to Christianity |

Completion Fill in the space with the word or words from the list that best complete each of the following statements.

Roman	Renaissance	emperors	Greek	Messiah	Europeans
Stone Age	Dark Ages	Crusades	lords	serfs	Egyptian
vassals	clergymen	Christians	kings	Holy War	pilgrimage to Mecca

- (31) The early Middle Ages, called the _____, was a time of fear, disorder, and decline.

- (32) Weak _____ could not prevent invasions by barbarian tribes.
- (33) The people of Europe looked to rich and powerful nobles, called _____, for protection.
- (34) In the later Middle Ages, _____ wanted such Eastern goods as silk, spices, sugar, and precious stones.
- (35) Kings eventually regained power because many lords spent large sums of money on the _____, while others were killed in battle.
- (36) Byzantine scholars preserved classical _____ literature, philosophy, and science, thereby maintaining a link between ancient civilization and modern times.
- (37) _____ were officials of the Church, such as priests, bishops, and cardinals.
- (38) Many people who listened to Jesus and saw Him perform miracles believed He was the _____.
- (39) _____ who seriously violated Church law were excommunicated.
- (40) During the later Middle Ages, disputes arose between the Church and civil rulers because the Church said it could choose and even remove _____ from power.

True/False

- (41) _____ The main characteristics of the Medieval Period were the growth of feudalism and the strong influence of the Roman Catholic Church.
- (42) _____ The only requirement for becoming a knight was the ability to ride a horse.
- (43) _____ In 1054, the Christian Church split into the Roman Catholic Church and the Greek Orthodox Church.
- (44) _____ Muslims believed in a sun god, war god, rain god, and numerous other gods and spirits.
- (45) _____ Muslims cannot eat pork, gamble, or drink alcohol.
- (46) _____ Craft guilds included such people as brewers, bakers, weavers, shoemakers, and goldsmiths.
- (47) _____ The people of a nation-state live under the same government, usually speak the same language, and have similar ideas and beliefs.
- (48) _____ The Norman invasion of England was led by Emperor Justinian.
- (49) _____ In nation-states where royal courts were started and taxes collected throughout the country, feudal lords rather than kings held power.
- (50) _____ King Ferdinand and Queen Isabella made Spain a unified Catholic nation-state.

REVIEW EXERCISE: THE MIDDLE AGES IN ASIA, AFRICA, AND THE AMERICAS

While little progress was being made in Western Europe during the Middle Ages, advanced civilizations developed in other parts of the world. As you read through the sentences on these pages, re-write the scrambled letters to form key words, names, and terms.

Events in Asia

India

- (1) The people of India shared strong cultural traditions based upon the Hindu religion. But the Indian people were not united politically. Centuries of warfare between rival princes kept the country from having a strong government under EON LRURE _____.
- (2) Political weakness made it possible for Muslim invaders to conquer India's entire northern plain. During the 1200s, Muslim rulers called "sultans" set up a capital at Delhi. The Muslims established an empire, known as the "DEHIL _____ sultanate," which gradually expanded to include most of India.
- (3) The Delhi sultans tried to convert conquered peoples to Islam, but the overwhelming majority of the Indian people remained faithful to MHDUINIS _____.
- (4) SLGNOMO _____ from Central Asia, led by the warrior Tamerlane, overran northern India in 1398. They destroyed Delhi and other cities, and killed an estimated 100,000 people before leaving India.
- (5) In 1526, the Mongols once again swept into India. Babar, a Muslim descendant of Tamerlane, established the GULOM EPMEIR _____.
- (6) The greatest of the Mogul emperors was Akbar. Akbar set up a strong centralized government, created an efficient civil service, encouraged learning, supported ELIORGISU _____ toleration, and promoted art, architecture, and literature.
- (7) After Akbar's death, tensions grew between the ruling Muslims and the Hindu majority. This ill feeling, caused by basic religious differences, continued into the 1900s. In 1947, the Muslim region of India became the independent country of NIAKATPS _____.
- (8) The Portuguese explorer Vasco da Gama sailed around Africa to India in 1498. Portugal, and later Great Britain and France, carried on a busy TREDA _____ with India.
- (9) Eventually, the British gained complete control over trade with India. With the Mogul Empire in decline, the HSIRBTI _____ soon took over all of India.

China

- (10) Two "golden ages" took place during the T'ang Dynasty (618-907) and Sung Dynasty (960-1279). A "dynasty" is a ruling YFMILA _____.
- (11) China became a unified country several hundred years before nation-states arose in Western Europe. Government officials had to prove they were qualified for a job by passing a LVCII VESRICE _____ examination.

- (12) The Chinese developed “movable type.” Characters on individual pieces of metal were arranged to form words and sentences. The result was that RAFTER SKBOO _____ could be printed than ever before.
- (13) The Chinese built large sailing ships, invented a magnetic compass, and drew the best maps of the day. They used gunpowder in such weapons of war as mines, grenades, and RCETOKS _____.
- (14) Writers turned out stories and poems, artists produced landscape paintings, and craftsmen made fine porcelain figures of PEEOPLE NAD AMINASL _____.
- (15) Through trade with different parts of the world, China learned about peppers, dates, and other foods. MELCA CAVSARAN _____ traveled over the Silk Road to the Near East carrying porcelains, silk, and other valuable goods.
- (16) Genghis Khan, a brilliant but ruthless conqueror from Mongolia, swept into northern China during the early 1200s. This area became part of the vast Mongol Empire which stretched across Asia to central UEOPE _____.
- (17) Kublai Khan, the grandson of SIHNEG AHKN _____, later seized the rest of China, and the glorious days of the T’ang and Sung dynasties came to an end.

Japan

- (18) Geographical conditions influenced the economic development of Japan. Because of its rugged mountains and narrow coastal plains, only about 20% of the land was suitable for IGARFMM _____.
- (19) The nearby sea made it possible for many people to earn a living from FSIHNIG _____ and trade.
- (20) The native religion of Japan was Shintoism. People worshiped IRISPTS _____ which they believed controlled the good and bad forces of nature.
- (21) Eventually, missionaries from China spread Buddhism to Japan. Also, from China came the philosophy of Confucius, which emphasized strong family relationships. The Japanese valued good manners and ERSPCET FRO TOHRSE _____.
- (22) The Japanese adopted various forms of Chinese art, architecture, and sculpture introduced by Buddhist missionaries. Japan also began to use the complicated Chinese system of WIRTIGN _____.
- (23) The Japanese modeled their government after the one established by the T’ang Dynasty in China. They set up a centralized government headed by an REPEMOR _____, and made use of the civil service system.
- (24) By the 1100s, Japan’s central government had lost much of its power and could no longer maintain law and order. Power shifted to a group of feudal lords. The lord with the most power and influence was called the “SOGHUN” _____.
- (25) The “samurai” were WRAROISR _____ who served in the lords’ armies.
- (26) Japanese leaders feared that an influx of Westerners might lead to foreign conquest, so missionaries and traders were barred from the country. Thus began a lengthy period of ITIOSONLA _____ in which Japan cut itself off from the rest of the world.

Events in Africa

African Empires and Trading States

- (27) Between 3000 B.C. and the end of the Middle Ages in Europe, a number of black African empires and trading states rose to a position of wealth and power. Each owed its success to the control of profitable ATRED ROESTU _____.
- (28) The Kingdom of Ghana was the first of three powerful trading states in West Africa. Arab merchants from North Africa carried salt, copper, clothing, tools, and dried fruits to Ghana by camel caravan. The Arabs traded their goods for gold, slaves, ivory, EJWLREY _____, and leather goods.
- (29) Most people in Ghana earned a living from farming, but DLGO _____ was the reason for its wealth and power.
- (30) The Mandingo people of West Africa established the powerful Mali Empire. Most Mandingo were farmers and CEALTT HERRSED _____.
- (31) The rulers of Mali grew rich from the gold-salt trade. Timbuktu, the capital city, became the center of government, NLEAIRNG _____, and trade.
- (32) Songhai, another black trading state, took control of the West African caravan routes during the 1400s and 1500s. Traders from IHNSOGA _____ exchanged gold and other products for goods from Europe and the Near East.
- (33) King Sunni Ali strengthened the empire by establishing a central government and unified system of WAL ADN ODRRE _____.
- (34) While the West African kingdoms rose and fell during the Middle Ages, so did a number of city-states in East Africa. The leading state was Zimbabwe, which grew rich by exporting gold. Profits were used to build stone houses, temples, and LAPSECA _____.

Ways of Living in Africa

- (35) In farming families, men cleared the land and plowed the soil. Women then planted the crops and SEVRAHTED _____ them.
- (36) Most villages had a council of elders that made important decisions. Council members were respected because of their age and EEPRECNIEX _____.
- (37) Spirits were thought to live in such natural objects as soil, rocks, and water. People believed that disease, crop failures, and other problems were caused by an ancestor or TIRSPI _____.
- (38) Stories and songs were passed on by word-of-mouth from one generation to the next. Storytellers told tales that often ended with a moral about good BEVIOHAR _____.

Events in the Americas

The First Americans

- (39) More than 20,000 years ago, during the late Ice Age, Indians migrated from Asia to North America. They crossed a narrow land bridge which at that time connected the two NNTCNOIETS _____.

- (40) The migration of these early peoples continued until the glaciers melted at the end of the Ice Age. Rising ocean waters covered the DNLA BIDGER _____.
- (41) It is believed that the Indians came to America in search of animals for food. For several thousand years, they lived by hunting and fishing. Eventually, they learned how to raise corn, beans, PTOOTEAS _____, squash, and other crops.
- (42) The Indians gradually spread out across North America, then crossed the Isthmus of Panama to South America. They also settled on the islands of the West Indies. The largest number of Indians lived in Central and South America where the climate was warmer near the ROTAQEU _____.
- (43) Archaeologists have learned about the culture of the Indians by digging in the soil and uncovering arrowheads, clay cooking pots, charred bones of animals, ancient campsites, stone tools, and many other STCAARTIF _____.
- (44) The first Americans had to adapt to the geographical conditions — the climate and physical features — of the land around them. Indian tribes that lived in the same area had similar ways of living. They were part of what was called a CLUTUER RGEINO _____.
- (45) Life in one culture region was different from life in another culture region because of such factors as the amount of rainfall, soil fertility, length of the growing season, and whether the area included MUOTNIASN _____, plains, plateaus, or waterways.
- (46) The Mayas, Aztecs, and Incas developed ways of living that were more advanced than any other Indian civilizations in the Western Hemisphere. They achieved remarkable success in astronomy and mathematics, invented an advanced form of writing, and impressed the world with their art and ERACHIRTTECU _____.
- (47) They built temples, created huge sculptures, and established well-organized governments. Great cities became centers for trade, religious festivals, and RUOCTS _____ of justice.
- (48) The arrival of the white man greatly affected the lives of the Indians. Land was often taken from the Indians without TAPYMEN _____.
- (49) Thousands of Indians died from such white man's diseases as smallpox and measles. Strong UILQOR _____ brought by the settlers ruined the lives of many Indians.
- (50) Many Indians were killed in battles with the newcomers. In the Spanish colonies, conquered tribes were forced to provide VALSE ALBRO _____ on large estates and in mines.

TEST: THE MIDDLE AGES IN ASIA, AFRICA, AND THE AMERICAS

All questions are 2 points each.

China and Japan

Matching

- | | |
|--|---|
| (1) ____ T'ang and Sung | (a) Japanese religion in which spirits cause good and bad |
| (2) ____ movable type | (b) Mongol warriors who seized control of China |
| (3) ____ Shintoism | (c) spread Chinese art, architecture, and sculpture to Japan |
| (4) ____ compass, gunpowder | (d) had to pass a civil service examination |
| (5) ____ Buddhist missionaries | (e) feudal lord who had the most power in Japan |
| (6) ____ shogun | (f) enabled the Chinese to print more books than ever before |
| (7) ____ isolation | (g) warriors in Japan who served in the lord's army |
| (8) ____ Genghis Khan, Kublai Khan | (h) ruling families during China's "golden ages" |
| (9) ____ samurai | (i) examples of the advanced technology of the early Chinese |
| (10) ____ Chinese government officials | (j) period during which Japan cut itself off from the rest of the world |

India

Completion Choose the word from the list that best completes each of the following statements. Write your answers in the spaces provided.

Bangladesh	British	France	India	czars	Mogul
Pakistan	Mongols	Vasco da Gama	Hindu	Taj Mahal	Muslim
Bartolomeu Dias	tensions	religious toleration	mosques	sultans	Islam

- (11) The people of India shared strong cultural traditions based on the _____ religion.
- (12) Warfare between rival princes weakened the Indian government and enabled _____ invaders to conquer most of the country.
- (13) Muslim rulers called _____ established an empire with Delhi as the capital city.
- (14) The Delhi rulers tried to convert the people of India to _____, but met with only limited success.
- (15) _____ from Central Asia led by Tamerlane overran northern India in 1398, destroying Delhi and several other cities.
- (16) Babar, a Muslim descendant of Tamerlane, set up the _____ Empire.
- (17) Later, the Mogul emperor Akbar organized a strong central government, created an efficient civil service, encouraged learning, and supported _____.

- (18) After Akbar's death, _____ grew between the ruling Muslims and the Hindu majority.
- (19) In 1947, the Muslim region of India became the independent country of _____.
- (20) The Muslims built _____, palaces, tombs, and other structures with an architectural style that featured extensive use of arches and domes.
- (21) One of the best examples of Muslim architecture is the _____, a tomb built for a Mogul emperor's wife during the 1600s.
- (22) The Portuguese explorer _____ sailed around Africa to India in 1498.
- (23) Portugal, and later Great Britain and _____, carried on a busy trade with India.
- (24) Eventually, the British gained complete control over trade with _____.
- (25) With the Mogul Empire in decline, the _____ soon took over all of India.

Africa

Multiple-Choice

- (26) _____ Three black African empires rose to a position of wealth and power by: (a) defeating the Europeans (b) exporting oil (c) controlling profitable trade routes
- (27) _____ Arab merchants from North Africa carried salt, copper, clothing, tools, and dried fruits to the Kingdom of Ghana by: (a) covered wagon (b) sailing ship (c) camel caravan
- (28) _____ The Arabs traded their goods for gold, slaves, and: (a) cotton, rice, and sugar cane (b) ivory, jewelry, and leather goods (c) copper, iron ore, and lumber
- (29) _____ Most people in Ghana earned a living from: (a) farming (b) selling handicrafts (c) working in factories
- (30) _____ The powerful Mali Empire was established in West Africa by the: (a) Berbers (b) Mandingo (c) Bedouins and Tuareg
- (31) _____ The center of government, learning, and trade in Mali was the capital city of: (a) Casablanca (b) Khartoum (c) Timbuktu
- (32) _____ The emperors of Mali became Muslims, but most people continued to worship: (a) Christianity (b) Judaism (c) tribal religions
- (33) _____ During the 1400s and 1500s, the Kingdom of Songhai exchanged gold and other products for goods from: (a) North America and South America (b) China and Japan (c) Europe and the Near East
- (34) _____ King Sunni Ali strengthened the empire by establishing a central government and unified system of: (a) public schools (b) law and order (c) land ownership
- (35) _____ A city-state in East Africa which grew rich by exporting gold was: (a) Zimbabwe (b) Nigeria (c) Mozambique
- (36) _____ In farming families: (a) men cleared the land and plowed the soil, while women planted and harvested the crops (b) the men did all of the farm work (c) the work was done by slaves

- (37) _____ Important decisions in most villages were made by a council consisting of:
(a) members of the local militia (b) wealthy landowners (c) elders respected because of their age and experience
- (38) _____ People believed that disease, crop failures, and other problems were caused by:
(a) Allah (b) visitors from distant planets (c) an ancestor or spirit that had not been given proper attention and respect
- (39) _____ Stories and songs were passed from one generation to the next by: (a) carving the words on clay tablets (b) writing the words on a type of paper called papyrus
(c) word-of-mouth
- (40) _____ Stories often: (a) had a sad ending (b) were humorous accounts about real people and events (c) ended with a moral about good behavior

The Americas

True/False

- (41) _____ About 10,000 years ago, Indians migrated to North America across a land bridge from South America.
- (42) _____ The Indians knew how to raise corn, beans, and other crops before they learned how to hunt and fish.
- (43) _____ The largest number of Indians lived in Central and South America where the climate was warmer.
- (44) _____ Artifacts include such things as arrowheads, clay cooking pots, and stone tools.
- (45) _____ Climate and physical features of the land had little to do with the culture of the Indians.
- (46) _____ The Apaches, Iroquois, and Cherokees developed ways of living that were more advanced than any other Indian civilizations in the Western Hemisphere.
- (47) _____ A few tribes achieved remarkable success in astronomy and mathematics, invented an advanced form of writing, and impressed the world with their art and architecture.
- (48) _____ Most white European settlers who went to the New World bought land from the Indians.
- (49) _____ Thousands of European settlers died from such Indian diseases as smallpox and measles.
- (50) _____ In the Spanish colonies, conquered tribes were forced to provide slave labor on large estates and in mines.

REVIEW EXERCISE: EUROPE IN TRANSITION

Complete the following paragraphs by filling in the spaces with the appropriate words, names, and terms.

The Renaissance

- (1) science and invention, Renaissance, cultural achievements, modern times, little progress

The Renaissance was a period of time between 1300 and 1600 when the Middle Ages ended and (a) _____ began. Whereas (b) _____ had been made by man during the thousand years of the Middle Ages, the Renaissance brought great changes to Europe. It was an age of curiosity and learning, (c) _____, art and literature, and adventure and exploration. To some extent, it was a continuation of the (d) _____ of ancient Greek and Roman civilizations. Many ideas and attitudes of the (e) _____ period still influence mankind today.

- (2) universal man, accomplishments, social class

During the Renaissance, a person's (a) _____ became less important. People began to judge others according to their (b) _____, not by their class at birth. An individual with knowledge and talent in many fields was called a (c) "_____."

- (3) Leonardo da Vinci, Michelangelo, Desiderius Erasmus, Johannes Gutenberg, Niccolo Machiavelli, William Shakespeare, Nicolaus Copernicus

There were many people who gained fame during the Renaissance period.

(a) _____ of Germany used movable type to print copies of the Bible and other books. (b) _____ wrote a handbook called "The Prince." He advised rulers to use whatever means were necessary, no matter how ruthless, to stay in power and achieve their goals. (c) _____, an English playwright, wrote "Antony and Cleopatra," "Hamlet," "King Lear," "Julius Caesar," and "Romeo and Juliet." (d) _____ painted the "Last Supper" and the "Mona Lisa." (e) _____, at the request of the pope, painted scenes from the Bible on the ceiling of the Sistine Chapel in the Vatican. Polish astronomer (f) _____ constructed a model of the solar system with the sun at the center. (g) _____ urged reform of the Roman Catholic Church through his writings, including "Praise of Folly." In a humorous way, he criticized the ignorance of many of the clergy, their failure to educate the people, and their tendency to give more time to ceremony than to charity and the study of the Bible.

The Reformation

- (4) Martin Luther, clergymen, Catholic Church

For a thousand years during the Middle Ages, the (a) _____ united the people of Europe. But during the Renaissance period, dissatisfaction with the Church began to grow. More and more people became alarmed at certain Church practices. One such person was (b) _____. After careful thought, he decided in 1517 to post his Ninety-Five Theses on the door of the Castle Church in Wittenberg, Germany.

These theses, or statements, criticized (c) _____ for selling indulgences, or pardons for sins.

(5) Reformation, religious toleration, Ninety-Five Theses, Lutheranism, Counter Reformation

Many people rallied around Martin Luther and supported his stand against the Catholic Church. Thus began the (a) _____, a movement which caused thousands of Roman Catholics to become Protestants. Within 40 years of the posting of Luther's (b) _____, the Protestant Reformation had spread to nearly half of Europe. Different forms of Protestantism developed, including (c) _____, Calvinism, and Anglicanism. The new religions competed with the Catholic Church and with each other for support among the people of Europe. The variety of religious beliefs helped promote (d) _____, or respect for an individual's right to worship in his own way. The Protestant movement led to the (e) _____, a period of reform that strengthened the Catholic Church.

The Age of Exploration

(6) products, the pope, Holy Land, Leif Ericson, Vikings, Christians, trade routes, East, China

About the year 1000, (a) _____ commanded by (b) _____ sailed across the North Atlantic and landed along the New England coast. Little attention was given to the voyage and it was soon forgotten. It was not until the Crusades that Europeans took a real interest in other parts of the world. The Crusades were military expeditions sent by (c) _____ to capture the Holy Land from the Muslim Turks. The Turks terrorized (d) _____ making pilgrimages to the (e) _____. Several Crusades between 1096 and 1272 failed to win control of the Holy Land, but had important results for the people of Western Europe. Crusaders who returned to Europe talked about the (f) _____ of the East. Europeans wanted these new and different goods, and soon (g) _____ were established. Europe's interest in the East was further aroused by the publication of a book called "The Travels of Marco Polo." Marco Polo wrote about his journey to (h) _____ and the riches of the (i) _____. His book increased Europe's desire to trade with that part of the world.

(7) the Spice Islands, Prince Henry, Africa, Genoa, Venice, Europe, Bartolomeu Dias, India

Three trade routes were established to bring products of the East back to (a) _____. All three routes led to the Italian cities of (b) _____ and Genoa. Merchants from these cities soon gained a monopoly over trade. Portugal, Spain, France, and England grew jealous of the huge profits being made by the Italian merchants. Since Venice and (c) _____ controlled trade through the Mediterranean Sea, another way to India, China, and (d) _____ had to be found. (e) _____ of Portugal started a school to train sea captains. He sent Portuguese ships down the west coast of (f) _____ in search of a route around the continent to India and China. Eventually, (g) _____ reached the southern tip of Africa where he discovered the Cape of Good Hope and Indian Ocean. Vasco da Gama, another Portuguese explorer, later sailed around the cape and continued on to (h) _____.

(8) Portugal, a New World, Spain, Asia, West Indies

(a) _____ grew rich from its trade route around Africa and Asia. But some people began to think that a shorter way to (b) _____ could be found by sailing west across the Atlantic Ocean. One of these people was Christopher Columbus. With ships and sailors provided by King Ferdinand and Queen Isabella of (c) _____, Columbus crossed the Atlantic and landed in the (d) _____. He thought he had reached islands off the coast of Asia, not realizing that he had discovered (e) _____.

(9) South America, England, Spain, France, the East

Other explorers from Spain, France, and England searched for a passage through or around North America and (a) _____. They hoped to find a route that would lead them to the riches of (b) _____. But in the end, no shortcut to Asia could be found. North America and South America were divided up between the European powers. (c) _____ claimed land along the east coast of North America. (d) _____ took control of the interior of North America stretching through the Mississippi Valley, Great Lakes region, and St. Lawrence River Valley. Meanwhile, (e) _____ established a huge empire in Central America and South America.

The Growth of Trade

(10) capitalism, mercantilism, trade, joint-stock companies, the Commercial Revolution

The leading countries of Europe found themselves competing for control of world trade routes. Using the system of (a) _____, kings insisted that their colonies sell goods and raw materials only to the mother country. In addition, the colonists were to buy products only from the mother country. As (b) _____ grew between Europe and other parts of the world, such modern-day business practices as banking, the borrowing of money, and bookkeeping had their beginnings. These new developments were part of (c) _____ which swept Europe between 1450 and 1700. The number and kinds of businesses increased as more and more investors looked to make big profits. An economic system called capitalism emerged. (d) _____ is a system in which businesses are owned by individual investors instead of by the government. Businessmen invest money in companies in the hope that they will make a profit. During the Age of Exploration, many businessmen formed (e) _____ that sent ships to Africa, the Indies, and America.

The Scientific Revolution

(11) Sir Isaac Newton, William Harvey, Galileo, Andreas Vesalius, Francis Bacon, Anton van Leeuwenhoek

The Scientific Revolution was a movement brought about by man's desire for new knowledge and a better way of doing things. Previously, man had accepted as truth the teachings of the Catholic Church and writings of ancient scholars.

(a) _____, the "father of experimental science," urged that mathematics and experimentation be used to study the laws of nature. (b) _____ stated in his "law of gravity" that gravitational forces cause objects to fall to the earth.

(c) _____, the “father of anatomy,” dissected animals and human beings and learned about the function of muscles, joints, and internal organs.
(d) _____ studied the heart and circulation of the blood through the body. (e) _____ earned the nickname “father of microbiology” for his observations of life under a microscope. (f) _____ urged scientists to regard old beliefs, especially those of the Middle Ages, as false. He encouraged the use of carefully organized investigation to find the truth.

The Rise and Fall of Spain

(12) Spanish culture, conquistadors, Catholics, colonies, missionaries, Spanish empire, nation-states

Under the rule of powerful kings, Spain began to develop into one of Europe’s leading (a) _____. Under Philip II, Spain became the most powerful country in the world. Its mighty army and navy were paid for by gold and silver from colonies in the Americas that had been won by Hernando Cortes, Francisco Pizarro, and other (b) _____. Philip became the leader of the Catholic Reformation in Spain. He sent Jesuit priests across Europe to persuade Protestants to become (c) _____ again. (d) _____ also went to the Spanish colonies in the New World to convert the Indians to Christianity. The long reign of Philip II marked the beginning of a hundred year period called the “Century of Gold,” during which (e) _____ flourished. Notable achievements were made by artists, writers, and philosophers. Eventually, Spain experienced troubled times. It became more difficult and more expensive to govern and protect the vast (f) _____ in the New World. So much gold and silver was used to fight wars that Spain had to borrow money from Germany and Italy. As the amount of treasure coming from its (g) _____ dwindled, Spain lost power and influence in Europe.

Events in France

(13) alliances, rich lifestyle, absolute monarchy, king, nobles, divine right

When French (a) _____ lost power to the king, France became a unified nation-state. With the (b) _____ firmly in control, the government became an (c) _____.

Louis XIV, the “Grand Monarch,” governed the country for 72 years. He claimed to rule by (d) “_____” — that is, by the will of God. Louis kept the nobles from challenging his power by giving them land and inviting them to his beautiful palace at Versailles.

In his time, Louis XIV was the greatest ruler in Europe. Other kings tried to copy the (e) _____ of his court at Versailles. They also formed (f) _____ to prevent France from dominating the continent.

Limited Monarchy in England

(14) Church of England, Jamestown settlement, Roman Catholic Church, Thirteen Colonies, English Renaissance, Spanish Armada, Act of Supremacy, high taxes, rights, king, Parliament

England became one of Europe’s leading nation-states during the 1500s and 1600s. These years saw (a) _____ and the king compete for control of the

government. The end result was the establishment of a “limited monarchy,” a type of government in which the power of the (b) _____ is limited by Parliament. In a limited monarchy, the king or queen cannot impose (c) _____, deny fair treatment under the law, or rule however he or she pleases. Parliament protects the (d) _____ of the people and opposes the actions of strong-minded kings.

The most famous English monarchs of this period were Henry VIII, Elizabeth I, and James I. Henry VIII helped England become a great naval power. At Henry’s request, Parliament passed the (e) _____, which spread the Protestant Reformation to England. This law made the (f) _____ separate from the (g) _____. The king became the supreme head of the Church of England. When Elizabeth I was queen, Philip II of Spain sent the huge (h) _____ against England. The English won a convincing victory which opened the way for the founding of the (i) _____ in America. The (j) _____ reached its peak in these years with the plays of William Shakespeare. While James I was on the throne, John Smith became the leader of the (k) _____ in Virginia. It was the first permanent English colony in the New World.

The Growth of Russia

- (15) wealthy landowners, industries, peasants, king, Mongol invaders, Renaissance, Romanov, treacherous deeds, advanced civilization, Russia

Because (a) _____ from Asia conquered Russia in the 1200s, the country remained cut-off from the outside world. It did not experience the changes and cultural achievements that the (b) _____ brought to other nations in Europe. In time, the Mongols were weakened by clashes amongst themselves and were finally driven from the country.

With the Mongols gone, the “grand prince” of Moscow took the title “czar,” or (c) _____. Ivan IV, the first czar, forced the (d) _____ to farm the land under slave-like conditions. Wars were fought and new lands added to Russian territory. Ivan organized a secret police force and had it arrest and kill princes and (e) _____ who he feared might overthrow the government. Ivan’s distrust of those around him also resulted in the burning of numerous towns and villages and the murder of various church officials. These (f) _____ earned him the nickname “Ivan the Terrible.”

Beginning in the 1600s, the Romanov family governed Russia for 300 years until the Revolution of 1917. (g) _____ leaders included Peter the Great and Catherine the Great. Under Peter the Great, Russia became a strong military power, expanded its territory through wars, and established trade with China. New (h) _____ were started, roads and canals built, and schools opened. Peter also changed the capital from Moscow to St. Petersburg in the hope it would mean closer contact with Western Europe’s (i) _____. Catherine the Great added more territory to the country, built schools and hospitals, vaccinated people against smallpox, increased religious freedom, improved education among women, and encouraged talented people from other lands to come to (j) _____.

TEST: EUROPE IN TRANSITION

All questions are 2 points each.

Do the following statements refer to the Middle Ages or Renaissance? Fill in each space with MA for Middle Ages or R for Renaissance.

- (1) ____ William Shakespeare wrote such plays as “Hamlet,” “King Lear,” and “Romeo and Juliet.”
- (2) ____ Books were copied by hand at the rate of about two per year per person.
- (3) ____ People judged others by their accomplishments rather than their social class.
- (4) ____ Scholars were more interested in theology than science and nature.
- (5) ____ Columbus, Cabot, Magellan, and other explorers discovered new lands.

Multiple-Choice

- (6) ____ Desiderius Erasmus in “Praise of Folly” urged reform of the: (a) Roman Catholic Church (b) feudal system (c) judicial system
- (7) ____ Great Britain, Spain, France, and other nation-states developed under the leadership of powerful: (a) lords (b) nobles (c) kings
- (8) ____ The term “Renaissance” refers to: (a) the decline of feudalism and the rise of strong nation-states (b) the growing influence of the Church on daily life (c) a renewed interest in culture and learning in Western Europe
- (9) ____ Trade increased between Europe and the Near East as a result of: (a) the invention of the compass and astrolabe (b) the Crusades (c) reciprocal trade agreements between the Europeans and Muslim Turks
- (10) ____ Early trade routes through the Mediterranean Sea were tightly controlled by the Italian cities of: (a) Venice and Genoa (b) Rome and Naples (c) Florence and Palermo
- (11) ____ During the Reformation: (a) the Catholic Church united the people of Europe (b) rulers of new nation-states looked to the pope for leadership (c) people challenged the power and authority of the Catholic Church
- (12) ____ Martin Luther posted the Ninety-Five Theses on the door of the Castle Church because he: (a) thought the pope should be chosen in free elections (b) objected to the buying of church positions (c) opposed the selling of indulgences
- (13) ____ Crusades were military expeditions sent by the pope to capture: (a) Egypt (b) Palestine (c) Italy
- (14) ____ The lands of the East included: (a) North America and South America (b) China, Japan, and the Spice Islands (c) Spain, France, Portugal, and England
- (15) ____ Spanish colonies in the West Indies were established following the voyage of: (a) Columbus (b) Cabot (c) Cartier
- (16) ____ Which countries did not send explorers to the New World? (a) England and France (b) Spain and The Netherlands (c) China and India
- (17) ____ A king who strictly controls the government and the lives of his subjects is called: (a) an autocrat (b) a dictator (c) an absolute monarch
- (18) ____ Spain grew rich by importing gold and silver from its colonies in: (a) Asia (b) Africa (c) North America and South America

- (19) ____ Under the strong leadership of Charles V, Spain became a respected nation-state that competed for power and influence in Europe with: (a) Greece and Rome (b) France and England (c) Germany and Russia
- (20) ____ Philip II of Spain sent priests and missionaries across Europe to the New World to convert people to: (a) Catholicism (b) Protestantism (c) Judaism
- (21) ____ During the 1600s, Spain found it more and more difficult to: (a) defend itself against barbarian invaders (b) govern and protect its vast overseas empire (c) support the Catholic Church
- (22) ____ During the 1500s and 1600s, the struggle for political power in England was between the: (a) House of Commons and House of Lords (b) upper class and lower class (c) king and Parliament
- (23) ____ Colonists led by John Smith founded the first permanent English settlement at: (a) St. Augustine, Florida (b) Plymouth, Massachusetts (c) Jamestown, Virginia
- (24) ____ During the Reformation, different forms of Protestantism developed, including: (a) Islam and Judaism (b) Taoism and Buddhism (c) Lutheranism, Calvinism, and Anglicanism
- (25) ____ The many new religions that arose in Europe helped promote: (a) religious persecution (b) excommunication (c) religious toleration

Matching/People

- | | |
|---------------------------------|--|
| (26) ____ Nicolaus Copernicus | (a) known as the “father of microbiology;” he used a microscope to discover that a single drop of water can contain hundreds of microorganisms |
| (27) ____ Leif Ericson | (b) Viking commander who sailed across the North Atlantic and landed along the New England coast about the year 1000 |
| (28) ____ Marco Polo | (c) a book about his journey to China increased Europe’s desire to trade with that part of the world |
| (29) ____ Peter the Great | (d) Polish astronomer who concluded that the sun was at the center of the solar system |
| (30) ____ Anton van Leeuwenhoek | (e) helped Russia expand its territory through wars, began trade with China, started new industries, and built new roads, canals, and schools |

Matching/Terms

- | | |
|---------------------------------|---|
| (31) ____ divine right | (a) the belief that the king had been chosen by God to rule |
| (32) ____ Parliament | (b) over a period of time, it succeeded in limiting the power of English kings |
| (33) ____ capitalism | (c) the growth of trade led to such modern-day business practices as banking, the borrowing of money, and bookkeeping |
| (34) ____ limited monarchy | (d) businesses are owned by individual investors instead of by the government |
| (35) ____ Commercial Revolution | (e) a type of government in which the king cannot impose high taxes or deny fair treatment under the law |

Completion Fill in the space with the choice that best completes the statement.

- (36) Leonardo da Vinci, Michelangelo, and Raphael were famous (artists; inventors) _____ of the Renaissance period.
- (37) Henry VIII's dispute with the Catholic Church led Parliament to pass the Act of Supremacy, naming the (king; pope) _____ the head of the Church of England.
- (38) During the Age of Exploration, many businessmen decided to form (multi-national corporations; joint-stock companies) _____ that would send ships to Africa, Asia, and the Americas.
- (39) Using the system of (imperialism; mercantilism) _____, kings insisted that their colonies sell goods and raw materials only to the mother country.
- (40) When Louis XIV ruled France as "the Grand Monarch," other European countries formed (alliances; unions) _____ to prevent the French from gaining control of the continent.

True/False

- (41) _____ During the Renaissance, painters and scholars produced exceptional artistic and literary works for the personal enjoyment of many European rulers.
- (42) _____ The Renaissance was centered in Italy and had little influence on other European countries.
- (43) _____ Machiavelli's "The Prince" advised people to overthrow unjust rulers and establish democratic governments.
- (44) _____ When the English defeated the Spanish Armada, it ended Spain's sea power and opened the way for England to establish colonies in the New World.
- (45) _____ The New World included the continents of Asia and Africa.

Before or After the Scientific Revolution?

- (46) _____ People accepted as truth the teachings of the Catholic Church and writings of ancient scholars.
- (47) _____ The Greek astronomer Ptolemy said that the earth was at the center of the universe.
- (48) _____ It was found that gravity causes objects to fall to the earth.
- (49) _____ Discoveries were made about the function of muscles, joints, and internal organs.
- (50) _____ People believed that objects moved because angels pushed them along.

REVIEW EXERCISE: REVOLUTION, INDUSTRIALIZATION, AND REFORM

Game Rules

The class will be divided into two teams. A person from Team 1 will be asked to pick a category and point value from the chart. For example, someone might choose “French and Indian War for 20.” That person then reads the paragraph and tries to identify the missing word or name. Notice that the number of letters in the answer is given in parentheses. A correct answer earns the team 20 points. If a wrong answer is given, the team loses 20 points. Play continues with Team 2 taking its turn.

Fill in the correct answers as they are given during the game. The same person cannot answer twice in a row for their team.

The Enlightenment				
<p>10</p> <p>During the 1700s, the French people began to question the teachings of the Catholic Church, the fact that wealthy nobles enjoyed special privileges, and the idea that the king ruled by _____.</p> <p>(2 words/11 letters)</p>	<p>20</p> <p>Writers called the “philosophes” felt there was much about life in Europe that was unfair and unjust. Since most philosophes were from France, and because France was ruled by an absolute monarch surrounded by a privileged nobility, the French way of life drew heavy _____.</p> <p>(9 letters)</p>	<p>30</p> <p>The leading philosophes were John Locke, Baron de Montesquieu, Voltaire, and Jean Jacques Rousseau. They published their thoughts during a period called the “Age of Reason,” or “_____.”</p> <p>(13 letters)</p>	<p>40</p> <p>Most philosophes agreed that reason should be used at all times, the search for new knowledge and ideas needed to continue, and improvements had to be made in the system of justice in order to end unfair jail sentences, the torture of prisoners, and terrible conditions in _____.</p> <p>(7 letters)</p>	<p>50</p> <p>The philosophes said that slavery and warfare had to be done away with. Freedom of religion, speech, and the press should be enjoyed by all. Everyone deserved liberty and equality. There should be public education for all, not just schools for children of the _____.</p> <p>(4 letters)</p>

French and Indian War				
<p>10</p> <p>Both the English and French had colonies in North America. The French territory, called New France, stretched over a wide area that included the Mississippi Valley, _____ region, and St. Lawrence Valley. The English territory included the Thirteen Colonies along the Atlantic Coast.</p> <p>(2 words/10 letters)</p>	<p>20</p> <p>The French and Indian War began when both England and France claimed the Ohio River Valley. The French built forts in the region to protect their fur trade. English settlers wanted the Ohio Valley because of the rich _____ there.</p> <p>(8 letters)</p>	<p>30</p> <p>England and France sent soldiers from Europe to North America to defend their colonies. Each side also had the help of various Indian _____.</p> <p>(6 letters)</p>	<p>40</p> <p>In time, the stronger English forces turned the tide of war in their favor. In 1763, the Treaty of Paris was signed ending the French and Indian War. The victorious English gained control of all French territory on the mainland of _____.</p> <p>(2 words/12 letters)</p>	<p>50</p> <p>The war had important results for England and the Thirteen Colonies. With the French gone from North America, the colonists felt less dependent on England as a protective mother country. They began to think of themselves more as being “_____” rather than “Englishmen.”</p> <p>(9 letters)</p>

Revolutionary War				
<p>10</p> <p>When the French and Indian War ended, the British thought the colonists should pay taxes to help cover the high costs of the war. To raise the needed money, the Navigation Acts were strictly enforced. These laws required the colonists to trade mostly with _____,</p> <p>_____ according to the policy of mercantilism.</p> <p>(2 words/12 letters)</p>	<p>20</p> <p>The British Parliament passed the Stamp Act and Townshend Acts, putting taxes on the American people. The colonists resented these laws, saying that there should be “no taxation without representation.” They believed they should not be taxed because no colonists were members of the lawmaking _____</p> <p>_____ in Great Britain.</p> <p>(10 letters)</p>	<p>30</p> <p>A growing number of Americans favored a war for independence. Patrick Henry summed up their feelings by declaring, “Give me liberty or give me death!” Soon afterwards, the Revolutionary War began with the battles of Lexington and Concord.</p> <p>_____ was chosen commander-in-chief of the Continental Army.</p> <p>(2 words/16 letters)</p>	<p>40</p> <p>After a year of fighting, the colonists sent the Declaration of Independence to King George. It listed grievances against the king, included basic ideas on government, and stated that the United States were “free and independent states.” France decided to enter the war on the side of the United States. Under the determined leadership of George Washington, the Americans eventually won the _____.</p> <p>_____.</p> <p>(2 words/16 letters)</p>	<p>50</p> <p>The success of the American Revolution inspired people in foreign lands to throw off undesirable governments. They too wanted a government that derived its power “from the consent of the governed,” one that would grant them “life, liberty, and the pursuit of _____.”</p> <p>(9 letters)</p>

French Revolution				
<p>10</p> <p>The French Revolution began in 1789 when King Louis XVI tried to get the First and Second Estates (clergy and nobility) to pay their fair share of taxes. The country was nearly bankrupt because of money spent by French kings on foreign wars and extravagant living. But the two estates refused Louis’ request for money. Instead, the nobles demanded a voice in _____</p> <p>_____ France.</p> <p>(2 words/12 letters)</p>	<p>20</p> <p>The French Revolution gave many people the chance to express frustrations that had been building up over a long period of time. The Third Estate demanded an end to the practice of giving special privileges to the First Estate and Second Estate. The “common people” forced Louis to accept the Declaration of the Rights of Man. Peasants in rural areas rebelled against feudal lords. The government seized Church _____</p> <p>_____ belonging to the First Estate.</p> <p>(10 letters)</p>	<p>30</p> <p>At one point, the French people suspected that Louis was cooperating with Prussia and Austria, which had declared war on France in order to end the revolution and keep the king on the throne. These suspicions led to the execution of Louis and his wife, Marie Antoinette. Thousands of political prisoners were sent to their deaths during the Reign of _____</p> <p>_____.</p> <p>(2 words/16 letters)</p>	<p>40</p> <p>The French Revolution ended when Napoleon Bonaparte became dictator of France. Absolute monarchy was done away with. A feeling of nationalism united the French people and led to the defeat of those nations trying to return a powerful king to the throne. A new constitution gave citizens freedom of speech, press, and religion. Aristocrats lost their special _____.</p> <p>_____.</p> <p>(2 words/16 letters)</p>	<p>50</p> <p>The French Revolution affected other countries as well as France. People in many nations throughout Europe and around the world also demanded an end to absolute rule. They wanted the same liberty and _____</p> <p>_____ that Frenchmen had won.</p> <p>(9 letters)</p>

Prince Metternich				
<p>10</p> <p>The Congress of Vienna was a meeting attended by representatives of European countries for the purpose of arranging a peace settlement ending the Napoleonic Wars. Prince Metternich of Austria was the leading statesman in Europe at the time. He was a key figure in planning the defeat of _____, and afterwards dominated the Congress of Vienna.</p> <p>(8 letters)</p>	<p>20</p> <p>Metternich and the other diplomats at Vienna were “reactionaries.” They opposed the ideas of liberty and equality, which became popular during the French Revolution. They feared these ideas would spread throughout _____.</p> <p>(6 letters)</p>	<p>30</p> <p>Reactionaries wanted _____ aristocrats, and churchmen to hold power as they had before the revolution.</p> <p>(5 letters)</p>	<p>40</p> <p>For more than thirty years following the Congress of Vienna, Prince Metternich and his reactionary friends tried to keep themselves in power by crushing _____ by liberals and nationalists.</p> <p>(11 letters)</p>	<p>50</p> <p>Liberals demanded a constitution guaranteeing freedom of speech, press, and religion, and they wanted a lawmaking parliament and the right to elect its members.</p> <p>_____ wanted to govern themselves instead of being governed by another country.</p> <p>(12 letters)</p>

The Industrial Revolution				
<p>10</p> <p>The term “Industrial Revolution” refers to the change from the making of goods by hand in homes to the making of goods by machine in _____.</p> <p>(9 letters)</p>	<p>20</p> <p>The Industrial Revolution began in Great Britain during the 1700s. It spread to other European countries and to the _____ in the early 1800s.</p> <p>(2 words/12 letters)</p>	<p>30</p> <p>During the Industrial Revolution, power-driven machines replaced hand tools and factories became the centers of manufacturing. New _____ made production faster, easier, and cheaper.</p> <p>(10 letters)</p>	<p>40</p> <p>The migration of people from farms to cities occurred during the Industrial Revolution. People took jobs in textile mills and other factories. By the mid-1800s, hundreds of thousands of _____ were turning out a variety of manufactured goods.</p> <p>(8 letters)</p>	<p>50</p> <p>While factory workers put in long hours for little pay, businessmen who owned natural resources, factories, and transportation facilities grew rich from the huge profits made in manufacturing and trade. As time went on, workers organized labor unions and demanded higher wages, _____, and improved working conditions.</p> <p>(2 words/12 letters)</p>

Science and the Arts

10	20	30	40	50
Charles Darwin discussed his ideas on evolution in a book called "Origin of the Species." He believed that all forms of life evolve over a long period of time. Darwin said that only the forms of life which are best adapted to the environment will survive. This idea was called "_____ of the fittest."	Edward Jenner learned how to prevent smallpox through "vaccination," building up the body's resistance by inoculating a person with a mild form of the disease. Louis Pasteur proved that infectious diseases were caused by microscopic organisms called germs. William Roentgen used _____ to photograph bones and internal organs.	Psychologist Sigmund Freud believed that a person's actions were often caused by unknown needs and desires. Freud used psychoanalysis to try to find out the reasons for an individual's behavior. _____ _____ explained the complicated relationship between time, space, mass, motion, and gravitation. This was his famous "theory of relativity."	Many writers began to use imagination, feeling, and emotion in their stories and poems. They wrote about life as they wished it was, instead of the real world around them. This period in literature came to be known as the romantic movement. Another group of writers, called the realists, described life as it actually was. They dealt with the problems created by the _____.	Romanticism spread to music, painting, and architecture. Romantic composers included Ludwig van Beethoven, Johannes Brahms, and Franz Schubert. Paintings were characterized by new uses of color and expressions of emotion. _____ _____ revived the Gothic style of the Middle Ages when designing churches and public buildings.
(8 letters)	(5 letters)	(2 words/14 letters)	(2 words/20 letters)	(10 letters)

Events in Europe

10	20	30	40	50
During the 1800s and early 1900s, political reforms were made in Great Britain which gave people a more direct voice in their government. The average citizen came to enjoy many rights and privileges previously afforded only to the upper classes. The Reform Bill of 1832 and the Reform Bill of 1867 dramatically increased the number of eligible voters. A secret _____ was used in all elections.	Workers in Great Britain were allowed to organize labor unions. New laws limited the number of crimes punishable by death. Slavery was abolished. The number of working hours was reduced. Child labor laws forbid the employment of very young children. Parliament enacted _____ wage laws and workmen's compensation laws.	In France, all men were given the right to vote. Workers could form labor unions and go on strike for higher pay and better working conditions. Other reforms included free public elementary schools, medical care for the elderly, a 12-hour workday, and a minimum age of _____ for working children.	Italy was divided into numerous states and kingdoms in the early 1800s. But Italian nationalists were determined to bring the country together under one government. They were inspired by the ideals of the French Revolution — liberty, equality, and fraternity. It took nearly forty years for the _____ to achieve independence. The struggle was led by Giuseppe Mazzini, Camillo di Cavour, and Giuseppe Garibaldi.	In the mid-1800s, Germany was made up of 39 separate states, each with its own ruler and government. But between 1861 and 1871, unity was achieved. Otto von Bismarck, the prime minister of the German state of Prussia, led the unification movement. He brought together Protestant states and Catholic states to form the German empire. William I became the "kaiser," or _____.
(6 letters)	(7 letters)	(8 letters)	(12 letters)	(7 letters)

TEST: REVOLUTION, INDUSTRIALIZATION, AND REFORM

All questions are 2 points each.

Matching

- | | |
|-----------------------------|--|
| (1) ____ philosophes | (a) complained that there should be “no taxation without representation” |
| (2) ____ American colonists | (b) said “Give me liberty or give me death!” |
| (3) ____ Patrick Henry | (c) called attention to those things that were unfair and unjust about life in Europe during the 1700s |
| (4) ____ George Washington | (d) was the commander-in-chief of the Continental Army during the Revolutionary War |
| (5) ____ Third Estate | (e) demanded an end to the practice of giving special privileges to the clergy and nobility in France |

Enlightenment Which of the following ideas were expressed during the Enlightenment? Answer yes or no.

- (6) ____ Wealthy nobles deserved to have special privileges.
- (7) ____ No one should question the teachings of the Catholic Church.
- (8) ____ Kings ought to rule according to the principle of divine right.
- (9) ____ Slavery and warfare need to be done away with.
- (10) ____ All children should have the right to a good education.

Completion Choose the word or words from the list below that best complete each of the following statements.

- | | | | | |
|----------------|--------------|-----------------------|---------------|-----------|
| a constitution | workers | the French Revolution | vaccination | liberals |
| equality | governments | psychoanalysis | nationalists | evolution |
| reactionaries | foreign wars | absolute rule | shorter hours | liberty |
- (11) The success of the American Revolution inspired people in foreign lands to throw off undesirable _____.
- (12) More and more people in the world wanted a government that derived its power “from the consent of the governed,” one that would grant them “life, _____, and the pursuit of happiness.”
- (13) Prior to the French Revolution, France was nearly bankrupt because of money spent by kings on _____ and extravagant living.
- (14) Louis XVI and Marie Antoinette were executed because they were suspected of cooperating with foreign countries trying to end _____.
- (15) The success of the French Revolution inspired people in other countries to call for an end to _____.
- (16) _____ wanted kings, aristocrats, and churchmen to hold power in France as they had before the French Revolution.

- (17) Prince Metternich and the other delegates at the Congress of Vienna opposed the ideas of liberty and _____ for fear that these ideas would lead to revolutions throughout Europe.
- (18) _____ and nationalists supported revolutions in countries governed by absolute monarchs.
- (19) Liberals demanded _____ guaranteeing freedom of speech, press, and religion.
- (20) _____ wanted to govern themselves instead of being governed by another country.
- (21) Factory workers organized labor unions and asked for higher wages, _____, and improved working conditions.
- (22) Charles Darwin discussed his ideas on _____ in "Origin of the Species," saying that only the forms of life that are best adapted to the environment will survive.
- (23) Edward Jenner learned how to prevent smallpox through _____, building up the body's resistance by inoculating a person with a mild form of the disease.
- (24) Sigmund Freud used _____ to try to find out the reasons for an individual's behavior.
- (25) In both Great Britain and France, _____ were given the right to organize labor unions and go on strike.

Multiple-Choice

- (26) ____ The French and Indian War began when: (a) the Indians attacked French settlers on the frontier (b) the Indians refused to give up their land to the French (c) both the English and French claimed the Ohio River Valley
- (27) ____ The Treaty of Paris, which ended the French and Indian War, resulted in: (a) the English gaining control of all French territory in North America (b) the French taking over the Thirteen Colonies (c) the English being given all Indian lands in North America
- (28) ____ The Navigation Acts required the colonists to trade mostly with Great Britain according to the policy of: (a) commercialism (b) mercantilism (c) capitalism
- (29) ____ The Stamp Act and Townshend Acts were passed by the British Parliament in order to: (a) limit freedom of religion in the colonies (b) give the Americans a greater voice in their government (c) raise monies by taxing the colonists
- (30) ____ The Thirteen Colonies became the United States of America at the time of the: (a) Congress of Vienna (b) French and Indian War (c) Revolutionary War
- (31) ____ The French Revolution began in 1789 when: (a) peasants demanded land and food (b) citizens were denied religious freedom (c) the clergy and nobility refused to pay their fair share of taxes, and instead demanded a voice in governing France
- (32) ____ During the French Revolution, the common people forced Louis XVI to accept the: (a) Declaration of Independence (b) Bill of Rights (c) Declaration of the Rights of Man

- (33) _____ The Congress of Vienna was a meeting attended by representatives of European countries for the purpose of: (a) arranging a peace settlement ending the Napoleonic Wars (b) dividing Africa into European colonies (c) enacting human rights legislation
- (34) _____ The term “Industrial Revolution” refers to: (a) the growth of big business (b) the development of the steel industry (c) the change from the making of goods by hand in homes to the making of goods by machine in factories
- (35) _____ The Industrial Revolution began in: (a) the United States (b) Great Britain (c) Russia

True/False

- (36) _____ The British began taxing the American colonists in order to help pay the high costs of the Revolutionary War.
- (37) _____ France sided with the United States during the Revolutionary War and helped the Americans defeat the British.
- (38) _____ Manufactured goods were more expensive and difficult to make as a result of the Industrial Revolution.
- (39) _____ The Industrial Revolution caused thousands of people to move from the cities to rural areas.
- (40) _____ When the French Revolution ended, absolute monarchy was done away with and Napoleon Bonaparte became the dictator of France.
- (41) _____ A group of writers called the realists used imagination, feeling, and emotion to write about life as they wished it was.
- (42) _____ Albert Einstein proved that infectious diseases were caused by microscopic organisms called germs.
- (43) _____ Political reforms in Great Britain led to an increase in the number of eligible voters and to the use of a secret ballot.
- (44) _____ The leading thinkers during the Enlightenment were Baron de Montesquieu, John Locke, Voltaire, and Jean Jacques Rousseau.
- (45) _____ The Enlightenment was also called the Age of Reason.
- (46) _____ The British Parliament reduced the number of working hours, forbid the employment of very young children, and enacted minimum wage and workmen’s compensation laws.
- (47) _____ In the early 1800s, Italy was divided into many independent states and kingdoms.
- (48) _____ Giuseppe Mazzini, Camillo di Cavour, and Giuseppe Garibaldi opposed the unification of Italy because they did not want to lose political power.
- (49) _____ Otto von Bismarck united 39 Protestant and Catholic states to form the German Empire.
- (50) _____ Nationalists were inspired by the ideals of the French Revolution — liberty, equality, and fraternity.

REVIEW EXERCISE: THE WORLD AT WAR

Directions: Fill in as many of the missing names and terms as you can on these pages. The first letter of each answer is given as a clue. Although most answers consist of a single word, some have two or three words. When the answer has more than one word, only the first letter of the first word is given. You may work on this review exercise by yourself or with one other person in class.

Imperialism in Africa

Europeans first took an interest in Africa during the 1400s. They found that slaves could be bought along the African coast from tribal rulers who had taken prisoners of war. The African rulers would sell their prisoners in return for cloth, guns, and iron. Between 1450 and 1865, European traders transported some 10 (1) m_____ slaves to North America and South America where they were sold to owners of sugar and cotton (2) p_____.

Attitudes toward slavery began to change during the 1800s. More and more Europeans took a dim view of the marketing of human beings. Businessmen looked for other products in which to trade. Soon, peanuts, palm oil, and other commodities needed by European industrialists were flowing out of the Dark (3) C_____.

In the early 1800s, a half dozen countries became involved in a spirited land rush that saw nearly all of Africa fall into European hands. The conquest of territory, known as (4) "i_____, " was carried out by Great Britain, France, Germany, Portugal, Italy, and Belgium. The (5) I_____ Revolution had generated a need for raw materials and created a group of wealthy businessmen interested in making foreign investments. Nations that were rivals in Europe became rivals in Africa.

Colonial rule lasted for several decades until the post-World War II period when independence movements became widespread. European countries were forced to choose between fighting expensive wars or giving up their colonies. Most chose to grant (6) i_____ peacefully.

Imperialism in Asia

Europeans became interested in the riches of Asia during the 1500s. Portugal, Spain, Great Britain, and The Netherlands established colonies and ports of trade. By the 1800s, most of (7) A_____ had fallen under Western control. Asian nations were no match for the economic and military power of Europe. The United States also became interested in

(8) t_____ with the Far East. American merchants started trading with China in 1844. Ten years later, Matthew C. Perry, commanding a U.S. naval squadron, convinced Japan to open its ports to ships from the (9) U_____.

Competition among Western nations for colonies intensified during the late 1800s and early 1900s. In time, Russia, France, and Japan joined the race for raw materials, markets, and wealth. Eastern cultures, which had long been cut off from the outside world, came in contact with (10) W_____ civilization.

The people of Asia eventually grew dissatisfied with colonial rule. Imperialist nations had made huge profits while the majority of Asians suffered in poverty. Asians wanted to regain control of their homelands. A spirit of (11) n_____ swept the continent during the 1900s, especially after World War II. In the 1940s, Burma, India, Pakistan, Lebanon, the Philippines, Ceylon (Sri Lanka), Indonesia, and Jordan became independent countries. The new nation of (12) I_____ was created for the Jewish people. Later, Laos, Cambodia, and Vietnam won independence.

Latin America in the Age of Imperialism

In the 1820s, Spain expressed an interest in regaining its lost colonies in Central America and South America. But the United States opposed the idea. President James Monroe announced what came to be known as the (13) M_____. Europeans were told not to interfere with the new governments of Latin America, and not to try to re-establish colonies in the Western Hemisphere. For its part, the United States declared that it would stay out of European affairs.

The countries of Latin America depended on economic assistance from the United States and various European nations. Foreign investors loaned money to such countries as Mexico, Argentina, Chile, and Brazil for the building of roads, railroads, bridges, mines, and port facilities. These investments gave the (14) U_____ and European nations considerable influence over the Latin American governments. Such influence was called economic imperialism.

On several occasions, Latin American countries fell behind on their loan payments to European nations. Battleships were sent to collect the overdue monies. The United States did not want European warships visiting the Western Hemisphere to collect debts. So President Theodore Roosevelt announced the Roosevelt Corollary to the Monroe Doctrine. It said that the United States could intervene in (15) L_____ countries to get them to make their loan payments. During the early 1900s, American presidents ordered troops to Nicaragua and Honduras. Soldiers also went to Latin America to protect U.S. and European investments. American intervention caused a rising tide of resentment toward the United States.

In 1898, the United States defeated Spain in the Spanish-American War. Afterwards, Spain ceded the Philippine Islands, Puerto Rico, and Guam to the United States.

(16) C_____, a Spanish colony before the war, was given its independence.

President Theodore Roosevelt sent a fleet of warships to Central America to help Panama win its independence from Colombia. Panama and the United States then signed an agreement which led to the construction of the (17) P_____. To many Latin Americans, it appeared that the United States was once again following a policy of (18) i_____.

World War I

The countries of Europe that competed for land and power in Asia and Africa split into two alliances. The Central Powers consisted of Germany, Austria-Hungary, Bulgaria, and Turkey. The (19) A_____ were led by Great Britain, France, and Russia. In 1914, Archduke Franz Ferdinand of Austria-Hungary (a Central Power) was assassinated by a man from Serbia (an Allied Power). (20) A_____ then declared war on Serbia and launched an invasion. The other members of the Central Powers quickly joined the fighting. In northern France, both sides dug (21) t_____ along a 600-mile line. From these trenches, millions of men waged war for the next several years. But neither army could defeat the other.

President Woodrow Wilson issued a proclamation of (22) n_____ announcing that the United States would not take sides in the war. Soon, however, Germany began using unrestricted submarine warfare in which U-boats sank ships, including unarmed passenger ships, without warning. When a U-boat sank the British liner (23) “L_____,” one of the world’s largest passenger ships, 128 Americans died. After several American ships were sunk, the United States declared war on Germany.

The United States began sending large numbers of troops and supplies to Europe. American soldiers helped the Allies win key battles at Chateau-Thierry and Belleau Wood. The Central Powers were forced to retreat. U.S. troops led by General John J. Pershing defeated the Germans at St. Mihiel, drove them from the Argonne Forest, and advanced into the Meuse Valley. Finally, on November 11, 1918, (24) G_____ surrendered.

The Russian Revolution

A revolution in Russia in 1917 ended three centuries of rule by kings called (25) c_____. It led to the establishment of the world's first (26) c_____ government. Communism eventually spread to other countries and had a major effect on international relations.

Nikolai Lenin became the first dictator of communist Russia. He began putting into practice ideas he had developed after studying the writings of Karl Marx. The Communists organized the Union of (27) S_____ Socialist Republics (USSR). The Soviet Union included numerous "union republics," or states.

The communist government took over the ownership of land, factories, mines, banks, and railroads. The (28) C_____ Party was the only political party allowed in the country. Lenin, the "Father of Communism," used force and terror against his opponents. Joseph (29) S_____, Lenin's successor, used many of the same tactics.

An early goal of communism was the worldwide overthrow of (30) "c_____, " the private ownership of factories, farms, and businesses. The Communists thought the Russian Revolution would lead to revolutions in other countries. The Soviets established the "Comintern" — Communist International — an organization of communist parties around the world.

Causes of World War II

In 1922, Benito Mussolini and the Fascists took over the Italian government. They promised to increase the power and greatness of Italy. Large sums of money were spent to build an army, navy, and air force. People who opposed Mussolini and the (31) F_____ were jailed, killed, or forced to leave the country.

In 1933, Adolf Hitler and the Nazis seized power in Germany. Hitler promised to win back lands lost by Germany in the Treaty of Versailles at the end of World War I. He said the Germans were a "master (32) r_____" that was meant to rule over other peoples. In violation of the Treaty of Versailles, he ordered factories to begin making war materials, and strengthened the army, navy, and air force. Those who disagreed with the policies of (33) H_____ and the Nazis were imprisoned, tortured, killed, or forced to leave the country.

In 1935, Japan withdrew from the (34) L_____. It announced that it would no longer abide by the Washington and London naval agreements which limited the construction of battleships, submarines, cruisers, and destroyers. Instead, the Japanese pursued an aggressive shipbuilding program.

The imperialist policies followed by Germany, Italy, and Japan during the 1920s and 1930s threatened world peace. Each of the three Axis Powers sent their armies into neighboring lands. The League of Nations was unable to stop the acts of aggression. In 1939, Adolf Hitler's armies swept into Poland. Germany's (35) "b_____, " or "lightning warfare," combined air power, artillery, and tank assaults. Great Britain and France decided to come to Poland's aid, and declared war on Germany. Up to that time, the British and French had followed a policy of (36) "a_____, " letting Germany and Italy seize territory in order to avoid war.

World War II

The Germans overran most of Europe during the early years of the war. British, French, and Belgian troops retreated to Dunkirk, a port city along the coast of France, then escaped across the English Channel to Britain. A few weeks later, (37) F_____ surrendered.

Prime Minister Winston Churchill of Great Britain, realizing that his country stood alone against the Germans in Western Europe, declared that, “We shall never (38) s_____.” The German Luftwaffe (air force) started bombing British airfields, ports, and cities in what came to be known as the Battle of Britain. Courageous pilots of the Royal Air Force shot down large numbers of German warplanes and forced Adolf Hitler to abandon his attempt to conquer Great Britain with air raids.

After Germany and Italy made gains in Eastern Europe, three million German troops attacked Russia. The Germans pushed the Russians back, but the Red Army refused to surrender.

The United States remained neutral during the first part of the war. In March of 1941, the U.S. decided to help the Allies. Congress passed the Lend-Lease Act which provided war materials to countries fighting against the (39) A_____ Powers. The United States finally entered the war after 360 Japanese planes carried out a surprise attack on the U.S. Pacific Fleet at (40) P_____, Hawaii, on December 7, 1941. President Franklin D. Roosevelt, calling December 7 “a date which will live in infamy,” asked Congress for a declaration of war.

The “Big Four” — the leaders of the United States (Franklin D. Roosevelt), Great Britain (Winston Churchill), Russia (Joseph Stalin), and China (Chiang Kai-shek) — met several times during the war to plan Allied strategy. The Allies began winning the war when the Russians took the offensive against Germany on the eastern front, and Allied forces drove through North Africa and into Italy, knocking the Italians out of the war. American and other Allied forces crossed the English Channel from Great Britain to northern France on (41) D_____ (June 6, 1944). The Germans had to retreat. The Allies closed in from all directions, and Germany surrendered on May 7, 1945.

In the Far East, American forces pushed the Japanese across the Pacific Ocean in a series of “island-hopping” campaigns. After atomic bombs were dropped on (42) H_____ and Nagasaki, Japan surrendered on August 14, 1945.

The United Nations

Representatives of 50 countries attending the San Francisco Conference in 1945 signed the Charter of the United Nations. This document set forth plans for an organization that would work for (43) p_____ and human dignity. New York City became the headquarters of the United Nations.

All countries that belong to the UN are represented in the General (44) A_____. Delegates discuss any matters of significance and can recommend actions that should be taken to solve problems.

The Security Council has the primary responsibility for keeping the peace. It has 15 members, including 5 permanent members — Great Britain, France, the Soviet Union, China, and (45) t_____. The 10 non-permanent members serve two-year terms. All UN member countries must accept decisions made by the Security Council. When two countries are involved in a dispute, the Council encourages them to talk over their differences. The Council itself might recommend a solution. The Security Council has the power to order United Nations forces to world trouble spots. It can call on UN members to stop (46) t_____ with a country threatening peace and security.

Special agencies of the United Nations carry out important responsibilities. The World Bank lends money to countries for such things as the construction of dams, irrigation systems, power

plants, and railroads. The United Nations High Commissioner for (47) R_____ gives food, shelter, and medical care to persons fleeing from one country to another because of war, famine, or some other crisis situation. UNICEF — the United Nations Children’s Fund — provides aid for (48) c_____ development and care, job training, and family planning.

The Cold War

The (49) “C_____” was a period of tension between democratic and communist governments following World War II. Both sides thought their political and economic systems were the best. Differences led to revolutions, local wars, and the exchange of heated words. Each side said that the other wanted to rule the world. The Soviet Union became the leader of the Communist bloc nations, while the United States led the Free World democracies. Many people feared that the Cold War would explode into World War III. The greatest danger was a potential clash between the superpowers, the United States and the (50) S_____.

The Cold War began when the Soviet Union refused to withdraw its troops from the countries it occupied at the end of World War II. Poland, Hungary, Yugoslavia, Romania, Albania, and Bulgaria became (51) s_____ of the Soviet Union. Great Britain’s prime minister Winston Churchill declared that an (52) “i_____” had descended around Eastern Europe.

The (53) T_____ Doctrine provided American aid to Greece and Turkey in order to prevent the spread of communism to those countries. The (54) M_____ Plan gave aid to nations in Western Europe to help them rebuild factories, farms, and railroads after World War II. The Marshall Plan strengthened the economies of these countries and helped them resist communism.

At the end of World War II, Germany had been divided into democratic West Germany (under French, British, and American control) and communist East Germany (under Soviet control). Berlin, a city in East Germany, was also divided between the Allies and Soviet Union. When the Russians decided to close off all land routes to West Berlin to force out the Allies, the (55) B_____ Airlift began. Hundreds of planes delivered more than two million tons of food, medicine, clothing, and other needed supplies. Eleven months later, the Soviet Union decided to reopen the roads to the city and end the blockade.

In 1949, the United States, Canada, and ten nations in Western Europe established the (56) N_____ Treaty Organization. NATO members agreed to help each other if attacked. To oppose the NATO countries, the Soviet Union and its satellites in Eastern Europe set up an alliance called the (57) W_____ Pact.

In 1957, Congress approved President Dwight D. Eisenhower’s request for economic and military aid for countries in the Middle East. He wanted to prevent the Communists from taking control of nations in the region. This aid program was known as the (58) E_____ Doctrine.

The Soviets built the (59) B_____ in 1961 to stop German refugees fleeing from East Berlin to freedom in West Berlin. A year later, the Soviet Union put missiles on the island of Cuba, just 90 miles south of Florida. President John F. Kennedy ordered a blockade of Cuba and forced the Russians to remove all offensive weapons, thereby ending the Cuban (60) M_____ Crisis.

TEST: THE WORLD AT WAR

All questions are 2 points each.

Matching

- | | |
|---|--|
| (1) ____ African tribal rulers | (a) wanted to drive out the Europeans and regain control of their homelands |
| (2) ____ nationalists | (b) used force and terror against political opponents in the Soviet Union |
| (3) ____ Matthew C. Perry | (c) purchased millions of slaves between 1450 and 1865 |
| (4) ____ Latin Americans | (d) announced that the United States could intervene in Latin American countries to get them to make their loan payments |
| (5) ____ plantation owners | (e) took over the Italian government in 1922; promised to increase the power and greatness of Italy |
| (6) ____ foreign investors | (f) depended on economic assistance from the United States and various nations in Europe |
| (7) ____ Theodore Roosevelt | (g) said the Germans were a “master race” that was meant to rule over other peoples |
| (8) ____ Fascists | (h) gave prisoners of war to European slave traders in exchange for cloth, guns, and iron |
| (9) ____ Adolf Hitler | (i) convinced Japan to end its policy of isolationism and open its ports to ships from the United States |
| (10) ____ Nikolai Lenin and Joseph Stalin | (j) loaned money to such countries as Mexico, Argentina, Chile, and Brazil for the building of roads, railroads, bridges, mines, and port facilities |

Completion Choose the word, term, or name from the list below that best completes each of the following sentences.

human dignity	keeping the peace	communism	acts of aggression
appeasement	tension	intervention	communist system
international problems	neutrality	capitalism	Western civilization
World War I	colonial rule	democracy	the Monroe Doctrine

- (11) _____ in Africa and Asia came to an end after World War II when independence movements became widespread.
- (12) During the Colonial Period, Eastern cultures that had long been cut off from the outside world came in contact with _____.
- (13) The United States used _____ to warn European nations not to interfere with the new governments of Latin America.
- (14) American _____ in Latin America caused widespread resentment toward the United States.
- (15) In the years before _____, the countries of Europe split into two opposing alliances — the Allied Powers and Central Powers.
- (16) When the First World War began, President Woodrow Wilson issued a proclamation of _____, announcing that the United States would not take sides in the war.

- (17) In a _____, the state owns the farms, factories, mines, banks, and railroads.
- (18) An early goal of communism was the worldwide overthrow of _____.
- (19) During the 1930s, Great Britain and France followed a policy of _____, letting Germany and Italy seize territory in order to avoid war.
- (20) The League of Nations lacked the power to stop _____ by the Axis Powers.
- (21) The United Nations was founded for the purpose of maintaining peace and _____.
- (22) All UN member nations are represented in the General Assembly, where delegates discuss important matters and recommend actions to solve _____.
- (23) The primary responsibility of the UN Security Council is _____.
- (24) The Cold War was a period of _____ between democratic and communist countries following World War II.
- (25) The Truman Doctrine provided American aid to Greece and Turkey in order to prevent the spread of _____.

Multiple-Choice

- (26) ____ The conquest of territory in Africa by Great Britain, France, Germany, Portugal, Italy, and Belgium was called: (a) totalitarianism (b) anarchism (c) imperialism
- (27) ____ By the 1800s, most of Asia had fallen under Western control because Asian nations: (a) lacked strong political leadership (b) were no match for the economic and military power of Europe (c) were culturally inferior
- (28) ____ As a result of the Spanish-American War, the United States: (a) received the Philippine Islands, Puerto Rico, and Guam from Spain (b) ceded land in the West Indies to Spain (c) made Cuba a U.S. territory
- (29) ____ President Theodore Roosevelt sent U.S. warships to help Panama win its independence from Colombia so that Panama would then: (a) trade with the United States (b) form a democratic government (c) allow the United States to build a canal through its territory
- (30) ____ The immediate cause of World War I was: (a) Italy's invasion of France (b) the assassination of Franz Ferdinand (c) the sinking of the "Lusitania" by a German U-boat
- (31) ____ In the period following the Revolution of 1917, Russia: (a) was ruled by kings called czars (b) became a republic (c) became the first country in the world to have a communist government
- (32) ____ Prime Minister Winston Churchill of Great Britain, realizing that his country stood alone against the Germans in Western Europe, declared that: (a) "We shall never surrender." (b) "We have not yet begun to fight!" (c) "We shall overcome."
- (33) ____ The United States remained neutral during the first two years of World War II, but finally joined the Allies when: (a) Germany invaded Poland (b) Japan attacked Pearl Harbor (c) Italy captured Ethiopia

- (34) _____ The Germans were forced to retreat when: (a) Allied forces crossed the English Channel to northern France on D-Day (b) the U.S. succeeded with its island-hopping campaign (c) an Allied blockade caused Germany to run short of food and war materials
- (35) _____ Representatives of 50 countries attending the San Francisco Conference in 1945 signed the: (a) Declaration of the Rights of Man (b) Treaty of Versailles (c) Charter of the United Nations

True/False

- (36) _____ European countries sent raw materials and agricultural products to Africa and Asia in exchange for manufactured goods.
- (37) _____ Investments made by the United States and European nations in Latin America gave them considerable influence over governments in that part of the world.
- (38) _____ United States military forces did not participate in World War I.
- (39) _____ Germany, Italy, and Japan built up their military forces in the years prior to World War II.
- (40) _____ In the Battle of Britain during the Second World War, the Luftwaffe defeated the Royal Air Force and conquered Great Britain.
- (41) _____ Japan surrendered to the United States after atomic bombs were dropped on Hiroshima and Nagasaki.
- (42) _____ The Security Council of the United Nations can call on UN members to stop trading with a country threatening peace and security.
- (43) _____ UNICEF provides aid to refugees fleeing from one country to another.
- (44) _____ The two superpowers that opposed each other during the Cold War were Germany and Great Britain.
- (45) _____ Poland, Hungary, Yugoslavia, Romania, Albania, and Bulgaria became satellites of the Soviet Union.
- (46) _____ The Marshall Plan gave aid to nations in Western Europe to help them rebuild factories, farms, and railroads after the Second World War.
- (47) _____ The Russians blockaded West Berlin and forced the Allies to withdraw from the city, leaving all of Berlin under Soviet control.
- (48) _____ The North Atlantic Treaty Organization was an alliance formed by the Soviet Union and the countries of Eastern Europe.
- (49) _____ The Soviets built the iron curtain to stop German refugees fleeing from East Berlin to freedom in West Berlin.
- (50) _____ The Cuban Missile Crisis came to an end when the Russians withdrew their offensive weapons from Cuba.

REVIEW EXERCISE: RECENT EVENTS

Game Rules

1. The class will be divided into two teams. Play begins with everyone reading the sections below on “Colonial Africa,” “Independence Movements,” and “Progress in Agriculture and Industry.” Papers will then be turned face down.
2. The teacher will start reading aloud the same three sections, but will leave blanks in place of the key words, names, and terms underlined in the story. When the teacher says the word “blank,” raise your hand if you think you know the answer. A correct response earns the team 10 points. If the answer is incorrect, or the person called on does not answer immediately, their team loses 10 points. The teacher will then announce the missing word, name, or term.
3. When going through the sections, the teacher will sometimes read an item that is underlined, instead of leaving a blank. Also, a blank might occasionally be inserted where something was not underlined in the story. But most of the time, the underlined words will be the answers. REMEMBER, YOU CANNOT RAISE YOUR HAND UNTIL THE TEACHER SAYS THE WORD “BLANK.” If you do, the other team will be called on.
4. The team that has the most points when the teacher finishes reading all three sections wins Game 1. More games will be played using the other sections on these pages.
5. The same person cannot answer twice in a row for their team.

Africa

Colonial Africa

By 1914, all of Africa except Ethiopia and Liberia had fallen into European hands. European businessmen were interested in obtaining raw materials from Africa that could be used in the production of manufactured goods.

New boundaries drawn by the Europeans sometimes divided ethnic homelands. Africans were denied political and economic opportunities. Christian missionaries challenged African religious and social traditions.

Although colonial rule was despised by the people of Africa, the Europeans did build schools, roads, and railroads. They also improved medical services in order to control certain diseases. The Colonial Period lasted from the 1880s until the years following World War II.

Independence Movements

The independence movements were led by Africans educated in Europe and the United States. They admired the democratic governments in the West.

African organizations staged strikes, boycotts, and rallies to support their demands for independence. Anticolonial feelings occasionally erupted in riots, terrorist attacks, and armed rebellions. Some of the imperialist nations offered their colonies limited self-government. But this did not satisfy the nationalists. They wanted complete independence.

World War II caused great destruction in Europe and ruined the economies of the colonial powers. Most Europeans felt it was unwise to spend money to keep their colonial empires. By the 1980s, more than 50 African countries had gained independence. But serious problems remained, including poverty, illiteracy, disease, and food shortages caused by periodic droughts. Leaders of new African nations were often unprepared for self-government. Territorial disputes between countries sometimes erupted into local Wars.

Progress in Agriculture and Industry

Most people in Africa are subsistence farmers, growing only enough food for their own families. The governments in some countries have introduced villagers to modern farming methods, chemical fertilizers, and new varieties of seeds. During the Colonial Period, Europeans promoted commercial farming in Africa. Cash crops were grown for export. After independence was won, many African countries found themselves with economies based on a single cash crop. A bad harvest or falling prices on the world market caused financial hardships. Recently, efforts have been made to diversify the economy.

African leaders want to reduce the amount of manufactured goods that must be imported. If less was spent on imported goods, more money would be available for schools, hospitals, roads, railroads, harbors, and factories. Many new industries have been started that process foods, minerals, and other raw materials. The Organization of African Unity has established programs for economic cooperation among African countries, including trade agreements and regional planning for transportation systems.

Social Changes

Africa's population rose dramatically during the second half of the 1900s. This "population explosion" resulted from a high birth rate and improvements in medical services, including the building of hospitals and the use of new medicines. Rapid population increases combined with a lack of fertile soil and adequate rainfall have resulted in periodic drought and starvation. Many African governments have had a difficult time providing their citizens with housing, jobs, and a good education.

The majority of countries have experienced a steady movement of people from rural areas to urban areas. People have moved to the cities in search of jobs and a higher standard of living. But large numbers have not found jobs and a better way of life. Too many lack basic skills for employment.

Political Progress

The independent nations of Africa adopted constitutions which typically established democratic governments. However, many countries had a difficult time maintaining stability. Some governments said there could only be one political party. The intent was to limit political differences that would slow down progress. Strong-armed military leaders seized control in a number of countries.

The Middle East

The People

Most Middle Easterners live in villages and farm the nearby fields with the same simple tools used by their ancestors. City residents include businessmen, professional people, and a sizable group of poor unskilled workers.

The Economy

Farmers raise a variety of crops and animals. Agricultural production has risen steadily since the 1950s because of better equipment, scientific farming methods, improved seeds, and extensive irrigation systems.

Iran, Bahrain, Egypt, Iraq, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates export large quantities of oil to the industrialized nations of the world.

Countries in the Middle East have expanded their industries since the mid-1900s, especially Egypt, Iran, Kuwait, Turkey, Saudi Arabia, and Israel. The growth of industry has caused such problems as overcrowding and pollution in the cities.

The Arab-Israeli Conflict

In 1947, the United Nations divided Palestine into an Arab state and a Jewish state. This action, which created the Jewish state of Israel, angered Palestinian Arabs, who insisted that all of Palestine belonged to them. Over the next 25 years, Israel fought four wars against the Palestinians and the Arab nations which supported them.

A Continuing Trouble Spot

Beginning in the 1960s, the Israelis and the Palestine Liberation Organization, representing the Palestinian Arabs, carried out acts of violence against each other.

During the 1980s, Iran and Iraq waged a bitter eight-year war that took tens of thousands of lives.

In 1990, an army from Iraq invaded oil-rich Kuwait, but was defeated by military forces from the United States and other United Nations countries.

Southeast Asia

All of the nations of Southeast Asia, with the exception of Thailand, were once colonies of European countries. They finally gained their freedom in the years after World War II ended in 1945. Some achieved independence through peaceful means, others by war.

Philippines

The Philippines was a Spanish colony until 1898, when Spain ceded the islands to the United States at the end of the Spanish-American War. The United States granted independence on July 4, 1946.

The new government faced many problems. It had to repair the damage done by the Japanese during World War II. Peasants demanded that land be taken from the wealthy and given to the poor. When the government failed to act quickly enough, a rebellion broke out. President Ferdinand Marcos declared “martial law,” or rule by the military. Civil rights were restricted and political opponents imprisoned. Meanwhile, economic conditions deteriorated.

Indonesia

Indonesia was known as the Dutch East Indies when it was a colony of The Netherlands. A four-year war against the Dutch brought independence in 1950. The freedom fighters were led by Achmed Sukarno, who became the first president of the Republic of Indonesia.

The country had few experienced government officials and business managers. The literacy rate was low, and there was a serious shortage of skilled workers. Sukarno had himself declared “President for Life,” a setback for democracy. Excessive government spending pushed the nation toward bankruptcy. In 1966, Sukarno was overthrown during a military coup led by General Suharto. Suharto reduced government spending and worked to strengthen the economy. Money raised from oil exports was used to promote industrial development.

Vietnam

Vietnam was a colony of France for almost one hundred years until French forces were defeated in the Indochina War. When the war ended in 1954, Vietnam was divided into North Vietnam and South Vietnam. Three years later, the Vietnam War began between South Vietnam and the “Viet Cong” — guerillas supported by communist North Vietnam and the Soviet Union. Eventually, the United States sent forces to help South Vietnam. In 1973, a cease-fire agreement was signed and the United States withdrew its troops. By 1976, the Communists gained control of South Vietnam. They united the North and South into the single country of Vietnam.

Agriculture

The majority of people in Southeast Asia work on farms and live in small villages. Villages consist of about 25 to 30 houses that are mostly made of bamboo and wood. A pagoda or some other Buddhist shrine can be seen in almost every village in the mainland countries of Southeast Asia.

Fertile soil is found in river valleys and on the deltas and narrow coastal plains. The population of Southeast Asia is concentrated in these areas. In the Philippines and Indonesia, hillsides have been terraced to increase the amount of level land for farming.

Farmers still plant their crops by hand and harvest them with sickles and other simple tools. Many farmers use water buffaloes to plow their fields. Tractors and farm machinery are rarely seen. Few farmers use chemical fertilizers, crop-spraying methods, or other modern ways to improve production. Most farmers on the mainland own a small plot of land. They are able to grow enough food for their families, and many have extra food which they sell. On the islands, farmers usually work on land owned by others.

Plantations tend to specialize in one main crop. They produce large quantities of tea, natural rubber, sugar, coffee, copra, spices, fruits, vegetables, palm oil, and tobacco.

Southeast Asia is one of Asia's most important crop-growing regions. The land and climate are well suited for farming. Southeast Asia helps provide the rest of the world with needed agricultural products. Indonesia, Malaysia, and Thailand are among the world's leaders in the production of jute. Malaysia and Thailand are two of the top three exporters of natural rubber. Southeast Asia supplies the world with such spices as nutmeg and pepper. Burma, Thailand, and Vietnam are among the leading rice exporters in the world. The rice is grown in paddies, small fields surrounded by dikes of mud.

Industry

Industry was slow to develop in Southeast Asia. The countries there were colonies of European nations at the time when the Industrial Revolution spread through Europe and North America. The European countries used their colonies in Southeast Asia as a source of food for their people and raw materials for their industries. Since winning independence, most of the countries in the region have had a difficult time trying to catch up and compete with the industrialized nations of the world.

South Asia

India

In 1951, the Indian government adopted the first of several five-year plans aimed at increasing manufacturing and raising the standard of living. Foreign countries sent India money and technical aid. The government began helping farmers by giving them improved seeds and teaching them scientific ways of farming. Between 1950 and 1970, agricultural production increased by 70 percent and industrial output by 150 percent. Nevertheless, droughts and other natural disasters caused severe food shortages during certain years.

The government built many hydroelectric plants and two atomic power plants to help provide for some of the country's energy needs. India had an extensive railway system, but needed more paved roads, bridges, motor vehicles, and service stations. The building of hospitals and health clinics helped raise the life expectancy from 32 in 1950 to 53 in 1980. In 1974, India exploded its first atomic bomb, but pledged to use nuclear power for peaceful purposes only. India remained neutral during the Cold War between communist and democratic nations. It did not want to risk becoming involved in foreign wars.

Pakistan

At the time of independence in 1947, nearly everyone earned a living from farming or by raising goats or sheep. To promote economic development, the government drew up a series of five-year plans that set production goals for agriculture and industry. The government took over the ownership and operation of such heavy industries as oil refining and iron and steel production. Emphasis was given to the modernization of agriculture through the use of chemical fertilizers, pesticides, and new seeds. The government started programs that gave more land to the poor.

Traditional customs and beliefs remained strong in rural areas, but modern ways began to appear in the cities. More schools, teachers, and learning materials were needed in order to raise the literacy rate. A shortage of paved roads limited trade between rural and urban areas.

On several occasions, military leaders seized control of the government. In 1971, India defeated Pakistan in a war that gave Bangladesh its independence.

East Asia

China

Even though many cities have over a million people, most Chinese live in small farming villages. The farmlands are owned by the government. The Communist Party, which governs China, has grouped villages into communes. A large commune might have ten thousand acres of land and twenty thousand people. Farm workers are paid by the government. Most of the crops raised are given to the government. The remainder are divided among the workers. In the cities, the government assigns jobs and controls wages and working hours. Storekeepers and businessmen are not allowed to own their own stores and workshops. The Chinese work force includes both men and women.

The communist government plans and controls the economy. It is trying to make China a highly industrialized nation. But more factories and skilled workers are needed. The country's vast mineral resources need to be used to full advantage. More roads and railroads have to be built. Some areas still lack electricity and proper sanitation systems. The communications network has to be expanded. Parts of China do not have doctors, hospitals, and public health clinics.

Agriculture continues to form the basis of the economy. China ranks high in agricultural production, yet barely has enough food to feed its huge population. Manual labor and animals are still widely used to cultivate and harvest crops.

The leaders of China place great emphasis on the importance of education. The government is trying to teach all people to read and write. New schools are being built. Programs have been set up to train experts in agriculture, engineering, medicine, and other specialized fields. China needs more doctors, engineers, scientists, teachers, and other skilled professionals.

In 1949, a long civil war ended between the Communist Chinese and the Nationalist Chinese. The Communists gained control of mainland China. The defeated Nationalists retreated to the island of Taiwan. Today, the government of the People's Republic of China is under the firm control of the Communist Party. Only a small percentage of the Chinese people belong to the Communist Party. The party is headed by a chairman, who is the most powerful official in the country. Party leaders decide what the people read in newspapers, magazines, and books, and what they hear on the radio and see on television.

Japan

Japan's economy is based on manufacturing. Japan is the most industrialized nation in Asia, and ranks among the world leaders. One of the reasons why the economy emphasizes

manufacturing is that only about 15% of the land can be farmed. Much of the country is covered by hills and mountains. Step-like terraces have been carved into some hillsides so that crops can be grown on level land. Most farmers use machinery, chemical fertilizers, and other modern farming methods.

Because its natural resources are limited, Japan must import food and raw materials. It pays for them by exporting manufactured products.

Japan sells more goods to the United States than to any other country. Such products include automobiles, iron and steel, radios, television sets, and textiles.

Japanese industries have efficient plant managers and a large number of skilled workers. The literacy rate in Japan is 99 percent.

Latin America

Problems of Developing Nations

After gaining independence, many Latin American countries had a difficult time maintaining stable governments. Violence frequently broke out between rival political groups. Military leaders, like Fidel Castro in Cuba, often seized power. They have restricted human rights, closed down newspapers, censored the media, and jailed political opponents without trial.

Economic growth has been slowed by the population explosion. Farmers have been unable to grow the amount of food needed to feed the rapidly expanding population. Poor diet has caused malnutrition and disease.

Wealthy landowners have long opposed reform programs that would give some of their land to the poor. In rural areas, small farmers practice subsistence agriculture, growing only enough food for their own families. Most rural families lack such basic conveniences as electricity, indoor plumbing, and a telephone.

Many people in rural areas work on plantations, or haciendas, owned by wealthy families and large corporations. Commercial farmers grow such cash crops as coffee, bananas, sugar cane, and cotton. The exports of some nations consist chiefly of just one of these crops. Consequently, a drop in the price on the world market can cause severe economic hardships.

U.S. aid programs like the Alliance for Progress and Peace Corps greatly benefited Latin America. Yet Latin Americans continued to distrust the United States because of past interference in the region. Latin American nations and the United States formed the Organization of American States to provide for mutual defense, regional cooperation, and the peaceful settlement of disputes.

TEST: RECENT EVENTS

All questions are 2 points each.

Multiple-Choice

- (1) ____ European businessmen were interested in Africa's: (a) raw materials
(b) manufactured goods (c) handicrafts
- (2) ____ Which of the following was not done by the Europeans during the Colonial Period in Africa? (a) they built schools, roads, and railroads (b) they helped African countries develop their industries (c) they reduced the threat of disease by improving medical services
- (3) ____ In poorer countries, the population explosion resulted in: (a) a dramatic rise in the demand for consumer goods (b) an increase in the literacy rate (c) governments having a difficult time providing citizens with housing, jobs, and a good education
- (4) ____ Agricultural production is likely to increase the most when: (a) the standard of living is high (b) farmers work longer hours (c) farmers use improved seeds and better equipment
- (5) ____ When the United Nations divided Palestine into an Arab state and the Jewish state of Israel, angry Palestinian Arabs insisted that: (a) all of Palestine belonged to them (b) Palestine should be divided between Jews and Arabs (c) the Jewish people should be governed by the Palestinians
- (6) ____ In 1990, an army from Iraq invaded Kuwait, but was defeated by military forces from: (a) Israel (b) Iran (c) the United States and other United Nations countries
- (7) ____ After winning independence, many new countries have had a difficult time maintaining: (a) a dependable foreign trade (b) stable governments (c) strong military alliances
- (8) ____ The leading cash crops grown on plantations in Latin America include: (a) corn, beans, and squash (b) coffee, bananas, and sugar cane (c) wheat, barley, and rye
- (9) ____ Developing nations are handicapped by a shortage of skilled workers and a low: (a) unemployment rate (b) literacy rate (c) inflation rate
- (10) ____ Fidel Castro of Cuba was one of a number of Latin American leaders who established military dictatorships which: (a) guaranteed freedom of the press (b) welcomed political opposition (c) censored the media

True/False

- (11) _____ Most Africans are commercial farmers who raise cash crops for sale.
- (12) _____ Countries whose economies are based on a single cash crop have an advantage over countries that produce a variety of crops.
- (13) _____ Leaders of developing nations want to import more manufactured goods.
- (14) _____ The Israelis and the Palestine Liberation Organization committed many acts of violence against each other beginning in the 1960s.
- (15) _____ Most of the countries of Asia and Africa gained independence in the years after World War II ended in 1945.
- (16) _____ People who grow only enough food for their own families are called migratory farmers.
- (17) _____ Latin American nations and the United States formed the Organization of American States to provide mutual defense, regional cooperation, and the peaceful settlement of disputes.

World Nations Fill in the space with the country being described — either Vietnam, India, Pakistan, China, Indonesia, Japan, Iran, or the Philippines.

- (18) _____ Was ceded to the United States after the Spanish-American War in 1898. Was granted independence by the U.S. on July 4, 1946. Suffered extensive damage at the hands of the Japanese during World War II. Ferdinand Marcos ruled by martial law.
- (19) _____ Formerly known as the Dutch East Indies. Early leaders included Achmed Sukarno and General Suharto. Money raised from oil exports was used to promote industrial development.
- (20) _____ Was a French colony for almost one hundred years. The North and South fought a lengthy war against each other, a conflict that involved the United States. After the war, the North and South were united into one country.
- (21) _____ Several five-year plans raised agricultural and industrial production between 1950 and 1970. Hydroelectric and atomic power plants were built. The British constructed an extensive railway network there during the Colonial Period. Remained neutral during the Cold War.
- (22) _____ Gained its independence from India in 1947. On several occasions, military leaders took over the government. In 1971, it was defeated in a war with India. The eastern part of the country then became the new nation of Bangladesh.
- (23) _____ In 1949, a long civil war ended with the Communists defeating the Nationalists. The Communist Party, which owns the farmland, has grouped villages into communes. The government assigns jobs and controls wages and working hours.
- (24) _____ It is the most industrialized country in Asia. Sells a wide variety of manufactured goods to the United States. Only 15% of the land can be farmed. Many hillsides are terraced. The literacy rate is 99%.
- (25) _____ Waged a bitter eight-year war against neighboring Iraq during the 1980s. Is one of the leading oil-producers in the Persian Gulf region.

Matching

- | | |
|--|--|
| (26) _____ Europeans | (a) demanded that the colonial powers grant independence to their countries |
| (27) _____ Christian missionaries | (b) most of them still work in fields with the same simple tools used by their ancestors |
| (28) _____ nationalists | (c) include businessmen and professional people who have abandoned traditional ways and adopted Western lifestyles |
| (29) _____ new African leaders | (d) have had a difficult time finding jobs in the cities; live in poverty-stricken slum areas |
| (30) _____ military dictators | (e) controlled almost all of Africa in 1914 |
| (31) _____ unskilled workers | (f) opposed reform programs that would give some of their property to the poor |
| (32) _____ city residents in Asia, Africa, and Latin America | (g) challenged African religious and social traditions |
| (33) _____ wealthy landowners | (h) seized power in a number of countries in Africa, Asia, and Latin America; restricted personal freedom and human rights |
| (34) _____ Arab nations | (i) were often unprepared for self-government |
| (35) _____ villagers in Asia, Africa, and Latin America | (j) fought four wars against Israel between 1947 and 1973 |

Completion Choose the words from the list that best complete the following sentences.

economic cooperation
land and climate
past interference
colonial empires
Buddhist shrines

modern farming methods
one political party
malnutrition
public officials
densely populated areas

industrialized nations
democratic governments
ethnic homelands
agricultural production
industry

- (36) During the Colonial Period in Africa, the Europeans drew new boundary lines that sometimes divided _____.
- (37) The Africans who supported independence movements admired the _____ in the West.
- (38) After World War II, most European countries decided it was unwise to spend money to keep their _____.
- (39) The governments of some African nations have introduced villagers to _____.
- (40) The Organization of African Unity has established programs for _____ among African countries.
- (41) Some newly independent nations insisted that there be _____, thereby limiting political differences that would slow down progress.
- (42) Saudi Arabia, Kuwait, Bahrain, and other countries of the Middle East export large amounts of oil to the _____ of the world.
- (43) The growth of _____ has created such problems as overcrowding and pollution.
- (44) Poor diet in some parts of the world has caused _____ and disease.
- (45) Despite receiving millions of dollars in aid from the United States, Latin Americans have distrusted the U.S. because of _____ in the region.
- (46) After achieving independence, most countries in Asia, Africa, and Latin America were governed by inexperienced _____.
- (47) _____ can be seen in almost every village on the mainland of Southeast Asia.
- (48) River valleys, deltas, and coastal plains tend to be _____.
- (49) As farmers use more machinery, chemical fertilizers, and crop-spraying methods, _____ will increase.
- (50) The type of _____ in a particular place affects the amount of food that can be produced there.

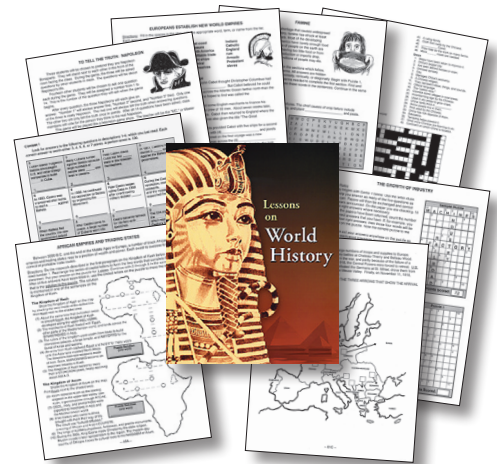
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142. Test: Middle Ages in Asia, Africa, Americas
143. Review Exercise: Europe in Transition
144. Test: Europe in Transition
145. Rev. Ex: Revolution, and Industrialization
146. Test: Revolution, Industrialization, and Reform
147. Review Exercise: The World at War
148. Test: The World at War
149. Review Exercise: Recent Events
150. Test: Recent Events

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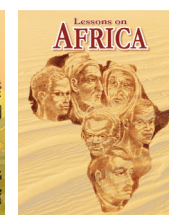
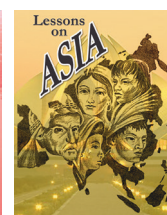
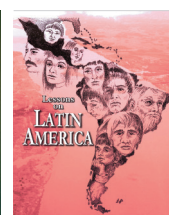
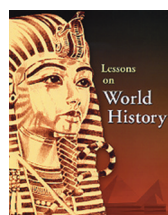
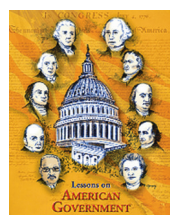
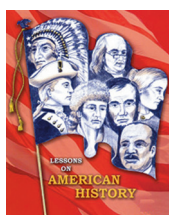
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