



Historical Atlas

of the World

6th Edition



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How Can I Get Parents Involved?

For each map, a list of student products is given. Students should share what they have done with their parents. Particularly for more recent time periods, maps portray events that continue to have reverberations in the news. Encourage students to share with their parents what they have learned about an area's background when discussing current events.

Some parents or grandparents may have been involved in events or trends shown on the maps, for example, World War II and the Holocaust, Japanese relocation camps, the Korean War, the Vietnam War, or a movement of refugees. If the family members are willing, ask them to talk to the class about their experiences. Be aware, however, that some of these events may still constitute very painful memories among those who endured such suffering, and emphasize that the guest speaker should share only what he/she feels comfortable discussing.

Suggest that students and their parents work on updating their knowledge of historical material by finding maps in newspapers and magazines. Students should bring the maps to class and be prepared to explain how the map is related to material in the atlas. (Be sure students' names are on their contributions, so that the maps can be returned.)

Human Emergence on the Changing Face of Earth: The Growth of Civilization to 200 A.D.

Map is found on pages 4-5 in the atlas.

Introduction to the Map

Ask students to suggest why people turned from hunting and gathering their food to producing it intentionally — in other words, to farming. Scientists have no final answers to this question, but in any case, farming made possible settled communities. It also resulted in a growth in population. Writing, cities, government, social stratification, and new kinds of arts and crafts were some of the other results. Have students discuss the physical environment where early civilizations arose: the Nile Valley in Africa, the Tigris-Euphrates Valley in southwest Asia, the Indus Valley in South Asia, and the Yellow (Huang) valley in East Asia. What features of these river valleys would be attractive for the development of early civilizations?

OFF THE MAP

This activity demonstrates how people used and modified their environment to suit their needs. Some of the technology is still in use in these regions of the world. Pictures are widely available in history texts, reference books, and on the Internet.

Cross-curricular Connection

The OFF THE MAP activity incorporates art and science.

Extension

Hold a class discussion on the topic of what we mean by “civilized.” What makes a place “civilized”? Might other peoples have different definitions of “civilized”? Why? Our word “civilization” comes from the Latin word “civis” for “city.” Therefore, it emphasizes that civilization involves the presence of towns and cities and urban functions, such as commerce, government, and institutionalized religion. The Chinese word for “civilization,” wenhua, is made up of characters meaning “becoming” and “writing,” and thus emphasizes the importance of writing in civilization. Both Western and Chinese civilizations, of course, had both features. Students might also mention the social organization involved in civilization, that is, ways of getting along peaceably with other citizens. Rules for this are generally codified into laws enforced by a government.

Assessment

Have students prepare a table listing the major early centers of civilization, their location, and two cities in each area.

Optional Materials Activity

Have students use an outline map of the Eastern Hemisphere (see p. 181 at the back of this Teacher’s Guide) to locate the early centers of civilization. Have them label the rivers and the principal cities of each.

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth’s surface.
10. The characteristics, distribution and complexity of Earth’s cultural mosaics.
12. The process, patterns, and functions of human settlement.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Predicting and checking, classifying, comparing and contrasting, drawing conclusions

Student Products

Model of an irrigation machine, quiz answers

Answers

1. Green
2. Africa, Asia, and Europe
3. In river valleys
4. 20° and 40° North
5. East Asia (or China)
6. The Silk Route
7. The Indian Ocean
8. Mediterranean Sea (the name means “in the middle of land”)
9. The Sahara Desert
10. Egypt, Iraq, Pakistan

Human Emergence on the Changing Face of Earth: The Growth of Civilization to 200 A.D.

ACTIVITY**1**

Use the map on pages 4-5 in the atlas to answer these questions.

1. What color represents the earliest civilized areas on Earth? _____
2. On which continents were there areas civilized by 200 A.D.? _____
3. In what kind of environment were the earliest centers of civilization (by the third millennium B.C.)?

4. All of the earliest centers of civilization (by the third millennium B.C.) were located between which two latitude lines on this map?

5. One area of early civilization shown on this map remained separated from the others until after 200 A.D. Which is it? _____
6. What is the name of the land route that connected this center with the others by the first millennium B.C.? _____
7. In which ocean were there sea routes connecting centers of civilization by the first millennium B.C.? _____
8. What is the name of the sea that was completely surrounded by civilized areas by 200 A.D.? _____
9. What environmental feature limited the civilized area in the western part of North Africa?

10. Look at the map on pages 108-109. What present-day countries are located in the areas of oldest civilizations?

OFF THE MAP

In library books, find illustrations of machines that early civilizations used to raise river water to farm fields for irrigation. Make a model of one of these machines.

The Ancient World in the 7th Century B.C.

Map is found on page 6 in the atlas.

Introduction to the Map

After a period of disruption in the eastern Mediterranean world, including the Dorian invasion of the Aegean region, economic recovery began with the recovery of trade, especially by the Phoenicians at sea. They planted scattered colonies in the western Mediterranean, the most famous of which was Carthage, founded in 800 B.C. They even traded as far as the British Isles (for tin from Cornwall) and the Baltic Sea (for amber). Meanwhile, the Greeks had founded numerous city-states on their mountainous peninsula, and the Assyrians had built an empire, which reached its height under Ashurbanipal. After his death in 626 B.C., it weakened, and as shown on the inset map, by 612–550 B.C., the Medes and the New Babylonian Empire had taken over power in Mesopotamia.

OFF THE MAP

Homer's epic poem *The Odyssey* is a combination adventure and love story, introducing students to geographical features of the Mediterranean basin. The poem was part of the Greeks' oral tradition long before it was written down. The features it describes were important parts of the world-view of the ancient Greeks. Students may need guidance in matching the places mentioned in the poem with modern features. Modern annotated translations often include notes making these connections.

Cross-curricular Connection

The OFF THE MAP activity involves the study of literature.

Extension

Have students use a modern map to identify as many modern names for the places on this map as they can. Have them make a map showing both the ancient and the modern names. Show which places are important cities today. Discuss why some of the cities that the Greeks and Phoenicians founded have continued to be important while others were abandoned.

Assessment

Have students prepare a table listing important Phoenician and Greek colonies.

Optional Materials Exercise

Have students use an outline map to make a map of the Mediterranean world as of 600 B.C. They should include the Greek colonies and the Etruscan area.

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
10. The characteristics, distribution and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Predicting and checking, seeing similarities and differences, classifying, drawing conclusions.

Student Products

Answers to questions, map of Odysseus's travels, map of Greek and Phoenician cities today, map of Mediterranean world as of 600 B.C., table of Phoenician and Greek colonies.

Answers

1. Mediterranean Sea
2. Pontus Euxinus (present-day Black Sea)
3. Corinth; western Greece (Epirus)
4. Etruscans
5. Assyrian Empire
6. Later
7. New Babylonian Empire
8. New Babylonian Empire
9. Euphrates River; Tigris River
10. The Phoenicians

The Ancient World in the 7th Century B.C.

ACTIVITY 2

Use the map on page 6 in the atlas to answer these questions.

1. Name the large sea around which all the seventh-century civilizations on the map were located.

2. Greek city-states established colonies around the shores of a smaller sea. What was its name? What is its other name, which we call it today?

3. A star represents the colonies of which Greek city-state? _____
Where were most of these colonies located? _____
4. What people controlled Rome in the seventh century B.C.? _____
5. Locate Jerusalem, near the Dead Sea (D-7). What empire controlled Jerusalem? _____
6. Look at the smaller map (inset) in the lower left corner. It shows Near Eastern Kingdoms from 612–550 B.C. Was this earlier or later than the period shown on the main map?

7. What empire controlled Jerusalem from 612–550 B.C.? _____
8. In the seventh century B.C., the Assyrian Empire controlled an empire that included the Tigris, Euphrates, and the Nile Rivers. Who controlled these river valleys from 612–550 B.C.? _____
9. On what river was Babylon located? _____
On what river was Nineveh located? _____
10. Of what people was Carthage a colony? _____

OFF THE MAP

Homer, a famous ancient Greek poet, wrote an epic poem called *The Odyssey* about the return journey of a soldier. Find a copy of the poem in a library, and make a map of his travels and the places he visited.

Classical Greece and the Athenian Empire about 450 B.C.

Map is found on page 7 in the atlas.

Introduction to the Map

As the previous map showed, the Greeks planted colonies around the Black Sea and the Aegean Sea and in northern Africa, southern Italy, Sicily, and southern France. The initial impetus was the search for resources, but the colonies soon became permanent settlements, and migration to them helped relieve overpopulation in Greece itself. Corinth and Megara planted the most colonies and thus became leading centers of trade. The money they made helped finance the flowering of Greek culture. The outreach of trade and colonization also brought the Mediterranean basin into the orbit of Near Eastern civilization. For example, the Greek alphabet was based on the earlier Phoenician alphabet. In the fifth century B.C., the Persians sought to extend their empire into Greece, but the Greeks repulsed them and then formed the Delian League. The Delian League evolved into the Athenian Empire, which reached its military and cultural zenith in the mid-fifth century B.C. The Peloponnesian War with Sparta and Corinth weakened Athenian power and allowed the rise of Macedonia under its king, Philip, who was succeeded by his famous son Alexander.

OFF THE MAP

Organize an Olympics in your class or school. Each participant or team should represent one of the city-states shown on this map. Your Olympics should consist of the same kinds of events as the ancient Olympics. You can find out what these were in library books.

Cross-curricular Connection

The OFF THE MAP activity involves physical education. Your students might also enjoy reading some of the classical Greek plays (especially the comedies) and poetry. Have them find descriptions of the land in these literary works.

(continued)

Answers

1. About 100 years
2. Crete
3. Ionian Sea
4. On the boundary between Thessaly and Macedon, about 40° north latitude
5. 38° north latitude
6. Gulf of Corinth
7. Propontis, present-day Sea of Marmara
8. Hellespont; Bosphorus
9. Almost 100 miles
10. Aegean Sea

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical thinking skills

Analyzing, comparing and contrasting, seeing similarities and differences, synthesizing, drawing conclusions

Student products

Souvenirs of student-organized Olympics, maps of Greek names in the United States and their Greek namesakes, map of important city-states, map of Delian League/Athenian Empire.

Classical Greece and the Athenian Empire about 450 B.C.

Extension

On atlas and highway maps of the United States, have students find place names borrowed from ancient Greece. Have the students make a map of the United States and of Greece to show where these places are in each country. Discuss what parts of the United States have the most Greek names. Greek names were especially popular in New England and in the South in the early nineteenth century.

Assessment

Have students make a map showing the important city-states of ancient Greece: Athens, Sparta, Corinth, Thebes, and others you may wish to stress. Have them locate Mt. Olympus.

Optional Materials Activity

Using an outline map, have students map the city-states in the Delian League and ensuing Athenian Empire.

Classical Greece and the Athenian Empire, about 450 B.C.

ACTIVITY 3

Use the map on page 7 in the atlas to answer these questions.

1. How many years separate the small inset map on page 6 from the small inset map on page 7?

2. Greek civilization began on an island in the Mediterranean, centered around the city of Croesus. What is the name of the island?

3. What is the name of the sea to the west of Epirus? _____
4. The Greeks believed that their gods lived on Mt. Olympus. Where is Mt. Olympus? What is its latitude? _____

5. What is the latitude of the city of Athens? _____
6. What is the name of the gulf that almost divides the Greek peninsula? _____
7. To reach their colonies around the Pontus Euxinus (Black Sea), the Greeks had to sail through two straits and a small sea.
What was the name of the sea? _____
8. What was the strait connecting this sea with the one nearest Greece? _____
What strait connects this sea with the Black Sea? _____
9. Greek city-states formed a confederation to free the Greek colonies in Asia from the Persians. They called it the Delian League, because the headquarters was on the island of Delos. How far was Delos from Athens?

10. The Delian League evolved into the Athenian Empire. According to the inset (small) map in the lower left corner, what sea was surrounded by the Athenian Empire and its subjects?

Ancient Persia, 549 B.C.–651 A.D.

Map is found on page 8 in the atlas.

Introduction to the Map

The Persians were an Aryan people who settled south of Susa in the ninth century B.C. In the early seventh century, one of their chiefs founded the Achaemenid dynasty, which won independence for his people. In the mid-sixth century, Cyrus II, the son of a Persian king and his Median wife, conquered the Median empire, Asia Minor (modern Turkey), and the Babylonian Empire including Mesopotamia, Phoenicia, and Syria-Palestine. Subsequently, the Persians added the Indus Valley, Egypt, and Libya, although they were unsuccessful in taking the Kushite Kingdom. It was the largest empire the world had ever seen. Darius I (522–486) organized the empire into 20 satrapies and standardized gold coinage. At its height, the empire probably contained about 15 million people. Unsuccessful attacks on the Greeks in the fifth century signaled the decline of the empire.

The Parthian Empire was established after the death of Alexander the Great (see pages 10–11) in the eastern part of his empire. From its beginning, it expanded until it included most of his empire except for Asia Minor and Egypt.

The Sasanian (Sasanid) Empire replaced the Parthian Empire when it declined and continued until the Muslim conquests in the seventh century A.D. In addition to the lands of the Parthian Empire, it held the south shore of the Persian Gulf.

OFF THE MAP

Wars against the Persians built Greek pride in its own civilization and city-states, what we would call nationalism. It also fostered cooperation among the city-states and laid the groundwork for the emergence of Philip and Alexander of Macedon. Find a drawing of a Greek or Persian battleship and create a model of it.

Cross-curricular Connection

The OFF THE MAP activity involves the history of technology and arts and crafts. The extension activity involves humanities.

Extension

A religion called Zoroastrianism arose in Persia (present-day Iran), which lies at the heart of these empires. Have groups of students do some library research to find out about its beliefs. Discuss how they are related to the physical environment of Persia.

Assessment

Have students make a map, using the Mediterranean Basin outline map (see p. 189), of the land that changed status during this period.

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution and complexity of Earth's cultural mosaics.
11. The patterns and networks of economic interdependence on Earth's surface.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, comparing and contrasting, seeing similarities and differences, synthesizing, drawing conclusions

Student Products

Model of Greek or Persian battleship; map of changes in holdings of the various empires; answers to questions.

Answers

1. Achaemenid (Persian) Empire
2. Asia, Europe, Africa
3. Disputed areas along the frontier
4. The Indus River
5. Textiles, precious stones, metal
6. Asia Minor (Turkey), the eastern shore of the Mediterranean Sea, Africa
7. Romans
8. Byzantines
9. Buddhism
10. Persian Gulf

Ancient Persia, 549 B.C.-651 A.D.

ACTIVITY 4

Use the maps on page 8 in the atlas to answer these questions.

1. This page shows maps of three empires. Which was the largest? _____
2. In which continents were parts of this empire? _____
3. What is represented by dashed lines on this map? _____
4. What river marked the southeastern extent of the empire? _____
5. What trade goods were brought from the easternmost part of the empire? _____
6. What areas were part of the oldest empire but were not part of the Parthian Empire? _____
7. What people invaded the Parthian Empire from the west? _____
8. What power invaded the Sasanian Empire from the west? _____
9. What major religion was represented by centers in the eastern part of the Sasanian Empire? _____
10. The Sasanian Empire extended farther south than the older empires. What is the name of the gulf that it surrounded?

OFF THE MAP

If you compare this map with the one on page 6, you see that the largest empire included some places where there were Greek colonies. The empire tried to conquer Greece itself, and then the Greeks fought to free their colonies from the control of the empire. Use resources in the library or on the Internet to make a model or a map of one of these battles or of a Greek warship.

The Earlier and Later Han Dynasty

Map is found on page 9 in the atlas.

Introduction to the Map

The Han Dynasty was the first long period of unified rule in China and was marked by great cultural and economic advances. With an ideological base in Confucianism, the country built great cities, took a systematic census, and organized itself into families and farming villages. Only a brief period of upheaval separated the earlier from the later Han, although they had different capitals: Ch'ang-an for the earlier Han and Lo-yang for the later. Ch'ang-an had been the capital of China's first empire, the Ch'in. The two dynasties also controlled slightly different territories, with the earlier Han extending west to include the Takla Makan Desert and the later Han extending farther north. Both were harassed periodically by raids of the nomadic herding Hsiung-Nu (Huns), whom they regarded as barbarians because they lacked agriculture, cities, and writing. The Great Wall, first constructed under the Ch'in, marked the ecological frontier between the farming Chinese and the herding Hsiung-Nu.

OFF THE MAP

This activity requires that students conduct some research about Chinese diet and cooking as well as the types of foods available in Han times. Many foods that are common in Chinese restaurants today were unknown to the Han, including tomatoes and green peppers, which are of American origin. Nevertheless, the basic pattern of a grain main dish with a vegetable and meat accompaniment had been established.

Cross-curricular Connections

The OFF THE MAP activity involves diet and nutrition and domestic science. The "Extension" activity involves diet and nutrition and agricultural science.

(continued)

Answers

1. Earlier Han
2. Earlier Han
3. Earlier Han
4. Ch'ang-an
5. Lo-yang
6. About 2,050 miles
(3,300 kilometers)
7. The area of the Min-Yüeh
8. North
9. South
10. Takla Makan

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution and complexity of Earth's cultural mosaics.
11. The patterns and networks of economic interdependence on Earth's surface.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Critical thinking skills

Analyzing, comparing and contrasting, seeing similarities and differences, synthesizing, drawing conclusions

Student Products

A Chinese dish; table of earlier and later Han dynasties; map of earlier and later Han dynasties

The Earlier and Later Han Dynasty

Extension

Since ancient times, the Chinese have been able to feed a large population on a small amount of land. Have students research the Chinese farming system to learn how it can produce food for so many people on such small farms. The use of rice as a staple food enables Chinese agriculture to feed a large population, and it keeps them employed, as rice is a labor-intensive crop. The Chinese eat very little meat, and most of that is pork. Pigs are scavengers and thus do not require land to be set aside for pastures. Chickens are also scavengers, but produce less meat per animal. Soybeans, first domesticated in China, provide additional protein. Vegetables can be grown on small plots.

Assessment

Have students make a table of the earlier and later Han dynasties, listing the region controlled and the capital of each.

Optional Materials Activity

Using the East, Southeast, and South Asia outline map (see p. 195), have students make a map of the earlier and later Han dynasties, showing the capital of each and the major centers of the silk, iron, and salt industries.

The Earlier and Later Han Dynasty

ACTIVITY 5

Use the map on page 9 of the atlas to answer these questions.

1. Which empire, the Earlier Han or Later Han, extended farther west? _____
2. Which empire extended to encompass the city of Hsuan-t'u in the northeast? _____
3. Which empire was bounded in the north by the Great Wall? _____
4. What city was the capital of the Earlier Han? (Hint: Look for red type.) _____
5. What city was the capital of the Later Han? _____
6. In the years 138–126 B.C., Chang Chi'en made a long trip to Samarkand, beyond the western frontier of the dynasty. About how far was Samarkand from the capital of the Earlier Han Dynasty?

7. What area in southeastern China was part of neither Han empire? _____
8. The Earlier Han empire mounted military expeditions against the Hsiung-Nu (Huns), whom they regarded as barbarians. In which direction did the Hsiung-Nu live from the Han Empire?

9. The Han also mounted an expedition against the Viet. In which direction did they live? _____
10. Trade routes and military expeditions had to go around a large desert in the northwest and follow a series of oases in the mountains surrounding the desert. What is the name of this desert?

OFF THE MAP

As far back as the Han Dynasty, Chinese cooking was already distinctive. Find out what kinds of foods the Han people ate, and try preparing a dish using some of these foods.

Alexander's Empire: 336–323 B.C.

Map is found on pages 10-11 in the atlas.

Introduction to the Map

Alexander the Great, son of Philip of Macedon, was one of the great dramatic figures of the ancient world. As the map shows, he conquered a huge empire — the largest the world had ever seen — in the area we now know as the Near East. Only rebellion by his troops prevented him from venturing farther into India. He founded a number of cities, all named for himself, and left his imprint on the landscape. After his death at age 33 in Babylon, his empire fell to his sons and eventually became disunited, as shown in the inset map.

OFF THE MAP

This activity asks students to use their historical imagination regarding military life in the fourth century B.C. and to investigate the nature of the lands in which Alexander's forces fought. They should begin with the shaded relief on the map in the atlas, also noting the lack of rivers in much of the region.

Cross-curricular Connection

The OFF THE MAP activity involves creative writing.

Extension

Alexander's Empire was the largest the world had yet seen. Ask students to discuss some problems of ruling such a large empire. Especially in days of slow transportation and communications, tying a large empire together would be difficult. Evidence is the disintegration of the empire and the independence of some of its parts after Alexander's death. Direct students' attention to the Royal Road on the map of the Achaemenid Empire on page 8 as an example of an attempt to promote better transportation and communications over a huge empire. These empires were important factors in spreading Mesopotamian and Greek culture over a vast area.

Assessment

Have students make a map of Alexander's empire and its divisions after his death. They should show the cities that bear Alexander's name.

Answers

1. It was conquered by Alexander.
2. It was larger.
3. Abdera
4. Jaxartes; present-day Syr Darya
5. Alexandria; the Nile
6. Answers will vary. The cities are: Alexandria Eschate (modern Tashkent, not shown on the map), Alexandria Opiana (no modern city), Alexandria Arachoton (modern Kandahar), Alexandria Ariorum (modern Herat)
7. In Greece: Epirus, Sparta; in Turkey: Bithynia, Sardes, Pisidia (portion)
8. The Ptolemaic Kingdom
9. Parthia, Bactria
10. The Tigris and the Euphrates

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
11. The patterns and networks of economic interdependence on Earth's surface.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, synthesizing, drawing conclusions

Student Products

Soldier's diary; map of the empire and its divisions; answers to questions.

Alexander's Empire: 336–323 B.C.

ACTIVITY 6

Use the map on pages 10-11 in the atlas to answer these questions.

1. Compare the map of Alexander's Empire with that of the Achaemenid Empire, also known as the Persian Empire (page 8). Based on information from these maps, what do you think happened to the Achaemenid Empire after 330 B.C.?

2. How did the size of Alexander's Empire compare with the sizes of the empires shown on the map on page 8?

3. Trace the route of Alexander. In what city did he start? _____

4. What river borders the far northeastern corner of the empire? It flows into the Aral Sea, although that fact is not visible on the map on pages 10-11. What is the present-day name of this river (see the map on page 85)?

5. Alexander established cities and named them for himself. What was the city in Egypt called? On what river is it located?

6. Find four additional cities that Alexander named for himself. Write their names and their modern names on the lines below.

7. Name two independent states on the Greek peninsula. Name three in modern Turkey. Use the map on page 85 to help you.

8. According to the inset map in the upper right corner, what was the name of the Hellenistic kingdom that included Egypt?

9. What two regions in the eastern part of the Hellenistic world became independent in the third century B.C.?

10. Alexander died at Babylon. Between which two rivers does Babylon lie?

OFF THE MAP

Imagine that you are a soldier in Alexander's army. Write a diary entry about what the land is like around one of the battles your army fights in the conquest of this empire.

India 250 B.C. and 400 A.D.

Maps are found on page 12 in the atlas.

Introduction to the Map

Indian culture and civilization began in the Indus valley in cities such as Mohenjo-Daro and Harappa in the third millennium B.C. In the next millennium, Aryan peoples, speaking Indo-European languages, invaded from the northwest and gradually adopted the culture of the region where they settled. They produced the great poetry and philosophy of the Vedic period and, in the Indus valley and Gangetic plain, laid the foundations of Hinduism. The first millennium B.C. saw the emergence of the states of Kosala and Magadha in the Ganges valley and two religions that began as reform movements within Hinduism: Jainism and Buddhism. Alexander's conquests in the Indus valley in the fourth century B.C. opened the way for contact with the Greek world and brought unification of small states, paving the way for the emergence of the Mauryan Empire. The Mauryan Empire, centered on Magadha, reached its height under Asoka in the third century B.C. Asoka converted to Buddhism, renounced war, and dedicated himself to the welfare of his people. He sent Buddhist missionaries to Ceylon (modern Sri Lanka) and elsewhere.

Following Asoka's death, the empire fell apart, especially under the pressure of invasions from the northwest. The next great empire in India was the Gupta in the fourth and fifth centuries A.D. It included the entire Gangetic Plain and controlled territories as far north as Nepal. This was a period of great flowering of Hindu culture. Invasions by Huns, who were also sweeping into the Roman Empire in Europe, weakened and eventually destroyed it.

OFF THE MAP

Although elephants have been tamed, they have never really been domesticated, so trapping wild animals is the way to replenish the supply. Obviously, their size and strength poses challenges in trapping them, and various means have been devised over the years. They are still used as work animals in Asia, although their use in warfare (most famously by Hannibal in his attack on the Roman Empire) has ceased.

(continued)

Answers

1. Arachosia and the Indus Valley, including Paropanisadai, Gandhara, and Sauvira
2. Harappa and Mohenjo-Daro
3. Indus River
4. Kapilavastu
5. 15° North
6. Ganges
7. Ayodhya
8. Sarayu
9. Lands that were tributaries to the Empire
10. The high Himalaya Mountains formed an effective barrier

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, synthesizing, drawing conclusions

Student Products

Answers to questions; model of elephant trap; maps of the Mauryan and Gupta empires

India 250 B.C. and 400 A.D.

Cross-curricular Connections

The OFF THE MAP activity involves arts and crafts as well as biology (zoology). The Extension activity involves art history.

Extension

The contact with Alexander's Empire helped to spread Greek cultural influences into India. Help students to find pictures of early Hindu art in art history books, and look for similarities with Greek art. One of the most obvious is the use of columns and post-and-lintel construction. There are also similarities in the representation of the human form.

Assessment

Have students make maps of the Mauryan and Gupta empires showing the lands held by each and their capitals.

India 250 B.C. and 400 A.D.

ACTIVITY

7

Use the maps on page 12 in the atlas to answer these questions.

1. What part of the Mauryan Empire had been part of Alexander's Empire? _____
2. The map shows two archaeological sites that are in the area of early Indo-Aryan civilization.
What are the names of these sites? _____
3. In what river valley are these sites located? _____
4. In what city was Siddhartha Gautama (Buddha) born? _____
5. What latitude line is near the southern border of the Mauryan Empire? _____
6. The Mauryan Empire began in the state of Magadha. In what river valley was this state?

7. What city was the capital of the Gupta Empire? _____
8. On what river was this capital located? _____
9. What is represented by the color orange on the map of the Gupta Empire?

10. Many peoples have invaded India from the northwest through its long history. Look at these maps and the world physical map on pages 106-107 and tell why there were no invasions from the northeast.

OFF THE MAP

The armies of the Mauryan Empire used elephants in warfare as well as for other kinds of work. Use the library or the internet to find out how the elephants were captured, and make a model of the trap that was used.

China under Emperor Wu of the Former Han dynasty about 100 B.C.

Map is found on page 13 in the atlas.

Introduction to the Map

In the third millennium B.C., China emerged from a collection of Warring States (shown on the inset map) to its first unified empire. The state of Ch'in, from which our term "China" derives, conquered all the other states from its base in the northwest. It owed its victory in part to the use of horse-drawn chariots, which it acquired from groups farther west in central Asia. The location of the capital of the Western Chou (1127-770 B.C.) became the site of its capital of Ch'ang-an. During the period of the Warring States, Kong Fuzi (Confucius to Westerners) was born at Ch'ufu in the state of Lu. His teachings were less a religion than a philosophy of social organization, which continues to hold great allegiance over much of East Asia. Because of his stress on the importance of education, Confucius's birthday is celebrated as National Teachers Day. The Ch'in dynasty, ruled by Ch'in Shin Huang-ti, constructed the first Great Wall by linking pre-existing walls, standardized the length of cart axles, and issued standard coinage. However, Ch'in Shin Huang-ti's rule was cruel and harsh, and after his death was replaced by the Han. The earlier Han ruled the core area of China (China Proper) directly and exacted tribute from surrounding tribes. It established contact with the Roman empire through various intermediaries in Central Asia.

Cross-curricular Connection

The Extension activity involves philosophy and sociology.

(continued)

Answers

1. China was unified
2. Lu
3. Ch'in
4. The Huang and the Yangtze
5. The Wei, a tributary to the Huang
6. Tunhuang
7. T'ien
8. K'un-lun
9. Eastern Sea and Southern Sea; East China Sea and South China Sea
10. Gobi

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
16. The changes that occur in the meaning, use, distribution and importance of resources.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, synthesizing, drawing conclusions

Student Products

Answers to questions; map of Chinese empires

China under Emperor Wu of the Former Han dynasty about 100 B.C.

Extension

Confucius's teachings stressed social organization that would help people live in greater harmony with each other. His teachings have come down to us in the form of short sayings called Analects. Have students find a copy of the Analects in the library. Which ones deal with the organization of a farming society and the use of land? Confucius stressed the importance of the family in social organization; the family was the unit of farm production. Families were responsible for their members' welfare. By extension, villages, states, and the empire were responsible for the people who lived in them, and the emperor was the father of all his subjects. Chinese are first of all members of a group (the family) as indicated by their tradition of giving the surname (family name) before the given name.

Assessment

Have students make a map of the first empire, noting its capital and the Great Wall. Have them show the extensions under the Han.

China under Emperor Wu of the Former Han Dynasty about 100 B.C.

ACTIVITY 8

Use the map on page 13 in the atlas to answer these questions.

1. The inset map in the lower left corner shows China at the time of Confucius, during the so-called "Warring States" period. What had happened between that time and the time of the main map?

2. In what state was Confucius born? _____

3. In what state was the capital of the Western Chou (1122?-770 B.C.)? _____

4. Under the Han, China Proper included which two major river valleys? _____

5. The capital of the Han was at Ch'angan. On what river was Ch'angan? _____

6. What is the name of the city at the western end of the Great Wall? _____

7. The Chinese empire had a long extension to the northwest.

What mountains bordered this area to the north? _____

8. What mountains bordered it to the south? _____

9. What major water bodies bordered the Chinese empire to the east and south? _____

What do we call these bodies today (see the map on pages 106-107)? _____

10. What is the name of the desert that lies north of the Great Wall? _____

The Roman Republic: 31 B.C.

Map is found on pages 14-15 in the atlas.

Introduction to the Map

Early Rome was an Etruscan stronghold (see the map on page 6) ruled by kings. Around 500 B.C. it became a republic. As it grew, it conflicted with the Greeks and with Carthage, the Phoenician colony on the north African coast. In the Punic Wars, ending in 202 B.C., the Romans defeated the Carthaginians and acquired all of Italy and Sicily. In the second century B.C., the Romans took over Macedonia and a large part of Anatolia (the peninsula between the Black Sea and the Mediterranean Sea). These conquests brought the Romans into contact with Greek civilization, and their culture borrowed much from the Greeks. Meanwhile, power struggles ensued within Rome itself, and in the first century B.C. Octavian emerged as the first Roman emperor, Augustus Caesar. The map shows Roman territory at this transition.

OFF THE MAP

This activity introduces students to the myth of Rome's founding. Such national mythology is important in generating loyalty among citizens. Ask the class what stories serve the same purpose in the United States (for example, the story of George Washington and the cherry tree).

Cross-curricular Connections

The OFF THE MAP activity involves writing.

Assessment

Have students make a map of Roman lands as of 200 B.C. (the end of the Punic Wars) and as of 100 B.C. and list the areas that Rome conquered in the intervening century.

Answers

1. Syria, Cilicia, Asia, Bithynia, Macedonia
2. Seleucid Kingdom; 260 B.C.; Iran
3. Cyrenaica, Numidia, Africa
4. It was centrally located and could control east-west traffic on the sea.
5. Client kingdoms and dependencies
6. The western — there were more Roman provinces there as opposed to client kingdoms and dependencies
7. The Alps
8. Britannia
9. The Rhine
10. Anas, present-day Guadiana

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
5. That people create regions to interpret Earth's complexity.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, synthesizing, drawing conclusions

Student Products

Answers to questions, paragraph on Romulus and Remus, map

The Roman Republic: 31 B.C.

ACTIVITY 9

Use the map on pages 14-15 in the atlas to answer these questions.

1. Compare the map on pages 10-11 to the one on pages 14-15. Which parts of Alexander's empire had become Roman provinces by 31 B.C.?

2. One of Rome's neighbors was the Parthian Empire. Look at the map in the upper right-hand corner of page 11. Who ruled the Parthian Empire after Alexander's death?

When did it become independent? _____

In what modern-day country was its center? (See the map on pages 108-109.) _____

3. What parts of North Africa had become Roman provinces by 31 B.C.? _____

4. How did the location of Italy help Rome dominate the trade in the Mediterranean Sea?

5. What does the color green represent on this map? _____

6. Did the Romans have more power in the eastern or the western part of the Mediterranean region?

7. Find Cisalpine Gaul and Transalpine Gaul. "Alpine" refers to what mountains? _____

8. What major island to the northwest was not under the rule of Rome in 31 B.C.? _____

9. What river marked the boundary of Roman control between Gaul and Germania? _____

10. What river marked the southwestern part of the boundary of Farther Spain? _____

What is the present-day name of this river? _____

OFF THE MAP

Find the legend of Romulus and Remus in a library book. Write a paragraph explaining why this legend was important in developing unity in the Roman Republic.

The Roman Empire about 120 A.D.

Map is found on pages 16-17 in the atlas.

Introduction to the Map

Between the rule of the emperors Augustus and Diocletian (285-305), Rome became less republican and more authoritarian, and the empire gained new territories. The Alpine provinces closed the gap between Italy and Gaul, and Raetia, Noricum, Pannonia, Illyricum, and Moesia in Europe, plus Galatia, Lycaonia, and Pisidia in Asia came under Roman rule. Farther to the east, Armenia and Mesopotamia were briefly held by the Romans, and to the northwest part of Britain was conquered. Shipping on the Mediterranean Sea and a vast network of roads tied the empire together and spread Roman culture throughout it.

Cross-curricular Connections

The Extension activity involves literature (classical mythology) and religion. Questions 7 and 9 involve mathematics.

Extension

The Romans adopted much of the culture of the Greeks. Have students make a list of the principal gods and goddesses of ancient Greece, and then identify the Roman equivalent of each one.

Assessment

Have students make a map of the Roman Empire at its largest extent and locate the major cities. Have them include the modern names of these cities in parentheses.

Optional Materials Activity

Have students use a map with modern country boundaries to make a map of the Roman Empire and list the countries that were entirely or partly within the empire.

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

List of gods and goddesses, map of Roman Empire with cities, map of Roman Empire with modern boundaries, answers to questions

Answers

1. Tiber
2. Without water piped into their homes, people used public baths for bathing, thus improving their health as well as public sanitation and controlling the spread of disease.
3. Mesopotamia
4. The Elbe
5. The Wall of Hadrian and the Wall of Antoninus
6. The Sahara Desert
7. About 1,850 miles
8. Armenia; 114-117 A.D.
9. About 150 miles
10. Pannonia, Noricum, and Moesia

The Roman Empire About 120 A.D.

ACTIVITY 10

Use the map on pages 16-17 in the atlas to answer these questions.

1. According to legend, Romulus and Remus founded the city of Rome. They chose a site along the river where they had washed ashore as babies and had been cared for by a wolf. Based on the information on the inset map on page 17, on what river is Rome located?

2. The map of Rome shows public buildings, including many baths. Why do you think public baths were important? _

3. Compare the maps on pages 14-15 and 16-17. What part of the Parthian Empire did Rome hold in 115-117 A.D.? _____
4. Rome held a part of Germany until 9 A.D. What river marked the eastern boundary of this region?

5. What two defensive works did the Romans build on the island of Britain?

6. Between 31 B.C. and 120 A.D., the Romans conquered more of coastal north Africa. Look at the map on pages 106-107 and tell what environmental feature kept the empire from spreading farther south.

7. By 120 A.D., the Romans controlled a vast area from Britain to Southwest Asia. Use the scale and find the distance between Rome (D-3), located on the west side of Italy, and Berenice (H-7) located on the Red Sea.

8. What does the color bright yellow represent on this map? _____
During what years did the Romans control this area? _____
9. Pompeii was an important city until it was destroyed by the eruption of Mt. Vesuvius in 79 A.D.
How far from Rome was Pompeii? _____
10. The Danube River marked the northern boundary of three Roman provinces. Name the provinces.

The Roman Empire about 400 A.D.

Map is found on pages 18-19 in the atlas.

Introduction to the Map

Throughout its existence, defending boundaries, especially on the east, had been a major and continuing challenge for the Roman Empire. By 400 A.D. the empire had been reorganized into hundreds of provinces, which were grouped into dioceses (shown on the map). Dioceses, in turn, were parts of prefectures, of which there were four: Gaul, Italy, Illyricum, and the East. Each province was ruled by a governor, each diocese by a vicar, and each prefecture by a praetorian prefect. Over the empire as a whole were two senior and two junior emperors, although this plan was not completely followed after the rule of Diocletian. There were, however, two capitals: Rome in the West and Constantinople in the East. The Romans regarded as barbarians any group that lived outside the empire. These included the Sassanids (successors to the Parthians; see the map on page 8), the Picts and Scots in the northwest, and the Germanic tribal and agricultural groups stretching from Denmark to the north coast of the Black Sea. Under pressure from the Huns to their east beginning in the fourth century, the Germanic peoples began invading, raiding, and settling in the empire.

Cross-curricular Connections

The Extension activity involves the study of languages. Students who are studying foreign languages can provide examples of vocabulary words and grammar structures that vary between Romance (Latin-based) and Germanic languages. Since both are within the Indo-European language family, there will also be similarities. English is based on both sources, although because of its Anglo-Saxon origins and bases, it is classed as a Germanic language.

Extension

Hundreds of years after the fall of the Roman Empire, its impact remains on the European cultural landscape. Have students use the map on page 104 to list as many ways as they can that the distribution of languages in Europe follows the boundaries of the Roman Empire.

Assessment

Have students prepare a table listing the four prefectures, the dioceses contained in each, and the Barbarian groups that invaded it.

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, synthesizing, drawing conclusions

Student Products

Answers to questions, table

Answers

- | | |
|---|--------------------------------------|
| 1. prefecture | 6. France |
| 2. The Vandals | 7. Around 486-507 |
| 3. The Anglo-Saxons | 8. The Rhine |
| 4. The Huns | 9. The Danube |
| 5. It suffered far fewer invasions by barbarians. | 10. The Visigoths and the Ostrogoths |

The Roman Empire about 400 A.D.

ACTIVITY 11

Use the map on pages 18-19 in the atlas to answer these questions.

1. By 400 A.D., the Roman Empire was organized into dioceses.
What was the term for a region that was made up of several dioceses? _____
2. Barbarian invasions helped to bring about the fall of the Roman Empire in the late 400s A.D.
What group of barbarians invaded Italy by sea? _____
3. What group of barbarians invaded Britain? _____
4. What group of barbarians came from the east and crossed the Volga River? _____
5. The Eastern Roman Empire, which included the Prefecture of Illyricum and the Prefecture of the East, survived long after the fall of Rome. Use clues from the map and the map legend to explain why.

6. Using the map on pages 108-109, give the modern name of the country the Franks invaded. _____
7. When did the Franks finally occupy the western part of the Diocese of Gaul? _____
8. What river marked the eastern boundary of the Diocese of Gaul? _____
9. What river marked the northern boundary of the diocese of Italy, Dacia, and Thrace? _____
10. What two groups of barbarians came from Scandia? _____

Eastern and Southern Asia about 750 A.D.

Map is found on pages 20-21 in the atlas.

Introduction to the Map

By 750 A.D., Islam had appeared in Arabia and had swept across vast portions of North Africa and Southwest Asia. The earlier Omayyad Caliphate was replaced in the former Sassanid Empire and in Arabia in 750 by the Abbasid Caliphate. In China, after the disintegration of the Han Empire in the third century, a period of disunity lasted until the Sui dynasty rose to power in 581 A.D. Its rule was harsh and authoritarian, and it was replaced in 618 by the T'ang, which lasted until 907. It was a period of great advances in the arts as influences from foreign areas were welcomed, including Buddhism. Tibet remained independent. The emerging Japanese culture borrowed heavily from T'ang China. Korea also emerged from a period of chaos, centered on two kingdoms, Silla and P'o Hai. Buddhism had been introduced there as early as the fourth century. India remained fragmented for about 1000 years after the fall of the Gupta Empire in the fifth century. Hinduism reasserted its dominance over Jainism and Buddhism and assumed much of its present form. In the north, Hindu states lost power to Muslim control.

Cross-curricular Connections

The Extension activity involves the history of art. A related examination of Buddhism would add a dimension of religious studies and humanities. Similarly, developments in India suggest an examination of Hinduism. The OFF THE MAP activity involves engineering, simple drafting, and creative writing.

Extension

During this period, Japan began to develop its culture and civilization. It borrowed many ideas from China, which was the largest, strongest, and most advanced civilization in East Asia at that time. Among the ideas were foods, writing, chopsticks, Buddhism, and building styles. Have students find pictures of Chinese and Japanese buildings of this period and make a chart of similarities and differences.

Assessment

Have students make a map of the kingdoms of Asia in about 750 A.D. using copies of the East, Southeast, and South Asia blackline master map from page 195 of this Teacher's Guide.

Answers

1. Grand Canal
2. China and Abbasid Caliphate
3. Karluks (Western Turks)
4. Four Garrisons
5. Ch'angan
6. Sumatra and Java
7. It shows several different kingdoms that rose and fell during this period.
8. Abbasid Caliphate
9. Nara
10. Champa

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
11. The patterns and networks of economic interdependence on Earth's surface.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
14. How humans modify the physical environment.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, synthesizing, drawing conclusions

Student Products

Narrative and diagram for the Grand Canal, answers to questions, chart of comparison between Chinese and Japanese architecture.

Eastern and Southern Asia about 750 A.D.

ACTIVITY 12

Use the map on pages 20-21 in the atlas to answer these questions.

1. What waterway in China connected Hangchow and the Yellow (Huang) River valley? _____
2. The map shows a "decisive battle" in A.D. 751 at Talas (B4). From the battle's location on map, which were the probable countries that fought that battle?

3. What people's territory did the Chinese lose after A. D. 754? _____
4. What territory did China lose to Tibet after A.D. 790? _____
5. What city was the capital of China? _____
6. On what islands was the Srivijayan Empire? _____
7. What evidence does the map offer that present-day India was disunited in this period? (Use the map on pages 108-109 to locate India.)

8. Compare this map with the one on pages 10-11. What power controlled the lands of Alexander the Great's empire by A.D. 750?

9. What was the first capital of Japan? _____
10. Look at the map on pages 108-109. What country occupied the coastal part of the area that is now southern Vietnam (use the map on pages 108-109 to locate Vietnam) in 750 A.D.?

OFF THE MAP

You are the supervisor for the construction of a section of the Grand Canal. Write instructions for your work team for your section of the canal. Be sure to include a diagram.

Africa, India, and Trade

Maps are found on page 22 in the atlas.

Introduction to the Maps

During Europe's Dark Ages, a highly complex culture and brisk trade continued in the Islamic world, connecting Africa south of the Sahara with India. These maps show sea routes between southern Africa, Arabia, and India as well as early kingdoms that arose in the transition zone between the tropical rain forest and the desert in West Africa. These kingdoms built great wealth by acting as intermediaries between the two contrasting ecological zones. Caravan routes, punctuated by oases, linked them with the Mediterranean shore.

OFF THE MAP

This activity engages students' historical and geographical imagination about what it was and is like to travel through a desert. Modern guide books will offer some suggestions about preparations and cautions on such a journey, and students should relate these to conditions of the period.

Cross-curricular Connections

The OFF THE MAP activity involves creative writing as well as ecological information.

Extension

Kingdoms like Ghana and Mali declined after the 1400s because they lost their role as transfer points for land trade. Have students use library and Internet resources to find out what changes in trade routes caused trade to move to other places in West Africa. When Europeans reached the coast of West Africa in the fifteenth century, the orientation of trade shifted there, and the kingdoms of the Sahel (or Sudan) lost their role as intermediaries.

Assessment

Have students prepare a map that combines the two areas on the maps on page 22, showing the trade route that connected them. From previous lessons, have them label the powers in northern Africa, Arabia, and southern Asia.

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
11. The patterns and networks of economic interdependence on Earth's surface.
12. The process, patterns, and functions of human settlement.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, synthesizing, drawing conclusions

Student Products

Diary of a caravan traveler, assessment map, answers to questions

Answers

1. The Indian Ocean
2. Cairo
3. Jedda
4. Calcutta
5. Madagascar
6. Ghana
7. desert (the Sahara)
8. Niger
9. Tunis and Tripoli
10. A modern highway map shows the exact route of the road. This map shows that there was a link between places but does not necessarily show the exact route.

Africa, India, and Trade

ACTIVITY 13

Use the maps on page 22 in the atlas to answer these questions.

1. In what ocean were trade routes between Africa and India? _____
2. What trade center was on the Nile River? _____
3. Many Muslims go to Mecca on pilgrimages. According to this map, what is the closest port town to Mecca?

4. What trading port is located near the mouth of the Ganges River? _____
5. Trade routes connected a large island in the Indian Ocean with Africa. What is the name of this island?

6. Which African Kingdom was older, Ghana or Mali? _____
7. Kingdoms grew in this part of Africa because it was a zone between different kinds of environments. The tropical rain forest lay to the south. What was to the north?

8. To us, "Timbuktu" is a symbol of a place that is very far away, but in the Kingdom of Mali, it was an important trading city. On what river is Timbuktu?

9. What two cities on the Mediterranean Sea were connected to the African kingdoms by trade routes?

10. How does this map differ from a modern highway map in the way it shows routes?

OFF THE MAP

Imagine that you are a member of a camel caravan traveling between Fez and Timbuktu. Write a diary describing your journey and the sights that you see.

Early American Civilizations

Maps are found on page 23 in the atlas.

Introduction to the Map

Complex civilizations arose in the Americas independently of those in Eurasia and Africa. Based on the staple grain of maize (corn), the Maya of the Yucatán, the Aztecs of the Mexican upland, and the Incas of western South America built civilizations with monumental architecture, centralized government, and in the Mexican cases, writing. Rich in gold and silver, these civilizations attracted Spanish conquerors, and by the early sixteenth century had become part of the Spanish empire.

OFF THE MAP

This activity engages students' historical imagination. As much history, especially that in textbooks, is written from the point of view of the conqueror, encourage students to take the point of view of the conquered — that is, of the Aztecs or Incas — for their activity. Library books and the internet can provide additional information about the conquests.

Cross-curricular Connections

The OFF THE MAP activity involves creative writing. The Extension involves agricultural science.

Extension

Archaeologists believe that farming arose in the Americas independently, without any connection with farming regions in Asia or Europe. Have students do some research in library books and on the Internet to learn how people in one of these empires grew their crops. Assign a group to find information about the “floating gardens,” the last remnant of which is at Xochimilco in southern Mexico City. They were an adaptation to the need for more crop land for Tenochtitlán, which was built on a series of islands in a shallow lake.

Assessment

Have students prepare a table of the three pre-Columbian civilizations in the Americas, including their physical surroundings, location, and dates.

Optional Materials Activity

Have students locate these civilizations on a map of present-day Latin America.

Answers

1. Mayan and Aztec
2. Yucatán
3. flat plains
4. The Andes Mountains
5. roads
6. Cuba
7. Mexico City
8. Mayan
9. Veracruz
10. Rain water, and water that accumulated in sink holes (called cenotes).

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
11. The patterns and networks of economic interdependence on Earth's surface.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, letter to a ruler, table, map of Latin America

Early American Civilizations

ACTIVITY 14

Use the maps on page 23 in the atlas to answer these questions.

1. Compare these maps with the map on pages 108-109. What two civilizations were located in present-day Mexico?

2. What is the name of the peninsula where the Mayan civilization developed? _____
3. In what kind of landform region were most of the religious and ceremonial centers of the Mayans, flat plains or mountains?

4. In what mountains was the Inca Empire? _____
5. What did the Inca build to provide communication throughout the empire? _____
6. Hernan Cortés conquered the Aztec Empire for Spain. From what island did he set out? _____
7. The Aztec capital was Tenochtitlán. What city occupies that site today? _____
8. Which of these civilizations was the earliest? _____
9. What Aztec city was on the coast of the Gulf of Mexico? _____
10. The map of the Maya shows no rivers over much of their territory. Suggest how the people might have obtained water.

OFF THE MAP

You are a member of the army of Cortés in Mexico or of Francisco Pizarro in Peru, or you are a member of the Aztec or Inca forces that confronted these Spaniards. Write a letter to your ruler telling about the battle in which the Spaniards conquered the empire.

Africa circa 900 A.D.

Map is found on page 24 in the atlas.

Introduction to the Map

Kingdoms grew in Africa south of the Sahara, both along the Nile above Egypt and in the Sahel (Sudan) of West Africa. These kingdoms grew rich acting as intermediaries between the tropical rain forests and the deserts, exchanging products of each. About this time, the Bantu, under political and population pressure (note the symbol for “slaves” in their area of origin), migrated south and southeast over much of tropical Africa, spreading their language and culture over much of the continent. Besides the trade routes across the Sahara, southeastern Africa was proving a rich source of minerals and other resources, prompting trade and the beginnings of states. Arab traders regularly came to the coast of East Africa, bringing not only trade goods but the Muslim faith. Indonesians settled in Madagascar, where the language to this day is related to Polynesian languages.

OFF THE MAP

This activity engages students’ historical imagination, especially in reference to the kinds of trade goods that were exchanged in the kingdoms of the Sahel. They should follow the routes on the map between Gao and the source of the goods to be sure there is a way for their merchandise to reach them.

Cross-curricular Connections

The OFF THE MAP activity involves creative writing, economics, and business.

Extension

Have students do library research to find out what might have caused the Bantu to migrate. Ask them to look at the map on page 104 and state what results of this migration continue today. The Bantu pushed the Khoisan people into the deserts of southwestern Africa as they occupied better-watered lands. Students might investigate the lives of those people today.

Assessment

Have students make a map of the kingdoms of Africa south of Sahara as of 900 A.D. They should keep this map to use with the material for the later period on page 25.

Answers

1. Gold
2. Salt
3. Gold, ivory, and foodstuffs
4. Lake Chad
5. Hausa
6. south and southeast
7. southern Africa
8. gold and copper
9. Nubia, Alodia
10. Madagascar

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth’s surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution, and complexity of Earth’s cultural mosaics.
11. The patterns and networks of economic interdependence on Earth’s surface.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student products

Answers to questions, business plan, map of African kingdoms

Africa circa 900 A.D.

ACTIVITY 15

Use the map on page 24 in the atlas to answer these questions.

1. South of the kingdom of Ghana was the kingdom of Wangara (Bambuk). What valuable resource did it have?

2. According to the map at the bottom of page 22, Taghaza is in the middle of the Sahara.
What product made it worthwhile for anyone to go there? _____
3. South of the kingdoms of Ghana and Songhai is tropical rain forest. Besides slaves, what did people from this part of Africa sell to traders?

4. Kanem (14° N, 14° E) was a trading kingdom east of Songhai. On what lake was it located? _____
5. What ethnic group lived around Kano? _____
6. The Bantu moved a long distance. In what general direction did they move? _____
7. What part of Africa had cattle at this period? _____
8. The map shows trade routes from Sofala on the coast to inland parts of southern Africa.
What product was the basis of this trade? _____
9. South of the limit of Islam, what kingdoms were located in the Nile River valley? _____
10. To what part of Africa did Indonesians migrate? _____

OFF THE MAP

You are going to set up a store in the town of Gao (16° north latitude, 0° longitude) to sell goods to traders who come there. What goods will you stock in your store, and why?

Africa circa 1400 A.D.

Map is found on page 25 in the atlas

Introduction to the Map

In the 500 years since the time portrayed on page 24, Islam had pressed south across the Sahara and converted the kingdoms of the Sahel. Among those kingdoms, Ghana had been replaced by a revived Mali, Kanem (now Kanem-Bornu) had grown, and the Hausa had formed states. Alodia, now Muslim, still occupied a portion of the upper Nile valley. Solomonid Ethiopia occupied the Ethiopian Highlands, and Adal occupied land along the strait between the Red Sea and the Gulf of Aden. More West African trade routes led through the tropical rain forest to the sea, where Europeans would soon be establishing trading posts. In southern Africa a powerful kingdom was growing around Great Zimbabwe, and trading routes crossed equatorial Africa to Kongo on the Atlantic coast.

OFF THE MAP

This activity encourages students to see Africa from an African point of view. They should take into account major physical features and resources that would be important to African rulers.

Cross-curricular Connections

The OFF THE MAP activity involves art as well as drafting. The Extension activity involves art history.

Extension

Have students find some photographs of artwork from African kingdoms. Discuss how the materials used in these works of art are related to the products shown on this map. Important mineral resources were copper and tin, ingredients for bronze. Iron, gold, and ivory are also shown, as are centers for the manufacture of ceramics. While not shown on the map, wood from the forests was used for many works of art.

Assessment

Have students mark changes in the kingdoms and in the extent of Islam on the map they prepared for Africa c. 900 A.D.

Answers

1. Zanj
2. Traders from Arabia contributed vocabulary to the language.
3. It grew, spreading to the east and west and especially to the north along the trade route to Bilma and Murzuq, and became known as Kanem-Bornu.
4. south
5. copper and gold
6. kola nuts, foodstuffs, glass, jewelry, and iron
7. Orthodox Christianity
8. East Africa
9. iron, cattle, and slaves
10. ivory and copper

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
11. The patterns and networks of economic interdependence on Earth's surface.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers, map of African kingdom, revised map of Africa

Africa circa 1400 A.D.

ACTIVITY 16

Use the map on page 25 in the atlas to answer these questions.

1. Swahili is a common trading language in Africa. The name means "coast people."

According to the map, what people developed this language? _____

2. Swahili contains both African and Arabic words. Use the map on page 22 to figure out how that happened.

3. Compare the map on page 25 with the one on page 24. What has happened to the Kingdom of Kanem between 900 and 1400?

4. In what direction has the religion of Islam spread? _____

5. Migrating farmers established the kingdom of Zimbabwe between the Zambezi and the Limpopo rivers.

What products made it a wealthy trading kingdom? _____

6. What products had been added to trade in West Africa between 900 and 1400? _____

7. The Kingdom of Solomonid Ethiopia lay just south of the southern limit of Islam.

What religion had centers in this kingdom? _____

8. What part of Africa gained cattle between 900 and 1400? (Compare this map with the one on page 24.)

9. Trace the trade route from Solominid Ethiopia to Mombasa in Zanj. What products and other trading goods were transported along that route?

10. New trade routes had developed in central Africa. What products came from the inland kingdoms of Lunda and Luba?

OFF THE MAP

European mapmakers knew nothing about inland Africa in this period. You are a mapmaker working for the king of one of the inland African kingdoms. Draw a map of your kingdom, showing important places and products.

The Islamic World circa 800 A.D.; The Islamic World circa 1000 A.D.

Maps are found on pages 26-27 in the atlas.

Introduction to the Map

After its founding in 622 A.D. by Mohammed, Islam spread rapidly through southwestern Asia and northern Africa. Most of Iberia came under Muslim domination when the Moors conquered it in 711. Some of the earlier maps (for example, pages 20-21 and 24-25) have indicated this spread. The main map shows lands under Islamic domination after about a century and a half. Not surprisingly, such a vast area soon became divided politically among several major powers, each with a capital, as shown on the smaller map.

OFF THE MAP

This activity requires students to exercise their historical and geographical imagination and to investigate the natural environments in the lands held and explored by Muslim caliphates. They should also note cities and other human-constructed landmarks in the area they are writing about.

Cross-curricular Connections

The OFF THE MAP activity involves the physical environment (earth science) and creative writing. The Extension activity involves history of technology and, for students who elect to make models, arts and crafts.

Extension

Muslim advances in science laid the groundwork for later European exploration and discovery. Have students research Muslim navigation and shipbuilding techniques. Some may enjoy making models of Muslim ships.

Assessment

Have students prepare a table showing the ruling powers in the Islamic region and the territories they governed. List capitals of the respective powers.

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers, models, diary

Answers

- | | |
|---|--------------------------------------|
| 1. Andalus (present-day Spain and Portugal) | 6. Fatimid |
| 2. Umayyad | 7. Sicily |
| 3. Córdoba | 8. They lay between Europe and Asia. |
| 4. Baghdad | 9. Jidda |
| 5. Ghaznavids | 10. Carolingian and Byzantine |

The Islamic World circa 800 A.D.;

The Islamic World circa 1000 A.D.

ACTIVITY 17

Use the maps on pages 26-27 in the atlas to answer these questions.

1. What European area was ruled by Muslims? _____
2. What was the name of the caliphate that ruled this area? _____
3. What was the capital of this area? _____
4. What was the capital of the Sunni 'Abbasid Caliphate under Shi'ite Buyid control? _____
5. What people held partial control over the Indus River valley? _____
6. What caliphate controlled land in both Africa and Asia? _____
7. What island in the Mediterranean Sea was ruled by the Fatimid Caliphate? _____
8. Look at the map of trade routes on pages 28-29. How did the location of Muslim lands help Muslims control world trade?

9. The most important pilgrimage (religious journey) destination was Mecca. What seaport was closest to Mecca?

10. What two European empires were not ruled by Muslims? _____

OFF THE MAP

The Muslim geographer Al-Idrisi sent explorers to various parts of the Muslim world to gather information and make maps. You are a member of one of these expeditions. Write a journal to describe which part of the Muslim lands you are exploring and what you see there.

International Trade, 1350–1450 A.D.

Maps are found on pages 28-29 in the atlas.

Introducing the Map

Before the European voyages of exploration began in the late fifteenth century, Europe, Asia, and Africa were linked by a network of trade routes. Trade still passed through multiple intermediaries before reaching its final destination, each taking a profit on the deal and thus increasing the price to the final consumer. The multiple exchanges and the sheer distance and low capacity of the pack animals (horses and camels) limited such trade to high-priced items. The inset map shows trading circuits; most of the exchanges took place where one circuit overlapped the next. For example, circuit III overlapped IV in such Silk Route cities as Bukhara and Samarqand.

OFF THE MAP

This activity helps students see how complex trading patterns were and that each part of a long-distance movement of goods was actually over a very short distance. Such multiple trades over repeated short distances, of course, drove up the price of goods as each merchant took a profit. The map of trading circuits shows approximately what area would be covered by the segments of long-distance trade. You may wish to organize the class into groups representing the various intermediaries and have students “trade” brightly wrapped boxes representing trade goods from their place of origin to their final destination.

Extension

Have students discuss why some of these products were in such great demand that they were traded over long distances. For example, rhubarb (from China) was used as a medicine; gold, silk fabrics, and precious woods were luxuries that commanded a high price. Have them list some products that command similar kinds of prices today — for example, caviar, diamonds, and fresh flowers.

Assessment

Have students make a table listing the trade goods of each of the circuits listed on the inset map.

Answers

1. Europe, Asia, Africa
2. Pacific, Atlantic, Indian
3. Circuit III
4. Khanbalik
5. brocade, fine textiles, jade, rhubarb, silk, slaves
6. Venice, Genoa
7. The Atlantic Ocean
8. aromatics, drugs, gold, precious wood, spices, tin; high value
9. cotton, gold, ivory, salt, slaves, precious wood
10. coal, textiles, tin

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
11. The patterns and networks of economic interdependence on Earth's surface.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers, story of a trade good, table of trading circuits

International Trade

1350 A.D.–1450 A.D.

ACTIVITY 18

Use the maps on pages 28-29 in the atlas to answer these questions.

1. What continents were involved in interlinked trade during this period? _____
2. What oceans were linked by trade routes? _____
3. On the map of Afro-Eurasian Trade Circuits, which is the largest? _____
4. What was the name for Beijing during this period? _____
5. What products and trading goods did the area around Beijing export? _____
6. Compare this map with the one on pages 108-109. What two cities controlled trade from the Mediterranean Sea to Europe?

7. Wool was an export of the area near what ocean? _____
8. What products came from the islands of Southeast Asia? _____
What would you estimate their value to be: low, moderate, or high? _____
9. What products and trading goods came from Africa? _____
10. Compare this map with the one on pages 108-109.
What products came from the island now called Great Britain? _____

OFF THE MAP

Choose a product that was traded over long distances. Trade it from its origin to its final destination, listing each product that could be exchanged for it along the way. How and why might the number of trades impact the price of your product?

Europe and the Crusader States about 1140

Map is found on pages 30-31 in the atlas.

Introducing the Map

The most successful of the Germanic invaders of the Roman Empire were the Franks. From their initial base in the lower Rhine valley, they extended control over the lands shown on the inset map on page 31, culminating in the rule of Charlemagne, who was crowned Holy Roman Emperor by the pope in 800. After the death of his son, Louis the Pious, the empire was divided as shown on the map. Later, the Central Kingdom of Lothaire was divided between Louis the German (eastern portion) and Charles the Bald (western portion), with Italy remaining separate.

As the maps on pages 26-27 show, Muslims had conquered a portion of Spain as well as islands in the Mediterranean. By the eleventh century, the Christian powers of Europe were strong enough to begin to retake territory, including far northern Spain, Portugal, and the Mediterranean islands. At the end of that century, after the Turks had captured the sites associated with the life of Jesus, the Christian powers mounted Crusades to recapture what they regarded as the Holy Land. Only the First Crusade, launched in 1096, reached Jerusalem, and none held territory in the Holy Land for any length of time.

OFF THE MAP

Castles evolved in Europe with changes in military technology, and Crusaders knew what was required for a strong castle. Eventually, weaponry using gunpowder made castles obsolete. Use a library book or the internet as a resource, and draw a weapon that could be used against a castle. Describe how it would be effective.

Cross-curricular Connections

The OFF THE MAP activity involves history of technology, military strategy, and arts and crafts. The Extension activity also involves the history of technology, as well as medicine.

Extension

Discuss how the Crusades aided the diffusion of Arab and Chinese products and knowledge and technology in Europe and how it aided the spread of diseases, such as bubonic plague (the Black Death).

Assessment

Have students make a table of the Crusades, indicating the beginning and end points of each and the major land and sea territories that it crossed en route.

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers, model of a castle, table of the Crusades

Answers

1. France and Germany, Switzerland, Austria, Italy, Slovenia, plus the Low Countries of Belgium, Netherlands, and Luxembourg
2. Louis the German
3. East Frankish Kingdom of Louis the German and Central Kingdom of Lothaire
4. First, Second
5. First
6. Edessa
7. Fourth
8. The first one got to the Holy Land at Acre; the second went only to Tunis in North Africa
9. The Second, Third, and Fourth Crusades plus the Crusades of Louis the IX traveled by water on the Mediterranean.
10. First

Europe and the Crusader States about 1140

ACTIVITY 19

Use the map on pages 30-31 in the atlas to answer these questions.

1. Compare the map of Charlemagne's empire on page 31 with the map on pages 108-109. What modern countries made up most of Charlemagne's empire?

2. The map on page 31 shows that Charlemagne's empire was divided in 843. Who received the part of the empire that included the Danube River?

3. Compare the map of Charlemagne's empire with the map on pages 30-31 showing Europe and the Crusader States about 1140. Which parts of Charlemagne's former empire became the Holy Roman Empire?

4. According to the map on pages 30-31, which Crusades passed through Constantinople (41° N, 29° E) on the way to the Holy Land (the region at the eastern end of the Mediterranean Sea)?

5. Which Crusade reached Jerusalem? _____
6. After the First Crusade, Crusaders set up four states at the eastern end of the Mediterranean Sea: Edessa, Antioch, Tripoli, and Jerusalem. The Second Crusade started when Seljuk Turks captured the state that did not border the sea. Based on information from this map, which Crusader State did they capture?

7. The Byzantine Empire suffered a severe blow when Crusaders from Venice (45°N, 12° E) attacked Constantinople (41°N, 29°E). Which Crusade started in Venice and ended in Constantinople?

8. How did the First Crusade of Louis IX differ from his Second Crusade? _____
9. The Crusades promoted the growth of shipbuilding in Europe. What evidence from the map on pages 30-31 helps explain why this happened?

10. Which Crusade visited Rome? _____

OFF THE MAP

The Crusaders built castles in places that they captured and fortified. Find illustrations of these castles, and make a model of one.

Asia at the Death of Kublai Khan, 1294

Map is found on pages 32-33 in the atlas.

Introduction to the Map

The Mongol Empire, really four coordinated empires, was the largest in history, stretching from the Black Sea to the Pacific Ocean. The death of Kublai Khan in 1294 marked its height. With this vast territory under one unified rule, travel between Europe and Asia was relatively safe, and merchants (including Marco Polo) and even missionaries made the trip. The Mongol rulers assimilated with their subjects, as in China, where they became the Yuan dynasty and ruled under Confucian principles. However, Kublai Khan's successors were less successful in dealing with the challenges of rule and were overthrown by the native Ming dynasty in 1368. The Mongols raided but never conquered Japan. These rulers also lost control over territory in the west. India was never under Mongol rule although a series of Muslim sultans ruled from Delhi. They were intolerant of Hinduism, and the period was marked by upheaval. In Persia, Timur (Tamerlane), an underling of Jagatai Khan, overthrew his master and established a short-lived empire that reached from Mesopotamia to the Syr Darya to the Indus. With the breakup of the Mongol empire, Europe lost contact with East Asia, and Muscovy, which would evolve into Russia, emerged as a power in the western plains of the former empire.

OFF THE MAP

Marco Polo's account has always been controversial, but it had the effect of stirring interest in Asia among Europeans. It painted a picture of a rich, exotic place that would be good for trading. Students will enjoy it for the sheer adventure of the story.

Cross-curricular Connections

The OFF THE MAP activity involves literature.

Extension

Discuss how Marco Polo's accounts of his adventures changed Europe's perception of East Asia and led to increasing desire for trade. Ask the class how rule by one power over vast areas in Eurasia both aided Marco Polo's journey and increased exchange of goods and information.

Assessment

Have the students make a table of the divisions of the Mongol Empire and list the modern countries (or parts of countries) in each one.

Answers

1. West: Black Sea, Persian Gulf; east: Pacific Ocean
2. Khanbaligh or Tatu; Beijing
3. Mamluks, Armenia, Ilkhan Empire of Hulagu, Empire of Jagatai, Empire of the Great Khan
4. Nan Chao
5. by ship
6. Ch'üanchow (Zayton)
7. Japan
8. Batu (Kipchak) Empire Golden Horde
9. Sultanate of Delhi
10. Iran, Iraq, Turkmenistan, part of Uzbekistan, Pakistan, Azerbaijan, part of Turkey; Samarkand

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
11. The patterns and networks of economic interdependence on Earth's surface.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers, table

Asia at the Death of Kublai Khan, 1294

ACTIVITY 20

Use the map on pages 32-33 in the atlas to answer these questions.

1. What bodies of water marked the eastern and western boundaries of Mongol power?

2. Kublai Khan established his capital at 40° N, 116° E. Locate this point on the map on pages 32-33.
What city was Kublai Khan's capital? _____
Locate this point on the world political map on pages 108-109.
What present-day city, whose name means "northern capital," is located there? _____
3. Marco Polo, a merchant from Venice, traveled to China around 1275. Based on information from the map on pages 32-33, identify the lands that Marco Polo crossed from Acre (33° N, 35° E) to the court of Kublai Khan in Khanbaligh (40° N, 116° E).

4. What was the farthest region of the Empire of the Great Khan that Marco Polo visited in the southwest?

5. When Marco Polo returned to Europe, he first traveled to southeastern China.
By what means of transportation did he make the rest of the trip home? _____
6. From what city did he leave China? _____
7. What island country in East Asia did the Mongols attack but not conquer? _____
8. Compare this map with the political map on pages 108-109. What part of the Mongol Empire included a large part of what is today western Russia?

9. Who governed most of the area that is now northern India? _____
10. What present-day states were included in the Dominions of Timur? _____
What was its capital? _____

OFF THE MAP

Read *The Travels of Marco Polo*. What aspects of China did he find most interesting?

Europe about 1360

Map is found on pages 34-35 in the atlas.

Introduction to the Map

By the middle of the fourteenth century, medieval Europe was fully formed. Christianity was dominant, and the Muslims in Spain had been pushed south into the small kingdom of Granada. Islands in the Mediterranean were under the control of Christian rulers. In the east, Orthodox Christianity held sway, and the rise of Slavic kingdoms in Europe together with the growth of the Muslim Ottoman empire had reduced the Byzantine Empire to a tiny presence near Constantinople. The continued strength of the Mongol Khanate of the Golden Horde kept the emerging Russian principalities submissive as tribute states. In Western Christendom the pope lived in and ruled over Avignon. The king of England held Aquitaine in France as a vassal of the French king. Jeanne d'Arc (Joan of Arc) achieved heroine status (and sainthood) for her role in driving the English out of France. This feat contributed greatly to the rise of nationalism in France.

Cross-curricular Connections

The Extension activity involves political sciences and religious history.

Extension

Places associated with the 100 Years War and the life of Joan of Arc are shown on this map. Have students use the maps on pages 30-31 and 34-35 and discuss why England and France would have been at war and why Joan of Arc became a national hero in France. Have students make a map showing the movements of Joan of Arc as she led French forces in this campaign. Although England held Aquitaine as a vassal of the French king, its presence on French soil still rankled.

Assessment

Have students make a map of European powers at the end of the Hundred Years War (mid-fifteenth century).

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, map of Joan of Arc's campaign against the English, map of Europe at the end of the Hundred Years War.

Answers

1. That part of Italy had become part of the Papal States.
2. It shrank considerably with the expansion of Slavic states in south-eastern Europe.
3. It shows Aquitaine in the same color as England and with a boundary between it and France.
4. Holy Roman Empire
5. Bohemia
6. It is the same color as Muslim states in Africa.
7. Khanate of the Golden Horde
8. Serbia (Serbian princes)
9. Kara-Kuyunli Turkomens
10. Venice; Venice controlled an important entry point into Europe, and its trade routes went past Crete.

Europe about 1360

ACTIVITY 21

Use the map on pages 34-35 in the atlas to answer these questions.

1. Compare the map on pages 34-35 with the map on pages 30-31. Between 1140 and 1360, what changes occurred in the part of the Holy Roman Empire where Rome was located?

3. Compare the maps on pages 30-31 and 34-35. Describe the changes that took place in the Byzantine Empire between 1140 and 1360.

3. Aquitaine was held by the English king as a vassal of the French king.

How does the map indicate this? _____

4. During this period the pope lived in Avignon. In what political state was Avignon? _____

5. In what princely state of the Holy Roman Empire was Prague? _____

6. Granada was the only remaining Muslim state in the Iberian Peninsula (modern Spain and Portugal). How does the map show its Muslim connection?

7. What area bordered both the Black Sea and the Caspian Sea? _____

8. Compare this map with the one on pages 108-109. What country ruled the area that is now Greece? _____

9. Compare this map with the one on pages 30-31. Who ruled the Holy Land (the region at the eastern end of the Mediterranean Sea) by 1360?

10. Who ruled the island of Crete? _____

Look at the map on pages 28-29. Why was Crete an important possession for this state? _____

European Civilization during the Renaissance

Map is found on pages 36-37 in the atlas.

Introduction to the Map

In the transition between medieval and modern times, the most important movements in Europe were the Renaissance, the Reformation, and the early voyages of discovery. The Renaissance, or Rebirth, in art had two main centers, the Low Countries and especially Italy and within Italy, Florence. From those centers, the movement spread north and south to France and Germany. In literature, the Renaissance is known as humanism. Humanists studied ancient texts, which led to, first, renewed interest in biblical studies, and second, the founding of libraries starting with the Vatican and the Bibliothèque Nationale in France. Biblical scholarship and translation of scriptures fed the Protestant Reformation. The introduction of printing with movable type also contributed to the demand for libraries as well as the standardization of languages and the spread of literacy.

Standardized languages also contributed to state building as it enabled the spread of more and more accurate information from central governments and defined communities that could communicate. While the Hapsburgs had yet to achieve greatness and the Holy Roman Empire had little power, France annexed the Duchy of Burgundy, and the English Wars of the Roses ended in 1485, bringing to power the House of Tudor. The marriage of Ferdinand of Aragon and Isabella of Castile unified most of Spain, enabling it to expel the remaining Moorish kingdom of Granada in 1492. Eastern Europe saw the rise of Poland and Lithuania, while the Byzantine Empire disappeared with the conquest by the Ottoman Turks and the growth of Slavic kingdoms of Europe. Italy remained divided into many squabbling states, inspiring Machiavelli to write his handbook on political control, called *The Prince*.

OFF THE MAP

This activity introduces students to the mechanics of printing. Modern presses, while much faster and more highly automated, use the same idea, although instead of carved blocks, they use sheets on which ink adheres to the printed material and not to the background. Because there was more material to read, printing also encouraged the spread of literacy.

Cross-curricular Connections

The OFF THE MAP activity involves art. Much of the information on this map deals with the history of art and literature.

(continued)

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, block print, table of countries' contributions to the Renaissance, map of Protestant Reformation and Counter-Reformation

Answers

1. 1470
2. It stood between the Mediterranean and the Middle East and the continent of Europe.
3. The territory of the Serbian Princes, part of Wallachia, Bulgaria, the Byzantine Empire, Albania
4. Oxford, Paris, Rome, Bologna
5. It was fragmented into competing and squabbling states.
6. London, Paris, Leiden, Cologne, Mainz, Basel, Venice
7. Spain
8. Aquitaine
9. John Cabot and Christopher Columbus
10. Florence

European Civilization during the Renaissance

Extension

Closely related to the artistic, media, writing, and religious developments of the Renaissance was growing nationalism. Discuss with students the role of the printing press and the Protestant Reformation in the development of nation-states in Europe. Printing vastly increased the amount of information that could be circulated among a literate population as well as the accuracy with which it could be transmitted, and this contributed to the rise of modern political states. Similarly, the ability to print Bibles in vernacular languages helped spread the ideas of the Protestant Reformation. Because it represented opposition to the papacy, the Reformation became another tool of rising nationalism, as with Henry VIII of England.

Assessment

Have students make a chart showing the major countries of Europe and the contributions of each to the Renaissance.

Optional Materials Activity

Using an outline map of Europe, have students shade countries that were involved in the Protestant Reformation and in the Counter-Reformation.

European Civilization During the Renaissance

ACTIVITY 22

1. What is the approximate date of the boundaries shown on this map? _____
2. One reason that the Renaissance started in Italy was that trade brought Italian merchants into contact with other cultures. Compare the maps on pages 28-29 and 36-37. Explain how Italy's location made it a center of trade as well as a center of learning.

3. Compare this map with the map on pages 34-35. What European countries had become part of the Ottoman Empire?

4. During the Renaissance, scholars searched for old manuscripts, which led to the founding of libraries. In what cities were important libraries located?

5. Machiavelli, an Italian, wrote a book called *The Prince*, describing ways of being a clever, successful ruler in competition among states. How did the situation in his native Italy give him inspiration and material for such a book?

6. The invention of the printing press gave Europe its first "mass media," a way of making many copies of a document and spreading information over a wide area. What cities had printing presses?

7. In 1469 King Ferdinand of Aragon and Isabella of Castile were married. Look at the map on pages 108-109 and tell what modern country resulted from this union.

8. Compare this map with the one on pages 34-35. What territory had France reclaimed from England?

9. According to the small map of the Italian Renaissance, what two explorers were born in Genoa?

10. Among the greatest artists of the Italian Renaissance were Leonard daVinci and Michaelangelo.
In what republic were they born? _____

OFF THE MAP

The first printing press used wooden blocks carved with letters of the alphabet. These small blocks were fitted together to form words. Try carving a letter or picture into a large rubber eraser. Press it face down onto an ink pad for rubber stamps, and then press it onto paper to make a print. Remember that your print will be the reverse of what you see on your carving.

Europe's Age of Discovery: 15th–17th Centuries

Map is found on pages 38-39 in the atlas.

Introducing the Map

The decline of the Mongols made travel to East Asia infeasible because the intervening territory was no longer at peace under one ruler. The failure of the Crusades reduced contact with the Near East, and European knowledge of Asia declined. Attention turned west and south. Prince Henry the Navigator began to send expeditions into the Atlantic in the early fifteenth century, and by that century's end Portuguese explorers had rounded Africa to India. Soon afterwards they reached Malacca, Siam (modern Thailand), China, and by the mid-sixteenth century, Japan.

The Spanish sponsored Christopher Columbus in his attempt to reach Asia by sailing west; he reached the Caribbean area of the Americas instead. Many Spaniards and others attempted to circumvent this barrier to the riches of Asia. Meanwhile, they conquered and exploited the riches of the Americas, with the Treaty of Tordesillas dividing the world into Spanish and Portuguese spheres for the purpose. The English, Dutch, and French joined the exploration frenzy later as they formed strong nation-states. The countries' explorations and "discoveries" determined the locations of their colonial possessions for three centuries.

OFF THE MAP

Technological innovations in sailing vessels as well as navigation enabled the explorers to make long voyages across open ocean. You may wish to point out to students that the discovery that scurvy was caused by a deficiency of Vitamin C, found in fresh fruits and vegetables, also made these voyages possible.

Cross-curricular Connections

The OFF THE MAP activity involves arts and crafts as well as the history of technology. The Extension activity involves political science.

(continued)

Answers

1. Spain and Portugal
2. Calicut
3. By using land routes across Asia
4. Magellan; Spain; El Cano
5. Pires; Portugal
6. Far northeastern Asia
7. Vespucci; indicated as "conjectural"
8. Cartier; France
9. Australia
10. Italian and English

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
9. The characteristics, distribution, and migration of human populations on Earth's surface.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers, ship model, table of discoveries

Europe's Age of Discovery: 15th–17th Centuries

Extension

Discuss with students why Spain and Portugal were in the forefront of overseas exploration and empire building. Not only were these two countries located in southwestern Europe where the northeast trade winds would carry sailing ships directly to Middle America, but they were also among the first countries in Europe to form strong nation-states under monarchies. Spain, while lacking funds after the expulsion of the Moors from Granada, did have tremendous national pride and was ready to extend its power to other parts of the world.

Assessment

Have students make a table showing the exploring powers, the explorers who served them, and the places they “discovered.”

Europe's Age of Discovery: 15th–17th Centuries

ACTIVITY 23

Use the map on pages 38-39 in the atlas to answer these questions.

1. According to the map on pages 38-39, which two nations were leaders of Europe's age of discovery?

2. The Portuguese explorer Vasco da Gama sailed around the southern tip of Africa in 1497.
According to the map on pages 38-39, which city in India did he reach in 1498? _____
3. Compare the maps on pages 28-29 with the map on pages 38-39. How did Europeans obtain goods from Asia before they discovered a water route to India?

4. Who was the first explorer whose expedition circled the earth? _____
For what country was he sailing? _____
Who completed the expedition? _____
5. What explorer visited Peking? _____
What country did he represent? _____
6. In what region did Russians explore? _____
7. What Spanish explorer is shown as sailing along the southeastern coast of the present-day United States? _____
How does the map indicate that this is uncertain? _____
8. Who visited the town of Stadacona in 1535? _____
What country did he represent? _____
9. Which inhabited continent remained undiscovered by explorers from other countries? _____
10. Explorers of what two nationalities visited Moscow? _____

OFF THE MAP

Make a model of a ship of one of the explorers shown on this map. Compare the model of your explorer's ship with those of your classmates, and explain the differences in technology represented.

Europe about 1560

Map is found on page 40 in the atlas.

Introduction to the Map

By 1560 the Hapsburgs had extended their power from a small archduchy in 1276 to dominance through marriages and “dynasticism,” which characterized European politics until the French Revolution. Meanwhile the Ottoman Turks penetrated southeastern Europe almost to Vienna, and a union with Lithuania made Poland the largest state in Europe. The Kingdom of Denmark held much of Scandinavia, and Venice controlled a chain of islands in the Mediterranean Sea that were important to its dominance of trade. Shakespeare’s *Othello* depicts the struggle to defend Cyprus from the Turks.

Cross-curricular Connections

The Extension activity involves political science.

Extension

France, fearful of the power of the Hapsburgs, sought alliances with Sweden, Poland, the Turks, and states in the Holy Roman Empire to contain them. Discuss with students this concept of the balance of power, which would remain a theme in European international politics until well into the 20th century.

Assessment

Have students make a map of Spanish and Austrian Hapsburg possessions, labeling the larger units.

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth’s surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution, and complexity of Earth’s cultural mosaics.
13. How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers, map of Hapsburg possessions

Answers

1. The Hapsburgs
2. Netherlands, Milan, Franche Comté, Naples, Sicily, Sardinia, Balearic Islands
3. Kingdom of Hungary
4. Scotland
5. It had grown by taking over Turkish Hungary, Transylvania, and Moldavia.
6. Brandenburg
7. It had been taken over by Spain.
8. Milan and Tuscany had become independent.
9. Finland, Estonia
10. The Khanate of the Crimea north-east of the Black Sea

Europe about 1560

ACTIVITY 24

Use the map on page 40 in the atlas to answer these questions.

1. What family ruled Spain and Austria in 1560? _____
2. What parts of Europe besides Spain did the Spanish Hapsburgs rule in 1560? _____
3. Most of the Austrian Hapsburg possessions were in the Holy Roman Empire.
What part was outside the empire? _____
4. What part of the British Isles was independent of the English monarchy? _____
5. Compare this map with the one on pages 36-37. What had happened to the Ottoman Empire by 1560?

6. Berlin would later emerge as the capital of a united Germany. In what state was it located around 1560? _____
7. Compare this map with the one on pages 36-37. What had happened to Granada in the meantime?

8. What had happened to the Holy Roman Empire in what is now Italy by 1560? (See the map on pages 108-109 to locate Italy.)

9. What territories did the Swedish monarchy rule outside Sweden? _____
10. What remained of the Mongol Empire in Europe? _____

The Ottoman Empire 1529-1789

Map is found on page 41 in the atlas.

Introducing the Map

The Ottoman Empire, whose beginnings have appeared on several previous maps in this atlas, reached its height in 1529 with its first siege of Vienna. (The second siege would take place in 1683.) Vienna was of great symbolic importance, as it was the capital of the Holy Roman Empire, and Austria had been founded as an outpost to defend Europe from eastern powers. (Its German name, Österreich, means “eastern kingdom.”) In the period shown on this map, Ottoman lands stretched from Ukraine to the Strait of Gibraltar. However, the empire’s continued strength depended on skillful ruling sultans, and its fortunes began to turn with victories by the Austrians at the end of the seventeenth century. In the next century, Russia began to replace Austria as the Ottoman Empire’s main enemy, and took lands north of the Black Sea as it sought a warm-water port.

Cross-curricular Connection

The Extension activity involves political science.

Extension

The Ottoman Empire survived until 1923. Discuss with the class how it managed to survive that long and what imprints its long rule over southeastern Europe has left. It represented the political power of Islam, with a strong cultural unifying factor. Muslim populations in the Balkans, especially Albania and Bosnia-Herzegovina, date from Ottoman rule. So does the political fragmentation of that region.

Assessment

Have students make a map of the Ottoman Empire, showing with distinctive shading the territories that the Ottomans lost in this period.

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth’s surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution, and complexity of Earth’s cultural mosaics.
13. How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, map of the Ottoman Empire

Answers

1. The map contains numerous symbols for battles, especially in the European part.
2. Vienna
3. The Caspian Sea
4. The Black Sea
5. The Kingdom of Hungary
6. Arabia
7. Caucasus
8. Montenegro
9. Aegean Sea
10. It acquired several Ottoman territories on the north shore of the Black Sea.

The Ottoman Empire 1529-1789

ACTIVITY 25

Use the map on page 41 in the atlas to answer these questions.

1. What evidence from the map suggests that there was unrest in the Ottoman Empire between 1529 and 1789?

2. Two battles with the Ottoman Empire took place at a city in the Holy Roman Empire. What was the city? _____

3. The Ottoman Empire lost some of its territory in these years.

Land along the shores of which sea went to Russia and then to Persia? _____

4. Land along which sea went to Russia in the 1700s? _____

5. What part of the Ottoman Empire was under Hapsburg rule in 1699? _____

6. What country bordered the Asian part of the Ottoman Empire on the south? _____

7. What mountain range formed the northern border of the region of Georgia? _____

8. What state formed a tiny island, or enclave, within the Ottoman Empire near the Adriatic Sea?

9. The first place that the Ottoman Turks conquered on the European continent was Gallipoli (40° 25' N, 26° 40' E).

Look at the map on page 40 and tell what sea Gallipoli is on. _____

10. What evidence does the map offer that, during this period, Russia was becoming more powerful?

The Ottoman, Safavid, and Mughal Empires in the 16th and 17th Centuries

Map is found on pages 42-43 in the atlas.

Introducing the Map

These three empires were all Muslim, so this map supplements the one on page 41 by focusing on South Asia rather than Europe. At the time of the Mongol empire (pages 32-33), the Sultanate of Delhi ruled northern India. As Mongols and then Tamerlane (Timur) reigned over southern Asia, the sultanate became a refuge for artists and scholars as well as thousands of other refugees. However, in 1398, Delhi itself was attacked and destroyed. The sultanate survived but steadily lost power.

In 1525, a descendant of Tamerlane and Genghis Khan named Babur conquered the Sultanate of Delhi and established the Mughal Empire (from the Persian version of “Mongol”). His grandson Akbar succeeded him and extended the empire over much of India. Although the empire was Muslim, it extended toleration to the Hindus. In the seventeenth century, the empire extended south to include almost the entire Indian peninsula. During this period, art and science flourished in India; the Taj Mahal is the most famous result.

The Safavid Empire was founded by nomadic herders from Azerbaijan and named for their leader Safi al-Din. They were Shi’ite Muslims who believed that a descendant of Mohammed’s grandson Husayn would one day emerge to rule as a savior. In 1501, Isma’il appeared and began to conquer a kingdom, starting with the capture of Tabriz. He proclaimed himself shah (king) and within 10 years controlled most of Persia (modern Iran) and the Tigris-Euphrates valley (modern Iraq). He forced conversion of the people in his territories, executing those who refused. From 1514 to his death in 1524, he fought the Ottoman Turks, who were Sunni Muslims, especially in modern Turkey. The empire flourished under Shah Abbas the Great (1588-1629) but declined after his death. It was finally overrun by Afghan hordes, who captured Isfahan in 1722.

Cross-curriculum Connections

The Extension activity involves religious studies and political science.

Extension

The Safavid Empire was the first political expression of Shi’ite Islam, the minority division (most Muslims are Sunni). Have students look up the differences between Shi’ite and Sunni Islam. Where are Shi’ites dominant today? In what part of Iraq are they dominant? What political effect does this distribution have on that country? The Shi’ites form a majority in Iraq, especially in the south. Have students watch the news for information about the role of the Shi’ite and Sunni Muslims in the makeup of Iraq’s government.

Assessment

Have students make a table of the three major empires shown on this map. The table should show the names, the locations, and the main characteristics of each empire.

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth’s surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution, and complexity of Earth’s cultural mosaics.
13. How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting

Student Products

Answers to questions, table of empires

Answers

1. Turkey
2. Constantinople (Istanbul)
3. Almost to the western end of the Mediterranean Sea.
4. The Ottoman Empire
5. Uzbek States
6. India
7. Goa, Diu, and Cambay
8. Hormuz, Masqat
9. India, Pakistan
10. It did not spread into the Sahara desert.

The Ottoman, Safavid, and Mughal Empires in the 16th and 17th Centuries

ACTIVITY 26

Use the map on pages 42-43 in the atlas to answer these questions.

1. Compare this map with the one on pages 108-109. In what modern country did the Ottoman Empire begin?

2. What city became the capital of the empire in 1453? _____
3. How far west did the empire extend? _____
4. Locate the Safavid Empire. With what power to its west did it have boundary disputes?

5. With what power did the Safavid Empire have boundary disputes to its north? _____
6. Compare this map with the one on pages 108-109. In what modern country were there three cities that were main Portuguese trade settlements?

7. What were the names of these largely Portuguese cities? _____
8. What two Portuguese trading cities were located on the Gulf of Oman? _____
9. Compare this map with the one on pages 108-109. What modern countries occupy the lands of the Mughal Empire?

10. Compare this map with the World Physical map on pages 106-107. How do you think physical geography affected the expansion of the Ottoman Empire into Africa?

East Asia, 16th Century

Map is found on pages 44-45 in the atlas.

Introduction to the Map

Since the time of the map on pages 32-33, the Mongols had lost China. In 1368, the native (Han) Chinese Ming dynasty had overthrown the Yuan. By the time of this dynasty, China was strong and flourishing, another period of great growth in the arts. Note that it controlled Tibet. Meanwhile, Japan was divided into spheres of influence under powerful members of the Daimyo clan. Japanese were also raiding southern Korea and the south coast of the Shandong (Shantung) peninsula in China. European penetration is visible in Portuguese settlements and the Spanish control of the Philippines. Islam had spread with traders to the southern Philippines, the coastal areas of the East Indies, and the southern end of the Malay Peninsula (Malaya). The Mughal Empire, which included the eastern part of the Ganges Plain, was also Muslim.

OFF THE MAP

Like the growing European powers, the Ming emperor Zhu Di (pronounced JOO DEE) wanted to extend power, influence, and knowledge beyond the confines of his home country. China was a highly technologically sophisticated country and had the sailing vessels and navigational skill to undertake long sea voyages. According to Gavin Menzies' book *1421: The Year China Discovered America* (William Morrow, 2003), they reached America and circled the globe. By the time they returned to China, the emperor had died, famine had struck, and China was in chaos. The voyages of discovery ended as China turned in on itself.

Cross-curricular Connections

The OFF THE MAP activity involves history of technology. The Extension activity involves history of art.

(continued)

Answers

- Spain
- Portuguese settlements at Macao, Hugli, Ternate, and Malacca; Mota, Pires, Alvares, Abreu, Sequeira, Serrão
- Green color indicates places "Islamized"
- The interior parts of these islands are mountainous, so it was difficult for cultural influences to spread there through travel.
- Macao
- Korea, China
- Members of the Daimyo clans
- It was closer to the northern frontier, which he had to protect from possible Mongol raids and invasion.
- Thang-Long
- Magellan, Vilalobos

Geography Standards

- How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
- How to analyze the spatial organization of people, places, and environments on Earth's surface.
- The physical and human characteristics of places.
- How culture and experience influence people's perceptions of places and regions.
- The characteristics, distribution, and migration of human populations on Earth's surface.
- The characteristics, distribution, and complexity of Earth's cultural mosaics.
- The process, patterns, and functions of human settlement.
- How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
- The changes that occur in the meaning, use, distribution, and importance of resources.
- How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, map

East Asia, 16th Century

Extension

Have students find pictures of the arts of this period, especially from China and Japan. Ask the class to list ways in which the styles were similar and ways they were different. How do they account for these similarities and differences? Chinese and Japanese cultures have a common base, but as time went on, artistic styles began to diverge. This was particularly true in periods when the two countries became isolated from outside influences.

Assessment

Have students make a map of the major powers in Asia in the 16th century. They should indicate the presence of Spanish and Portuguese and Muslim areas.

East Asia, 16th Century

ACTIVITY 27

Use the map on pages 44-45 in the atlas to answer these questions.

1. According to the map on pages 44-45, what European country controlled the Philippines in the 16th century? _____
2. What evidence from the map shows Portuguese influence in East Asia? According to the map on pages 38-39, which Portuguese explorers traveled to East Asia in the 1500s?

3. Malacca, located on Malaya, was a major trading power whose ruler converted to Islam in the 1400s. What clue from the map on pages 44-45 indicates that Islam spread through East Asia?

4. Compare this map with the world physical map on pages 106-107. Why do you think Islam was found mainly along the coasts of Malaya, Borneo, and Sumatra?

5. What city did the Portuguese establish in China? _____
6. In what countries did the Japanese raid and settle after 1550? _____
7. Who were the powerful rulers in Japan? _____
8. When the first Ming emperor overthrew the Mongols, his capital was at Nanjing. He soon moved it to Beijing. From the evidence on the map, why do you think he did this?

9. What was the name of the city we now call Hanoi, the capital of Vietnam? _____
10. From the map on pages 38-39, what Spanish explorers visited East Asia in the 1500s?

OFF THE MAP

The Ming empire sent out voyages of discovery from 1405-1433 under the leadership of Zheng He. Find out about his voyages in library books and on the internet. What parts of the world did they visit? Why did the Chinese stop sending out voyages of discovery?

Eastern and Southern Asia about 1775

Map is found on pages 46-47 in the atlas.

Introduction to the Map

The inset map shows the Mogul Empire (see the map on pages 42-43) at its greatest extent. By the date of the main map, the empire had shrunk to a small area in the upper reaches of the Indus and Ganges river systems, and India had broken apart into smaller states. The French and British were beginning to take some of these territories for their growing empires; the French would lose most of theirs at the end of the Seven Years War (French and Indian War). The largest British possession was Bengal.

In China, the Ming dynasty fell to the Manchu, descendants of the Juchen of the Northeast, who established the Ch'ing (Qing) dynasty in 1644. Especially under the rule of K'ang-hsi (Kangxi, 1662-1722) and Ch'ien-lung (Qianlong, 1736-1795), the empire flourished, extending farther than it had since the T'ang dynasty (see pages 20-21). Chinese suzerainty was also recognized by the Ryukyu Islands (Luichiu), Korea, Annam, Siam, and Nepal. A reunited Burma invaded Siam and destroyed its capital at Ayuthia in 1767, but a new Siamese dynasty freed Siam from Burma and built a new capital at Bangkok in the 1780s. Japan's feudalism reached its height in 1600 when the Tokugawa shogunate, ruling in the name of the emperor, assumed power. It tried to freeze Japanese culture and isolate it from the rest of the world. It would remain in power until 1868. Both China and Japan were powerful enough to keep Europeans under control and restrict their activities to ports (Macao and then Kwangchow or Canton and Nagasaki, respectively) far from the core areas of their countries.

OFF THE MAP

Chinese traditional painting, which flourished in this period, differs from Western painting in its lack of depth perspective, its softer colors, and its de-emphasis on people, who are usually shown very small. Many landscape paintings have a "misty" tone, which reflects the clouds and mists of many of southern China's mountainous regions. Bamboo and flowers are also popular subjects. Many paintings have captions incorporated in them as well as the artist's signature, imprinted in red with a hand stamp called a "chop." Chinese paintings are usually done on rice paper, but ordinary watercolor paper will serve.

(continued)

Answers

1. Macao; Portugal; Kwangchow or Canton
2. The Mogul Empire shrank to a small area in northern India. The lack of unity among the regions in India allowed Europeans to gain territory.
3. Britain, France, Spain, Portugal, Netherlands
4. It had changed hands from Cambodia to Cochin-China
5. Nagasaki
6. Northern Sarkars; Bombay, Madras, Pulicat, Bengal, Calcutta
7. Tongking, Annam, Cochin-China
8. To the northeast, north of Korea.
9. The Great Wall; Chahar Mongols
10. Zelandia Castel

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
9. The characteristics, distribution, and migration of human populations on Earth's surface.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, Chinese painting, map of Asia

Eastern and Southern Asia about 1775

Cross-curricular Connections

The OFF THE MAP activity incorporates art. The Extension activity incorporates economics as well as political science.

Extension

Both China and Japan tried to protect their countries from European conquest by isolating themselves and cutting off virtually all trade. Discuss with the class the possibility of a country living in isolation from the world. Today, of course, the world is even more globalized, but even in the eighteenth century, total isolation was becoming impossible.

Assessment

Have students make a map of the major powers in Asia in the middle of the eighteenth century. They should indicate the possessions of European powers.

Eastern and Southern Asia about 1775

ACTIVITY 28

Use the map on pages 46-47 in the atlas to answer these questions.

- On the map on pages 46-47, locate the trading post at 22°N, 114°E.
What was the name of this settlement? _____
What European country controlled it? _____
In the 1700s, China limited all foreign trade to the port just north of this settlement.
What was the name of that city? _____
- On the maps on pages 46-47, compare the Mogul Empire under Aurangzeb in 1690 with the Mogul Empire about 1775.
What change took place in this region? _____
How do you think this change helped Europeans gain power in southern Asia? _____

- According to the map and legend, what European countries held territory in eastern and southern Asia about 1775?

- Compare the map on pages 46-47 with the map on pages 44-45. What happened to the land around the mouth of the Mekong River between the 1500s and 1775?

- The Japanese restricted foreign trade to one city, where the Dutch were permitted to have a trading post.
What city was this? _____
- What part of India did the British take from the French? _____
What other parts of India did the British control in 1775? _____
- What three regions were joined to form the Vietnamese empire in 1802?

- In 1644 the Manchu people overthrew the Ming dynasty in China and established the Qing (Chi'ing) dynasty.
Where did the Manchu people live? _____
- What human-constructed feature divided China Proper from the rest of the empire in the north?

- Who lived just north of this boundary? _____
- What city did the Dutch found on the island of Formosa? _____

OFF THE MAP

Find examples of Chinese paintings in library books and on the Internet. Using watercolors, paint a picture in the Chinese style.

The Holy Roman Empire after the Peace of Westphalia 1648

Map is found on pages 48-49 in the atlas.

Introduction to the Map

As is obvious from the map, one result of the Thirty Years War (1618-1648) and the Peace of Westphalia that ended it was the extreme disintegration of the Holy Roman Empire (Germany). Only about a quarter of hundreds of states are shown on this map. More important, the Peace of Westphalia marked a triumph of France, Sweden, the Dutch, Protestantism, and German particularism over attempts by the Spanish and Austrian Hapsburgs to dominate the Holy Roman Empire and make it Catholic. Many of the states of the empire had existed for centuries, but now their powers to conduct their own foreign affairs were recognized. Furthermore, the ruler of each could choose whether to be Catholic, Lutheran, or Calvinist, and subjects were expected to follow the ruler's lead. In the Austrian Hapsburg territories, the rulers could almost eliminate Protestantism. The Spanish Hapsburgs, however, failed to reconquer the Dutch and thus build a continuous territory in northwestern Europe. The Peace of Westphalia marked the end of the disintegration of Germany. From this point until its final end in 1806 the Holy Roman Empire played no real role in European affairs. The medieval dream of a united Catholic empire in Europe was dead.

Cross-curricular Connections

Question 7 and the Extension activity involve political science.

Extension

The Peace of Westphalia was important in the development of modern political organization because it made the territorial state, rather than the ruler, the basis of political rule. Discuss with students the advantages, such as continuity, and the disadvantages, such as fighting over territory, of this development.

Assessment

Have students use an outline map of Europe to show the lands belonging to the Spanish Hapsburgs, the Austrian Hapsburgs, and Brandenburg. Have them show the neighbors of the Holy Roman Empire.

Answers

1. Austrian Hapsburgs
2. Poland and Hungary
3. Imperial free cities
4. Spanish Netherlands, Upper Gelderland, Franche Comté
5. Archbishopric of Bremen, Bishopric of Verden, Hither Pomerania, Rügen
6. Duchy of Cleve, County of Mark, County of Ravensberg, Bishopric of Minden, Bishopric of Halberstadt, Archbishopric of Magdeburg, Electorate of Brandenburg, Farther Pomerania, Bishopric of Cammin, Duchy of Prussia
7. Unifying the country and even getting messages to and from the seat of government
8. Independent of the Empire as of 1648
9. Electorate of Brandenburg
10. Bavaria

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, map of Holy Roman Empire after the Peace of Westphalia

The Holy Roman Empire after the Peace of Westphalia, 1648

ACTIVITY 29

Use the map on pages 48-49 in the atlas to answer these questions.

1. The Peace of Westphalia in 1648 divided the Holy Roman Empire into 300 different states. According to the map and legend on pages 48-49, who controlled the largest kingdom within the Holy Roman Empire?

2. What kingdoms bordered the Holy Roman Empire to the east? _____
3. What was the status of Hamburg and Lübeck (B5)? _____
4. What lands belonged to the Hapsburgs of Spain? _____
5. What lands were ruled by Sweden? _____
6. What lands were part of Brandenburg? _____

7. Many of the political units were broken up into scattered pieces, miles apart; that is, they were fragmented states. What problems did this fragmentation pose?

8. What was the status of the Swiss Confederation? _____
9. Berlin later became the capital of Germany. In what state was it after the Peace of Westphalia? _____
10. What state's ruler was added to the Electors of the Empire in 1648? _____

Europe in 1721 after the Treaty of Utrecht, 1713, and Associated Treaties

Map is found on pages 50-51 in the atlas.

Introduction to the Map

In the half century after the Peace of Westphalia, the triangle of major powers that would dominate Europe for the next two centuries had begun to emerge: maritime Britain, a strong but not dominant France, and Danubian Austria. Wars among these powers were the first “world” wars. The War of Spanish Succession ensued when the last Spanish Hapsburg died in 1700. By the treaty of Utrecht, Spain went to the French Bourbons, but the Spanish empire in the Americas remained Spanish. Gibraltar and Minorca went to Britain. Naples, Milan, and the Spanish Netherlands went to the Austrian Hapsburgs. England, now united with Scotland, was the great victor in this treaty. Not only did it acquire control of the western Mediterranean with Gibraltar and Minorca, but it also received Nova Scotia, Newfoundland, and territory around Hudson’s Bay. Spain granted it the right to sell African slaves in Spanish possessions in the Americas.

In Eastern Europe, Russia under Peter the Great was gaining strength. It acquired territories from Sweden, which had been the strongest power in eastern Europe, and reached its “warm-water” port where it built St. Petersburg.

In southeastern Europe, the Ottoman Turks besieged Vienna for the second time in 1683 but were driven back by the Austrian Hapsburgs with help from Poland. The Austrians then took Hungary and Serbia and temporarily held part of Wallachia.

Cross-curricular Connection

The Extension activity involves political science.

Extension

One of the most important results of the Treaty of Utrecht was maintenance of the balance of power in Europe, a concept first introduced in connection with Europe in 1560. France failed in its bid to control all of Europe. Have the class discuss how the treaty accomplished this.

Assessment

Have students prepare a map to show transfers of territory under the Treaty of Utrecht, including those in the Americas.

Answers

1. France and Spain
2. Gibraltar; it affords control over the western Mediterranean
3. It was transferred to the Austrian Hapsburgs.
4. The pope
5. King of Prussia; Prussia
6. England and Scotland
7. Dniester
8. Norway
9. Finland
10. Franche Comté

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth’s surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people’s perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth’s cultural mosaics.
13. How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, world map

Europe in 1721 after the Treaty of Utrecht, 1713, and Associated Treaties

ACTIVITY 30

Use the map on pages 50-51 in the atlas to answer these questions.

1. By the Treaty of Utrecht, two major European powers agreed that they would never unite under one ruler. These two countries are separated by the Pyrenees Mountains, about 43° north latitude. Locate these mountains on the map on pages 50-51.

What two countries do they separate? _____

2. The Treaty of Utrecht gave Great Britain a peninsula on the southern coast of Spain. Locate this place on the map on pages 50-51.

What is the name of the place? _____

Why do you think it was important to Great Britain? _____

3. Compare this map with the one on pages 48-49. What had happened to the area called the Spanish Netherlands by 1721?

4. To whom did Avignon (in southern France) belong? _____

5. Who ruled Brandenburg? What other lands were under this ruler? _____

6. Compare this map with the one on page 40. What two kingdoms united to form the Kingdom of Great Britain?

7. What river formed part of the boundary between Poland and the Ottoman Empire? _____

8. Compare this map with the world political map on pages 108-109. What modern country besides Denmark did the Kingdom of Denmark include?

9. What region besides Sweden did the Kingdom of Sweden include? _____

10. Compare this map with the one on pages 48-49. What lands had transferred from the Holy Roman Empire to France by 1721?

Native America

Map is found on pages 52-53 in the atlas.

Introduction to the Map

More than 500 nations existed in the Americas before the coming of the Europeans beginning at the end of the fifteenth century. (Canadians refer to these groups as First Nations.) They ranged from hunter-gatherers to highly structured farming societies. The staple food was corn (maize), but the continent lacked large domestic animals and therefore wheeled vehicles. Although the groups made use of gold, silver, and copper, none of them used iron. The Mayan, Aztec, and Incan empires have already been introduced on page 23. In addition, there were urban-based societies in what is now the southwest United States and in the mid-Mississippi Valley at Cahokia. The Iroquois nations had formed a confederation.

OFF THE MAP

Artistic reconstructions of Native American settlements are available in many books and on the Internet, especially at sites related to state or national parks. This activity will also reinforce to students the idea that many Native American groups lived in towns, some of considerable size.

Cross-curricular Connections

The OFF THE MAP activity involves archaeology, anthropology, and arts and crafts. The Extension activity involves archaeology. Depending on the site, you may also be able to incorporate cultural ecology by examining the physical environment of the site.

Extension

Visit a Native American site in your area. A local college or university's history, archaeology, or anthropology department may be able to direct you to a place where excavations are underway.

Assessment

Have students prepare a chart showing the major cultural regions of Native Americans, their location, their primary ways of making a living, and other relevant information.

Answers

1. Inuit (Eskimo)
2. 1000-1500; Greenland, Newfoundland
3. Taino (Arawak)
4. Northern Iroquois
5. Algonquin
6. Dene (Athabaskan)
7. Tahuantinsuyu (Inca), Anáhuac (Aztec)
8. Anasazi, Mayan, Mogollon
9. Mississippi
10. [Answers will vary]

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
9. The characteristics, distribution, and migration of human populations on Earth's surface.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, model of a Native settlement, chart of Indian culture regions

Native America

ACTIVITY 31

Use the map on pages 52-53 in the atlas to answer these questions.

1. According to the map on pages 52-53, what Native American peoples lived in the region bordering the Arctic Ocean?

2. When did the Norse, or Vikings from Norway, travel to North America? _____
What areas did they explore? _____
3. Compare the map on pages 38-39 with the map on pages 52-53. Locate the islands Columbus explored in his first voyage. What Native American peoples lived in this region?

4. What Native American nations lived on both sides of the St. Lawrence River and along the lower Great Lakes?

5. What Native American nations lived in eastern Canada and the upper Great Lakes? _____
6. What Native American nations lived in northwestern Canada and interior Alaska? _____
7. Which Native American empires grew between 1470 and 1525? _____
8. What Native American cultures were in decline between 1300 and 1500? _____
9. One of the largest cities north of Mexico was Cahokia. On what river was Cahokia? _____
10. What Native American group(s) lived in the area where you live? _____

OFF THE MAP

Find illustrations by archaeologists of Native communities, and make a diorama of one from a culture that interests you.

Revolutions in the Atlantic World, 1776-1826

Map is found on pages 54-55 in the atlas.

Introduction to the Map

The American Revolution was just one of several related conflicts in the Atlantic basin at the end of the eighteenth century. All influenced each other in their aspirations for individual rights, freedom, nationalism, modern ideas of citizenship, and a state favorable to economic growth and development. In this period, we can speak of an “Atlantic Civilization” or community, as communication was easier by sea than by land (because of high mountains, much communication in the Spanish empire in South America was via the Pacific Ocean). The American Revolution came first. Most of the aspirations for civil liberties were already in place in the colonies, so there was less resistance to the revolution than in Europe. French aid came with the intention of weakening Britain, but gave encouragement to dissidents at home. Benjamin Franklin and Thomas Jefferson also (unwittingly) spread liberal ideas, and John Adams did so in Holland. The French Revolution brought a considerably greater upheaval in the social structure of the country than did the American Revolution. France became a republic, endured the Reign of Terror (a time when thousands of so-called enemies of the state were executed), went to war with conservative neighbors, and annexed new territory. In Caribbean Haiti, a slave rebellion brought independence and abolished slavery. Elsewhere in Latin America, Napoleon’s occupation of Spain provided the opportunity for wars of independence, and the Portuguese regent found refuge in Brazil, which became independent as a result. The British set up governments in Upper Canada (English-speaking) and Lower Canada (French-speaking) in 1790, providing them with institutions similar to those in the 13 colonies before 1776.

OFF THE MAP

Some colonists did not support the American Revolution for emotional, religious, or economic reasons. In writing their letters discussing their support for or opposition to American independence, students should give specific reasons and arguments.

Cross-curricular Connection

The OFF THE MAP activity involves creative writing.

(continued)

Answers

1. American Revolution
2. British North America (now Canada), Belize, and Jamaica
3. It shows French, British and Spanish intervention in Haiti as well as French participation in the American Revolution.
4. (Simon) Bolivar
5. Republic of Haiti, 1801
6. Belize
7. Dutch
8. Upper Canada is upstream on the St. Lawrence River; Lower Canada is downstream
9. It weakened and distracted Spain from controlling its American colonies.
10. Mississippi River, New Orleans

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth’s surface.
6. How culture and experience influence people’s perceptions of places and regions.
9. The characteristics, distribution, and migration of human populations on Earth’s surface.
10. The characteristics, distribution, and complexity of Earth’s cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, letter, map

Revolutions in the Atlantic World, 1776-1826

Extension

The American Revolution influenced revolutions in Europe and in Latin America. All involved aspirations for political liberty, individual rights, and nationalism. Discuss with the class how ideas spread (diffusion). Why did ideas spread across the Atlantic Ocean more easily than they did on land? What role did Thomas Jefferson, Benjamin Franklin, and John Adams, all ambassadors to European countries, play?

Assessment

Have students make a map of the Atlantic Basin showing the places where the main revolutions began.

Revolutions in the Atlantic World, 1776-1826

ACTIVITY 32

Use the map on pages 54-55 in the atlas to answer these questions.

1. According to the maps on pages 54-55, which occurred first: the French Revolution, the American Revolution, or the revolutions in Latin America?

2. What territory did Britain continue to hold in North America after the United States won its independence?

3. What information on the maps suggested that Europeans intervened in revolutions in the Americas?

4. Who was the leader of the fighting in the Republic of Colombia? _____

5. What was the first Caribbean country to become independent? _____

In what year? _____

6. What territory did the British hold on the mainland of Central America? _____

7. What European people staged a revolution, though unsuccessful, before the French Revolution?

8. What's in a name? The two Canadian provinces on the map are Upper Canada and Lower Canada. Why do you think they received these names?

9. The French ruler Napoleon occupied Spain in 1808. How did this help Latin American countries achieve independence?

10. What river marked the western boundary of the United States in 1783? _____

What city was at this river's mouth? _____

OFF THE MAP

Your family lives in one of the 13 English colonies in North America in 1776. Your family has just returned from the center of your town, where a town leader read the Declaration of Independence. Write a letter to a relative in Europe explaining why your family does or does not support American independence. Be sure to include your return address, so that your relative knows where you live.

British North America after the Seven Years' War; The Revolutionary War

Maps are found on page 56 in the atlas.

Introduction to the Maps

The Seven Years' War, also called the French and Indian War, marked the last in the series of colonial wars that started with the War of Spanish Succession (see pages 50-51). As British settlers spread westward from the Atlantic seaboard, they conflicted with the French pursuit of furs and other trade goods that depended on maintaining a forested environment and friendship with the Native Americans. French settlement was focused on the lower St. Lawrence Valley and Nova Scotia (until 1755) and was otherwise limited to forts and trading posts. North of Quebec were lands of the British rival Hudson's Bay Company. In the American Revolution, introduced on pages 54-55 in its Atlantic Community context, American colonial forces tried to pull the British away from their supply lines along the Atlantic coast. Efforts to involve Quebec on the colonial side were unsuccessful, as the Quebeckers enjoyed special rights under British rule. British territories to the east (New Brunswick) and west (Upper Canada, later Ontario) became destinations of United Empire Loyalists who preferred to continue to live under British rule. French support for the American colonial cause was prompted by a desire to weaken rival Britain.

OFF THE MAP

If you live near a Revolutionary War site, visiting it can help students visualize the events of that place and their role in the war as a whole. Obtain information from the site ahead of time; most parks have websites, pamphlets, and other materials to help visitors understand the site. Parks also have rangers and other staff who can address the class. You may want to have students prepare reports or posters about their visit upon return. If you don't live near a battleground, this research can be done on the internet.

Cross-curriculum Connections

The OFF THE MAP activity can involve creative writing and art.

Assessment

Have students prepare a map showing the major battles of the Revolution, using different symbols for American and British victories.

Answers

1. Mainly westward, also northward in New England
2. Georgia
3. Native Americans
4. St. Lawrence
5. Hudson's Bay Company
6. France
7. Around Boston
8. 1778-1781
9. About 200 miles
10. Virginia

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, map of Revolutionary battles, possible materials, report, or poster from a visit to a Revolutionary site

British North America after the Seven Years' War; The Revolutionary War

ACTIVITY 33

Use the maps on page 56 in the atlas to answer these questions.

1. Based on information from the left-hand map on page 56, in which direction did settlement spread between 1690 and 1760?

2. Which of the original Thirteen Colonies had no settlement by 1690? _____
3. For whom were the lands west of the Blue Ridge and Allegheny Mountains reserved? _____
4. Along what river were the settled areas of Quebec? _____
5. Who governed the land in the far north? _____
6. Based on information on the right-hand map on page 56, what European nation helped Americans win independence from Great Britain?

7. Near what city did the earliest battles of the American Revolution take place? _____
8. In what years did battles in the South (North and South Carolina and Georgia) take place? _____
9. Most of the battles took place near the coast. Cowpens was one of the farthest-inland battles.
About how far was it from the coast? _____
10. The final battle of the war was at Yorktown. In what state is Yorktown? _____

OFF THE MAP

If possible, visit a Revolutionary War site in your area. Otherwise, research a battleground site on the internet. Gather information about what happened there and why it was important.

State Claims to Western Lands; The United States 1775-1800

Maps are found on page 57 in the atlas.

Introduction to the Map

The Revolutionary War ended with the Peace of Paris, but the new country's problems were not over. Vague charters, drawn up by people who knew nothing about the geography of the lands they were settling, led to overlapping claims to the lands west of the Appalachian Mountains. Under the Articles of Confederation, these lands were ceded to the federal government and organized for settlement and eventual admission as states. The Treaty of Paris also left boundary disputes between the United States and Britain to the north and Spain to the south unresolved. These disputes became more critical as settlement spread westward.

Cross-curricular Connections

The Extension activity involves mathematics (geometry).

Extension

Show students a diagram of the Township and Range Survey System under the Land Ordinance of 1785, and discuss its importance in the spread of settlement in the West.

If you live in a part of the country that was surveyed under this system, use the topographic map of your area to help students to calculate the legal description of the property on which your school stands.

Assessment

Have students prepare a map of the United States as of 1800, showing the states, organized territories, and remaining British forts.

Answers

1. The Great Lakes (Lake Erie, Lake Huron, and Lake Superior) and the Mississippi River
2. Virginia; it was admitted to the Union as the state of Kentucky in 1792
3. westward (northward in New England)
4. Massachusetts
5. Massachusetts, Connecticut
6. Georgia, 1802
7. Ft. Niagara
8. 1791
9. Great Britain
10. Spain

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
9. The characteristics, distribution, and migration of human populations on Earth's surface.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, calculation of legal description of your school's location, map of the United States as of 1800

State Claims to Western Lands; The United States 1775-1800

ACTIVITY 34

Use the maps on page 57 in the atlas to answer these questions.

1. What bodies of water formed the northern and western borders of the Northwest Territory?

2. What state claimed the land between the Ohio River and the North Carolina Claim? _____

What happened to this land? _____

3. In what directions had settlement spread between 1775 and 1800? _____

4. What state ceded land to New York in 1786? _____

5. What states' claims overlapped that of Virginia? _____

6. What was the last state to cede western claims to the United States? _____

In what year did this occur? _____

7. What fort did the British continue to hold between Lake Ontario and Lake Erie? _____

8. When did Vermont become a state? _____

9. With what country did the United States have land disputes over the Northwest Territory? _____

10. With what country did the United States have land disputes over land in the far south? _____

Westward Expansion 1800-1850

Map is found on pages 58-59 in the atlas.

Introduction to the Map

Americans saw themselves as having a “Manifest Destiny” to spread “from sea to sea” across North America. Within a little more than a half-century after independence, they had accomplished this. While land was acquired by purchase from France and by treaty with Britain, Texas and the Mexican Cession were the result of warfare. As the inset map shows, settlement was still not continuous by 1850, but there were people from the United States on both coasts (the map does not show settlement of Spanish or Mexicans in the Southwest). Only a small piece south of the Gila River in Arizona remained to be acquired before the 48 contiguous states would be complete.

OFF THE MAP

This activity involves creative writing and research into your town’s local history. Place-names indicate images that people want others to have of them as well as nostalgia for places from which they came, religious beliefs, and relations with other groups (such as Native Americans) in the area.

Cross-curriculum Connections

The OFF THE MAP activity involves creative writing. Question 2 involves mathematics.

Extension

“Manifest Destiny” was the slogan that drove American expansion westward. Discuss with the students what this means and what its popularity says about the American world-view: the superiority of Americans and their belief that they had a right to acquire the land. Discuss the fate of the Native Americans as settlement spread west.

Assessment

Have students prepare a map of westward expansion, bringing it to 1853. Have them highlight the state in which you live if it is within the 48 contiguous states.

Answers

1. Spain
2. To the Pacific Ocean, about 1,700 miles
3. Louisiana Purchase; it offered vast new areas of land to be settled
4. The presence of canals, railroads, and the Cumberland (National) Road; also the many trails west of the Mississippi River
5. Maryland, Illinois
6. Ohio
7. St. Joseph
8. Nauvoo
9. The map on page 62 shows the land as disputed; this map shows campaigns of the Mexican War
10. California

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth’s surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people’s perceptions of places and regions.
9. The characteristics, distribution, and migration of human populations on Earth’s surface.
10. The characteristics, distribution, and complexity of Earth’s cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, settler diary, map of westward expansion

Westward Expansion, 1800-1850

ACTIVITY 35

Use the map on pages 58-59 in the atlas to answer these questions.

1. Compare the maps on pages 58-59 and 60-61.
Who owned the land west of the Mississippi River in 1790? _____
2. According to the map on pages 58-59, how far west did the United States expand between 1800 and 1850?

3. In 1803 the United States purchased land from France that had been named for King Louis XIV. Locate this purchase on the map on page 58-59.
What was the name of this purchase? _____
How did it aid the westward expansion of the United States? _____
4. What indication does the map give that developing better transportation was very important to the United States?

5. Where was the eastern end of the Cumberland Road (also known as the National Road)? _____
Where was the western end? _____
6. Compare this map with the ones on page 57.
What was the first state in the Northwest Territory to join the union? _____
7. What town marked the eastern end of the Oregon Trail? _____
8. What town marked the eastern end of the Mormon Trail? _____
9. What information on this map and the one on page 62 indicates that the southwestern boundary of the United States was not settled peacefully?

10. In 1850, there was one state on the Pacific coast of the United States. What was it? _____

OFF THE MAP

If you live in one of the 48 contiguous states, find out when and by whom your community was first settled. Write a diary of a settler about your age describing the journey to the new home and the early days of settlement. Find out how your community got its name.

Latin America about 1790

Map is found on pages 60-61 in the atlas.

Introduction to the Map

This map and the two that follow it trace the development of Latin America from just before the dawn of the independence movement there through the nineteenth century. Spanish colonization began with Columbus's second voyage and continued with settlement at the Isthmus of Darien (modern Panama). Through missionary activity, warfare, and migration, the Spanish spread out from Nueva California to modern Chile and Argentina by the end of the eighteenth century. The basic unit of territory was the viceroyalty, governed by a high-status Spaniard in the name of the king. The first viceroyalty was New Spain, centered in Mexico, followed by Peru, which included all of South America. In 1740 a third viceroyalty of New Granada was set up in defense against foreigners, mainly British, in the Caribbean. La Plata, the fourth and last viceroyalty, was established in 1776 to defend against the Portuguese in Brazil. Because the territories involved were enormous and transportation difficult, the viceroyalties were subdivided into *audiencias* and later *intendencias*.

Although the Portuguese discovered Brazil in 1500, they did not begin settlement there until 1530. They divided the coast into 15 captaincies to be settled by private entrepreneurs. Incursions by Dutch, French, and others were driven off, and the interior was explored by bandeirantes looking for gold, gems, and other wealth. They were instrumental in extending Portuguese control as far inland as modern Brazil.

In far northeastern South America, the extension of tropical rain forests to the coast made the land less appealing to the Spanish and Portuguese, who were unaccustomed to thick forests. Here the British, Dutch, and French could establish a foothold. They also held islands in the Caribbean.

Cross-curricular Connections

The Extension activity involves archaeology and anthropology.

Extension

If you live in a part of the country settled by the Spanish, visit a relevant historical site (presidio, pueblo, mission, or other site). Have students note the imprint of the Spanish settlement on the present-day landscape and on the lives of the people in your area. If a site visit isn't possible, choose one to research on the internet.

Assessment

Have students prepare a map of Latin America before independence, showing the four viceroyalties.

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, results of visit to Spanish site, map of colonial Latin America

Answers

1. Spain, Great Britain, Netherlands, Portugal, and France
2. San Diego, 1769
3. New Spain
4. New Granada
5. La Plata
6. Florida
7. 1609
8. Rio de Janeiro
9. east
10. Jamaica

Latin America about 1790

ACTIVITY 36

Use the map on pages 60-61 in the atlas to answer these questions.

1. According to the map on pages 60-61, what European powers held territory in Latin America in 1790?

2. The Spanish founded a series of missions along the coast of California.

Where was the first mission founded? _____

In what year? _____

3. The Spanish divided their empire into viceroalties, each ruled by a representative of the Spanish king.

What viceroalty included the northern part of the empire? _____

4. A new viceroalty was established in northern South America to protect the empire from foreign settlers in the Caribbean.

What was the name of this viceroalty? _____

5. A viceroalty was set up in southern South America to defend against the Portuguese in Brazil.

What was its name? _____

6. What land on the southern border of the United States did Spain rule? _____

7. Santa Fe is the oldest city that is a United States state capital.

In what year was it founded? _____

8. What city was the seat of government for Brazil? _____

9. Follow the meridian of longitude that passes through Gyaquil in the Presidency (Audiencia) of Quito northward.

Where does it pass relative to Florida? _____

10. What island south of Cuba belonged to Britain? _____

Latin America 1800-1900

Maps are found on pages 62 and 63 in the atlas.

Introduction to the Maps

These two maps show territorial changes during the nineteenth century, the first up to 1850 and the second in the last half of the century. Taking advantage of the distraction of the Napoleonic wars and invasions in Europe, American-born aristocrats such as Simón Bolívar, José San Martín, and Bernardo O'Higgins led revolutionary movements. As the map on page 63 shows, only a few small territories remained under colonial rule by 1900, following the Spanish-American War in which the United States was involved. Boundary disputes, however, remained numerous in the face of incomplete knowledge of the interior of South America on the part of the Spanish and their inheritor states in America. Travel and communication were difficult in many of these interior regions, and native peoples resisted incursions by Europeans. The part of Mexico that came under the control of the United States was across a desert far from Mexico's core area, and the country was too weakened by repeated civil war to hold it in the face of determined American settlers in Texas and a stronger United States.

OFF THE MAP

Celebration of a Latin American holiday is an excellent way to expand your students' multicultural understanding. In planning foods for the festival, discuss with the students the origins of these foods, and try to include foods that are native to the Americas, such as corn products, beans, tomatoes, peppers, peanuts, and so on. Be sure they understand the origins of the holiday. A list of Latin American holidays appears on the following website: web.middlebury.edu/depts/is/majors/las/holidays.htm.

Cross-curricular Connections

The OFF THE MAP activity involves music, anthropology (celebrations), and domestic science. The Extension activity involves political science.

Extension

Discuss with the class how the many land disputes hindered development in Latin America in the nineteenth century. Point out the location of much of this disputed land, far from the cores of countries, where the main bases of economic and political power lay.

Assessment

Have students prepare a map showing the lands that changed hands in the nineteenth century and the lands that were still in dispute at century's end.

Answers

1. Cuba
2. British Honduras, Jamaica, British Guiana, Trinidad, and Tobago; also some of the smaller islands that appear too small on the map to see their coloring.
3. Gadsden Purchase
4. Cuba, Dominican Republic, Puerto Rico, Argentina, Peru, Falkland Islands
5. Some of it went to Brazil, and some to Bolivia.
6. Mapuche Indians
7. Bolivia
8. Brazil
9. Puerto Rico
10. Panama

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
2. How to use mental maps to organize information about people, places, and environments.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, festival with Latin American foods and music, map of Latin America

Latin America 1800-1900

ACTIVITY 37

Use the maps on pages 62 and 63 in the atlas to answer these questions.

1. Compare the maps on pages 62 and 63.

What island country southeast of the United States gained independence from Spain in 1898? _____

2. According to the map on page 63, what colonies in Latin America did Britain control after 1850?

3. What land did the United States purchase from Mexico in 1853? _____

4. Besides the Mexican War, where in Latin America did the United States intervene between 1800 and 1850?

5. Compare the maps on pages 62 and 63. What happened to the Peruvian region of Acre? _____

6. With what Native American group was Patagonia in dispute between 1800 and 1850? _____

7. What South American country that had a coastline in 1850 became landlocked by 1900? _____

8. To what country did Uruguay lose territory between 1850 and 1900? _____

9. What Caribbean Island was a U.S. colony by 1900? _____

10. In what disputed area of Colombia did the United States intervene in the late 1800s? _____

OFF THE MAP

Plan a Latin American festival for your class. Try to schedule it for a Latin American holiday, such as Independence Day for a specific country, or for the Feast of the Virgin of Guadalupe. Provide Latin American food and music for your festival.

Latin America After Independence: 1821-1929

Map is found on pages 64-65 in the atlas.

Introduction to the Map

This map follows the one on pages 60-61, and some of the information duplicates that on pages 62-63 but brings the boundary changes into the early twentieth century. As the map shows, Central America and Great Colombia achieved independence as much larger states, but distance and poor transportation and communications links as well as local rivalries soon led to their devolution. The United States backed the split between Panama and Colombia in the early twentieth century in order to acquire land for the Panama Canal. Warfare, much of it over land claims, weakened the countries of South America, especially Paraguay and Bolivia, which lost considerable territory to their neighbors. Bolivia lost its coast and became landlocked. As already pointed out, Mexico lost a sizable portion of its lands to the growing United States.

Cross-curricular Connection

Consideration of land disputes involves political science, as does the Extension activity.

Extension

Have a committee of students locate a copy of the Monroe Doctrine in a library book. Discuss with the class the role of the United States in Latin American affairs as the United States developed a sphere of influence in the Western Hemisphere. Besides the Mexican War, there are numerous instances of U.S. interference in Latin America, which continues (e.g., Grenada, Haiti).

Assessment

Have students prepare a map showing the modern countries of Latin America and their dates of independence.

Answers

1. Galapagos; Ecuador
2. Bolivia
3. Texas, California, New Mexico territory, Utah territory
4. Falkland Islands
5. Chaco
6. Patagonia
7. Venezuela, Colombia, Ecuador, Panama, and parts of Brazil
8. Great Britain, France, the Netherlands
9. Chiapas
10. Mesilla Strip

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
2. How to use mental maps to organize information about people, places, and environments.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, map of Latin American countries

Latin America after Independence: 1821-1929

ACTIVITY 38

Use the map on pages 64-65 in the atlas to answer these questions.

1. The name of islands located near the equator about 600 miles off the west coast of South America means "land turtle." Spaniards named these islands for the huge turtles found there. Locate these islands on the map.

What is their name? _____

What country has owned them since 1832? _____

2. Compare the map on pages 60-61 with the map on pages 64-65. Which of the following independent countries in Latin America was once part of the Viceroyalty of La Plata: Brazil, Bolivia, or Venezuela?

3. Compare the map on pages 58-59 with the map on pages 64-65. What parts of the United States were once part of Mexico?

4. What islands off the coast of Argentina are shown as in dispute with Great Britain? _____

5. What region was claimed by Paraguay and Bolivia? _____

6. What land did Argentina conquer in 1878-1879? _____

7. Compare this map with the one on pages 108-109.

What modern countries were once part of Great Colombia? _____

8. What European countries continued to hold colonies on the mainland of South America in 1929?

9. What land did Mexico acquire from a united Central America? _____

10. The map on page 63 shows the Gadsden Purchase by the United States from Mexico in 1853.

What name does the map on pages 64-65 give to that piece of land? _____

Canada 1792-1840

Map is found on page 66 in the atlas.

Introduction to the Map

The French had settled in the St. Lawrence Valley as early as 1608 (one year after the British settled in Jamestown). When they lost their North American empire in 1763, the British promised the French settlers religious and linguistic freedom—a move that angered the English colonists but fostered loyalty to the British among the French. They declined to join the English colonists in the American Revolution. Their feelings were reinforced by the arrival of tens of thousands of English-speaking United Empire Loyalists, known as Tories in the United States, who settled east and west of the French, in the Maritimes and north of lakes Erie and Ontario, respectively. In 1791 the British government split Quebec into Upper Canada (English-speaking) and Lower Canada (French-speaking).

The presence of these pro-British populations reinforced the resistance to American attempts to annex Canada in the War of 1812. To this day, the Battle of Queenston Heights and the burning of York (Toronto) serve as foundational national mythology in Canada. Following the war, immigration from Great Britain and Ireland increased. After rebellions in both Upper and Lower Canada, the British government sent Lord Durham to prepare a report indicating policy recommendations. He advocated internal self-rule for Canada, which laid the groundwork for later dominion status and ultimately for the Commonwealth of Nations.

OFF THE MAP

York was the capital of Upper Canada, and the Canadians were just as angry about the Americans burning it as the Americans were about the burning of Washington (which was done in revenge). Students should use their historic imagination and write the article from the British (Canadian) viewpoint. The restored fort still exists, and information about it is available in tourist literature and websites.

Cross-curricular Connections

The OFF THE MAP activity involves creative writing.

(continued)

Answers

1. War of 1812
2. Captain Oliver H. Perry
3. Ft. McHenry, Baltimore
4. Upper Canada was English-speaking, Lower Canada primarily French-speaking
5. Ottawa River
6. Sorel
7. Yonge Street and Dundas Street
8. St. John River
9. Rupert's Land, Hudson's Bay Company
10. York

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Newspaper article, answers to questions, map

Canada 1792-1840

Extension

Have students use library and Internet sources to find information about the seigneurial system in New France and the imprint on the landscape of its long-lots settlement pattern. The seigneurs (lords) upon receiving land grants were to find settlers and divide the land among them. The long lots provided each farm with access to transportation via the river (later supplemented by roads) and a portion of marshes, meadows, upland, and forest. Long lots are still visible in the landscape today, and such farms are highly desirable among wealthy Quebeckers. Have students find literature and Internet sites showing these French colonial lots and buildings. The pattern also shows up on maps of the counties of Quebec.

Assessment

Have students prepare a map of British North America at the end of the War of 1812. They should keep this map to use with the one on the next page.

Canada 1792-1840

ACTIVITY 39

Use the map on page 66 in the atlas to answer these questions

1. According to the map and legend on page 66, what war between the United States and Great Britain was fought in the United States and Canada?

2. U.S. forces won a decisive battle at Put-in-Bay in 1813. Find the site of this victory on Lake Erie on the map on page 66.
Who commanded the American fleet in this battle? _____
3. "The Star-Spangled Banner," which became the U.S. national anthem, was written during a battle on September 12, 1814. According to the map legend on page 66, what is the name of the fort where the battle took place?

Near what city is it located? _____
4. Locate Upper and Lower Canada on the map on page 66. How did this division reflect differences between the people who settled Canada?

5. What river was the boundary between Upper and Lower Canada? _____
6. Where in Lower Canada was the base camp for the Loyalist émigrés? _____
7. The British government built roads in Upper Canada and named them for officials in the colonial office.
What were the names of these roads? _____
8. What river became the northern boundary of Maine in 1842? _____
9. What was the land in the far northern part of Canada called? _____
Who owned it? _____
10. What was the name of Toronto until 1834? _____

OFF THE MAP

In 1813 American forces attacked and burned Fort York, now Toronto. Write a newspaper article for a British North American newspaper about the attack.

The Dominion of Canada

Map is found on page 67 in the atlas.

Introduction to the Map

Following Durham's report, several forces speeded up the anticipated formation of a confederation of the British North American settlements strewn across the northern boundary of the United States. Railroads were being built, Canadians felt that Great Britain had yielded too much in boundary treaties, and a raid on St. Albans, Vermont, launched from Canada seemed to increase the threat of yet another attempt by the United States to annex Canada. In 1867 the British Parliament passed the Canadian-written British North America Act, forming the first dominion—self-governing within the British Empire. The date of its adoption, July 1, is celebrated as Canada Day, the equivalent of the United States' Independence Day. Confederation at first included four provinces: Quebec (Lower Canada), Ontario (Upper Canada), New Brunswick, and Nova Scotia; others were added later, concluding with Newfoundland. The capital was located at Ottawa on the boundary between the two major powers of Ontario and Quebec.

The Northwest Territories and the later division of Yukon were and are ruled directly from Ottawa. They are resource-rich (Yukon owes its separate existence to the Klondike gold rush of 1898) but have small populations. In 1999 Nunavut was split off from the Northwest Territories as a territory for the Inuit people. The distinction between French- and English-speaking population remains and occasionally reaches political expression with threats from Quebec to declare independence from Canada. Canada has also received immigrants from all over the world since World War II as it has sought to increase its population and raise the skills of its work force. Most Canadians continue to live in the southern part of the country, within a few hundred miles of the U.S. border.

OFF THE MAP

The situation of Canada's First Nations is somewhat similar to that of Native Americans in the United States. They have been marginalized in society, deprived of their lands, and pushed into the parts of the country that Europeans have not wanted. Like Native Americans, they seek recognition and economic improvement. The establishment of Nunavut, governed by Inuit people, in 1999 was a step toward meeting some of these demands. Nevertheless, First Nations in other parts of Canada are stepping forward with demands for land and recognition.

(continued)

Answers

1. Quebec
2. Quebec, Ontario, New Brunswick, Nova Scotia
3. Newfoundland (including Labrador)
4. 1846
5. Prince Edward Island, 1873
6. They were ceded by Hudson's Bay Company
7. Alexander Mackenzie; the river down which he traveled and a district of the Northwest Territories were named for him.
8. Assiniboia
9. Ungava
10. District of Franklin

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
2. How to use mental maps to organize information about people, places, and environments.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, poster, map

The Dominion of Canada

Cross-curricular Connections

The OFF THE MAP activity involves political science, anthropology, ethnic studies, and art. The Extension activity involves political science.

Extension

A perennial question in Canada is whether Quebec will remain in the confederation. Various federal policies have been enacted to accommodate Quebec's desire for greater autonomy, including the declaration of a bilingual country, special tax arrangements, and greater economic and linguistic control for the province. Have the class discuss whether they think Quebec will secede and if so, what the impact on the rest of Canada would be. They should examine the map on pages 106-107 and note the north-south trend of the landform regions of North America. The various parts of Canada have close ties with the closest parts of the United States: the Maritimes with New England, Ontario with the Midwest, the Prairie Provinces with the Great Plains, and British Columbia with the Pacific Northwest.

Assessment

Using the maps they prepared for the previous page, have students name the provinces and territories of Canada and state when they entered confederation (or became territories).

The Dominion of Canada

ACTIVITY 40

Use the map on page 67 in the atlas to answer these questions.

1. Compare the maps on pages 66 and 67.
What province of the Dominion of Canada was formerly Lower Canada? _____
2. Based on information from the map on page 67, what four provinces made up the Dominion of Canada as of 1867?

3. What was the last province to join Canada? _____
4. In what year was the southern boundary of British Columbia settled? _____
5. What is Canada's smallest province? _____
When did it join Canada? _____
6. How did Canada acquire the Northwest Territories? _____
7. What explorer traveled from Fort Chipewyan to the Arctic Ocean in 1789? _____
How is his voyage commemorated? _____
8. What was the original name of the southern part of Saskatchewan? _____
9. What territory did Quebec acquire in 1912? _____
10. Which part of the Northwest Territories was composed of islands? _____

OFF THE MAP

Canadians refer to the Native Americans of their country as First Nations. Choose a First Nation (use the map on pages 52-53 for reference), and find out about its heritage and modern culture. Make a poster of your findings for the class.

Europe in 1810 at the Height of Napoleon's Power

Map is found on page 68 in the atlas.

Introduction to the Map

Opposition to the establishment of a republic in France led to war in 1792, and warfare continued until 1814. Napoleon defeated his enemies and proclaimed himself emperor in 1804 and proceeded to establish the "Greater Empire" shown on the map. After Britain confirmed its maritime supremacy at the Battle of Trafalgar (1805), Napoleon set about to bring all Europe into his Continental System and ruin British trade. Napoleon's Civil Code, or Code Napoleon, reflected principles of the French Revolution, including equality before the law, religious tolerance (including Jews), abolition of church courts and vestiges of feudalism, a modern tax structure, civil service, property law, and a judicial system. He is also credited with introducing and spreading the use of the metric system of measurements. His reforms provoked a backlash. Russia broke with France and sided with Britain; Napoleon's invasion of Russia, the largest military operation before World War I, was a total disaster. Napoleon was forced to abdicate in 1814 and was exiled from Europe.

OFF THE MAP

Napoleonic campaigns took place in many parts of Europe and in Egypt. Students should include observations on the environment of whatever campaign they are describing.

Cross-curricular Connections

The OFF THE MAP activity involves creative writing, and Question 2 involves mathematics, as does the Extension activity.

Extension

Have students make posters explaining the metric system of measurements, which Napoleon instituted and spread throughout Europe. Today it is nearly universal outside the United States. Students may elect to focus on some aspect of the system itself or on its spread through Europe under Napoleonic rule.

Assessment

Prepare a table of the countries in Napoleon's empire, the Greater Empire, allies, and countries opposed to Napoleon.

Answers

1. Russian Empire, Sweden, United Kingdom of Great Britain and Ireland, Portugal, Sardinia, Sicily
2. Moscow; about 500 miles
3. Hartwell, England
4. Savona
5. Brazil
6. It had become split between the French Empire and the "Greater Empire" that was subject to Napoleon.
7. It had shrunk to the Grand Duchy of Warsaw (previously its land had been partitioned between Russia, Prussia, and Austria).
8. In southwestern Spain, near Gibraltar
9. Norway and Denmark
10. Boycotting British trade

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, classifying, identifying problems and solutions, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, letter, poster, table

Europe in 1810 at the Height of Napoleon's Power

ACTIVITY 41

Use the map on page 68 in the atlas to answer these questions.

- In 1810 Napoleon controlled most of Europe. Based on information from the map on page 68, which nations were hostile to Napoleon?

- The vast size and bitterly cold climate of Russia contributed to Napoleon's defeat. On the map, trace Napoleon's advance into Russia in 1812.
What city did he reach? _____
About how far did he march eastward from the Russian border? _____
- Where did the so-called "King of France" find refuge? _____
- Where was the pope held in captivity during this time? _____
- Where had the Regent of Portugal taken refuge? _____
- Compare this map with the one on pages 50-51. What had happened to the Papal States since 1721? _____

- What had happened to Poland since 1721? _____
- The Battle of Trafalgar in 1805 confirmed Britain's control of the sea. Where was Cape Trafalgar? _____
- What Scandinavian country was a nominal ally of Napoleon? _____
- Governments today sometimes put pressure on other countries to do what they want by imposing economic sanctions. What was Napoleon's equivalent strategy? (Hint: use the legend.)

OFF THE MAP

You are a soldier in Napoleon's army. Choose one of Napoleon's military campaigns, and write a letter home that describes the events.

Europe in 1815 after the Treaty of Vienna

Map is found on page 69 in the atlas.

Introduction to the Map

After Napoleon was defeated and exiled, European leaders sought to ensure that France would never be a threat to peace and stability again. The Holy Roman Empire was not revived; instead, Germany was linked in a loose confederation. The Netherlands were united, and land in the lower Rhine valley of Germany was given to Prussia. Switzerland resumed independent existence, and states were restored in northern Italy. The pope returned to Rome and resumed rule over the Papal States. The House of Bourbon was restored to Spain, France, and the Two Sicilies; the House of Savoy was restored to Sardinia, which included the mainland area around Genoa. The House of Orange was restored to the Netherlands, where it became a royal family. In return for Russian control over Finland, Sweden absorbed Norway, from which Denmark became a separate country. To prevent its total absorption by Russia, Poland was once again partitioned between Prussia, Austria, and Russia (the part shown on the map). With the powers thus balanced, Europe remained generally at peace for another hundred years. Belgium became independent in 1831 and Norway and Sweden divided in 1905 — without warfare. The Franco-Prussian War was regional.

Cross-curricular Connection

The Extension activity involves political science.

Extension

Review the concept of the balance of power. Guide students to see how the provisions of the Treaty of Vienna encircled France: the granting of the land in the lower Rhine Valley to Prussia, the unification of the Netherlands, the land in northern Italy going to the Kingdom of Sardinia. The expansion of Austria and Russia were also moves that balanced the power of France.

Assessment

Have students add to the table for the map of Europe in 1810 to show territories that changed hands after the Treaty of Vienna.

Answers

1. Among the possibilities: The Austrian Empire grew, the German Confederation was formed, Norway and Sweden were united, Switzerland resumed independent existence, the Netherlands were united and the House of Orange restored, the Kingdom of Italy was divided (part of it becoming part of the Kingdom of Sardinia), the Papal States were restored, and the Kingdom of Naples and the Kingdom of Sicily were united as the Kingdom of the Two Sicilies.
2. Spain, France, the Kingdom of the Two Sicilies
3. He was restored to temporal power in Rome and regained control of the Papal States.
4. The Netherlands
5. It appears as part of Russia. Other parts were given to Prussia and Austria.
6. The Adriatic Sea
7. Sweden
8. It was turned over to Russia.
9. Part of the Kingdom of Sardinia
10. Corsica

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, classifying, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, revised table of territorial control in Europe

Europe in 1815 after the Treaty of Vienna

ACTIVITY 42

Use the map on page 69 in the atlas to answer these questions.

1. The Congress of Vienna attempted to restore order in Europe after Napoleon's defeat. Compare the maps on pages 68 and 69. List three changes that took place as a result of the Treaty of Vienna.

2. List three countries where the Bourbon family was restored to ruling power in 1814.

3. What happened to the pope in 1814? _____

4. Where was the House of Orange restored to rule in 1814? _____

5. What happened to Poland as a result of the Treaty of Vienna? _____

6. The Austrian Empire gained land that gave it a seacoast. What body of water did that land border?

7. In 1810, Norway and Denmark were one kingdom. What country was united with Norway in 1815?

8. In 1810, Bessarabia was part of the Ottoman Empire. What had happened to it by 1815? _____

9. Switzerland regained its independence in 1815. What land south of Switzerland did France lose?

10. France retained control of an island in the Mediterranean Sea. What was it? _____

Industrialization in Europe in the Nineteenth Century

Maps are found on pages 70-71 in the atlas.

Introduction to the Maps

In the general peace of the nineteenth century, Europe began to industrialize. The first industrialized and urbanized country was the United Kingdom, especially England, harnessing the power of James Watt's invention, the steam engine. Coal now became a critical resource, and iron ore was needed to make the iron and steel that would become machines, railroads, and steamships, among many other products. Mass production made goods cheaper, but labor was greatly exploited, and living conditions in cities were unhealthy until emerging medical science learned to control contagious disease and public health became a government concern. Late in the nineteenth century, industrialization spread to the continent, where a newly united Germany became a leader by the turn of the twentieth century. Although Russia began to industrialize before World War I, it and southeastern Europe lagged behind northern and western Europe.

OFF THE MAP

Many reformers called for changes in the terrible working and living conditions for factory workers (also miners) in the nineteenth and early twentieth centuries. Works by Jane Addams, Lillian Wald, Jacob Riis, Charles Dickens, Upton Sinclair, and others are classics and will provide material for students' posters. The posters will be more effective if each one is limited to one topic, for example, sanitation, nutrition, safe food and medicine, or housing.

Cross-curricular Connections

The OFF THE MAP activity involves literature and art. The Extension activity involves mathematics and economics.

Extension

Have students construct bar graphs to show the growth of trade volume as indicated by the figures in the arrows. Discuss with the class what kinds of goods the newly industrializing countries would probably import (food, raw materials) and what they would export (manufactured goods). The manufactured goods were much more valuable than the raw materials that went into them, and this added value built wealth for the industrialized countries.

Assessment

Have students make a table listing the United States and the countries of Europe, the percent of population living in cities in 1850 and 1910, the miles of railroad per million inhabitants, and the amount of pig iron produced for each of the two dates.

Answers

1. England
2. Between 6 and 10 percent
3. One (New York, although it is not labeled on the map)
4. United Kingdom
5. 240
6. They became united as Germany
7. Germany
8. More than 20 percent
9. Eastern and southeastern
10. Germany

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
11. Patterns and networks of economic interdependence on Earth's surface.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, poster, graphs

Industrialization in Europe in the Nineteenth Century

ACTIVITY 43

Use the maps on pages 70-71 in the atlas to answer these questions.

1. In 1850, in what country did more than 20 percent of the population live in cities of 100,000 or more? _____
2. What percentage of the population of the United States lived in cities of 100,000 or more? _____
3. How many cities in the United States had a population of 500,000 or more in 1850? _____
4. What country produced the most pig iron in 1850? _____
5. The railroad was invented in the United Kingdom.
How many miles of railroad did it have per million persons in 1850? _____
6. Compare the maps on pages 70 and 71. What happened to the German States between 1850 and 1910? _____

7. What European country saw the largest increase in the number of people living in cities of more than 100,000 between 1850 and 1910?

8. What percentage of the United States population was living in cities of more than 100,000 in 1910? _____
9. In what part of Europe were the countries with less than 5 percent of the population living in cities of 100,000 or more in 1910?

10. What European country produced the most pig iron in 1910? _____

OFF THE MAP

Industrialization made more goods available to more people at affordable prices, but initially it also brought terrible working and living conditions to the industrial labor force. Find books, either fiction or nonfiction, by reformers of the 1800s and early 1900s. Make a poster for a campaign to correct one of the conditions they were trying to reform.

The Unification of Germany and Italy

Maps are found on pages 72-73 in the atlas.

Introduction to the Maps

Nineteenth-century Europe generally saw the growth of representative government and nationalism with improved overland transportation and communication by railway and telegraph, respectively. Most of what is now Italy was united by revolution and plebiscite in 1860, although Rome and Venetia joined later. Rome was protected from Italian power by France, and Venetia was still part of the Austrian Empire. In 1870 France and Austria were embroiled in war with Prussia, and Rome and Venetia came under Italian rule. Savoy itself and Nice had been surrendered to France in 1860 in return for French recognition of the new kingdom ruled by the House of Savoy.

In Prussia, Bismarck seized states in the northern part of the country and formed the North German Confederation. Belatedly, France became alarmed at the growth of Germany, but Bismarck easily won the ensuing war in 1870 (the Franco-Prussian War), and the southern states fell in line. Alsace and part of Lorraine were taken from France and annexed. Unlike Italy, there were no plebiscites in Germany; it was essentially a union of crowned heads of state with the King of Prussia as emperor (kaiser, in German).

OFF THE MAP

Countries use postage stamps to publicize their view of themselves and the world. Early stamps often showed pictures of the ruler. Later, designs began to show important landmarks in the country, its native vegetation and animal life, historical figures, and development. Maps were sometimes used to confirm claims to territory. If your town has a stamp club, a member may be willing to speak to your class about early postage stamps.

Cross-curricular Connections

The OFF THE MAP activity involves political science (iconography). The Extension activity also involves political science as well as economics.

Extension

Have students relate the unification of Germany with its industrialization (see page 71). Discuss why political unification would aid industrialization, stressing advantages like common customs laws and currencies, which would enhance trade within the country and enlarge the market for industrial products. Unified Germany also possessed greater military might.

Assessment

On a map of Europe, have students delimit and name the countries as of 1870.

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, map of Europe

Answers

1. Added Posen, West Prussia, East Prussia, Schleswig, Alsace, and Lorraine; lost the Austrian Empire
2. In 1866 Venetia; in 1870 Rome
3. Savoy and Nice
4. Kingdom of Prussia
5. 1819
6. Hamburg and Bremen
7. It was neutralized.
8. To the Papal States
9. France, Switzerland, the Austrian Empire
10. Russian Empire, Austrian Empire

The Unification of Germany and Italy

ACTIVITY 44

Use the maps on pages 72-73 in the atlas to answer these questions.

1. According to the map on page 72, what territories did the united Germany add to the German Confederation that existed after 1815?

What territory was lost to the united Germany? _____

2. In 1861, many Italian city-states joined with Sardinia to form the Kingdom of Italy.

According to the map on page 73, what region was added in 1866? _____

In 1870? _____

3. What regions of Italy were turned over to France in 1860? _____

4. What was the largest kingdom in the territory that became Germany? _____

5. The first move toward united Germany was the formation of a customs union, or Zollverein. In what year did the first states join this union, according to the inset map on page 72?

6. What cities joined the customs union in 1888, long after political unification? _____

7. What happened to Luxemburg in 1857? _____

8. The Kingdom of the Two Sicilies had within it two small states, Pontecorvo and Benevento.

To what power did they belong? _____

9. What countries bordered the newly united Italy on the north? _____

10. What countries bordered the newly united Germany on the east? _____

OFF THE MAP

Do you collect postage stamps? Do you know someone who does? If not, find a stamp catalogue in your local library. Find out when the German states began issuing postage stamps. What pictures were on the first stamps? What pictures were on the first stamps issued in Italian states? In united Germany and Italy?

The Expansion of Russia in Europe

Map is found on pages 74-75 in the atlas.

Introduction to the Map

The first organized central government in what is now Russia was established at Kiev by Scandinavians. Kiev was located at a crossroads between the north-south route that connected Constantinople and Scandinavia and the east-west route that connected the Near East to Europe. After the Mongols conquered it, Moscow became the emerging center of Russian strength, and the Muscovites were able to drive the Mongols back and expand their rule. By 1533 they had reached the Arctic Ocean, and by the end of the century the Caspian Sea, but they knew that further development depended on increased trade and contact with Western Europe via a warm-water port. By the eighteenth century they had reached both the Baltic Sea and the Black Sea. Expansion in all directions was greatly aided by the generally flat terrain. The map thus shows Russian territory at the start of World War I.

OFF THE MAP

The czars of Russia could see that Western Europe was richer and more advanced than Russia, and they wanted to catch up. Czar Peter the Great (who reigned 1689-1725) built St. Petersburg as his “window to the West” and sought to make it into a great capital in the European style. Students will note architectural similarities to Western European buildings of the same and earlier periods.

Cross-curricular Connections

Question 9 involves mathematics. The OFF THE MAP activity involves art history. The Extension activity involves economics.

Extension

Russian expansion has been characterized as a quest for “ports, pelts, and plains.” Remind students that the expansion shown on this map was taking place at the same time that western European powers (Spain, Portugal, France, England, Holland, and Sweden) were conquering overseas empires. Especially in the case of the French and British, they also sought furs, which were valuable for making warm and waterproof clothing. Have students note the latitude of northern Russia and form hypotheses about where the Russians might have found furs.

Assessment

Have students use an outline map of Russia to show the lands acquired before the beginning of World War I. They should keep this map to use for subsequent activities.

Answers

1. Between 1667 and 1686
2. East and southeast
3. By 1598
4. The Baltic Sea
5. Caspian Sea
6. In the early 1800s. (It acquired Georgia in 1801.)
7. Caspian Sea
8. 1815; Treaty of Vienna
9. About 650 miles
10. 1721

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
11. The patterns and networks of economic interdependence on Earth's surface.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, lists of architectural similarities, map of Russian lands as of 1914

The Expansion of Russia in Europe

ACTIVITY 45

Use the map on pages 74-75 in the atlas to answer these questions.

1. Russia began around the city of Kiev, which was conquered by the Mongols (see pages 32-33).
When did Russia retake Kiev? _____
2. Between 1533 and 1598, in what direction did Russia grow? _____
3. When did Russian lands reach the Caspian Sea? _____
4. One of Russia's goals was a port on a body of water that would not freeze over in winter.
Which body of water did it reach first, the Black Sea or the Baltic Sea? _____
5. Russia temporarily held land from Persia. Along what sea was this land? _____
6. When did Russia first acquire land south of the Caucasus Mountains? _____
7. The longest river in European Russia is the Volga. Into what sea does it flow? _____
8. When did Russia gain Poland? _____
Look back at the map on page 69 and name the treaty that gave Russia this land. _____
9. Christianity spread to Russia by missionaries from Constantinople to Kiev. How far apart are these cities?

10. Esthonia (Estonia) today is an independent country, but for a while it was under Russian rule and then became part of the Soviet Union.
When did Russia acquire it? _____

OFF THE MAP

Using library and internet sources, find pictures of the major buildings of Czar Peter the Great in St. Petersburg. Compare them with buildings in Western Europe. Make a list of the similarities in these buildings.

European Invasions of Russia

Map is found on page 76 in the atlas.

Introduction to the Map

As Russian strength and participation in European politics grew, Russia allied itself with one or the other of opposing forces in Europe. During the Napoleonic era it was allied with Great Britain as an opponent of Napoleon, and consequently, Napoleon invaded the country (see page 68). Russia was an ally of Britain and France during World War I, but it withdrew from the war after the Bolshevik Revolution in 1917. In 1918 Germany invaded Russia. So did the Allies in an effort to destroy the new Communist government, which seemed to be a threat to the established economic and social order of Europe. At the beginning of World War II, Germany and the Soviet Union were allies, but Hitler broke that pact and invaded the Soviet Union. By 1942, he had laid siege to Leningrad and had reached the city of Stalingrad on the Volga River. The Battle of Stalingrad was the turning point of the war; from then on, the Germans were in retreat until the war finally ended with the fall of Berlin in 1945. As pointed out in connection with the Napoleonic invasion, Russia's and the Soviet Union's main "allies" in resisting these invasions were distance and the severe cold of Russian winters.

OFF THE MAP

The defeat of the various invasions of their country is an important part of Russian nationalism. The country suffered terribly in World War II, especially the people in the besieged city of Leningrad. Monuments and literature about those times proliferated after World War II, and the severe shortage of men in the population opened new career opportunities to women.

Cross-curricular Connections

The OFF THE MAP activity involves literature and creative writing. The Extension activity involves economics and military strategy.

(continued)

Answers

1. St. Petersburg, Leningrad
2. 1942
3. Crimea
4. Warsaw
5. Stalingrad
6. Estonia, Latvia, Lithuania, Poland
7. It had been reconstituted as a country, and it had gained a corridor to the sea.
8. Napoleon's and the Germans' (during World War II)
9. There are numerous symbols for battles along the Black Sea coast.
10. From the north, west, and south

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
11. The patterns and networks of economic interdependence on Earth's surface.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, identifying problems and solutions, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, book review, map

European Invasions of Russia

Extension

Have students use library and Internet resources to find the locations of important industries and industrial resources in the Soviet Union/Russia. Have them link the invasions to those locations and also to political centers (for example, Moscow and St. Petersburg/Leningrad). Ask what the Soviets did to protect their industries during World War II, and discuss how the development of industries farther east affected the economic geography of the country after World War II.

Assessment

Using the map of Russian expansion in Europe, plot the six major invasions of Russia and the Soviet Union.

European Invasions of Russia

ACTIVITY 46

Use the map on page 76 in the atlas to answer these questions.

1. A city located at 60° north, 30° east reflects Russian history. In 1712 it was named for the Russian czar who founded it and moved his capital there. In 1924 it was renamed to honor the leader of the Bolshevik Revolution. In 1991 by popular vote it resumed its original name. Locate this city on the map on page 76. What names has it had?

2. According to the map and legend on page 76, did German troops advance farther into Russia in 1918 or 1942? _____
3. Compare this map with the one on pages 74-75. What was the name of the peninsula where British forces fought the Russians in 1854?

4. In December 1944, the eastern front was very close to the capital of Poland.
What is the name of this city? _____
5. In 1942 the Germans reached the city of Tsaritsyn, which had been renamed for a Soviet dictator.
What was the name of this city in 1942? _____
6. In the years 1700 to 1709, the Swedes under Charles XII invaded Russian lands that were independent countries in 1920. Name the four countries.

7. In 1815, Poland had been divided between Russia, Prussia, and Austria-Hungary.
What happened to it by 1920? _____
8. Which two invasions reached Moscow? _____
9. What evidence does the map show that other European countries opposed Russia's expansion in the area of the Black Sea?

10. From what directions did the British, French, and U.S. forces intervene in Russia in 1918-1919? _____

OFF THE MAP

Several memoirs and works of fiction deal with European invasions of Russia. Read one of these books and write a book review that states how the book describes the geography of European Russia.

The Expansion of Russia in Asia

Map is found on page 77 in the atlas.

Introduction to the Map

Expansion eastward in Russia was rapid, especially in Siberia, where traders were pursuing furs. At the same time that the English, French, and Spanish were planting colonies in the Americas, the Russians reached the Pacific Ocean. Like expanding empires in the Americas, they used the river systems: the Ob, the Yenisey (Enisei), the Lena, and the Kolyma. This expansion soon collided with the Chinese Empire, which was strong and well-organized. Not until the nineteenth century did Russia annex land east of the Amur and Ussuri rivers. The construction of the Trans-Siberian Railroad helped to tie the huge empire together, just as the Trans-Continental Railroad did in the United States. Initially, the railroad traversed the Chinese region of Manchuria (today the Northeast) with a branch to the Russian-held port of Port Arthur (today Dalien). Only later was a new line built completely within Soviet territory.

OFF THE MAP

The Transiberian Railroad remains an important transportation link in Russia today and one of the world's great train-riding adventures. Students should note the natural regions that it traverses.

Cross-curricular Connections

The OFF THE MAP activity involves art and creative writing. The Extension activity involves economics and art.

Extension

Have students find a modern map of the resources and economic geography of Russia. Have them make a schematic drawing of the Trans-Siberian Railroad noting the resources and industrial developments along its extent.

Assessment

Have students add the expansion in Asia to the map of European expansion and invasions of European Russia.

Answers

1. On the east, the Bering Sea and Sea of Okhotsk; on the west the Baltic Sea
2. 1533
3. Transiberian Railroad
4. by 1914
5. Vladivostok
6. Outer Mongolia and Manchuria
7. 1689
8. Persia
9. 1858-1860
10. Alaska

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, tourist brochure about the Trans-Siberian Railroad, schematic map of economic development, map of Russian territorial expansion.

The Expansion of Russia in Asia

ACTIVITY 47

Use the map on page 77 in the atlas to answer these questions.

1. Russia became the largest country in the world. Compare the maps on pages 74-75 and 77. At the greatest extent of the empire, what bodies of water bordered Russia on the east and the west?

2. By what date had the frontier reached the Urals? _____
3. What major transportation system connected Moscow to the Pacific coast? _____
4. When was this transportation system finished? _____
5. What port did it reach on the east (Pacific) coast? _____
6. What two regions in China fell within the Russian sphere of influence? _____
7. By what year had Russia acquired most of the northeastern part of the country? _____
8. In what southwest Asian country did Russia have a sphere of influence? _____
9. When did Russia annex the land east of the Amur River? _____
10. What land lay east of Russia across the Bering Sea? _____

OFF THE MAP

Ask a travel agent for information about riding on the Transiberian Railroad. How long does a trip along the entire railroad take? What is the cost of the trip? Write a tourist brochure advertising the trip, including some of the scenery a traveler would see.

Languages of Europe in the 19th Century

Map is found on pages 78-79 in the atlas.

Introduction to the Map

In the nineteenth century, the distribution of languages in Europe was about the same as it had been since medieval times. The dividing line between Romance and Germanic languages still followed the line through Belgium, between France and Germany, and south of the Danube that had been the frontier of the Roman Empire. Slavic migrations into Eastern and Central Europe after the fall of Rome are still reflected in the widespread Slavic speech in those regions. Ural-Altai speakers had moved into Finland and Hungary, forming islands in otherwise Germanic and Slavic languages. Nineteenth-century nationalism depended on national identity that in turn was based mainly on language, and Romanticism in literature revived some previously subordinate languages like Norwegian and Irish. Finnish and Serbo-Croatian became literary languages for the first time. Language was an important factor in the unification of Germany and Italy, while Belgium and Switzerland built strong nations based on other cultural factors. Migrations within Europe produced minorities like the German speakers in Hungary and Romania (Donau-Schwaben or Danube Swabians) and in Ukraine and Russia, many of them Mennonites who later migrated to Canada. After World War I attempts would be made to adjust political boundaries to align with linguistic boundaries. In the 1930s, Adolf Hitler would lay claim to territory in Czechoslovakia and Austria on grounds that the people were German-speaking. After World War II, when Poland's boundary was shifted westward to the Oder River, Germans in Silesia were expelled from Poland, and the present residents have no knowledge of previous Germans there.

OFF THE MAP

Some of your students might themselves be studying foreign languages. In any case, some relatively easy introductory material will point up similarities in vocabulary and grammar, showing how language families and sub-families are related.

(continued)

Answers

1. Indo-European
2. Romanic
3. There were many languages of several language families, making it hard to communicate official information or develop a sense of national identity.
4. Two
5. Danube
6. Portugal
7. The Celtic languages are spoken only along the far margins of the country.
8. Flemish and French (Walloon)
9. Mountains. The people were fairly isolated and it was hard for speakers of other languages to penetrate their "linguistic fortress."
10. A common language gave them a sense of national identity and made communication easier.

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, classifying, identifying problems and solutions, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, samples of languages and common features among them.

Languages of Europe in the 19th Century

Cross-curricular Connections

This entire map deals with foreign languages and linguistics.

Extension

Have students compare this map with the one of modern language distribution on page 104. They will note that languages have remained much the same in Europe, although political moves, like the expulsion of Germans from Poland, have made minor modifications.

Assessment

Have students use a map of Europe with modern political boundaries and indicate the dominant language(s) for each country. They should show which countries have significant linguistic minorities.

Languages of Europe in the 19th Century

ACTIVITY 48

Use the map on pages 78-79 together with the map on pages 108-109 to answer these questions.

1. The key for the map on pages 78-79 lists six language families — groups of languages that are related to each other. Which language family had the most sub-families in Europe in the nineteenth century?

2. Language families may have many branches. Based on information from the map on pages 78-79, to which branch of Indo-European languages do French, Italian, Spanish, and Portuguese belong?

3. Compare the maps on pages 74-75 and 78-79. How might language have made unity difficult to achieve within the Russian Empire?

4. In how many parts of Russia was German spoken? _____
5. There are islands of German speakers in Hungary (where the dominant language is Magyar) and in Romania. Assuming the ancestors of those people migrated from Germany, what river would they have followed?

6. In what country does the extent of the language coincide with the national boundaries? _____
7. What evidence does the map offer that English speakers invaded the British Isles and pushed aside speakers of the Celtic languages of Irish, Gaelic, and Welsh?

8. What two languages are spoken in Belgium? _____
9. Compare this map with the map on pages 106-107.
What kind of landforms dominate the area of Basque speech? _____
How does this help explain the survival of this very old language? _____
10. Look at the maps on pages 72 and 73. What role does language seem to have played in the unification of Germany and Italy?

OFF THE MAP

Ask someone in your community who speaks a language other than English to teach you a simple poem or the numbers from 1 to 10. Write this information down. Compare notes with other members of your class. What common words or features of the languages can you find? Make a class chart of the languages and their common elements.

The European Partition of Africa: 19th Century

Map is found on pages 80-81 in the atlas.

Introduction to the Map

At the beginning of the 19th century, Europeans knew only tiny portions of the coasts of Africa, from which they had taken slaves to the Americas. Africa was still the “Dark Continent,” fraught with terrible diseases and warlike people. Early in the nineteenth century, explorers began to fill in the picture, the slave trade ended, and vast mineral and timber resources were discovered. Africa proved suitable for raising plantation crops. By the 1880s the “scramble for Africa” was at its height as British, French, Germans, Italians, and Portuguese, along with Leopold II of Belgium, competed for territory. A conference in Berlin laid down the basic pattern for control, supplemented by other agreements later on.

The British took the Cape of Good Hope, which had been settled by Dutch as early as the 1650s, and the Dutch “trekked” inland to settle the Orange Free State and Transvaal. The British, especially Cecil Rhodes, outflanked them by taking Bechuanaland and defeating the Matabele. However, their dream of “Cape-to-Cairo” control and a railroad was thwarted by the presence of German East Africa. The French controlled the largest portion of Africa, although much of it was desert. The Portuguese controlled land on the east coast and the west coast of southern Africa, but British possessions blocked them from linking the two. The Congo Free State was under the supervision of Leopold II of Belgium, who, it later turned out, was a cruel and abusive ruler. Abyssinia in its highland fortress was able to resist Italian attempts at control, and Liberia, founded in 1822 as a refuge for freed American slaves, was nominally under American protection. Morocco would soon fall to the French and Libya to the Italians, leaving Abyssinia and Liberia the only independent countries at the outbreak of World War I.

(continued)

Answers

1. France
2. Liberia
3. 20° north
4. Gold Coast and Ivory Coast
5. Capetown
6. 1887 and 1894
7. Germany
8. Eastward
9. The Sultanate of Morocco and Tripoli
10. The mountains would make it difficult to invade and conquer the country.

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
2. How to use mental maps to organize information about people, places, and environments.
3. How to analyze the spatial organization of people, places, and environments on Earth’s surface.
4. The physical and human characteristics of places.
5. That people create regions to interpret Earth’s complexity.
6. How culture and experience influence people’s perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth’s cultural mosaics.
11. The patterns and networks of economic interdependence on Earth’s surface.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

(continued)

The European Partition of Africa: 19th Century

OFF THE MAP

Students should look for evidence of European attitudes throughout the book. Europeans thought of Africa as a dark and dangerous place and its people as inferior. These beliefs were the basis on which they rationalized exploiting the continent and its people. Some students may also want to read reports by the explorers and by missionaries, whose observations may be compared with the portrayal of Joseph Conrad.

Cross-curricular Connections

The OFF THE MAP activity involves literature. The Extension activity involves economics and international politics.

Extension

Divide the class into groups to research the natural resources of African countries. Among those you will want to include are Congo (Kinshasa), Zambia, Zimbabwe, and Nigeria. Each group should produce a map of the country, showing its resources and transportation links. Discuss with the class how countries can have such rich resources and such poverty-stricken populations. Ask them who gets the profits of these enterprises, and where the products are made into finished goods. Ask where the management of many of the enterprises is located, along with banking, insurance, and other high-level services.

Assessment

On a map of Africa with modern boundaries, have students shade the countries according to which power controlled the country in the nineteenth century.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, identifying problems and solutions, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, book review, maps of African countries with resources and transportation routes, map of Africa with colonial rulers

The European Partition of Africa: 19th Century

ACTIVITY 49

Use the map on pages 80-81 in the atlas to answer these questions.

1. Which European country held the largest share of Africa? _____
2. What West African country South of French Sudan was not under European control? _____
3. What line of latitude marked the "northern limit of arms and spiritous liquors zone"? _____
4. Two colonies in West Africa were named for the resources found there. What were they?

5. One of the greatest explorers of Africa was David Livingstone. From what city did he depart on his first exploration?

6. When was the northern boundary of the Congo Free State decided? _____
7. The British wanted to control land continuously from the Cape of Good Hope to Egypt and even dreamed of building a "Cape to Cairo" railroad.
What European country's possession stood in the way? _____
8. In which direction did Portuguese control on the west coast of Africa expand between 1885 and 1898?

9. What territories along Africa's north coast were not controlled by European countries?

10. Italy tried to take Abyssinia but failed. How did the landforms of the region help Abyssinia to maintain its independence?

OFF THE MAP

Read Joseph Conrad's novel *Heart of Darkness* about a voyage along the Congo River in the late 1800s. Write a review about how Conrad describes that part of Africa. What does the title reveal about European attitudes toward Africa?

The American Civil War

Maps are found on pages 82-83 in the atlas.

Introduction to the Maps

The Civil War or War Between the States was ostensibly over slavery, but more fundamentally it was about two competing different kinds of economies: a rapidly industrializing one in the North and an agricultural plantation economy in the South. Slavery in the so-called border states — slave states that did not secede — was less important economically than in states farther south that were more dependent on cotton. Counties in western Virginia, which was mountainous and therefore unsuited to large-scale cotton plantations, disagreed with secession and elected to secede from Virginia and form the state of West Virginia, which was admitted to the Union in 1863.

The Union strategy was to divide the Confederacy by taking control of the Mississippi River, to blockade its ports and thus prevent it from exporting cotton and importing needed manufactured goods, and take its capital at Richmond. When the last was achieved, the Confederate army under Robert E. Lee surrendered at Appomattox Court House in Virginia. Reconstruction, carried out under radical Republicans who wanted to punish the South, ended slave owners as a political force in the United States. It also perpetuated the South's dependence on the North and ended in "Jim Crow" laws that segregated African-Americans and curtailed their economic, social, and cultural opportunities for many years. The South remains a distinctive region to this day, and the defeat in the Civil War remains part of the area's psychology.

OFF THE MAP

If you live in the Southeast (or in Pennsylvania), there are numerous Civil War sites to visit. Many cities, North and South, have monuments to the Civil War dead and to the soldiers in general. Be sure students place the site they visit into the larger context of the war, its strategy, and its outcomes.

Cross-curricular Connections

The OFF THE MAP activity involves art. The Extension activity involves economics and demography.

(continued)

Answers

1. Confederate state
2. Mississippi River; control of the river would split the Confederacy in two.
3. The South, because most of the fighting had taken place there.
4. South Carolina
5. Texas (none was taken)
6. Delaware, Maryland, Kentucky, Missouri; West Virginia was formed from counties of Virginia that disagreed with secession and joined the Union in 1863.
7. Virginia
8. Gettysburg
9. Virginia
10. Milledgeville

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
11. The patterns and networks of economic interdependence on Earth's surface.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, identifying problems and solutions, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, book review, lists of economic bases, map of Civil War strategy and battles.

The American Civil War

Extension

Using library books, have groups of students research the North and South in regard to population, agriculture, industry, and railroads. Each group should produce a chart showing the comparisons. Have the class discuss how these disparities affected the outcome of the war. The North had a far better economic base to prosecute a modern war than did the South, even though the South was fighting on and defending home territory.

Assessment

Although it is easy to get bogged down in a series of individual battles in the war, it is more important for students to understand the general course and strategy of the fighting. Have them prepare a map of the Southeast indicating where the major battles of each year took place.

The American Civil War

ACTIVITY 50

Use the maps on pages 82-83 in the atlas to answer these questions.

1. The Civil War began with an attack on Fort Sumter (33° N, 80° W) in 1861. Locate this fort on the map on page 82.
Was it located off the coast of a Union state or a Confederate state? _____
2. The Union victory at Vicksburg was a turning point in the Civil War. Locate Vicksburg on the map on page 83.
On what river is Vicksburg located? _____
Why would control of this river have been important to the Union? _____
3. After the Civil War, the United States began a period of reconstruction. Based on information from the maps on pages 82 and 83, do you think the North or the South faced a greater task of rebuilding? Why?

4. Which was the first state to secede from the Union? _____
5. Which Confederate state had the least territory taken by the Union during the war? _____
6. Which states had slavery but remained in the Union? _____
7. In which state was most of the fighting? _____
8. According to this map, what battle was farthest north? _____
9. In what state did the war end? _____
10. Georgia's capital during the Civil War was not the same city that is its capital today.
What city was Georgia's capital during the Civil War? _____

OFF THE MAP

If possible, visit a Civil War battlefield. Obtain information about what happened there and why it was important in the course of the war. Prepare a poster about the battlefield for your class. Be sure to include ways in which the events that took place there are shown on the ground.

The Balkan Peninsula to 1914

Map is found on page 84 in the atlas.

Introduction to the Map

The long-lived Ottoman Empire began to lose power in the late nineteenth century as Austria-Hungary grew and nationalism in the Balkan countries increased. Greece became independent in 1830 and became a kingdom in 1833. In the 1860s, the Austrian Germans, forced out of Germany by Bismarck, united in a dual monarchy with Hungary and spread southeastward. A war between Russia and Turkey resulted in an enlarged Bulgaria, allied with Russia, in 1878, which alarmed Great Britain. A subsequent treaty divided Bulgaria while maintaining its independence and also enlarged Serbia, Montenegro, and Rumania; returned southern Bessarabia to Russia and allowed Austria-Hungary to occupy and administer Bosnia-Herzegovina (annexation came later). Although there were no further major flare-ups for another thirty years after 1878, native nationalist unrest increased as the states jockeyed for position and territory. A south-Slavic nationalism was emerging among the groups that spoke Serbo-Croatian, who included the Slovenians within Austria-Hungary. This growing nationalism threatened the Austro-Hungarian Empire.

Cross-curricular Connections

The Extension activity involves politics.

Extension

The Balkans have once again been a region of conflict in the 1990s and 2000s. Introduce the students to the term shatter belt, a region of fragmentation and conflict located between major conflicting powers. In the nineteenth century, the major pressure came from the Ottoman Empire and the Austro-Hungarian Empire. Have students discuss major pressures in the late twentieth to twenty-first century, including the breakup of Yugoslavia and Islam versus Christianity (especially in Bosnia-Herzegovina).

Assessment

Have students begin a map of World War I in Europe by locating the countries of the Balkans. Have them mark the location of Sarajevo, where the assassination of Archduke Franz Ferdinand of Austria-Hungary precipitated World War I.

Answers

1. Bosnia-Herzegovina, Serbia, Rumania, Bulgaria, Montenegro, Albania, Greece
2. It shrank as the Balkan countries became independent
3. Bosnia-Herzegovina
4. 1830
5. Britain
6. Russia
7. 1804
8. 1878
9. 1885
10. Serbia controlled most of it; Greece and Bulgaria controlled small parts.

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, comparing and contrasting, seeing similarities and differences, synthesizing, drawing conclusions

Student Products

Answers to questions, map of World War I

The Balkan Peninsula to 1914

ACTIVITY 51

Use the map on page 84 in the atlas to answer these questions.

1. Unrest in the Balkan Peninsula in 1914 led to the outbreak of World War I. The peninsula consisted of seven countries bordered by Russia and Austria-Hungary on the north and Turkey on the southeast. According to the map, what countries made up the Balkan Peninsula?

2. What happened to the Ottoman Empire in the early twentieth century? _____

3. What country did Austria-Hungary invade in 1878 and annex in 1908? _____

4. When did Greece become independent? _____

5. From whom did Greece acquire the Ionian Islands? _____

6. What country acquired Bessarabia? _____

7. When was Serbia established? _____

8. When did Rumania become independent? _____

9. When did Bulgaria acquire Eastern Rumelia? _____

10. Look back at the map on page 7 and find Macedon. By 1914, what country controlled Macedonia?

Europe in 1914

Map is found on page 85 in the atlas.

Introduction to the Map

Many factors, going back to the 1870s, led to World War I. Bismarck, after winning the Franco-Prussian War, wanted to ensure the status quo and so formed an alliance with Austria-Hungary, where there were many German speakers, and with Italy. This Triple Alliance would control a wide band of central Europe. In response, Great Britain, Russia, and France patched up earlier differences, especially over colonies, and formed the Triple Entente. When Archduke Franz Ferdinand was assassinated by a Serbian nationalist in Sarajevo, Austria-Hungary felt threatened by continuing unrest in the Balkans, which were right on its doorstep. It attacked Serbia. Russia supported its friends in Serbia, bringing its allies France and Great Britain into the war. Furthermore, Great Britain was pledged to protect Belgium, which Germany invaded. Because of the Triple Alliance, Germany had to come to the aid of Austria-Hungary. Italy, however, refused to go along with its allies and took the side of the Triple Entente. Eventually, the United States joined the war on the side of the Triple Entente, finally giving it sufficient strength to defeat Germany and its allies.

OFF THE MAP

All Quiet on the Western Front is a classic novel about the terrible effects of modern warfare. Some students may find it easier to express their feelings about these effects in art rather than in writing. The novel was also made into a film.

Cross-curricular Connections

The OFF THE MAP activity involves literature and either creative writing or art. The Extension activity involves mass communications.

Extension

The mass media were instrumental in American entry into World War I. Have students search newspaper microfilms and news magazines in libraries to find material that would have convinced Americans that entry into the war was necessary. See if any students can find opposing viewpoints.

Assessment

Have students make a map of the Allies and Central powers in World War I. They should keep this map for a future exercise on Europe after the war.

Answers

1. Rumania, Serbia, Albania, and Greece were Allies; Bulgaria was a Central power
2. Denmark, the Netherlands, Switzerland
3. Great Britain
4. Egypt
5. Denmark
6. There were many people in Austria-Hungary who spoke German.
7. Russia was its near neighbor and was much bigger and seemed to be growing stronger.
8. France
9. It could blockade the Central powers by blocking their access to the ocean.
10. It is shown as siding with the European Allied States.

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
2. How to use mental maps to organize information about people, places, and environments.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
5. That people create regions to interpret Earth's complexity.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, classifying, identifying problems and solutions, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, book review or painting

Europe in 1914

ACTIVITY 52

Use the map on page 85 in the atlas to answer these questions.

1. According to the map, which Balkan countries fought on the side of the European Allied states in World War I?

Which Balkan countries fought on the side of the Central states? _____

2. Which neighbors of the German Empire were neutral in World War I? _____

3. Russia had a sphere of influence in northern Persia.

What country had a sphere of influence in southern Persia? _____

4. What territory in North Africa was controlled by Britain? _____

5. What country controlled Iceland? _____

6. Germany had formed the alliance with Austria-Hungary after it defeated France in the 1870s. Look at the map on pages 78-79 and tell why Germany might look to Austria-Hungary for support.

7. The Ottoman Empire joined the Central Powers because it feared Russia. What evidence from the map indicates this fear?

8. What European country controlled Morocco, Algeria, and Tunis? _____

9. An underlying cause of World War I was the need that countries felt to have large armies and navies. Why would having the best navy in the world be a decisive advantage for Great Britain?

10. In 1882 Italy had joined Germany and Austria-Hungary to form the Triple Alliance. How does the map show that its position changed in World War I?

OFF THE MAP

Read *All Quiet on the Western Front* by Erich Maria Remarque. Write a book review or create a drawing to show how Remarque describes what happened to the land in France during World War I.

Resistance to European Colonialism, 1870-1917

Map is found on pages 86-87 in the atlas.

Introduction to the Map

Although European powers had the military and economic strength and technology to conquer vast overseas empires, the native peoples did fight back. There were uprisings, such as the Boxer Rebellion, in countries that were not technically colonies but in which Westerners seemed to have undue power and wealth. Europeans had unwittingly sown the seeds of imperialism's destruction by introducing ideas of nationalism in their colonies and beliefs among the colonists that if they could be independent, they could command as much respect as their rulers did. World wars delayed independence, but it was brewing even before World War I. Australia and New Zealand were settler colonies. There had been warfare with the native peoples earlier, but by the date of this map, Europeans were firmly in charge, and both became commonwealths (like Canada) early in the twentieth century. In Australia, newly introduced diseases killed large numbers of the Aborigines.

OFF THE MAP

The book *Things Fall Apart* by Chinua Achebe is important for its African point of view. Nigeria has several major ethnic groups, and colonialism by the British affected them in different ways. Another classic about Europeans overseas, in this case not a colony, is *Anna and the King of Siam* by Anna Leonowens, a Welsh teacher who went to Siam as tutor to the king's many children. It is the basis of the musical play and movie *The King and I*.

Cross-curricular Connections

The OFF THE MAP activity involves literature and writing. The Extension activity involves political science.

Extension

Form groups of students and have each group research the history of the independence movement in a country that was a colony in the nineteenth and early twentieth centuries. Have the group prepare a map of the country showing where the independence movement first appeared and how it spread. Most colonies achieved independence peacefully, but for some, students will find records of warfare.

Assessment

Have students make a table of the European empires, the colonies in each, and the incidents of resistance in each colony.

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, book review

Answers

1. France and Great Britain
2. Netherlands; no (not in the area covered by this map; its other possessions were in the Caribbean)
3. France, Great Britain
4. Maharashtra and Bengal
5. Philippine-American War
6. Boxer Rebellion
7. There were no rebellions there.
8. Korea
9. Muslims
10. In the Pacific Ocean and on New Guinea

Resistance to European Colonialism 1870-1917

ACTIVITY 53

Use the map on pages 86-87 in the atlas to answer these questions.

1. Which two European countries held the most colonies in Africa? _____
2. Which European country held the East Indies? Did it have any other colonies by 1870-1917?

3. Siam was never a colony. Which countries had spheres of influence in Siam? _____
4. In what parts of India were their nationalist underground movements? _____
5. What war was fought in the northern part of the Philippines? _____
6. What rebellion took place in eastern China? _____
7. Australia and New Zealand were "settler" colonies; that is, Europeans in large numbers went there to live. How does this condition show up on this map?

8. What country was included in its entirety in Japan's sphere of influence? _____
9. Who revolted around the Aral Sea against the Russian Empire? _____
10. Besides Africa, where were Germany's colonies before 1917? _____

OFF THE MAP

Read *Things Fall Apart* by Chinua Achebe. Write a report about how the author depicts the impact of European colonialism among the Ibo people of Nigeria.

The World about 1900

Map is found on pages 88-89 in the atlas.

Introduction to the Map

In 1900 imperialism was at its height, and no one foresaw that it would end within the next century. The British held by far the largest empire, on which, it was said, the sun never set. The French, who had lost a vast empire in North America in the eighteenth century, began to assemble a new one when they seized Algeria in 1830. Most of this second empire was in Africa (and much of it was desert), but it also included Indo-China and some Pacific islands. The Russian Empire, as we have seen, was contiguous to the home country, although the Russians also held Port Arthur (now Dalien) in northeastern China. Germany and Italy, which became unified countries in the late nineteenth century, claimed parts of Africa, and Germany also held northeastern New Guinea and adjacent islands. Belgium in effect ruled the Congo Free State in Africa, and Japan, after its opening to the West in the mid-nineteenth century, began building an empire in eastern Asia and the Pacific. The Dutch held the Netherlands East Indies as well as some Caribbean islands not shown on the map, while the Spanish after the Spanish-American War had only a piece of Africa's coast. Portugal held Goa in India, Macao in China, and part of Timor in the East Indies, but its largest possessions were in southern Africa.

The map also shows polar explorations in the late nineteenth and early twentieth centuries, although they had more to do with national prestige and scientific exploration than with empire building.

Cross-curricular Connections

The Extension activity involves the psychological topic of perception.

(continued)

Answers

1. Great Britain; Canada
2. Britain held colonies in all parts of the world, so the sun was always shining on some part of its holdings.
3. Britain (in India) and Russia.
4. Robert Peary
5. Asia (Indo-China), South America (Fr. Guiana)
6. Trans-Siberian Railway; China
7. Britain, France, Netherlands
8. It was ruled by (King) Leopold II of Belgium.
9. Japan
10. This map shows Greenland almost as large as South America, while the map on pages 108-109 shows it much smaller than South America. (This map is a Mercator projection, which greatly distorts the size of lands in the high latitudes.)

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
2. How to use mental maps to organize information about people, places, and environments.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, identifying problems and solutions, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, table

The World about 1900

Extension

Question 10 is an introduction to the impression maps give and the ways they influence the world-view of their users. World-view encompasses not only geographical location but how the world works and how aspects of it interact. The map on pages 88-89 is drawn on a Mercator projection, which was developed in the sixteenth century for navigation: all lines of true compass direction are straight lines. However, as Question 10 shows, it greatly distorts relative sizes of places. Ask students to look at the map and tell which places appear to be the most important. Certainly Canada and the Russian Empire stand out as being very large. Countries in the low latitudes, many of which were colonies, seem less important. Have students compare the impression of this map with the one on pages 86-87, which shows that colonial rule was not always welcome. The one of the world in 1900, on the other hand, gives a greater impression of stability.

Assessment

To the table of colonial possessions for the map on pages 86-87, add a list of countries that were independent in 1900.

The World about 1900

ACTIVITY 54

Use the map on pages 88-89 in the atlas to answer these questions.

1. According to the map, with what country was the land north of the United States affiliated in 1900?

What was the land's name? _____

2. People said that "the sun never sets on the British Empire." Why did they say that?

3. Afghanistan was a buffer state, that is a country set up between two large competing powers to keep the peace between them.

Between what two large, competing powers was Afghanistan? _____

4. The map shows polar explorations in the late nineteenth and early twentieth centuries.

Who was the first to reach the North Pole? _____

5. Besides Africa, on what continents did France hold colonies? _____

6. What mode of transportation helped tie the Russian Empire together? _____

Through what other country did it pass? _____

7. What countries held colonies in South America? _____

8. The map shows "Congo Free State" as Belgian territory.

By whom was it ruled? _____

9. What was the only non-European country to have an empire? _____

10. Find Greenland on this map, and compare its size with that of South America. Now find Greenland on the map on pages 108-109, and compare it with South America. What differences do you notice?

Asia 1900

Map is found on pages 90-91 in the atlas.

Introduction to the Map

This map shows Asia in detail during the same time period as the map on pages 88-89. This was the period of the height of European imperialism. India was the heart of the British Empire, the “jewel in the crown.” Only a few cities remained in the hands of Portugal and France. Britain also controlled Burma and Ceylon (modern Sri Lanka), the southern end of the Malay Peninsula and Singapore, and parts of the islands of Borneo and New Guinea. China had ceded Hong Kong to Britain at the end of the first Opium War, and additional land in a lease in 1898. The “lifeline” that tied these possessions to Britain was the Suez Canal, opened in 1869. The Dutch had strengthened their control over the East Indies (except for the British possessions and Portuguese Timor), while the Germans held the northeast quadrant of New Guinea. France, besides some trading cities in India, held Indo-China. Russia solidified its hold on lands north of the Amur and east of the Ussuri rivers, west of Chinese Turkestan (Sinkiang), and north of Afghanistan as well as northern Persian lands as far south as the present boundary of Iran. The United States had acquired the Philippines in the Spanish-American War. Only a few areas remained independent, including the Ottoman Empire, which was part European and was declining. Persia was under threat by Russia, Nepal and Bhutan were inaccessible mountain states, and Korea was in danger of being dismembered. Siam and Afghanistan were buffers between the British and French and the British and Russians, respectively. Japan was increasing in strength; its victory over the Chinese in the Sino-Japanese War led to increasing pressure from Western powers for concessions in China.

While China was never a colony, Western powers claimed “spheres of influence” there and established foreign enclaves in the treaty ports along the coast and up the major rivers. In these treaty ports, foreign residents and travelers were subject only to the laws of their home countries, not to Chinese laws. Britain even ran China’s customs service.

OFF THE MAP

E. M. Forster’s novel *A Passage to India* shows how the British and Indian people in India would always be separate. It also shows the British as maintaining an elite status and making the Indian people subservient. Pearl Buck, daughter of American missionaries, shocked the West by writing from the viewpoint of the Chinese. Notable in *The Good Earth* are her portrayals of the impact of such disasters as drought and flood on the lives of Chinese peasants.

(continued)

Answers

1. Chinese Turkestan
2. Russians
3. Japan
4. Japan
5. Spain
6. Russia
7. Khyber Pass
8. Goa and Diu
9. 1899
10. Tientsin

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth’s surface.
4. The physical and human characteristics of places.
5. That people create regions to interpret Earth’s complexity.
6. How culture and experience influence people’s perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth’s cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, book review, poster or report, table

Asia 1900

Cross-curricular Connections

The OFF THE MAP activity involves literature and creative writing. The Extension activity involves religion.

Extension

China was the most important mission field for American Protestants in the late nineteenth and early twentieth centuries, despite the loss of many missionaries and their converts in the Boxer Rebellion. Missionaries were also sent to India and to Japan and elsewhere. Have groups of students read materials by and about missionaries in Asian countries and prepare a report or poster about how the missionaries portrayed the countries to which they were sent. Point out to the class that many Americans of the period learned about foreign areas from such reports.

Assessment

Have students make a table of Asian countries, listing the colonial ruler (if any) of each.

Asia 1900

ACTIVITY 55

Use the map on pages 90-91 in the atlas to answer these questions.

1. What was another name for Sinkiang in China? _____
2. Compare this map with the one on pages 86-87. What group was evicted from Sinkiang? _____
3. Russia had a lease on the Liaotung Peninsula in northeastern China in 1898. Who took it over in 1905?

4. Who governed the island of Taiwan (Formosa) in 1900? _____
5. From whom did the United States acquire the Philippines? _____
6. To what country was Afghanistan linked by railroad? _____
7. What is the name of the pass between Afghanistan and the Punjab region of British India?

8. Portugal continued to hold two cities in India. What were they? _____
9. When did Japan abolish treaty port status? _____
10. Peking was the capital of China. What was the nearest treaty port? _____

OFF THE MAP

Two classic novels about Asia in the early twentieth century are E.M. Forester's *A Passage to India* and Pearl S. Buck's *The Good Earth* (which has two sequels). Read one of these books, and write a report on how the author portrays the geography of the country in which it is set.

Europe 1922-40

Map is found on pages 92-93 in the atlas.

Introduction to the Map

When World War I ended, Russia had pulled out when the revolution overthrew the Romanov dynasty, and the United States had entered. The United States, however, did not want to continue to participate in world affairs. France, faced with a much more populous Germany and Austria-Hungary, was determined that Germany should be weakened, and the Treaty of Versailles called for Germany's disarmament, onerous war reparations, the continued separation of Germany and Austria, and German withdrawal from the Rhineland. Austria-Hungary was broken up into smaller countries, and a new union of Slavic countries in the Baltic Peninsula produced Yugoslavia. Bohemia, Moravia, Slovakia, and Ruthenia were combined into Czechoslovakia. Poland reappeared and received a "corridor" to the sea.

The depression weakened the new Weimar Republic government in Germany and made more of its citizens receptive to the revisionist (i.e., advocating revision of the terms of the Treaty of Versailles) ideas of Adolph Hitler and his Nazi party. After achieving power in Germany in 1933, Hitler proceeded to dismantle the treaty step by step: retaking the Rhineland, rearming, combining Germany and Austria by the Anschluss, and dismembering Czechoslovakia by taking the German-speaking margins called Sudetenland. France lost its Russian ally when Russia became the communist Union of Soviet Socialist Republics, which later signed a pact with Hitler. Hitler hoped the pact would keep the Soviets quiescent while he fought a small war to occupy Western Europe; then he would undertake his real goal of bringing Eastern Europe under his sway. By 1940, he had occupied the Low Countries, Norway, Denmark, and part of France as well as most of the rest of Europe west of Russia. Only Switzerland, taking advantage of its role as a banking haven, and Spain (where a fascist dictatorship had just won a civil war), Portugal, and Sweden managed to stay neutral.

OFF THE MAP

The Nazis relied heavily on propaganda to further their cause. Much of this has been reproduced in books about the history of the period and about the mass media and propaganda. Students will need to consider why it would appeal to the German public and what counterarguments might also have found a following.

(continued)

Answers

1. Yugoslavia was created by a union of Croatia, Bosnia, Serbia, Montenegro, and Slovenia. Rumania was enlarged. Greece grew at Bulgaria's expense.
2. Germany
3. 1932
4. Germany, Italy, Hungary, Bulgaria
5. Austria
6. Czechoslovakia
7. Norway, Denmark, Netherlands, Belgium, Luxembourg, France (part), Poland, Czechoslovakia
8. Vichy France
9. Libya
10. British mandates

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
5. That people create regions to interpret Earth's complexity.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, classifying, identifying problems and solutions, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, poster, lists, table

Europe 1922-40

Cross-curricular Connections

The OFF THE MAP activity involves the study of mass communications as well as art. The Extension activity involves political science, economics, sociology, and psychology.

Extension

Have students make a list of the underlying conditions that led to the rise of fascism in Europe, in Germany as well as other countries. They should consider such factors as poverty and national humiliation. Why did the Jews become scapegoats for all of Europe's problems?

Assessment

Have students prepare a table of the countries of Europe, listing the status of each in 1940.

Europe 1922-40

ACTIVITY 56

Use the map on pages 92-93 in the atlas to answer these questions.

1. Compare this map with the one on page 85. What changes took place in the Balkan Peninsula after World War I?

2. The Treaty of Versailles between Germany and the Allies in 1919 called for votes by the people, or plebiscites, to decide which country would rule small territories of mixed language and ethnicity. One such territory was Saar, between Germany and France.

Which country was to rule Saar under the plebiscite of 1935? _____

3. When did Iraq become independent? _____

4. The map shows which countries were "revisionist," that is, wanted to revise the provisions of the Treaty of Versailles.

Which countries were these? _____

5. What country did Germany take by the Anschluss in 1938? _____

6. From what country did Germany acquire territory at the conference at Munich in 1938? _____

7. What countries did Germany occupy in whole or in part in 1940? _____

8. What was the name given to the part of France that remained free of occupation? _____

9. What was the name of the territory that Italy held in North Africa? _____

10. What was the status of Palestine and Transjordan? _____

OFF THE MAP

In library books, find some examples of publications of Adolph Hitler's Nazi party. What images and ideas did it use to promote its agenda? Choose a topic, and make a poster that promotes the opposite point of view.

World War II

Maps are found on pages 94-95 in the atlas.

Introduction to the Map

World War II was fought in Europe, Africa, and Asia, and Japan was counted among the Axis countries, along with Germany and Italy. Like its European allies, Japan had become highly militaristic during the 1930s and was concerned about living space and resources for its large population. While Germany seized land in Europe, Japan seized parts of China and then moved on to Indo-China and the Dutch East Indies, adding to the islands it had acquired after World War I. Japan's attack on Pearl Harbor in Hawaii brought the United States into World War II. While victory in Europe depended on a three-pronged attack on the Axis (from east, west, and south), the war in the Pacific was a "stepping-stone" progress from island to island until atomic weapons ended the war and eliminated the need for an invasion of Japan. By contrast, the Allies invaded Germany. British, French, and American troops from the west met Russian troops from the east in eastern Germany.

OFF THE MAP

John Hershey was born in China of missionary parents, and he had a deep understanding of East Asia. The total devastation wrought by the atomic bomb shocked everyone on both sides of the war. Today, parkland and memorials cover the land in the center of the destruction, but one can still see in the age of buildings and the size of trees which parts of the city were destroyed.

Cross-curricular Connections

The OFF THE MAP activity involves literature. Questions 5 and 8 involve mathematics.

(continued)

Answers

1. In Europe, North Africa, eastern Asia, and the Pacific
2. In Asia, the progress toward Japan was from one direction, across the Pacific Ocean. In Europe, the Axis powers were attacked from the east, west, and south.
3. Hiroshima
4. Bataan and Leyte Gulf
5. About 850 miles
6. Libya and Tunisia
7. September 1943
8. About 750 miles
9. U.S.S.R.
10. St. Tropez

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
2. How to use mental maps to organize information about people, places, and environments.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, book review, poster about the home front, table of battles

World War II

Extension

Have students search in libraries for newspapers and magazines from the World War II period and gather information about the home front. Among the topics they might investigate are rationing of consumer goods, drives to collect recyclable materials, air raid drills, recruitment and drafting of military personnel, expanded opportunities for women in war industries, and the treatment of Japanese and Japanese-Americans. Have groups of students make posters related to these topics. If you live close enough, plan a visit to the Holocaust Museum or World War II memorial in Washington, DC, the Japanese-American Museum in Los Angeles, or a Japanese relocation camp site.

Assessment

Have students make a table of the major battles of World War II, indicating the location and date of each.

World War II

ACTIVITY 57

Use the maps on pages 94-95 in the atlas to answer these questions.

1. In what parts of the world did World War II battles take place? _____
2. Compare the Allied advances shown on the maps on pages 94 and 95. How did the fighting in Asia differ from the fighting in Europe?

3. Dropping atomic bombs on cities in Japan in August 1945 brought World War II to an end. The name of the first city on which an atomic bomb was dropped, located southwest of Tokyo, means "broad island." Locate the city on the map on page 94.
What is its name? _____
4. What two battles took place in the Philippines? _____
5. Iwo Jima was made famous by a photograph of soldiers raising a flag after they captured the island.
How far was Iwo Jima from Tokyo? _____
6. What was the first land that the Allies took back from the Germans in the European Theatre? _____
7. When did Allied forces first land in mainland Italy? _____
8. After the D-Day landing in France, the Allies fought their way to Berlin.
How far was it from their landing place to Berlin? _____
9. According to the tables at the bottom of the map, which country had the most battle deaths? _____
10. Where did the Allied forces land in southern France? _____

OFF THE MAP

John Hershey wrote a famous book, called *Hiroshima*, about the first atomic bomb dropped on Japan. Read this book, and write a report about his description of the destruction caused by the bomb. How does the information on the map on page 102 relate to his last chapter about Hiroshima forty years after the bombing?

Middle East Events since 1945

Map is found on pages 96-97 in the atlas.

Introduction to the Map

Three tectonic plates, three continents, and three major religions all meet at the eastern Mediterranean, a region that has been in conflict for thousands of years. A comparison of the maps of ancient empires and the Crusades will show how this region has frequently been at the center of conflict. In the twentieth century, oil was an additional source of friction, as it became the fuel of modern technology, and the Middle East, especially the Persian Gulf countries, proved to have the world's largest reserves. The establishment of the State of Israel as a homeland for the long-persecuted Jews annoyed the Arab states, especially as the Jews enjoyed financial backing from Western countries. Nationalism and renewed fundamentalism among Arabs and other Muslims have also sparked conflict. On the other hand, Yemen and South Yemen united in 1991 with a capital at Sanaa. Besides international conflicts, non-state terrorism has found refuge in some of the countries, especially those with radical or dysfunctional central governments. In the Cold War period, the quest for allies by the Soviet Union and the West led to proxy wars in the region. Following the fall of communism, pursuit of terrorists and of sources of petroleum have led to foreign intervention, most notably the U.S. invasion of Iraq in 2003.

OFF THE MAP

This activity will introduce students to the physical structures of Islam. Islam does not permit the depiction of animals or people in its art and has developed a style of complex labyrinthine designs. Unraveled, these designs would be all one line, symbolizing the unity of Allah (God). Other artwork is based on Arabic calligraphy of quotations from the Quran (Koran).

(continued)

Answers

1. Palestine
2. Islam, mostly Sunni Muslims, also Shiah Muslims
3. Gaza Strip, West Bank, and Golan Heights. Also the Sinai Peninsula, which was returned to Egypt in 1981.
4. Kuwait, Iraq, Iran, Bahrain, Qatar, United Arab Emirates, Saudi Arabia
5. Organization of Petroleum Exporting Countries (OPEC) and Council of Arab Economic Unity (CAEU)
6. Cyprus
7. Turkey, Iraq, Iran
8. Egypt
9. Islamic
10. Bahrain, Qatar, United Arab Emirates

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
5. That people create regions to interpret Earth's complexity.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
11. The patterns and networks of economic interdependence on Earth's surface.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
15. How physical systems affect human systems.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

(continued)

Middle East Events since 1945

Cross-curricular Connections

The OFF THE MAP activity involves art history and art and crafts. The cultural content of the map involves religion.

Extension

Have students use library and Internet sources to research the beliefs of modern Islam and the distribution of its adherents. If your community includes a Muslim community, invite a representative to speak to your class. If possible, visit a Muslim house of worship.

Assessment

Have students prepare a table of the countries of the Eastern Mediterranean, indicating the capital and major events of each.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, identifying problems and solutions, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, model of mosque, table of countries

Middle East Events since 1945

ACTIVITY 58

Use the map on pages 96-97 in the atlas to answer these questions.

1. In 1948 the Jewish nation of Israel was established at the eastern end of the Mediterranean Sea. Compare the map on pages 92-93 with the map on pages 96-97. What was the name of the land on which Israel was established?

2. Look at the map of religions on page 105. Which major religion dominates most of the Middle East?

3. What areas did Israel seize in the Six-Day War in 1967? _____
4. Many oil-producing countries border the Persian Gulf. According to the map, what countries border this body of water?

5. Compare the map on pages 96-97 with the map on page 101. To what economic organizations do many of the oil-producing nations in the Middle East belong?

6. What island was divided in 1974 between Greek and Turkish areas? _____
7. In which countries did Kurdish people begin an insurgency in 1945? _____
8. The Sinai Peninsula was held temporarily by Israel. Of what country is it a part today? _____
9. What kind of government has Iran had since 1979? _____
10. What three Persian Gulf countries gained independence in 1971?

OFF THE MAP

In library books and on the internet, find information about mosques, which are the centers of Muslim worship. Make a model of a mosque, labeling its principal parts. Indicate the themes used in the art and decorations in a mosque.

The Fight Against Communism

Maps are found on pages 98-99 in the atlas.

Introduction to the Maps

Two major wars in Asia and intervention in Latin America were part of a series of “proxy” wars between Western countries and Communists: the fighting did not take place in the countries of the major powers themselves. In Korea (a Japanese colony that was divided into a Communist North and a non-Communist South after World War II), the North invaded soon after United States troops were withdrawn from the South. UN troops, mostly American, drove the North Koreans back almost to the Chinese border at the Yalu River, only to have the Chinese enter the war on the side of the North Koreans and drive the UN forces almost to the end of the peninsula. The counteroffensive moved the front back to about the 38° parallel, the original dividing line where the fighting began.

In Vietnam, Communism mixed with nationalism as the North fought to unify the country, which had also been divided into a Communist north and non-Communist south. In 1975, after the United States withdrew in response to pressure at home, the North was victorious and unified the country with Ha Noi (Hanoi) as its capital. In the 1990s it began to reform its economy and society, becoming more open to Western investment and tourism.

After Cuba received Soviet aid and adopted Communism under Fidel Castro, the United States feared the spread of Communism elsewhere in the Western Hemisphere. Failing to retake Cuba in the disastrous Bay of Pigs invasion, the United States was able to persuade the Soviets to withdraw missile bases. The United States also intervened in other parts of the Caribbean.

OFF THE MAP

This activity will introduce the cultures of Cuba and/or Southeast Asia to the students. If possible, visit a community center that serves these communities.

Cross-curricular Connections

The OFF THE MAP activity involves either art or home economics (cooking). The Extension activity involves anthropology and sociology.

(continued)

Answers

1. Asia and the Caribbean
2. Pusan
3. The Yalu and the Tumen
4. 38° N
5. Laos, Cambodia
6. South
7. Cuba
8. Panama
9. Grenada
10. Honduras, El Salvador, aid to anti-government Contras in Nicaragua

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
2. How to use mental maps to organize information about people, places, and environments.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
5. That people create regions to interpret Earth's complexity.
6. How culture and experience influence people's perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, Hmong drawing or Cuban or Southeast Asian food, world map

The Fight Against Communism

Extension

Invite a refugee from Cuba or Southeast Asia to speak to your class about why he/she fled from a Communist country and what life in the United States has been like. Be sure to stress to the visitor that only what the person wants to share should be shared, as many experiences were probably painful and difficult to discuss. Discuss with the class some of the reasons why Communism fell in Europe in 1989, such as a desire for a better life and for freedom.

Assessment

Have students make a world map of the U.S. interventions against Communism since World War II. They should indicate when each took place.

The Fight Against Communism

ACTIVITY 59

Use the maps on pages 98-99 in the atlas to answer these questions.

1. According to these maps, in what parts of the world did the United States intervene to stop the spread of Communism?

2. In the Korean War, what city did the communist North Korean forces not capture? _____
3. What rivers separate North Korea from China? _____
4. Since the armistice in 1953, Panmunjom has been the site of contact between North and South Korea.
What is the latitude of Panmunjom? _____
5. In the Vietnam War, the Ho Chi Minh Trail was the name given to routes by which supplies traveled from North to South Vietnam.
What countries did the trail pass through? _____
6. Which part of Vietnam had the most fighting, north or south? _____
7. In what country in the Caribbean area did an attempted invasion by the United States-backed forces fail? _____
8. The United States acquired the Canal Zone in 1903 and built the Panama Canal, which opened in 1914.
What country assumed control of the canal at the end of 1999? _____
9. What Caribbean island country did the United States invade in 1983? _____
10. In which Central American countries did the United States provide aid in the 1980s?

OFF THE MAP

Refugees from Cuba and from Southeast Asia have come to the United States in large numbers, bringing their foods, crafts, and festivals. Do some research on their cultures, and make a drawing in the style of the Hmong or prepare a Cuban or Southeast Asian food to share with the class.

Political and Military Alliances; Economic Alliances

Maps are found on pages 100-101 in the atlas.

Introduction to the Maps

After World War II, the combatants realigned themselves on the basis of their economic systems: Communist states under the leadership of the Soviet Union, and non-Communist states under the leadership of the United States. Other states, some with mixed economic and political systems, remained nonaligned, heavily courted by both sides with economic and military aid. The flare-ups of “hot” wars took place in those states, most on the periphery of either the Communist or non-Communist states, as indicated by the maps on pages 98 to 99. Communist states formed one set of economic and political-military alliances, and non-Communist states another set. The divide split Europe into east and west, most dramatically in a divided Germany, where the Communist government built a wall in Berlin and (less famously) around the entire country where it bordered West Germany. Increasing amounts of information crossing the wall about better standards of living in the West eventually exposed Communism’s inherent weaknesses, and Communism fell in 1989-1990. The result was the disbanding of some of the organizations, especially those like the Warsaw Pact and COMECON that supported Communism. NATO and the European Union spread eastward as formerly Communist countries, including the Baltic states of Estonia, Latvia, and Lithuania, became members. Former Soviet republics, now independent, as well as non-NATO countries in Western Europe, became part of the NATO Partnership for Peace Plan.

(continued)

Answers

1. North Atlantic Treaty Organization (NATO)
2. Commonwealth of Independent States (CIS)
3. Arab League (League of Arab States)
4. Organization of American States (OAS)
5. ANZUS (Australia-New Zealand-U.S. Security Treaty)
6. South, Southeast, and East Asia
7. European Free Trade Association (EFTA)
8. Arab League
9. United Kingdom, Ireland, Sweden, Denmark, Finland, Estonia, Latvia, Lithuania, Poland, Czech Republic, Slovakia, Hungary, Slovenia, Italy, Germany, Austria, Spain, Portugal, France, Greece, Belgium, Luxembourg, Netherlands, Cyprus. Malta, too small to be seen on the map, is also a member.
10. Canada, United States, Mexico

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
2. How to use mental maps to organize information about people, places, and environments.
3. How to analyze the spatial organization of people, places, and environments on Earth’s surface.
4. The physical and human characteristics of places.
5. That people create regions to interpret Earth’s complexity.
6. How culture and experience influence people’s perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth’s cultural mosaics.
11. The patterns and networks of economic interdependence on Earth’s surface.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.
15. How physical systems modify human systems.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.
18. How to apply geography to interpret the present and plan for the future.

(continued)

Political and Military Alliances; Economic Alliances

Cross-curricular Connections

The Extension activity involves economics and political science.

Extension

Have groups of students use the Internet and library resources to trace the historical growth of NATO and the European Union (EU), and prepare a series of maps. Have them indicate countries that have applied to join. A group of students may also be interested in researching the introduction of the euro as common currency in many EU countries, and why some countries use the euro while others do not.

Assessment

Have students prepare a world map showing the current membership in economic and political-military alliances.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, classifying, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, lists of alliance members, world map

Political and Military Alliances; Economic Alliances

ACTIVITY 60

Use the maps on pages 100-101 in the atlas to answer these questions.

1. After World War II, the United States emerged as the world leader of the non-Communist countries and the Soviet Union as the leader of the Communist countries. The Communist countries in Europe were united in a military alliance called the Warsaw Pact. What organization, founded by non-Communist countries, includes most of Europe?

2. What organization was formed by countries that were formerly part of the Soviet Union, including Russia, Kazakhstan, and Ukraine?

3. Some leaders in Southwest Asia tried to develop a sense of Arab nationality. What organization did they establish?

4. What organization includes most of the countries in Latin America plus the United States and Canada?

5. What organization includes just two countries besides the United States?

6. What major world regions have no members in any of the military and political alliances shown on the map?

7. A few European countries that are not members of the European Union belong to another economic organization. What is it?

8. Which includes more of the Arab states, the Arab League or the Council of Arab Economic Unity?

9. As of 2004, what countries were members of the European Union?

10. Which countries are members of NAFTA?

Gross Domestic Product

Map is found on page 102 in the atlas.

Introduction to the Map

That some countries produce more goods and services than others goes without saying. The total value of goods and services produced by a country in one year is its gross domestic product (the related measure, gross national product, includes trade and financial transfers in and out of the country). Because one factor in the size of a country's gross domestic product (GDP) is the size of its population, gross domestic product per capita is a better measure than the total.

Cross-curricular Connections

The subject of the map relates to economics.

Extension

Data on GDP are available from the World Bank and other reference sources. These sources also publish data on purchasing-power parity, which takes into account relative costs of living and other factors. You may wish to divide the class into groups and assign a world region to each for research and the preparation of a class map of purchasing-power parity.

Assessment

Have students discuss regions of generally high and generally low per capita GDP and why some countries are anomalous. Use this exercise to point out the dangers of over-generalizing such categories.

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
11. The patterns and networks of economic interdependence on Earth's surface.
12. The process, patterns, and functions of human settlement.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, classifying, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, world map

Answers

- | | |
|---|---|
| 1. Countries for which data are not available | 6. Bolivia |
| 2. Africa | 7. \$2,500-\$5,000 |
| 3. Petroleum production | 8. 13.7 percent |
| 4. Japan | 9. Cost of living and purchasing power, distribution of income within the country |
| 5. \$1,000-\$2,500 | 10. Thailand and Malaysia |

Gross Domestic Product

ACTIVITY 61

Use the map on page 102 in the atlas to answer these questions.

1. What does the color gray on the map represent? _____
2. Look at the world physical map on pages 106-107. What continent has the lowest overall gross domestic product?

3. Look at the map on page 101. What might account for the high gross domestic product for countries in the Middle East?

4. Compare the GDP map to the World Political map on pages 108-109. What country of East Asia has the highest gross domestic product?

5. What is the lowest gross domestic product in Europe?

6. Which country in South America has the lowest gross domestic product? _____
7. According to the graph at the bottom of the map, what was the gross domestic product in 2004 for the largest percentage of the world's population?

8. About what percentage of the population lived in countries with a gross domestic product in the highest category?

9. If two countries have the same gross domestic product but one has a higher standard of living than the other, what might explain the difference?

10. Which two members of ASEAN (see the map on page 101) had the highest gross domestic product?

Literacy

Map is found on page 103 in the atlas.

Introduction to the Map

Just as the introduction of the printing press helped governments disseminate information and built national unity in the fourteenth century, newly independent countries depended on spreading literacy. Literacy was also key to economic development, as modern technology demands education. Many countries have mounted campaigns to build schools and increase education levels. In many dominantly Muslim countries, girls are less educated than boys, keeping the total literacy rate low, but that situation is changing rapidly.

Cross-curricular Connections

The topic of the map relates to education.

Extension

Data to update this map are available from the World Bank and other sources. Many countries have used foreign aid and their own resources to raise education availability and quality and so to raise literacy levels. More girls are going to school in Muslim countries. You may wish to assign groups of students to major world regions to research the current data.

Assessment

Have students make a chart of countries where the literacy rates and gross domestic product do not follow the most common correlation, and explain the reasons why.

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
12. The process, patterns, and functions of human settlement.
17. How to apply geography to interpret the past.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, classifying, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, chart

Answers

1. Countries for which information is not available.
2. Africa
3. 95%-75%
4. Chile, Argentina, and Uruguay
5. Haiti
6. Answers could include: China, with its more authoritarian government, can force parents to send their children to school and force children to stay in school. Education has long been important in China's Confucian philosophy, and it is important to the government for the dissemination of propaganda and government information.
7. Britain's
8. Pakistan and Bangladesh (for both)
9. Russia; the United States
10. It is very similar in most areas, although there are differences, such as Saudi Arabia and other Muslim countries and some Communist countries.

Literacy

ACTIVITY 62

Use the map on page 103 in the atlas to answer these questions.

1. What does gray represent on this map? _____
2. Which continent has the lowest literacy rates overall? _____
3. What is the lowest literacy rate in Europe? _____
4. Which countries in southern South America have the highest literacy rates? _____
5. What Caribbean country has the lowest literacy rate? _____
6. Look at the map on page 102. India and China have approximately equal gross domestic products per person, but China has a higher rate of literacy. Why do you think this is the case?

7. Look back at the map on pages 88-89. In general, which country's colonies in Africa south of the Sahara have the higher literacy rates today?

8. Look at the graph at the bottom of the map. Which of the world's most populous countries have the lowest literacy rates?

The lowest number of years of compulsory schooling? _____
9. Which country of those shown has the highest literacy rate? _____
The highest number of years of compulsory schooling? _____
10. In summary, how would you compare the distribution of literacy with that of gross domestic product?

World Physical Map

Map is found on pages 106-107 in the atlas.

Introduction to the Map

Students should use this map with all the others in the atlas to place historic events in their physical context. As an overview, note the chains of mountains along the west coasts of North and South America and in southern Eurasia, marking the collision of the earth's great tectonic plates. Plains spread across central North America, northern South America, much of Australia, and northern Europe. Africa and South America have large areas of plateaus. There is more land in the Northern Hemisphere (which is sometimes called the "land hemisphere") than in the Southern Hemisphere (the "water hemisphere"). These kinds of broad understandings will help students begin to develop a "mental map" of the world and an understanding of relative location and environmental conditions.

(continued)

Answers

1. Australia
2. The Andes
3. The Himalayas
4. The Pacific
5. South America
6. Greenland
7. The Pacific
8. Australia
9. Iran
10. Because if the ice caps melted, it would raise the levels of the oceans, which could completely engulf small islands.

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
2. How to use mental maps to organize information about people, places, and environments.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
7. The physical processes that shape the patterns of Earth's surface.
8. The characteristics and spatial distribution of ecosystems on Earth's surface.
11. The patterns and networks of economic interdependence on Earth's surface.
12. The process, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.
14. How human actions modify the physical environment.
15. How physical systems affect human systems.
16. The changes that occur in the meaning, use, distribution, and importance of resources.

(continued)

World Physical Map

Cross-curricular Connections

The map deals with earth science.

Extension

You will want to refer to this map in connection with all the topics in the atlas. Be sure students understand where in a world context and in what kind of environment the events they are studying took place. Relate the map to such current events as earthquakes and volcanic eruptions, discussions of global warming, and environmental pollution.

Assessment

Have student name the oceans, continents, and major rivers and mountain ranges on a world map.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, identifying problems and solutions, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to questions, world map

World Physical Map

ACTIVITY 63

Use the map on pages 106-107 in the atlas to answer these questions.

1. Compare this map with the map on pages 108-109. What country is also a continent? _____
2. What mountain range is the longest in the world? _____
3. What mountain range contains the highest mountain in the world? _____
4. Which of the oceans that border the United States is wider? _____
5. Which continent extends closest to Antarctica? _____
6. Besides Antarctica, what land area is covered with glaciers? _____
7. Which ocean contains the deepest point? _____
8. Which continent is the flattest? _____
9. Farming probably started in the Zagros Mountains (33° north, 46° east). Look at the map on pages 108-109, and tell what modern country the Zagros Mountains are in.

10. Locate the island of Mauritius (20° south, 58° east). Why would the people of Mauritius and other small islands be particularly concerned about global warming and the melting of ice caps?

World Political Map

Map is found on pages 108-109 in the atlas.

Introduction to the Map

Like the world physical map, this map should be a reference for all the other maps in the atlas. Many of the maps students have been studying for earlier periods show the progression of events that has produced the world political map of today. It is a snapshot in time; this pattern will probably also change as countries fracture along lines of ethnic and other cultural conflict and as other countries unite because they see that their best interests are served by doing so.

Cross-curricular Connections

The map deals with political science.

Extension

Discuss with students forces that hold countries together and those that promote disunity. The map on pages 78-79 will be helpful in this regard. Founding mythology, like the story of Romulus and Remus for Rome (see pages 16-17) is another force for unity, as are a common religious belief system and “state idea.” Forces for disunity (devolution) are common current events. Students should report such stories from the news media.

Assessment

Provide students with outline maps of the major world regions, and have them label the countries. This exercise will be easier if you use maps of regions rather than the whole world because students will have more room to write.

Answers

1. Africa
2. Russia
3. North America, which has 10 countries.
4. United States (Alaska), Canada, Greenland, Norway, Sweden, Finland, and Russia; also accept Iceland
5. Italy
6. Namibia and Tanzania
7. Puerto Rico
8. Denmark
9. The United Kingdom
10. Lesotho

Geography Standards

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
2. How to use mental maps to organize information about people, places, and environments.
3. How to analyze the spatial organization of people, places, and environments on Earth’s surface.
6. How culture and experience influence people’s perceptions of places and regions.
10. The characteristics, distribution, and complexity of Earth’s cultural mosaics.
13. How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.
17. How to apply geography to interpret the past.
18. To apply geography to interpret the present and plan for the future.

Critical Thinking Skills

Analyzing, predicting and checking, comparing and contrasting, seeing similarities and differences, hypothesizing, synthesizing, drawing conclusions

Student Products

Answers to question, maps with countries labeled

World Political Map

ACTIVITY 64

Use the map on pages 108-109 in the atlas to answer these questions.

1. What continent (see the map on pages 106-107) has the most countries? _____
2. What country is the largest in the world? _____
3. Excluding Antarctica and Australia, which continent has the fewest mainland countries?

4. What countries fall partially within the Arctic Circle?

5. Locate the country of Eritrea along the Red Sea, then look at the map on pages 88-89.

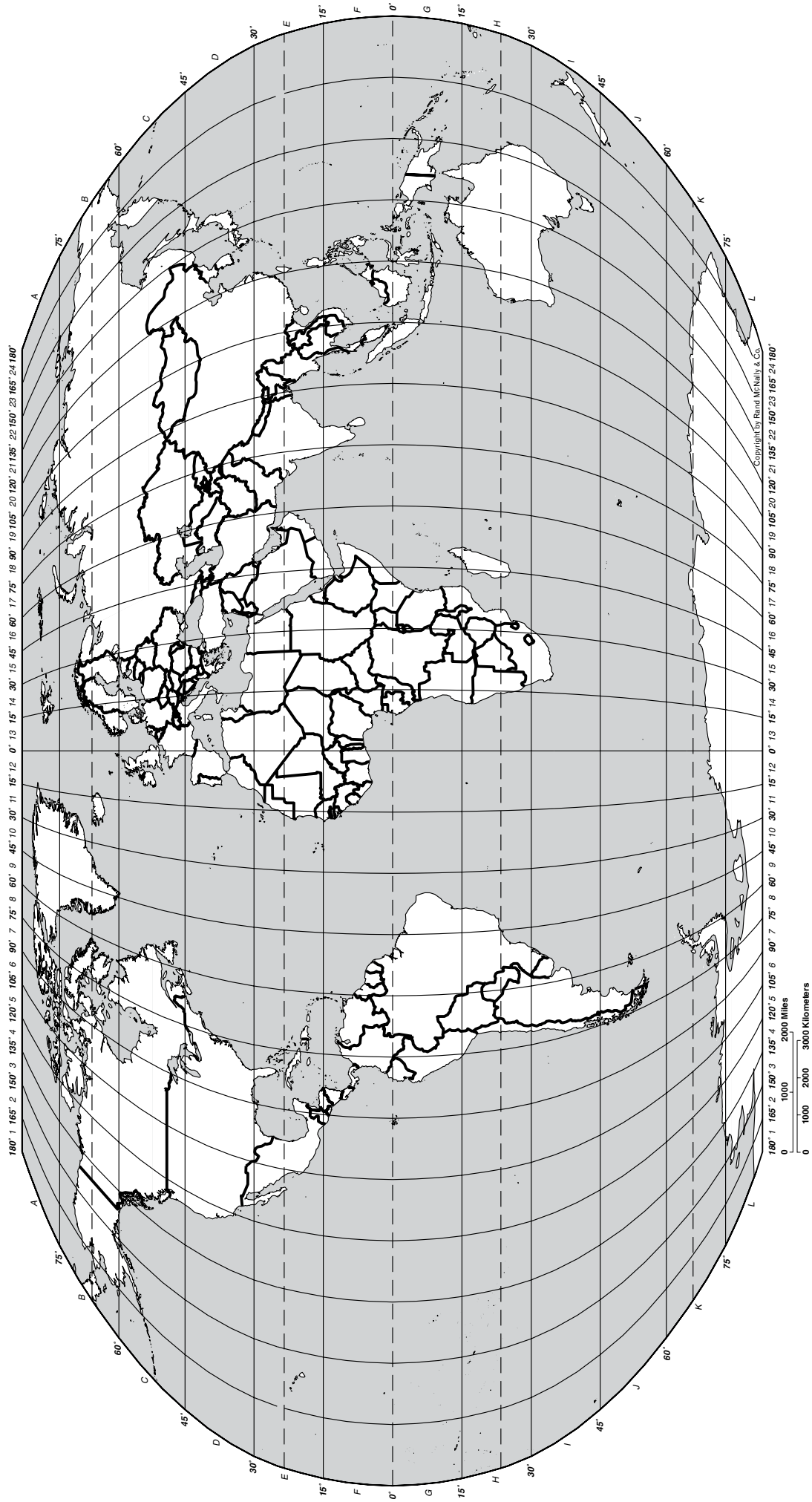
What European country controlled Eritrea in 1900? _____

6. The map on pages 88-89 shows German Southwest Africa (abbreviated as "Ger. S.W. Afr.") and German East Africa (Ger. E. Afr.). What present-day countries correspond to these territories? _____
7. What island in the Caribbean is still a U.S. possession? _____
8. To what country does Greenland belong? _____
9. Argentina claims the Falkland Islands, which it calls the Islas Malvinas, off its east coast.
What country maintains control over them? _____
10. A small country in southern Africa is completely surrounded by South Africa. What is the name of this country?

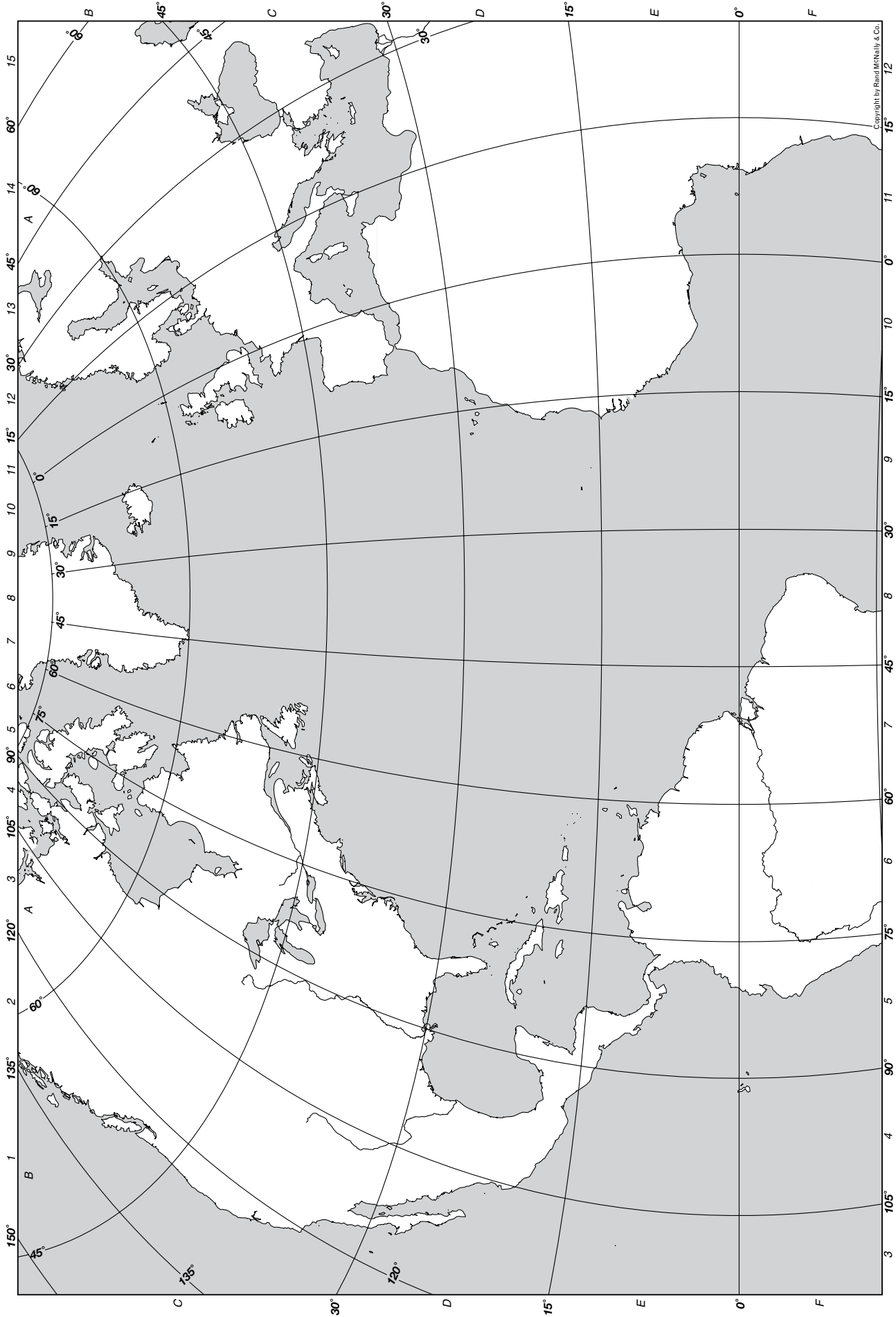
World



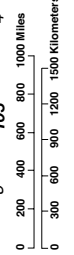
World (Robinson Projection)



Atlantic World



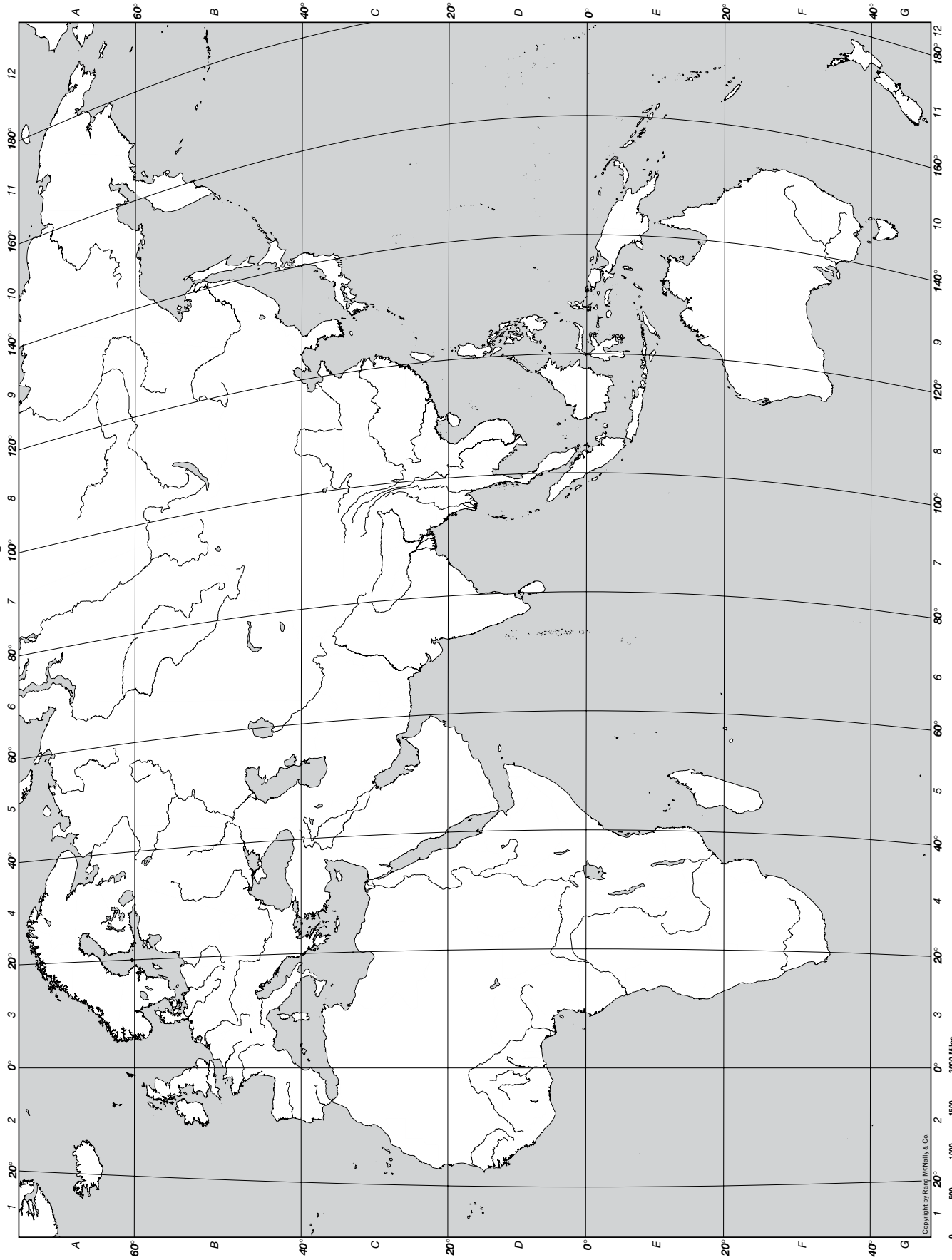
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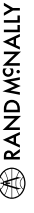


Eastern Hemisphere



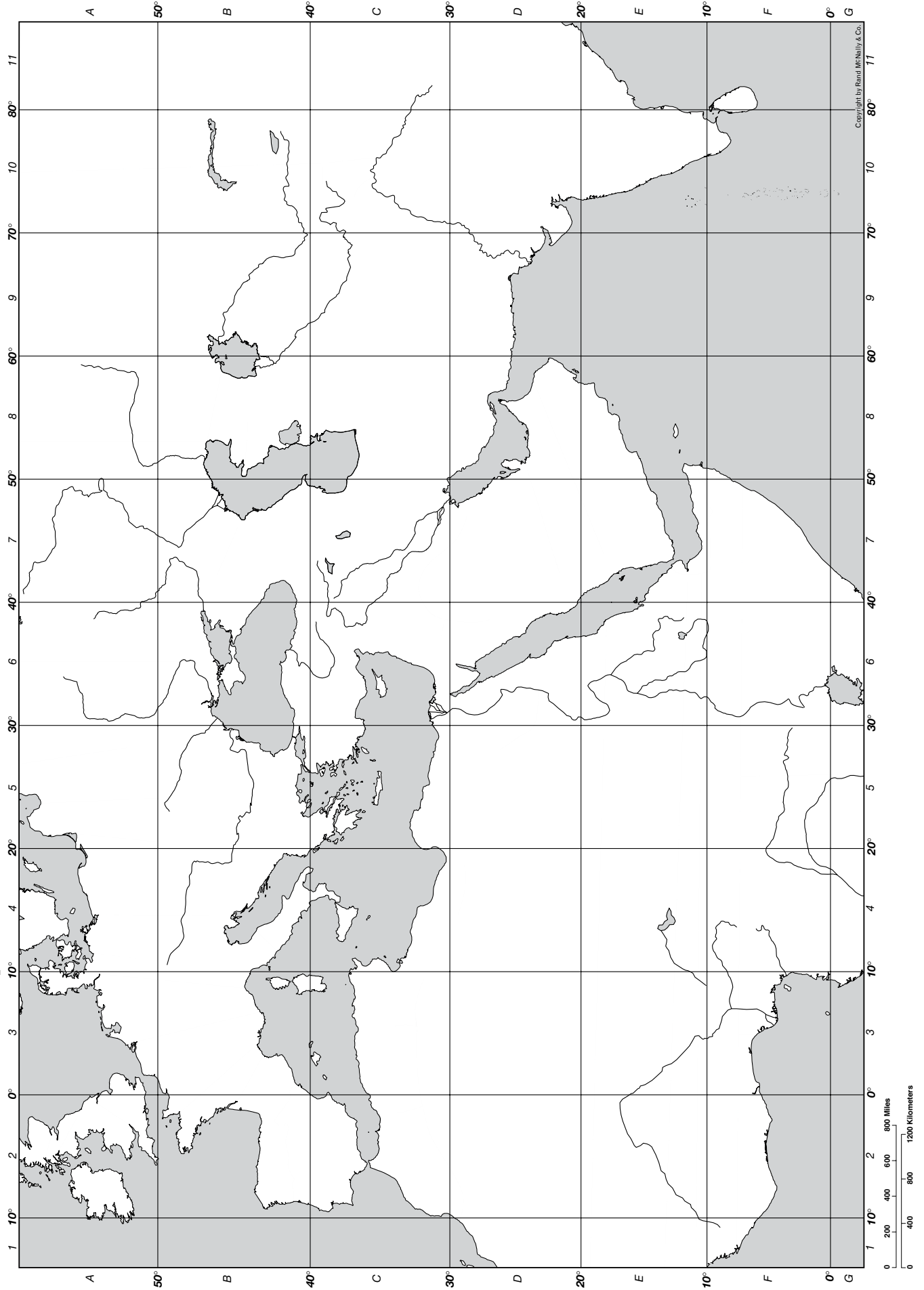
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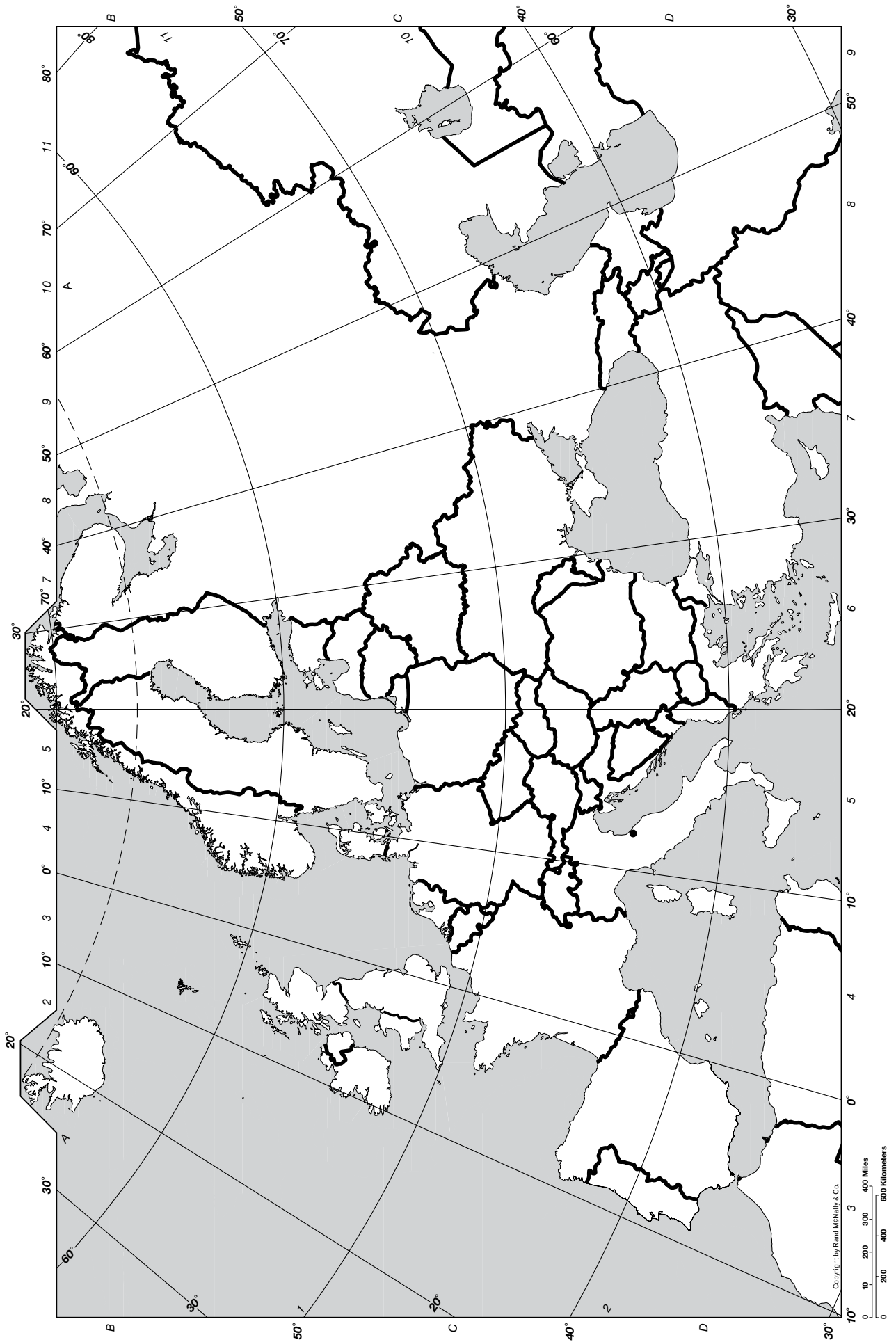


RAND McNALLY

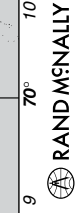
Europe, North Africa, South and Southwest Asia



Europe



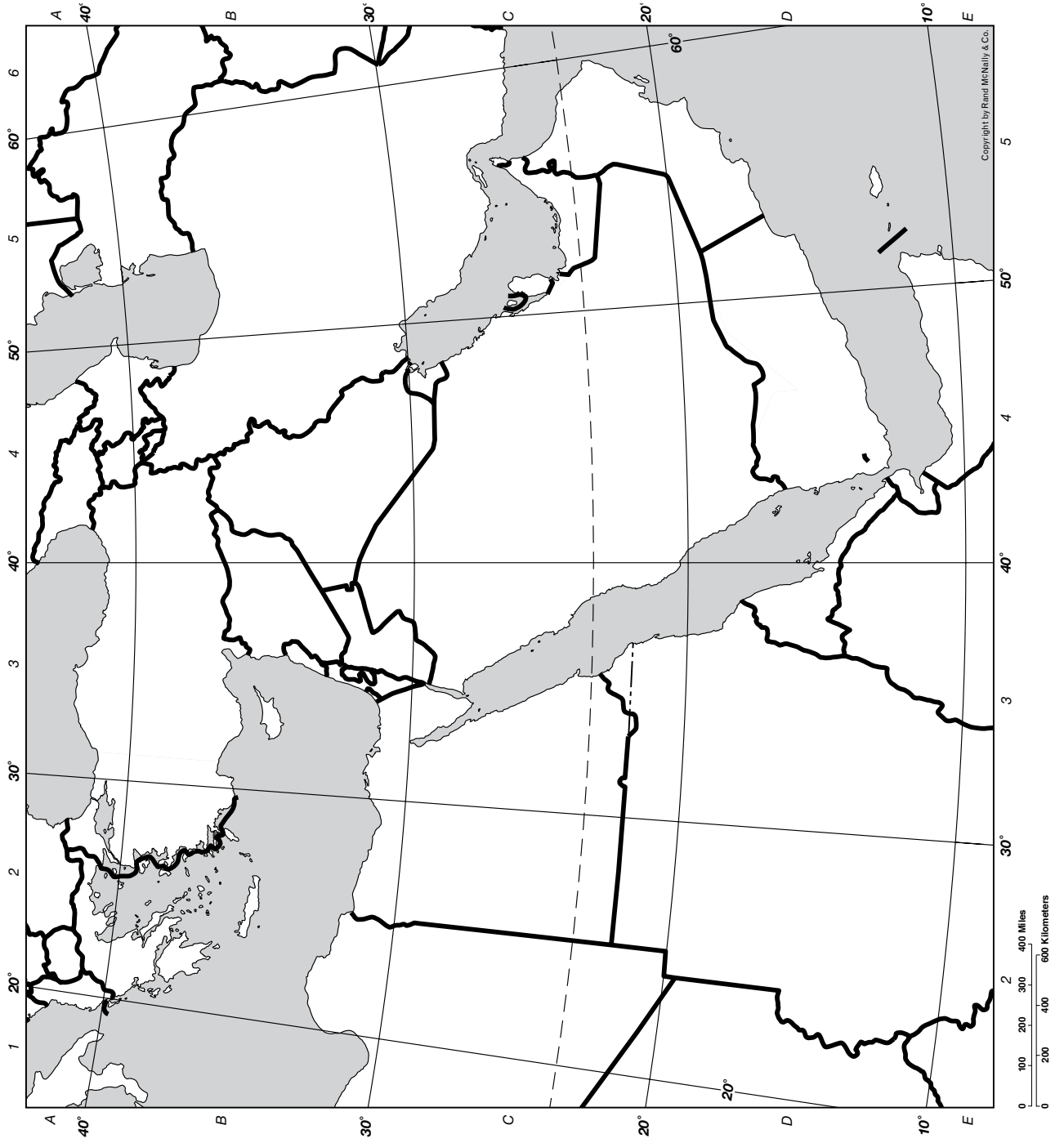
Mediterranean Basin



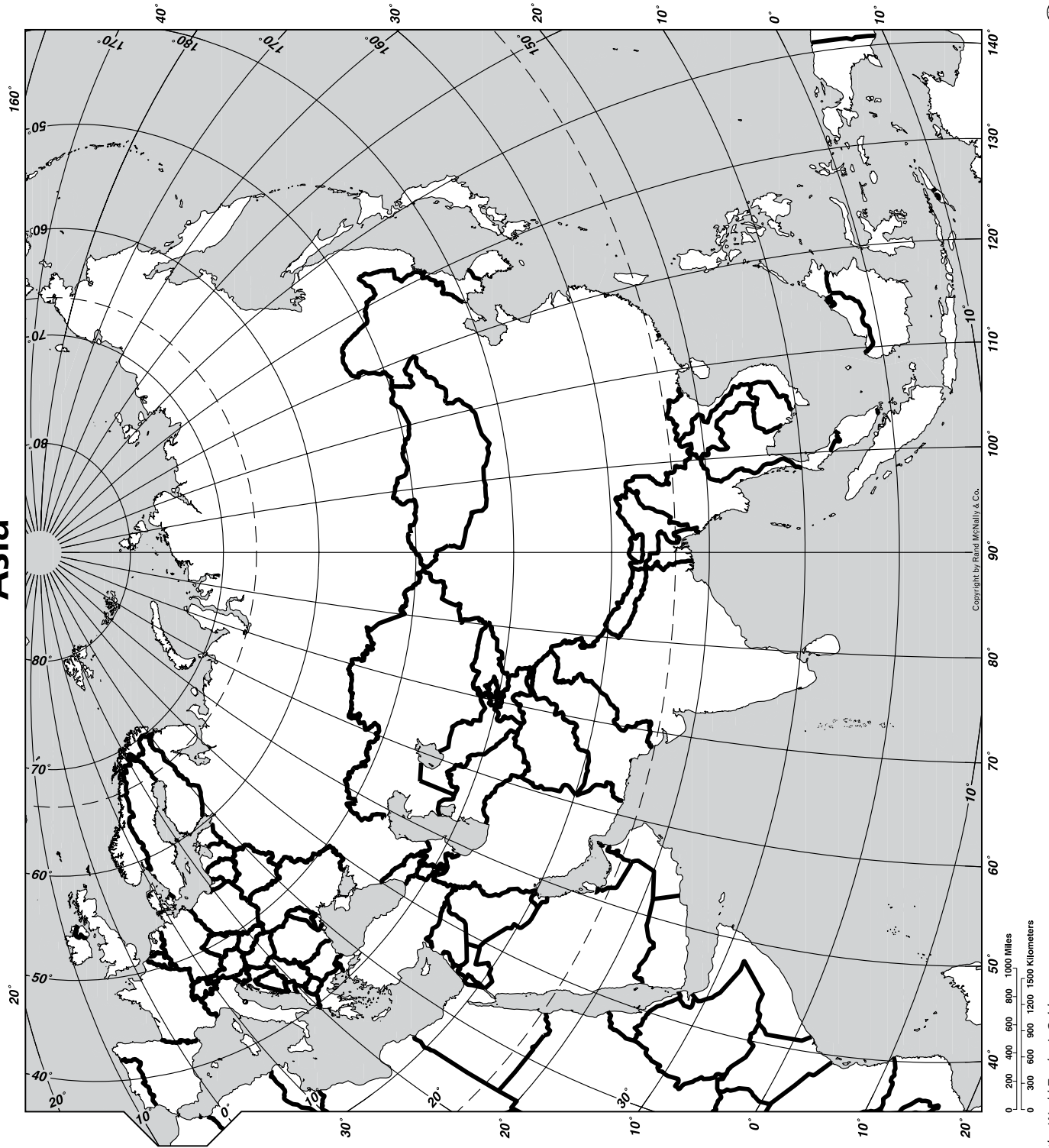
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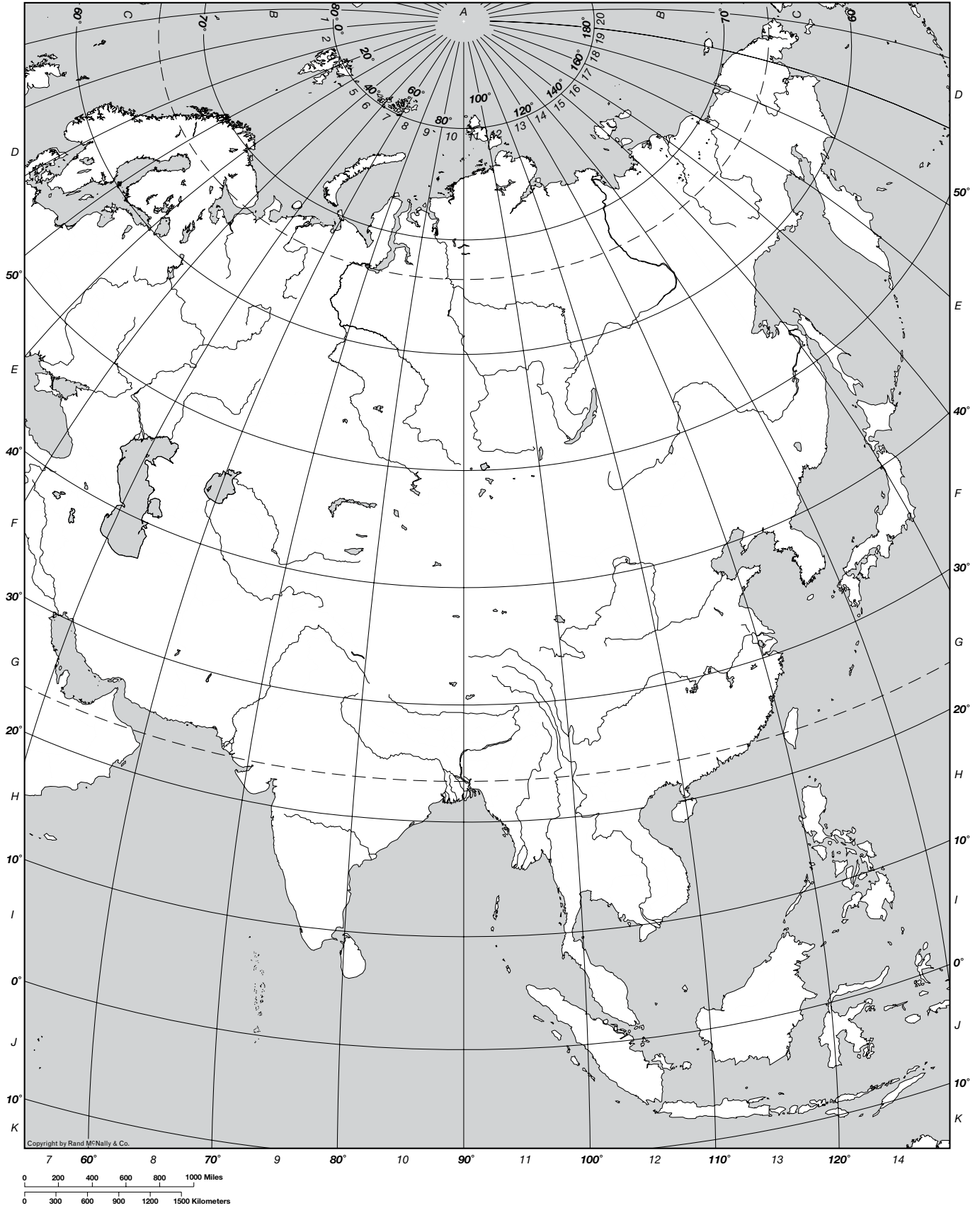
Middle East



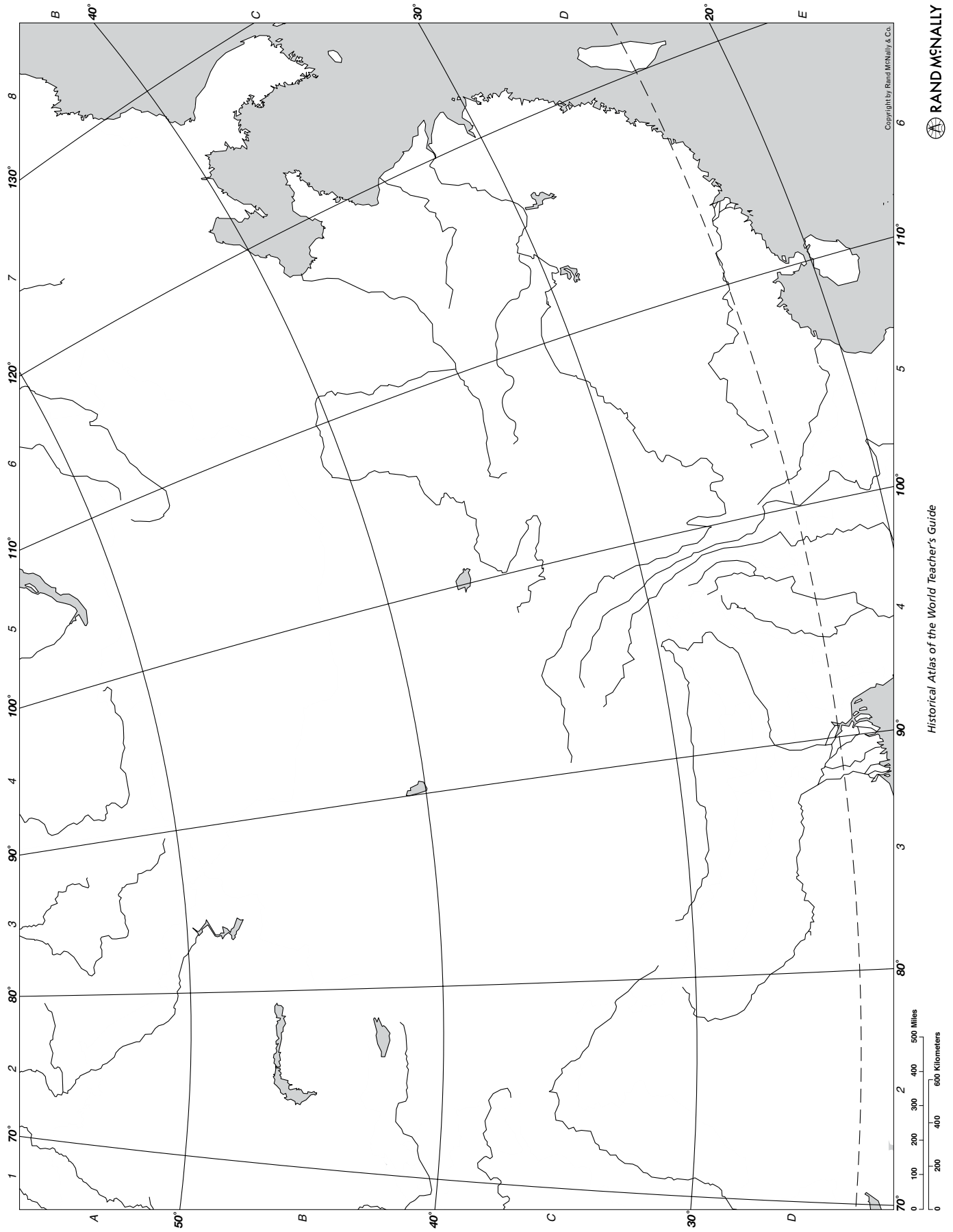
Asia



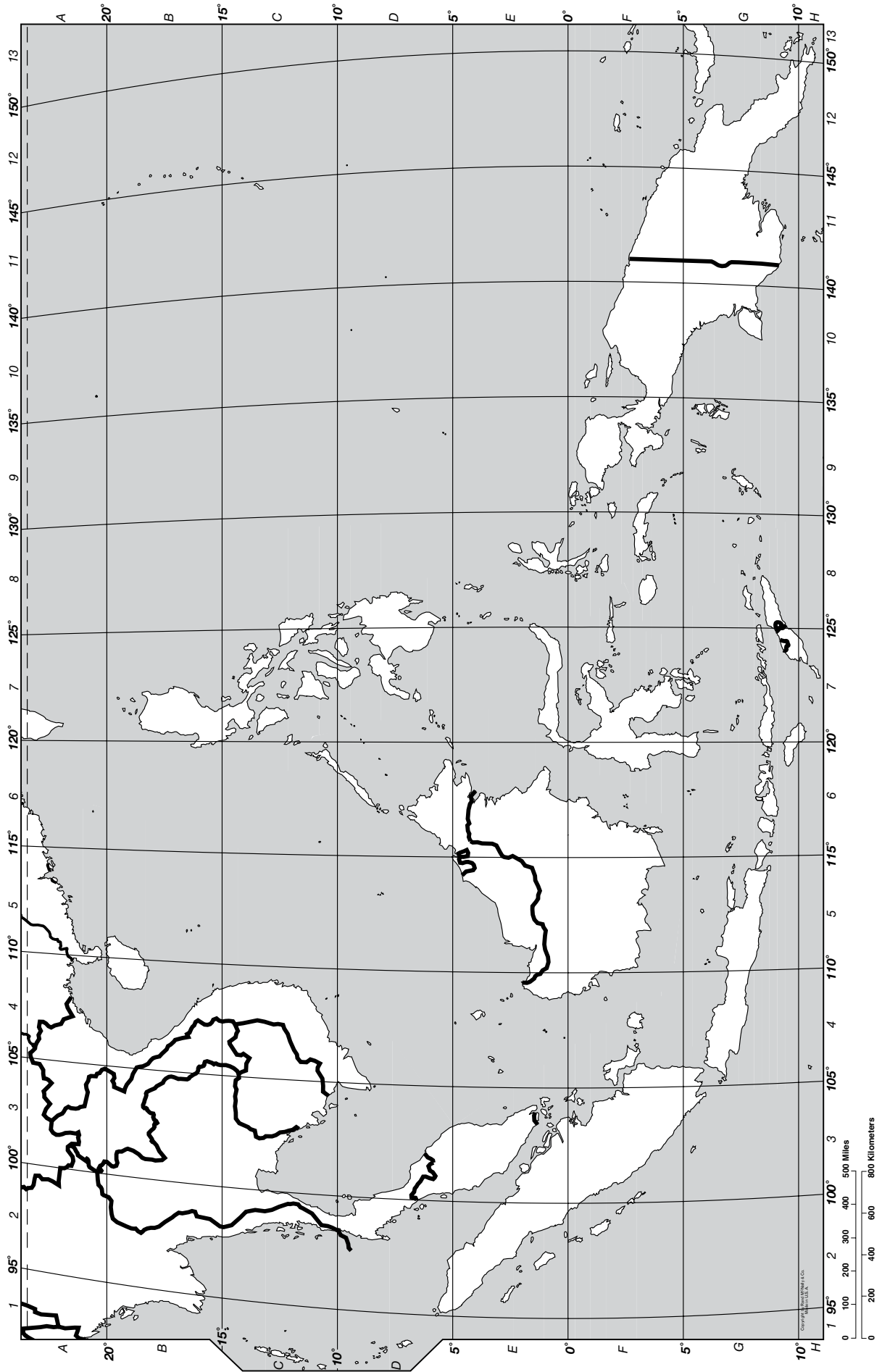
East, Southeast, and South Asia



China and Korea



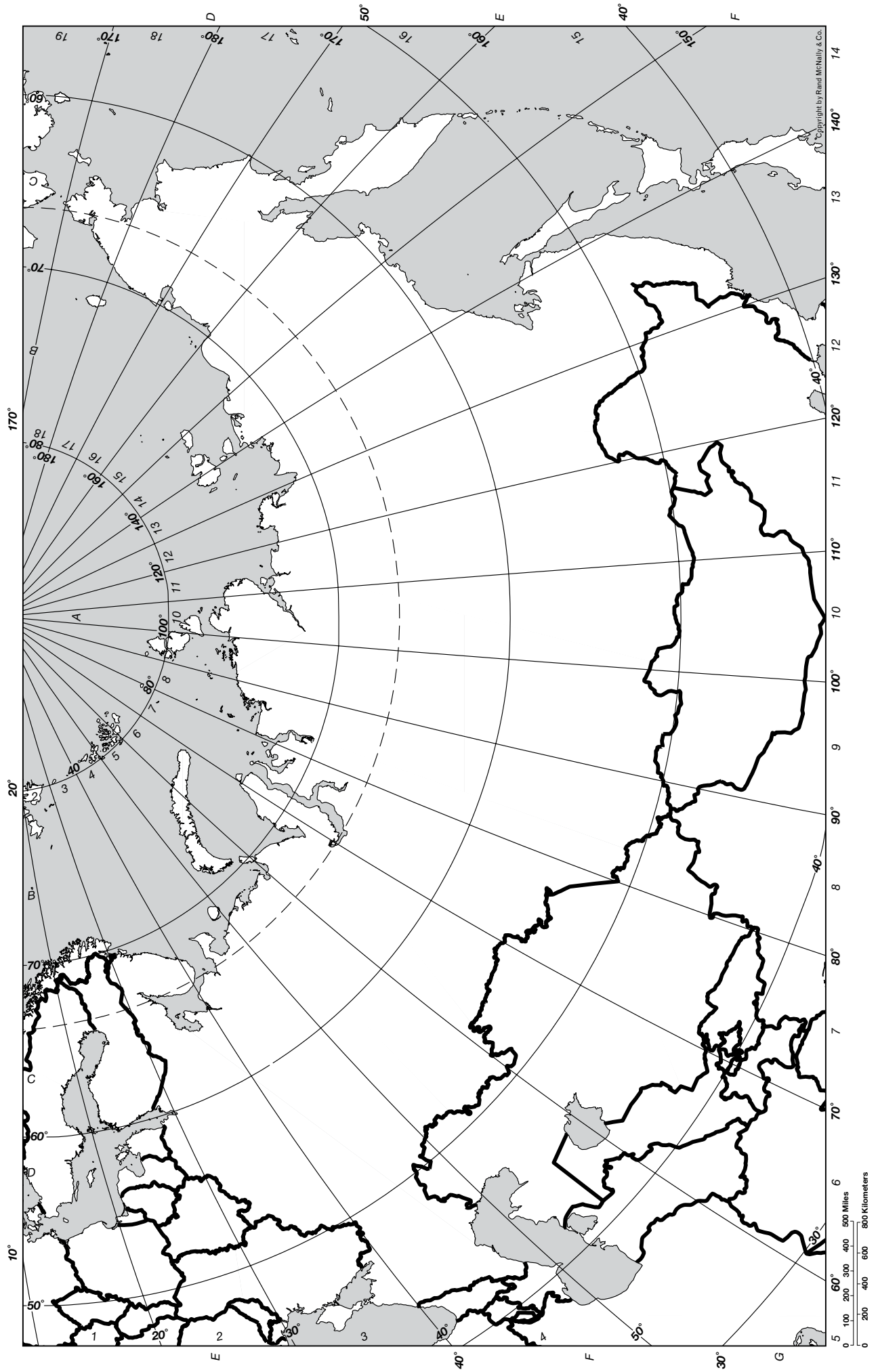
Southeast Asia



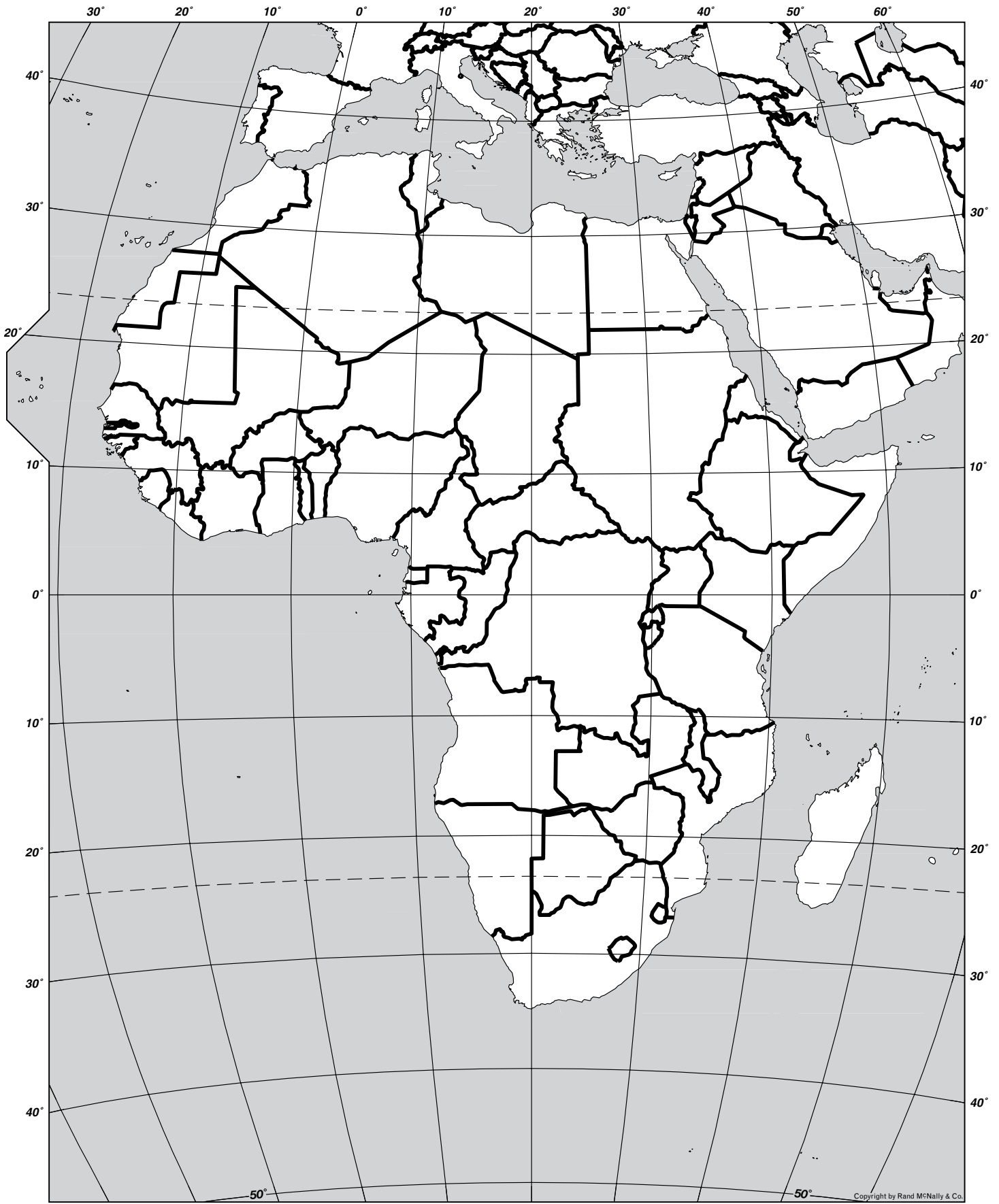
India



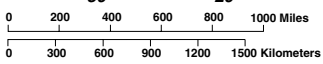
Russia and Central Asia



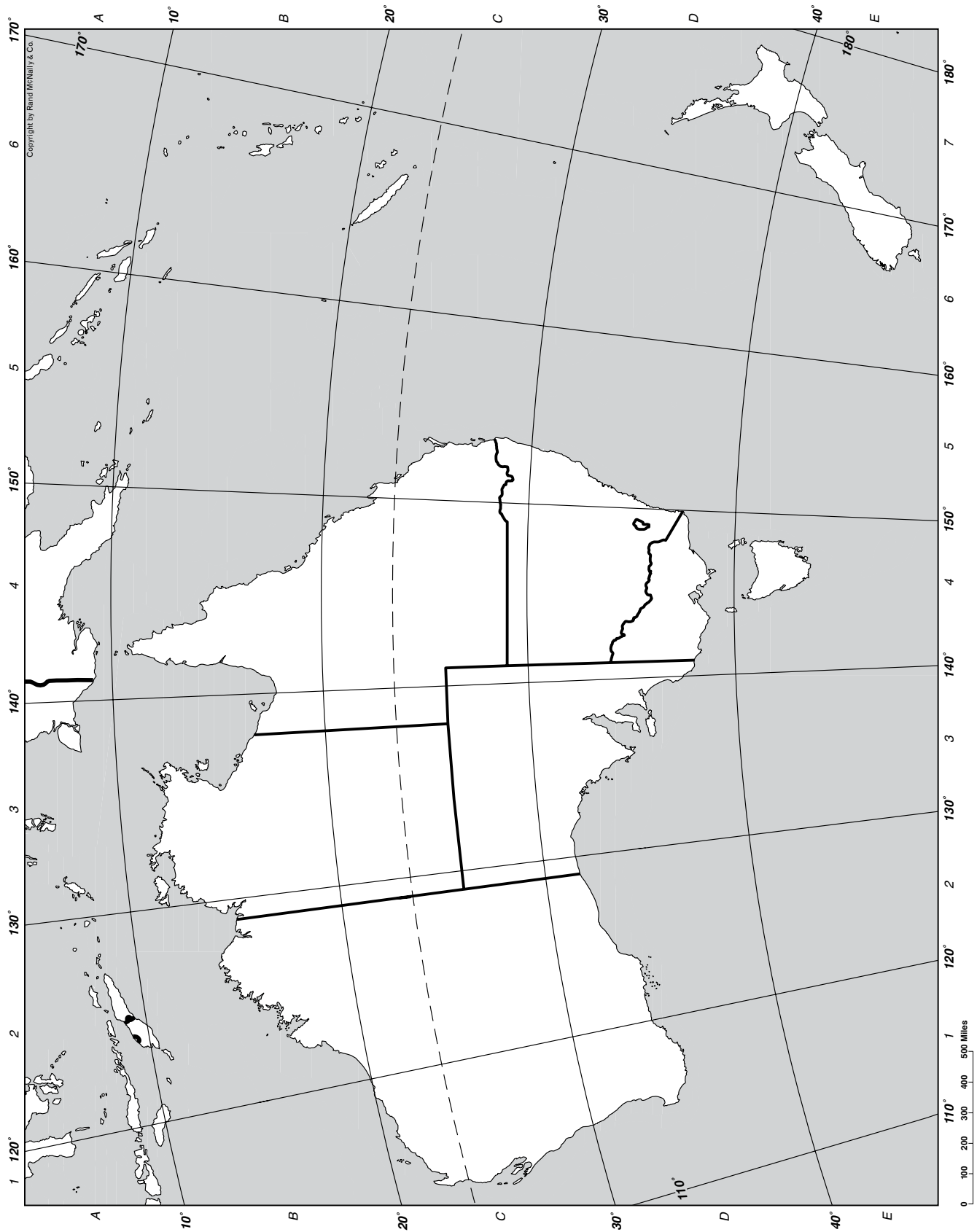
Africa



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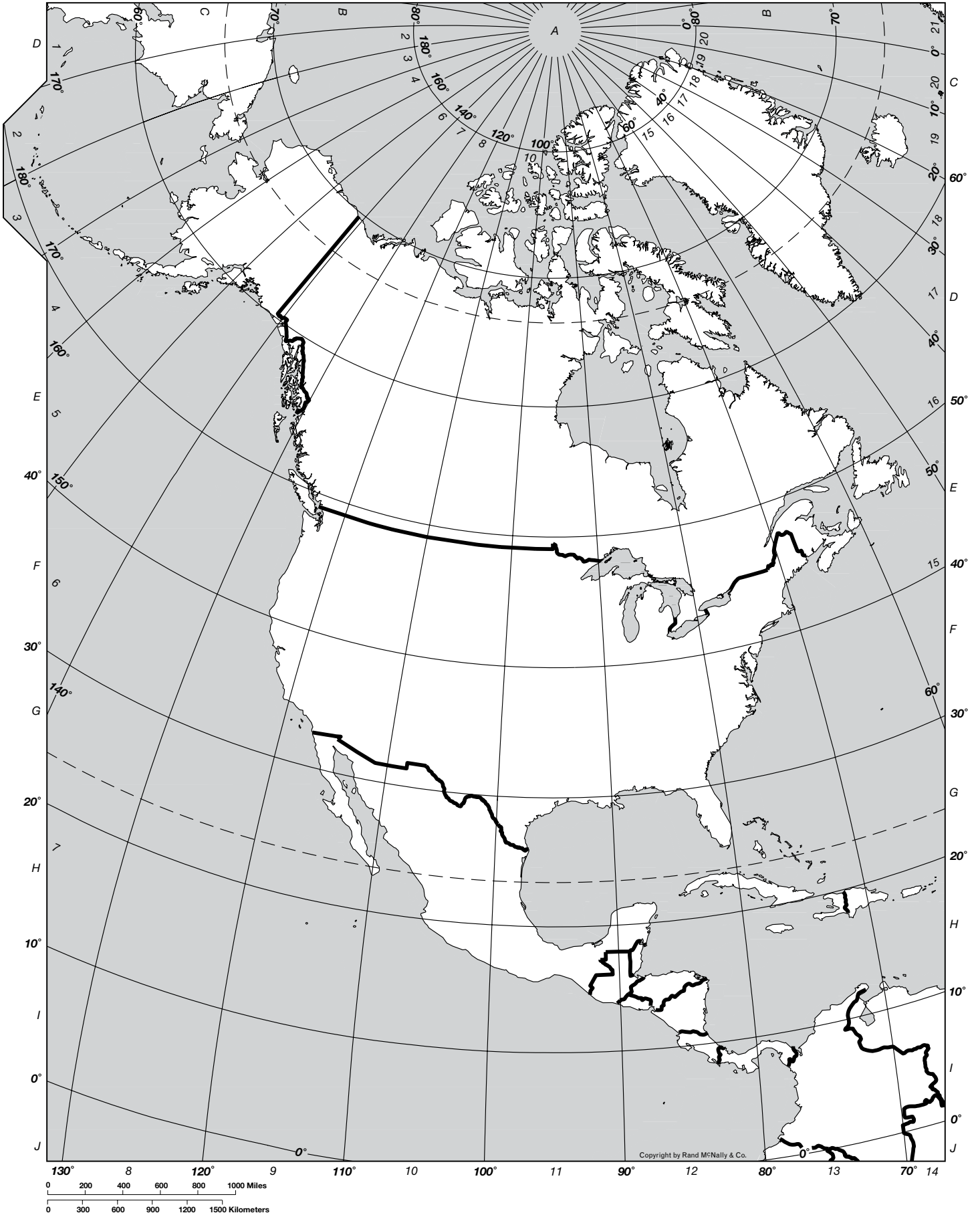
Australia and New Zealand



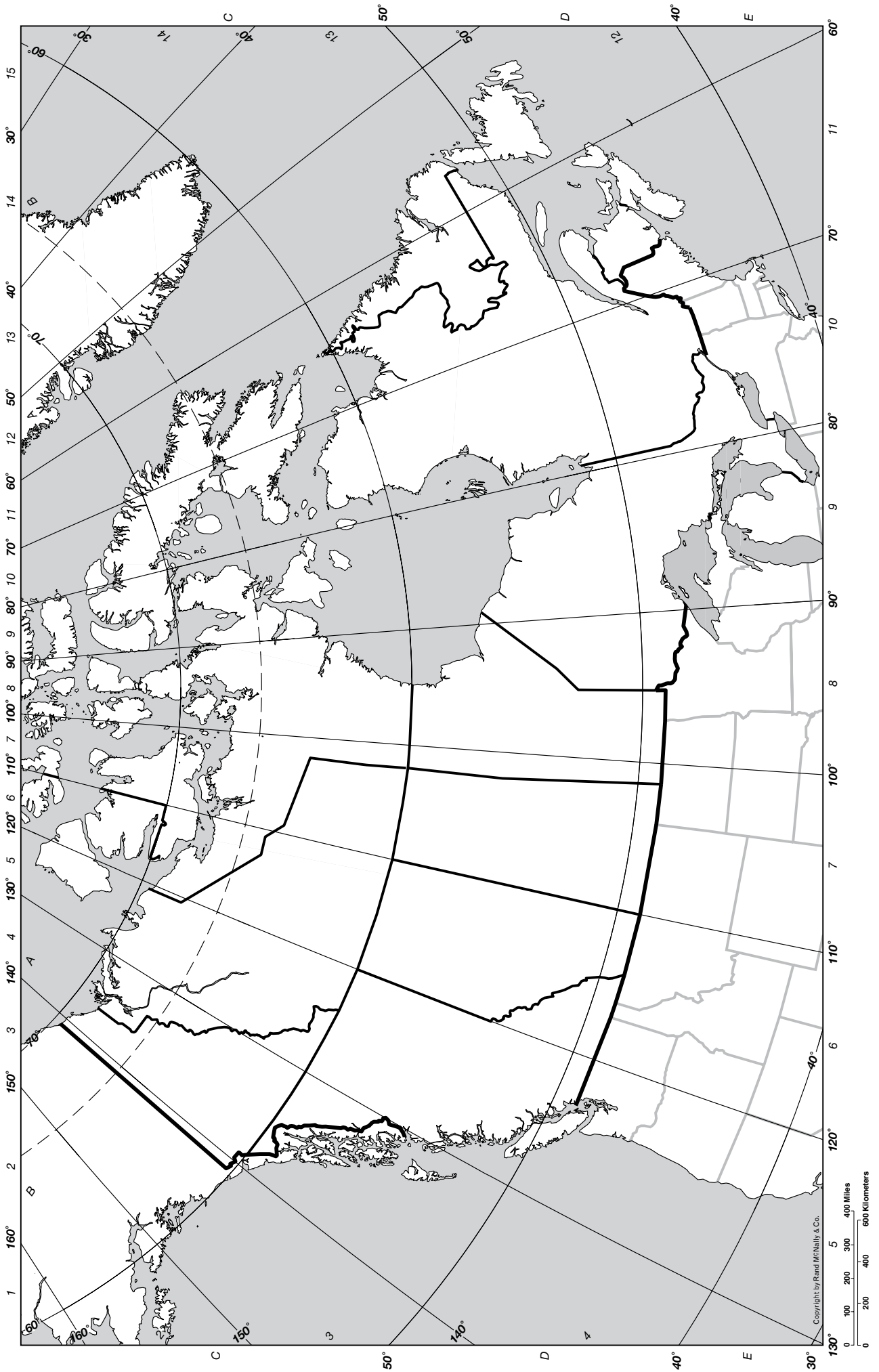
North and South America



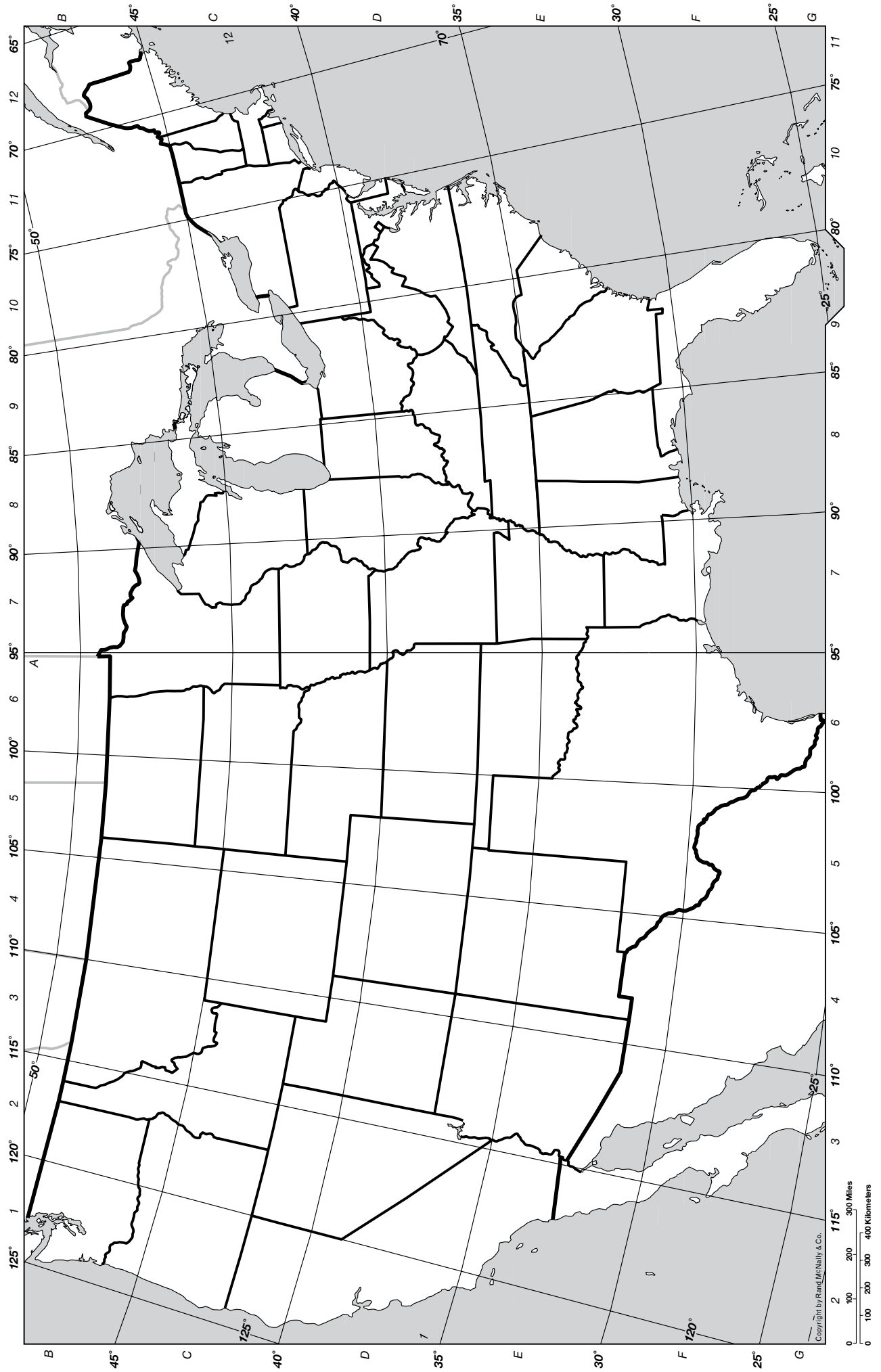
North America



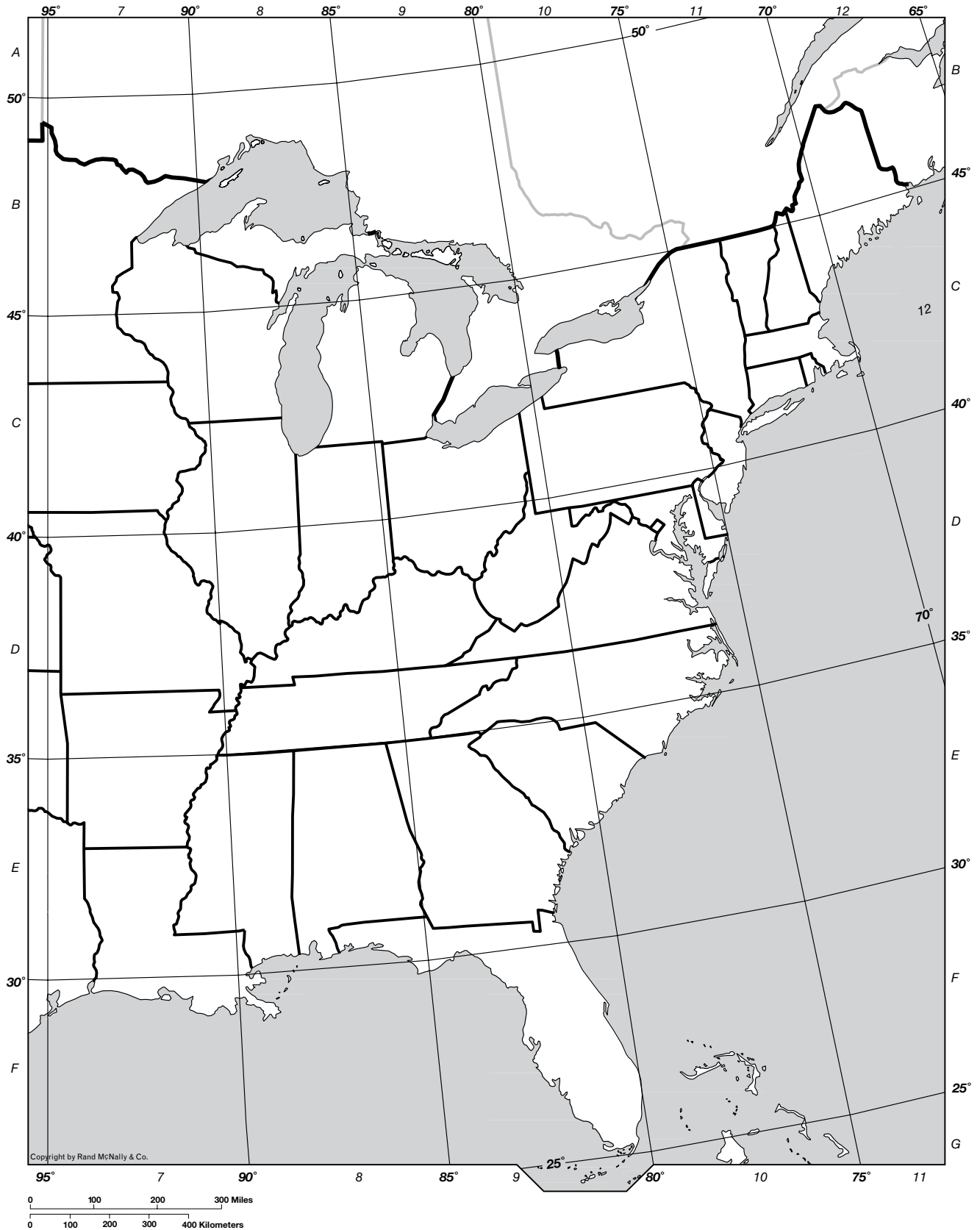
Canada



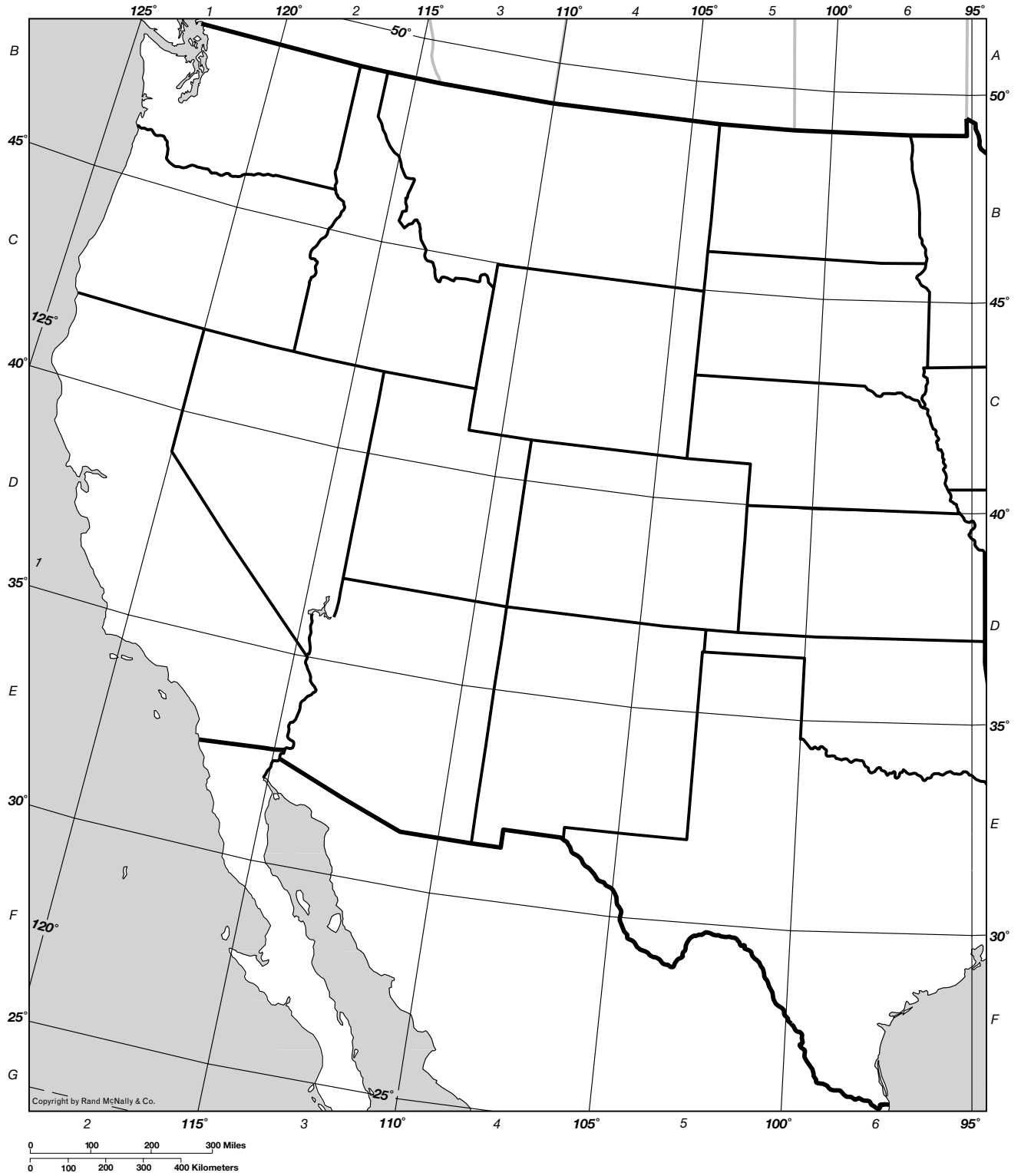
United States



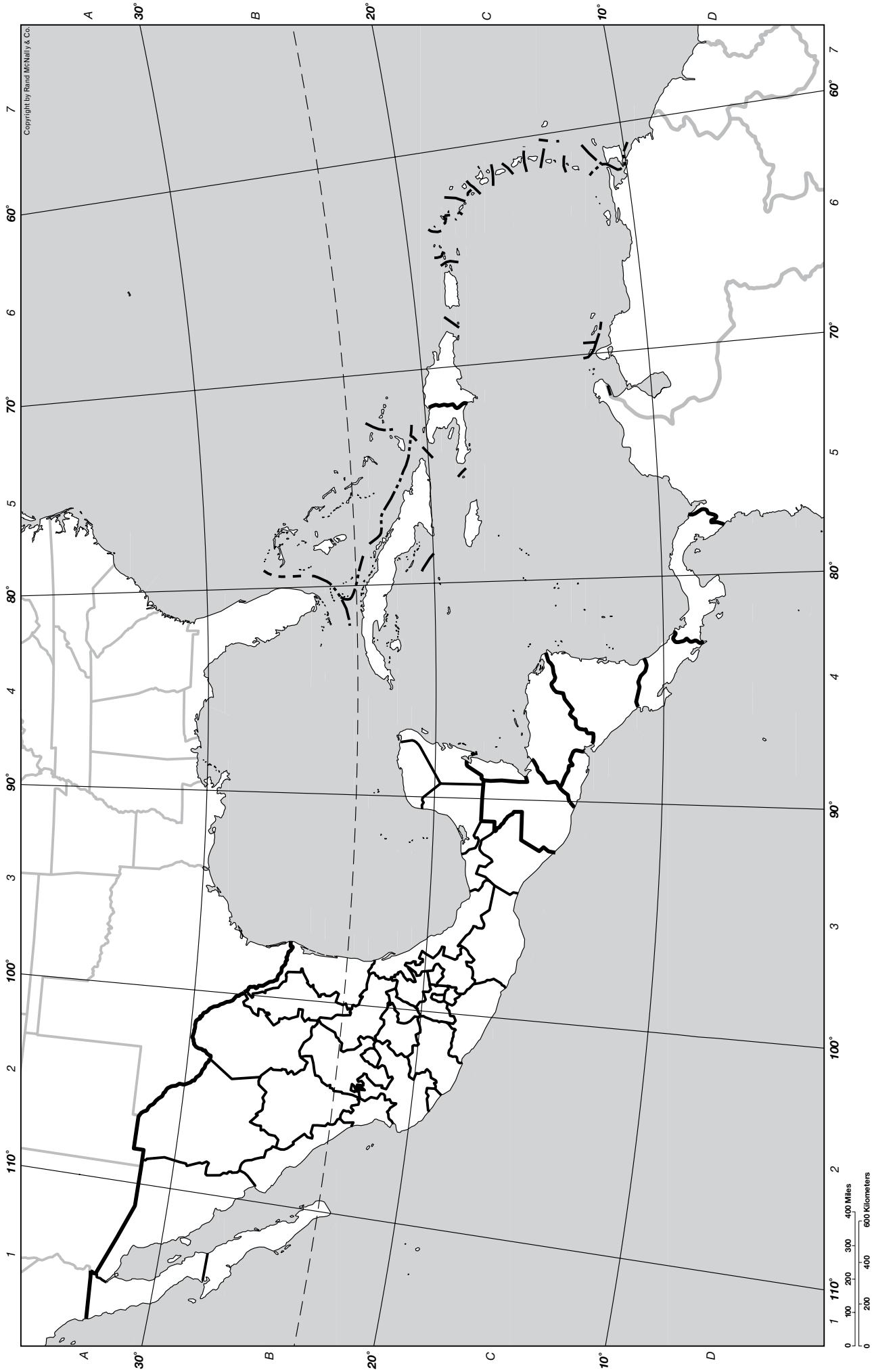
Eastern United States



Western United States



Middle America



Latin America



South America

