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## Activating Prior Knowledge

Watch for answers to these questions as you read.

- How important were war and government in early Greece?
- How did Rome become so powerful?
- What ideas about learning, government, and daily living came during the Golden Age of Greece?
- What events and ideas helped cause Rome to lose its earlier power?

## Introduction

Two great civilizations began near the Mediterranean Sea. Greece came first; Rome followed. Much of Western civilization today has been strongly influenced by the things these people learned and did many years ago.

The people of these two civilizations had many great ideas. They also made some mistakes. When you are reading about these people, watch for both. Learning about mistakes that the Greeks and Romans made 2,000 years ago and more might keep us from repeating them.
**The Early Greeks**

When trading ships sailed from Egypt and Phoenicia, they often stopped at the island of Crete. This large island in the Mediterranean Sea was where one of the greatest nations in the ancient world began. It is known as the Minoan civilization, after the legendary king, Minos. Ships from Crete carried goods to other settlements along the Mediterranean. Minoan sailors observed the customs and ways of other nations. They remembered useful ideas and took them home.

It was not long before the Minoans developed their own kind of writing. They learned to make pottery and used new ideas to improve it. They learned to work with gold and ivory. Their jewelry was popular everywhere.

Just as the Phoenicians had done, the Minoans started colonies around the Mediterranean. Some of their colonies were in Greece, which later became the center of one of the greatest civilizations in the world. The people of Crete did well trading, and they prospered. The way of life they created vanished around 1400 B.C.E. for unknown reasons.

**Critical Thinking**

Why did Crete have a large navy but almost no army?

By about 1000 B.C.E., the Dorians from Greece were using iron weapons and had become very strong. During the Dorian age, people forgot how to write. They passed down stories and myths by oral storytelling.

Just like Sumer, Crete and Greece began with city governments. Greece is on a peninsula with many mountains. These mountains divide the country into small areas. Each city had its own government and army. Some Greek rulers were kind, and some were harsh. Many Greek rulers forced the farmers to pay high taxes. Those who could not pay sometimes lost their land and were sold as slaves.

Some Greek states, such as Sparta, became very warlike. Men and boys in Sparta were trained to be soldiers able to withstand great hardships. Boys began military training when they were seven and stayed in the army until they were about thirty. The word Spartan today means “disciplined” or “simple to the point of being uncomfortable.”

Athens, another Greek state, started a kind of government called a democracy. Every voter helped rule the city. Free Athenian men over eighteen years old could vote. Women, children, foreigners, and slaves could not vote in Athens. Even so, the government of Athens was something like today’s democratic government in the United States.
GREECE’S GOLDEN AGE

About 500 B.C.E., Greece went to war against Persia. Athens eventually defeated Persia and began to change in a number of ways. The result is known as the **Golden Age** of Greece. Greece developed a rich **culture** during this time.

Nearly 200 city-states turned to Athens for leadership. Just as Sumer had brought city-states together, so did Athens. Athens protected smaller city-states and for a time was the center of one of the most advanced civilizations the world had ever known.

Laws were written out, and everyone knew what they were. People who owed money could not be sold as slaves. The rich no longer took land forcibly from the poor. A powerful navy protected Greece from other nations. Greek merchants sailed, looking for trade.

Under the leadership of Athens, life in Greece became better and better. Greek schools improved, and such things as reading, math, music, and sports were taught to boys. Girls did not attend public school.

Great thinkers, called **philosophers**, began to teach. Philosopher means “lover of wisdom.” Socrates was a philosopher who thought one could discover the truth by asking the correct questions. Other philosophers set up plans for government or studied science and medicine.

The Greeks built beautiful marble buildings in Athens. Statues we still wonder at today were carved during this time. Plays written and performed for the people of Athens are still read and enjoyed today. Other Greek authors wrote poetry, social commentary, and books on education.

The Olympic Games started during this time. Every four years, athletes from all over Greece took part in running, jumping, wrestling, and other sports. If sports were ever more popular than they are today, it must have been in ancient Greece.

The people relied on the gods for help. The Greeks thought of their gods very much as people. Greek gods were supposed to have fought one another and to have had fun, just like the humans they controlled.

Life during Greece’s Golden Age was wonderful if you were a rich **citizen** of Athens. However, slaves were not as well off. Many suffered from overwork. Only a few were able to buy their freedom and become citizens. Women had few rights. The poor worked hard and had few pleasures.

Once again, war changed things. The people of Athens had learned to enjoy a cultured life and good government, but Sparta had stayed warlike. Finally, war broke out between the two city-states. It took Sparta twenty-seven years to defeat Athens. Both states were left so weak they could no longer defend themselves against outsiders. The Golden Age of Greece was ending.
Soon after Athens and Sparta fought, a neighbor to the north began taking over the Greek city-states. Philip, king of Macedonia, a region north of Greece, finally controlled all of Greece. His son, Alexander, took over the army when Philip died. By the time Alexander died at 32, he had conquered most of the world he knew about. From Greece to Egypt to India, Alexander the Great ruled.

Alexander had many good ideas. He thought people from different nations should marry each other as a way of keeping peace among nations. People from all religions were welcome in his army and his empire. He set up a system of money so all parts of his kingdom could trade easily. He wanted people to be well educated. His own teacher had been Aristotle, a philosopher from Athens. Aristotle’s teacher was Plato, and Plato was a student of Socrates, the great thinker we learned about earlier. During and after Alexander’s time, Greek men learned much about astronomy and mathematics.

Despite Alexander’s plans, his kingdom did not last. When he died, his kingdom was divided. Greece’s Golden Age had ended. Also, the time had come when Greece itself would no longer be free.

**Critical Thinking**

Some civilizations had great cultures. Many of these civilizations were destroyed in war. Can nations today learn lessons from the defeats of past civilizations?

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**Critical Thinking**

Name several things that Athens and the United States have in common. List a few differences.

**Puzzle: Ancient Greece**

Each description that follows has a one-word answer. The lines following each clue stand for the letters in the answer. One letter in each answer is already in place. Write the rest of each answer on the lines provided.

1. an island nation in the Mediterranean Sea  __ __ E __ __
2. a warlike city-state in Greece  __ __ __ __ T __
3. a famous Greek thinker, or philosopher  __ __ __ __ A __ __
4. a powerful nation north of Greece  __ __ __ __ O __ __
5. a Greek state where democracy began  __ __ __ __ E __ __
6. the Macedonian king who conquered all Greece  __ __ __ __ I __
7. the king of Macedonia who ruled the world  __ __ __ __ A __ __ __
8. the athletic games held every four years in Greece  __ __ __ __ __ I __
9. The time when Greece was at its best is often called this. __ O __ __ __  ____

10. A nation that Macedonia defeated __ __ E __ __ __

**MAP REVIEW: ANCIENT GREECE**

Answer these questions with the help of the map on page 19. Write your answer on the line provided.

When you have answered all the questions, try to locate the places again in the word search on page 20. Circle each name in the word search. The words can go up, down, across, or backward. Be careful! They can be tricky.

1. Five different seas are shown on the map. Look carefully at each one. Which is the smallest?
2. Which sea is in the northwestern corner of the map?
3. A narrow channel, or strait, separates the Black Sea from the Sea of Marmara. What is the name of this strait?
4. If you travel from the Aegean Sea to the Sea of Marmara, you go through a narrow channel, or strait. This strait is called the Dardanelles today. What did the Greeks call it?
5. Most of Asia Minor was not controlled by Greece. What power did control Asia Minor?
6. The Olympic Games are held every four years. They were first held in Greece. In which city did the Olympic Games start? Use its name as a clue.
7. The city of Sparta was on a peninsula. What is the name of this peninsula?
8. South of Greece is a large island. What is the island’s name?
9. West of Greece is part of another peninsula. What is the name of this peninsula?
10. When people from Athens traveled to the city of Troy, they crossed a sea. What is the name of this sea?
Now, here is the word search. Can you find and circle the answers in it?

E S A S E T E Q U I A O
S E N W R H E S T O N P
W A D R I A T I C S E A
R O T D I E C B K T R D
T F N R T G A C W A S S
F M O I A E O A L P U E
W A P I T A L I A N R U
B R S E C N Y T E O O R
C M E S I S M A T A P O
N A L T A E P E E I S A
E R L L I A I A R S O S
I A E A N C A I C R B U
A T H U S T T E E B P R
T P E R S I A N P O S O
P E L O P O N N E S U S

MAP REVIEW: ALEXANDER THE GREAT

Follow Alexander the Great in his conquests. Answer the following about Alexander on the lines provided. You can find the answers either on the map on page 21 or in the reading.

1. Alexander was born in the country of Macedonia. (Find Macedonia on the map.) South of Macedonia is the country of ________________. Two important Greek cities shown on the map are ________________ and ________________.

2. After capturing Greece, Alexander moved into Asia Minor. What body of water is north of Asia Minor? ________________ What country controlled Asia Minor until Alexander took it away? ________________

3. The empire of Persia lay between a sea and a gulf. What are the names of these two bodies of water? ________________ and ________________
4. While Alexander was conquering Persia, he also captured two of the areas where civilization first started. These two river valleys around Persia were the ________________ on the east and the ________________ on the west. Both of these, as well as Persia, are on the continent of ________________.

5. After defeating Persia, Alexander conquered a third ancient civilization. This one developed west of the Red Sea, along the ________________ River. This civilization was called ________________.

6. Macedonia is on the continent of Europe. Alexander controlled land on how many continents? ________________ These continents are named ________________, ________________, and ________________.

7. The mountains that stretch from the Black Sea to the Caspian Sea are called the ________________.

**Alexander’s Empire**
Pericles was born in Athens, Greece, about 495 B.C.E. His father was a famous warrior. His mother was the niece of a famous statesman named Cleisthenes.

Cleisthenes brought many democratic reforms to Athens. He had given the assembly and courts the power to govern. Pericles wanted to continue these reforms. He joined the popular party and began his work.

In 463 B.C.E., Pericles was a state prosecutor who helped try Cimon, a powerful general. Cimon wanted Athens to join with its enemy, Sparta. Pericles lost the trial but became famous among the people of Athens.

Pericles helped the people gain power by giving power to the Council of Five Hundred, the popular court, and the assembly. When the party leader was killed, Pericles took his place.

Pericles was elected one of the ten generals of Athens. Each year for nearly thirty years, he was reelected.

Pericles brought about changes in the government of Athens. He decided government officers should be paid. This meant poor people could afford to hold office.

Pericles’ goal was to make Athens a powerful democracy. Athens had a strong navy, but Pericles wanted it to have a strong army as well. Pericles started a series of wars to gain more land. He did not always win. As a result, Cimon took charge of the armies. Cimon defeated Persia in 449 B.C.E. and died soon afterward.

Three years later Athens signed a thirty-year peace treaty with Sparta. This gave Athens control of a league of Greek cities that joined together for trade. Pericles used money from the league to build up the navy and make Athens beautiful. The Parthenon was built at this time.

War with Sparta came in 431 B.C.E. Much of the land around Athens was lost. Then a year later, a plague broke out and killed many people. Pericles was blamed for the troubles of Athens and removed from power.

He was reelected the next year but did not rule long. Pericles died of the plague soon after his reelection.
THE RISE OF ROME

Alexander the Great had planned to march west to Italy after he finished with Persia. He died before this plan was carried out. Instead, armies from Italy marched east and took over much of the land Alexander had ruled.

Italy had been settled by people from the north, from Asia Minor, and from Greece. The northerners were called Latins. They learned much from other peoples. They worshiped the Greek gods, though they gave these gods new names. They modeled their writing and government after the Greeks. The people of Asia Minor taught them to build good roads. All these things helped the people of Italy.

As in other parts of the world, the Italian peninsula was dotted with many city-states. The city of Rome was more powerful than any other. Because it was built on seven hills, it was protected from its enemies. It used this safety to become a center of trade for most of Italy. By 270 B.C.E., Rome had taken control of most of the other city-states. It made these cities pay taxes to Rome and supply soldiers for Rome’s army. In return, Rome protected them from attack by other nations.

Rome began to look for more lands to control. War broke out between Rome and Carthage in northern Africa. Carthage had been a Phoenician colony and had become strong. This war lasted off and on for sixty-two years. They are called the Punic Wars. Finally Rome destroyed Carthage and was on its way to becoming more powerful. During the seventy-five years that followed, Rome fought and defeated Macedonia, Spain, and Greece. Roman rule went as far as Asia Minor and Egypt. The Hebrew nation of Palestine also became part of the Roman Empire.

When Rome captured an area, it was made a province. This meant that Rome governed it and received tax money and soldiers from that area. Many Romans in government used this tax money for their own good and became very wealthy. These wealthy people then bought large farms and used slaves to do the work. In this way, they became even wealthier. As more and more slaves were used for work, the poor people could not find jobs. This soon led to troubles for Rome.

ROME BECOMES GREAT

One of Rome’s many accomplishments was a new kind of government. The people of Rome formed a republic. As in Greece, the wealthy people had the most to say about government. They elected the men who formed the Senate. These lawmakers, called senators, were elected for life. The senators also chose two consuls to rule Rome for a year at a time.
At first, the poor people had little say in the government of Rome. Finally, a plan was worked out to include the common people. They could choose two **tribunes** to represent them. If the tribunes felt a law was bad for the common people, they could turn it down, no matter what the Senate said. The tribunes also had the laws written down so everyone knew just what they were.

Most tribunes tried hard to help the people. Sometimes, though, when a tribune tried too hard, members of the Senate would have him murdered. One famous tribune killed himself when he heard the plans for his murder.

Roman schools were an improvement over those of other nations. They helped to carry on the knowledge of the Greeks. They also encouraged new ideas. These schools trained boys to become lawyers, bookkeepers, and government workers. Boys stayed in school until they were sixteen. Even girls went to school until the age of thirteen. Education helped Rome become great.

Romans and all the people they conquered spoke the **Latin** language. Many modern languages, such as French, Spanish, Italian, and Portuguese, are strongly related to Latin. For many hundreds of years, Latin was the language used by writers all over Europe.

**HANNIBAL**

Hannibal was a general from Carthage. During the Punic Wars, Hannibal decided to take a small force and **invade** Italy. The army crossed the towering mountains of the Alps with elephants! They wiped out a Roman force and won other victories but could not take Rome.

Rome became great for other reasons as well. Roman law spread over all the world the Romans knew. The Roman calendar was better than older calendars and remained in use for over a thousand years. Rome followed the example of Persia and made roads connecting all parts of the empire. Some of these roads are still used even though they are 2,000 years old. Many Roman buildings still stand, too. Roman **aqueducts** for carrying water from the mountains to the cities are still bringing water to thirsty people in Rome today.

**CRITICAL THINKING**

The Romans used ideas from other cultures. They also came up with fresh ideas. How did they blend the past and present to make their nation strong?
CROSSWORD PUZZLE: THE ROMAN EMPIRE

Use the map on page 26 and the clues below to write the correct answers in the puzzle.

Across
1. This ocean is west of the country of Gaul.
4. This continent is south of the Mediterranean Sea.
8. This river in Africa starts in the south and flows north to empty into the Mediterranean Sea.
11. The Roman Empire controlled only half of this large island off the northern coast of Europe.
12. Which of these controlled the most land: the Roman Republic or the Empire?
14. This body of water was surrounded by the Roman Empire.
15. This narrow channel separates Spain from Africa.

Down
1. This chain of mountains runs along the Italian peninsula.
2. This famous Greek city-state is shown on the map.
3. This city-state was south of the island of Sardinia and was destroyed by Rome.
4. These mountains lie between Italy and Gaul.
5. This city was the center of the Roman Empire.
6. This sea lies between Italy and Greece.
7. This peninsula lies south of the Black Sea.
9. This large island is south of Greece.
10. Most of the Roman Empire lies on this continent.
11. The Danube River flows into this body of water.
13. This is one of the rivers near the northern border of the Roman Empire.
**ROME’S DECLINE**

Rome started to have troubles while it was still growing. Romans began to use more and more slaves to do their work. Because of this, many unemployed people became angry about the lack of jobs. The government of Rome set up a large welfare system. It provided food for the hungry. To keep these people from thinking about their problems, the government set up free public entertainment. This entertainment was most likely to be a chariot race or an afternoon of fights in the arena.

The arena fighters were called gladiators. Often they were strong slaves trained to fight. A gladiator had a good reason for wanting to win—if he lost, he might well be killed. Gladiators fought each other or wild animals.

During this time, Rome was growing. Under the great general Julius Caesar, its armies had won Gaul and marched and sailed as far as Britain. These two areas are now called France and the United Kingdom, but for many years they were just provinces in the Roman Empire.

Julius Caesar took over Rome’s government. Like many men before and after him, Julius Caesar found that good generals are not always popular politicians. He passed many laws to help the poor. When the wealthy Romans thought he had done too much for the poor, they had him killed.

Augustus followed Julius Caesar as Rome’s ruler. He was careful not to anger the Senate too much. Instead, he worked out a better plan of government for the Roman Empire. He tried hard to make government honest and helpful to the people. The empire was fairly stable for about 200 years after this.

During this time, a new religion, Christianity, had its beginnings in the Hebrew nation of Palestine. Jesus of Nazareth preached his beliefs among the people there. The Romans ruled Palestine. A Roman court ordered Jesus put to death, and Roman soldiers carried out the court’s order.

After the death of Jesus, his followers spread his teachings. Many Romans felt Christianity offered them more than did their gods. Christianity spread throughout the Roman Empire. Roman leaders killed many early Christians, yet the nation of Rome finally adopted Christianity as its official religion.

Even though things seemed pretty good, Rome was weakening. The Romans had too many slaves and had grown lazy. Far too many people were on welfare or were supported by the government. The Roman rulers spent too much money on armies, and they raised taxes too high in order to pay for the cost of the armies and the government. In order to raise more money, the government started mixing copper with the silver in its coins.

### CRITICAL THINKING

Rome was extremely powerful. Yet it grew weak and was destroyed. What lessons could modern nations learn from Rome?

The Roman Empire was divided into two parts. The eastern part lasted a thousand years longer than did the western part. By 476 C.E., the western part...
had been destroyed. Fierce tribes of warlike people from the north invaded. The Visigoths and the Vandals finally destroyed the city of Rome itself. These tribes had not been part of the Roman Empire. They ended the great Roman Empire because Rome had become weak and lazy.

Puzzle: The Roman Empire

The nine questions below all have their answers hidden in the word search. Some of the answers are written across, up, down, or even backward. Some cross each other. Can you find all nine answers? Write each answer on the line provided after the question. Then circle each answer in the word search.

```
  L J U L I U S C A E S A R
  A P A O E S T R I B U N E
  T O D S C E D S L A V E S
  I P G V A N D A L S U S N
  N E B G L A D I A T O R S
  C H R I S T I A N I T Y T
  F A R A I E G A H T R A C
```

1. What language did Romans speak? ________________
2. What great Roman general captured Gaul? ________________
3. What African state did Rome fight? ________________
4. What new religion came to Rome after the death of Jesus? ________________
5. *Vandalism* means “destruction of property.” The origin of this word comes from a German tribe. What is the name of that tribe? ________________
6. What was the name of the Roman lawmaking group that was elected for life? ________________
7. What name was given to a man chosen to represent the common people in Rome’s government? ________________
8. What word means “professional fighter”? ________________
9. What group of people did much of the work in Rome? ________________

**Critical Thinking**

The Roman leaders gave the poor “bread and circuses” to keep them happy. What does this mean?
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INTRODUCTION

Robin W. Winks, in *The Historian As Detective*, makes the analogy between the works of two professions—the historian and the detective. It is a link that we want students to make as we ask them to “do history.” Just as historians become detectives as they work with clues from the past, students should learn to examine evidence, question its relevance, assess its validity, and then formulate hypotheses which they test further. Often these answers are challenged by others as they interpret the evidence and arrive at conflicting interpretations. Being a historical detective is challenging, engaging, and exciting work.

This book is designed to help teachers and students become better historians, thinkers, and writers. It provides them with opportunities to do the work of all three at one time. They examine evidence and data in order to arrive at informed and thoughtful positions, then present their thoughts clearly, logically, and effectively in writing. Although this is a challenging task, the required skills can be developed with practice—skills that we all need in order to be effective citizens and lifelong learners.

What Is a Document-Based Question, or DBQ?

A document-based question is a writing task in which a student analyzes significant evidence—documents and other data—to reach an informed position, then presents that information in a persuasive, logical, and accurate essay. The questions are generally open-ended, giving students the opportunity to develop responses to the questions using the documents and the information they have learned in their study of global history. The documents are mostly primary sources or eyewitness accounts provided by people who were actually “making history” or witnessing the events being examined. These primary sources include diaries, speeches, newspaper accounts, reports, and cartoons. Other documents considered primary sources are maps, photographs, graphs, and charts. In addition, secondary accounts or later interpretations of the events are included to provide different perspectives. Secondary accounts are written by people who have studied the primary sources and reached conclusions based on the evidence. At times, these conclusions are contested by others who present conflicting interpretations, making for interesting analysis. Just as two eyewitnesses can disagree about what happened, historians also disagree and offer different interpretations about what happened and why it happened. Both primary sources and secondary accounts provide raw material for historians.

Why Use DBQs?

Document-based questions require students to think analytically when using the documents and to write responses that integrate information from a variety of sources. These are very important skills. Some of the skills involved in historical analysis include the following:

- evaluating the reliability, validity, and accuracy of historical sources
- identifying the point of view of these sources as well as determining bias
- identifying a problem or issue and considering alternative positions and solutions
- categorizing information as political, social, or economic, or as positive or negative
- comparing and contrasting different interpretations of key events
- constructing support for a position by choosing accurate, relevant evidence

Writing skills are crucial. Students need a process in place for addressing document-based questions. They need direct instruction using primary sources and conflicting interpretations of historical events, as well as repeated opportunities to practice these skills in class and in independent practice or homework. The students should be engaged in analyzing documents and writing in conjunction with documents almost daily.

The questions provided in this book can be used as a basis for class discussion or as preparation for a debate or seminar. They can be used for research projects or in extended writing tasks, as well as for
formal assessment. These questions could also be used in the essay portion of a unit or final exam. If used as part of an assessment, it is important that students understand the expectations for this type of writing. Consequently, students must be familiar with the rubric that defines the criteria or characteristics of the content and skills required for each level of performance. A generic rubric has been included in this book (on pages xi–xii); however, it should be tailored to specific questions.

In addition, students benefit most if English and social studies teachers use a common vocabulary and integrate instruction to reinforce the appropriate thinking and writing skills in both classes. Students and teachers need to examine exemplary or “anchor” papers, and to reflect on their own development of writing skills. For that reason, student responses to several questions have been included in this book and can be used for instructional purposes. All students need to be effective thinkers and writers. Consequently, instructional strategies that develop these skills are important parts of every teacher’s repertoire.

How to Use and Teach DBQs

The document-based questions in this book are suitable for use with high-school students and can be used in a variety of ways as described above. They may also be used with more able upper middle-school students who have been given enough practice with this format. Students usually have experience working with documents throughout their educational careers. Students in primary and intermediate grades work with age-appropriate artifacts, diaries, maps, and documents of all kinds. Consequently, when teachers at the middle- or high-school level engage students with these kinds of sources, they need to remind students that they have had plenty of experience in “doing history” with documents. The documents in this book may be complex or lengthy, but students can do this type of thinking and writing. Because of some students’ lack of experience, teachers may want to further edit some of the documents or limit the number of documents they choose to use.

In the beginning, it is best to introduce the documents in this book as part of class instruction, so that the analytical skills can be taught directly or practiced in a supported environment. Each of the DBQs includes scaffolding in the form of questions that guide the student in interpreting the document and in addressing the main question or prompt. To help students develop these skills, teachers can use the documents as part of instruction on a particular topic. For example, the DBQ on ancient Greece, as well as pictures of representative art and architecture, can be used in daily lessons before it is used as a test question.

In addition to the documents with scaffolding, each DBQ is followed by a grading key. Several DBQs also include a ninth-grade student’s work and teacher-assigned grades and comments. In addition, a Guide to Responding to Document-Based Questions has been included for students because it is important for them to have a process to use when addressing DBQs. With the guide, the rubric, the documents, the model student work, and the suggestions for instruction provided in this book, you are equipped to teach students how to write effective essays using documents.

Ideas for Lessons

At the beginning of the year, you may need to introduce or review the Guide for Responding to Document-Based Questions. At this time, it is important to use DBQs for instructional purposes so that students are comfortable and prepared to write DBQ essays when they are used as part of your assessment plan. Students should have the opportunity to review models of good essays. They should also be familiar with the rubric that you will be using to grade the essays.

In class lessons, use the documents as a basis for engaging the students in learning the essential information about a topic. You can add more visuals and artifacts to supplement those from this book in your daily lessons. For example, this process would work with DBQs dealing with the contributions of ancient Greece, the achievements of ancient Civilizations, Islamic civilization, and the civilizations of the Americas.

Use the documents as a basis for the instruction of an entire unit. For example, when teaching about the Industrial Revolution, have the students complete a graphic organizer of the essential-to-know concepts about the Industrial Revolution. Students begin by writing what they know or what questions they have about the topic before starting the unit. They will complete their graphic organizer

(continued)
after they have used the documents for each unit. For DBQ 12, for example, students might begin by asking themselves the following questions:

- What was the Industrial Revolution? Where did it begin, and why?
- What were the results of the Industrial Revolution (positive and negative)?
- How were the problems addressed or solved?

As another example, you could use a similar process to teach imperialism from different perspectives using DBQs 15, 16, and 17.

Set up learning stations by posting each document at a table or different place in the classroom and having students in small groups move from document to document. They will analyze the document together and respond to the scaffolding questions on their answer sheets before moving to the next document after a set time period.

Arrange the class in expert groups and assign each group a document to analyze and prepare to teach the rest of the class. This is a good way to help students prepare to write a response to an assigned DBQ.

Use a DBQ to review a topic across time and place. For example, to review human rights abuses, use DBQ 23. For global interaction, use DBQ 9.

Rewrite the task/question so it is more specific as to the number of examples students must include or the items they must address in their essay.

Use the DBQ as a basis for a seminar or debate. Rewrite the task so that it requires students to take a side or position. Specific DBQs that could be used in this way include the following:

- Imperialism in India: An Evaluation
- Imperialism in Africa: An Evaluation
- Causes of World War I
- Twentieth-Century China

Differentiating Instruction

The following ideas may help when working with students who are unfamiliar with DBQs, or who need extra support in working with documents.

Be sure that students understand the vocabulary by introducing new vocabulary before using the document. You may also need to provide a definition bank with each document.

Rewrite or adapt documents so that only the essential information is included.

Start by using two to four of the documents in a DBQ, and have students write a paragraph. Gradually add to the number of documents the students need to use. Have students practice writing a complete essay with introduction, body paragraph(s), and a conclusion. Start with two categories, and two documents for each category. Give students a graphic organizer or block to plan their response to the task.

Vary the test expectations or assignment. In lieu of having students write a complete essay, assign a mind map, outline, block, or other type of graphic organizer in which the student identifies the important information she or he will include from the documents and from outside information. Check the outline or graphic organizer for understanding and completeness. Another alternative to students writing a complete essay is for students to write the introductory paragraph and the first body paragraph after doing the organization or plan for writing.

To be sure that students are including information from the documents, teach them to cite the document they use. To ensure that students are including outside information, have them highlight it with a light-colored marker in the essay or paragraph.
Ideas for the AP World History Teacher

Be aware that the DBQ for the AP World History exam has no scaffolding questions and that students are given approximately ten minutes to read and analyze five to six lengthy documents.

It is required that:

• Students write a clear, concise thesis statement in their introductory paragraph.
• Students use all documents and create two or three groups of documents.
• Students analyze and describe the point of view in two or three documents.
• Students create an additional document that is a missing point of view and explain why this document would help them write a better essay.
• Students put the essay topic into the larger picture of world history. Where does this selection of content fit within the larger picture of historical events across the world?
• Students finish the essay with a clear thesis restatement within their conclusion.

To adapt essays from this book for AP world history exam practice, you will need to reflect one of the particular themes that are identified for AP world history:

• Impact of interaction among major societies (trade, systems of international exchange, war and diplomacy)
• Impact of technology and demography on people and the environment (population growth and decline, disease, manufacturing, migration, agriculture, weaponry)
• The relationship of change and continuity across the world history period covered in the course, 8000 B.C.E. to the present
• Cultural and intellectual developments and interactions among and within societies
• Changes in functions and structures of states and attitudes toward states and political identities (political culture), including the emergence of the nation-state (types of political organizations)

Essays from this book can be adapted by adding documents or more evidence of point of view.
DBQ 15: NEW IMPERIALISM: CAUSES

Historical Context

Between 1870 and 1920, the rate of European imperialism increased. This was due to economic, political, and social forces. The Industrial Revolution stirred the ambitions of European nations. The advances in technology allowed these nations to spread their control over the less-developed areas of the world. Historians have studied this empire-building frenzy. They have offered a variety of perspectives on its causes.

Directions: The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author’s point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?

2. Read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions that follow each document before moving on to the next document.

3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the document-based question.

4. Organize supportive and relevant information into a brief outline.

5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

Question: Which economic, political, and social forces were most responsible for the new imperialism of the late nineteenth and early twentieth centuries?

PART A

The following documents provide information about the causes of the new imperialism. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

(continued)
**Document 1**

In this excerpt, author Parker T. Moon pointed out which groups were most interested in imperialism.

The makers of cotton and iron goods have been very much interested in imperialism. This group of import interests has been greatly strengthened by the demand of giant industries for colonial raw materials. . . . Shipowners demand coaling stations for their vessels and naval bases for protection. To these interests may be added the makers of armaments and of uniforms. The producers of telegraph and railway material and other supplies used by the government in its colony may also be included. . . . Finally, the most powerful business groups are the bankers. Banks make loans to colonies and backward countries for building railways and steamship lines. . . .

Source: Parker T. Moon, *Imperialism and World Politics*, Macmillan, 1936 (adapted)

Which groups were seeking colonies, according to this author? Explain each group’s reason.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Document 2**

This excerpt was written by American Senator A.J. Beveridge in 1898.

American factories are making more than the American people can use; American soil is producing more than they can consume. Fate has written our policy for us; the trade of the world must and shall be ours. . . . We will establish trading posts throughout the world as distributing points for American products. We will cover the ocean with our merchant marines. We will build a navy to the measure of our greatness. . . .

According to Senator Beveridge, why should America become imperialistic?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

(continued)
DBQ 15: NEW IMPERIALISM: CAUSES

Document 3

This excerpt suggests another cause for imperialism.

... [N]one of the colonial undertakings was motivated by the quest for capitalist profits; they all originated in political ambitions ... the nations’ will to power ... [or] glory or national greatness.

Source: Raymond Aron, The Century of Total War, Doubleday & Co., 1954 (adapted)

What did this author say was the cause of imperialism?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Document 4

Cecil Rhodes was a successful British imperialist in Africa. This excerpt is adapted from his position on imperialism.

I contend that we [Britons] are the finest race in the world, and the more of the world we inhabit, the better it is for the human race. ... It is our duty to seize every opportunity of acquiring more territory and we should keep this one idea steadily before our eyes that more territory simply means more of the Anglo-Saxon race, more of the best, the most human, most honourable race the world possesses.

Source: Cecil Rhodes, Confession of Faith, originally written at Oxford, 1877 (adapted)

According to Rhodes, why should Britain pursue a policy of imperialism?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

(continued)
DBQ 15: NEW IMPERIALISM: CAUSES

Document 5

This excerpt suggests another reason for imperialism.

But the economic side ... must not be allowed to obscure [hide] the other factors. Psychologically speaking, ... evolutionary teaching [about the “survival of the fittest”] was perhaps most crucial. It not only justified competition and struggle but introduced an element of ruthlessness. ... 


According to Langer, what was the noneconomic reason for the new imperialism?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Document 6

This excerpt is from Rudyard Kipling’s poem “The White Man’s Burden” (1899). It gives another explanation for imperialism.

Take up the white man’s burden
Send forth the best ye breed
Go bind your sons to exile
To serve your captives’ need;
To wait, in heavy harness,
On fluttered folk and wild
Your new-caught, sullen peoples,
Half-devil and half-child.

According to the poem, what was the “white man’s burden”? _________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

(continued)
**Document 7**

In this excerpt, President William McKinley explains why the United States took over the Philippines.

We could not leave them to themselves. They were unfit for self-government. There was nothing left for us to do but to take them over. Then we would be able to educate the Filipinos. We could uplift and civilize and Christianize them. . . .

Source: General James Rusling, “Interview with President William McKinley,” *The Christian Advocate*, 1903 (adapted)

How did President McKinley justify the U.S. takeover of the Philippines?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Document 8

This excerpt gives another reason why Europeans were able to increase their colonial holdings. This is from a letter sent by Phan Thanh Gian, governor of a Vietnamese state, to his administrators in 1867.

Now, the French are come, with their powerful weapons of war, to cause dissension among us. We are weak against them; our commanders and our soldiers have been vanquished. . . . The French have immense warships, filled with soldiers and armed with huge cannons. No one can resist them. They go where they want, the strongest ramparts fall before them.

Source: Phan Thanh Gian, retranslation from *Focus on World History: The Era of the First Global Age and Revolution*, Walch Publishing, 2002 (adapted)

How did this Vietnamese man explain the French imperialism in Indochina in 1867?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

(continued)
What cause for imperialism is evident in this map of Africa? Explain.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

PART B

Which economic, political, and social forces were most responsible for the new imperialism of the late nineteenth and early twentieth centuries?
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One day at the start of a unit on ancient history, I asked one of my students who was dozing in the front row, "Where is Rome?"

When the answer was "Africa?", I began to suspect I had a problem. This book is the result of my efforts to solve that problem through work on map skills, geography, and world history.

This book contains 35 maps with worksheets. These are intended to be reproduced for use by students. For you, the teacher, there is a commentary about each map. These commentaries are designed to be quick references, not full and definitive essays. I am a working teacher, not an expert, but I did read books by experts in preparing the commentaries. Sometimes it's a matter of "Why was the Nile so important in ancient Egypt?" or "Why did Japan need the Dutch East Indies in 1941?" or "Why was Europe divided during the Cold War?" In each case I have tried to explain something important about the place and time involved. I tried to select something that related geography to events in history. In many cases that meant things like mountains, rivers, climates, natural resources, and location of cities. In other cases religion, nationalities, or politics was important. My intention was to give you some useful and interesting background facts and ideas on the time and place.

These thirty-five chapters cover most of the globe. In time, they run from the earliest civilizations about five thousand years ago to the last decade of the twentieth century. The United States is not included, but there are maps of Latin America, Africa, the Middle East, Europe, and Asia. Some maps focus on the big picture, taking in several countries. Other maps are tightly focused on one country or a small area. With this many maps, you need to be selective. My school year runs 36 weeks, and allowing for semester tests and other assignments like research papers, I can't use all 35 maps in a year. There is also the matter of selecting the worksheet items. I have tried to include a lot of tasks. More difficult tasks are marked with an asterisk. You may find I have included some items you will not want to use.

In this introduction, I describe some of my methods of teaching world history with maps. This may give you some new ideas. I include a drill game, a group activity, and testing, along with routine items like grading. Then I discuss some of the things I have learned about maps, geography, and history while working on this book. The last part may be the most helpful. In it I describe the resources I used. These are resources you might find helpful as you develop your ideas and techniques.
21. Europe, 1914: The First World War

**Teacher Background**

In 1914, Europe was divided into two hostile armed camps. A crisis in the Balkans led to the start of the biggest European war in a century.

The Triple Entente and Triple Alliance were based on needs felt by each country. The French were motivated by a longstanding hostility toward Germany. In 1871, the French had lost the Franco-Prussian War and with it two provinces, Alsace and Lorraine. French colonial interests had clashed with the Germans over Morocco in 1905 and 1911. The French search for allies made them the builder of the Triple Entente. In spite of the fact that Russia was ruled by an autocratic czar, France arranged loans to build Russian railroads. The Russians had a hostility towards Austria and were without an ally until 1893, when they joined with France. The British preferred isolation and had a centuries-long tradition that France was their enemy, but they felt challenged by German naval expansion and colonial ambitions. By 1907, the British had joined the Triple Entente.

On the other side was the Triple Alliance. Germany was the most powerful member and leader. Germany was a rapidly growing industrial power with a longstanding tradition of a first-class army. The kaiser of Germany was an autocrat. He was also a cousin of Czar Nicolas II of Russia. Queen Victoria of England was their grandmother. The personal relations within this family were sometimes edgy. Kaiser William II was an erratic man with an unfortunate tendency to speak belligerently. He was strongly committed to his ally Austria. This was in part because the Austrians had supported the German side in the Morrocan crises. Austria was a dual monarchy. Austrians and Hungarians had monarchies within the empire. They were just two of the many nationalities included. There were also Poles, Italians, Czechs, Slovaks, Slovenes, Croats, and Serbs. Understandably, the Austrian government dreaded nationalism, which could break up their empire.

Nationalism was very strong in Italy, the third member of the Triple Alliance. Italy, like Germany, was a relatively new country. Italy had unified the peninsula in 1870 during the Franco-Prussian War, but still had an agenda. The Austrian-controlled areas bordering on Italy contained Italians. Italy considered these *irredenta*, "unredeemed" Italy. The Italian membership in the Triple Alliance was based more on a continuation of a traditional alliance with Germany than on any liking for Austria.

These two alliances were engaged in an arms race, and each side had prepared war plans based on the assumption that the other would be the enemy. There had been crisis situations in the Balkans in 1908 and 1911 that threatened war. The problem was that both Austria and Russia were expanding into the same area.

On June 28, 1914, Francis Ferdinand, Archduke of Austria, and his wife Sofie were assassinated in Sarajevo. The assassin was an Austrian subject named Gavrilo Princip. The assassination was part of an effort by a group of Serbian patriots who were members of a secret society called the Black Hand. The Black Hand was connected to Serbian military intelligence. At first, the crisis was between Austria and Serbia. Then Russia supported the Serbs, and soon the alliances linked the conflict to the other
powers. By August 4, 1914, Austria and Germany were at war with Russia, France, and Britain. The two sides were now called the Central Powers and the Allies. Italy had not joined her old Triple Alliance allies, but instead negotiated a secret treaty with Britain and France that assured Italy her irredeemata after victory.

But in spite of the expectation on both sides that the war would be quick and decisive, the fighting continued for four long, bloody years. The western front became a stalemate. The Germans battered the British and French. Both sides dug lines of trenches from Switzerland to the Atlantic. In between the trenches was no-man’s-land, where soldiers died by the hundreds of thousands in a futile effort to break the stalemate. Fragile wood and fabric biplanes waged dogfights over the trenches but did not tip the balance. Their most valuable function was as scouts. The Germans tried poison gas, and the British introduced tanks, but the stalemate continued.

On the eastern front, the Russians fought Germans to the north and Austrians to the south. The results of the fighting were indecisive. The Germans found they could push the Russians back, but there was still too much Russia ahead of them. The eastern front ended in 1917—not because of military defeat, but because the Russian Revolution brought in a new Bolshevik government that quickly signed a peace treaty at Brest-Litovsk.

The Italian front was a short stretch of the Italian-Austrian border. It ran through mountains, making a unique set of problems for the generals. It too became a stalemate.

The sea was one front that was not a stalemate. There, to no one’s surprise, the British dominated. They swept the seas clean of enemy warships and declared a blockade of the Central Powers. The Germans had built a battle fleet to challenge the British. When the two fleets of dreadnaughts met in the Battle of Jutland, the British lost more ships, but the Germans returned to harbor, never to challenge again. But the control of the surface of the seas was not the whole story. The Germans found they could use submarines to evade British sea power and attack British supply lines. Britain depended on the sea-lane to transport the food and other items it needed to survive. If the Germans could sink enough cargo ships, they could win the war.

But the use of submarines also carried the risk of bringing the Americans into the war on the Allied side. When the Germans sank the British liner *Lusitania* on May 7, 1915, 128 Americans aboard were killed, and there was a crisis. The Germans backed off for a time, but on February 1, 1917, resumed unrestricted submarine warfare. Shortly after this, on April 6, 1917, America declared war. The American navy joined the British in the antisubmarine wars, and a modest number of soldiers became part of the western front.

The war ground on until November 11, 1918, when an armistice was signed. The Central Powers were near collapse, but the victorious European Allies were badly damaged as well. Very little had been settled.

**Key:**

7. France, Great Britain, Russia
9. Germany, Italy, Austria-Hungary
14. St. Petersburg
15. Brest-Litovsk

**Weight:** 20 points
Europe, 1914: The First World War
Europe, 1914: The First World War

Read all directions before starting work. Print all labels neatly.

1. The latitude and longitude lines are drawn at 10° intervals. Label these on the west and north sides of the map.

2. Label the following countries on your map:
   Norway, Sweden, Denmark, Great Britain, Spain, Portugal, France,
   Switzerland, Italy, Tunisia, Belgium, Luxembourg, the Netherlands, Germany,
   Russia, Austria-Hungary, Bulgaria, Ottoman Empire, Rumania (Romania),
   Serbia, Montenegro, Albania, Greece, Morocco, Algeria

3. Label the following islands:
   Balearic Islands, Sicily, Corsica, Sardinia, Ireland

4. With a light blue pencil, shade the bodies of water. In a darker blue, label the following:
   Atlantic Ocean, Black Sea, Mediterranean Sea, Baltic Sea, North Sea

5. Label the following points and underline them:
   Paris, Prague, Constantinople (Istanbul), Rome, Gibraltar, Berlin, Vienna,
   Sarajevo, Madrid, Brest-Litovsk, Bosporus, London, St. Petersburg (Petrograd),
   Budapest, Warsaw, Moscow, Athens

6. With a red pencil mark the following locations with an “X” and label them in red:
   Battle of Jutland, Lusitania sunk

7. List the members of the Triple Entente: _________________________________.

8. With a green pencil shade the Allies and associated powers light green.

9. List the members of the Triple Alliance: _________________________________.

10. With a red pencil, shade the members of the Central Powers and their allies.

11. Mark the city in which the Archduke was assassinated with a black “X”.

12. With a brown pencil, make a line along the western front.

13. With a brown pencil, make a line on the eastern front showing the farthest advance of the Central Powers.

14. *Bread riots in this city touched off a revolution that took the Russians out of the war. The city was _________________________________.

15. *The Russians signed a peace treaty at the city of _______________________.

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84 World History Map Activities
22. Europe After the First World War

The map of Europe in 1919 was drawn by the Big Four powers at the peace conference in Paris. France's representative, Georges Clemenceau, had one primary goal: security for France. Vittorio Orlando of Italy wanted specific territory. David Lloyd George of Britain had been elected prime minister in a campaign that called for severe punishment for the Germans, but privately he was more flexible. America's president, Woodrow Wilson, had spelled out his plan for a just peace in his Fourteen Points. Wilson had a tendency to be self-righteous about his principles. This was reinforced by the cheering crowds who welcomed him as he traveled to the conference. The conference did not include Germany, Austria, and Turkey, the losing powers in the war. No Russian representative was invited. Russia was an international outcast. The Russians were fighting a civil war, and Lenin's Bolsheviks were the de facto government.

As the conference deliberated, the Big Four found that they had serious differences. It took months to negotiate a treaty. The resulting agreement was a compromise. Each party had given in on some issues and succeeded with others.

France achieved some gains that fell short of Clemenceau's wishes. Alsace-Lorraine was returned to France. Germany had taken it in 1871, and even the Fourteen Points supported returning it. France was awarded the coal production of the Saar basin for 15 years. After that, there would be a plebiscite on the Saar's future. The Rhineland was demilitarized but still part of Germany. Perhaps most important, Germany was effectively disarmed. The German army was limited to 100,000 men, and no reserves were allowed. Germans were also not allowed to have tanks, warplanes, or surface ships of more than 10,000 tons. The critical weakness from the French point of view was the lack of a strong defensive alliance supporting France against Germany.

Both the British and French wanted former German colonies. Since President Wilson objected to colonies, the British and French were awarded the former German colonies as mandates. Mandates were supervised by the League of Nations but were in practice much like colonies. France got Syria and Lebanon. Britain got Palestine, Mesopotamia, East Africa, and split the Cameroons and Togoland with France. German Southwest Africa became a mandate to South Africa, and Japan got German islands in the Pacific. The British also saw the limits on the German navy as desirable. The British and French had both wanted significant reparations from Germany. The conference could not agree on an amount, so the issue of the reparations was referred to a commission for study.

The Italian delegation found hard going. At one point Orlando withdrew from the conference. Italy had negotiated a secret treaty with Britain and France that specified that Italy would be awarded Trentino and Istria. These were her irredenta (unredeemed) territories. At Paris, Orlando also asked for part of Fiume and the Dalmatian coast. Eventually the Italians had to settle for Trentino and Istria. A few years later they would seize Fiume.

President Wilson started from his Fourteen Points. Many of the points were interpreted and clarified until they were acceptable to the Allies.
Disarmament somehow became disarmament for Germany only, for example. Some of the points were noncontroversial: restoring Belgium and returning Alsace-Lorraine to France. One of the most troublesome was the idea of self-determination for peoples. The problem was that people in Europe did not live in neat separate areas, but mingled in interlocking patches of territory. Also, Wilson had not entirely realized how many different peoples who wanted a homeland there were. Poland was restored. The port of Danzig was made a free city to give Poland a seaport and yet recognize that Danzig had a German population.

Czecho-Slovakia was a composite country made up of Czechs, Slovaks, and even some Germans in the Sudetenland. Yugoslavia was another collection of nationalities, including Serbs, Croats, and Slovenes. The old Austria was further broken up, and Austria, Hungary, and Romania became separate countries. Finland, Estonia, Latvia, and Lithuania became independent countries as well. Russia was in no position to make effective objections. Germany was reduced in size somewhat, but the German delegates were simply invited to the conference to sign the treaty. Their protests about the unfairness of the war guilt clause and other provisions were ignored. Germany had lost the war and with it the right to a voice in the peace.

Wilson had achieved his one major goal at Versailles. The League of Nations was established. It was to be a general association of nations as Wilson envisioned it. Wilson had rejected the French idea that the League have an armed force. The League was designed to solve international problems by talking them out. Decisions of the League had to be unanimous. Put another way, one country could keep the League of Nations from a decision, and even if it did act, it lacked the ability to enforce its decisions. It fell well short of the defensive alliance the French had argued they needed. Wilson, however, saw it as the mechanism that would peacefully settle the issues that the conference had been unable to settle.

The Versailles settlement failed to live up to Wilson’s dreams. The United States Senate rejected the treaty and the League. The Americans withdrew from Europe and became isolationists. President Wilson destroyed his health campaigning for the treaty. This left the Europeans with the task of trying to make it work. They failed. Twenty years later Europe went to war again.

**Key:**

9. Versailles

10. Ireland

**Weight:** 20 points
Europe After the First World War
Europe After the First World War

Read all directions before starting work. Print all labels neatly.

1. The latitude and longitude lines are drawn at 10° intervals. Label these on the west and north sides of the map.

2. With a light blue pencil, shade the bodies of water light blue. Label the following in dark blue:
   Baltic Sea, North Sea, Atlantic Ocean, Mediterranean Sea, Adriatic Sea, Black Sea

3. Label the following countries:
   Ireland, Great Britain, Portugal, Spain, France, Czechoslovakia, Hungary, Yugoslavia, Estonia, The Union of Soviet Socialist Republics, Turkey, Tunisia, Italy, Switzerland, Belgium, Luxembourg, the Netherlands, Saar, Albania, Bulgaria, Latvia, Morocco, Norway, Sweden, Finland, Denmark, Germany, Austria, Romania (Rumania), Poland, Lithuania, Algeria, Greece, Iceland

4. Locate the following cities and label them. Underline the labels.

5. With a red pencil, shade the areas lost by Germany.

6. With a green pencil, shade the areas lost by Austria.

7. With a yellow pencil, shade the areas lost by Russia.

8. With a brown pencil, shade the demilitarized Rhineland.

9. **In what famous palace was the peace treaty drafted? __________________

10. **What country was newly independent of Great Britain? __________________
Comparing Cultures
A Cooperative Approach to a Multicultural World

Revised Edition

John W. Pickering
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Foreword

The materials in this book were developed because of my desire to engage students personally, as well as intellectually, in the study of other cultures. The materials are drawn largely from my readings about Bolivia and Ghana, and from my travels in the Maritime Provinces of Canada, the republics of Russia and Georgia, the Australian state of Tasmania, and South Korea. The methods and content have undergone considerable revision from year to year as I have used them with students and as other colleagues who have used them have discussed with me more effective methods of presentation.

This third edition of Comparing Cultures supplies current information about the history and customs of peoples featured in the earlier editions. Additional resources and activities deepen the treatment of these cultures. In addition, families in two more countries, Ghana and Tasmania, have been added so as to feature a culture on each inhabited continent. The explosion of learning opportunities from the World Wide Web also has prompted a new feature in Comparing Cultures: the inclusion of relevant World Wide Web and E-mail addresses.

Special thanks go to Craig Dickinson of Woodpile Inc. of Wells, Maine, and Beth Smith of Samuel L. Wagner School in Winterport, Maine, for their invaluable help in the earlier stages of this writing. I am indebted to Dr. Edward Brazee of the University of Maine for his suggestions regarding adapting the material for use in a middle-school setting. I wish also to thank my students at the Asa C. Adams school in Orono, Maine, and my students at the University of Maine College of Education for the ideas I received from their enthusiastic creation of new cultures.

I am grateful to my mother-in-law, Mildred Carson, for her numerous proofreadings of the manuscript.

My deepest gratitude goes to my wife, Marisue, whose patient and competent editing were combined with her ever-present support during the entire writing process.
To the Teacher

Many educators have called for new curricula that would capitalize on the unique nature of the early adolescent learner. It was with this need in mind that *Comparing Cultures* was designed.

*Comparing Cultures* is an approach to learning based on the following understanding of young adolescent development:

- Students in young adolescence (10–15) are engaged in a process of social definition that takes them from childhood dependence to greater freedom and responsibility.
- Students undergo major biological changes that alter their behavior with others.
- Students entering young adolescence are developing the ability to think more abstractly about ideas and concepts, to reflect on their own behaviors and thoughts, and to weigh conflicting values.
- Students move through young adolescence at very different rates.

*Comparing Cultures* uses several methods to meet the following educational needs of the young adolescent:

- The need to work cooperatively with peers;
- The need to work at one’s own intellectual and social development level, and to have that contribution valued;
- The need for learning activities that enable students to integrate experiences and material;
- The need to conduct independent inquiry and then to share and evaluate the results of that inquiry.

Three of the teaching methods used in *Comparing Cultures* are of particular importance. They are discussed on the following page.
Integration of Social Studies and Language Arts Materials and Classes

*Comparing Cultures* can be used with great success by social studies or language arts teachers working independently or by teachers from both subject areas working cooperatively. Materials developed by the students involved in this curriculum project could be the subject of language arts lessons on mechanics, syntax, theme development, and process writing, as well as numerous other topics.

There is ample opportunity for teachers of both subjects to use children’s literature about or from each culture. Stories could be integrated in various ways.

With careful planning, colleagues in science and math also can find ways to use the materials. Social science concepts and methods—such as learning historical background, assessing the role of the physical environment, using social science terminology, and learning through small-group interaction—are used throughout the entire project. For each culture studied, many language arts techniques and materials—such as creative writing, journal writing, storytelling, dramatics, and historical fiction—are suggested.

Development of Cooperative Learning Groups

Students will work together in cooperative learning groups to accomplish many of the tasks set forth in *Comparing Cultures*. In these small, mixed-ability groups, students study the various cultures, compare foreign cultures with their own, and create their own small-group culture. They can also use the groups as a laboratory for studying their own cultural similarities and differences.

Utilization of Student and Teacher Resources and Interests

Both students and teachers bring their own experiences and interests to the material treated in *Comparing Cultures*. These can be used to expand the knowledge of the different cultures. Teachers can add their own materials to expand the information about a particular culture, or they can substitute an entirely different culture with which they are more familiar. Students can be encouraged to describe their prior experience with a culture or conduct their own inquiry into topics that interest them. Both students and teachers can be on the lookout for ways to pose new questions, make generalizations, and expand the focus of the specific material provided.
How to Use This Book

This volume is designed and sold by its author and publisher as a reproducible book. Buyers have the right to photocopy or otherwise duplicate student pages in quantity sufficient for all students in all classes of a single teacher. These pages are identified as exercises and are located at the end of each activity.

During their use of Comparing Cultures, students will need to refer to the exercise pages. Before beginning use of those pages, therefore, insure that students are equipped with notebooks or inexpensive folders for filing the pages.

More detailed information about how to structure the cooperative learning groups, how to evaluate students’ work, and where to read more about collaborative learning is provided in Cooperative Learning, the second section of Unit I.
Unit I: Learning About World Cultures

Activity 1. Getting Started

Introduction

Students are introduced to the tasks required in Unit I and acquainted with specific terms used by social scientists to describe different aspects of a culture.

Objectives

1. To give students an understanding of the overall structure of Unit I

2. To teach students specific terms used by social scientists in studying cultures

Time to complete

One class period

Materials

- Exercise 1: Terms and Definitions Relating to Culture

Procedure

1. Divide the class into cooperative learning groups of three or four students each. It is best that students be placed in groups that have a balanced mix of boys and girls, academic abilities, and personalities. Prior experience in working with others in a group should also be taken into consideration. Because many of the students’ learning experiences will occur in these cooperative learning groups, it is useful to explain to students why this kind of learning group is used and how it works. Students should understand that a significant amount of their learning in this
project will come from their work with each other, thus necessitating a serious attitude toward the cooperative learning group.

When given tasks to do in cooperative learning groups, the students work in the groups during the class period. They may pair up during part of the time or work all together on a task. The goal is to get all students involved in the cooperative work, so you may need to intervene to help integrate members who have difficulty getting involved.

Students may be moved from one group into another if such a change would help them work more effectively with each other.

2. You might wish to push desks together to give students a common working surface and to facilitate communication.

3. Explain to the students what they will be doing during this unit. Tell them that they will be both looking at their own culture and studying the lives of families from other cultures.

4. Explain that social scientists use terms and concepts as tools to understand different social phenomena, so they, too, will need to acquire these tools in order to study different cultures.

5. Give out to each student a copy of Exercise 1: Terms and Definitions Relating to Culture.

6. In class, explain each term and make sure it is clearly understood. Supplement some of the examples from the handout with others from contemporary culture, if helpful.

7. Have students in each group orally quiz each other on the meanings of the terms.

8. Finish the class session with a short, oral question-and-answer session to reinforce the meaning of the terms.
Exercise 1

Terms and Definitions
Relating to Culture

Culture: The way of life of a group of people.

Traditions, customs, values, and the level of technology are all part of a culture.

Customs: Special practices that are common to one group of people.

Examples would be the way people wear their hair, what clothes they wear, and what kind of transportation they use.

Traditions: Customs that survive from one generation to the next generation.

Examples would be religious celebrations, festivals and national holidays, and rituals, such as how a culture deals with a child’s baby tooth falling out.

Technology: The scientific knowledge and tools available to a culture.

The more complex and diverse the knowledge and tools, the higher the level of technology.

Technology ranges from the hoe to the space shuttle.

Values: Beliefs about what is good, desirable, and worth holding on to.

What we do and what we say are based on values.

Values can be held by many people at the same time. Schooling for all children is an example of a value.
Unit I: Learning About World Cultures

Activity 2. Your Own Culture

Introduction

A starting point for understanding differences among cultures is a study of the major practices within one’s own culture. Typical customs, ideas, and behaviors are first identified so they can later be investigated.

Objectives

1. To have students describe in a class discussion major features of their culture

2. To have students list the major features of their own culture

3. To develop students’ ability to identify customs, traditions, values, and technology of their own culture

Time to complete

Two class periods

Materials

• Exercise 2: Your Own Culture

Procedure

1. Explain to the students that they will be asked to give typical examples for each listed feature of their culture. *Typical* should be interpreted as that which would be practiced most frequently by families represented in the classroom. When an
example is given that is judged not to be typical, it may provide an opportunity to discuss different practices.

2. Give each student Exercise 2: Your Own Culture.

3. As a class, come up with examples for each feature listed on the worksheet. Write them on the blackboard, allowing time for students to copy them onto their worksheet. They will use this worksheet (and others) to compare and contrast individual practices of each culture.

4. Pause occasionally so that students can identify the social science term that applies to a particular practice in their culture. For example, when people vote for a representative, they are doing something that their culture believes is valuable (a value), whereas it is customary (a custom) in the Altiplano region of Bolivia to make men’s hats from llama’s wool.

5. The entire exercise is enhanced if students are talking about examples and sharing their own cultural experiences. Care must be taken to remain on task yet still be aware of the richness in students’ stories.

6. An alternative approach to recording what is typical is to have students work in the cooperative learning groups to generate ideas which are then recorded on each group member’s worksheet. This will work best when students have had prior experience working together in cooperative groups.
Exercise 2

Your Own Culture

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Cultural Conflicts
Case Studies in a World of Change

Edward Lerner

J. WESTON WALCH PUBLISHER
PORTLAND, MAINE
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How to Use the Cases

Each case consists of four parts:

1. A background section (including a reproducible map), to alert the teacher to the themes, provide special information about the culture, and suggest opportunities to apply the theme to other cultures.

2. A scenario, to explain the specific situation being presented in the simulation.

3. A set of individual roles, for which students will prepare their presentations.

4. A bibliography, presenting current resources for teacher and student use in further exploring the issue and the culture.

Suggested Teaching Sequence

1. Read the background section. You may want to share some of this with your class, depending on how much previous study of the culture they have done and what other materials are in use.

2. Make copies of the scenario, and distribute one to each student. Use a class session to make sure the information is clearly understood.

3. Make copies of the roles and assign them to specific students. There are a minimum of ten roles per case. For large classes, you may give the same role to two or more students. (Some teachers prefer to change the name when giving an identical role to another student.) You should decide whether each student’s preparation of a simulated role should consist of speaking notes or a full written statement of position.

4. Projects on the culture under discussion can be presented via writing, drawing, music, dance, etc. Topics can include history, religion, traditions, and people of that culture in America.

5. Students can adapt the same issue for a different culture. For example, if the class has just done the case study on urbanization in Latin America, students can create roles on this topic set in another culture.
they have studied—for instance, Southeast Asia. Their work should demonstrate understanding of the issue and of the nature of Southeast Asia.

6. Students can do research reports on the actual topic of a case study—e.g., details on the Francophone movement in Quebec—or an aspect of the culture in the case—e.g., how independence was achieved in Zimbabwe.

7. The class can create its own simulation of a cultural conflict within another society. The nature of the curriculum and the particular class can determine how closely to follow a case study in this book—e.g., whether to use a situation focused on a young woman in a nontraditional role—and how much detail about the particular culture should be researched. The arguments worked out for the newly created characters can demonstrate how well students have understood issues involved in dealing with cultural conflicts in changing societies.
## Case Studies

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NORTH AFRICA
AND THE MIDDLE
EAST

Women’s Roles in a
Traditional Society
BACKGROUND

This case study focuses on the question of higher education for women in a traditional Middle Eastern culture—in this case, the Druze people of the Galilee.

The Druze are Arabs, most of them living in three countries—Syria, Lebanon, and Israel. Their culture is based on their unique religion, which separated from Islam in the eleventh century. They have fought bitter battles over the centuries with Christians and Moslems to defend their cultural autonomy.

Druze values are perhaps best summed up in a statement made to Rafik Halaby, an Israeli Druze journalist, by his father: “Do not sell your land, and protect your sister’s honor.” Attachment to the land is profound; families generally stay in the same village for generations (and are deeply involved with their neighbors). The concept of female honor is also very important. Honor is a family idea among the Druze, as among most traditional Arab peoples.

The *hamula*, or extended family, is keenly aware of the activities of all its members, who take pride in the accomplishments of all and can be hurt by the failure of any. If a member does something that besmirches the family honor, all of the relatives may suffer; all are, accordingly, concerned when anything threatens their honor.

Among the traditional people, there is no way a young woman can live among outsiders and be considered a woman of honor. A young girl is expected to have her future bridegroom selected by arrangements between the parents (she can only marry a Druze). Until her marriage, the protection of her honor is the sacred duty of her brothers and her father.

Some Druze women in Lebanon, and a few in Israel, have found acceptance as individuals involved in public activities outside their parents’ villages, but this is very rare among the traditional people in the Galilee mountains. It is a difficult issue, because modernization is now appearing in that district.

Since 1960, electricity has come to the region and, together with a steadily growing economy, has resulted in the availability of home appliances and services that can liberate women from their traditional limits as cooks and mothers. But the freedom thus won can undermine the network of traditions that has enabled the Druze people to maintain a distinctive unified culture in a region dominated by potential enemies.
SCENARIO

Fawzia Haroun is a seventeen-year-old Druze girl living in the village of Fetya in Upper Galilee, Israel. Her father, Ali Haroun, is the principal of the Fetya elementary school. He has a high school education and has attended a teacher training institution in Haifa. Fawzia’s mother, Nuria, has an elementary school education and has been a housewife all her married life. Fawzia is one of seven girls who will graduate this year from the regional Druze high school in Bet Ja’an.

The faculty of the Bet Ja’an High School had informed the family that Fawzia received the highest marks of any student at the school. The teachers know that no girl from the Druze mountain villages has ever gone to college. Now they suggest it might be time to change the tradition. They will be willing to handle the arrangements if Fawzia’s family supports the idea of her enrolling.

Maryam, a Christian Arab girl from Fetya, has decided to go to Haifa University. She has asked Fawzia to go also, so there will be someone else at college from the same village. The Haroun family is considering the idea.
You have a high school education and were the first member of your generation in Fetya to receive one. Your position as a school principal is very prestigious. You are also very aware that your family is one of the most prominent in the village. Everything you do is therefore the subject of some interest to everyone in the community.

You are proud of your daughter Fawzia’s academic achievement. But you do not feel easy about a Druze woman leaving her village and going to a coeducational school among non-Druze people. No woman from this region has ever done that. Many traditionalists will consider such an action as dishonoring the family. As the eldest son, it is your responsibility to protect the honor of your family. Personally, Fawzia’s going to college does not necessarily seem dishonorable to you.

You have seen nearby Arab women who have obtained secular education and have then rejected the traditional values of their people. You think that Fawzia has strong loyalty to traditional Druze values. However, you are not sure if that could change.

You are especially proud of your daughter Fawzia’s academic success. You were the brightest student in your own elementary school. Your parents, though, would not spend the money to further educate a girl when boys had to be schooled. Therefore, you have a special interest in supporting your daughter’s desire to continue her education.

Nevertheless, you must be sensitive to the fact that criticism will be aimed at your husband’s family. You came from a family of another village. This makes it awkward to urge an action that could create problems for the Haroun family.
FAWZIA HAROUN

It took a lot of hard work to earn outstanding grades in Bet Ja’an while carrying a full share of family chores at home. You are excited by the reports of your cousin, a Lebanese Druze girl who has gone to college. You want to do the same. You know there is a great shortage of college-educated Druze. You want to be able to help educate your own people.

Your family is extremely important in your life, and you expect to marry someone from Bet Ja’an. You hope that your family will understand that your desire for a college education is not intended as an attack upon their way of life.

YUSUF HAROUN

You are Fawzia’s grandfather and are one of the most prominent men in the village. Thirty years ago, you were mayor of Fetya.

You are eighty years old. From 1925 to 1945, you were a soldier in the British army. You served in the Transjordan Frontier Force and the Arab Legion (the main unit of the Jordanian army, at that time commanded by British officers). You received a medical discharge because of war wounds. You then retired to your family’s home village of Fetya in Upper Galilee.

You know a good deal about Western ways from your military service, as well as from living in Israel. But you feel strongly for tradition. You are delighted that your grandson Daoud is studying for a religious life. You are also quite proud of the fact that your family is well educated.

You have always felt that woman’s place is in the home.
SAMIR HAROUN

You are the eldest son of Ali and Nuria Haroun. You work as a bus driver for the Israeli-owned Upper Galilee Tours, Ltd., Company.

Your experience of Europeans and Americans on the bus you drive has upset you. You don’t understand how the tour guides put up with it. The women seem loud, vulgar, and demanding. Your own wife, on the other hand, is quiet, loyal, and affectionate. She limits herself to cooking and raising children.

You think it would be unseemly for Fawzia to receive more education than any of her brothers. You think it would be best for her and for everyone else if she were like your wife.

AMIR HAROUN

You are Fawzia’s brother and are twenty-three years old. You are a tank commander in the Israeli army. You have met Israeli and westernized Arab women outside Fetya. They seem to maintain appropriate roles while pursuing careers. Your own wife has only an elementary school education, which seems sufficient. Still, you are proud of Fawzia’s ambitions.

You are also proud of the family’s honor and hope that it will not be threatened by the issue.
DAOUH HAROUN

You are Fawzia’s twenty-one-year-old brother. You are studying to be a traditional religious leader. Preparation for the role is very demanding. You have made a total commitment of yourself to it. Although religious feeling is very strong in Fetya, you are worried about the growing secularism in the community. You feel that women going on to higher education is likely to lead to less respect for Druze social and religious traditions.

The idea of your own sister behaving like a "liberated" Israeli woman is very upsetting. You must present your comments to her both as a brother and as a member of the traditional religious leadership.

NAVA HAROUN

You are a cousin of Fawzia, but you live in Beirut, Lebanon. As a city girl, you were fully educated. You were one of the few Druze girls educated at the American University in Beirut. There is a lot of violence now in Lebanon, so your husband is moving your family to Haifa, a city in Israel.

When you visited Fawzia’s family for a wedding last year, you were impressed by your cousin’s obvious intelligence. You encouraged her to consider college and would like her to go. You think it would help bring desirable modern ideas to the mountain people.
SAAMIA HAROUN

You are Fawzia’s older sister. You are married to a Fetya man who drives a truck for an Israeli construction company. You have two children and are at home taking care of them.

You have always liked Fawzia, and you want her to be happy. You are very close to your father. You are pleased that he was able to arrange a marriage for you with a man from your own village. (Druze brides go to live in the village of the husband’s family.) You feel that a lot of the happiness in your own life comes from its traditional ways. But you are not sure whether Fawzia could be happy with a traditional woman’s life.

SELAH HAROUN

You are a twenty-five-year-old brother of Fawzia. You work installing telephone equipment in the mountain towns with a mixed group of Israelis, Arabs, and Druze.

You enjoy Israelis and have some pleasant friendships among them. But you disapprove of what you see of westernized family life on television. Women seek divorce from husbands they don’t like. Children move away when they grow up and do not spend much time with their parents.

You think Fawzia is a good daughter and sister. But you worry about how an Israeli college would change her.
ACHMED BADOUR

You are one of the elders of the village of Fetya. You are also a personal friend of Yusuf Haroun, the grandfather of the girl who wants to go to college. You are one of the men who led the village through the difficult period when Israel declared its independence. Battles with the Syrian army raged in the hills around Fetya.

The people of Fetya survived that difficult period with their village unharmed and their lands intact. The reason, you believe, is your villagers’ strong feeling of community and loyalty to each other. You have seen nearby Arab villages that also survived well. But they then lost their lands when younger men readily gave in to Israeli pressure to sell. You must not allow that to happen in Fetya.

Once a few basic traditions are given up, how can the line be drawn? A family that is careless about a daughter’s honor will be careless about holding on to the land.

You must urge your friend Yusuf not to allow his granddaughter to challenge traditions.

HASSAN MABDAN

You are a prominent leader of the Druze community of Bet Ja’an. Some years ago you arranged a wedding match with Ali Haroun for his daughter Fawzia to marry your son Jamal. The youngsters have been pleased with the match, and Fawzia seems to be a fine girl. Now you have heard that she wants to go to college.

When Fawzia marries your son, they will live in Bet Ja’an. Your family has earned great honor and prestige in this village, where leadership is traditional. The village elders would be horrified at the idea of a Druze woman going away from her village to an Israeli college. It would mean dishonor for her and for all her relatives.

You must make your feelings on this known to your son and to the Haroun family.
URI BEN-SHEM

You have been assigned to the Arab Education Department in Israel’s Ministry of Education and Culture. As a Jew, you are sensitive to the charge that Israeli Arabs have not been given adequate educational opportunities.

You feel that more college-educated teachers are needed to upgrade Arab education in general and Druze education in particular. You know that many Druze men prefer a more active life than that of a teacher. So you are interested in encouraging the education of women. Fawzia Haroun could be the first of a new generation of well-educated Druze women.

MARYAM RANMANI

You are a Christian Arab girl whose father manages the regional bank in Fetya. You are not one of Fawzia’s closest friends; they are all Druze girls. However, you have always liked Fawzia and are sure she would be a good companion in college. It is also a long bus ride to Haifa. It would be nice to take it every day with a fellow student.

You know enough about the Druze people to understand their traditions, although your parents moved here ten years ago from Nazareth. As a minority group member in Fetya, you would like to see more interaction between the different peoples.
JAMAL MABDAN

You are a young man from the Druze community of Bet Ja’an. Some years ago your father worked out the arrangements with Ali Haroun for you to marry Fawzia. The wedding is scheduled to take place in a few years. By then you will have completed a training program for agricultural technicians you are about to begin.

You want to learn modern farming techniques in order to improve the productivity of Druze farms. Modern technology interests you, and “modern thinking” seems to go with it. You think it would be fine for your wife to have a complete education. But you know it would upset your father, whom you deeply respect.
BIBLIOGRAPHY


The *Daily Warm-Ups* series is a wonderful way to turn extra classroom minutes into valuable learning time. The 180 quick activities—one for each day of the school year—review, practice, and teach world history facts. These daily activities may be used at the very beginning of class to get students into learning mode, near the end of class to make good educational use of that transitional time, in the middle of class to shift gears between lessons—or whenever else you have minutes that now go unused. In addition to providing students with fascinating historical information, they are a natural path to other classroom activities involving critical thinking.

*Daily Warm-Ups* are easy-to-use reproducibles—simply photocopy the day’s activity and distribute it. Or make a transparency of the activity and project it on the board. You may want to use the activities for extra-credit points or as a check on the historical and critical-thinking skills that are built and acquired over time.

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Riddle of the Fall of Rome

The Germanic tribes that conquered Rome had no concept of such things as Roman law and justice. The believed in trial by ordeal. When accused of a crime the defendant had to undergo an ordeal such as thrusting his hand into a fire or holding a red-hot iron bar. If the wound healed, he was innocent. If it became gangrenous, he was guilty (and would probably die anyway!).

How could these “uncivilized” barbarians overrun and destroy one of the greatest empires the world had known? Was it the strength of the Germanic tribes, or was it the weakness of the Roman Empire after c. 200 C.E., that caused the fall of the Roman Empire?
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Henry the Navigator

On the cliffs above the ocean at Sagres, Portugal, stand the remains of a huge compass carved in the soil and marked with stones. This was part of Prince Henry (1394–1469) of Portugal’s school of navigation and exploration. Henry, known as the Navigator for his interest in exploration, encouraged Portuguese exploration to find a route to the Indian Ocean and India. Europeans wished to avoid the high prices charged by the Ottoman Turks for eastern goods.

What route did Henry encourage to reach India? When was that route finally discovered and successfully completed? How did Portugal’s rival in exploration, Spain, propose to reach India and the Indies?
Siberian Exile Camp

From the end of the nineteenth century into the twentieth century, thousands of Russian dissidents were sent east of the Ural Mountains into Siberia. V. I. Lenin was exiled to Siberia in 1897. The purpose of exiling people who were a threat to the Russian government was to get them away from civilization and to isolate them. In reality, Siberia has been called the best “university” for revolutionaries.

Why might this be so?
What Is This Place?

This city has a long and checkered history. In 1914, the heir to the Austrian throne was assassinated here. The assassination precipitated World War I. In 1984, the city was showcased to the world as it hosted the winter Olympic games. It appeared to be a model city, where people of different religious and ethnic backgrounds could live together in peace. This changed in 1992. Bosnian Serb forces bombarded the city and began a policy of “ethnic cleansing.” This eventually caused the United Nations to establish the first international war crimes tribunal since the Nuremberg Trials of 1945–46.

What is this city?