



Core Knowledge®

HISTORY AND GEOGRAPHY

Robot

# World History: The Ancient World to the Medieval Era Renaissance to Modern Day



Teacher Guide

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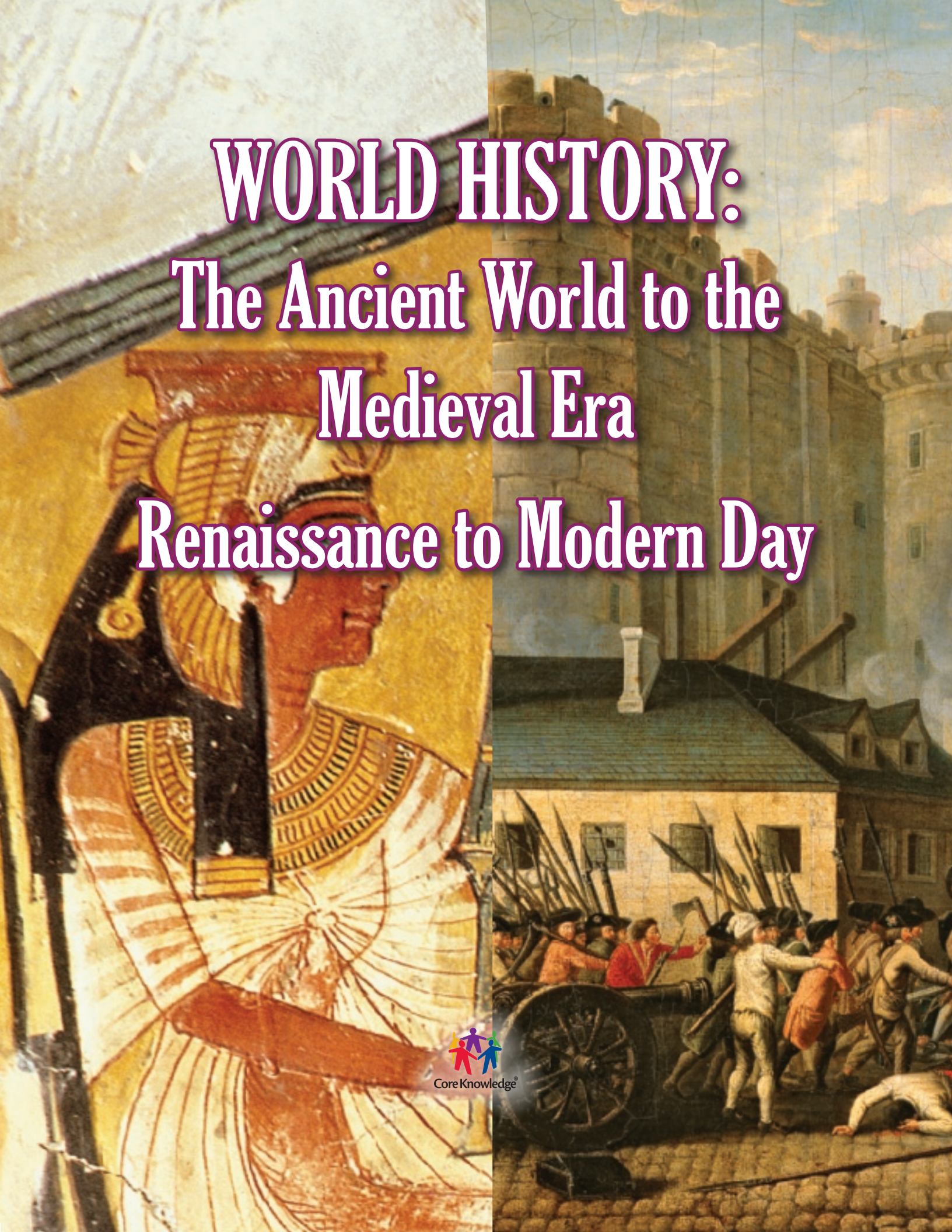


Plague Doctor



Galileo





# WORLD HISTORY:

## The Ancient World to the Medieval Era Renaissance to Modern Day

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ISBN: 978-1-68380-887-9



# WORLD HISTORY



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# Introduction

### ABOUT THIS PROGRAM

#### Big Idea

The history of the world is a collection of the histories of many different peoples and places.

The world is made up of many different places and people, so the history of the world is also not a single story. It is a collection of stories about how people on different continents built civilizations, about how these different civilizations came into contact with each other, and about how this contact led to conflict, cooperation, and change.

## What Students Should Already Know

Students in Core Knowledge Schools should already be familiar with the Core Knowledge K–6 History and Geography content. However, this Middle School program contains a review of the following topics covered in those grades:

- The Age of Exploration
- Ancient China
- Ancient Egypt
- Ancient Greece
- Ancient Rome
- Ancient India
- Dynasties of China
- Early Civilizations of the Americas
- Early and Medieval African Kingdoms
- Early Russia
- England in the Golden Age
- The Enlightenment
- Exploration of North America
- Feudal Japan
- French Revolution and Romanticism
- Independence for Latin America
- The Industrial Revolution
- Maya, Aztec, and Inca Civilizations
- Medieval Europe
- Medieval Islamic Empires
- Mesopotamia
- The Reformation
- The Renaissance
- Three World Religions

## Time Period Background

This timeline provides an overview of key events related to the content of these volumes. Use a classroom timeline with students to help them sequence and relate events that occurred from 3000 BCE to 2022 CE.

c. 3000 BCE	Civilization emerges in Mesopotamia. Narmar unites Upper and Lower Egypt.
c. 2600 BCE	Indus Valley civilization emerges.
c. 500 BCE	The Israelites are exiled to Babylon. Greek democracy develops. Buddhism develops.
509 BCE	Rome becomes a republic.
221 BCE	Shi Huangdi becomes China's first emperor.
27 BCE	Rome becomes an empire.
c. 200 CE–900 CE	Maya Classical Period
476 CE	The Western Roman Empire falls.
c. 600 CE	The Silla unite Korea. The Ghana Empire begins.
622 CE	Muhammad flees to Medina in the Hijrah.
c. 700s–1400s CE	Islamic golden age
c. 1000 CE	Feudalism emerges in Europe.
1235 CE	The Mali Empire begins.
1325 CE	Tenochtitlán is founded.
1192 CE	Minamoto Yoritomo becomes Japan's first shogun.
1347 CE	Plague arrives in Europe.
c. 1400 CE	The Inca begin to establish their empire.

<b>c. 1440s CE</b>	Gutenberg invents the printing press. The transatlantic slave trade begins.
<b>1468 CE</b>	The Songhai Empire begins.
<b>1492 CE</b>	Columbus sails to the Americas.
<b>c. 1500–1600</b>	The Reformation
<b>1686 CE</b>	Newton publishes his three laws of motion.
<b>1789 CE</b>	The French Revolution begins.
<b>1804 CE</b>	Napoleon becomes emperor of France. Haiti wins its independence.
<b>1857 CE</b>	The Sepoy Rebellion in India leads to the establishment of the British Raj.
<b>1884 CE</b>	Europe carves up Africa at the Berlin Conference.
<b>1910 CE</b>	The Mexican Revolution begins.
<b>1914–1918 CE</b>	World War I
<b>1917 CE</b>	The Russian Revolution
<b>1934 CE</b>	Hitler becomes dictator of Germany.
<b>1939–1945 CE</b>	World War II
<b>1947 CE</b>	India becomes independent and is partitioned into India and Pakistan.
<b>1948 CE</b>	Israel is established.
<b>1949 CE</b>	Mao Zedong establishes the PRC.
<b>1956 CE</b>	Gamal Abdel Nasser nationalizes the Suez Canal.

# What Students Need to Learn

## Volume 1

### Mesopotamia

- geography
- a “cradle of civilization”
- features of Mesopotamian civilization
- key Mesopotamian city-states, including Ur, Kish, Uruk, Babylon, and Nineveh
- important Mesopotamian leaders, such as Sargon, Hammurabi, Ashurbanipal, Nabopolassar, and Nebuchadnezzar

### Ancient Egypt and Kush

- geography
- features of Egyptian civilization
- features of Kushite civilization
- Egypt’s Old Kingdom, Middle Kingdom, and New Kingdom
- Egyptian pharaohs, including Hatshepsut, Tutankhamun, and Ramses II
- Kushite pharaohs, including King Piye
- Kushite cities, including Meroë

### The Israelites

- geography of the region
- the development of Judaism
- features of Israelite civilization
- the history of the Israelites as recounted in the Hebrew Bible
- geography of the Phoenician Empire
- accomplishments of Phoenician civilization, including the alphabet
- Roman Rule of Judea

### Ancient Greece

- geography of Greece
- Minoan civilization
- Mycenaean civilization
- development of Hellenic culture
- features of Greek civilization

- characteristics of Athenian democracy
- characteristics of Spartan society
- Persian Wars
- Peloponnesian War
- Greek literature
- Greek philosophy (Socrates, Plato, Aristotle)
- Alexander the Great

## Ancient India

- geography of South Asia
- features of Indus River valley civilization
- characteristics of the Vedic period
- development of Hinduism
- development of Buddhism
- development of Jainism
- the Mauryan Empire, including Chandragupta Maurya and King Ashoka
- the Gupta Empire

## Early China

- geography of China
- early Chinese dynasties, such as the Xia, Shang, and Zhou
- development of Daoism
- development of Confucianism
- Shihuangdi and the Qin Empire
- the Han dynasty

## Rome: From Republic to Empire

- geography of the Roman Empire
- Rome's Etruscan heritage
- development of the Roman Republic
- the Punic Wars
- characteristics of life in ancient Rome
- the rise of Julius Caesar
- the fall of the Roman Republic
- Octavian and the beginning of the Roman Empire

<b>1959 CE</b>	Castro comes to power in the Cuban Revolution.
<b>1960 CE</b>	Kenya and sixteen other African countries become independent.
<b>1961 CE</b>	The Berlin Wall is built.
<b>1975 CE</b>	Saigon falls; Vietnam unites under communist Ho Chi Minh.
<b>1979 CE</b>	Ayatollah Khomeini comes to power in the Iranian Revolution. Israel and Egypt sign a peace treaty. The Sandinistas come to power in Nicaragua.
<b>1991 CE</b>	The Soviet Union breaks up.
<b>1993 CE</b>	The European Union is formed. Canada, Mexico, and the United States form NAFTA.
<b>1994 CE</b>	Apartheid ends in South Africa.
<b>2000 CE</b>	PRI rule of Mexico ends.
<b>2005 CE</b>	The Kyoto Protocols go into effect.
<b>2011 CE</b>	The Arab Spring
<b>2019 CE</b>	Earth's population reaches 7.7 billion.
<b>2022 CE</b>	Russia invades Ukraine.

- characteristics of the Roman Empire
- Diocletian and the division of the empire
- Constantine and the adoption of Christianity
- the fall of Rome and the Western Roman Empire
- Byzantium and the Eastern Roman Empire
- Justinian's Code

## Islamic Civilization

- geography of the Arabian Peninsula
- characteristics of pre-Islamic Arabia
- Muhammad and the beginning of Islam
- the tenets of Islam
- the development of Shia and Sunni Islam
- growth of Islamic empires
- achievements of Islamic civilization
- emergence of the Ottoman Empire

## Maya, Aztec, and Inca Civilizations

- geography of Mesoamerica and South America
- characteristics of Olmec and Zapotec civilizations
- characteristics of Maya civilization
- characteristics of Aztec civilization
- characteristics of Inca civilization
- Spanish conquest of the Aztec and Inca

## Imperial China

- Sui, Tang, Song, and Ming dynasties
- Emperor Wendi
- Empress Wu Zhao
- features and accomplishments of China's golden age
- Genghis and Kublai Khan
- characteristics of China under Mongol rule
- beginning of the Qing dynasty

## Civilizations of Korea, Japan, and Southeast Asia

- geography of Korea, Japan, and Southeast Asia
- characteristics of ancient Korean civilization
- Korea's Silla kingdom
- Korea's Goryeo (or Koryo) dynasty
- Yayoi and Kofun periods of Japanese history
- Japan's Yamato clan
- Japan's Prince Shōtoku
- achievements of Japan's Heian period
- characteristics of Japanese feudalism
- Japan's Kamakura and Tokugawa shogunates
- beginnings of Japan's isolationism
- early history of Vietnam
- history of Cambodia's Khmer people
- the Ayutthaya kingdom in Thailand
- emergence of the Malay civilization

## Europe and Russia in the Middle Ages

- geography of Europe, including Russia
- characteristics of the early Middle Ages, High Middle Ages, and late Middle Ages
- changing role of the Church in western Europe
- the Crusades
- the Slavs and the Rus in Russia
- Byzantine Christianity in Russia
- Mongol rule of Russia
- the rise of Muscovy (Moscow)
- Russia's Ivan the Great

## West African Kingdoms

- geography of Africa
- the spread of Christianity and Islam in Africa
- the role of trade in West Africa
- characteristics of the Ghana, Mali, and Songhai Empires

- Sundiata Keita
- Mansa Musa
- Sunni Ali
- Askia Muhammad
- griots and the oral tradition
- Europeans and the transatlantic slave trade

## Volume 2

### The Renaissance and the Reformation

- why the Renaissance was a “rebirth”
- how Muslim scholars preserved and expanded European learning
- the growth of Italian city-states
- the development of humanism
- features of Renaissance art and architecture
- key Renaissance figures, including the Medici family, Leonardo da Vinci, Michelangelo Buonarroti, Francis Petrarch, and Niccolò Machiavelli
- the importance of Gutenberg’s printing press
- Martin Luther, John Calvin, and the Protestant Reformation
- the English Reformation
- Galileo and the issue of censorship

### Exploration, Trade, and Settlement

- geography of exploration and settlement
- reasons for European exploration
- voyages of key Portuguese, Spanish, English, French, and Dutch explorers
- creation of a Spanish empire in the Americas
- roles of the English and Dutch East India Companies in trade and colonization
- causes, characteristics, and consequences of the transatlantic slave trade

### The Scientific Revolution and the Enlightenment

- growth in interest in science and reason
- astronomical advancements by Galileo, Brahe, and Kepler
- medical advancements by Harvey, Lavoisier, Paré, and van Leeuwenhoek
- Bacon, Descartes, Newton, and the development of the scientific method

- the works of philosophers such as Hobbes, Locke, Montesquieu, Rousseau, Voltaire, and Diderot
- the influence of the Enlightenment on Britain's American colonies

## Political and Industrial Revolutions

- causes, events, and consequences of the French Revolution and Napoleonic rule
- causes, events, and outcomes of the Haitian Revolution
- key figures and events in Latin America's pursuit of independence
- key figures and events in the Mexican Revolution
- causes and characteristics of the Industrial Revolution

## A World at War

- motivations for European imperialism
- characteristics of European imperialism
- characteristics of British rule in India
- characteristics and effects of European imperialism in Africa
- the role of the Berlin Conference
- key figures and events in the formation of the nations of Italy and Germany
- the growth of Japan as a world and imperialist power
- the impact of imperialism on China
- the colonization of Indochina
- the decline of the Ottoman Empire
- causes, characteristics, and outcomes of World War I
- causes and consequences of the Russian Revolution

## World War II and the Postwar World

- Hitler's rise to power in and rule of Germany
- Mussolini's rise to power in and rule of Italy
- Stalin's rule of the Soviet Union
- differences between fascism and communism
- causes and key events of World War II in Europe and Asia, including the Holocaust
- creation of the United Nations
- the partition of India

- the creation of Israel
- the emergence of the United States and Soviet Union as superpowers

### East and Southeast Asia in the Second Half of the Twentieth Century

- China's Civil War
- Mao Zedong and the PRC
- Deng Xiaoping and Tiananmen Square
- Korea's Civil War
- differences between North and South Korea
- Vietnam's war for independence
- the Vietnam War
- Japan's post-war economic miracle

### Europe in the Second Half of the Twentieth Century

- the different paths of western and eastern Europe after World War II
- the founding of NATO and the Warsaw Pact
- the nuclear arms race
- the collapse of communism in Europe, including the break-ups of the Soviet Union and Yugoslavia
- the founding of the EEC and the EU

### Africa and the Middle East in the Second Half of the Twentieth Century

- the end of colonialism in Africa
- independence movements in Kenya, Ghana, and Algeria
- challenges of independence in Africa
- apartheid in South Africa
- growth and development in Africa
- Israel and regional conflicts
- the Suez Crisis of 1956
- the Iranian Revolution of 1979
- wars in the Persian Gulf and Afghanistan

### Latin America in the Second Half of the Twentieth Century

- the rise and fall of the PRI in Mexico

- the building of the Panama Canal
- U.S. involvement in Latin American and Caribbean nations
- populists, leftists, civil wars, and dictatorships in Central and South America, including Guatemala, Nicaragua, El Salvador, Chile, and Argentina
- Fidel Castro and the Cuban Revolution

## Challenges and Change in the Modern World

- characteristics and consequences of globalization
- modern population trends and challenges
- examples of modern conflicts and unrest
- causes and effects of climate change
- advances in science, technology, and medicine

## A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

While the topic of slavery is not a primary focus in this program, students will read and learn about slavery in ancient and modern societies and about the transatlantic slave trade. When you encounter references to slavery, you may want to note that, today, we recognize that slavery is a cruel and inhumane practice. In earlier eras of history and in different global societies, however, slavery was a generally accepted practice.

Discussing slavery can be a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In CKHG materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to slaves but instead to enslaved persons or enslaved workers. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property.

In CKHG, we acknowledge the logic of both perspectives and sometimes refer to slaves while at other times referring to enslaved persons or enslaved workers.

## AT A GLANCE

The most important ideas in Volume 1 are:

- Complex societies developed independently in different cradles of civilization, including Mesopotamia, Egypt, the Indus Valley, China, and Mesoamerica.
- Ancient Greece and Rome laid the foundations for Western civilization.
- The modern world religions of Judaism, Christianity, Buddhism, Hinduism, and Islam have their roots in ancient and medieval civilizations.
- China introduced the world to new technologies, such as silk-making, paper, and gunpowder, and new philosophies, such as Confucianism and Daoism.
- Korea, Japan, and the cultures of Southeast Asia blended Chinese, Indian, and Indigenous influences.
- Mesoamerica and South America were home to thriving civilizations such as the Maya, Aztec, and Inca before the arrival of European conquerors.
- The Middle Ages transformed Europe's culture, economy, and political organization.
- The African kingdoms of Ghana, Mali, and Songhai dominated West Africa during Europe's medieval period.

### The most important ideas in Volume 2 are:

- The Renaissance marked a renewed interest in the past as well as exploration of philosophy and artistic styles.
- The Protestant Reformation and the Counter-Reformation transformed European religion and politics.
- Interest in Asian trade and the development of new technologies sparked European exploration and colonization.
- During the Scientific Revolution and Enlightenment, Western scientists and thinkers applied reason and systematic study to understand the physical world, human nature, and society.
- The ideas of the Enlightenment influenced revolutions in North America, France, the Caribbean, Mexico, and South America.
- The Industrial Revolution created a need for labor, markets, and resources that spurred European nations to establish vast global colonial empires.
- World War I was shaped by new technologies such as tanks, machine guns, and poison gas.
- World War II was a global effort to stop German expansionism in Europe and Japanese expansionism in Asia.
- After World War II, the Cold War between the United States and the Soviet Union helped to shape events in Europe, Asia, and Latin America.
- The dissolution of colonial empires after World War II included conflict in South Asia, Southwest Asia, Southeast Asia, and Africa.
- The early twenty-first century has been shaped by globalization, migration, terrorism, regional conflict, eradication of disease, and climate change.

## PROGRAM RESOURCES

### Student Component

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*World History: The Ancient World to the Medieval Era Volume 1* and *World History: Renaissance to Modern Day Volume 2* Student Volumes—24 chapters (13 in Volume 1, 11 in Volume 2). The Student Volume provides traditional narrative text and high-quality images that recount important historical themes and events in world history. Interspersed with the text and images are three types of activity boxes. **Think Twice** boxes pose questions for students to answer, either in writing or in oral discussion. These questions prompt a deeper analysis of the text. **Find Out the Facts** boxes prompt students to conduct research on a specified topic. **Writers' Corner** boxes present students with an extended writing task, such as an essay, a report, or a piece of creative writing. Students can be asked to complete any or all of these activities, either during the reading of each chapter or in the Learning Lab time at each chapter's conclusion. Possible responses to the Think Twice questions are provided in the Answer Key in the Teacher Resources section of this Teacher Guide.

## Teacher Components

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*World History Teacher Guide*—24 chapters (13 in Volume 1, 11 in Volume 2). The guide includes lessons aligned to each chapter of the *World History: The Ancient World to the Medieval Era Volume 1 Student Volume* and *World History: Renaissance to Modern Day Volume 2 Student Volume*, with a daily Check for Understanding and Additional Activities, such as vocabulary practice and primary source activities, designed to reinforce or extend the chapter content. A Mid-Volume Assessment, an End-of-Volume Assessment a, Performance Task Assessment, and Activity Pages are included in Teacher Resources for each volume.

- The Mid-Volume Assessment tests knowledge of the first six chapters of the volume, using standard testing formats.
- The End-of-Volume Assessment tests knowledge of the entire volume, using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned through either an oral or written presentation.
- The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

## USING THE TEACHER GUIDE

### Pacing Guides

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*World History: The Ancient World to the Medieval Era* and *World History: Renaissance to Modern Day* are provided as the World History volumes in the CKHG Middle School program. A total of 150 days have been allocated to these volumes, assuming that both volumes of the series will be completed within the same school year. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all chapters.

Note that, we have also provided an option for using the content across two middle school grade levels (Grades 7 and 8), as needed. In this instance, we have provided additional pacing guides that provide guidance on how to use a single student volume—Volume 1 or Volume 2—in one academic year. You will find the three Sample Pacing Guides in the Middle School CKHG Online Resources. There are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire volume and create your pacing guide before teaching the first chapter.

To find the Sample Pacing Guides, download the CKHG Online Resources:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## What Teachers Need to Know

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Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the CKHG Online Resources at the beginning of each chapter.

## Reading Aloud

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Cognitive science suggests that, even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Core Knowledge Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, and other sections will be read aloud by the teacher or a student volunteer. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

## Turn and Talk

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After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach, e.g., reading manageable sections of each chapter and then discussing what has been read, is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.



## Learning Lab

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Each chapter of the Student Volume includes thought-provoking questions, suggested research activities, and writing prompts. The Learning Lab is time allocated for students to complete these tasks before the chapter is wrapped up. A note at the end of each chapter's Guided Reading Supports prompts the teacher to set aside time for students to finish their assignments. You will also need to set aside time to assess any of the work completed by students in response to the Student Volume prompts, and possibly time for them to present their work, as well as create a writing assignment portfolio.

## **Talk It Over**

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Each chapter includes an opportunity for discussion or debate, either in the Guided Reading Support or in the Additional Activities. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, you may wish to review with students the rules for respectful conversation.

## **Window on the World**

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Each chapter includes an opportunity for students to expand their geographical knowledge, usually in the Guided Reading Support but occasionally in the Additional Activities. These opportunities will be marked with the compass rose icon shown above.

## **Chapter Timelines**


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Many of the chapters include an illustrated timeline. The purpose of the timelines is to illustrate the context of key historical events and help students make connections across time and place. Within the Guided Reading Support for each chapter, a SUPPORT note provides questions to help guide students through reading and understanding that chapter's timeline.

## **Building Reading Endurance and Comprehension**

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The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to read longer passages entirely on their own.

One or more lessons in each CKHG volume will be designated as an Independent Reading Lesson in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students will be asked to complete some type of note-taking activity as they read independently to focus attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for the teacher to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that, during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

## Big Questions

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At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Volume chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

### Chapter Big Questions

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#### Volume 1

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<b>1</b>	Why is Mesopotamia called a “cradle of civilization”?
<b>2</b>	What do artifacts from ancient Egypt and Kush reveal about these civilizations?
<b>3</b>	What ideas influenced the culture of the Israelites?
<b>4</b>	What elements of Greek civilization influenced many other societies?
<b>5</b>	What ideas, practices, and events united groups across the vast Indian subcontinent?
<b>6</b>	What were the political and cultural characteristics of early China?
<b>7</b>	What factors caused the rise and fall of Rome?
<b>8</b>	What were the hallmarks of early Islamic civilization?
<b>9</b>	What characterized early civilizations in Mesoamerica and South America?
<b>10</b>	What factors influenced the development of Chinese culture during the imperial period?
<b>11</b>	What influences shaped East and Southeast Asia?
<b>12</b>	What ideas and practices characterized the Middle Ages?
<b>13</b>	What characterized the great empires of West Africa?

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#### Volume 2

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<b>1</b>	What factors contributed to both the Renaissance and the Reformation?
<b>2</b>	How did competition among rival European powers shape patterns of trade, settlement, and colonization?
<b>3</b>	What new ideas were introduced in the Scientific Revolution and the Enlightenment?
<b>4</b>	In what ways were the 1700s and 1800s revolutionary?
<b>5</b>	What roles did nationalism, imperialism, militarism, and industrialism play in World War I?
<b>6</b>	Why was World War II the deadliest conflict in history?
<b>7</b>	How did social conditions contribute to political change?
<b>8</b>	How did the Cold War shape and reshape European politics?
<b>9</b>	In what ways did the end of the colonial era affect Africa and the Middle East?
<b>10</b>	How did Latin American leaders connect with the people of their nations?
<b>11</b>	What are the challenges, changes, and successes that have shaped the world in the early twenty-first century?

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## Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Volume are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Volume. Student Volume page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
<b>Volume 1</b>	
Foreword	primary source, artifact, historiography, civilization, settlement, division of labor, surplus, canal, irrigation
<b>1</b>	Fertile Crescent, Mesopotamia, historical region, fertile, silt, dike, city-state, alliance, deity, polytheism, ziggurat, cuneiform, reed, chariot, sacred, hereditary, civil servant, artisan, scribe, empire, dynasty, legacy, inscribed, feud, uniform, moat, tribute, province, bandit, epic, immortal, narrative poem, verse, revolt, Babylonia
<b>2</b>	peninsula, cataract, delta, shadoof, legume, pharaoh, heir, recede, status, commodity, hybrid, shrine, embalm, hieroglyphics, papyrus, regent, legitimate, monotheistic, propagandist, expansionist, savanna, reservoir
<b>3</b>	nomadic, Tanakh, covenant, descendant, famine, prophet, plague, locust, flee, Exodus, liberator, lawgiver, ethics, navigation, alphabet, stela, psalm, proverb, synagogue, Sabbath, diaspora, kosher, autonomy, defile, menorah, plunder, zeal, rabbi, atonement
<b>4</b>	archipelago, isthmus, tectonic, fresco, Hellenic, oracle, cryptic, colony, polis, citizen, oligarchy, democracy, ostracism, exile, logic, rhetoric, orator, symposium, metic, barracks, helots, cavalry, hoplite, phalanx, strait, fable, blockade
<b>5</b>	subcontinent, plateau, monsoon, domesticate, terra-cotta, carnelian, secular, caste, avatar, reincarnation, karma, dharma, meditate, nirvana, stupa, edict
<b>6</b>	divine right, mandate, feudal system, filial piety
<b>7</b>	republic, patricians, plebeians, siege, toga, dictator, garrison, persecution, doctrine
<b>8</b>	oasis, resin, cistern
<b>9</b>	Mesoamerica, equinox, indigenous, altiplano
<b>10</b>	frontier, civil service, steppe, opera
<b>11</b>	tsunami, typhoon, confederation, material culture, fiefdom, bureaucratic, conscript
<b>12</b>	vassal, pilgrim, serf, guild, apprentice, clergy, per capita
<b>13</b>	animism, clan, imam, griot
<b>Volume 2</b>	
<b>1</b>	monastery, clergy, optics, university, theology, credit, perspective, indulgence, penance, purge, censor
<b>2</b>	compass, circumnavigate
<b>3</b>	dissection, methodology, innate, natural rights

<b>4</b>	republic, capitalism, aristocracy, bourgeoisie, guillotine, guerrillas, privatize, enclosure, factory system
<b>5</b>	imperialism, nationalism, reparations
<b>6</b>	collectivization, appeasement
<b>7</b>	commune, radical, demonstrator, parallel, domino theory
<b>8</b>	gross domestic product, nonalignment, black market
<b>9</b>	apartheid, sanction, Zionism, fundamentalist, theocracy, terrorist
<b>10</b>	populist, leftist, immunity, dissident
<b>11</b>	globalization, offshore

## Activity Pages

The following activity pages can be found in the Teacher Resources for each volume. They are to be used with the chapter specified either as reference, for additional class work, or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

### Volume 1

- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.1)
- Chapter 6—Domain Vocabulary: Chapters 4–6 (AP 6.1)
- Chapter 9—Domain Vocabulary: Chapters 7–9 (AP 9.1)
- Chapter 13—Domain Vocabulary: Chapters 10–13 (AP 13.1)

### Volume 2

- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.1)
- Chapter 6—Domain Vocabulary: Chapters 4–6 (AP 6.1)
- Chapter 9—Domain Vocabulary: Chapters 7–9 (AP 9.1)
- Chapter 11—Domain Vocabulary: Chapters 10–11 (AP 11.1)

## Additional Activities and Website Links

An Additional Activities section, related to material in the Student Volume, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Most chapters include additional activities built around the exploration of **primary sources**. Primary sources are an essential part of understanding history. They are a window into the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each volume.

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# WORLD HISTORY:

## The Ancient World to the Medieval Era: Volume 1



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# **World History: The Ancient World to the Medieval Era**

## **Teacher Guide**

*Core Knowledge Sequence* History and Geography Middle School

# Mesopotamia

**The Big Question:** Why is Mesopotamia called a “cradle of civilization”?

## Primary Focus Objectives

- ✓ Locate the Fertile Crescent and Mesopotamia on a map. (RH.6-8.7)
- ✓ Explain the importance of flooding in Mesopotamia. (RI.7.3, RH.6-8.2)
- ✓ Identify four societies or civilizations that existed in ancient Mesopotamia. (RI.7.2, RH.6-8.2)
- ✓ Describe the achievements of Mesopotamian civilizations. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *primary source, artifact, historiography, civilization, settlement, division of labor, surplus, canal, irrigation, Fertile Crescent, Mesopotamia, historical region, fertile, silt, dike, city-state, alliance, deity, polytheism, ziggurat, cuneiform, reed, chariot, sacred, hereditary, civil servant, artisan, scribe, empire, dynasty, legacy, inscribed, feud, uniform, moat, tribute, province, bandit, epic, immortal, narrative poem, verse, revolt, and Babylonia*. (L.7.4, RH.6-8.4)

## What Teachers Need to Know

For background information, download the CKHG Online Resource “About Mesopotamia”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Note to Teacher:** The ancient and early civilizations presented in Volume 1 did not necessarily exist sequentially in history. There is a great deal of overlap, as many of these societies developed simultaneously in different parts of the world. For example, the civilization of ancient India began around the same time as civilization in ancient Greece. The timeline featured in each Student Volume chapter helps to illustrate this, but you may wish to periodically remind students of this, as well.

## Materials Needed

- world map or globe
- image of a crescent moon

Use this link to download the CKHG Online Resources for this volume, where the specific link to the image may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Core Vocabulary (Student Volume page numbers listed below)

**primary source, n.** a firsthand account of a historical event (4)

*Example:* The soldier’s diary is a rich primary source that reveals what life was like during the war.

*Variations:* primary sources

**artifact, n.** an object used during a past period in history (4)

*Example:* Historians study artifacts such as pottery, documents, clothing, and tools.

*Variations:* artifacts

**historiography, n.** the methods historians use to study, interpret, and write about the past (4)

*Example:* American historiography sometimes portrays the founders as ideal heroes and ignores their flaws.

**civilization, n.** a society, or group of people, with similar religious beliefs, customs, language, and form of government (5)

*Example:* Religion was a unifying factor in ancient Greek civilization.

*Variations:* civilizations

**settlement, n.** a place where a group of people live together permanently or for extended periods of time (5)

*Example:* Early settlements formed in many river valleys.

*Variations:* settlements

**division of labor, n.** the breakdown of work into specific tasks performed by different people, often considered a way to make workers more efficient (5)

*Example:* The division of labor meant that some people became experts at making certain objects or serving as leaders.

**surplus, n.** an extra amount beyond what is needed (6)

*Example:* With a surplus of food, people were able to spend more time creating art.

*Variations:* surpluses

**canal, n.** a channel dug by people, used for boats or irrigation (7)

*Example:* The Panama Canal cut down the time needed to sail from the Atlantic to the Pacific.

*Variations:* canals

**irrigation, n.** bringing water from a well, a river, or a lake to a place where it does not rain enough to grow crops (7)

*Example:* The Nile provided water for irrigation.

*Variations:* irrigate (v.)

**Fertile Crescent, n.** an arc of land stretching from the Nile River valley to southwestern Asia, characterized by rich soil and climate conditions that supported the development of early civilizations (9)

*Example:* The geographical features of the Fertile Crescent provided the conditions necessary for the development of civilizations.

**Mesopotamia, n.** historical region around the Tigris and Euphrates Rivers where some of the earliest civilizations emerged (10)

*Example:* Today, Mesopotamia is part of the country called Iraq.

*Variations:* Mesopotamian (adj.)

**historical region, n.** a geographical area that at some point in history shared a language or other cultural or political traits (10)

*Example:* Mesopotamia is not only its own historical region, but it is also located in the historical regions of the Fertile Crescent and the Middle East.

*Variations:* historical regions

**fertile, adj.** able to support the growth of many plants; capable of producing new life (10)

*Example:* The fertile land was good for farming.

*Variations:* fertility (n.)

**silt, n.** small particles of rock, minerals, and soil carried in water (11)

*Example:* The silt left by the flooding river made the soil rich and suitable for farming.

**dike, n.** a wall or barrier built to prevent flooding and direct the flow of water (12)

*Example:* The dike stopped the river from overflowing its banks and flooding the village.

*Variations:* dikes

**city-state, n.** a city that is an independent political state with its own government (13)

*Example:* Instead of being a single unified country, Mesopotamia was a region with many independent city-states.

*Variations:* city-states

**alliance, n.** a group that works together toward a common goal (13)

*Example:* The city-states formed an alliance to defend against the invaders from the north.

*Variations:* alliances

**deity, n.** a god, goddess, or similar being regarded as a supreme power (14)

*Example:* Each Mesopotamian city-state had a representative deity that they believed provided protection and good fortune.

*Variations:* deities

**polytheism, n.** belief in or worship of more than one deity (14)

*Example:* Polytheism was practiced by many ancient civilizations, which often used deities to explain the natural phenomena they experienced.

*Variations:* polytheistic (adj.)

**ziggurat, n.** an ancient Mesopotamian temple with a pyramid shape, consisting of several levels and characterized by staircases on the outside walls (15)

*Example:* A ziggurat was considered to be the house of a god and a place where that god could be worshipped.

*Variations:* ziggurats

**cuneiform, n.** an ancient form of writing that used a system of symbols carved into wet clay tablets (16)

*Example:* Cuneiform began as a way to record business transactions and only later in history was used to record stories.

**reed, n.** a tall, thin grass that grows in wet areas (16)

*Example:* The fisherman pulled a reed from the riverbank and used it to tie his catch.

*Variations:* reeds

**chariot, n.** a carriage with two wheels pulled by horses or other animals (17)

*Example:* The invaders rode horse-drawn chariots in their attack on the city.

*Variations:* chariots

**sacred, adj.** related to religion; holy (17)

*Example:* Ziggurats were sacred places where Mesopotamians honored their gods and goddesses.

**hereditary, adj.** passed down from parent to child (17)

*Example:* The title of *king* is often hereditary, passed down from father to son.

**civil servant, n.** a person employed by the government; a public official (17)

*Example:* The civil servant collected and recorded each citizen's tax payment.

*Variations:* civil servants

**artisan, n.** a person with a certain skill in making things (17)

*Example:* One artisan might excel at making bread, while another might be an expert furniture maker.

*Variations:* artisans

**scribe, n.** a person whose job is to write or make copies of written information (18)

*Example:* The scribe made a copy of the business contract for each party involved in the transaction.

*Variations:* scribes

**empire, n.** a group of countries or territories under the control of one government or ruler (19)

*Example:* Sargon of Akkad is credited with uniting the city-states of Mesopotamia into a single empire.

*Variations:* empires

**dynasty, n.** a series of rulers who are all from the same family (19)

*Example:* The dynasty established by Sargon of Akkad continued until his grandson's death.

*Variations:* dynasties

**legacy, n.** something of value that is passed down from another person, generation, or civilization (19)

*Example:* Hammurabi's Code is one important legacy from ancient Mesopotamia.

*Variations:* legacies

**inscribed, adj.** etched or carved into a hard surface (19)

*Example:* The watch was inscribed with the owner's name.

*Variations:* inscribe (v.)

**feud, n.** a long conflict between two people or two groups of individuals, often involving violence and acts of revenge (20)

*Example:* The feud between the city-states over water rights eventually led to war.

*Variations:* feuds

**uniform, adj.** following one pattern; always having the same form or characteristics (20)

*Example:* A written legal code helps establish a uniform system of law across an empire.

*Variations:* uniform (n.), uniformity (n.)

**moat, n.** a deep, wide ditch surrounding a town, castle, or fort, usually filled with water; its purpose is to defend against attack (21)

*Example:* The city-state was protected by thick walls and a deep moat.

*Variations:* moats

**tribute, n.** payment of money or goods by a people or their ruler to another country or ruler that has conquered them, or in exchange for protection (21)

*Example:* The emperor collected tribute from every city-state he conquered.

**province, n.** an area or region; an administrative division of a country, kingdom, or empire (22)

*Example:* The emperor assigned a government official to oversee each province in his empire.

*Variations:* provinces, provincial (adj.)

**bandit, n.** a robber who roams areas outside of cities and attacks and robs travelers (22)

*Example:* The most successful traders knew which roads to travel and what precautions to take in order to avoid being robbed by bandits.

*Variations:* bandits

**epic, n.** a long, complex tale that tells the story of a hero's adventures (24)

*Example:* The *Epic of Gilgamesh* tells the story of a king's friendship and his quest to live forever.

*Variations:* epics, epic (adj.)

**immortal, adj.** able to live forever; not able to die (24)

*Example:* For a time, Gilgamesh was so afraid of dying that he tried everything he could to become immortal.

*Variations:* immortal (n.), immortality (n.)

**narrative poem, n.** a poem that tells a story (25)

*Example:* The world's oldest known narrative poem tells the story of a Mesopotamian hero named Gilgamesh.

*Variations:* narrative poems, narrative poetry

**verse, n.** writing arranged with a specific structure and rhythm; poetry (25)

*Example:* An epic poem is a story written in verse, unlike a novel, which is written in prose.

*Variations:* verses

**revolt, n.** a rebellion; a rejection of authority (25)

*Example:* The city-state organized a revolt against the emperor.

*Variations:* revolts, revolt (v.)

**Babylonia, n.** an ancient historical region in Mesopotamia that included the city of Babylon (25)

*Example:* Babylonia included the area where the city of Baghdad stands today.

## THE CORE LESSON 60 MIN

### Introduce *World History: The Ancient World to the Medieval Era*

25 MIN

Distribute the Student Volumes. Give students a few seconds to peruse the book's pages. Then have students turn to the Foreword on page 2, and invite volunteers to read each quote. Ask students what they think the message of each quote is. Then have them turn to page 3 and follow along as you read aloud the sections "Studying World History" and "The Historian's Task." Read the Think Twice question on page 5, and briefly discuss it as a class.

Invite volunteers to read the remainder of the Foreword aloud. Pause periodically to review the Core Vocabulary words in each section. Make sure students understand that the word *civilization* can be and has been used to express judgment or indicate superiority. However, the word should only be used to refer to societies that demonstrate certain characteristics, not to indicate worth or value.

Before moving on to Chapter 1, you may wish to conduct the Window on the World and/or Characteristics of Civilization Additional Activities, which can be found in the CKHG Online Resources for this volume:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Introduce "Mesopotamia"

5 MIN



Review with students what it means to be a civilization. (*a society that demonstrates certain characteristics, such as large population centers, formal political structure, division of labor, and social classes*) Explain that many of the world's earliest civilizations developed in Asia. Help a student volunteer locate Asia on the world map or globe. In this chapter, students will learn about a region of Asia called Mesopotamia. It is where the modern country of Iraq is located. Help a student volunteer find Iraq on the world map or globe.

Call students' attention to the Big Question. Ask student volunteers to explain what a cradle is. (*a bed for a baby*) Tell students to look for details in their reading that might explain why a place is like a cradle.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

## “A Land Between Two Rivers” and “The Fertile Crescent,” pages 8–10


**Scaffold understanding as follows:**

**Read the sections on pages 8–10 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *Fertile Crescent*, and explain its meaning. Show students the image of the crescent moon, and point out the characteristics of the shape.

**CORE VOCABULARY**—Point out the vocabulary terms *Mesopotamia*, *historical region*, and *fertile*, and explain their meanings.

**SUPPORT**—Review the etymology of the word *Mesopotamia*. It comes from the Greek roots *meso*, meaning middle or in between, and *potamus*, meaning river. Challenge students to name another word that uses the root *potamus*. Guide them to the word *hippopotamus*, which comes from the Greek for “river horse” (*hippo* = horse; *potamus* = river).

 **SUPPORT**—Direct students to the map of the Fertile Crescent on page 9. Have students find Mesopotamia on the map. Help students connect the shape of the crescent moon with the shape of the Fertile Crescent on the map. Then have them put their fingers on Mesopotamia. Guide them to find the Tigris and Euphrates Rivers and trace them from their origins in Asia Minor (Turkey) to their end at the Persian Gulf.

**After reading the text, ask the following question:**

 **LITERAL**—Where in the world was the Fertile Crescent?

- » The Fertile Crescent was in Southwest Asia, between the Nile River valley and the Persian Gulf, in what is today Iraq, Syria, Lebanon, Israel, Jordan, and Egypt.

## “Cradle of Civilization,” pages 10–11

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 10–11 aloud.**

**After the volunteers read the text, ask the following question:**

**EVALUATIVE**—Where did many early civilizations begin? Why?

- » Many early civilizations began in river valleys because the valleys had water and rich soil that could support agriculture.

## “The Power of Floods,” pages 11–12

**Scaffold understanding as follows:**

**Have students read the section on pages 11–12 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *silt*, and explain its meaning.

**After students read the text, ask the following question:**

**EVALUATIVE**—How did flooding both help and harm ancient Mesopotamians?

- » Flooding helped the Mesopotamians by adding silt to the soil, which made the soil rich enough to farm. Flooding hurt the Mesopotamians by destroying villages, crops, and livestock.

### **“Innovation and Cooperation,” page 12**

**Scaffold understanding as follows:**

**Have students read the section on page 12 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *dike*, and explain its meaning.

**After students read the text, ask the following questions:**

**EVALUATIVE**—How did Mesopotamians control the flooding of the rivers?

- » The Mesopotamians built dikes and canals to control the floodwaters.

**EVALUATIVE**—Why was clay important to the ancient Mesopotamians?

- » Clay was important to the Mesopotamians because they used it to build and create bowls, jars, and other vessels.

### **“The Sumerians,” pages 13–14**

**Scaffold understanding as follows:**

**Read the section on pages 13–14 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *city-state* and *alliance*, and explain their meanings.

**Note to Teacher:** *Lapis lazuli* is pronounced (/lap\*iss/laz\*uh\*lee/).

**SUPPORT**—Direct students to the image of the Standard of Ur on page 14. Note that the blue color in the standard was made using lapis lazuli. Then challenge students to find a lyre in the image (top row, second figure from the right).

**After reading the text, ask the following question:**

**LITERAL**—How was the civilization of Sumer organized?

- » The civilization of Sumer was organized into city-states led by priest-kings.

### **“Religion in Sumer” and “Studying the Stars,” pages 14–16**

**Scaffold understanding as follows:**

**Invite volunteers to read the section “Religion in Sumer” on pages 14–15 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *deity*, *polytheism*, and *ziggurat*, and explain their meanings.

**Note to Teacher:** The word *ziggurat* is pronounced (/zig\*er\*aht/).

**Invite volunteers to read the section “Studying the Stars” on pages 15–16 aloud.**

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What was Sumerian religion like?

- » Sumerian religion was polytheistic, meaning they worshipped many different gods and goddesses. They believed their deities had power over nature and over people’s daily lives. Each city-state had its own god or goddess.

**LITERAL**—What was the purpose of a ziggurat?

- » Ziggurats had many purposes, including serving as warehouses, government centers, and temples. They were also used as observatories to study the stars.

### “Development of Writing” and “Many Inventions,” pages 16–17

**Scaffold understanding as follows:**

**Have students read the sections on pages 16–17 independently.**

**CORE VOCABULARY**—Point out the vocabulary terms *cuneiform*, *reed*, and *chariot*, and explain their meanings.

**SUPPORT**—Explain that cuneiform characters represent sounds and words in the Sumerian language.

**SUPPORT**—Point out that the games from Mesopotamia are some of the oldest surviving board games. Help students think through the fact that earlier games may well have existed.

**Note to Teacher:** *Cuneiform* is pronounced (/kyoo\*nee\*uh\*form/).

**After students read the text, ask the following questions:**

**LITERAL**—Explain what cuneiform is.

- » Cuneiform is the Sumerian system of writing. It is made up of characters, and it was written with sharpened reeds on tablets of clay.

**LITERAL**—What were some other Sumerian inventions?

- » The Sumerians also invented wheels, wooden plows, bronze, and one of the world’s first board games.

### “Social Classes,” pages 17–18

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 17–18 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *sacred*, *hereditary*, *civil servant*, *artisan*, and *scribe*, and explain their meanings.

**SUPPORT**—To help students understand the social hierarchy of ancient Sumer, draw a pyramid on the board or on chart paper. Divide the pyramid into four horizontal sections. Label the top section “Kings and priests.” Label the second section “Government officials and military.” Label the third section “Farmers, merchants, artisans, civil servants, etc.” Label the bottom section “Enslaved people.”

**SUPPORT**—Make sure students understand that slavery in ancient Mesopotamia was different from the slavery practiced in the early United States. Slavery in Mesopotamia was not based on race, the way American slavery was. Children of enslaved people were not automatically also enslaved. Enslaved people who developed a close relationship with those who held them in bondage could be set free.

**After the volunteers read the text, ask the following questions:**

**INFERENTIAL**—What does it say about Sumerian society that kings and queens were also priests?

- » It says that religion was very important in Sumerian society.

**LITERAL**—What did scribes do?

- » Scribes wrote things down, including records, business documents, and stories.

### “Rise of the Akkadians,” pages 18–19

**Scaffold understanding as follows:**

**Read the section on pages 18–19 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *empire* and *dynasty*, and explain their meanings.

**After reading the text, ask the following question:**

**LITERAL**—What are Sargon and the Akkadians known for?

- » Sargon and the Akkadians are known for creating the world’s first empire.

### “Babylon” and “The Code of Hammurabi,” pages 19–20

**Scaffold understanding as follows:**

**Have students read the sections on pages 19–20 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary terms *legacy*, *inscribed*, *feud*, and *uniform*, and explain their meanings.

**SUPPORT**—Students may be familiar with the word *uniform* as a noun meaning identical clothing worn by a specific group, such as team uniforms or police uniforms. Help students make the connection between the noun and the adjective: team uniforms or job uniforms ensure that everyone in that group looks the same.

**After students read the text, ask the following questions:**

**LITERAL**—What was the Code of Hammurabi?

- » The Code of Hammurabi was a written set of laws used to govern Babylon.

**EVALUATIVE**—Why is the Code of Hammurabi important?

- » The Code of Hammurabi is important because it established a uniform system of law throughout the Babylonian Empire and became a model for legal systems that came after it.

**“The Assyrian Empire,” pages 20–21**

**Scaffold understanding as follows:**

**Have students read the section on pages 20–21 independently.**

**CORE VOCABULARY**—Point out the vocabulary terms *moat* and *tribute*, and explain their meanings.

**SUPPORT**—Direct students to the timeline on page 21. Explain that the events on the left are events that they have read about or will read about in this chapter. The events on the right are events that they will read about in other chapters. Tell students that on this timeline, the earliest dates are on the top. Time moves forward as the line moves down. Explain that “c.” stands for *circa*, a Latin word meaning about or around. Explain that students will see a timeline in each chapter. It does not cover all the important events. Rather, it is there to help them conceptualize how different civilizations developed around the world. It can help them understand what events happened around the same time period and how much time separates some events. Point out that timelines help us think about time, but it can be hard to accurately show the “distance” between events. Consider having students place themselves in a line to try to represent the distance between events on the timeline.

Check students’ understanding of the timeline by asking the following questions:  
About how much time passed between the rise of the Akkadian Empire and the Code of Hammurabi? (*almost six hundred years*) What happened around the same time as the rise of the Neo-Babylonian Empire? (*Buddhism developed in India and Persia conquered Mesopotamia*)

**After students read the text, ask the following questions:**

**LITERAL**—Why were the Assyrians successful empire builders?

- » The Assyrians were successful empire builders because they had stronger, iron weapons and a complex and organized army that included skilled engineers.

**LITERAL**—How did the Assyrians treat the people they conquered?

- » The Assyrians had a reputation for being cruel. They forced conquered peoples to pay tribute.

**SUPPORT**—The Assyrians were far from the only conquerors who required tribute. They gained a reputation for cruelty through images that show cruel treatment. They were probably not more cruel than others; they may simply have used art to project a terrifying image. Many conquering peoples treat those they defeat harshly.

## **“Assyrian Society,” page 22**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on page 22 aloud.**

**Note to Teacher:** The name *Nineveh* is pronounced (/nin\*uh\*vuh/).

**CORE VOCABULARY**—Point out the vocabulary terms *province* and *bandit*, and explain their meanings.

**After the volunteers read the text, ask the following question:**

**LITERAL**—What benefits did the Assyrians bring to their empire?

- » The Assyrians organized their empire into manageable provinces, they built roads with rest stations, and they used their military to protect travelers from danger.

## **“Ashurbanipal’s Library,” pages 22–23**

**Scaffold understanding as follows:**

**Read the section on pages 22–23 aloud.**

**After reading the text, ask the following question:**

**INFERENTIAL**—How do you think finding an ancient library helps historians understand the past?

- » Possible response: Finding an ancient library helps historians understand the past because historians can learn not only how ancient people preserved their knowledge but also what kinds of knowledge the people valued and what they knew about their own world at the time.

## **“The Epic of Gilgamesh,” pages 23–24**

**Scaffold understanding as follows:**

**Have students read the section on pages 23–24 independently.**

**CORE VOCABULARY**—Point out the vocabulary terms *epic* and *immortal*, and explain their meanings.

**After students read the text, ask the following question:**

**INFERENTIAL**—Do you think stories like the one about Gilgamesh are still popular today? Why or why not?

- » Students should recognize that epic stories like Gilgamesh are still popular today and often take the form of superhero comics and movies.

## “What Is an Epic?” page 25

**Scaffold understanding as follows:**

**Invite volunteers to read the sidebar on page 25 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *narrative poem* and *verse*, and explain their meanings.

**After reading the text, ask the following question:**

**LITERAL**—What are the characteristics of an epic?

- » An epic is a long narrative poem about a great hero, who usually has to overcome great obstacles and whose actions affect humankind. The poem uses elegant language and style to explore the actions, thoughts, and feelings of the characters.

## “The Neo-Babylonian Empire” and “Wonders of the Ancient World,” pages 25–27

**Scaffold understanding as follows:**

**Have students read the section and the sidebar on pages 25–27 independently.**

**CORE VOCABULARY**—Point out the vocabulary terms *revolt* and *Babylonia*, and explain their meanings.

**Note to Teacher:** *Nabopolassar* is pronounced (/nah\*bo\*po\*lass\*er/). *Nebuchadnezzar* is pronounced (/neh\*boo\*kahd\*nezz\*ahr/).

**After students read the text, ask the following questions:**

**LITERAL**—What did Nabopolassar do?

- » Nabopolassar drove the Assyrians out of Babylon and became king of Babylonia. He then helped destroy the Assyrian Empire, establishing a new empire with Babylon as its capital.

**LITERAL**—How did Nebuchadnezzar change Babylon?

- » Nebuchadnezzar rebuilt Babylon and made it a glorious city, adding a ziggurat with a gold roof, grand palaces, and the Ishtar Gate.

**INFERENTIAL**—What might be included on a list of wonders of the modern world?

- » Answers will vary, but students should suggest choices that reflect significant artistic or architectural achievement.

## “An Ever-Changing Region,” page 27

**Scaffold understanding as follows:**

**Read the section on page 27 aloud.**

**After reading the text, ask the following question:**

**LITERAL**—What does the title “An Ever-Changing Region” say about Mesopotamia?

- » The title means that Mesopotamia has not stayed the same since ancient times. It has been conquered by other civilizations, and also our knowledge of the region keeps changing as new artifacts are discovered and studied.



**LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



### “CHECK FOR UNDERSTANDING” 10 MIN

**Ask students to:**

- Write a short answer to the Big Question: “Why is Mesopotamia called a ‘cradle of civilization’?”
  - » Key points students should cite include: Mesopotamia had the geographical characteristics necessary to birth a civilization, such as rivers and rich soil from regular flooding; Mesopotamia also had inventive peoples who learned how to harness the flooding with dikes and irrigation canals, which allowed for the development of agriculture, which supported the development of civilizations.
- Choose two of the Core Vocabulary words (*primary source, artifact, historiography, civilization, settlement, division of labor, surplus, canal, irrigation, Fertile Crescent, Mesopotamia, historical region, fertile, silt, dike, city-state, alliance, deity, polytheism, ziggurat, cuneiform, reed, chariot, sacred, hereditary, civil servant, artisan, scribe, empire, dynasty, legacy, inscribed, feud, uniform, moat, tribute, province, bandit, epic, immortal, narrative poem, verse, revolt, or Babylonia*), and write a sentence using the words.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

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Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# Ancient Egypt and Kush



**The Big Question:** What do artifacts from ancient Egypt and Kush reveal about these civilizations?

### Primary Focus Objectives

- ✓ Locate the Nile River, Egypt, and Kush on a map. (RH.6-8.7)
- ✓ Explain the importance of the Nile River in ancient Egyptian civilization. (RI.7.2, RH.6-8.2)
- ✓ Describe key elements of ancient Egyptian culture, including religion, pyramids, mummification, and hieroglyphics. (RI.7.1, RH.6-8.2)
- ✓ Identify the achievements of important Egyptian pharaohs. (RI.7.2, RH.6-8.2)
- ✓ Compare the civilization of Kush with that of ancient Egypt. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *peninsula, cataract, delta, shadoof, legume, pharaoh, heir, recede, status, commodity, hybrid, shrine, embalm, hieroglyphics, papyrus, regent, legitimate, monotheistic, propagandist, expansionist, savanna, and reservoir*. (L.7.4, RH.6-8.4)

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About Ancient Egypt and Kush”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

- world map or globe
- images of an ibex
- image of the Great Sphinx of Giza
- video of the Pharaohs’ Golden Parade
- capability to display Internet in the classroom

Use this link to download the CKHG Online Resources for this volume, where the specific links to the images and video may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Core Vocabulary (Student Volume page numbers listed below)

**peninsula, n.** a piece of land sticking out into a body of water so that it is almost surrounded by water (29)

**Example:** The state of Florida is a peninsula surrounded by the Atlantic Ocean, the Caribbean Sea, and the Gulf of Mexico.

**Variations:** peninsulas, peninsular (adj.)

**cataract, n.** a shallow area of a river where the water moves fast over rocks or other obstacles (29)

*Example:* The cataract was too dangerous to travel over, so the river rafters made sure to avoid it.

*Variations:* cataracts

**delta, n.** land created by silt deposits at the mouth of a river (29)

*Example:* Most of Egypt's population lives in the fertile area of the Nile delta.

*Variations:* deltas

**shadoof, n.** a crane-like tool that uses a pole and bucket to lift water (31)

*Example:* The farmers used a shadoof to collect river water to use on their crops.

*Variations:* shadoofs

**legume, n.** a type of seed, usually softened by cooking in hot water, such as lentils and chickpeas (31)

*Example:* The bean soup was made with many different types of legumes.

*Variations:* legumes

**pharaoh, n.** a political and religious leader of ancient Egypt (33)

*Example:* The pharaoh ordered the construction of new temples and a great pyramid that would serve as his burial place.

*Variations:* pharaohs, pharaonic (adj.)

**heir, n.** a person who will legally receive the property of someone who dies; the person who will become king or queen after the current king or queen dies or steps down (34)

*Example:* When the pharaoh Akhenaten died, his son and heir Tutankhamun inherited the throne.

*Variations:* heirs

**recede, v.** to slowly move back or away (35)

*Example:* It took many days for the floodwaters to recede after the storm.

*Variations:* recedes, receded, receding

**status, n.** one's position or rank within a group (35)

*Example:* The pharaoh had the highest status in ancient Egyptian society.

**commodity, n.** something that is bought or sold (36)

*Example:* A farmer's most valuable commodity is often the land they own rather than the crops they grow.

*Variations:* commodities

**hybrid, n.** something that is a combination of two or more other things (39)

*Example:* The car was a hybrid that used both gasoline and electricity for fuel.

*Variations:* hybrids, hybrid (adj.)

**shrine, n.** a place considered holy because it is associated with a holy person or event (40)

*Example:* Many ancient Egyptian homes included a shrine to the family's favorite god or goddess.

*Variations:* shrines

**embalm, v.** to prepare a body to prevent decay (41)

*Example:* The mortician used special chemicals to embalm the body before placing it in the coffin.

*Variations:* embalms, embalmed, embalming

**hieroglyphics, n.** writing based on pictures rather than letters (44)

*Example:* The hieroglyphics on the wall of the tomb told the story of the pharaoh's reign.

*Variations:* hieroglyphic (n.), hieroglyphic (adj.)

**papyrus, n.** a tall plant that ancient Egyptians used to make paper and other useful goods, such as sandals and rope (45)

*Example:* The ancient Egyptians mashed papyrus reeds to create something like paper that they could write on.

**regent, n.** a person who governs a kingdom in the place of a young or absent king or queen (46)

*Example:* Until her son was old enough to rule on his own, the widowed queen governed the country as regent.

*Variations:* regents, regency (n.)

**legitimate, adj.** in accordance with the law or established standards (47)

*Example:* The pharaoh ascended the throne through legitimate means, by inheriting it from his childless brother.

*Variations:* legitimacy (n.), legitimately (adv.)

**monotheistic, adj.** related to or characterized by the worship of or belief in a single god (48)

*Example:* Unlike previous pharaohs, who were polytheistic, Akhenaten was monotheistic, worshipping only the god Aten.

*Variations:* monotheism (n.)

**propagandist, n.** someone who puts out information to promote a person or cause (50)

*Example:* The king hired a propagandist to rally support for a planned tax increase.

*Variations:* propagandists, propaganda (n.), propagandize (v.)

**expansionist, adj.** seeking to conquer or acquire more territory (50)

*Example:* The expansionist pharaoh used diplomacy and war to expand Egypt's borders.

*Variations:* expansionist (n.), expansionism (n.), expansionistic (adj.)

**savanna, n.** a flat grassland that also has a few trees (51)

*Example:* Nubians herded cattle on the savanna.

*Variations:* savannas

**reservoir, n.** an artificial lake or other place where water is collected and kept (53)

*Example:* A dam across the river created a reservoir that would provide water all year round.

*Variations:* reservoirs

## THE CORE LESSON 35 MIN

### Introduce “Ancient Egypt and Kush”

5 MIN

Review with students what a cradle of civilization is. (*a place whose geographic features supported the development of a new society*) Remind students that river valleys are often cradles of civilization, such as the area around the Tigris and Euphrates Rivers in Mesopotamia. Invite volunteers to share what they remember about ancient Mesopotamian civilizations. (*Possible responses: polytheistic religion, city-states such as Babylon, world's first empire, development of cuneiform*)



Explain that the Nile River valley in northeastern Africa was another cradle of civilization. Point out the location of the Nile River on the globe or world map. Tell students that in this chapter, they will be reading about the civilizations that developed along the Nile River.

Call students' attention to the Big Question. Tell students to look for examples of artifacts and explanations of their meanings as they read.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

## “Land of the Pyramids,” pages 28–29

**Scaffold understanding as follows:**

**Read the section on pages 28–29 aloud.**

**After reading the text, ask the following question:**

**LITERAL**—Why did ancient Egypt develop differently from other regions?

- » Ancient Egypt developed differently because compared to other regions, it was relatively isolated.


## “River and Desert,” pages 29–30


**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 29–30 aloud.**

**Note to Teacher:** *Sinai* is pronounced (/sigh\*nigh/).

**CORE VOCABULARY**—Point out the vocabulary terms *peninsula*, *cataract*, and *delta*, and explain their meanings.

 **SUPPORT**—Direct students to the map of the Nile River valley on page 30. Have students find the Nile River and trace its path with their fingers. Then have them find the Sahara desert and the Sinai Peninsula on the globe or world map. Point out that the Sahara stretches to the west across Africa.

 **SUPPORT**—Because the Nile flows from the south to the north, the terms we use today to describe the regions of Egypt and the Nile can be confusing. Lower Egypt is the region to the north, which includes the Nile delta. Upper Egypt is to the south, including the greater Nile valley as the river flows from its source. The region to the east and south was known as Nubia; this is where the kingdom of Kush developed.



**WINDOW ON THE WORLD** Using the world map or globe, trace the path of the Nile River today, from the delta on the Mediterranean to its sources in Kenya and Ethiopia. Point out how much of the river is in Egypt and how much is in Sudan. Explain that we think of the Nile as an Egyptian river, but is it really? Have students estimate how much of the river flows through Sudan—less than half, half, or more than half. (You might also wish to make this a math lesson and have students calculate the exact distance of the river in each country.) Then have students use their estimates to answer the question “Is the Nile River more of an Egyptian river or more of a Sudanese river?”

**After the volunteers read the text, ask the following questions:**

 **LITERAL**—What is the land like on either side of the Nile River valley?

- » The land on either side of the Nile River valley is desert.



**LITERAL**—Describe the path of the Nile River.

- » The Nile begins as two rivers: the White Nile and the Blue Nile. The two rivers join in present-day Sudan, and the merged river flows over a series of cataracts. The Nile then continues to flow north, where it branches out into a delta and then meets the Mediterranean Sea.



**EVALUATIVE**—How was the Nile flooding different than the flooding in Mesopotamia? What effect did this have?

- » The Nile flooded more predictably than the rivers of Mesopotamia, so the ancient Egyptians could plan around it.

**EVALUATIVE**—How was the Nile important to the development of Egypt as a powerful civilization?

- » The Nile not only provided the rich soil that the Egyptians depended on but also served as a “road” that the Egyptians could easily travel.

### “The Gifts of the Nile,” pages 30–32

**Scaffold understanding as follows:**

**Have students read the section on pages 30–32 independently.**

**CORE VOCABULARY**—Point out the vocabulary terms *shadoof* and *legume*, and explain their meanings.

**SUPPORT**—Students may not be familiar with the ibex. Explain that an ibex is a type of goat. Different breeds of ibex live in different places. The ibex that lives in the Nile River region is called the Nubian ibex. Show students the Photo Ark images of the Nubian ibex.

**After students read the text, ask the following questions:**

**EVALUATIVE**—How did agriculture differ in Lower Egypt and Upper Egypt?

- » In Lower Egypt, water was readily available, but in Upper Egypt, farmers needed irrigation canals and shadoofs to carry water to their crops.

**LITERAL**—What did ancient Egyptians eat?

- » Ancient Egyptians ate fruits and vegetables, seeds, fish, and meat from cattle and other animals.

### “United Egypt,” pages 32–33

**Scaffold understanding as follows:**

**Read the section on pages 32–33 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *pharaoh*, and explain its meaning.

**SUPPORT**—Direct students to the timeline on page 32. Ask them to find the event that happened around the same time that Hatshepsut began to rule. (*Hinduism emerged in India.*)

**After reading the text, ask the following questions:**

**LITERAL**—Who united Upper and Lower Egypt?

- » A king known as Narmer united the two regions.

**LITERAL**—What was a pharaoh?

- » A pharaoh was a king or ruler of ancient Egypt.

### **“Pharaohs,” pages 33–34**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 33–34 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *heir*, and explain its meaning.

**SUPPORT**—Explain that even though pharaohs no longer govern Egypt, the ancient pharaohs are still celebrated today. In 2021, when a new national museum opened in Egypt, the remains of the pharaohs were transported from the old museum to the new one in an elaborate parade and ceremony that included the chanting of an ancient Egyptian hymn. Show students the video of the Pharaohs’ Golden Parade (01:50).

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What were the responsibilities of the pharaohs?

- » It was the pharaoh’s job to enforce the will of the gods. The pharaoh was also expected to honor the gods, oversee religious rituals and temple construction, command Egypt’s armies, and oversee Egypt’s land and people.

**LITERAL**—What was the concept of *ma’at*?

- » *Ma’at* was the idea that the gods designed the world to be structured, orderly, and just.

### **“Egyptian Society,” pages 34–36**

**Scaffold understanding as follows:**

**Have students read the section on pages 34–36 independently.**

**CORE VOCABULARY**—Point out the vocabulary terms *recede*, *status*, and *commodity*, and explain their meanings.

**SUPPORT**—Ancient Egypt did not have a system of money. Instead, workers were paid in goods. The value of each payment was determined by the weight of the goods.

**SUPPORT**—Slavery in ancient Egypt was more like slavery in ancient Mesopotamia than slavery in the early United States. Egyptian slavery was not race-based, nor was it hereditary. Most enslaved people in ancient Egypt were either prisoners of war or paying off debts. Enslaved people in ancient Egypt also had some rights, such as the right to own personal property and the right to negotiate business transactions. There were ways in which they could be freed after a certain time.

**After students read the text, ask the following questions:**

**LITERAL**—Describe the social structure of ancient Egypt.

- » Pharaohs and priests were at the top of the social structure in ancient Egypt. Scribes, war leaders, and others in privileged or powerful positions came next. Most people in Egypt were farmers or laborers. At the bottom of the social structure were enslaved people.

**EVALUATIVE**—Why was it difficult for ancient Egyptians to improve their social status?

- » It was difficult to improve social status because the ancient Egyptians believed that the gods had made a perfect social system, and that belief was reinforced by the people in power.

### **“Life in Ancient Egypt,” pages 36–37**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 36–37 aloud.**

**SUPPORT**—Students may be confused by the idea that women could not be the head of the household in ancient Egypt, but they did manage the household. Explain that being head of the household meant making decisions for the family and being the boss of the family. Managing the household was a day-to-day task that involved responsibilities such as making sure servants were doing their jobs, the house was clean, clothing was ready to wear, and food was properly prepared for meals. The manager of the household answered to the head of the household.

**After the volunteers read the text, ask the following questions:**

**INFERENTIAL**—How was life in ancient Egypt similar to life today?

- » Possible response: In ancient Egypt, the upper classes had larger houses than everyone else. That’s true today, too. People today also enjoy toys and games like the people of ancient Egypt did.

**EVALUATIVE**—How were the lives of ancient Egyptian women different from the lives of women in other ancient civilizations?

- » Ancient Egyptian women had more rights than women in many other ancient civilizations.

### **“Religion: The Principle of Ma’at,” pages 37–38**

**Scaffold understanding as follows:**

**Read the section on pages 37–38 aloud.**

**After reading the text, ask the following questions:**

**LITERAL**—What was ma’at?

- » Ma’at was both the name of a goddess and the ancient Egyptian guiding principle of harmony and justice.

**LITERAL**—According to ancient Egyptians, what happened when someone died?

- » The ancient Egyptians believed that when someone died, they would be judged according to their deeds in life. Their heart would be weighed against Ma'at's feather of truth. If the heart weighed less than the feather, the person could move on to the afterlife. If the heart weighed more than the feather, it was fed to Ammit the Devourer, and the person ceased to exist.

### **"Egyptian Deities and Myths," pages 38–40**

**Scaffold understanding as follows:**

**Have students read the section on pages 38–40 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary terms *hybrid* and *shrine*, and explain their meanings.

**SUPPORT**—Students may recall the Core Vocabulary word *fertile* from Chapter 1. Remind students that one definition of *fertile* is capable of producing new life. The word *fertility*, used in the first paragraph of the section, is the related noun, meaning the ability to produce new life.

**After students read the text, ask the following question:**

**LITERAL**—How did ancient Egyptians view their deities?

- » The ancient Egyptians believed their gods and goddesses were active in the human world, so they needed to be shown respect. In some ways, the gods and goddesses had human characteristics, not only in appearance but also in their actions and emotions.

### **"Mummies," pages 40–42**

**Scaffold understanding as follows:**

**Have students read the section on pages 40–42 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *embalm*, and explain its meaning.

**SUPPORT**—The removal of the organs was a procedure undertaken by skilled people. This was an important job because ancient Egyptians believed that any mistakes could cost the person they were embalming a chance at an afterlife in paradise.

**SUPPORT**—While the poor could not expect to be mummified, many animals received this treatment. Because of the association between the gods and certain animals, priests of those gods mummified relevant animals as offerings to the respective god or goddess. All sorts of animals were mummified or otherwise preserved, from scarab beetles to lion cubs and crocodiles. Cats, which were sacred to the ancient Egyptians and closely associated with the cat-headed goddess Bastet, were mummified and interred in their thousands in major temples.

**SUPPORT**—The Egyptian goddess Heka was often portrayed holding a staff with two snakes wrapped around it (a symbol first used in ancient Sumer in relation to a god of healing). When the ancient Greeks came to know Egyptian culture, they considered the

Egyptians advanced in medicine and adopted the image of a staff with a coiled serpent as a symbol of medicine.

**After students read the text, ask the following questions:**

**EVALUATIVE**—Why did the ancient Egyptians practice mummification?

- » Ancient Egyptians practiced mummification because they believed that a soul could not move on to the Field of Reeds without a preserved and intact body to reunite with.

**LITERAL**—What happened to those people who could not afford mummification?

- » People who could not afford mummification were wrapped in their own clothing and buried in the desert with some of their belongings.

**LITERAL**—What medical knowledge did the ancient Egyptians develop?

- » Ancient Egyptians developed a strong understanding of human anatomy. They learned how to perform surgeries, set broken bones, and sew up cuts. They also learned to use plants as medicines and anesthetics.

### **“Pyramids and Monuments,” pages 42–44**

**Scaffold understanding as follows:**

**Read the section on pages 42–44 aloud.**

**Note to Teacher:** *Imhotep* is pronounced (/im\*hoe\*tehp/). *Djoser* is pronounced (/joe\*sir/).

**SUPPORT**—The term *mastaba* is taken from the Arabic word for bench, because these buildings resemble benches.

**SUPPORT**—Goods and treasures left in a burial site are known to archaeologists as grave goods, and they can tell us a lot about the wealth, status, and attitudes of the dead—because ancient Egyptians wanted to be buried with all their best things and the things that mattered most to them.

**SUPPORT**—Display the image of the Sphinx. Point out its lion body and human head. Note that historians do not agree about whose face is on the Sphinx. Some say it’s Khafre, who likely had the Sphinx built. Others believe it shows Khafre’s father, Khufu.

**After reading the text, ask the following questions:**

**LITERAL**—What were mastabas?

- » Mastabas were rectangular structures with an underground burial chamber where Egypt’s earliest kings and other people of wealth and importance were buried.

**INFERENTIAL**—Why is Khufu’s pyramid considered the “Great Pyramid”?

- » Khufu’s pyramid is the Great Pyramid because it was the tallest structure built by humans in the entire world for thousands of years.

**INFERENTIAL**—Why do you think it required great wealth to build a pyramid?

- » It took great wealth to build a pyramid because of the cost of the building materials and the cost of using thousands of workers.

**LITERAL**—What did pharaohs build at Karnak?

- » Pharaohs built a temple complex honoring the god Amun at Karnak.

### **“Hieroglyphics,” pages 44–45**

**Scaffold understanding as follows:**

**Have students read the section on pages 44–45 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary terms *hieroglyphics* and *papyrus*, and explain their meanings.

**SUPPORT**—Explain that the name for ancient Egyptian writing comes from the Greeks, who thought that the extreme care that Egyptian scribes took in learning and using hieroglyphics meant that they were sacred. The term *hieroglyphics* means holy writing.

**After students read the text, ask the following questions:**

**EVALUATIVE**—How are hieroglyphics different from English?

- » Hieroglyphics are pictorial, and English is not. Also, English is written and read left to right, but hieroglyphics can be written and read in almost any direction.

**INFERENTIAL**—What does the development of hieroglyphics, hieratic, and demotic say about ancient Egyptian society?

- » The development of different types of writing says that ancient Egyptian society did not stay the same. It changed over time. It shows they needed to develop new ways to communicate.

### **“The New Kingdom,” page 46**

**Scaffold understanding as follows:**

**Have students read the section on page 46 independently.**

**After students read the text, ask the following questions:**

**LITERAL**—What is the Valley of the Kings?

- » The Valley of the Kings is a royal burial ground near Thebes, where pharaohs are buried in magnificent tombs in the hills and valley.

**INFERENTIAL**—The New Kingdom is sometimes called the “Age of Pharaohs.” Why do you think that is?

- » Possible response: Some of the pharaohs most remembered today were from the New Kingdom, so people think of it as the “Age of Pharaohs.”

## **“Hatshepsut,” pages 46–47**

**Scaffold understanding as follows:**

**Read the section on pages 46–47 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *regent* and *legitimate*, and explain their meanings.

**Note to Teacher:** *Thutmose* is pronounced (/thoot\*moh\*sah/). *Hatshepsut* is pronounced (/hot\*shehp\*soot/).

**SUPPORT**—Even though Egyptian tradition said that only men could be king or pharaoh, Egyptian queens sometimes played powerful roles, and over the centuries, a few women had ruled for short periods as regents for young children.

**After reading the text, ask the following questions:**

**EVALUATIVE**—How was Hatshepsut a successful pharaoh?

- » Hatshepsut was a successful pharaoh because she reestablished trade, restored temples and monuments, and ordered large building projects, all of which provided jobs and prosperity for Egyptians.

**INFERENTIAL**—Why do you think Thutmose III tried to erase Hatshepsut’s existence as pharaoh?

- » Possible response: Thutmose may have thought that a woman pharaoh disrupted the ma’at. He wanted to show that he was of greater royal status than she was.

## **“Akhenaten and Nefertiti,” page 48**

**Scaffold understanding as follows:**

**Have students read the section on page 48 independently.**

**Note to Teacher:** *Amenhotep* is pronounced (/ah\*min\*hoe\*tehp/). *Akhenaten* is pronounced (/ahk\*kin\*ah\*tin/). *Nefertiti* is pronounced (/neh\*fur\*tee\*tee/).

**CORE VOCABULARY**—Point out the vocabulary term *monotheistic*, and explain its meaning.

**After students read the text, ask the following question:**

**EVALUATIVE**—Why might Akhenaten have been an unpopular pharaoh?

- » Akhenaten was likely unpopular because he tried to change Egypt’s religion.

## **“Tutankhamun,” pages 48–49**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 48–49 aloud.**

**Note to Teacher:** *Tutankhamun* is pronounced (/too\*ten\*kah\*min/).

**SUPPORT**—Tutankhamun is sometimes called King Tut in popular media.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What did Tutankhamun do during his brief reign as pharaoh?

- » As pharaoh, Tutankhamun reversed his father's religious changes and restored the old religion and the temples damaged during his father's reign. He brought stability back to the kingdom.

**EVALUATIVE**—Why is Tutankhamun so well known today?

- » Tutankhamun is so well known today because of the treasures that were discovered in his tomb by Howard Carter.

### **"Ramses II and the Golden Age," page 50**

**Scaffold understanding as follows:**

**Have students read the section on page 50 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary terms *propagandist* and *expansionist*, and explain their meanings.

**After students read the text, ask the following question:**

**EVALUATIVE**—Why is Ramses II called "the Great"?

- » Ramses II is called "the Great" because he ruled for an unusually long time, was a great builder, expanded Egypt's territory, and claimed great military victories.

### **"Egypt Declines," page 51**

**Scaffold understanding as follows:**

**Invite a volunteer to read the section on page 51 aloud.**

**After the volunteer reads the text, ask the following question:**

**LITERAL**—What happened to Egypt after the New Kingdom?


- » It was invaded and conquered by groups from the eastern Mediterranean, North Africa, Kush, Mesopotamia, and Greece.

### **"Nubian Civilization" and "Historiography: Perspective Matters," pages 51–52**


**Scaffold understanding as follows:**

**Read the section on pages 51–52 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *savanna*, and explain its meaning.

 **SUPPORT**—Direct students to the map on page 30. Guide them to find Nubia on the map. Ask them to describe Nubia’s relative location. (*Possible response: Nubia is south of Egypt.*) Then have them find Kerma on the map. Explain that Kerma was a city-state that controlled more territory than the city shown on the map.

**Read the sidebar on page 52 aloud.**

 **TALK IT OVER** Review the misunderstanding described in the sidebar. Explain that such misunderstandings and preconceptions have long plagued historical study. Indigenous American cultures, for example, were misunderstood for a long time because of preconceived notions about Native Americans. Guide a class discussion or debate around these questions:

- How do preconceived ideas damage our understanding of history?
- How can we reduce the influence of bias on historical studies and conclusions?

**After reading the text, ask the following question:**

 **EVALUATIVE**—How did Kerma’s location help it become a center of trade?

- » Kerma’s location near the third cataract of the Nile helped it develop trade links with Egypt to the north and other African civilizations to the south.

### **“The Kingdom of Kush,” pages 52–53**

**Scaffold understanding as follows:**

**Have students read the section on pages 52–53 independently.**

**After students read the text, ask the following question:**

**EVALUATIVE**—How did the civilization of Kush blend the cultures of Egypt and southern Africa?

- » The civilization of Kush used hieroglyphics like the Egyptians and adopted some Egyptian gods and goddesses and religious practices into their own religion. They also buried their kings in pyramids. From southern Africa, the Kushites adopted styles of dress, such as long earrings and patterned fabrics, and their art featured southern African animals such as elephants.

### **“Meroë,” page 53**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on page 53 aloud.**

**Note to Teacher:** *Meroë* is pronounced (/mehr\*uh\*wee/).

**CORE VOCABULARY**—Point out the vocabulary term *reservoir*, and explain its meaning. If your community has or is near a reservoir, you may wish to point that out.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What have historians learned about Meroë?

- » Historians have learned that Meroë was a center of iron production. They have also found two hundred pyramids, Kushite temples, and reservoirs at Meroë.

**LITERAL**—What happened to Kush and Meroë?

- » Kush and Meroë were conquered by Axum, and Meroë was destroyed.



**LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



### **“CHECK FOR UNDERSTANDING” 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question: “What do artifacts from ancient Egypt and Kush reveal about these civilizations?”
  - » Key points students should cite include: pyramids as reflections of architectural knowledge and religious belief; understanding of Egyptian religion and medicine from tomb paintings, temples, and mummies; knowledge of the pharaohs from tomb paintings and statues; knowledge of Egyptian and Kushite hieroglyphics from tomb paintings and temple carvings; understanding of Egyptian wealth from grave goods; evidence of Kush as a trading kingdom and center for iron production.
- Choose two of the Core Vocabulary words (*peninsula, cataract, delta, shadoof, legume, pharaoh, heir, recede, status, commodity, hybrid, shrine, embalm, hieroglyphics, papyrus, regent, legitimate, monotheistic, propagandist, expansionist, savanna, or reservoir*), and write a sentence using the words.

To wrap up the lesson, ask several students to share their responses.

## **Additional Activities**

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Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# The Israelites

**The Big Question:** What ideas influenced the culture of the Israelites?

### Primary Focus Objectives

- ✓ Locate Canaan on a map. (RH.6-8.7)
- ✓ Identify key elements of Judaism. (RI.7.2, RH.6-8.2)
- ✓ Summarize the history of the Israelites. (RI.7.2, RH.6-8.2)
- ✓ Explain who the Phoenicians were. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *nomadic, Tanakh, covenant, descendant, famine, prophet, plague, locust, flee, Exodus, liberator, lawgiver, ethics, navigation, alphabet, stela, psalm, proverb, synagogue, Sabbath, diaspora, kosher, autonomy, defile, menorah, plunder, zeal, rabbi, and atonement.* (L.7.4, RH.6-8.4)

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About The Israelites”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Note to Teacher:** Note that this chapter covers the traditional stories of the ancient Israelites. Very little historical evidence is available for historians to study, and many of the details in the stories are not historically accurate. However, by learning these stories, students will gain important background information for understanding Jewish history and culture, which spread to many areas of the world. It will also help them in their study of many eras and civilizations, as well as a great deal of Western art and literature. The chapter presents events, figures, and ideas that help build the core knowledge students need for many areas of study.

### Materials Needed

- world map or globe
- images of a locust
- map of Israel

Use this link to download the CKHG Online Resources for this volume, where the specific links to the images and map may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Core Vocabulary (Student Volume page numbers listed below)

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**nomadic, adj.** moving around often in search of food; not settled in one place (55)

*Example:* Many early peoples were nomadic, following their food sources instead of staying in one place.

*Variations:* nomad (n.)

**Tanakh, n.** the collection of Jewish holy writings; sometimes called the Hebrew Bible (56)

*Example:* A chapter of the Tanakh is read every week as part of Jewish religious services.

**covenant, n.** an important agreement or promise (57)

*Example:* The soldiers made a covenant to stay together and protect each other in battle.

*Variations:* covenants

**descendant, n.** someone who is related to a person or group of people who lived in the past (57)

*Example:* The girl was a descendant of her great-grandparents.

*Variations:* descendants

**famine, n.** an extreme shortage of food that results in widespread hunger (58)

*Example:* The destruction of the farm fields led to famine when farmers could not provide enough food for the town.

*Variations:* famines

**prophet, n.** someone chosen by God to bring a message to people (59)

*Example:* The prophet said that God sent him to teach brotherhood and understanding.

*Variations:* prophets, prophecy (n.), prophesy (v.), prophetic (adj.)

**plague, n.** something that harms a large number of people, such as a sickness or insects that kill crops (59)

*Example:* A plague of insects destroyed the cotton crop.

*Variations:* plagues, plague (v.)

**locust, n.** a large grasshopper-like insect; in large swarms, locusts can cause widespread crop damage (59)

*Example:* One locust cannot do much damage, but a swarm can destroy thousands of acres of farmland.

*Variations:* locusts

**flee, v.** to run away (60)

*Example:* The sound of the fireworks made the dog want to flee to somewhere quieter.

*Variations:* flees, fled, fleeing

**Exodus, n.** the story of the Israelites' escape from ancient Egypt; a departure of a large group of people, especially migrants (60)

*Example:* Every spring, Jewish families gather to tell the story of their ancestors' Exodus from Egypt.

**liberator, n.** a person who frees others from oppression (61)

*Example:* The liberator led her country to independence after many decades of colonial rule.

*Variations:* liberators, liberate (v.), liberation (n.)

**lawgiver, n.** an authority figure who provides a code of laws and ethics to a people (61)

*Example:* Hammurabi was a lawgiver who established a code of laws for ancient Babylon.

*Variations:* lawgivers

**ethics, n.** rules based on ideas about right and wrong (61)

*Example:* A person with strong ethics would not steal or lie.

*Variations:* ethic, ethical (adj.)

**navigation, n.** the act of planning and directing the movement of a ship, plane, or other vehicle (62)

*Example:* Navigation is more difficult in a storm than it is in clear weather.

*Variations:* navigate (v.)

**alphabet, n.** a set of letters that symbolize sounds and can be combined to make words (62)

*Example:* The English alphabet has twenty-six letters.

*Variations:* alphabets, alphabetical (adj.)

**stela, n.** a tall stone or wooden slab inscribed with words or designs (64)

*Example:* The Code of Hammurabi was written on a stela in ancient Babylon.

*Variations:* stele, steles, stelae

**psalm, n.** a sacred song or poem (64)

*Example:* The Akkadian priestess Enheduanna wrote a psalm about the goddess Inanna.

*Variations:* psalms, psalmic (adj.)

**proverb, n.** a wise saying; a brief observation that offers guidance or insight (65)

*Example:* "Better late than never" is a popular proverb.

*Variations:* proverbs, proverbial (adj.)

**synagogue, n.** a Jewish temple or house of worship (66)

*Example:* Sabbath services are held every Friday night and Saturday morning at the local synagogue.

*Variations:* synagogues

**Sabbath, n.** a day of rest and worship observed by members of a religious group (66)

*Example:* Jewish people observe the Sabbath on Saturday, and Christians observe it on Sunday.

**diaspora, n.** the migration of people to different areas outside their homeland; the members of a group living outside the group's homeland or place of origin (67)

*Example:* The Diaspora established Jewish communities on every continent except Antarctica.

**kosher, adj.** in accordance with Jewish dietary laws (68)

*Example:* A kosher meal does not include both milk and meat; it can have either one or the other.

**autonomy, n.** self-governance; the power and freedom to make choices (68)

*Example:* As a child, a person is expected to obey; as an adult, a person has autonomy.

*Variations:* autonomous (adj.)

**defile, v.** to spoil; to make unclean or unholy (69)

*Example:* Graffiti was used to defile the synagogue.

*Variations:* defiles, defiled, defiling

**menorah, n.** a candleholder that holds nine lights and is used in observance of the Jewish holiday of Hanukkah (69)

*Example:* Hanukkah starts with only two candles in the menorah, and one candle is added on each night of the holiday until the menorah is full.

*Variations:* menorahs

**plunder, v.** to take something by force (69)

*Example:* The invaders came to conquer and plunder the town.

*Variations:* plunders, plundered, plundering

**zeal, n.** passion; eagerness (70)

*Example:* The songwriter felt great zeal for musicians such as the Beatles.

*Variations:* zealous (adj.)

**rabbi, n.** a Jewish religious leader and teacher (72)

*Example:* The rabbi led the Sabbath evening religious service.

*Variations:* rabbis

**atonement, n.** making up for or repairing offenses or injuries; taking action to earn forgiveness (73)

*Example:* The bully sought atonement for his bad behavior.

*Variations:* atone (v.)

## THE CORE LESSON 35 MIN

### Introduce “The Israelites”

5 MIN

Review with students what they learned about ancient Egypt and Kush. Both civilizations developed along the Nile River. They shared some characteristics, including elements of religion, the building of pyramids, and governance by pharaohs. The Kushites, however, also adopted cultural elements from southern Africa.



Invite a volunteer to point out the location of the Nile River on a world map or globe. Then guide them to find the Sinai Peninsula. Explain that in this chapter, they are going to learn about people from the other side of the Sinai Peninsula, in what is called Israel today. Help the volunteer find Israel on the map or globe. Explain that the Israelites developed a very different culture from the cultures in ancient Egypt and Kush.

Call students’ attention to the Big Question. Tell students to look for ideas and explanations of Israelite culture as they read.

### Guided Reading Supports for “The Israelites”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “Origins of the Israelites,” pages 54–55

**Scaffold understanding as follows:**

**Read the section on pages 54–55 aloud.**

**Note to Teacher:** *Levant* is pronounced (/luh\*vant/).



**SUPPORT**—On the world map or globe, identify the region of the Levant and the countries of Israel, Jordan, Lebanon, and Syria. Explain that because the terms *Levant*, *Near East*, and *Middle East* all exhibit a European bias, many geographers and historians now refer to this region as Southwest Asia.

**CORE VOCABULARY**—Point out the vocabulary term *nomadic*, and explain its meaning.

**After reading the text, ask the following question:**



**LITERAL**—Where did the Israelites establish their civilization?

- » The Israelites established their civilization in Canaan, which is in the Levant (or Near East, or Middle East, or Southwest Asia.)

## **“A Different Kind of Religion,” page 56**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on page 56 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *Tanakh*, and explain its meaning.

**Note to Teacher:** *Tanakh* is pronounced (/tah\*nakh/). The *kh* sound is pronounced gutturally, as if you are clearing your throat.

**SUPPORT**—Remind students that monotheism is belief in or worship of a single deity. Students learned about monotheism in Chapter 2, when they read about the pharaoh Amenhotep (Akhenaten). Invite volunteers to share what they remember about Amenhotep’s efforts.

**SUPPORT**—The word *Hebrew* in the name Hebrew Bible refers to the language in which the Tanakh is written. Today, many Jewish religious services and ceremonies are conducted in Hebrew, and Hebrew is the official language of the country of Israel. Some historical works refer to the ancient Israelites as Hebrews, but today, calling a person a Hebrew is considered anti-Semitic. A person is Jewish. A person reads or speaks Hebrew.

**SUPPORT**—Many people say that the Hebrew Bible is Christianity’s Old Testament, but that is not an accurate comparison. The two are similar, but they are not the same. The Christian Old Testament has a few books that the Hebrew Bible does not and includes some verses that the Hebrew Bible does not. The Old Testament was also translated into English differently, with words chosen specifically to foretell the existence of Jesus. Students will learn more about the development of Christianity in Chapter 7.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—How were the Israelites different from other peoples in the region?

- » The Israelites were different because they were monotheistic and believed in only one god. The other peoples were polytheistic, believing in many gods and goddesses.

**LITERAL**—What is the Tanakh?

- » The Tanakh is the Hebrew Bible, a collection of Jewish holy writings.

## **“Abraham the Patriarch” and “The Roots of Three Religions,” pages 56–58**

**Scaffold understanding as follows:**

**SUPPORT**—Point out the word *patriarch* in the section title “Abraham the Patriarch.” Explain that a patriarch is a male leader of a family or group, usually the oldest man in the family or group. Ask students what family or group they think Abraham was the patriarch of. (*the Israelites*)

**Have students read the sections on pages 56–58 independently.**



**SUPPORT**—Direct students to the map on page 57. Guide them to find Mesopotamia, where Abraham is said to have lived originally. Then have them find Canaan, where Abraham eventually settled.

**CORE VOCABULARY**—Point out the vocabulary terms *covenant* and *descendant*, and explain their meanings.

**After students read the text, ask the following questions:**

**LITERAL**—Who was Abraham?

- » Abraham was a man who moved to Canaan because of a message from God and is considered the patriarch of three major world religions: Judaism, Christianity, and Islam.

**LITERAL**—According to the Tanakh, what covenant did Abraham make with God?

- » In their covenant, Abraham promised to remain faithfully devoted to God and not worship other gods. In return, God promised to protect Abraham and his descendants and that those descendants would live in the promised land.

**LITERAL**—How did the Israelites get their name?

- » The name *Israelites* comes from the name *Israel*, which was given to Abraham's grandson Jacob after he wrestled with an angel.

### **"The Israelites in Egypt," pages 58–60**

**Scaffold understanding as follows:**

**Have students read the section on pages 58–60 independently.**

**CORE VOCABULARY**—Point out the vocabulary terms *famine*, *prophet*, *plague*, *locust*, *flee*, and *Exodus*, and explain their meanings.

**SUPPORT**—Show students the images of a locust in the National Geographic Photo Ark. Explain that locust swarms can be so dense that they look like storm clouds from a distance.

**SUPPORT**—Note the capitalization of the word *Exodus*. Explain that capital-*E* Exodus refers to the flight of the Israelites from Egypt. When the word refers to the flight or movement of other groups, it is spelled with a lowercase *e*: *exodus*.

**SUPPORT**—Some historians once believed that the pharaoh in the story of the Exodus was Ramses II (Ramses the Great). However, no evidence has been found to support this claim. The reign of Ramses is one of the best documented in Egyptian history, and there is no mention of a mass migration, or of Israelites being held in slavery in Egypt at this time, anywhere in that historical record.

**After students read the text, ask the following questions:**

**LITERAL**—Who was Moses?

- » Moses was an Israelite who was raised in the pharaoh's household. He became a leader and prophet of the Israelites.

**LITERAL**—What happened in the Exodus?

- » A series of plagues convinced the pharaoh to set the Israelites free. They left quickly, with Moses leading them, but the pharaoh's troops chased them. They finally escaped when God parted the Red Sea to give them safe passage.

### **"Laws Written in Stone," pages 60–61**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 60–61 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *liberator*, *lawgiver*, and *ethics*, and explain their meanings.

**SUPPORT**—Review the definition of *lawgiver*. Remind students that Moses is not the first lawgiver that they have read about. Guide them to recognize that Hammurabi of Babylon, whom they read about in Chapter 1, was also a lawgiver.

**SUPPORT**—Illustrate the influence of the Ten Commandments on modern laws by noting that the commandments included instructions against killing and against stealing. Both of these tenets are commonly found in modern legal codes.

**After the volunteers read the text, ask the following question:**

**LITERAL**—What are the Ten Commandments?

- » The Ten Commandments are a set of laws about how to worship God and how to treat other people. They are important to all three Abrahamic religions and form the basis of many modern laws.

### **"The Promised Land," page 61**

**Scaffold understanding as follows:**

**Have students read the section on page 61 with a partner.**

**After students read the text, ask the following question:**

**LITERAL**—What was the promised land of the section title?

- » According to the Israelites, the promised land was Canaan, between the Mediterranean Sea and the Jordan River.

### **"The Phoenicians," pages 61–62**

**Scaffold understanding as follows:**

**Read the section on pages 61–62 aloud.**

**Note to Teacher:** *Phoenicians* is pronounced (/fuh\*knee\*shins/).

**CORE VOCABULARY**—Point out the vocabulary terms *navigation* and *alphabet*, and explain their meanings.

**After reading the text, ask the following question:**

**LITERAL**—What are the Phoenicians known for?

- » The Phoenicians are known for the trading empire they established, the alphabet they created, and their ability to make glass and purple dye.

### **“Philistines,” page 63**

**Scaffold understanding as follows:**

**Invite a volunteer to read the section on page 63 aloud.**

**After the volunteer reads the text, ask the following question:**

**LITERAL**—Who were the Philistines?

- » The Philistines were a people who settled along the coastal plain in southern Israel. They had iron tools and weapons and a powerful army, and they were enemies of the Israelites.

### **“The Israelites in Canaan,” pages 63–64**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 63–64 aloud.**

**After the volunteers read the text, ask the following questions:**

**LITERAL**—Describe the civilization built by the Israelites in Canaan.

- » In Canaan, the Israelites built a civilization led at first by judges and later by kings. They set up a tabernacle with the Ark of the Covenant and built their worship around loyalty to one God and the Ten Commandments.

**INFERENTIAL**—What does the story of Deborah suggest about the roles of women in Israelite culture?

- » The story of Deborah, and her role as a leader, suggests that women had opportunities in Israelite culture that they did not have in many other ancient cultures.

### **“David Unites the Israelites” and “Solomon and the First Temple,” pages 64–65**

**Scaffold understanding as follows:**

**Have students read the sections on pages 64–65 independently.**

**CORE VOCABULARY**—Point out the vocabulary terms *stela*, *psalm*, and *proverb*, and explain their meanings.

**After students read the text, ask the following questions:**

**LITERAL**—What did David achieve as king of the Israelites?

- » As king of the Israelites, David united the tribes of Israel, established a capital at Jerusalem, and wrote psalms that are now included in the Tanakh.

**LITERAL**—What did Solomon achieve as king?

- » Solomon expanded the Israelites' territory and increased the Israelites' wealth. He launched building projects and wrote proverbs that were later included in the Tanakh. He also required taxes that some tribes did not like.

### **"The Fall of Israel" and "The Destruction of the Temple," pages 65–66**

**Scaffold understanding as follows:**

**Have students read the sections on pages 65–66 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary terms *synagogue* and *Sabbath*, and explain their meanings.

**SUPPORT**—Remind students that they read about Nebuchadnezzar in Chapter 1. Invite volunteers to share what they remember about him. (*He was a king of Babylon who rebuilt the city, including the construction of the Ishtar Gate and supposedly the Hanging Gardens.*)

**After students read the text, ask the following questions:**

**LITERAL**—What two groups conquered Israelite territory?

- » The Assyrians and the Babylonians conquered Israelite territory.

**LITERAL**—What was the Babylonian captivity?

- » The Babylonian captivity, or the Babylonian exile, was the period of time in which the Israelites were forced to leave their territory and live in Babylon.

### **"The Diaspora and the Second Temple," page 67**

**Scaffold understanding as follows:**

**Read the section on page 67 aloud.**

**Note to Teacher:** The word *diaspora* is pronounced (/dye\*ass\*pour\*uh/).

**CORE VOCABULARY**—Point out the vocabulary term *diaspora*, and explain its meaning. Note that *diaspora* (lowercase) refers to any group of people. *Diaspora* (capitalized) refers to a specific group of people—in this case, the Jewish people.

**After reading the text, ask the following questions:**

**EVALUATIVE**—How did the Jewish people become scattered in different places?

- » The Jewish people became scattered in different places because when they were released from captivity in Babylon, some stayed in Babylon, some returned to Judah, and some settled in other places around the Mediterranean.

**LITERAL**—Who was Esther?

- » Esther was a Jewish woman who married a Persian king and who saved her people when she learned that Persian forces were planning violence against Jews.

### **“Dietary Laws,” page 68**

**Scaffold understanding as follows:**

**Invite volunteers to read the sidebar on page 68 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *kosher*, and explain its meaning.

**SUPPORT**—Many of the rules about keeping kosher are set out in the Hebrew Bible, but keeping kosher is not a requirement for being Jewish. Many Jews do keep kosher, but not all Jewish people do. It is possible to be Jewish and not keep kosher.

**SUPPORT**—Explain what it means to not mix meat and milk in one dish. A kosher meal would not serve a glass of milk with a steak dinner. But it also means no milk products with meat. For example, a cheese pizza is kosher, and so is a veggie pizza, but a pepperoni pizza or a sausage pizza is not because those mix meat (pepperoni or sausage) with a milk product (cheese).

**After the volunteers read the text, ask the following question:**

**LITERAL**—What does it mean to “keep kosher”?

- » Keeping kosher means following a set of Jewish rules and traditions about food, such as preparing meat a certain way and not mixing milk and meat in the same dish.

### **“Greek Rule and the Maccabean Revolt,” pages 68–69**

**Scaffold understanding as follows:**

**Have students read the section on pages 68–69 independently.**

**CORE VOCABULARY**—Point out the vocabulary terms *autonomy*, *defile*, and *menorah*, and explain their meanings.

**Note to Teacher:** *Antiochus* is pronounced (/an\*tie\*oh\*cuss/).

**SUPPORT**—Note the reference to the Israelites being able to use the Torah as their governing laws under rulers that preceded Antiochus. Remind students that the Torah is the first five books of the Tanakh, which contain the law of God as given to Moses.

**SUPPORT**—The Hebrew word for Hanukkah uses letters that do not all have a direct equivalent in the English alphabet. Therefore, the word can be spelled in English with an *h* (Hanukkah) or *ch* (Chanukah) and with one or two *k*'s.

**SUPPORT**—The festival of Hanukkah lasts eight nights and usually occurs sometime between Thanksgiving and New Year's. It is not a religiously significant holiday, but it has taken on importance in the United States and elsewhere as a counterpart to the holiday of Christmas. Hanukkah is celebrated by lighting candles in a menorah, eating fried foods such as latkes (potato pancakes), and exchanging gifts.

**After students read the text, ask the following questions:**

**LITERAL**—Who were the Maccabees?

- » The Maccabees were Jews who rebelled against the Seleucid Antiochus when he demanded that they worship Greek gods and goddesses.

**LITERAL**—What is Hanukkah?

- » Hanukkah is the holiday that celebrates the victory of the Maccabees.

### **“Roman Rule,” page 69**

**Scaffold understanding as follows:**

**Have students read the section on page 69 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *plunder*, and explain its meaning.

**SUPPORT**—Let students know they will learn more about the Romans and their rule of Judah/Judea in Chapter 7.

**After students read the text, ask the following question:**

**LITERAL**—What changes did the Romans make in Judah?

- » The Romans changed Judah’s name to Judea, appointed a king, and allowed King Herod to rebuild the Jewish temple.

### **“Diversity in Judea,” pages 70–71**

**Scaffold understanding as follows:**

**Read the section on pages 70–71 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *zeal*, and explain its meaning.

**After reading the text, ask the following questions:**

**LITERAL**—What happened to the Jewish community in Judea under Roman rule?

- » Under Roman rule, tensions grew between Jews and Romans, and disagreements developed between different groups of Jews.

**EVALUATIVE**—On what main points did the different Jewish groups disagree?

- » The different Jewish groups disagreed about how to practice their religion and how to cope with Roman rulers.

## "The Dead Sea Scrolls," pages 71–72

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 71–72 aloud.**



**WINDOW ON THE WORLD** Display the map of Israel. Point out the location of the Dead Sea, on the border of Israel, the West Bank, and Jordan. Ask students why they think this body of water is called the Dead Sea. Then have them confirm their predictions. Invite volunteers to share what they learned. (*The Dead Sea has so much salt that fish and plants can't survive in it. Only small amounts of bacteria and fungi live in the sea. The sea is so salty that it is nearly impossible to swim in, but it is very easy to float on the water.*)

**SUPPORT**—Direct students to the timeline on page 71. Ask: What happened around the same time the Israelites were exiled to Babylon? (*Greek democracy was developing.*)

**After volunteers read the text, ask the following questions:**

**LITERAL**—What are the Dead Sea Scrolls?

- » The Dead Sea Scrolls are scrolls of parchment found in a cave near the Dead Sea that contain biblical texts and other ancient writing.

**EVALUATIVE**—How are the Dead Sea Scrolls important to our understanding of history?

- » The Dead Sea Scrolls are important to our understanding of history because they tell us about Jewish life under Roman rule—not just religious practices and beliefs but also daily life, trade, and other everyday details.

## "The Spread of Judaism," pages 72–73

**Scaffold understanding as follows:**

**Read the section on pages 72–73 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *rabbi* and *atonement*, and explain their meanings.

**Note to Teacher:** *Talmud* is pronounced (/tall\*mood/). *Rosh Hashanah* is pronounced (/rohsh/hah\*shah\*nah/). *Yom Kippur* is pronounced (/yohm/key\*poor/).

**SUPPORT**—Make sure students understand that even though Jewish people have held on to their religious beliefs and culture, Judaism is not the same now as it was in ancient times. Judaism has evolved and changed over time. Today, there are different kinds of Judaism, just as there are different kinds of Christianity and different kinds of Islam.

**SUPPORT**—Make sure students understand the difference between atonement and forgiveness. Atonement belongs to the person who did harm. Forgiveness belongs to the person who was harmed. It is possible to have atonement without forgiveness or forgiveness without atonement.

**After reading the text, ask the following questions:**

**EVALUATIVE**—How has Judaism survived since ancient times?

- » Judaism has survived since ancient times because Jewish people brought their religious beliefs and traditions with them as they spread to many lands, and they held on to their beliefs and culture in the face of conquest.

**LITERAL**—What are the most important holidays in Judaism?

- » The two most important holidays in Judaism are Rosh Hashanah (the New Year) and Yom Kippur (the Day of Atonement).



**LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



**“CHECK FOR UNDERSTANDING” 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question: “What ideas influenced the culture of the Israelites?”
  - » Key points students should cite include: monotheism, or belief in one God; Abraham’s covenant with God that promised God’s protection in exchange for faithfulness; the stories and lessons in the Tanakh, or Hebrew Bible, such as the Exodus and the stories of Abraham, Deborah, David, Solomon, Esther, and the Maccabees; the Ten Commandments, including the keeping of the Sabbath; the building of the tabernacle to house the Ark of the Covenant; the building of the Temple in Jerusalem; the destruction of the Temple in Jerusalem; and rule by Babylonian and Roman conquerors.
- Choose two of the Core Vocabulary words (*nomadic, Tanakh, covenant, descendant, famine, prophet, plague, locust, flee, Exodus, liberator, lawgiver, ethics, navigation, alphabet, stela, psalm, proverb, synagogue, Sabbath, diaspora, kosher, autonomy, defile, menorah, plunder, zeal, rabbi, or atonement*), and write a sentence using the words.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# Ancient Greece

**The Big Question:** What elements of Greek civilization influenced many other societies?

## Primary Focus Objectives

- ✓ Locate Greece, Crete, the Peloponnese, and the Aegean Sea on a map. (RH.6-8.7)
- ✓ Compare the Minoans and Mycenaeans. (RI.7.2, RH.6-8.2)
- ✓ Identify key elements of ancient Greek culture. (RI.7.1, RH.6-8.2)
- ✓ Describe Athenian democracy. (RI.7.2, RH.6-8.2)
- ✓ Summarize the events of the Persian and Peloponnesian Wars. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *archipelago, isthmus, tectonic, fresco, Hellenic, oracle, cryptic, colony, polis, citizen, oligarchy, democracy, ostracism, exile, logic, rhetoric, orator, symposium, metic, barracks, helots, cavalry, hoplite, phalanx, strait, fable, plague, and blockade*. (L.7.4, RH.6-8.4)

## What Teachers Need to Know

For background information, download the CKHG Online Resource “About Ancient Greece”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

- world map or globe
- images of ancient Greek discus thrower and javelin thrower
- image of the Parthenon
- capability to display Internet in the classroom

Use this link to download the CKHG Online Resources for this volume, where the specific links to the images may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Core Vocabulary (Student Volume page numbers listed below)

**archipelago, n.** a chain of islands (75)

*Example:* The Hawaiian Islands are an archipelago in the Pacific Ocean.

*Variations:* archipelagos

**isthmus, n.** a narrow piece of land that connects two larger landmasses (75)

*Example:* An isthmus connects one part of the Greek mainland with the other.

*Variations:* isthmuses

**tectonic, adj.** related to the movement of Earth's crust (76)

*Example:* Tectonic activity produced Greece's rugged terrain.

*Variations:* tectonics (n.)

**fresco, n.** a type of painting done on wet plaster (77)

*Example:* The fresco on the palace wall depicts scenes from a popular Greek myth.

*Variations:* frescoes

**Hellenic, adj.** related to the culture of ancient Greece (79)

*Example:* Hellenic-style buildings often have columns like those found in ancient Greek temples.

**oracle, n.** a person who gives wise advice or tells prophecies (81)

*Example:* Many ancient Greeks sought advice from the oracle at Delphi.

*Variations:* oracles

**cryptic, adj.** having a hidden meaning (81)

*Example:* Horoscopes are often cryptic, which allows people to read what they want into the messages.

**colony, n.** an area settled by people who come from elsewhere (82)

*Example:* The state of Virginia was originally founded as a colony of England.

*Variations:* colonies, colonial (adj.)

**polis, n.** a city-state of ancient Greece (82)

*Example:* Athens was an important polis in ancient Greece, and it often competed with the polis of Sparta.

*Variations:* poleis (pl. n.)

**citizen, n.** in ancient Greece, a person with legal rights and responsibilities in a city-state (83)

*Example:* A citizen of Athens had different rights and responsibilities than a citizen of Sparta.

*Variations:* citizens, citizenry (n.)

**oligarchy, n.** a government controlled by a small group of people from aristocratic and wealthy nonaristocratic families (84)

*Example:* The leaders of the oligarchy made laws that benefited themselves more than anyone else.

*Variations:* oligarchies, oligarch (n.)

**democracy, n.** a form of government in which people choose their leaders (84)

*Example:* In a democracy, power rests with the people.

*Variations:* democracies, democratic (adj.)

**ostracism, n.** in ancient Athens, forcing a person to leave the city; today, shunning or ignoring a person (86)

*Example:* The citizens of Athens voted to ostracize the corrupt official.

*Variations:* ostracize (v.)

**exile, v.** to force someone to live outside of a place as a punishment (86)

*Example:* The ostracism exiled the official to a life outside the polis.

*Variations:* exiles, exiled, exiling; exile (n.)

**logic, n.** the study of ways of thinking and making rational arguments (87)

*Example:* Many lawyers study logic as part of their training so they can argue well in court.

*Variations:* logical (adj.)

**rhetoric, n.** the skill of using words effectively in speaking or writing (87)

*Example:* Dr. Martin Luther King Jr. became famous for his rhetoric, and his speeches and writings are still quoted today.

*Variations:* rhetorical (adj.)

**orator, n.** a public speaker (87)

*Example:* The skilled orator kept the audience's attention and won them to his side.

*Variations:* orators, oration (n.), oratory (n.)

**symposium, n.** in ancient Greece, a meeting for drinking, music, and intellectual discussion; today, a meeting or conference for discussion of a topic (87)

*Example:* The philosophers debated their ideas at the symposium.

*Variations:* symposiums, symposia (pl. n.)

**metic, n.** a foreigner living in an ancient Greek city (88)

*Example:* A metic might have certain freedoms and privileges in one city-state but not in another.

*Variations:* metics

**barracks, n.** buildings where soldiers live (89)

*Example:* When they were seven years old, Spartan boys were sent to live in military-style barracks.

**helots, n.** oppressed underclass in Sparta (89)

*Example:* Helots worked on Sparta's farms and had very few rights.

*Variations:* helot

**cavalry, n.** troops who fight on horseback (92)

*Example:* Because they are on horseback, cavalry moves much faster than foot soldiers.

*Variations:* cavalries

**hoplite, n.** an ancient Greek foot soldier (92)

*Example:* To be a hoplite in Sparta was to be a soldier in one of the best armies in ancient Greece.

*Variations:* hoplites

**phalanx, n.** a group of soldiers who attack in close formation with their shields overlapping and spears pointed forward (92)

*Example:* The soldiers moved in a phalanx to push the enemy back.

*Variations:* phalanxes

**strait, n.** a narrow waterway that connects two large bodies of water (93)

*Example:* The Mediterranean Sea and the Atlantic Ocean are connected by a strait.

*Variations:* straits

**fable, n.** a short, cautionary tale, often featuring animals that speak and act like humans as the main characters (95)

*Example:* The fable of the tortoise and the hare teaches that "slow and steady wins the race."

*Variations:* fables, fabled (adj.)

**blockade, n.** a military strategy aimed at preventing people and goods from entering or leaving an area (97)

*Example:* The navy set up a blockade to prevent supplies from reaching their enemy.

*Variations:* blockades, blockade (v.)

## Introduce “Ancient Greece”

5 MIN



Using a globe or world map, invite a volunteer to locate the Mediterranean Sea. Note that students have already learned about three civilizations that developed along the Mediterranean: the ancient Egyptians, the Phoenicians, and the ancient Israelites. Invite volunteers to locate Egypt and what used to be Canaan (home of the Phoenicians and Israelites) on the map or globe.

Point out Greece on the map or globe, and identify it for students. Explain that in this chapter, students will read about the ancient civilization that developed there. It’s a civilization that helped shape many other societies, including the society we live in today.

Call students’ attention to the Big Question. Tell students to look for examples of how Greek civilization influenced other societies as they read.

## Guided Reading Supports for “Ancient Greece”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

## “Roots of Western Thought,” pages 74–75

**Scaffold understanding as follows:**

**Read the section on pages 74–75 aloud.**

**After reading the text, ask the following questions:**

**EVALUATIVE**—In what way were the ancient Greeks not united?

- » The ancient Greeks were not united geographically. They lived on the mainland and many islands, as well as other places in the Mediterranean.

**LITERAL**—What did the ancient Greeks share?

- » The ancient Greeks shared a language, culture, religion, and political and economic interests.


## “A Land of Mountains and Sea,” pages 75–77

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 75–77 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *archipelago*, *isthmus*, and *tectonic*, and explain their meanings.


**SUPPORT**—Read aloud the Find Out the Facts prompt on page 75. Point out the word *etymology*. Explain that etymology is the history of words. A word’s etymology explains where and when the word came from, what its parts are, and how it got its meaning.

 **SUPPORT**—Direct students to the map of ancient Greece on page 76. Guide students to find mainland Greece, the Peloponnese, and the island of Crete. Point out the areas of Greek lands on the map. Ask students what those lands have in common. (*They are all along the coast.*)




**WINDOW ON THE WORLD** Guide students to find Mt. Olympus on the map on page 76. Explain that Mt. Olympus is 9,570 feet tall, making it the tallest mountain in Greece. This massive mountain, with its peak often hidden by clouds, was believed by the Greeks to be the home of their gods. Have students look up the sizes of other mountains, such as Denali in Alaska, Mt. Kilimanjaro in Africa, and Mt. Everest in the Himalayas, and compare the size of Mt. Olympus to those mountains.


**After the volunteers read the text, ask the following questions:**

 **EVALUATIVE**—How did Greece’s mountainous terrain affect the development of its civilization?

- » Greece’s mountainous terrain meant that Greek civilization developed in relatively isolated and independent cities that each had their own strong identity. It also meant that there was little land for farming, so ancient Greek farms were usually small.

 **LITERAL**—What role did the sea play in the development of Greek civilization?

- » The sea played an important role in ancient Greek civilization. The Greeks were skilled seafarers and navigators. They used the sea to explore and colonize.

 **INFERENTIAL**—Greece’s mountains and surrounding seas protected Greek cities from conquest. How do you think being protected from conquest influences the development of culture?

- » Possible response: Being protected from conquest means a culture can develop on its own, without any outside influences.

### **“The Minoans” and “The Minotaur,” pages 77–78**

**Scaffold understanding as follows:**

**Have students read the section and sidebar on pages 77–78 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *fresco*, and explain its meaning.

**SUPPORT**—Explain that the name *Minoans* is a name that historians have given the ancient people of Crete, inspired by the legend of King Minos. We do not know what these ancient people called themselves.

**SUPPORT**—Note the word *decipher* in the second column on page 77. Explain that to decipher is to figure out the meaning of something that is difficult to read or understand.

**After students read the text, ask the following questions:**

**LITERAL**—Who were the Minoans?

- » The Minoans were people who lived on the island of Crete between 2700 BCE and 1500 BCE.

**EVALUATIVE**—What archaeological evidence supports the idea that the Minoans were prosperous?

- » Archaeological evidence such as the complex palace system at Knossos and, ornamented pottery, and gold cups support the idea that the Minoans were prosperous.

### **“Mycenaean Civilization,” pages 78–79**

**Scaffold understanding as follows:**

**Have students read the section on pages 78–79 with a partner.**

**SUPPORT**—Note the reference to the *Iliad* and the *Odyssey* on page 79. Explain that these are epic poems that tell the stories of a war between Mycenae and a city in Asia Minor called Troy (the *Iliad*) and of the long journey home of a hero of that Trojan War (the *Odyssey*). If students have read *Black Ships Before Troy* by Rosemary Sutcliff, remind them of the book and note that it is a retelling of the *Iliad*.

**After students read the text, ask the following questions:**

**EVALUATIVE**—How were the Mycenaeans similar to the Minoans?

- » Like the Minoans, the Mycenaeans built cities and palaces, created great works of art, and developed trade networks across the sea.

**EVALUATIVE**—How were the Mycenaeans similar to the Greek civilization that came after them?

- » Like the Greeks that came after them, the Mycenaeans were not a single united group. They lived in different independent cities that sometimes fought each other.

**EVALUATIVE**—Why was the period after the Mycenaeans called a “dark age”?

- » This period was called a dark age because the economy slowed down, people had less wealth, and there was less food and fewer resources.

### **“The Rise of Greek Culture,” pages 79–80**

**Scaffold understanding as follows:**

**Read the section on pages 79–80 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *Hellenic*, and explain its meaning.

**SUPPORT**—Help students recognize the connection between the Core Vocabulary word *Hellenic* and the name *Hellenes*. *Hellenes* is a noun. *Hellenic* is the corresponding adjective.

**SUPPORT**—Note the reference to the Phoenicians. Remind students that they read about the Phoenicians in Chapter 3. Invite volunteers to share what they remember about the Phoenicians. (Possible responses: They lived in Canaan, like the Israelites. They developed the first alphabet. They were known for making purple dye. They established a sea-based trading empire.)

**After reading the text, ask the following questions:**

**LITERAL**—Where did the Greek alphabet come from?

- » The Greek alphabet was adapted from the Phoenician alphabet.

**LITERAL**—What is one element of Greek civilization that has survived until today?

- » Greek myths have survived until today.

**“Greek Religion,” pages 80–82**

**Scaffold understanding as follows:**

**Have students read the section on pages 80–82 independently.**

**SUPPORT**—Note the first sentence, which says that the Greeks believed in many gods and goddesses. This is called *polytheism*. Much of what students will read about the Greeks’ religious beliefs and practices is typical of ancient polytheistic religions.

**SUPPORT**—Explain that Greek mythology spread far and wide through conquest and was used as artistic inspiration in later ages, which is why it continues to be so relevant today. Use Richard Riordan’s Percy Jackson series as an example of how Greek mythology continues to provide creative inspiration. Invite volunteers who have read the Percy Jackson books (or watched the movies or television series) to share what they learned about Greek mythology from that experience and to compare that with what they read in the Student Volume.

**CORE VOCABULARY**—Point out the vocabulary terms *oracle* and *cryptic*, and explain their meanings.

**SUPPORT**—Students may recall reading about the giant statue of Zeus at Olympia in the sidebar in Chapter 1 about the Wonders of the Ancient World.

**SUPPORT**—Students may not be familiar with the javelin or the discus. Show students the images of the javelin thrower and discus thrower. Explain that a javelin is a long spear that athletes throw. The aim is to throw the javelin the farthest. A discus is a disk—a flat, round weight or stone—that is thrown. As with the javelin, the aim is to throw the discus the farthest.

**After students read the text, ask the following questions:**

**LITERAL**—Who were the Olympians?

- » The Olympians were the most powerful and important gods in Greek mythology. They lived on Mount Olympus and included Zeus, Hades, Poseidon, Athena, and Apollo.

**LITERAL**—What functions did temples serve in ancient Greece?

- » Temples were places to honor the gods and goddesses, to interpret the will of the gods and goddesses, to seek information about the future, and to seek healing.

**LITERAL**—What were the Olympic Games?

- » The Olympic Games were an athletic festival that honored Zeus. They included wrestling, running, javelin, and discus competitions. It was so important that the Greek cities did not fight each other while the games were happening.

## **“Colonization,” page 82**

**Scaffold understanding as follows:**

**Have students read the section on page 82 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *colony*, and explain its meaning.

**After students read the text, ask the following question:**

**LITERAL**—How did colonies help the ancient Greeks?

- » Colonies helped the ancient Greeks by providing them a way to deal with population growth, providing food and resources, and supporting Greek cities in times of crisis by sending soldiers and other aid.

## **“City-States,” pages 82–83**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 82–83 aloud.**

**Note to Teacher:** *Thebes* is pronounced (/theebz/).

**CORE VOCABULARY**—Point out the vocabulary terms *polis* and *citizen*, and explain their meanings.

**SUPPORT**—Remind students that they learned about city-states in Chapter 1. Ancient Mesopotamia also had city-states. Mesopotamian city-states, like the Greek poleis, included the central city and the farmland surrounding it.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What was a polis?

- » A polis was a city-state of ancient Greece.

**EVALUATIVE**—How did the idea of citizenship shape Greek city-states?

- » Citizenship shaped the government and functioning of the city-states by giving the people of the city-states political power, and it shaped the geography of the city-states because public spaces, such as agoras, were needed for citizens to meet.

## **“Tyrants, Oligarchs, and Democracies,” pages 83–84**

**Scaffold understanding as follows:**

**Read the section on pages 83–84 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *oligarchy* and *democracy*, and explain their meanings.

**SUPPORT**—Point out the word *tyrant*. Explain that today, the words *tyrant* and *tyranny* (government by a tyrant) have derogatory meanings. But in ancient Greece, the words did not have that connotation. No morality was assigned to the idea of a tyrant. The term was simply recognition of a single ruler with absolute power.



**TALK IT OVER** Review with students the types of governments they have learned about so far: monarchy, tyranny, oligarchy, and democracy. Explain that each type of government has advantages and disadvantages. Ask students to consider these advantages and disadvantages as they discuss or debate the question “What is the most effective form of government?”

**After reading the text, ask the following question:**

**EVALUATIVE**—What is the main difference between rule by tyrants, oligarchies, and democracies?

- » The main difference is who holds power. Tyrants hold power all by themselves. In oligarchies, a small group holds power. In democracies, all citizens share power.

### “Athenian Democracy,” page 84

**Scaffold understanding as follows:**

**Invite volunteers to read the section on page 84 aloud.**



**SUPPORT**—Have students turn back to the map on page 76 and locate the city of Athens.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What was the core principle of Athenian democracy?

- » The core principle was that the people ruled the city-state.

**EVALUATIVE**—Why were citizens a minority in Athens?

- » Citizens were a minority in Athens because most people in Athens were women, men born outside of Athens, or enslaved people—all of whom could not be citizens.

### “Solon’s Early Reforms” and “Developing Democracy,” pages 85–86

**Scaffold understanding as follows:**

**Have students read the sections on pages 85–86 independently.**

**Note to Teacher:** *Cleisthenes* is pronounced (/kleye\*steh\*knees/).

**CORE VOCABULARY**—Point out the vocabulary terms *ostracism* and *exile*, and explain their meanings.

**SUPPORT**—Note that ancient Greek ostracism did not necessarily carry the same connotations of shame or exclusion as the modern word. Ostracism was, at least in theory, a way to keep powerful people from becoming too powerful. It’s likely there were some hard feelings, and there seems to be evidence of some cheating at times (like a suspicious number of ostrakons with the same handwriting). It was not a perfect system, but it was an attempt to figure out how to limit entrenched power, to some degree, and to give citizens a sense that they could act together to limit the influence of someone who might not be good for Athens as a whole.

**After students read the text, ask the following questions:**

**LITERAL**—How did Solon reform the government of Athens?

- » Solon drafted new laws, freed enslaved landowners, canceled debts, allowed more citizens to participate in the Assembly, and created a new system of political rights and taxation.

**LITERAL**—What changes did Cleisthenes make to Athenian government?

- » Cleisthenes allowed all property-owning men over the age of eighteen to participate in government and hold political office, gave more power to the Assembly and the council, and created a new system of organizing citizens.

### **“Athenian Culture,” pages 86–88**

**Scaffold understanding as follows:**

**Have students read the section on pages 86–88 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary terms *logic*, *rhetoric*, *orator*, *symposium*, and *metic*, and explain their meanings.

**After students read the text, ask the following question:**

**EVALUATIVE**—How were the lives of Athenian boys different from the lives of Athenian girls?

- » Athenian boys were trained for public life. They were educated and taught how to be citizens. Athenian girls were trained for private life. They received some education but were mostly expected to be wives and mothers who stayed at home.

### **“Sparta’s Military Might,” pages 88–89**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 88–89 aloud.**



**SUPPORT**—Have students turn back to the map on page 76 and locate the city of Sparta.

**CORE VOCABULARY**—Point out the vocabulary terms *barracks* and *helots*, and explain their meanings.

**After the volunteers read the text, ask the following questions:**

**INFERENTIAL**—What was the center of Spartan life and culture?

- » The military was the center of Spartan life and culture.

**EVALUATIVE**—How were the lives of Spartan girls and women different from those of girls and women in other Greek city-states?

- » Spartan girls and women were more educated and allowed more freedom and independence than girls and women in other Greek city-states.

## **“Rivalry Between Athens and Sparta,” page 90**

**Scaffold understanding as follows:**

**Read the section on page 90 aloud.**

**SUPPORT**—Note the explanation that Spartans thought it best to avoid comforts. Today, we use the word *spartan* to describe something that is bare or simple or without the things that make life comfortable.

**After reading the text, ask the following question:**

**INFERENTIAL**—Today, Athens and Sparta are often seen as opposites. Why do you think that is?

- » Possible response: People might see Athens and Sparta as opposites because they valued different things. Athenians valued comforts and the finer things in life. Spartans valued discipline, bravery, and toughness.

## **“The Persian Wars” and “Zoroastrianism,” pages 90–92**

**Scaffold understanding as follows:**

**Read the section and sidebar on pages 90–92 aloud.**

**SUPPORT**—Remind students of what they already read about the Persians—namely, that the Persians conquered Mesopotamia and allowed the Israelites in captivity in Babylon to be free.

**SUPPORT**—Note the reference to the Royal Road. Remind students that they read about the Assyrian road network when they learned about Mesopotamia. The Persian Royal Road was an extension of the Assyrian road network. Road networks such as these made it faster and easier to transport goods for trade and for armies to move across the empire.

**SUPPORT**—Direct students to the timeline on page 91. Ask students which came first: the Code of Hammurabi, the development of Buddhism, or the birth of Minoan civilization? (*the birth of Minoan civilization*) Choose several pairs of events, and ask students to say how many centuries separate the events.

**After reading the text, ask the following questions:**

**LITERAL**—Who were the Persians?

- » The Persians were people from Southwest Asia in what is now Iran. They established an empire that included Mesopotamia, the Levant, Asia Minor, and Egypt.

**LITERAL**—What is Zoroastrianism?

- » Zoroastrianism is a monotheistic religion that began in Persia. It is named for the teacher Zoroaster, and it worships a god named Ahura Mazda. Its holy book is called the Avesta.

## **“Victory at Marathon,” “A Heroic Stand at Thermopylae,” and “Salamis,” pages 92–93**

**Scaffold understanding as follows:**

**Have students read the sections on pages 92–93 independently.**

**Note to Teacher:** *Thermopylae* is pronounced (/thur\*mah\*puh\*lee/).

**CORE VOCABULARY**—Point out the vocabulary terms *cavalry*, *hoplite*, *phalanx*, and *strait*, and explain their meanings.

**SUPPORT**—Students may be familiar with the word *marathon*, meaning a long-distance race. Explain that the race called a marathon is named for the ancient battle. According to legend, after the Athenians defeated the Persians, they sent a messenger back to the city to announce their victory. The messenger ran twenty-six miles to deliver the news and then collapsed. Today, marathons are races that are 26.2 miles long in honor of the messenger’s run. (The two-tenths of a mile were added after the 1908 CE Olympics, but there is no clear consensus about why.)

**After students read the text, ask the following questions:**

**EVALUATIVE**—Why is the Battle of Marathon important?

- » The Battle of Marathon is important because it was the first time the Persian army had been defeated.

**LITERAL**—What happened at Thermopylae?

- » At Thermopylae, the Spartans and their allies tried to stop the Persians by blocking a narrow mountain pass. They lasted three days before they were overwhelmed by the Persians.

**LITERAL**—What happened at Salamis?

- » Greek navies defeated the Persians at Salamis.

## **“Herodotus: The First Historian?” and “The Golden Age of Athens,” page 94**

**Scaffold understanding as follows:**

**Invite volunteers to read the sidebar and section on page 94 aloud.**

**Note to Teacher:** *Herodotus* is pronounced (/hair\*ah\*duh\*tuss/).

**SUPPORT**—Students encountered the term “golden age” in Chapter 2, when they learned about the Egyptian pharaoh Ramses the Great. Review what the term means (a period of great success or achievement).

**After the volunteers read the text, ask the following questions:**

**INFERENTIAL**—Why do you think Herodotus is called the “Father of History”?

- » Possible response: Herodotus is the “Father of History” because he’s considered the first historian. He wrote about the causes and effects of historical events and how different groups experienced the same event, and he offered interpretations of events.

**EVALUATIVE**—How did Athens form an empire?

- » Athens formed an empire by requiring city-states in the Delian League to swear an oath of loyalty to Athens and by collecting money and ships from the league's members.

**"Pericles Leads Athens," pages 94–95**

**Scaffold understanding as follows:**

**Read the section on pages 94–95 aloud.**

**Note to Teacher:** *Pericles* is pronounced (/pear\*ih\*kleez/).

**SUPPORT**—Show students the image of the Parthenon. Explain that the image shows what is left of the Parthenon today. Ask them to imagine what the building looked like when it was complete. Students in Tennessee, especially in the Nashville area, might be familiar with the building there called the Parthenon, which is modeled after this ancient Greek structure. Challenge students to find the Parthenon in the artistic rendering on page 95.

**After reading the text, ask the following question:**

**LITERAL**—Who was Pericles?

- » Pericles was the most important leader of Athens during its golden age. He reformed the government and oversaw construction of the Parthenon.

**"Greek Literature and Drama" and "Contributions to Math and Science," pages 95–96**

**Scaffold understanding as follows:**

**Have students read the section and sidebar on pages 95–96 with a partner.**

**Note to Teacher:** *Sophocles* is pronounced (/sahf\*uh\*kleez/). *Aeschylus* is pronounced (/eh\*skull\*uss/). *Euripides* is pronounced (/yuh\*rip\*uh\*deez/). *Aristophanes* is pronounced (/air\*ih\*stahf\*uh\*kneeze/). *Hippocrates* is pronounced (/hah\*paw\*cruh\*deez/). *Pythagoras* is pronounced (/pith\*a\*gore\*uss/). *Aristarchus* is pronounced (/ar\*ih\*stark\*uss/). *Archimedes* is pronounced (/ark\*ih\*mee\*deez/).

**CORE VOCABULARY**—Point out the vocabulary term *fable*, and explain its meaning.

**SUPPORT**—Point out the word *epics* in the first sentence of the section "Greek Literature and Drama." Remind students that they learned about epics when they read about Mesopotamia. Challenge them to recall what an epic is (*a long, complex tale that tells the story of a hero's adventures*) and the name of a Mesopotamian epic (*Gilgamesh*).

**SUPPORT**—Tell students that although we credit works to Homer and Aesop, historians are not sure that these people really existed. Homer may have actually been a collection of oral storytellers whose works were eventually written down. Aesop likely did not exist in any form, and the name "Aesop's fables" is simply shorthand for a certain type of story.

**SUPPORT**—Explain that Hippocrates is considered the father of medicine. Medical professionals today are expected to abide by a promise called the Hippocratic Oath, which

is an oath of ethics from ancient Greek medical texts. The oath is often summed up as “First, do no harm,” but those words do not actually appear in the text of the oath.

**After students read the text, ask the following question:**

**EVALUATIVE**—How were Greek tragedies and Greek comedies different from each other?

- » Greek tragedies were serious, had sad endings, and expressed ideas about human flaws and frailty and the power of fate. Greek comedies were funny, had happy endings, and often examined social and political issues.

### **“The Peloponnesian War,” pages 96–97**

**Scaffold understanding as follows:**

**Have students read the section on pages 96–97 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *blockade*, and explain its meaning.

**After students read the text, ask the following question:**

**EVALUATIVE**—How did Sparta defeat Athens in the Peloponnesian War?

- » Sparta defeated Athens in the Peloponnesian War after Athens experienced a plague. Sparta defeated the Athenian navy and set up a blockade of Athens. This made Athens surrender.

### **“Philosophers of Athens” and “Types of Greek Philosophy,” pages 97–98**

**Scaffold understanding as follows:**

**Have students read the section and sidebar on pages 97–98 with a partner.**

**After students read the text, ask the following questions:**

**LITERAL**—What is the Socratic method?

- » The Socratic method is a way of working out problems by asking questions to get closer to what a person believes.

**LITERAL**—What was Plato’s ideal society like?

- » Plato’s ideal society was strictly organized and governed by a philosopher-king who would make the best decisions for society.

### **“Alexander the Great,” pages 98–99**

**Scaffold understanding as follows:**

**Read the section on pages 98–99 aloud.**

**After reading the text, ask the following questions:**

**INFERENTIAL**—Why do you think Alexander is called “the Great”?

- » Possible response: Alexander is called “the Great” because he defeated some of the world’s greatest empires and spread Greek language and culture across a vast region.

**EVALUATIVE**—How did Alexander spread Greek culture?

- » Possible response: Alexander spread Greek culture by setting up Greek-style governments in the places he conquered and bringing learned people with him on his journeys to share what they knew.



**LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



### **“CHECK FOR UNDERSTANDING” 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question: “What elements of Greek civilization influenced many other societies?”
  - » Key points students should cite include: Greek mythology; Greek forms of government, especially Athenian democracy; Greek literature; Greek drama; the Greek language; the Olympic Games; the study of history; the study of medicine; and Greek philosophies.
- Choose two of the Core Vocabulary words (*archipelago, isthmus, tectonic, fresco, Hellenic, oracle, cryptic, colony, polis, citizen, oligarchy, democracy, ostracism, exile, logic, rhetoric, orator, symposium, metic, barracks, helots, cavalry, hoplite, phalanx, strait, fable, or blockade*), and write a sentence using the words.

To wrap up the lesson, ask several students to share their responses.

## **Additional Activities**

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Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# Ancient India

**The Big Question:** What ideas, practices, and events united groups across the vast Indian subcontinent?

### Primary Focus Objectives

- ✓ Locate the Indian subcontinent, the Indus River, the Ganges River, and the Himalayas on a map. (RH.6-8.7)
- ✓ Identify characteristics of the Indus valley civilization. (RI.7.2, RH.6-8.2)
- ✓ Describe Hinduism. (RI.7.1, RH.6-8.2)
- ✓ Describe Buddhism. (RI.7.2, RH.6-8.2)
- ✓ Compare the Mauryan and Gupta Empires. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *subcontinent*, *plateau*, *monsoon*, *domesticate*, *terra-cotta*, *carnelian*, *secular*, *caste*, *avatar*, *reincarnation*, *karma*, *dharma*, *meditate*, *nirvana*, *stupa*, and *edict*. (L.7.4, RH.6-8.4)

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About Ancient India”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

- world map or globe
- map of the Indian subcontinent
- capability to display Internet in the classroom

Use this link to download the CKHG Online Resources for this volume, where the specific link to the map may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Core Vocabulary (Student Volume page numbers listed below)

**subcontinent, n.** a major subdivision of a continent (101)

*Example:* India, Bangladesh, Nepal, and Pakistan are all located on the Indian subcontinent in Asia.

*Variations:* subcontinents

**plateau, n.** a large, flat area of land that is higher than surrounding lands (101)

*Example:* From the plateau, the explorer could see the landscape and the paths of the rivers below.

*Variations:* plateaus

**monsoon, n.** a wind from the south or southwest that brings heavy rainfall to Asia during the summer months (102)

*Example:* The monsoon brought heavy rains that caused flooding.

*Variations:* monsoons

**domesticate, v.** to tame and use for agriculture or other purposes (102)

*Example:* It took many generations to domesticate the wolves that were ancestors of the modern dog.

*Variations:* domesticates, domesticated, domesticating; domesticated (adj.)

**terra-cotta, n.** baked or hardened brownish-red clay (103)

*Example:* The potter made terra-cotta figures of animals to sell or trade.

**carnelian, n.** a hard, red stone (103)

*Example:* The red carnelian contrasted with the blue lapis lazuli in the pendant.

*Variations:* carnelians

**secular, adj.** not religious (105)

*Example:* Some societies were ruled by religious leaders, and others were governed by secular officials.

**caste, n.** a division of society based on differences in wealth, social status, and occupation (106)

*Example:* In ancient times, people could not move from one caste to another in their lifetimes.

*Variations:* castes

**avatar, n.** the form a Hindu god takes on Earth (107)

*Example:* The Hindu god Vishnu could assume the avatar of a fish or a warrior, depending on his purpose.

*Variations:* avatars

**reincarnation, n.** rebirth in a new body or form of life (108)

*Example:* The idea of reincarnation, or rebirth, is part of all three major Indian religions.

*Variations:* reincarnate (v.)

**karma, n.** the force created by a person's actions, believed to determine what will happen in the person's next life (108)

*Example:* In Hinduism, a person's accumulated karma determines the form of their soul's reincarnation.

**dharma, n.** in Hinduism, an individual's duty, which is met by observing specific customs or laws (109)

*Example:* Dharma includes being truthful and being generous in one's dealings with others.

**meditate, v.** to focus attention on one's mind and thoughts in order to gain new understanding or spiritual growth (111)

*Example:* She tried to meditate to calm her racing thoughts.

*Variations:* meditates, meditated, meditating; meditation (n.)

**nirvana, n.** a state in which the human soul has attained perfect peace (112)

*Example:* Nirvana is a state of being, not a place like the Christian idea of heaven.

**stupa, n.** a dome-shaped monument used as a Buddhist or Jain shrine (116)

*Example:* Ashoka's stupa at Sanchi is one of the world's most famous Buddhist shrines.

*Variations:* stupas

**edict, n.** a formal pronouncement or command (116)

*Example:* The king's edict demanded religious tolerance among his people.

*Variations:* edicts

## Introduce “Ancient India”

5 MIN

Review with students what they learned about ancient Greece. It was made up of city-states and colonies in the northern Mediterranean. Its legacy includes theater, mythology, literary epics, the Olympic Games, philosophy, and the study of history. Now, in this chapter, students are going to learn about another ancient civilization whose influence is still felt today.



Using a globe or world map, invite a volunteer to locate the country of India. Then guide them north to find Pakistan. Explain that the Indus River in Pakistan was another cradle of civilization. Review what a cradle of civilization is. (*a place that had the geographical features necessary for societies to settle and organize*) Like Mesopotamia and Egypt, the Indus River valley gave birth to one of the world’s oldest civilizations. Students will read about this civilization and the cultures and empires that followed it.

Call students’ attention to the Big Question. Tell students to look for ideas, practices, and events shared by different groups in India as they read.

## Guided Reading Supports for “Ancient India”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

## “A Diverse and Fertile Land,” pages 100–101

## Scaffold understanding as follows:

**SUPPORT**—Point out the word *fertile* in the section title. Students learned the word in Chapter 1. Challenge them to recall its meaning. (*able to support the growth of many plants; capable of producing new life*) Explain that the word *diverse* means made up of many different people or things.

## Read the section on pages 100–101 aloud.

**CORE VOCABULARY**—Point out the vocabulary terms *subcontinent* and *plateau*, and explain their meanings.



**SUPPORT**—Display the map of the Indian subcontinent. Point out the mountain ranges named in the Student Volume text: the Himalayas and the Hindu Kush. (The Hindu Kush are the mountains running through Pakistan.) Point out and name the countries on the subcontinent: India, Pakistan, Nepal, Bhutan, and Bangladesh. Note the island nations of Sri Lanka and the Maldives, and explain that they are also considered part of the subcontinent. Point out the bodies of water associated with the subcontinent: the Bay of Bengal to the east, the Laccadive Sea to the south, and the Arabian Sea to the west. These seas are all fed by the Indian Ocean to the south. Then point out the Ganges River in northeast India and the Indus River in Pakistan. The subcontinent’s first civilizations developed along these rivers.



**WINDOW ON THE WORLD** Display the map of the Indian subcontinent, and point out Mt. Everest. Explain that Mt. Everest is the highest peak in the world. It is part of the Himalayas. Explain that the Himalayas are part of a region that is sometimes called the “rooftop of the world.” Invite students to speculate as to the reason why, and then work with them to confirm or correct their predictions. (*It is the region of the world that has the highest elevations above sea level.*)

**After reading the text, ask the following questions:**



**LITERAL**—What separates the Indian subcontinent from the rest of Asia?

- » Mountains such as the Himalayas and Hindu Kush separate the Indian subcontinent from the rest of Asia.



**EVALUATIVE**—What makes the Indian subcontinent geographically diverse?

- » The Indian subcontinent is geographically diverse because it has many different landforms, including mountains, coastlines, deserts, hills, and plateaus.

### **“The Indus Valley Civilization,” pages 102–104**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 102–104 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *monsoon*, *domesticate*, *terra-cotta*, and *carnelian*, and explain their meanings.



**SUPPORT**—Direct students to the map of the Indian subcontinent on page 102. Guide students to find the Indus River on the map.

**Note to Teacher:** *Mohenjo-Daro* is pronounced (/moe\*hen\*joe/dah\*roe/). *Harappa* is pronounced (/hah\*rah\*pah/).

**SUPPORT**—Students may recall reading about lapis lazuli in Chapter 1. Remind them that it is a blue gemstone. It is most commonly found in the area of present-day Afghanistan.

**SUPPORT**—Note the theories about what happened to the Indus valley civilization and how many are related to the environment. Explain that climate and geography play important roles in civilizations. Societies develop their clothing and housing based on the climate and geography where they live. Their economies develop according to what resources are available. A change in climate means the people have to change their ways of life to adapt to the new conditions.

**After the volunteers read the text, ask the following question:**

**EVALUATIVE**—What details support the idea that the Indus valley civilization was a large, well-organized society?

- » The idea that the Indus valley civilization was a large, well-organized society is supported by the existence of numerous settlements and villages and two great cities that were laid out in a grid pattern and had wells, drains, and sewers.

### **“A New Era,” page 104**

**Scaffold understanding as follows:**

**Read the section on page 104 aloud.**

**Note to Teacher:** The idea of an Aryan invasion is an outdated one. There were Central Asian nomads but there is no evidence of a so-called Aryan race. Instead, the term *Aryan* is used by scholars today to indicate a family of languages. This language family is also called Indo-European.

**After reading the text, ask the following question:**

**LITERAL**—What changes occurred in the Indus valley region?

- » Changes included a new language and new cultural practices, such as riding horses and raising cattle for meat and milk.

### **“The Vedic Period,” page 105**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on page 105 aloud.**

**After the volunteers read the text, ask the following questions:**

**EVALUATIVE**—Why did agriculture develop differently in the north and the south?

- » Agriculture developed differently in the north and the south because the climate in each region was different.

**LITERAL**—What are the Vedas?

- » The Vedas are some of the oldest religious texts in the world. They contain stories, prayers, and rituals that are considered sacred knowledge.

### **“Varnas and Jatis” and “Caste in Modern India,” pages 105–106**

**Scaffold understanding as follows:**

**Have students read the section and sidebar on pages 105–106 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary terms *secular* and *caste*, and explain their meanings.

**SUPPORT**—Explain that the caste system is most closely associated with India, but similar systems exist in some other Southeast Asian countries.

**After students read the text, ask the following questions:**

**LITERAL**—What were the four varnas?

- » The four varnas were the Brahmins, or priests; the Kshatriyas, or nobles; the Vaishyas, or farmers, merchants, and artisans; and the Sudras, or servants and laborers.

**EVALUATIVE**—How were jatis different from varnas?

- » Jatis were subgroups of varnas and were based on particular types of work, so they were smaller than varnas.

**LITERAL**—Who were the Dalits?

- » The Dalits were the untouchables, the group at the bottom of the social hierarchy who did the hardest and most unpleasant jobs, such as collecting garbage, processing animals for meat, and dealing with dead bodies.

## "Hinduism," pages 107–109

**Scaffold understanding as follows:**

**Read the section on page 107–109 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *avatar*, *reincarnation*, *karma*, and *dharma*, and explain their meanings

**SUPPORT**—Hinduism is the third-largest religion in the world. The majority of Hindus today live in India. Much of the population of Nepal is also Hindu. Around the globe, Hinduism is an important religion in many countries, including Bangladesh and Indonesia.

**SUPPORT**—As a religion with many sources, Hinduism has been compared to a banyan tree because of how the branches grow from one trunk and put down their own roots. The banyan tree represents immortality to Hindus. This image represents how Hinduism has a common origin and base while also having many variants that have developed over time and in different places.

**SUPPORT**—Students may be familiar with the term *avatar* as it is used in video gaming or social media. In video games and social media, an avatar is a representation of the user. In Hinduism, avatars are not representations of the gods and goddesses. They are the gods and goddesses but in different forms or shapes.

**SUPPORT**—Because Hindus consider all life sacred, many Hindus today are vegetarian.

**After reading the text, ask the following questions:**

**LITERAL**—In Hinduism, what is Brahman?

- » In Hinduism, Brahman is thought of as a supreme being, a source of life and truth.

**LITERAL**—Who are Brahma, Vishnu, and Shiva?

- » Brahma, Vishnu, and Shiva are the three major Hindu gods who are considered part of the universal spirit of the supreme being Brahman. Brahma is the creator, Vishnu is the preserver, and Shiva is the destroyer.

**LITERAL**—What is Diwali?

- » Diwali is the Hindu Festival of Lights, a holiday that honors the goddess Lakshmi.

**LITERAL**—According to Hindu beliefs, what is the purpose of reincarnation?

- » According to Hindu beliefs, the purpose of reincarnation is to move closer to and connect with the spirit of Brahman.

## "Vedic Texts" and "Ancient Indian Epics," pages 109–110

**Scaffold understanding as follows:**

**Have students read the sections on pages 109–110 with a partner.**

**SUPPORT**—Students may recall learning about epics associated with Mesopotamia (*Gilgamesh*) and ancient Greece (the *Iliad* and the *Odyssey*). Invite volunteers to share what an epic is. (*a long, complex tale that tells the story of a hero's adventures*)

**After students read the text, ask the following questions:**

**LITERAL**—What are the four Vedas?

- » The four Vedas are the *Rig Veda*, the *Yajur Veda*, the *Sama Veda*, and the *Atharva Veda*.

**LITERAL**—What are two ancient Indian epics?

- » Two ancient Indian epics are the *Ramayana* and the *Mahabharata*.

### **“Origins of Buddhism,” page 111**

**Scaffold understanding as follows:**

**Have students read the section on page 111 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *meditate*, and explain its meaning.

**SUPPORT**—Direct students to the larger image on page 111. Note that the position in which Siddhartha is shown is a traditional position used for meditation.

**SUPPORT**—Note that Siddhartha became *the* Buddha, not Buddha. “The Buddha” is a title, not a name.

**After students read the text, ask the following question:**

**LITERAL**—How did Siddhartha become the Buddha?

- » In an effort to understand the suffering he saw around him, Siddhartha ate very little and then sat under a tree and meditated until he achieved a moment of great understanding.

### **“Buddhist Principles,” pages 112–113**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 112–113 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *nirvana*, and explain its meaning.

**SUPPORT**—Emphasize that even though Buddhism is a religion, the Buddha is not revered as a god. He is a teacher, not a deity. In fact, many Buddhists do not worship any deity at all.

**SUPPORT**—Emphasize that nirvana is a state of being, one that can be reached during one’s life here on Earth. It is not a place or plane of existence to be reached upon death, like the Christian idea of heaven is.

**After the volunteers read the text, ask the following question:**

**LITERAL**—According to the Buddha’s teachings, how can a person reach a state of nirvana?

- » According to the Buddha, a person can reach a state of nirvana through spiritual practice that acknowledges the Four Noble Truths and follows the Eightfold Path.

## **“Jainism,” page 113**

**Scaffold understanding as follows:**

**Read the section on page 113 aloud.**

**After reading the text, ask the following question:**

**EVALUATIVE**—What beliefs and practices do Jains share with Buddhists?

- » Like Buddhists, Jains believe in a cycle of birth, death, and rebirth. They also seek enlightenment and focus on individual behaviors as the path of enlightenment.

## **“The Mauryan Empire,” pages 113–115**

**Scaffold understanding as follows:**

**Have students read the section on pages 113–115 with a partner.**

**SUPPORT**—Note the reference to the Seleucids in the last paragraph of the section. Students may recall a previous mention of the Seleucids, a Greek dynasty in Asia, in Chapter 3. The Israelites, led by Judas Maccabeus, defeated a Seleucid king in the Maccabean revolt.

**SUPPORT**—Note the word *Hellenistic* in the last sentence of the section. Remind students that Hellenistic means Greek, and it refers not only to Greece but also to places that the Greeks—especially Alexander the Great—conquered and the culture they left behind in those places.

**SUPPORT**—Direct students to the timeline on page 114. Ask, “What happened around the same time that Buddhism developed?” (*Greek democracy developed.*)

**After students read the text, ask the following questions:**

**LITERAL**—What did Chandragupta Maurya do?

- » Chandragupta Maurya conquered the region after Alexander the Great’s withdrawal and established a dynasty that lasted for more than a century.

**LITERAL**—What was the *Artha-shastra*?

- » The *Artha-shastra* was a text that is considered one of the earliest works of political science. It advised how a king could gain and hold on to power, how to conduct war and diplomacy, and how to maintain authority.

## **“Chanakya and Machiavelli,” page 115**

**Scaffold understanding as follows:**

**Read the sidebar on page 115 aloud.**

**Note to Teacher:** *Machiavelli* is pronounced (/mah\*key\*uh\*veh\*lee/).

**Note to Teacher:** Machiavelli and *The Prince* are covered in more detail in Volume 2, Chapter 1 of the CKHG Middle School World History program.

**SUPPORT**—Explain to students that in the statement “the ends justify the means,” the word *ends* refers to *what* goals are achieved and the word *means* refers to *how* those goals are achieved.

**After reading the text, ask the following question:**

**INFERENTIAL**—What is the meaning of the statement “the ends justify the means”? Do you think leaders still follow this philosophy? Why or why not?

- » “The ends justify the means” is the idea that a leader should do anything necessary to maintain order and stability. Students may agree or disagree that leaders still follow this philosophy, but they should be able to articulate a reason for their position.

### “The Reign of Ashoka,” pages 115–116

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 115–116 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *stupa* and *edict*, and explain their meanings.

**After the volunteers read the text, ask the following questions:**

**EVALUATIVE**—According to legend, why did Ashoka change?

- » Legend says that Ashoka changed because he was sickened by the destruction caused by his conquests.

**LITERAL**—What did Ashoka do after he became Buddhist?

- » After he became Buddhist, Ashoka devoted himself to spreading Buddhism and creating a better society. He built hospitals and roads and protected animals. He visited people to teach them about Buddhism. He built stupas and pillars to encourage people to follow the principles of Buddhism.

### “The Gupta Empire,” page 117

**Scaffold understanding as follows:**

**Read the section on page 117 aloud.**

**SUPPORT**—Point out that Gupta mathematicians created the symbols for the numbers one to nine that we use today. Invite volunteers to write those symbols on the board or chart paper. Explain that these symbols are called Arabic numerals in the West because they were introduced to Europe by Arabs. Arabs call these numerals “Indian numbers.” Students will learn more about how Arab Muslims preserved and spread knowledge, such as Indian numerals, in later chapters.

**After reading the text, ask the following questions:**

**LITERAL**—What were the Gupta dynasty’s religious policies?

- » The Gupta dynasty supported the Hindu religion. They built Hindu temples and patronized Hindu scholars. But they also let people continue to practice Buddhism and Jainism.

**INFERENTIAL**—The Gupta Empire is sometimes called a golden age in Indian history. Why do you think that is?

- » Possible response: The Gupta Empire is called a golden age because it was an era of learning, scholarship, and trade.



**LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



### **“CHECK FOR UNDERSTANDING” 10 MIN**

#### **Ask students to:**

- Write a short answer to the Big Question: “What ideas, practices, and events united groups across the vast Indian subcontinent?”
  - » Key points students should cite include: the development of Sanskrit as a written language; the caste system that developed during the Vedic period; the spread of Hinduism; the spread of Buddhism; the conquests of Chandragupta Maurya and the creation of the Mauryan Empire; the policies of Ashoka; and the development of the Gupta Empire.
- Choose two of the Core Vocabulary words (*subcontinent, plateau, monsoon, domesticate, terra-cotta, carnelian, secular, caste, avatar, reincarnation, karma, dharma, meditate, nirvana, stupa, or edict*), and write a sentence using the words.

To wrap up the lesson, ask several students to share their responses.

## **Additional Activities**

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Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# Early China

**The Big Question:** What were the political and cultural characteristics of early China?

## Primary Focus Objectives

- ✓ Locate China, the Huang He, and the Yangzi River on a map. (RH.6-8.7)
- ✓ Describe the geography of China. (RI.7.2, RH.6-8.2)
- ✓ Summarize the philosophies of Daoism, Confucianism, and Legalism. (RI.7.2, RH.6-8.2)
- ✓ Identify features of the Shang, Zhou, Qin, and Han dynasties. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *divine right*, *mandate*, *feudal system*, and *filial piety*. (L.7.4, RH.6-8.4)

## What Teachers Need to Know

For background information, download the CKHG Online Resource “About Early China”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

- world map or globe
- diagram of the mandate of heaven
- image of ancient Chinese coins
- capability to display Internet in the classroom

Use this link to download the CKHG Online Resources for this volume, where the specific links to the diagram and image may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Core Vocabulary (Student Volume page numbers listed below)

**divine right, n.** the belief that kings and queens have a God-given right to rule and that rebellion against them is a sin (122)

*Example:* The queen believed that she received her power from God and ruled by divine right.

**mandate, n.** a command; a responsibility given by an authority (122)

*Example:* The government mandate required all children between the ages of five and sixteen to attend school.

*Variations:* mandates, mandate (v.)

**feudal system, n.** social organization in which kings, lords, and peasants are bound together by mutual obligations (123)

*Example:* In Europe's feudal system, kings granted land to lords in exchange for military service.

*Variations:* feudal systems

**filial piety, n.** deep respect for one's parents (125)

*Example:* Caring for an aging parent is considered an act of filial piety.

## THE CORE LESSON 35 MIN

### Introduce "Early China"

5 MIN

Review with students what they learned about ancient India, from the cities of the Indus valley civilization to the development of Hinduism and Buddhism and the Mauryan and Gupta Empires.



Using a globe or world map, invite a volunteer to locate the country of India. Then guide them east to find China. Explain that China was another cradle of civilization. In this chapter, students will learn about the civilization that developed in early China.

Call students' attention to the Big Question. Tell students to look for details about the government and culture of early China as they read.

### Guided Reading Supports for "Early China"

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### "An Enduring Culture," pages 118–119

**Scaffold understanding as follows:**

**SUPPORT**—Point out the word *enduring* in the section title. Explain that *enduring* means lasting a long time.

**Read the section on pages 118–119 aloud.**

**Note to Teacher:** *Huang He* is pronounced (/hwahng/huh/). *Yangzi* is pronounced (/yahng\*zee/).

**SUPPORT**—Point out the word *formidable* in the fourth paragraph of the section. Explain that *formidable* means challenging or difficult to deal with.

**SUPPORT**—Students should recall reading about the Himalayas in Chapter 5: Ancient India.



**WINDOW ON THE WORLD** The Huang He, or Yellow River, is sometimes called China's Sorrow or the River of Sorrow. Ask students to use the description in the text to explain why. (*The river's frequent flooding destroyed the communities on its banks.*)

**After reading the text, ask the following question:**



**LITERAL**—What geographical features give China its "formidable physical borders"?

- » China's formidable physical borders come from the Pacific Ocean in the east, the Gobi Desert in the north, and the Himalayas in the southwest.

## "Life in Early China," pages 120–121

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 120–121 aloud.**

**Note to Teacher:** *Xia* is pronounced (/shaa/).



**SUPPORT**—Direct students to the map of China on page 120. Point out the country of China. Explain that China stretches roughly 3,250 miles from east to west and 3,400 miles from north to south. The United States, by comparison, is 2,800 miles across and 1,582 miles from north to south. Guide students to find the geographical features mentioned in the previous section: the Pacific Ocean, the Gobi Desert, and the Himalayas. Then guide students to find the Huang He and the Yangzi River. Explain that the Yangzi is the longest river in China and the third-longest river in the world. Students already learned about the world's longest river. Challenge them to name it and its location. (*The world's longest river is the Nile, which flows through Egypt and Sudan in northeast Africa.*)

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What crops were most common in early China?

- » Farmers in the north most commonly grew grains such as wheat and millet, and farmers in the south usually grew rice.

**EVALUATIVE**—Why were mulberry trees important in early China?

- » Mulberry trees were important because their berries served as food and their leaves fed silkworms, which the Chinese used to make silk thread and fabric.

**EVALUATIVE**—What does the story of Yu the Great tell us about early China?

- » The story of Yu the Great tells us that the Huang He's floods were dangerous and disastrous, and the people of early China worked hard to solve the problem of the river's flooding.

## "The Shang Dynasty," page 121

**Scaffold understanding as follows:**

**Invite volunteers to read the section on page 121 aloud.**

**Note to Teacher:** *Shang* is pronounced (/shahng/). *Tang* is pronounced (/tahng/).

**SUPPORT**—Note the description of carved animal bones. Explain that animal bones also meant turtle shells. Tell students that these bones and shells are sometimes called "oracle bones" by Western scholars, a reflection of the influence of Greek culture on the West. (Students may recall reading about ancient Greek oracles, such as the one at Delphi.)

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What was Shang society like?

- » Shang society was likely organized into city-states where kings, nobles, merchants, and artisans lived in cities and the rest of the population lived and farmed in the countryside.

**LITERAL**—How were carved animal bones used in early China?

- » Carved animal bones were used in divination, to try to learn things about the future.

### **“Daoism,” page 122**

**Scaffold understanding as follows:**

**Have students read the section on page 122 with a partner.**

**Note to Teacher:** *Daoism* is pronounced (/dow\*izm/). *Dao* is pronounced (/dow/) as in *cow*.

**SUPPORT**—Explain that Daoism is often credited to a founder named Laozi (/low\*zee/), but its texts date from long before Laozi was born.

**After students read the text, ask the following question:**

**LITERAL**—What is the core idea of Daoism?

- » The core idea of Daoism is that the world works according to a natural order.

### **“The Zhou Dynasty,” pages 122–124**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 122–124 aloud.**

**Note to Teacher:** *Zhou* is pronounced (/joe/).

**CORE VOCABULARY**—Point out the vocabulary terms *divine right*, *mandate*, and *feudal society*, and explain their meanings.

**SUPPORT**—Help students understand the mandate of heaven by displaying the mandate of heaven diagram. Explain that in early China, divine will was interpreted through social and economic conditions. If the kingdom was peaceful and prosperous, then the ruler had the mandate of heaven. However, if the kingdom experienced natural disasters, economic crises, or wars and invasions, those were signs that the ruler had lost the mandate of heaven.

**Note to Teacher:** Students will learn more about the feudal system later in Volume 1, when they read about early Japan and medieval Europe.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What was the mandate of heaven?

- » The mandate of heaven was the idea that China’s rulers had heaven’s blessing or endorsement to rule.

**LITERAL**—What were some cultural achievements of the Zhou dynasty?

- » The Zhou dynasty developed a feudal system, advanced the Chinese writing system, and improved the creation of bronze objects and weapons.

### **“The Spring and Autumn Period,” pages 124–125**

**Scaffold understanding as follows:**

**Have students read the section on pages 124–125 independently.**

**SUPPORT**—Direct students to the timeline on page 124. Ask students about how much time separates the beginning of the Warring States period and when Shihuangdi became emperor. (*about 279 years*)

**After students read the text, ask the following question:**

**LITERAL**—What was China like during the Spring and Autumn period?

- » During the Spring and Autumn period, China was unstable. The central government declined, and warfare became more frequent.

### **“Confucianism,” pages 125–126**

**Scaffold understanding as follows:**

**Have students read the section on pages 125–126 with a partner.**

**SUPPORT**—The name *Confucius* is a westernization of the title Kong Fuzi, or Teacher Kong.

**CORE VOCABULARY**—Point out the vocabulary term *filial piety*, and explain its meaning.

**After students read the text, ask the following questions:**

**LITERAL**—What does the philosophy of Confucianism focus on?

- » Confucianism focuses on human relationships.

**LITERAL**—What are the five basic relationships in Confucianism?

- » The five basic relationships are father to son, elder brother to younger brother, husband to wife, ruler to subject, and friend to friend.

**LITERAL**—According to Confucianism, what is the basic unit of society?

- » According to Confucianism, the family is the basic unit of society.

### **“Warring States,” pages 126–127**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 126–127 aloud.**

**SUPPORT**—Display the image of the ancient Chinese coins. Note the circular shape of the coin and the square hole in the middle. Explain that this reflects a belief that heaven is round and Earth is square.

**After the volunteers read the text, ask the following question:**

**LITERAL**—What cultural achievements and advancements occurred during the Warring States period?

- » During the Warring States period, the world's first manual of military theory, *The Art of War*, was created; sturdier iron weapons were developed; a merchant class rose and developed trade networks; and a single system of money began to be used.

### **"The Qin Empire" and "The Terra-cotta Army," pages 127–129**

**Scaffold understanding as follows:**

**Read the section on pages 127–129 aloud.**

**Note to Teacher:** *Qin* is pronounced (/chin/). *Shihuangdi* is pronounced (/shuh\*hwang\*dee/).



**TALK IT OVER** Review the basic tenets of Legalism—that people are wicked and the government needs strict laws and punishments to control them. Compare this with the importance of sympathy, or human-heartedness, and the focus on interpersonal relationships in Confucianism. Organize a class debate around the question “What philosophy might be considered a better foundation for government, Legalism or Confucianism?”

**SUPPORT**—Note that the Great Wall that stands today was mostly built centuries later, under the Ming dynasty, which ruled from 1368 to 1644 CE. Shihuangdi's wall was to the north of where the current wall stands and was intended to mark the boundary between the Chinese empire and the people who lived in the Mongolian plains.

**Read the sidebar on page 129 aloud.**

**SUPPORT**—Students learned the Core Vocabulary word *terra-cotta* in Chapter 5. Remind them that terra-cotta is a red clay.

**After reading the text, ask the following questions:**

**LITERAL**—What kind of ruler was Shihuangdi?

- » Shihuangdi was a harsh, strict, ruthless ruler.

**LITERAL**—What monuments or public works did Shihuangdi create?

- » Shihuangdi created the Lingqu Canal, the first version of the Great Wall, and a terra-cotta army.

### **"The Han Dynasty," pages 129–131**

**Scaffold understanding as follows:**

**Have students read the section on pages 129–131 independently.**

**Note to Teacher:** *Sima Qian* is pronounced (/see\*muh/chee\*ahn/).

**After students read the text, ask the following questions:**

**EVALUATIVE**—How was the Han approach to ruling different from Shihuangdi's approach?

- » The Han approach was less harsh than Shihuangdi's approach.

**LITERAL**—What was the Silk Road?

- » The Silk Road was a network of trade routes that connected China, India, Persia, Arabia, Egypt, and Europe.

**LITERAL**—What were the effects of the invention of paper and ink?

- » The invention of paper and ink made the copying and spread of texts easier, led to the development of several scripts, and led to calligraphy becoming an important part of Chinese culture.

**LITERAL**—What cultural developments and advancements occurred during the Han dynasty?

- » During the Han dynasty, Sima Qian, one of China's most famous historians, produced *Records of the Grand Historian*; water wheels were used as a power source; music and musical theory were developed and refined; tombs were constructed and decorated; and fine pottery, sculptures, and other artworks were produced.

**EVALUATIVE**—Why did people believe the Han had lost the mandate of heaven?

- » People believed the Han had lost the mandate of heaven because a famine struck northern China and the Han did little to help.



**LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



**“CHECK FOR UNDERSTANDING” 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question: “What were the political and cultural characteristics of early China?”
  - » Key points students should cite include: agricultural differences between northern and southern China; the development and importance of silk; alternating periods of dynastic rule and decentralization; unification under the rule of Qin Shihuangdi; the development of Daoism, Confucianism, and Legalism; the development of trade along the Silk Road; the development of a Chinese writing system; the invention of paper and ink and the growing importance of calligraphy; the development of a money system and standardized coinage; and the development of pottery, sculpture, and other artworks.
- Choose one of the Core Vocabulary words (*divine right, mandate, feudal system, or filial piety*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# Rome: From Republic to Empire

**The Big Question:** What factors caused the rise and fall of Rome?

### Primary Focus Objectives

- ✓ Locate Rome, Italy, and the Mediterranean Sea on a map. (RH.6-8.7)
- ✓ Describe the Roman Republic. (RI.7.2, RH.6-8.2)
- ✓ Explain how Rome went from being a republic to becoming an empire. (RI.7.2, RH.6-8.2)
- ✓ Explain the role of Christianity in the Roman Empire. (RI.7.2, RH.6-8.2)
- ✓ Describe the decline and fall of the Roman Empire. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *republic*, *patricians*, *plebeians*, *siege*, *toga*, *dictator*, *garrison*, *persecution*, and *doctrine*. (L.7.4, RH.6-8.4)

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About Rome: From Republic to Empire”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

- world map or globe

### Core Vocabulary (Student Volume page numbers listed below)

**republic, n.** a government in which the people elect representatives to rule for them (134)

*Example:* A republic is a type of democracy because the people choose their leaders by electing them.

*Variations:* republics, republican (adj.)

**patricians, n.** the wealthiest and most powerful families of Rome (135)

*Example:* The patricians of Rome lived in the nicest homes on the city’s seven hills.

*Variations:* patrician, patrician (adj.)

**plebeians, n.** the majority of ordinary free Romans (135)

*Example:* Most Romans were plebeians, and some of the poorest lived in a crowded neighborhood called the Subura.

*Variations:* plebeian, plebeian (adj.)

**siege, n.** a battle strategy in which enemies surround a place so that those within cannot receive supplies (138)

*Example:* The army forced the town to surrender by laying siege to it for months.

**toga, n.** traditional Roman clothing consisting of fabric draped around the body (141)

*Example:* The purple stripe on his toga indicated that the man held a position of power or influence.

*Variations:* togas

**dictator, n.** a ruler who has total control over the country (142)

*Example:* Julius Caesar wanted to rule with absolute power, so he sought to be named dictator for life.

*Variations:* dictators, dictatorship (n.), dictatorial (adj.), dictate (v.)

**garrison, n.** troops stationed in a town or fort for the purpose of defense (147)

*Example:* The emperor stationed a garrison in the border town to protect against invasion.

*Variations:* garrisons

**persecution, n.** cruel and unfair treatment of a group of people (149)

*Example:* In the early years of Christianity, its followers experienced persecution and punishment by the Roman government.

*Variations:* persecutions, persecute (v.)

**doctrine, n.** an official set of beliefs (149)

*Example:* The Holy Trinity is an important part of Catholic doctrine.

*Variations:* doctrines

## THE CORE LESSON 35 MIN

### Introduce “Rome: From Republic to Empire”

5 MIN

Review with students what they learned about early China, from its cradles of civilization along the Huang He and Yangzi River to the development of Daoism, Confucianism, and Legalism; its unification under Qin Shihuangdi; and its growth and development under the Han dynasty.



Using a globe or world map, invite a volunteer to locate Greece. Remind students that the ancient Greeks built a civilization that helped shape Western culture today. Then guide the volunteer west to find Italy. Explain that another civilization that helped shape modern times began in Italy, in the city of Rome. Guide the volunteer to find Rome on the globe or map. In this chapter, students will learn about ancient Rome and its legacy.

Call students’ attention to the Big Question. Tell students to look for details about Rome’s rise and fall as they read.

### Guided Reading Supports for “Rome: From Republic to Empire”

30 MIN


When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “A Western Power Rises,” pages 132–133

**Scaffold understanding as follows:**

**Read the section on pages 132–133 aloud.**


**SUPPORT**—Note the reference to Italy in the first paragraph. Explain that in ancient times, there was no Italy. The country of Italy did not exist until the late 1800s CE. The name Italy here refers to the Italian Peninsula, the boot-shaped peninsula that extends into the Mediterranean Sea. Throughout the chapter, places are referred to by their modern country names. Students should understand that those countries did not exist in the era covered by this chapter.

 **SUPPORT**—Direct students to the map on page 134. Guide them to find the boot-shaped Italian Peninsula and then the city of Rome. Have students find the Tiber River and trace a route from the Tiber, around or between Sardinia and Sicily, to the Mediterranean Sea. Explain that this path was how Rome was able to trade with other Mediterranean civilizations. Guide students to find the Alps in northern Italy. Explain that the Alps are a high mountain range that served as a barrier to invasion.

**After reading the text, ask the following questions:**

 **INFERENTIAL**—What geographic features helped Rome develop a trade network?

- » The Tiber River and Mediterranean Sea helped Rome develop a trade network.

 **EVALUATIVE**—Which geographic features provided the most protection for Rome? Explain your answer.

- » Mountains provided the most protection. Rome was protected by the Alps in northern Italy and the Apennines in central Italy. It was also protected by the hills on which it was built.

### **“Early Rome,” pages 133–134**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 133–134 aloud.**

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What elements of Greek civilization did the Romans adopt?

- » The Romans adopted the Greek gods, Greek art and architectural styles, the Greek idea of a polis, and the Greek alphabet.

**LITERAL**—Who were the Etruscans?

- » The Etruscans were the dominant power in Italy before the Romans.

### **“Rise of the Republic,” pages 134–135**

**Scaffold understanding as follows:**

**Have students read the section on pages 134–135 independently.**

**CORE VOCABULARY**—Point out the vocabulary terms *republic*, *patricians*, and *plebeians*, and explain their meanings.

**SUPPORT**—The patricians took their name from the Latin word for father. They considered themselves to be like the fathers of the Roman people, in the sense that they were naturally positioned as authority figures.

**SUPPORT**—The plebeians are sometimes referred to by the abbreviated nickname *plebes*.

**After students read the text, ask the following questions:**

**EVALUATIVE**—How were patricians and plebeians different?

- » Patricians were a minority but had wealth, status, and power. Plebeians were the majority. They did not have status or power at first.

**LITERAL**—How did the Roman government work before the fifth century BCE?

- » Before the fifth century BCE, the Roman government was led by two consuls who made laws, commanded the army, and had the power to veto each other. The consuls were both patricians, and they were advised by the patrician Senate.

### **“Plebeian Revolt” and “Conquest and Expansion,” pages 135–136**

**Scaffold understanding as follows:**

**Invite volunteers to read the sections on pages 135–136 aloud.**

**SUPPORT**—Note the name Pyrrhus in the text. Explain that Pyrrhus’s experience is the origin of the term *pyrrhic victory*, which means to achieve something at a cost so high that the achievement is meaningless.

**SUPPORT**—Explain that the Roman Republic was so organized and had such a massive labor force that the Romans could suffer defeats in battle and still keep going. This was highly unusual in the ancient world. Armies were so expensive and the rule of kings so fragile that they often could not afford to lose one major battle. The Romans, however, had a political system that allowed them to quickly replace leaders who failed or died and to fund replacement troops and equipment quickly through a sophisticated tax system.

**After the volunteers read the text, ask the following question:**

**LITERAL**—How did the plebeians gain political power?


- » The plebeians gained political power through a strike by plebeian soldiers.


### **“The Punic Wars,” pages 136–138**

**Scaffold understanding as follows:**

**Have students read the section on pages 136–138 with a partner.**

**SUPPORT**—Remind students what they learned about the Phoenicians in Chapter 3. They were a Mediterranean people who established an extensive trade network and who were known for the purple dye that they created. They were also the first to create an alphabet. Note that the word *Punic* comes from the Latin word for Phoenician.

 **SUPPORT**—Locate Tunisia on a world map or globe. Then find the city of Tunis. Explain that the present-day city of Tunis is located where Carthage was in ancient times.

 **SUPPORT**—Using a world map or globe, trace Hannibal’s route from Carthage through Spain, into France, across the Alps, and into Italy.

**SUPPORT**—Point out the name Scipio Africanus. Explain that *Africanus* was added to Scipio’s name due to his efforts in the war. Scipio went to Africa to fight the Carthaginians, and he won. After his victory in 202 BCE, he was given the title *Africanus*.

**CORE VOCABULARY**—Point out the vocabulary term *siege*, and explain its meaning.

**SUPPORT**—Reread the last sentence of the section. Explain that Rome not only took power in these lands but also took inspiration from the Greek culture that had spread there. As the Romans expanded their territory, they became ever more influenced by Greek art, literature, philosophy, and culture.

**After students read the text, ask the following questions:**

**LITERAL**—How did the Romans win the first Punic War?

- » The Romans won the first Punic War by building a navy made up of warships with boarding ramps. They used the ramps to board Carthaginian ships and attack their crews.

**LITERAL**—Who was Hannibal Barca? What did he do?

- » Hannibal Barca was the leader of the Carthaginian army in the second Punic War. He marched his army, with their war elephants, across Spain, France, and the Alps and almost wiped out the Roman army at Cannae. He later surrendered to Scipio Africanus after the Romans attacked Carthage.

**LITERAL**—How did the Punic Wars end?

- » The Punic Wars ended after Carthage broke its peace pact. Rome laid siege to Carthage and destroyed the city.

### **“Life and Culture in the Republic,” pages 138–139**

**Scaffold understanding as follows:**

**Read the section on pages 138–139 aloud.**

**SUPPORT**—Note the word *circuses* in the first paragraph of the section. Explain that today, circuses are groups of performers that also often include trained animals. In Roman times, though, a circus was something different. A Roman circus was an open-air stadium or arena where events such as chariot races and gladiator games were held.

**SUPPORT**—When reading the last paragraph of the section, note that at this time in Rome, as in other ancient societies, slavery was not based on race. While some enslaved people in Rome were born into slavery, many others were enslaved after being captured in war, and some sold themselves into slavery to pay off a debt.

**After reading the text, ask the following question:**

**EVALUATIVE**—How were the living conditions of Rome’s poor different from the living conditions of the wealthy?

- » Rome’s poor lived in crowded, dirty, and dangerous conditions in apartment-like buildings called *insulae*. The wealthy, though, lived on private estates on one of the city’s hills or in the countryside. Their villas had private baths and rooms for entertaining guests.

### **“Roman Religion” and “Roman Philosophers,” pages 139–141**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 139–141 aloud.**

**SUPPORT**—Remind students that Zeus was king of the Olympian gods in Greek mythology.

**SUPPORT**—Remind students what they read about the Stoics and Epicureans in Chapter 4. The Stoics believed in self-control and simple living. The Epicureans believed that life should be about maximizing happiness and minimizing pain.

**Invite volunteers to read the sidebar on page 140 aloud.**

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What are some ways that Greek culture influenced Roman society?

- » The Romans worshipped the same or similar gods as the Greeks. They also spoke Greek as well as Latin. Like the Greeks, Romans enjoyed theater, poetry, and writing letters to each other. They also studied Greek philosophy.

**EVALUATIVE**—In what ways was Rome a public culture?

- » Rome was a public culture not only because it held entertainment in circuses but also because much of its politics occurred in the open. Also, powerful Romans liked to be seen in public, and victorious military leaders were honored with public celebrations called triumphs.

### **“Roman Families,” page 141**

**Scaffold understanding as follows:**

**Have students read the section on page 141 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *toga*, and explain its meaning.

**SUPPORT**—Note the explanation of how girls were named by being given a feminine version of their father’s family name. For example, Gaius Julius Caesar’s daughter was simply called Julia, the feminine form of his family name.

**After students read the text, ask the following questions:**

**LITERAL**—Who had the most power in the Roman family?

- » The father or oldest male relative had the most power.

**LITERAL**—What was life like for freeborn women in Rome?

- » Freeborn women in Rome were citizens but had few legal rights. They engaged in public life but generally interacted with other women, often staying in the parts of public buildings reserved for them.

### **“The Collapse of the Republic,” pages 141–142**

**Scaffold understanding as follows:**

**Have students read the section on pages 141–142 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *dictator*, and explain its meaning.

**After students read the text, ask the following questions:**

**LITERAL**—What issues put strain on the Roman Republic?

- » The issues of land ownership, unequal distribution of wealth, and conflict between the *optimates* and the *populares* put strain on the Roman Republic.

**LITERAL**—Who was Sulla? What did he do?

- » Sulla was a general who declared himself dictator of Rome. As dictator, he limited the powers of tribunes, increased the size of the Senate, and limited the authority of Rome's generals outside of Italy.

### **"The First Triumvirate," pages 142–143**

**Scaffold understanding as follows:**

**Read the section on pages 142–143 aloud.**

**SUPPORT**—Point out the prefix *tri-* in the word *triumvirate*. Explain that *tri-* means three. For example, a tricycle has three wheels, and a triumvirate has three members.

**After reading the text, ask the following question:**

**EVALUATIVE**—Why was Julius Caesar so popular?

- » Julius Caesar was popular because he was handsome, polished, and ambitious. He aligned himself with the *populares* and passed policies that won the affection of the Roman people. He also conquered Gaul, which made him a popular hero and won him the loyalty of the soldiers he commanded.

### **"Caesar Starts a Civil War," pages 143–145**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 143–145 aloud.**

**Note to Teacher:** *Ptolemy* is pronounced (/toe\*luh\*mee/).

**SUPPORT**—Marcus Antonius is better known as Mark Antony. Brutus and Cassius are shortened names for Marcus Junius Brutus and Gaius Cassius Longinus.

**After the volunteers read the text, ask the following questions:**

**EVALUATIVE**—Why was Julius Caesar murdered?

- » Julius Caesar was murdered because some senators thought he was gaining too much power and was dangerous because he wanted to be dictator for life.

**LITERAL**—What happened after Julius Caesar's death?

- » After Julius Caesar's death, a war broke out. Marcus Antonius and Octavian defeated Brutus, Cassius, and the other conspirators. Then Octavian defeated Marcus Antonius and became Rome's first emperor.

### **"The Pax Romana," pages 145–147**

**Scaffold understanding as follows:**

**Have students read the section on pages 145–147 independently.**

**SUPPORT**—Note the references to the *Iliad* and *Odyssey*. Remind students that these Greek epic poems tell the story of the Trojan War (*Iliad*) and the journey home of a hero of the war

(*Odyssey*). The *Aeneid* builds on the Greek story of the Trojan War, claiming that the Roman people were descended from Aeneas, one of the heroes of the war.

**SUPPORT**—Direct students to the timeline on page 146. Ask them how much time elapsed between the death of Julius Caesar and the fall of the Western Roman Empire. (*more than 500 years*)

**After students read the text, ask the following questions:**

**EVALUATIVE**—How was Augustus’s image different from his reality as a ruler?

- » Augustus projected an image of being a humble leader, but in reality, he was ruthless.

**LITERAL**—What changes did Augustus make to Rome and its government?

- » Augustus reorganized the military; changed how the military was funded; added new regions to the Roman Empire; reorganized the tax system; improved the city’s protections against flooding, fire, famine, and crime; and oversaw the construction of new aqueducts and public buildings.

### “Building the Empire,” pages 147–148

**Scaffold understanding as follows:**

**Have students read the section on pages 147–148 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *garrison*, and explain its meaning.

**SUPPORT**—Students may recall the importance of roads in maintaining other ancient empires, such as the Assyrian Royal Road and the roads of the Persian Empire.



**WINDOW ON THE WORLD** Introduce students to the adage “All roads lead to Rome.” Have students research what the adage means, both literally and figuratively. Challenge them to find out what the Milliarium Aureum was.

**After students read the text, ask the following question:**

**EVALUATIVE**—How did the Romans manage their vast empire?

- » The Romans managed their empire by stationing garrisons along the border, building defensive walls, maintaining a large fleet, and building a large, sophisticated road network.

### “An Unwieldy Power,” page 148

**Scaffold understanding as follows:**

**Invite volunteers to read the section on page 148 aloud.**



**SUPPORT**—Use the world map or globe to show students the location of Constantinople (present-day Istanbul).

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What challenges did the Roman Empire face?

- » The Roman Empire faced challenges such as the size of the empire, corruption, and power struggles.

**LITERAL**—What did Constantine do?

- » Constantine moved the capital of the empire to Byzantium and renamed it Constantinople. He also transformed religious practices and authority in Rome.

### **“Christianity and the Roman Empire,” pages 148–150**

**Scaffold understanding as follows:**

**Read the section on pages 148–150 aloud.**

**SUPPORT**—Explain that the name Christianity comes not from Jesus of Nazareth’s name but from the title he was given in Greek: *Christos*, which means anointed or chosen.

**CORE VOCABULARY**—Point out the vocabulary terms *persecution* and *doctrine*, and explain their meanings.

**SUPPORT**—Help students understand the importance of the conference at Nicaea and the Nicene Creed. Explain that to make Christianity Rome’s official religion, Constantine needed a settled understanding of Christianity. At the time, Christians debated many beliefs. Constantine needed all of these ideas to be sorted out because he could not allow disputes about Christian doctrine to disturb the stability and authority of his new church—or the empire. After Constantine’s intervention, there was one officially endorsed form of Christian doctrine, and if someone believed something else, they were considered wrong.

**After reading the text, ask the following questions:**

**LITERAL**—How did Roman authorities respond to the spread of Christianity at first?

- » Roman authorities responded to the spread of Christianity by trying to stop it, often by brutal means.

**LITERAL**—What changed the Roman government’s attitude toward Christianity?

- » The emperor Constantine’s conversion to Christianity changed the Roman government’s attitude.

### **“Decline and Fall of the Western Empire,” page 150**

**Scaffold understanding as follows:**

**Have students read the section on page 150 independently.**

**After students read the text, ask the following question:**

**LITERAL**—What are two theories about why Rome fell?

- » Two theories about why Rome fell are that (1) the empire became weak and decadent because Romans had so much wealth and power and that (2) Rome was weakened by almost-constant outside attacks.

**Scaffold understanding as follows:**

**Invite volunteers to read the section on page 151 aloud.**

**SUPPORT**—Explain that Byzantium, or the Byzantine Empire, became a term used to designate the Eastern Roman Empire, even though the city was then called Constantinople and the people probably thought of themselves as Romans.

**After the volunteers read the text, ask the following question:**

**LITERAL**—What happened during Justinian's reign?

- » During Justinian's reign, the emperor compiled a legal code, and the empire was hit with one of the worst outbreaks of plague.



**LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



### **"CHECK FOR UNDERSTANDING" 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question: "What factors caused the rise and fall of Rome?"
  - » Key points students should cite include: Rome's location on the Italian Peninsula, including the protection of the Alps and Apennines and access to the Mediterranean; military conquests, including Italy and Carthage; strong leaders, such as Sulla and Julius Caesar; inequality of wealth and land ownership; a vast empire that was difficult to govern; political corruption and competition for power; and invasions by the Huns, Goths, Vandals, and others.
- Choose two of the Core Vocabulary words (*republic, patricians, plebeians, siege, toga, dictator, garrison, persecution, or doctrine*), and write a sentence using the words.

To wrap up the lesson, ask several students to share their responses.

## **Additional Activities**

Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# Islamic Civilization

**The Big Question:** What were the hallmarks of early Islamic civilization?

### Primary Focus Objectives

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- ✓ Locate the Arabian Peninsula on a map. (RH.6-8.7)
- ✓ Describe the tenets of Islam. (RI.7.2, RH.6-8.2)
- ✓ Explain how Islam spread. (RI.7.2, RH.6-8.2)
- ✓ Describe the characteristics of Islamic design. (RI.7.2, RH.6-8.2)
- ✓ Identify key discoveries and advancements of Islamic civilization. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *oasis*, *resin*, and *cistern*. (L.7.4, RH.6-8.4)

### What Teachers Need to Know

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For background information, download the CKHG Online Resource “About Islamic Civilization”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

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- world map or globe
- image of a dromedary
- image of the Islamic Center of America in Dearborn, Michigan
- image of the Hagia Sophia
- Internet access
- capability to display Internet in the classroom

Use this link to download the CKHG Online Resources for this volume, where the specific links to the images may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Core Vocabulary (Student Volume page numbers listed below)

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**oasis, n.** an area in the desert where there are water and plants **(154)**

*Example:* The caravan stopped to rest at the oasis during the hottest part of the day.

*Variations:* oases

**resin, n.** a sticky substance made by some plants (154)

*Example:* The soap maker used frankincense resin to add scent to his products.

*Variations:* resins

**cistern, n.** a reservoir for storing water (155)

*Example:* The Nabataeans of the desert city of Petra dug cisterns to store water.

*Variations:* cisterns

## THE CORE LESSON 35 MIN

### Introduce “Islamic Civilization”

5 MIN

Review with students what they learned about ancient Rome. Emphasize that after the fall of the Western Roman Empire, Roman civilization continued in the Byzantine Empire. It was during the Byzantine Empire’s golden age that a new religion was born on the Arabian Peninsula. That religion, Islam, is now a major world religion practiced on every continent.



Using a globe or world map, guide a volunteer to locate the Arabian Peninsula. Ask students to identify the locations of civilizations they’ve already studied that developed around the Arabian Peninsula. (*Students should identify Mesopotamia, Egypt, and the Levant.*) Explain that in this chapter, students are going to learn about the birth of not only Islam but also the Islamic civilization that began on the Arabian Peninsula and spread across the Mediterranean and into the Indian subcontinent.

Call students’ attention to the Big Question. Note the word *hallmarks*. Explain that hallmarks are qualities or characteristics that define something. For example, arches and columns are hallmarks of Roman architecture. Tell students to look for the characteristics of Islamic civilization as they read.

### Guided Reading Supports for “Islamic Civilization”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “Origins of Islam,” pages 152–154

**Scaffold understanding as follows:**

**Read the section on pages 152–154 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *oasis*, and explain its meaning.



**SUPPORT**—Direct students to the map of the Arabian Peninsula on page 154. Have students identify the three bodies of water that surround the peninsula. Then have them find the city of Cairo. Remind students that Cairo is in modern-day Egypt. Guide students to find the city of Baghdad. Explain that Baghdad is located in what used to be Mesopotamia. Today, it is in the country of Iraq.



**WINDOW ON THE WORLD** Explain that in the southern part of the Arabian Peninsula is a large sandy desert called the Rub’ al-Khali. (You may wish to write that name on the board or chart paper.) Have students look up the meaning of that name (*the Empty Quarter*) and why it was given to this desert. Challenge them also to find out the name for the desert used by the people who live there. (*Ar-Ramlah, or the Sand*)

**After reading the text, ask the following questions:**



**LITERAL**—What geographic features can be found on the Arabian Peninsula?

- » The Arabian Peninsula has a large plateau, sandy deserts, dry plains, and some mountains and fertile valleys.



**INFERENTIAL**—Where do you think most people live on the Arabian Peninsula? Why?

- » Most people live in coastal areas, because that is where the farming is, and in the southern region, because that is where most of the rainfall is.

### **“Pre-Islamic Arabia” and “Dromedaries,” pages 154–156**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 154–156 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *resin* and *cistern*, and explain their meanings.

**SUPPORT**—Students should be familiar with the Silk Road from their reading about early China. Explain that the trade routes through the Arabian Peninsula were sometimes called the Incense Road, named for the frankincense and myrrh that were among Arabia’s most popular trade goods.



**SUPPORT**—Explain that the northwestern region of Arabia, where the Nabataeans lived, is the area of southern Jordan today.

**Invite a volunteer to read the sidebar on page 155 aloud.**

**SUPPORT**—Show students the image of the dromedary. Point out the features described in the text.

**After the volunteers read the text, ask the following question:**

**LITERAL**—What does it mean that Arabia was a center of trade?

- » It means that Arabia was the crossroads of trade networks that connected civilizations in Europe, Africa, and Asia.

### **“Muhammad’s Story,” pages 156–158**

**Scaffold understanding as follows:**

**Have students read the section on pages 156–158 independently.**

**SUPPORT**—Note the mention of images of Muhammad. Explain that Muhammad is a sacred figure in Islam, and as a result, contemporary Islam forbids images of Muhammad. It is believed that such images would encourage idolatry (the worship of idols), which is prohibited in Islam.

**SUPPORT**—Point out the reference to Allah in the text. Explain that *Allah* is the Arabic word for God—the same God worshipped in Judaism and Christianity. If students were to go to a Christian service in an Arabic-speaking country, they would hear God referred to as Allah there, too.

**SUPPORT**—Note the word *persecution*. Remind students that they learned this word in Chapter 7. Help students recall that persecution is the cruel and unfair treatment of a group of people.

**After students read the text, ask the following questions:**

**LITERAL**—What are the Hadith, the Sunna, and the Quran?

- » The Hadith is a collection of the reported sayings of Muhammad. The Sunna is a collection of Muhammad’s reported actions and of early Islamic customs and practices. The Quran is Islam’s most holy book and is considered the direct word of God.

**LITERAL**—Who was Muhammad?

- » Muhammad is the Prophet of Islam. He was a merchant who shared the teachings he is said to have received from God through the angel Gabriel.

**LITERAL**—What was the Hijrah? Why did it happen?

- » The Hijrah was Muhammad’s flight from the city of Mecca to the city of Medina. Muhammad fled because he and his followers were in danger in Mecca and his teachings were more readily accepted in Medina.

### **“The Five Pillars of Islam,” page 159**

**Scaffold understanding as follows:**

**Read the section on page 159 aloud.**



**SUPPORT**—Reiterate that Muslims face Mecca to pray. Using the globe or world map, trace a path from your community to Mecca. Work with students to determine the direction of that path. Determine which way students would have to face in the classroom in order to face Mecca, and then have them turn in that direction.

**After reading the text, ask the following question:**

**LITERAL**—What are the Five Pillars of Islam?

- » The Five Pillars of Islam are the main tenets of Muslim belief and consist of the profession of faith, prayer, alms, fasting, and the hajj, or pilgrimage.

### **“The First Caliphs,” pages 160–161**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 160–161 aloud.**

**SUPPORT**—Reread the sentence about Umar’s policy of tolerance toward Judaism and Christianity. Explain that in Islam, Jews and Christians are considered “People of the Book” because of the beliefs and stories that they share with Islam.



**SUPPORT**—Direct students to the map on page 160. Have students locate Mecca and Medina. Ask students what Muhammad’s flight from Mecca to Medina was called. (*the Hijrah*) Then invite volunteers to describe the extent of the Islamic Empire in 750 CE. (Possible response: *In 750 CE, the Islamic Empire stretched from Spain and North Africa in the west to Persia and the Arabian Sea in the east. It controlled parts of three continents: Europe, Africa, and Asia.*)

**SUPPORT**—Note the explanation of the conflict between the Shia and the Sunni. Explain that today, the divide between the Sunni and the Shia remains. Most modern Muslims are Sunni, but many are Shia. Since the era of the caliphs, other branches of Islam, such as Sufi Islam, have also developed.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What challenge did the Muslim community face after Muhammad’s death?

- » After Muhammad’s death, it was not clear who would be the next leader of Islam.

**LITERAL**—What important contribution did the caliph Osman make to the practice of Islam?

- » Osman oversaw the creation of an official, standardized version of the Quran that is still used today.

**EVALUATIVE**—How did Islam become divided into Sunni and Shia?

- » Islam became divided into Sunni and Shia over support of the caliph Ali. The Shia followed Ali, and the Sunni refused to.

### “Continued Growth,” pages 161–163

**Scaffold understanding as follows:**

**Have students read the section on pages 161–163 with a partner.**

**SUPPORT**—Point out the word *jihad* in the last paragraph of the section. Explain that today, the word is often misunderstood and frequently misused. *Jihad* is Arabic for struggle, particularly a struggle with an honorable goal. It usually means a personal effort to control greed, anger, and other negative impulses or the pursuit of knowledge to benefit humanity. It can also mean protection of the innocent, usually women, children, and the elderly. However, it does not mean committing acts of terrorism. Some terrorists claim their actions are jihad, but in truth, terrorism violates Islamic law.

**After students read the text, ask the following questions:**

**LITERAL**—What new capitals were established by the Umayyads and the Abbasids?

- » The Umayyads established their capital at Damascus (Syria). The Abbasids ruled from Baghdad (Iraq).

**LITERAL**—What were the Crusades?

- » The Crusades were a series of wars between Christian Europe and Islamic leaders over control of the Holy Land.

## “Islamic Golden Age,” pages 163–165

**Scaffold understanding as follows:**

**Have students read the section on pages 163–165 independently.**

**SUPPORT**—Direct students to the timeline on page 164. Ask: How long after the fall of the Roman Empire did Muhammad’s return to Mecca occur? (*156 years*) What else was happening in the world at the time of Muhammad’s return to Mecca? (*The Tang dynasty ruled China.*)

**SUPPORT**—Note the reference to Muslim scholars spreading Indian numerals to the West. Students may recall learning about this in Chapter 5. Remind students that even though the numerals we use today are originally from India, we call them Arabic numerals because they were brought to the West by Muslim merchants and scholars.

**After students read the text, ask the following questions:**

**LITERAL**—What was the House of Wisdom?

- » The House of Wisdom was a center in Baghdad where scholars from different regions of the Abbasid territory gathered and worked. They translated texts from China, India, Persia, Greece, and Rome and are credited with preserving ancient Greek and Roman texts after the fall of the Roman Empire.

**LITERAL**—What were some of the mathematical advancements made by Muslim scholars?

- » Muslim scholars introduced Indian numerals to the West and developed algebra and calculus.

**LITERAL**—What were some medical advancements of Islamic civilization?

- » Muslim scholars collected medical knowledge from several civilizations, expanded on it, and then organized all of the information into encyclopedias, such as Ibn Sina’s *The Canon of Medicine* and *The Book of Healing*.

## “Art and Literature,” pages 165–166

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 165–166 aloud.**

**Note to Teacher:** *Scheherazade* is pronounced (/sheh\*hair\*uh\*zahd/). *Rubaiyat* is pronounced (/roo\*bah\*yaht/).

**SUPPORT**—Remind students that Islam forbids images of the prophet Muhammad.

**SUPPORT**—Show students the image of the Islamic Center of America in Dearborn, Michigan. Explain that this is a mosque in the present-day United States. Have students identify the minarets in the photo based on the explanation of minarets in the Student Volume text. Point out the crescent moons on the building. Explain that the crescent moon is a symbol of Islam. Note the geometric patterns in the design of the building. Explain that such patterns are characteristic of Islamic art.

**SUPPORT**—Students may be familiar with the story of Aladdin. Explain that the story of Aladdin originated in *The Thousand and One Nights*.

**After the volunteers read the text, ask the following question:**

**LITERAL**—What are some characteristics of Islamic art?

- » Islamic art uses geometric forms and inspiration from the natural world, but it generally avoids images of people and animals.

### **“The Spread of Islam,” pages 166–167**

**Scaffold understanding as follows:**

**Read the section on pages 166–167 aloud.**

**SUPPORT**—Show students the image of the Hagia Sophia (/ah\*yah/so\*fee\*ah/). Explain that the Hagia Sophia was first built as a Christian church by the Byzantine emperor Justinian I. Students should recall learning about Justinian in Chapter 7. When Constantinople was conquered by Muslims, the Hagia Sophia was converted into a mosque, and minarets were added. Point out the towers (minarets) in the image. In the 1900s CE, the Hagia Sophia was used as a museum, but in 2020, the Turkish government revoked its museum status with the goal of returning it to usage as a mosque.

**SUPPORT**—Explain that today, Islam is the second-most practiced religion in the world. (Christianity is the first.)


**After reading the text, ask the following questions:**

**LITERAL**—Where was the Ottoman Empire located?

- » The Ottoman Empire was located in Asia Minor (modern-day Turkey) and extended into parts of Europe, Southwest Asia, and North Africa.

**LITERAL**—Where was the Moghul Empire located?

- » The Moghul Empire was located in northern India.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



### **“CHECK FOR UNDERSTANDING” 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question: “What were the hallmarks of early Islamic civilization?”
  - » Key points students should cite include: Islam’s monotheism and shared beliefs with Judaism and Christianity; the Quran, Hadith, and Sunna as sacred texts; the Five Pillars of Islam; belief in Muhammad

as the last prophet; the growth of Islam as a unified empire, first under the caliphs and then under the Umayyads and Abbasids; the pursuit of knowledge in science, medicine, and mathematics by Muslim scholars; the building of mosques with minarets in cities of the empire; and the development of a unique Islamic style of art that uses geometric shapes and images from the natural world.

- Choose one of the Core Vocabulary words (*oasis*, *resin*, or *cistern*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

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Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# Maya, Aztec, and Inca Civilizations

**The Big Question:** What characterized early civilizations in Mesoamerica and South America?

### Primary Focus Objectives

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- ✓ Locate Mesoamerica, the Yucatán Peninsula, South America, the Amazon River, and Andes Mountains on a map. (RH.6-8.7)
- ✓ Identify the achievements of the Olmecs and Zapotecs. (RI.7.2, RH.6-8.2)
- ✓ Describe early Maya civilization. (RI.7.2, RH.6-8.2)
- ✓ Identify the achievements of the Aztecs. (RI.7.2, RH.6-8.2)
- ✓ Describe the features of Inca civilization. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *Mesoamerica*, *equinox*, *indigenous*, and *altiplano*. (L.7.4, RH.6-8.4)

### What Teachers Need to Know

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For background information, download the CKHG Online Resource “About Maya, Aztec, and Inca Civilizations”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

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- world map or globe
- image of the Mexican flag
- Internet access
- capability to display Internet in the classroom

Use this link to download the CKHG Online Resources for this volume, where the specific link to the image may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Core Vocabulary (Student Volume page numbers listed below)

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**Mesoamerica**, **n.** historical region of Latin America, stretching from northwest Mexico through Central America (169)

*Example:* The Maya and Aztec lived in Mesoamerica, but the Inca did not.

*Variations:* Mesoamerican (adj.)

**equinox, n.** day of the year when the day and night are of equal length (176)

*Example:* The March equinox marks the beginning of spring, and the September equinox marks the beginning of autumn.

*Variations:* equinoxes

**indigenous, adj.** originally living or existing in a place; native (179)

*Example:* The nopal cactus is indigenous to Mexico and an important part of Mexican cuisine.

*Variations:* Indigenous

**altiplano, n.** a large, high plateau in South America (180)

*Example:* Llamas and other animals feed on the grasses that grow on the altiplano.

*Variations:* altiplanos

## THE CORE LESSON 35 MIN

### Introduce “Maya, Aztec, and Inca Civilizations”

5 MIN

Review with students what they read in Chapter 8 about Islamic civilization and the founding and spread of Islam. Explain that while Islam was becoming a force in Europe, Africa, and Asia, other urban societies and traditions were emerging in the Americas.



Using a globe or world map, guide a volunteer to locate North America and then Mexico. Remind students that Mexico is part of North America. Then help students identify Central America and South America. Explain that in this chapter, students will learn about ancient and early modern civilizations that developed in these regions.

Call students’ attention to the Big Question. Tell students to look for the characteristics of each civilization as they read.

### Guided Reading Supports for “Maya, Aztec, and Inca Civilizations”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “Cultures of the Americas,” pages 168–169

**Scaffold understanding as follows:**

**Read the section on pages 168–169 aloud.**

**SUPPORT**—Reiterate that Spanish sources about the cultures of Mesoamerica and South America must be read carefully. The Spanish were observing cultures whose languages and practices were foreign to them. Sometimes, they were just confused about what they observed.

**After reading the text, ask the following questions:**



**LITERAL**—Where did the Maya, Aztec, and Inca civilizations develop?

» The Maya and Aztec were in Mesoamerica (Mexico and Central America), and the Inca were in South America.

**INFERENTIAL**—Why do you think the accounts of these cultures written by the Spanish need to be carefully examined?


- » The Spanish were conquerors, so their accounts might be written to justify or rationalize their conquest. Also, they were not familiar with the cultures they were conquering and may have misunderstood what they saw.

### **“Mesoamerica,” pages 169–170**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 169–170 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *Mesoamerica*, and explain its meaning.

 **SUPPORT**—Direct students to the map on page 170. Have them find Mexico. Point out the countries of Guatemala, El Salvador, Belize, Honduras, Nicaragua, Costa Rica, and Panama, and explain that these countries make up the region of Central America. Then have students find the Yucatán Peninsula. Ask: Which civilization lived in the Yucatán? (*the Maya*) Have students find the territory of the Aztec on the map. Ask: According to the map, which civilization built more cities? (*the Maya*)

**SUPPORT**—Explain that one reason early growers of corn may have preferred the stalks over the kernels is that the kernels by themselves are difficult for the human body to process, so the body can’t access the nutrients in the corn kernels. Mesoamericans developed a process to make corn nutritious to eat. This process consists of cooking the maize grains in a solution of lime (calcium hydroxide), washing them, and then grinding them into a dough called masa, which is then used to make tortillas. This process is called nixtamalization, after the Nahuatl words meaning ash dough. Nixtamalization changes the smell and color, improves the amount of calcium and iron available from the corn flour, and reduces the amount of toxins that might have gotten into the flour. The process is still used to create maize flour today.

**SUPPORT**—Point out the word *cacao* (/ka\*kow/), and explain that cacao beans are used to make chocolate.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What is Mesoamerica?

- » Mesoamerica is a historical region that stretches from northwest Mexico into Central America.

**LITERAL**—Which crop was most important to early Mesoamericans?

- » Corn, or maize, was most important.

### **“Olmecs and Zapotecs,” pages 170–172**

**Scaffold understanding as follows:**

**Have students read the section on pages 170–172 independently.**

**SUPPORT**—Direct students to the image of the colossal Olmec head sculpture on page 171. Explain that archaeologists have found seventeen of these heads, ten of them at the Olmec site of San Lorenzo.

**After students read the text, ask the following questions:**

**LITERAL**—What do we know about the Olmec people?

- » We know the Olmecs were the first to build pyramids in Mesoamerica. We know they created giant sculptures of heads. We know they lived in large settlements along rivers that fed the Gulf of Mexico. We know they figured out how to extract latex from rubber trees. We know that the name Olmec was not what they called themselves because *Olmec* is an Aztec word.

**LITERAL**—What was special about the Zapotec city of Monte Albán?

- » Monte Albán used household-based farming, small-scale water diversion, and irrigation technologies. It served as a major center for more than a millennium.

### **“Teotihuacán,” pages 172–173**

**Scaffold understanding as follows:**

**Read the section on pages 172–173 aloud.**

**Note to Teacher:** *Teotihuacán* is pronounced (/tay\*oh\*tee\*hwah\*khan/). *Quetzalcoatl* is pronounced (/ketz\*uhl\*kuh\*waa\*tuhl/). *Tlaloc* is pronounced (/tlah\*loke/).



**SUPPORT**—Have students return to the map on page 170 and locate the city of Teotihuacán.

**SUPPORT**—Point out the word *dwelling*s in the third paragraph of the section. Explain that dwellings are structures where people live, such as houses or apartments.

**SUPPORT**—Note that Quetzalcoatl was the feathered serpent (snake) god. Explain that *quetz* means stand up in Nahuatl, the language of the Aztec. *Quetzal* means tail feathers that stand up. Today, quetzal is the name of a bird, the official bird of Guatemala, and also the name of Guatemala’s currency.

**After reading the text, ask the following questions:**

**LITERAL**—What natural advantages did Teotihuacán have?

- » It had a good supply of water and access to large amounts of obsidian.

**LITERAL**—What buildings dominated the city?

- » The Pyramids of the Sun and Moon dominated the city, as did a temple to Quetzalcoatl.

### **“The Maya,” pages 173–174**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 173–174 aloud.**

**After the volunteers read the text, ask the following question:**

**EVALUATIVE**—How do we know that the Maya were sophisticated builders?

- » We know the Maya were sophisticated builders because of the pyramids they built and the features they created, such as the reservoir and water filtration system at Tikal.

### **“Maya Belief Systems” and “The Popol Vuh,” pages 174–176**

**Scaffold understanding as follows:**

**Read the section on pages 174–176 aloud.**

**Note to Teacher:** *Xibalba* is pronounced (/she\*ball\*buh/).

**CORE VOCABULARY**—Point out the vocabulary term *equinox*, and explain its meaning. Note that the equinoxes mark the start of spring and fall, and solstices—the longest and shortest days of the year—mark the start of summer and winter.

**SUPPORT**—Note that the Maya gods have multiple aspects or forms. Remind students that Hindu gods also had multiple forms, called avatars.

**SUPPORT**—Reread the description of the Tzolkin and how it combined the cycles of rituals and the days of the year. Explain that because of this combination, the Maya used the Tzolkin to calculate a “calendar round” that would take fifty-two years to complete.

**SUPPORT**—Note that although the Maya came up with concept of zero on their own, they were not the only civilization to do so. The concept was also developed in Mesopotamia, Gupta India, China, and the Islamic world.

**Read the sidebar on page 175 aloud.**

**After reading the text, ask the following questions:**

**EVALUATIVE**—How does the Maya creation myth show the importance of corn (maize) in Maya culture?

- » The Maya creation myth shows the importance of corn by saying that human beings were made from corn.

**LITERAL**—What is the Popol Vuh?

- » The Popol Vuh is a collection of Maya stories that was compiled in the 1500s CE.

**INFERENTIAL**—How does writing down stories help preserve a culture or civilization?

- » Possible response: Writing down stories means the stories won’t be forgotten. They can be read by people of other cultures and later times.

### **“The Aztec,” pages 176–178**

**Scaffold understanding as follows:**

**Have students read the section on pages 176–178 independently.**

**Note to Teacher:** *Texcoco* is pronounced (/tेश\*ko\*ko/). *Tenochtitlán* is pronounced (/teh\*knock\*teet\*lahn/). *Huitzilopochtli* is pronounced (/hwit\*sil\*oh\*potch\*tle/).

**SUPPORT**—Help students make the connection that the name of the country Mexico comes from the name of the Mexica people.

**SUPPORT**—Explain that the name Aztec is not what the people of this culture called or call themselves. *Aztec* is a name invented in the 1800s CE by a German scholar. Some historians use the name Mexica instead, but the Aztec were made up of more people than just the Mexica. Today, many descendants of the so-called Aztec prefer to be called Nahuatl (/na\*hwah/), a name that is inclusive of all Nahuatl-speaking peoples.

**SUPPORT**—Display the image of the Mexican flag. Note how it reflects the founding mythology of the Aztec with the image of an eagle holding a snake in its mouth while perched on a cactus.

**SUPPORT**—At its largest, Tenochtitlán was home to around four hundred thousand people, making it the largest population center in Mesoamerica at the time. By the time of the Spanish conquest in the 1500s CE, around two hundred thousand people lived in the city. By contrast, London, England, in 1500 had a population between fifty thousand and a hundred thousand.

**After students read the text, ask the following questions:**

**LITERAL**—Describe the layout of the city of Tenochtitlán.

- » The island city was laid out on a grid plan, with causeways, or land bridges, connecting it to the mainland. The heart of the city had a complex of pyramid temples. Other parts of the city had open-space markets and dwellings.

**EVALUATIVE**—In what ways was Aztec culture similar to Maya culture?

- » Both the Aztec and Maya used a calendar system to determine when to perform rituals. They also both practiced human sacrifice.

### **“The Aztec Military,” page 178**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on page 178 aloud.**

**After the volunteers read the text, ask the following question:**

**LITERAL**—How did the Aztec get wealth from their empire?

- » The Aztec got wealth from their empire by collecting tribute and implementing a sophisticated system of taxation.

### **“The Spanish Conquest,” pages 178–180**

**Scaffold understanding as follows:**

**Have students read the section on pages 178–180 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *indigenous*, and explain its meaning. Note that the word is capitalized when used in reference to people and not capitalized when used in reference to plants or animals.

**SUPPORT**—Montezuma is sometimes referred to as Moctezuma.

**SUPPORT**—Some historians used to claim that the Aztec believed that Cortés and his men must have been gods, but this is a story told by the Spanish and has no basis even in Cortés’s own records of what happened.

**SUPPORT**—Emphasize that even though the Aztec Empire fell, the Aztec people survived. Descendants of the Aztec—like descendants of the early Maya—still live in Mexico today.

**SUPPORT**—Direct students to the timeline on page 179. Ask: Which empire rose at the same time as the Aztec Empire? (*the Inca Empire*) What else was happening in the world at that time? (*the construction of the Forbidden City in China*)

**After students read the text, ask the following question:**

**LITERAL**—How did the Spanish defeat the Aztec?

- » The Spanish defeated the Aztec by using technologies such as metal armor and gunpowder and by making alliances with Aztec subjects. They also benefited from the deadly effects of European diseases on the Indigenous people of the Americas.


## “South America,” pages 180–181

**Scaffold understanding as follows:**

**Read the section on pages 180–181 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *altiplano*, and explain its meaning. Note the prefix *alti*—and explain that it means high. It can also be found in the word *altitude*, which is height above sea level.

**SUPPORT**—Help students recall the definition of *plateau*, which they learned in Chapter 5. A plateau is a large, flat area of land that is higher than surrounding lands.

 **SUPPORT**—Direct students to the map of South America on page 180. Have students locate the Amazon River and Andes Mountains on the map. Ask: Where on the continent did the Inca build their empire? (*Possible responses: in the Andes Mountains, on the west coast*)

**SUPPORT**—Point out that the Amazon is one of the world’s two longest rivers. Challenge students to recall what the other longest river is. (*the Nile*)



**WINDOW ON THE WORLD** The name *Amazon* is not Spanish, Portuguese, or indigenous to South America. So how did the river get its name? Challenge students to find out. (*The name refers to female warriors in Greek mythology. Spanish explorer Francisco de Orellana claimed to have encountered female warriors while traveling on the river and named the river based on this experience.*)

**After reading the text, ask the following questions:**

**LITERAL**—How did the people of South America use indigenous animals such as llamas and alpacas?

- » They used llamas and alpacas as sources of wool, fat, food, and labor.

**LITERAL**—What is unique or special about the Amazon rainforest?

- » The Amazon rainforest is one of the planet’s most diverse regions in terms of life and is home to millions of different species.

## "The Inca," pages 181–183

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 181–183 aloud.**

**Note to Teacher:** *Pachacuti Inca Yupanqui* is pronounced (/pah\*chuh\*koo\*tee/een\*kuh/you\*pahn\*kee/). *Wayna Qhapaq* is pronounced (/why\*nah/kah\*pahk/). *Atahualpa* is pronounced (/aht\*uh\*hwall\*puh/).

**SUPPORT**—Wayna Qhapaq is sometimes spelled Huayna Capac.

**SUPPORT**—Make sure students understand that the Inca, like the Aztec, did not disappear with the Spanish conquest. The empire fell, but the people remained, and their descendants continue to live in the region.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—How did the Inca connect the cities and regions of their vast empire?

- » They built a system of roads and bridges to connect the cities and regions of the empire.

**LITERAL**—What was a defining characteristic of Inca stonework?

- » The Inca did not use cement or mortar. They cut and fit stones together so precisely that the stones interlocked and created a strong structure that could withstand earthquakes.

**LITERAL**—What did the Inca use to store and communicate information?

- » The Inca used a device called a quipu to store and communicate information. The quipu was made up of strings, and different knots, weaving, and colors conveyed different meanings.

**LITERAL**—What happened to the Inca Empire after Wayna Qhapaq died?

- » After Wayna Qhapaq died, his son Atahualpa fought the forces of the Spanish conquistador Francisco Pizarro. Pizarro captured and killed Atahualpa and then conquered the Inca capital of Cuzco. Over the next almost forty years, the Spanish conquered the rest of the Inca Empire.



**LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



## "CHECK FOR UNDERSTANDING" 10 MIN

**Ask students to:**

- Write a short answer to the Big Question: "What characterized early civilizations in Mesoamerica and South America?"

- » Key points students should cite include: Mesoamerican civilizations such as the Olmecs, Zapotecs, Maya, and Aztec all built pyramids; the Zapotecs, Maya, and Aztec built cities; the Olmecs created sculptures of giant heads; the Maya developed a writing system, a calendar, and the concept of zero; the Aztec used a calendar similar to that of the Maya; the Maya and Aztec performed human sacrifices; Mesoamerican civilizations were polytheistic and used corn (maize) as a staple of their diets; the Aztec had a well-organized military that they used to build an empire; the Aztec collected tribute and established a sophisticated system of taxation; in South America, the Inca also conquered an empire and collected tribute and taxes; the Inca built a network of roads and bridges to connect their empire; the Inca built strong stone structures without using mortar or cement; the Inca used quipus to record information; and the Inca developed a unique style of art that used geometric shapes.
- Choose one of the Core Vocabulary words (*Mesoamerica*, *equinox*, *indigenous*, or *altiplano*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

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Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# Imperial China

**The Big Question:** What factors influenced the development of Chinese culture during the imperial period?

## Primary Focus Objectives

- ✓ Summarize what happened after the Han dynasty was overthrown. (RI.7.2, RH.6-8.2)
- ✓ Identify characteristics and achievements of the Tang and Song dynasties. (RI.7.2, RH.6-8.2)
- ✓ Describe China under Mongol rule. (RI.7.2, RH.6-8.2)
- ✓ Identify characteristics and achievements of the Ming dynasty. (RI.7.2, RH.6-8.2)
- ✓ Explain the achievements and challenges of the Qing dynasty. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *frontier*, *civil service*, *steppe*, and *opera*. (L.7.4, RH.6-8.4)

## What Teachers Need to Know

For background information, download the CKHG Online Resource “About Imperial China”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

- world map or globe

## Core Vocabulary (Student Volume page numbers listed below)

**frontier, n.** the area at the edge of settled territory (189)

*Example:* The Great Wall was built to protect China’s northern frontier.

*Variations:* frontiers

**civil service, n.** civilian officials who carry out the work of the government (189)

*Example:* To work in the civil service in imperial China, a person had to pass a special examination.

*Variations:* civil servant (n.)

**steppe, n.** a grassland plain (191)

*Example:* The grassy steppe was home to many herds of wild horses.

*Variations:* steppes

**opera, n.** a form of dramatic performance involving songs, music, and acting (195)

*Example:* The singer preferred opera because it was more dramatic than other types of music.

*Variations:* operas, operatic (adj.)

## Introduce “Imperial China”

5 MIN

Review with students what they read in Chapter 6 about early China, from its unification under Qin Shihuangdi to the fall of the Han dynasty in 220 CE. Tell students that in this chapter, they will learn what happened in China after the fall of the Han.

Call students’ attention to the Big Question. Tell students to look for details about Chinese culture as they read.

## Guided Reading Supports for “Imperial China”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “A New Period of Unity,” pages 184–186

**Scaffold understanding as follows:**

**Read the section on pages 184–186 aloud.**

**Note to Teacher:** *Yang Jian* is pronounced (/yahng/chyen/). *Yangdi* is pronounced (/yahng\*dee/). *Sui* is pronounced (/swee/). *Gaozu* is pronounced (/gow\*tsoo/), with *gow* being pronounced like the word *how*.

**SUPPORT**—Point out the word *bureaucracy* in the fourth paragraph of the section. Explain that a bureaucracy is a system for the day-to-day work of a government. The workers in a bureaucracy are called bureaucrats or civil servants.



**TALK IT OVER** Note the mention of meritocracy. Make sure students understand that a meritocracy promises advancement based on skill, not wealth or family connections. Skills were often determined by education and testing. Ask students to think about what would be required to succeed in a meritocracy. How would people access the required education and testing? Then hold a class discussion or debate around the question “Is it possible for a society to be a true meritocracy?”

**After reading the text, ask the following questions:**

**INFERENTIAL**—What word best describes China after the fall of the Jin dynasty?

» Possible response: After the fall of the Jin, China was split or divided.

**LITERAL**—What happened during the rule of the Sui?

» The Sui reunited China, established a new administrative bureaucracy, attempted agricultural reform, mounted expensive and unsuccessful invasions of Korea, and spent resources on palaces and cities.

## "The Tang Era Begins" and "A Chinese Empress," pages 186–187

**Scaffold understanding as follows:**

**Invite volunteers to read the sections on pages 186–187 aloud.**

**Note to Teacher:** *Taizong* is pronounced (/tay\*zong/). *Wu Zhao* is pronounced (/woo\*jow/), with *jow* pronounced like *how*. *Gaozu* is pronounced (/gow\*zoo/), with *gow* also pronounced like *how*.

**After the volunteers read the text, ask the following questions:**

**EVALUATIVE**—How did China change under Emperors Gaozu and Taizong?

- » Under Emperors Gaozu and Taizong, the government bureaucracy was reformed, new coins were minted, a new legal code was implemented, and a policy of religious tolerance allowed Buddhism and Christianity to spread.

**INFERENTIAL**—What kind of ruler was Wu Zhao? Give examples to support your answer.

- » Possible responses: Wu Zhao was a powerful, ruthless ruler who used blackmail and made people fear and respect her. Wu Zhao was an effective ruler who changed the education system, ordered surveys of farmland, and worked to improve agriculture.

## "The Tang Golden Age," pages 188–189

**Scaffold understanding as follows:**

**Have students read the section on pages 188–189 independently.**

**Note to Teacher:** *Xuanzong* is pronounced (/shwan\*zong/).

**SUPPORT**—Point out the word *conscription* in the first paragraph of the section. Explain that conscription is a draft, or requirement to serve in the military.

**SUPPORT**—Students might be interested to know that the Buddha at Leshan is more than two hundred feet tall, making it the tallest sculpture of the Buddha in the world.

**CORE VOCABULARY**—Point out the vocabulary term *frontier*, and explain its meaning.

**After students read the text, ask the following questions:**

**LITERAL**—What new political and economic developments occurred under the Tang?

- » Under the Tang, the growth of industries was supported, forced conscription was ended and paper money was introduced.

**LITERAL**—What are some technological and artistic achievements of the Tang golden age?

- » During the Tang golden age, thousands of works of literature were produced, two of China's most important poets rose to fame, woodblock printing enabled the spread of written works, a giant statue of the Buddha was carved into the mountain at Leshan, gunpowder was discovered, fireworks were invented, and clock mechanisms and agricultural machinery were invented or improved upon.

## "The Song Dynasty," pages 189–191

**Scaffold understanding as follows:**

**Have students read the section on pages 189–191 with a partner.**

**Note to Teacher:** *Zhao Kuangyin* is pronounced (/jow/kwang\*yihn/). *Taizu* is pronounced (/tay\*zoo/). *Liao* is pronounced (/lay\*ow/), with *ow* pronounced like *how*. *Kaifeng* is pronounced (/kye\*fung/). *Hangzhou* is pronounced (/hahng\*joe/).

**CORE VOCABULARY**—Point out the vocabulary term *civil service*, and explain its meaning.

**SUPPORT**—Students may recall learning the term *civil servant* in Chapter 1. Remind them that a civil servant is a person who works in the government. In other words, a civil servant is someone who works in the civil service.

**SUPPORT**—Point out the word *nomads* in the last paragraph of the section. Remind students that they learned the word *nomadic* in Chapter 3, and explain that *nomad* is the noun form of the adjective *nomadic*. Guide them to recall that *nomadic* means moving around often in search of food and not being settled in one place. Therefore, a nomad is someone who is not settled in one place and who moves around often in search of food.

**After students read the text, ask the following questions:**

**LITERAL**—How did Emperor Taizu change the military?

- » Taizu changed the military by rotating army commanders and giving oversight of the military to the civil service.

**LITERAL**—What advancements were made under the Song?

- » Under the Song, Neo-Confucianism was born, and the magnetic compass, sternpost ship rudders, and the movable-type printing press were invented.

**LITERAL**—What challenges did the Song face?

- » The Song faced the challenges of economic inequality in their own country and the growing power and ambitions of neighboring countries.

## "The Mongols," pages 191–192

**Scaffold understanding as follows:**

**Read the section on pages 191–192 aloud.**


**CORE VOCABULARY**—Point out the vocabulary term *steppe*, and explain its meaning.



**SUPPORT**—Use the world map or globe to show the extent of the Eurasian Steppe (from Ukraine to Mongolia).

**SUPPORT**—Direct students to the image of Mongol horsemen on page 191. Point out the stirrups in which the horsemen have placed their feet and the bows and arrows that the horsemen are using.

**SUPPORT**—Note that Genghis Khan ordered that the Mongol language be written down. Explain that in doing so, the Mongols used an alphabet based on the one used by the Uighur (/wee\*gur/) Turks, with whom the Mongols had contact.

 **SUPPORT**—Use the world map or globe to point out the places that the Mongols attacked: northern China, the Korean peninsula, Russia, Ukraine, and Poland.

**After reading the text, ask the following questions:**

**EVALUATIVE**—Which details show that horses were important to the Mongols?

- » All Mongols learned to ride horses as children. They participated in hunts and in horse-riding competitions. They had stirrups and saddles that made their riding more effective.

**LITERAL**—How did Temüjin, or Genghis Khan, change the way the Mongols were organized?

- » Temüjin unified the Mongols first by conquest and then by creating a new law code.

**EVALUTIVE**—What made the Mongols' attacks so successful?

- » The Mongols' attacks were successful because they carefully planned their campaigns, adapted new technologies such as gunpowder, and inspired fear with their brutal tactics.

### **"The Yuan Dynasty," pages 192–194**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 192–194 aloud.**

**SUPPORT**—Direct students to the timeline on page 194. Ask: Which Chinese dynasty ruled at the time of the Islamic golden age? (*the Tang dynasty*) Which happened first, the founding of Tenochtitlán or the founding of the Ming dynasty? (*the founding of Tenochtitlán*)

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What did Kublai Khan do to ensure he was seen as a legitimate emperor?

- » To make sure he was seen as a legitimate emperor, Kublai Khan and his court adopted Chinese fashions and took over the Chinese system of government.

**EVALUATIVE**—How did the Mongols view the Chinese people? How was this reflected in their policies?

- » The Mongols viewed the Chinese people as inferior to the Mongols. This was reflected in their policy of separation and in their keeping of their own language and traditions.

### **"The Ming Dynasty," pages 194–196**

**Scaffold understanding as follows:**

**Have students read the section on pages 194–196 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *opera*, and explain its meaning.



**SUPPORT**—Use the world map or globe to show the places that Zheng He’s fleet visited. Note that the island of Java is part of the present-day country of Indonesia.



**WINDOW ON THE WORLD** It is commonly said that the Great Wall is the only human-made structure that can be seen from space. Have students investigate this claim. Is it true? (*No. It is difficult to detect the Great Wall from space because it is made from materials that blend in with the wall’s natural surroundings. It is also not wider or longer than major U.S. highways.*)

**After students read the text, ask the following questions:**

**LITERAL**—How did the Chinese resist Mongol rule?

- » The Chinese resisted Mongol rule by pursuing distinctly Chinese art forms and by avoiding paying taxes to the Mongol state.

**LITERAL**—What changes did Hongwu make after he became emperor?

- » After he became emperor, Hongwu replaced Mongol court rituals with Chinese, Confucian, and Buddhist rituals; got rid of government boards that limited his power; issued a harsh law code; tightened imperial control of tax collection; limited international trade; revived the civil service exam; and created schools for children who could not afford private education.

**LITERAL**—What characteristics shaped Chinese art during the Ming dynasty?

- » During the Ming dynasty, Chinese art was carefully regulated. Artists were told to imitate styles popular during the Song dynasty and to use images from the natural world, such as landscapes and flower patterns. Ming pottery used distinctive blue-and-white patterns showing natural scenes.

**LITERAL**—What were two great building projects of the Ming dynasty?

- » Two great building projects of the Ming dynasty were the Great Wall and the Forbidden City.

### **“China’s Last Dynasty: The Qing,” pages 196–197**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 196–197 aloud.**

**Note to Teacher:** *Qing* is pronounced (/ching/). *Kangxi* is pronounced (/kong\*she/). *Guangzhou* is pronounced (/gwan\*joe/). *Qianlong* is pronounced (/chyen\*long/). *Xinjiang* is pronounced (/shin\*jhong/).

**SUPPORT**—Note the reference to Jesuit missionaries in the section. Make sure students understand that Jesuit missionaries were Christians, representing a branch of the Catholic Church.



**SUPPORT**—Use the world map or globe to point out the locations of Xinjiang (in China’s northwestern corner, between Kazakhstan, India, and Mongolia), Myanmar, and Vietnam.

**After the volunteers read the text, ask the following questions:**

**EVALUATIVE**—How did the Manchus differ from the Mongols in their governing policies?


- » The Manchus differed from the Mongols because they did not set themselves above the Chinese in a hierarchy. They also kept most of the Ming government but placed Manchus in official government positions.

**LITERAL**—How did Emperor Kangxi open China to foreign influence?

- » Emperor Kangxi opened China to foreign influence by opening coastal ports to foreign trade; hiring Jesuit missionaries and other Europeans to introduce him to Western ideas, art, and inventions; and allowing Christian missionaries to work in China.

**INFERENTIAL**—Do you think the surviving literary works from the reign of Qianlong paint a reliable or complete picture of China during his rule? Why or why not?

- » Students should recognize that because Qianlong had texts deemed unfavorable to his rule or to the Manchus destroyed, the surviving literary works likely do not paint a reliable or complete picture of his reign.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



### **“CHECK FOR UNDERSTANDING” 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question: “What factors influenced the development of Chinese culture during the imperial period?”
  - » Key points students should cite include: periods of disunity after the Han and Tang dynasties, invasions and rule by foreigners such as the Mongols and Manchus, new technologies such as woodblock printing and movable type, government toleration of Buddhism and Christianity, government embracing of Confucian and Buddhist philosophies and rituals, government efforts to create an exam-based meritocracy, efforts to address economic inequality, government regulation of art during the Ming dynasty, and the invitation of foreign influence during the Qing dynasty.
- Choose one of the Core Vocabulary words (*frontier*, *civil service*, *steppe*, or *opera*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## **Additional Activities**

Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# Civilizations of Korea, Japan, and Southeast Asia

**The Big Question:** What influences shaped East and Southeast Asia?

### Primary Focus Objectives

- ✓ Locate the Korean peninsula, Japan, and Southeast Asia on a map. (RH.6-8.7)
- ✓ Describe major geographical features of the Korean peninsula, Japan, and Southeast Asia. (RI.7.2, RH.6-8.2)
- ✓ Identify features of early Korean societies. (RI.7.2, RH.6-8.2)
- ✓ Trace the development of Japanese society from the early Yayoi period to the Tokugawa feudal era. (RI.7.2, RH.6-8.2)
- ✓ Compare the histories of the countries of Southeast Asia. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *tsunami*, *typhoon*, *confederation*, *material culture*, *fiefdom*, *bureaucratic*, and *conscript*. (L.7.4, RH.6-8.4)

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About Civilizations of Korea, Japan, and Southeast Asia”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

- world map or globe

### Core Vocabulary (Student Volume page numbers listed below)

**tsunami, n.** a giant wave caused by an earthquake, volcanic eruption, or other destabilizing event **(199)**

*Example:* In 2004, a tsunami flooded the coast of Thailand and the islands of Indonesia.

*Variations:* tsunamis

**typhoon, n.** a powerful rotating storm with high winds that originates in the Pacific Ocean **(200)**

*Example:* In some parts of the world, a typhoon might be called a cyclone or a hurricane.

*Variations:* typhoons

**confederation, n.** a group of independent kingdoms or states that work together **(202)**

*Example:* After centuries of being united by culture and trade, the kingdoms joined together in a confederation.

*Variations:* confederations

**material culture, n.** the objects made and used in a society, including tools, art, buildings, clothing, toys, and other goods (204)

*Example:* The museum's material culture exhibit included furniture from different eras of history.

**fiefdom, n.** a particular territory ruled by and passed down within a family (206)

*Example:* The king granted fiefdoms to his most loyal advisors and generals.

*Variations:* fiefdoms

**bureaucratic, adj.** based on the formal organization of government and offices held by appointed officials (207)

*Example:* In China, bureaucratic jobs were once awarded based on results of a civil service examination.

*Variations:* bureaucracy (n.), bureaucrat (n.)

**conscript, v.** to oblige or force to enter military service (208)

*Example:* The soldiers were conscripted and required to serve in the military for three years.

*Variations:* conscripts, conscripted, conscripting; conscript (n.)

## THE CORE LESSON 35 MIN

### Introduce “Civilizations of Korea, Japan, and Southeast Asia”

5 MIN

Review with students what they read in Chapter 10 about imperial China, from the fall of the Han dynasty to the rise of the Qing, China's last dynasty. Tell students that in this chapter, they will read about other parts of Asia, whose early societies sometimes had close or contentious relationships with China.



Have a volunteer locate China on the world map or globe. Then guide the student to find the Korean peninsula and Japan. Explain that China, Korea, and Japan are part of a region called East Asia. Guide the student to find Vietnam, Cambodia, Laos, Thailand, Malaysia, Indonesia, and the Philippines. Explain that these countries are part of a region called Southeast Asia.

Call students' attention to the Big Question. Tell students to look for information about the cultural influences that shaped East and Southeast Asia as they read.

### Guided Reading Supports for “Civilizations of Korea, Japan, and Southeast Asia”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “Civilizations of East Asia,” pages 198–200

**Scaffold understanding as follows:**

**Read the section on pages 198–200 aloud.**



**SUPPORT**—Using the world map or globe, review the locations of the countries mentioned in the second paragraph of the section: China, Korea, Japan, Vietnam, Cambodia, Thailand, Laos, Malaysia, Indonesia, and the Philippines.



**SUPPORT**—Note the word *archipelagos* in the first and third paragraphs of the section. Students may recall learning the word in Chapter 4. Remind students that an archipelago is a chain of islands. Using the world map or globe, challenge students to locate at least two archipelagos in East and Southeast Asia. (*Students might identify the archipelagos of Japan, the Philippines, or Indonesia.*)

**CORE VOCABULARY**—Point out the vocabulary terms *tsunami* and *typhoon*, and explain their meanings. Explain that in other parts of the world, typhoons are called cyclones or hurricanes.

**After reading the text, ask the following questions:**



**LITERAL**—What modern nations make up East Asia and Southeast Asia?

- » East Asia includes China, North Korea, South Korea, and Japan. Southeast Asia includes Vietnam, Cambodia, Thailand, Laos, Malaysia, Indonesia, and the Philippines.



**LITERAL**—What are the geographical characteristics of East and Southeast Asia?

- » East and Southeast Asia have many peninsulas and archipelagos and experience tectonic activity, such as volcanic eruptions and earthquakes, as well as typhoons.

### **“Ancient Korea,” pages 200–204**

**Scaffold understanding as follows:**

**Invite volunteers to read the first three paragraphs of the section, on pages 200–201, aloud.**

**SUPPORT**—Direct students to the map on page 201. Guide them to find the Korean peninsula. Note that today, the Korean peninsula is shared by two nations—North Korea and South Korea—but in earlier centuries, the peninsula was sometimes divided into numerous kingdoms or united in one kingdom.

**Have students read the remainder the section, on pages 201–204, with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *confederation*, and explain its meaning.

**After students read the text, ask the following questions:**

**LITERAL**—What are dolmens?

- » Dolmens are large stone structures found in ancient Korean settlements. They are believed to be tomb markers.

**EVALUATIVE**—How did people from China and northeast Asia influence the people of ancient Korea?

- » People from China and northeast Asia influenced the people of ancient Korea by introducing rice growing and bronze metalwork.

**LITERAL**—What was the bone rank system?

- » The bone rank system was a rigid social structure developed in the kingdom of Silla. Under the system, ancestry determined a person’s rank in the social and political order, which determined most aspects of people’s lives, such as job opportunities, housing, and marriage possibilities.


**EVALUATIVE**—How did trade with China influence Goryeo Korea?


- » Trade with China led to Goryeo Korea adopting its own coinage, which was modeled on Chinese coins.

## “Ancient Japan,” pages 204–206

**Scaffold understanding as follows:**

**Read the section on pages 204–206 aloud.**

 **SUPPORT**—Direct students back to the map on page 201. Help them locate Japan. Point out Japan’s four large islands (from north to south, Hokkaido, Honshu, Shikoku, and Kyushu). Explain that most of Japan’s population lives on Honshu.

 **SUPPORT**—Mt. Fuji is an active volcano that last erupted in 1707 CE. It is also a sacred mountain and pilgrimage site.

**CORE VOCABULARY**—Point out the vocabulary terms *material culture* and *fiefdom*, and explain their meanings.

**SUPPORT**—Note the references to the present-day cities of Kyoto, Nara, and Osaka in the fifth paragraph of the section. These cities were founded after the era of the Yamato and are mentioned only as geographic reference points.

**After reading the text, ask the following questions:**

**LITERAL**—How was ancient Japan influenced by Korea and China?

- » Korea influenced ancient Japan by introducing rice. China influenced ancient Japan by sharing its writing system, which Japan adapted for its own writing system.

**LITERAL**—Describe Shinto.

- » Shinto is the oldest religion in Japan. Its practice involves respecting and worshipping gods and spirits called *kami*, who are ruled over by the goddess of the sun, Amaterasu.

## “Imperial Japan,” pages 206–208

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 206–208 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *bureaucratic*, and explain its meaning.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What unique belief was associated with Japan’s emperors?

- » Japan’s emperors were believed to be direct descendants of the sun goddess Amaterasu.

**LITERAL**—How did Prince Shotoku help change Japanese society?

- » Prince Shotoku influenced Japanese society by supporting the spread of Buddhism and Chinese learning. He also reformed the government by setting up a formal structure called the cap system and using tax collection as a way of strengthening the power of the central government.

**LITERAL**—What was Japan like during the Heian period?

- » During the Heian period, Japan had a population of seven million people. Land was increasingly privatized, leading to growing power for wealthy landowners. Culturally, a Japanese writing system was developed, and literary works such as poetry and the world's first novel were produced.

### **"The Shogun and the Samurai," pages 208–211**

**Scaffold understanding as follows:**

**Have students read the section on pages 208–211 independently.**

**Note to Teacher:** This section includes a mention of ritual suicide, which some students may find disturbing.

**CORE VOCABULARY**—Point out the vocabulary term *conscript*, and explain its meaning.

**Note to Teacher:** *Daimyo* is pronounced (/dime\*yo/).

**SUPPORT**—Japanese society at this time is often divided by scholars into four classes: samurai, peasants, artisans, and merchants. In theory, the shogun was the highest-ranked.

**SUPPORT**—Bushido resembles the Western idea of chivalry, which was the practice and culture of knights. Most of what we think of as bushido was actually set down by members of the samurai class between the 1600s and the 1800s CE, after Japan's major wars had ended and samurai ceased to be warriors on an active basis.

**SUPPORT**—Note the word *figurehead* in the third paragraph of the section. Explain that being a figurehead means being in charge in name only. As a figurehead, the emperor did not have any ruling power.



**TALK IT OVER** Note the importance of honor and loyalty in samurai culture. Ask students to think about the roles of honor and loyalty in our society today. Then hold a class discussion or debate around the questions "Are honor and loyalty important in modern society? Are there times or situations when they might not be appropriate?"

**After students read the text, ask the following questions:**

**LITERAL**—What were samurai and daimyo?

- » Samurai were professional warriors who served regional lords, the daimyo.

**EVALUATIVE**—How did the role of the emperor change after the Genpei War?

- » After the Genpei War, the emperor became a figurehead, and real ruling power was in the hands of the shogun.

**LITERAL**—What was bushido?

- » Bushido was "the way of the warrior," the code of ethics and cultural practices that bound together the samurai. It was a blend of warrior training, Buddhism, and Confucianism, with a strong emphasis on loyalty.

## “The Mongols and Dynastic Changes,” pages 211–213

**Scaffold understanding as follows:**

**Have students read the section on pages 211–213 with a partner.**

**SUPPORT**—Review with students what they learned about the Mongols in Chapter 10. They came from the steppe north of China and conquered an empire that spanned from eastern Europe to East Asia. Under Kublai Khan, they established the Yuan dynasty in China.

**SUPPORT**—Direct students to the timeline on page 212. Ask: Which came first: Shintoism, the Islamic golden age, or the fall of the Western Roman Empire? (*the fall of the Western Roman Empire*)

**SUPPORT**—The Tokugawa shogunate ruled Japan until the late 1800s CE.

**After students read the text, ask the following questions:**

**EVALUATIVE**—Why did the Japanese believe the Shinto god of war saved them from Mongol conquest?

- » The Japanese believed the Shinto god of war saved them because the Mongol fleet was destroyed by an act of nature—a typhoon.

**LITERAL**—How did Yi Song-Gye change Korea?

- » Yi Song-Gye set up a new capital on the site of present-day Seoul, redistributed land, replaced Buddhism as the state religion with Confucianism, and strengthened ties with China.

**LITERAL**—How did Japan change under Tokugawa rule?

- » Under the Tokugawa, Japan experienced growth in agriculture, manufacturing, and internal trade, but it was closed off from the rest of the world.

## “Southeast Asia,” pages 214–215

**Scaffold understanding as follows:**

**Read the section on pages 214–215 aloud.**



**SUPPORT**—Direct students to the map on page 214. As you read about each country, have students find that country on the map.



**WINDOW ON THE WORLD** Challenge students to find and name the longest river in Southeast Asia. (*the Mekong River*) What countries does it flow through? (*China, Burma, Laos, Thailand, Cambodia, and Vietnam*)

**SUPPORT**—Point out the word *bureaucracy* in the second paragraph of the section. Note that *bureaucracy* is the noun form of the Core Vocabulary word *bureaucratic*. It is the formal organization of government and offices held by appointed officials.

**After reading the text, ask the following questions:**

**LITERAL**—How did India influence Southeast Asia?

- » India influenced Southeast Asia by introducing Hinduism and Buddhism to the region.

**LITERAL**—How did China influence Southeast Asia?

- » China influenced Vietnam especially, where Confucianism was the official teaching and the government was modeled on China's bureaucracy.

**LITERAL**—How did Islam come to the region?

- » Islam came to the region through traders and missionaries.



**LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



**"CHECK FOR UNDERSTANDING" 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question: "What influences shaped East and Southeast Asia?"
  - » Key points students should cite include: geographical features such as islands and location in the Ring of Fire; contact with China that led to adoption of Chinese writing, Confucian ideas, Daoism, Chinese-style bureaucracy, and Chinese coinage; contact with Korea, which introduced rice to Japan; Buddhism, which was introduced either directly by India (in Southeast Asia) or via China (in East Asia); government reforms by rulers such as Prince Shotoku, Minamoto Yoritomo, and the Tokugawa shoguns in Japan and the Silla, the Goryeo, and Yi Song-Gye in Korea; Islam brought by Muslim traders and missionaries to Southeast Asia.
- Choose two of the Core Vocabulary words (*tsunami*, *typhoon*, *confederation*, *material culture*, *fiefdom*, *bureaucratic*, or *conscript*), and write a sentence using the words.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

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Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# Europe and Russia in the Middle Ages

**The Big Question:** What ideas and practices characterized the Middle Ages?

### Primary Focus Objectives

- ✓ Locate Europe and Russia on a map or globe. (RH.6-8.7)
- ✓ Explain the term *Middle Ages*. (RI.7.2, RH.6-8.2)
- ✓ Explain the role of the Church in medieval Europe. (RI.7.2, RH.6-8.2)
- ✓ Describe changes in European society during the Middle Ages. (RI.7.2, RH.6-8.2)
- ✓ Summarize the development of Russia during the Middle Ages. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *vassal*, *pilgrim*, *serf*, *guild*, *apprentice*, *clergy*, and *per capita*. (L.7.4, RH.6-8.4)

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About Europe and Russia in the Middle Ages”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

- world map or globe
- image of pointed arches and flying buttresses
- image of Westminster Abbey
- Internet access
- capability to display Internet in the classroom

Use this link to download the CKHG Online Resources for this volume, where the specific links to the images may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Core Vocabulary (Student Volume page numbers listed below)

**vassal, n.** a person who receives land from a lord and in return promises to fight for the lord (222)

*Example:* The vassal pledged loyalty and service to the king in exchange for his estate.

*Variations:* vassals

**pilgrim, n.** a follower of a religion who travels to a shrine or other sacred place (226)

*Example:* The pilgrims visited the holy shrine to seek forgiveness for their misbehavior.

*Variations:* pilgrims, pilgrimage (n.)

**serf, n.** a peasant who is not free; a person living on a feudal estate who was required to work for the lord of the manor (227)

*Example:* The serfs farmed the lord's land and their own gardens.

*Variations:* serfs

**guild, n.** a group of craftspeople who control a certain craft (229)

*Example:* To become a carpenter, the young man needed the approval of the local guild.

*Variations:* guilds

**apprentice, n.** a person who trains for a job or skill by working under the supervision and guidance of an expert in the field (229)

*Example:* The apprentice trained with the master plumber for years before becoming a master in their own right.

*Variations:* apprentices, apprentice (v.), apprenticeship (n.)

**clergy, n.** in the Christian Church, people, such as priests, who carry out religious duties (232)

*Example:* A member of the local clergy led the Sunday prayer service.

**per capita, adv.** for each person (236)

*Example:* A higher standard of living exists for people who live in countries with higher earnings per capita.

## THE CORE LESSON 35 MIN

### Introduce “Europe and Russia in the Middle Ages”

5 MIN

Review with students what they read in Chapter 11 about Japan and the feudal system that developed there. Explain that while feudalism developed in Japan, it was also developing in another part of the world.



Have a volunteer locate the continent of Europe on the world map or globe. Then guide the student to find Russia, which spans the continents of Europe and Asia. Tell students that in this chapter, they will learn about not only the development of feudalism in Europe but also other developments that characterize the era known as the Middle Ages in Europe and Russia.

Call students' attention to the Big Question. Tell students to look for details about the ideas and practices of the Middle Ages as they read.

### Guided Reading Supports for “Europe and Russia in the Middle Ages”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “What Were the Middle Ages?” pages 216–218

**Scaffold understanding as follows:**

**Read the section on pages 216–218 aloud.**

**SUPPORT**—Note the word *medieval* in the second paragraph of the section. Explain that *medieval* is Latin for middle ages.

**SUPPORT**—Review the names of the three periods of the Middle Ages. Explain that the second of these three periods is called *High* because it was the height of several of the most important institutions of the medieval era, such as the Church, manorialism, and feudalism.

**After reading the text, ask the following questions:**

**EVALUATIVE**—Why is this period in history called the Middle Ages?

- » This period is called the Middle Ages because it is between, or in the middle of, the classical era and the Renaissance.

**LITERAL**—What groups shaped European society during the Middle Ages?

- » European society during the Middle Ages was shaped by the aristocracy, the middle class, the peasantry, and the Church.

### **“Early Middle Ages,” page 218**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on page 218 aloud.**

**After the volunteers read the text, ask the following question:**

**EVALUATIVE**—How did Europe change after the fall of the Western Roman Empire?

- » After the fall of the Western Roman Empire, European society became more fractured and localized. Cities became smaller, literacy declined, and long-distance trade disappeared. Groups such as the Alemanni, Franks, Angles, Saxons, Vandals, and Visigoths established their own regional cultures and kingdoms.

### **“The Church in Europe,” pages 218–220**

**Scaffold understanding as follows:**

**Have students read the section on pages 218–220 independently.**

**SUPPORT**—Make sure students understand that the Christian Church at this time in history in Europe is what we call the Roman Catholic Church today.

**After students read the text, ask the following questions:**

**INFERENTIAL**—How was the Christian Church a source of unity in medieval Europe?

- » The Christian Church was a source of unity because it was the only European-wide system at the time.

**EVALUATIVE**—How did monasteries provide better living standards than many other places in medieval Europe?

- » Monasteries provided better living standards by providing an orderly, educated, economically successful life for the monks who lived there.

## “Charlemagne,” pages 220–221

**Scaffold understanding as follows:**

**Have students read the section on pages 220–221 with a partner.**

**SUPPORT**—Explain that the only way to get a new book in the Middle Ages (true all the way until the middle of the 1400s CE, when the movable-type printing press was invented) was for a scribe (a professional writer) to write a copy of an existing book. This could take weeks or even months depending on the length of the book. The most popular book to copy was the Bible, and it was very long. This work was often done in monasteries, in rooms called scriptoriums.



**SUPPORT**—Direct students to the map of Charlemagne’s empire on page 220. Have students find Charlemagne’s capital of Aachen. Ask: Which European river is closest to Aachen? (*the Rhine River*)

**SUPPORT**—Note the story of the pope surprising Charlemagne with a coronation. Explain that in reality, Charlemagne probably planned the entire ceremony beforehand.

**After students read the text, ask the following questions:**

**EVALUATIVE**—How did Charlemagne change Europe?

- » Charlemagne changed Europe by unifying it through conquest and establishing strong institutions. He also encouraged education and learning and the copying of books.

**LITERAL**—What happened to Europe after Charlemagne’s death?

- » After Charlemagne’s death, Europe became more localized and regional again and declined in population, literacy, and long-distance trade.

## “High Middle Ages” and “Feudalism,” pages 221–223

**Scaffold understanding as follows:**

**Read the sections on pages 221–223 aloud.**

**SUPPORT**—Students learned the term *feudal system* in Chapter 6. Remind students that a feudal system was a social organization in which kings, lords, and peasants were bound together by mutual obligations.

**SUPPORT**—*Feudalism* was not a term used during the Middle Ages, and it only narrowly describes the wide range of social and political relationships that existed. Yet it is a useful model. William of Normandy’s conquest of England provides as clear an example of feudalism as possible. With his conquest, William owned all lands of England. To his faithful followers, those who fought for him, he granted pieces of land called fiefs. These aristocrats had taken an oath to fight for him when called upon. In return, the king promised to protect the aristocrats if needed. This is the bond of feudalism.

**CORE VOCABULARY**—Point out the vocabulary term *vassal*, and explain its meaning.

**SUPPORT**—Note that there could be many layers of lords and vassals in the feudal system, and it was possible for the same person to be both a lord and a vassal—a vassal to a higher noble and a lord to lesser nobles and peasants.

**SUPPORT**—Direct students to the timeline on page 222. Ask: How long after the fall of the Western Roman Empire did Charlemagne’s rule begin? (*almost three hundred years*) Was Tenochtitlán founded before or after Ivan the Great came to power in Russia? (*before*)

**After reading the text, ask the following questions:**

**EVALUATIVE**—How had Europe changed by 1000 CE?

- » By 1000 CE, Europe had become more stable and more prosperous. Its population had grown, and life expectancy had increased. The Church had also become more influential.

**LITERAL**—What was the defining feature of feudalism?

- » The defining feature of feudalism was the bond of loyalty between a lord and a vassal.

### **“Knights and Castles,” pages 223–224**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 223–224 aloud.**

**After the volunteers read the text, ask the following questions:**

**INFERENTIAL**—What were the two purposes of a castle?

- » The two purposes of a castle were to provide a home for the lord and his family and to provide protection against attack.

**LITERAL**—What was it like inside a medieval castle?

- » Inside a medieval castle, it was dark, cold, damp, cramped, and smelly.

### **“Medieval Combat,” pages 224–225**

**Scaffold understanding as follows:**

**Have students read the section on pages 224–225 independently.**

**SUPPORT**—Point out the word *infantry* in the first paragraph, and explain that infantry are foot soldiers—soldiers who train and fight on foot rather than on a horse or motor vehicle.

**After students read the text, ask the following questions:**

**LITERAL**—What did knights do?

- » Knights fought on horseback, often leading the infantry into battle. They also competed against one another in tournaments.

**LITERAL**—What inventions changed warfare during the High Middle Ages?

- » The longbow, gunpowder, and cannons changed warfare during the High Middle Ages.

## "The Crusades," pages 225–226

**Scaffold understanding as follows:**

**Have students read the section on pages 225–226 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *pilgrim*, and explain its meaning.

**After students read the text, ask the following questions:**

**LITERAL**—What were the Crusades?

- » The Crusades were campaigns by Christian Europeans to take back the Holy Land from Muslim control.

**EVALUATIVE**—How were the Knights Hospitaller and Knights Templar similar and different?

- » Both the Knights Hospitaller and Knights Templar were fighters, but the Knights Hospitaller's main purpose was to care for wounded or ill knights. The Knights Templar, on the other hand, protected pilgrims.

## "Manorialism," pages 226–227

**Scaffold understanding as follows:**

**Read the section on pages 226–227 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *serf*, and explain its meaning.



**TALK IT OVER** Organize the class into two groups, and have them debate the pros and cons of the statement "Peasants were the most important group in medieval Europe." Students should use details from the text and logical reasoning to support their position.

**After reading the text, ask the following questions:**

**LITERAL**—What was a manor?

- » A manor was a rural, self-contained farming unit consisting of several families who produced all their own food and materials.

**EVALUATIVE**—What was the main difference between a serf and a free peasant?

- » The main difference between a serf and a free peasant was that a serf owed a work obligation to a lord and a free peasant did not.

## "Medieval Innovations," pages 227–229

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 227–229 aloud.**

**SUPPORT**—The heavy plow had to be pulled by one or more oxen. Because it is somewhat difficult to turn ox and plow around to plow in the opposite direction, peasants divided up the land into long strips so that the ox team and plow could go in one direction for some distance before turning around. Consequently, most of the tilled farmland in northern

Europe was a series of long strips just wide enough to be able to plow in one day. Each strip was known as a furlong.

**After the volunteers read the text, ask the following questions:**

**EVALUATIVE**—How did agriculture change during the High Middle Ages?

- » During the High Middle Ages, more land was cleared for agriculture, planting changed from a two-field system to a three-field system, and horses replaced oxen as draft animals.

**LITERAL**—What were two technological advancements that occurred during the High Middle Ages?

- » Two technological advancements of the High Middle Ages were the heavy plow and the mill.

### **“Towns,” pages 229–231**

**Scaffold understanding as follows:**

**Have students read the section on pages 229–231 independently.**

**SUPPORT**—Explain that a fishmonger was someone who sold fish. Fishmongers did not necessarily catch the fish they sold themselves.

**CORE VOCABULARY**—Point out the vocabulary terms *guild* and *apprentice*, and explain their meanings.

**After students read the text, ask the following questions:**

**EVALUATIVE**—How were towns different from manor villages?

- » Towns had almost no peasants, and manor villages were mostly peasants. Also, while a manor village was governed by its lord, a town was often run by guild masters.

**LITERAL**—If you wanted to learn a trade, such as goldsmithing or wheel making, during the High Middle Ages, what would you have to do?

- » To learn a trade, you would have to become an apprentice and learn the skills over a number of years from a master. At the end of the apprenticeship, you would have to demonstrate your skill by creating a master piece. If the master piece was good enough and if you paid the fee, you would become a master and be free to ply your trade.

**LITERAL**—What did medieval towns look like?

- » Medieval towns were crowded with buildings that were sometimes as many as three stories tall. Streets sloped toward the center, where waste and muck collected.

### **“Expanding Trade,” pages 231–232**

**Scaffold understanding as follows:**

**Have students read the section on pages 231–232 with a partner.**

**After students read the text, ask the following question:**

**EVALUATIVE**—What were two effects of the cycle of fairs?

- » Two effects of the cycle of fairs were the reinvigoration of interregional European trade and the development of banking.

### **“High Middle Ages Church,” pages 232–233**

**Scaffold understanding as follows:**

**Read the section on pages 232–233 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *clergy*, and explain its meaning.

**SUPPORT**—Tell students that the new style of churches, with the pointed arches and flying buttresses, was called Gothic architecture. Saint-Denis and Notre-Dame are examples of Gothic cathedrals. Show students the example of pointed arches and flying buttresses, and point out each feature. Then display the image of Westminster Abbey, and challenge students to find pointed arches and flying buttresses in the building.

**After reading the text, ask the following question:**

**LITERAL**—What were the characteristics of the new architectural style of churches in the High Middle Ages?

- » The new architectural style of churches in the High Middle Ages included pointed arches, flying buttresses, and taller buildings with larger windows, which were filled with stained glass.

### **“English Parliament” and “Universities,” pages 233–234**

**Scaffold understanding as follows:**

**Invite volunteers to read the section “English Parliament” on page 233 aloud.**

**SUPPORT**—Explain that in the English Parliament, members of the House of Lords were from the aristocracy and upper clergy, and members of the House of Commons were town burgesses and knights. Commoners, such as peasants, were not members.

**Invite volunteers to read the section “Universities” on pages 233–234 aloud.**

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What was the main purpose of parliaments such as the English Parliament?

- » The main purpose of parliaments was to advise the king on important decisions, such as war or taxation.

**LITERAL**—What were medieval universities like?

- » Medieval universities served students ages twelve to thirty and conducted courses and exams in Latin. They usually offered a basic arts education that included arithmetic, geometry, astronomy, music, grammar, logic, and rhetoric, but some specialized in medicine, law, or theology. A bachelor’s degree could be completed in three or four years, and a master’s degree in six years.

## “Late Middle Ages,” pages 234–236

**Scaffold understanding as follows:**

**Read the section on pages 234–236 aloud.**

**SUPPORT**—Explain that in addition to wearing protective beaked masks, plague doctors also used wooden canes to lift patients’ clothing and otherwise avoid touching them.

**After reading the text, ask the following questions:**

**LITERAL**—What two disasters decimated the medieval population?

» Famines and the Black Death decimated the medieval population.

**LITERAL**—How did people respond to the devastation of the plague?

» People responded to the devastation of the plague by becoming more devout, by becoming more “live for today,” and by lashing out at groups such as Jewish people.

## “A Changing Society,” pages 236–237

**Scaffold understanding as follows:**

**Have students read the section on pages 236–237 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *per capita*, and explain its meaning.

**After students read the text, ask the following questions:**

**LITERAL**—How did peasants’ lives change in the late Middle Ages?

» In the late Middle Ages, peasants became freer. They were often freed from their feudal work obligations, and some left their manors to work in towns. Peasants who stayed on manors had to be paid, and their living standards improved.

**LITERAL**—How else did medieval society change in the late Middle Ages?

» In the late Middle Ages, feudalism declined, and so did the power of the aristocracy. The middle class grew in power, and the guilds also became more powerful. Towns became smaller but wealthier, and the population became more literate and more educated.

## “Medieval Russia,” pages 237–239

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 237–239 aloud.**



**WINDOW ON THE WORLD** Show students Russia on the world map or globe. Note that it stretches from eastern Europe in the west to the Pacific Ocean in the east, spanning parts of two continents—Europe and Asia. Challenge students to find out which Russian mountain range marks the boundary of the two continents. (*the Ural Mountains*)

**SUPPORT**—Note that the city of Kiev can be pronounced (/kee\*ehv/), which is the Russian pronunciation, or (/keev/), which is the Ukrainian pronunciation. The city's name is also sometimes spelled as Kyiv.

**After the volunteers read the text, ask the following question:**

**EVALUATIVE**—How was Kievan Rus different from western Europe during the Middle Ages?

- » Kievan Rus practiced a different form of Christianity than western Europe, incorporated more long-distance trade, and had more developed art, literature, and architecture.

### **“Moscow and Ivan the Great,” page 239**

**Scaffold understanding as follows:**

**Read the section on page 239 aloud.**

**After reading the text, ask the following question:**

**LITERAL**—How did Ivan the Great shape Muscovy and Russia?

- » Ivan the Great issued strict laws, punished anyone who might be an enemy, and established a strong central government. He kept a tight grip on power and ordered great building projects in Moscow.



**LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



### **“CHECK FOR UNDERSTANDING” 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question: “What ideas and practices characterized the Middle Ages?”
  - » Key points students should cite include: the practice of feudalism, including the giving of fiefs in exchange for loyalty and service; manorialism, in which lords used free peasants and serfs to farm their land; the development of monasticism; the Church as a unifying force in western Europe; the development of illuminated manuscripts; the building of castles and of churches and cathedrals in a new style; changes in warfare because of the introduction of the longbow, gunpowder, and cannons; the effort to reclaim the Holy Land from Muslim control in the Crusades; agricultural changes, including the use of the heavy plow and the use of the three-field system; the growth of towns, including the influence of guilds; the growth of interregional trade during the High Middle Ages and the development of banking; the beginning of parliaments to offer advice to monarchs; the development of universities to provide advanced education; and efforts to stop the plague by burning trash and wearing beaked masks.

- Choose two of the Core Vocabulary words (*vassal, pilgrim, serf, guild, apprentice, clergy, or per capita*), and write a sentence using the words.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

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Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

**[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)**

# West African Kingdoms

**The Big Question:** What characterized the great empires of West Africa?

## Primary Focus Objectives

- ✓ Locate West Africa on a map or globe. (RH.6-8.7)
- ✓ Explain the role of trade in shaping the kingdoms of Ghana, Mali, and Songhai. (RI.7.2, RH.6-8.2)
- ✓ Describe the role of Islam in Mali and the city of Timbuktu. (RI.7.2, RH.6-8.2)
- ✓ Describe the effects of the arrival of Europeans in West Africa. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *animism*, *clan*, *imam*, and *griot*. (L.7.4, RH.6-8.4)

## What Teachers Need to Know

For background information, download the CKHG Online Resource “About West African Kingdoms”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

- world map or globe

## Core Vocabulary (Student Volume page numbers listed below)

**animism, n.** the belief that objects, places, and creatures all possess a distinct spiritual essence (247)

*Example:* Animism is common among Indigenous societies, which often see the natural world as something sacred and spiritual.

*Variations:* animist (adj.)

**clan, n.** a group of families claiming a common ancestor (249)

*Example:* In Native American societies, each clan is often associated with a different animal.

*Variations:* clans

**imam, n.** a Muslim worship leader (250)

*Example:* The imam led the daily prayers at the mosque.

*Variations:* imams

**griot, n.** a West African historian, storyteller, praise singer, poet, and/or musician who maintains a culture’s oral tradition (253)

*Example:* The griot recounted the epic of Sundiata and myths of Anansi the spider.

*Variations:* griots

## Introduce “West African Kingdoms”

5 MIN

Review with students what they read in Chapter 12 about Europe and Russia in the Middle Ages, from the formation of kingdoms such as France to the growth of feudalism, the unity provided by the Church, the growth of towns, the spread of the Black Death, and the development of Kievan Rus and Moscow.



Have a volunteer locate the continent of Africa on the world map or globe. Have them find Egypt and Sudan, which they studied in an earlier chapter. Then guide the student to find West Africa. Tell students that in this chapter, they will learn about three important kingdoms that developed in this region of Africa during the Middle Ages.

Call students' attention to the Big Question. Tell students to look for details that define each of the three West African kingdoms as they read.

## Guided Reading Supports for “West African Kingdoms”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “A Wealth of Resources and Cultures,” pages 240–241

**Scaffold understanding as follows:**

**Read the section on pages 240–241 aloud.**

**After reading the text, ask the following questions:**

**EVALUATIVE**—How did the West African empires build their wealth?

- » The West African empires built their wealth by controlling gold and salt mines and through trade.

**LITERAL**—What cultural influences were blended together in the empires of West Africa?

- » The empires of West Africa blended Islam, Arab culture, and African cultures.

### “Origins of Human Societies,” pages 241–243

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 241–243 aloud.**



**SUPPORT**—Direct students to the map of Africa on page 242. Have them find the Nile River. Ask: What civilizations grew along the Nile River? (*Egypt and Kush or Nubia*) What geographical feature separates the Nile River from the city of Timbuktu? (*the Sahara*)

**After the volunteers read the text, ask the following question:**

**LITERAL**—Where did the first humans live?

- » The first humans lived in eastern and southern Africa.

## "Diverse Geography and Climate," page 243

**Scaffold understanding as follows:**

**Have students read the section on page 243 independently.**



**SUPPORT**—Direct students back to the map on page 242. Have them locate on the map each geographical feature mentioned in this section.

**SUPPORT**—Students learned the word *savanna* in Chapter 2. Remind students that a savanna is a flat grassland that also has a few trees.



**WINDOW ON THE WORLD** Note the description of Mount Kilimanjaro in the text. Explain that Kilimanjaro is made up of three volcanic cones. Challenge students to find out the names of the cones. (*Kibo, Mawenzi, and Shira*) Which cone forms the summit of the mountain? (*Kibo*) The highest point on Kibo's crater rim is called Uhuru, a Swahili word that means freedom.

**After students read the text, ask the following questions:**



**EVALUATIVE**—How is Central Africa different from the northern and southern parts of the continent?

- » Central Africa has lush, tropical rainforests, and the northern and southern parts of the continent have large deserts.



**LITERAL**—Look at the map on page 242. Along which river is Timbuktu located?

- » Timbuktu is located along the Niger River.

## "Africa During Europe's Medieval Period," pages 244–245

**Scaffold understanding as follows:**

**Have students read the section on pages 244–245 with a partner.**

**SUPPORT**—Note the reference to Nubian kingdoms. Students may recall learning about early Nubian kingdoms, such as Kush and Meroë, in Chapter 2. Remind students that Nubia had once adopted elements of ancient Egyptian religion.

**SUPPORT**—Point out the reference to Byzantine Eastern Christianity. Remind students that around 1000 CE, the Christian Church split into the western Roman Catholic Church and the eastern Byzantine Orthodox Church.

**SUPPORT**—Point out the prefix *trans-* in the word trans-Saharan. Explain that *trans-* means across. Trans-Saharan trade, therefore, is trade across the Sahara desert.

**After students read the text, ask the following questions:**

**LITERAL**—How did Christianity and Islam come to Africa?

- » Christianity was brought to Africa by missionaries. Islam was brought by Muslim traders.


**LITERAL**—What two goods were the foundation of the trans-Saharan trade and the rise of West Africa's empires?

- » Salt and gold were the foundation of the trans-Saharan trade and the rise of West Africa's empires.

## **“Ghana Empire,” pages 246–248**

**Scaffold understanding as follows:**

**Read the section on pages 246–248 aloud.**

 **SUPPORT**—Direct students to the map on page 247. Have them locate Ghana on the map. Explain that the historical empire of Ghana was not in the same location as the modern country of Ghana. The present-day country of Ghana is south of the empire’s location, along the Atlantic coast. The empire of Ghana encompassed what is now northern Senegal and southern Mauritania.

**SUPPORT**—Note the reference to vassal states in the fourth paragraph of the section. Students may recall learning about vassals in Chapter 12, when they read about feudalism in medieval Europe. Remind students that in feudal Europe, a vassal was someone who received land from a lord in exchange for a pledge of loyalty and service.

**CORE VOCABULARY**—Point out the vocabulary term *animism*, and explain its meaning.

**SUPPORT**—Direct students to the timeline on page 248. Which African empire rose to power before the Crusades? (*the Ghana Empire*) Which African empire rose to power after the beginning of the transatlantic slave trade? (*the Songhai Empire*)

**After reading the text, ask the following questions:**

**EVALUATIVE**—What enabled Ghana to grow into a dominant power?

- » Ghana grew into a dominant power because it controlled trade routes and held a monopoly on the region’s gold mines. It was rich in resources such as salt, iron ore, and copper and wealthy from taxes and tribute.

**EVALUATIVE**—How did Ghana change after the 700s CE?


- » After the 700s CE, Ghana became an Islamic society.

## **“Mali Empire,” pages 248–249**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 248–249 aloud.**

**Note:** *Sundiata Keita* is pronounced (/sun\*jah\*tah/kay\*tah/).

 **SUPPORT**—Direct students back to the map on page 247. Have them locate Mali and Timbuktu on the map. Explain that the city of Timbuktu still exists today in the present-day country of Mali. Modern Mali, however, is shaped differently from the historical empire of Mali and is a landlocked country. It does not extend to the Atlantic coast.

**CORE VOCABULARY**—Point out the vocabulary term *clan*, and explain its meaning.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—Who founded the kingdom of Mali?

- » Sundiata Keita founded the kingdom of Mali.

**INFERENTIAL**—How did Timbuktu’s location make it a center for trade?

- » Timbuktu was located on the Niger River near the edge of the Sahel and the Sahara. This meant it could participate in trade along the river and across the desert.

### “Mansa Musa,” pages 249–251

**Scaffold understanding as follows:**

**Have students read the section on pages 249–251 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *imam*, and explain its meaning.

**After students read the text, ask the following question:**

**EVALUATIVE**—What were the consequences of Mansa Musa’s hajj?

- » The consequences of Mansa Musa’s hajj included a regional drop in the price of gold, increased European interest in the resources of Africa, and the construction of mosques, Islamic schools, libraries, and universities in Mali.

### “Ibn Battuta,” pages 251–252

**Scaffold understanding as follows:**

**Have students read the section on pages 251–252 with a partner.**

**After students read the text, ask the following question:**

**LITERAL**—Who was Ibn Battuta? Why is he important to our understanding of history?

- » Ibn Battuta was a Muslim scholar from Morocco who traveled through North and West Africa, Arabia, much of Asia, and southern and eastern Europe. He is important to our understanding of history because his writings about his journeys tell us about the civilizations he encountered.

### “Griots and Oral Tradition,” pages 252–253

**Scaffold understanding as follows:**

**Have students read the section on pages 252–253 with a partner.**

**Note:** Griot is pronounced (/gree\*oh/).

**CORE VOCABULARY**—Point out the vocabulary term *griot*, and explain its meaning.

**After students read the text, ask the following questions:**

**LITERAL**—What roles do griots fill in West African culture?

- » Griots serve as historians, genealogists, storytellers, poets, musicians, praise singers, and authority figures.

**INFERENTIAL**—Why is the oral tradition important in West African cultures?

- » The oral tradition is important because it is how West African history, music, and stories are preserved and passed down from one generation to the next.

### **“The Songhai Empire,” pages 254–255**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 254–255 aloud.**



**SUPPORT**—Direct students back to the map on page 247. Have them locate Songhai on the map. Explain that unlike Ghana and Mali, there is no present-day country of Songhai.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—Who was the first Songhai emperor?

- » Askia Muhammad was the first Songhai emperor.

**EVALUATIVE**—How did Askia Muhammad spread Islam in his empire?

- » Askia Muhammad supported the building of mosques, brought Arab scholars to Timbuktu, and replaced ethnic Songhai officials with Arab Muslims.

### **“The European Onslaught,” pages 255–256**

**Scaffold understanding as follows:**

**Read the section on pages 255–256 aloud.**

**After reading the text, ask the following question:**

**EVALUATIVE**—How did the arrival of Europeans change the African slave trade?

- » The arrival of Europeans and the demand for enslaved Africans to work on European plantations made the African slave trade bigger and led to wars among African nations in an effort to acquire enslaved Africans to sell to the Europeans.



**LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



### **“CHECK FOR UNDERSTANDING” 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question: “What characterized the great empires of West Africa?”
  - » Key points students should cite include: the importance of trade, especially the trans-Saharan gold and salt trade; animism in the early Ghana Empire; the introduction and importance of Islam; the building

of mosques, schools, libraries, and universities in Timbuktu; leaders such as Dinga Cisse, Mansa Musa, Sundiata Keita, Sunni Ali, and Askia Muhammad; the assembly of representatives established by Sundiata Keita; and griots and the oral tradition.

- Choose one of the Core Vocabulary words (*animism*, *clan*, *imam*, or *griot*), and write a sentence using the words.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

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Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# Teacher Resources

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## Mid-Volume Assessment: *World History: The Ancient World to the Medieval Era*

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**Write your answers on your own paper.**

**A. Write the letter that provides the best answer.**

1. What is a civilization?
  - a) a geographical area that at some point in history shared a language or other cultural or political traits
  - b) a place where a group of people live together permanently or for extended periods of time
  - c) an area of land characterized by rich soil and climate conditions that support human settlement
  - d) a society, or group of people, with similar religious beliefs, customs, language, and form of government
2. Which geographical phenomenon was important to the development of many early civilizations?
  - a) floods
  - b) cataracts
  - c) monsoons
  - d) mountains
3. Which region included the city-states of Sumer and Babylon?
  - a) Canaan
  - b) Egypt
  - c) Greece
  - d) Mesopotamia
4. What type of writing was developed in Sumer?
  - a) hieroglyphics
  - b) cuneiform
  - c) Linear A
  - d) Phoenician alphabet
5. What title was used by the rulers of ancient Egypt?
  - a) judge
  - b) ephor
  - c) pharaoh
  - d) ostrakon
6. What is ma'at?
  - a) a state in which the human soul has attained perfect peace
  - b) a principle of order and harmony that shaped ancient Egyptian beliefs
  - c) the belief that a ruler is supported by the gods only if the ruler follows the gods' wishes
  - d) the belief that one's soul will be reborn over and over until it reaches a state of enlightenment
7. Judaism evolved from the beliefs and practices of which ancient people?
  - a) the Israelites
  - b) the Phoenicians
  - c) the Babylonians
  - d) the Egyptians

8. Which ancient civilization was influenced by the Minoan and Mycenaean cultures?
  - a) China
  - b) Egypt
  - c) Greece
  - d) India
9. Which ancient Greek city-state was known for its practice of democracy?
  - a) Athens
  - b) Sparta
  - c) Thebes
  - d) Macedonia
10. Which two belief systems developed in ancient India?
  - a) Daoism and Confucianism
  - b) Judaism and Zoroastrianism
  - c) Hellenism and Jainism
  - d) Hinduism and Buddhism
11. Which ancient emperor devoted himself to spreading Buddhism throughout his empire?
  - a) Ashoka
  - b) Samudragupta
  - c) Siddhartha Gautama
  - d) Chandragupta Maurya
12. What is a core idea of Confucianism?
  - a) harmony with nature
  - b) sympathy for others
  - c) obedience to the gods
  - d) pursuit of nirvana
13. Which Chinese empire was guided by the philosophy of Legalism?
  - a) the Shang
  - b) the Zhou
  - c) the Han
  - d) the Qin

**B. Write the letter that provides the definition for each vocabulary word.**

- |                   |   |
|-------------------|---|
| 14. divine right  | a) a chain of islands   |
| 15. filial piety  | b) moving around often in search of food; not settled in one place  |
| 16. reincarnation | c) rebirth in a new body or form of life  |
| 17. secular       | d) land created by silt deposits at the mouth of a river  |
| 18. archipelago   | e) not religious  |
| 19. logic         | f) a series of rulers who are all from the same family  |
| 20. nomadic       | g) the belief that kings and queens have a God-given right to rule and that rebellion against them is a sin |
| 21. synagogue     | h) a group of countries or territories under the control of one government or ruler                         |
| 22. delta         | i) the study of ways of thinking and making rational arguments  |
| 23. monotheistic  | j) deep respect for one's parents   |
| 24. dynasty       | k) related to or characterized by the worship of or belief in a single god                                  |
| 25. empire        | l) a Jewish temple or house of worship  |

## End-of-Volume Assessment: *World History: The Ancient World to the Medieval Era*

Write your answers on your own paper.

A. Write the letter that provides the best answer.



Use the map to answer questions 1–4.

1. Which civilization developed in location G on the map?
  - a) Nubian
  - b) Egyptian
  - c) Phoenician
  - d) Mesopotamian
2. In which location on the map did the Inca civilization develop?
  - a) location A
  - b) location B
  - c) location C
  - d) location D
3. In which location on the map was Islam founded?
  - a) location E
  - b) location F
  - c) location G
  - d) location H
4. Which civilization developed in location I on the map?
  - a) Greek civilization
  - b) Egyptian civilization
  - c) Indus valley civilization
  - d) Japanese civilization

5. Which society included patricians and plebeians?
  - a) Greece
  - b) Rome
  - c) Russia
  - d) Egypt
6. Which feudal society included samurai and daimyo?
  - a) China
  - b) Japan
  - c) Europe
  - d) Russia
7. What did Charlemagne and Mansa Musa have in common?
  - a) Both kings ruled Islamic empires.
  - b) Both kings were crowned by the pope.
  - c) Both kings built their empire through trade.
  - d) Both kings made their capitals centers of learning.
8. In a feudal system, what did a vassal receive from their lord in exchange for a pledge of loyalty?
  - a) land
  - b) wealth
  - c) soldiers
  - d) education
9. How were the writing systems of the Maya and the ancient Egyptians similar?
  - a) Both systems used an alphabet.
  - b) Both systems used characters.
  - c) Both systems used cuneiform.
  - d) Both systems used glyphs.
10. Where were the philosophies of Confucianism and Daoism developed?
  - a) India
  - b) Korea
  - c) China
  - d) Japan
11. Which idea is shared by Buddhism and Hinduism?
  - a) reincarnation
  - b) nirvana
  - c) Four Noble Truths
  - d) Eightfold Path
12. How are Judaism, Christianity, and Islam similar?
  - a) All three religions are polytheistic.
  - b) All three religions are monotheistic.
  - c) All three religions use the same holy book.
  - d) All three religions share the same pillars of faith.

13. Which world religion is indigenous to Japan?
- a) Buddhism
  - b) Hinduism
  - c) Shinto
  - d) Islam
14. Which institution provided unity in Europe after the fall of the Western Roman Empire?
- a) feudalism
  - b) universities
  - c) the Church
  - d) the monarchy
15. What name was given to the eastern half of the Roman Empire?
- a) the Hellenic Empire
  - b) the Carthaginian Empire
  - c) the Carolingian Empire
  - d) the Byzantine Empire

**B. Write the letter that provides the definition for each vocabulary word.**

- |                   |   |
|-------------------|---|
| 16. imam          | a) a peasant living on a feudal estate who was required to work for the lord of the manor                               |
| 17. griot         | b) to oblige or force to enter military service   |
| 18. serf          | c) a West African historian, storyteller, praise singer, poet, and/or musician who maintains a culture's oral tradition |
| 19. apprentice    | d) a person who trains for a job or skill by working under the supervision and guidance of an expert in the field       |
| 20. conscript     | e) a Muslim worship leader  |
| 21. tsunami       | f) originally living or existing in a place; native   |
| 22. civil service | g) a government in which people elect representatives to rule for them  |
| 23. indigenous    | h) a giant wave caused by an earthquake, volcanic eruption, or other destabilizing event                                |
| 24. republic      | i) an area settled by people who come from elsewhere  |
| 25. colony        | j) civilian officials who carry out the work of the government  |
| 26. plague        | k) passed down from parent to child   |
| 27. savanna       | l) something that harms a large number of people, such as a sickness or insects that kill crops                         |
| 28. secular       | m) not religious  |
| 29. sacred        | n) a flat grassland that also has a few trees   |
| 30. hereditary    | o) related to religion; holy  |

**C. Write a well-organized essay in response the following prompt.**

What are the characteristics of civilization? Write an essay in which you identify three characteristics of civilization and provide examples of each from the civilizations you have studied.

# Performance Task: World History: The Ancient World to the Medieval Era

**Teacher Directions:** Throughout this volume, students have encountered an illustrated timeline in each chapter. Timelines help organize historical information and illustrate the chronology of events. They can sometimes help historians see patterns.

In this task, students will create their own illustrated timeline. Have students choose fifteen events from the Student Volume and place those events on a timeline. The events should be spread across time and place and be color-coded according to geographical region (the Americas, Europe, Africa, Asia). Each event should also be accompanied by an original illustration, i.e., not a copy of the illustration used in the Student Volume timeline.

You may wish to adjust the number of entries students are required to include on their timelines.

## Performance Task Scoring Rubric

**Note:** Students should be evaluated on the basis of their illustrated timelines using the rubric.

<b>Above Average</b>	Timeline is accurate, detailed, and thorough. It demonstrates thought and creativity. The timeline is clear and well organized.
<b>Average</b>	Timeline is mostly accurate and somewhat detailed. It demonstrates some thought and effort. The timeline is clear and well organized; some minor errors may be present.
<b>Adequate</b>	Timeline is mostly accurate but lacks some details. The timeline may exhibit issues with organization or presentation quality.
<b>Inadequate</b>	Timeline is incomplete. The timeline may exhibit major issues with organization and presentation quality.

**Performance Task Activity: *World History: The Ancient World to the Medieval Era***

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Throughout this volume, you have encountered an illustrated timeline in each chapter. Timelines help organize historical information and illustrate the chronology of events. They can sometimes help historians see patterns.

In this task, you will create your own illustrated timeline.

- 1. Choose fifteen events from the Student Volume. The events should be spread across time and place.
- 2. Place those events on a timeline.
- 3. Color-code the events according to geographical region: the Americas, Europe, Africa, Asia.
- 4. Create or find an original illustration to accompany each event. Do not copy the illustration used in the Student Volume timeline.

Use the table on the next page to take notes before creating your timeline.

***World History: The Ancient World to the Medieval Era Performance Task Notes Table***

Use the table below to plan your timeline. You do not need to complete the entire table before creating your timeline, but you should have fifteen entries on your finished timeline.

WHEN	WHERE	WHO AND WHAT	ILLUSTRATION IDEA

## Domain Vocabulary: Chapters 1–3

Using your own paper, write the letter that matches the definition of each word.

- |                     |   |
|---------------------|---|
| 1. Fertile Crescent | a) payment of money or goods by a people or their ruler to another country or ruler in exchange for protection  |
| 2. city-state       | b) political and religious leader of ancient Egypt  |
| 3. cuneiform        | c) a city that is an independent political state with its own government  |
| 4. scribe           | d) writing based on pictures rather than letters  |
| 5. empire           | e) an arc of land stretching from the Nile River valley to southwestern Asia, characterized by rich soil and climate conditions that supported the development of early civilizations |
| 6. tribute          | f) a person whose job is to write or make copies of written information   |
| 7. epic             | g) a shallow area of a river where the water moves fast over rocks or other obstacles   |
| 8. revolt           | h) an ancient form of writing that used a system of symbols carved into wet clay tablets  |
| 9. cataract         | i) a crane-like tool that uses a pole and bucket to lift water  |
| 10. delta           | j) a long, complex tale that tells the story of a hero's adventures   |
| 11. pharaoh         | k) a group of countries or territories under the control of one government or ruler   |
| 12. shadoof         | l) rules based on ideas about right and wrong   |
| 13. hieroglyphics   | m) a rebellion; a rejection of authority  |
| 14. monotheistic    | n) a set of letters that symbolize sounds and can be combined to make words   |
| 15. recede          | o) land created by silt deposits at the mouth of a river  |
| 16. embalm          | p) to run away  |
| 17. nomadic         | q) related to or characterized by the worship of or belief in a single god  |
| 18. covenant        | r) an important agreement or promise  |
| 19. ethics          | s) to slowly move back or away  |
| 20. synagogue       | t) passion; eagerness   |
| 21. zeal            | u) to prepare a body to prevent decay   |
| 22. alphabet        | v) moving around often in search of food; not settled in one place  |
| 23. rabbi           | w) a Jewish religious leader and teacher  |
| 24. flee            | x) a Jewish temple or house of worship  |

**Domain Vocabulary: Chapters 4–6**

**On your own paper, write the word or phrase from the Word Bank that correctly fits each definition.**

archipelago

divine right

oligarchy

avatar

feudal system

plague

caste

filial piety

polis

citizen

mandate

reincarnation

democracy

monsoon

stupa

1. a dome-shaped monument used as a Buddhist or Jain shrine
2. something that harms a large number of people, such as a sickness or insects that kill crops
3. the belief that kings and queens have a God-given right to rule and that rebellion against them is a sin
4. a form of government in which people choose their leaders
5. rebirth in a new body or form of life
6. social organization in which kings, lords, and peasants are bound together by mutual obligations
7. the form a Hindu god takes on Earth
8. a government controlled by a small group of people from aristocratic and wealthy nonaristocratic families
9. a division of society based on differences in wealth, social status, and occupation
10. deep respect for one's parents
11. a command; a responsibility given by an authority
12. a wind from the south or southwest that brings heavy rainfall to Asia during the summer months
13. a city-state of ancient Greece
14. in ancient Greece, a person with legal rights and responsibilities in a city-state
15. a chain of islands

## Domain Vocabulary: Chapters 7–9

Use the words in the Word Bank to complete the crossword puzzle.

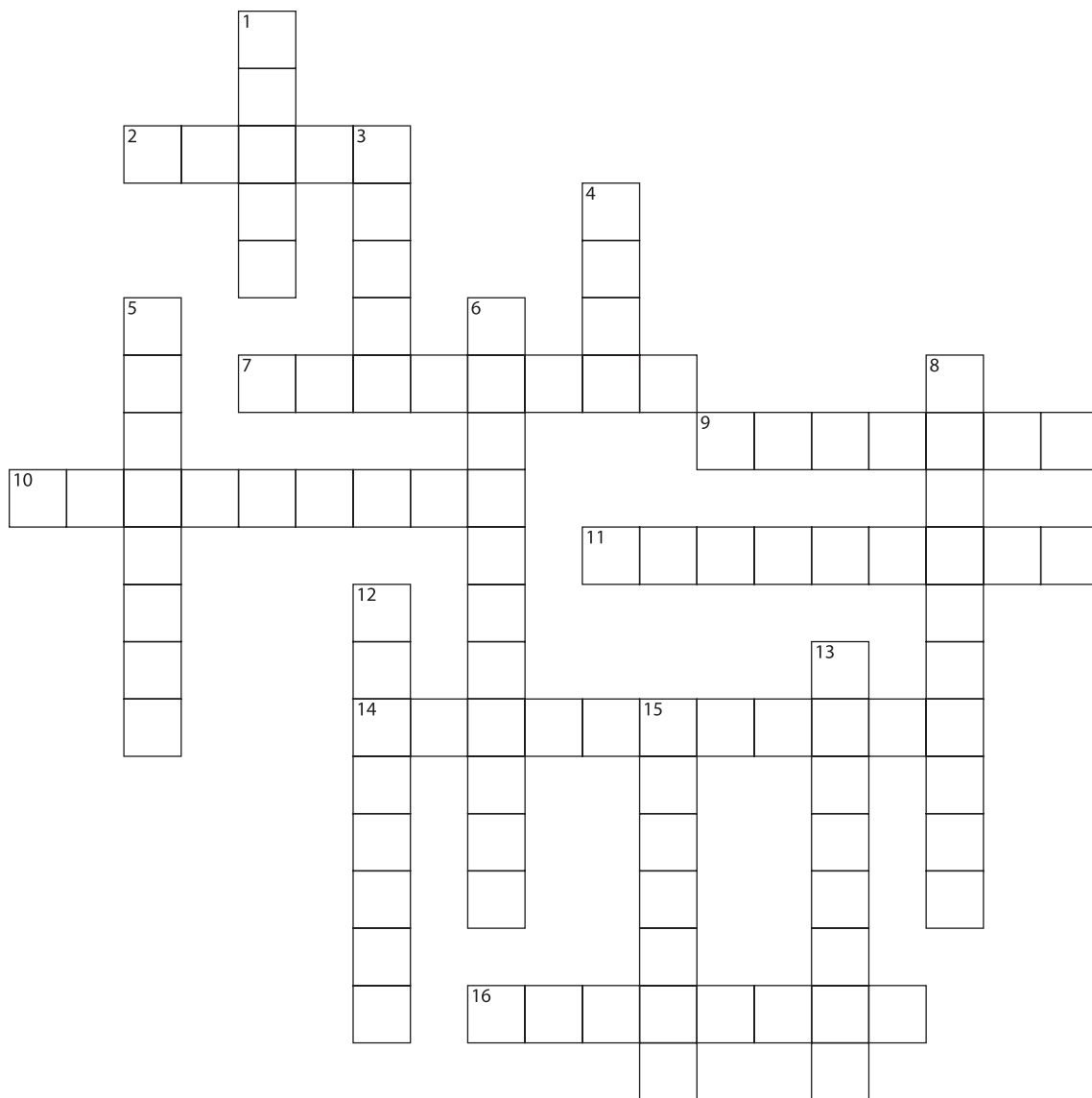
altiplano	indigenous	republic
cistern	Mesoamerica	resin
dictator	oasis	siege
doctrine	patrician	toga
equinox	persecution	
garrison	plebeian	

**ACROSS**

- 2.** an area in the desert where there are water and plants
- 7.** one of the majority of ordinary free Romans
- 9.** day of the year when the day and night are of equal length
- 10.** large, high plateau in South America
- 11.** a member of one of the wealthiest and most powerful families of Rome
- 14.** cruel and unfair treatment of a group of people
- 16.** troops stationed in a town or fort for the purpose of defense

**DOWN**

- 1.** a sticky substance made by some plants
- 3.** a battle strategy in which enemies surround a place so that those within cannot receive supplies
- 4.** traditional Roman clothing consisting of fabric draped around the body
- 5.** an official set of beliefs
- 6.** historical region of Latin America stretching from northwest Mexico through Central America
- 8.** originally living or existing in a place; native
- 12.** a government in which people elect representatives to rule for them
- 13.** a ruler who has total control over the country
- 15.** a reservoir for storing water



**Domain Vocabulary: Chapters 10–13**

**On your own paper, write the word or phrase from the Word Bank that correctly completes each sentence.**

apprentice	griot	pilgrim
civil service	guild	serfs
clans	imam	steppe
conscripted	material culture	tsunami
frontier	per capita	vassal

1. The \_\_\_\_\_ led daily prayer services at the mosque.
2. The soldier was \_\_\_\_\_ into the army when he turned eighteen.
3. The plumber learned his trade by serving as an \_\_\_\_\_ for many years.
4. In imperial China, a person had to pass an examination in order to get a job in the \_\_\_\_\_.
5. The Mongols originally came from the \_\_\_\_\_ in central Asia.
6. The lord granted his \_\_\_\_\_ an estate in exchange for a pledge of loyalty and service.
7. The story of Sundiata Keita was passed down from one \_\_\_\_\_ to another.
8. In 2004, an earthquake created a \_\_\_\_\_ that flooded parts of Thailand and Indonesia.
9. On a medieval manor, most farm labor was provided by \_\_\_\_\_.
10. Historians can learn a lot by studying a society's \_\_\_\_\_, such as its furniture, clothing, art, and toys.
11. Americans consume approximately thirty-six pounds of corn products \_\_\_\_\_ each year.
12. The \_\_\_\_\_ visited the holy shrine to offer thanks for her good luck.
13. Sundiata Keita invited members of different \_\_\_\_\_ to join his assembly of representatives.
14. China's Great Wall was built to protect the country's northern \_\_\_\_\_.
15. In order to be admitted to the \_\_\_\_\_, a carpenter had to create a master piece.

## Answer Key: World History: The Ancient World to the Medieval Era

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### Student Book Questions

#### Foreword

**p. 5 Think Twice** Historians make choices about what to research based on their own interests and the information they have access to. They interpret the past based on the information they learn and their own prior knowledge.

#### Chapter 1

**p. 10 Think Twice** Regions are large areas that share something in common. What civilizations have in common geographically may be different from what they have in common politically. By considering different types of regions, historians get a fuller understanding of those civilizations.

**p. 11 Think Twice** The development of the idea shows that our knowledge and understanding of history change over time.

**p. 11 Think Twice** Flooding helped the development of civilizations by adding nutrients to the soil, which allowed for farming. It hindered the development of civilizations because of the destruction it caused.

**p. 13 Think Twice** As people started working together more, they would need a centralized authority to organize them and their work.

**p. 18 Think Twice** Trade would have provided more food and other goods for ancient civilizations. It also would have helped spread new technology and ideas.

**p. 20 Think Twice** The Code of Hammurabi suggests that the Babylonian Empire experienced the same kinds of conflicts we do today. The code shows us some of what the Babylonians valued, such as justice, and who were seen as valuable members of society. The code reflects concerns about property, power, and business relationships.

**p. 21 Think Twice** The victorious side might want to collect tribute to ensure loyalty or obedience or to help pay for the costs of the conflict.

**p. 23 Think Twice** British researchers might have excavated the ruins at Nineveh to learn more about the people who once lived there or because they were looking for treasure that would make them rich.

**p. 24 Think Twice** Two separate written accounts suggest that more than one person or culture experienced the event, which makes it more likely to be real.

**p. 26 Think Twice** Harsh rule can unite or stabilize an empire, but it can also spark resentments that could lead to revolts and rebellions.

#### Chapter 2

**p. 29 Think Twice** Deserts, mountains, and oceans can isolate a civilization because they act as barriers to contact with other peoples.

**p. 29 Think Twice** The Nile River and the Sinai Peninsula would support connections between Egypt and other regions.

**p. 33 Think Twice** Early civilizations may have been led by religious leaders because religion was a such an important part of the people's daily lives.

**p. 39 Think Twice** Many ancient peoples believed in many different gods and goddesses who had power over human lives. The Egyptians emphasized the idea of harmony; the weighing of the heart and white feather may stand out.

**p. 44 Think Twice** It was a way to show off their wealth and power and to honor the greatness of the pharaoh, or to show that the person had been important in life.

**p. 49 Think Twice** Amenhotep made religious reforms to reduce the power of the priests, which destabilized Egypt. Tutankhamun undid his father's reforms and restored stability to the kingdom.

**p. 51 Think Twice** The reign of Ramses II is called a golden age because Egypt conquered some land, made a peace treaty, and had the wealth and ability to build numerous temples, statues, and monuments.

#### Chapter 3

**p. 59 Think Twice** The stories of the early Israelites are about survival and God's protection.

**p. 61 Think Twice** Having a written set of laws helps provide stability and consistency to a civilization.

**p. 62 Think Twice** Items like purple dye and glass were so valuable because they were so rare and so hard to make.

**p. 64 Think Twice** A society might want to be ruled by a king because a king can make decisions more quickly than a group of leaders. Some people might prefer not having a monarch because they worry about one person having too much power.

## Chapter 4

**p. 75 Find Out the Facts** The word *archipelago* comes from the root word *arci-* or *archi-*, which means chief, and *pelagos*, which means sea. The word originally referred to the Aegean Sea, which has many island chains. Over time, the word came to mean the islands instead of the sea.

**p. 77 Think Twice** Pottery survives over time, whereas it is rare for other, softer materials to remain intact for centuries.

**p. 77 Think Twice** Wood was scarce in many regions, including Egypt and Mesopotamia. It was needed as a building material for furniture and for modest architecture projects such as the homes of ordinary people. Ships could be made of wood, and ships were key to trade in much of the region. Wood can also be burned for fuel.

**p. 83 Think Twice** Other words that come from the Greek root *polis* include *police*, *policy*, *politicians*, *metropolis*, *Minneapolis*, and *Indianapolis*.

**p. 84 Think Twice** Tyrants were single rulers with great power, like a king. Unlike kings, they were not part of royal families.

**p. 86 Think Twice** Mixing people within political groups could have made people recognize their connection to Athenians from distant areas and prompted them to question the desires of those immediately around them.

**p. 93 Think Twice** The story of Thermopylae highlights Spartans' reputation for bravery, toughness, and military strength. They fought hard even though they were outnumbered by a strong enemy.

**p. 95 Think Twice** Pericles exemplifies many things Athenians valued: democracy, military strength, oratory/skilled speaking, art, religion.

**p. 97 Think Twice** Athens had a culture that valued learning and discussion. A long and terrible war experience might have prompted many people to consider big questions about the meaning of life.

**p. 98 Think Twice** Philip might have admired Greek learning and culture, even though he also wanted to conquer the Greeks.

## Chapter 5

**p. 103 Think Twice** Like other early civilizations, the Indus valley civilization was located near fertile riverbeds, which allowed people to farm. Even though the Indus peoples came up with building technologies similar to those of other early civilizations, they did not use those materials to build grand palaces or temples.

**p. 106 Think Twice** The jati system determined the things a person could and couldn't do, including who they could marry and what kind of job they could have.

**p. 109 Think Twice** The cycle of creation, preservation, and then destruction is meant to happen continuously. Reincarnation of the soul is also a cycle. A person or animal is born, lives their life, then parts with their soul upon death so it can live again.

**p. 110 Think Twice** In the Bhagavad Gita, Krishna teaches that Arjuna has to fulfill his dharma, or duty, to fight. If Arjuna dies, then he will be reincarnated, which is another Hindu belief.

**p. 114 Think Twice** If Alexander had decided to continue his conquest of India, new foods, languages, religions, and customs would have replaced or altered traditional Indian practices.

**p. 117 Think Twice** A symbol representing zero shows the absence of value. Instead of just leaving a blank space when there is zero of something, it acts as a placeholder. It helps make sure all quantities are accounted for.

## Chapter 6

**p. 123 Think Twice** The mandate of heaven is similar to other cultures' beliefs that their rulers were divine or connected to the divine.

**p. 125 Think Twice** Students may say that governments and families are different because of the roles they play in society, or they may say that governments and families are similar because both include rules or laws and expectations of obedience.

**p. 127 Think Twice** Merchants benefited from the Warring States period because competition between states enriched those who could trade in things the states wanted.

**p. 127 Think Twice** Possible response: The *Artha-shastra* from India also gives advice to rulers. It argues that leaders should use harsh tactics to stay in power and keep order. *The Art of War*, on the other hand, emphasizes avoiding war.

**p. 128 Think Twice** Shihuangdi thought other philosophies would undermine his rule and lead to chaos.

**p. 130 Think Twice** Trade brings different cultures into contact with each other. This contact can lead to an exchange of ideas and beliefs as well as goods.

## Chapter 7

**p. 133 Find Out the Facts** The Romans used olive oil for cooking, cleaning themselves, making perfume, treating illnesses, conducting religious rituals, and illuminating their homes and temples.

**p. 136 Think Twice** Plebeians were not given an equal voice in government because power was based on wealth, so even when they were allowed to hold office, plebeians didn't have as much power as patricians.

**p. 137 Think Twice** Hannibal's army was enormous and well equipped. Fabius knew that in face-to-face combat, the Carthaginians would easily win. It would be much harder for them to do so if they were hungry and sick.

**p. 142 Think Twice** In ancient Rome, dictators gave up their power after they had completed the job they set out to do. Today, dictators have absolute power at all times. They see themselves as rulers for life, not a set period of time.

**p. 144 Think Twice** Some Romans felt that Caesar was gaining power equivalent to that of a king or dictator instead of ruling alongside Crassus and Pompey. With the army on his side, he could do pretty much whatever he wanted.

**p. 147 Think Twice** The author means that even though the Roman Empire maintained its hold as a world power, the people of Rome could no longer claim any of that power for themselves. The republican form of government no longer existed in Rome.

**p. 151 Think Twice** Ensuring the health and happiness of citizens is difficult when a territory becomes too large to be managed well or when many diverse groups cannot cooperate. Because empires take over territories, people in those places often come to resent and resist the authority of the empire.

## Chapter 8

**p. 155 Think Twice** Spices add flavor and aroma to food. Some have medicinal properties; some helped prevent illness at a time when food spoiled easily. They can last a long time and do not have to be kept cold or fresh.

**p. 156 Think Twice** The desert, dry climate, and heat made travel challenging, which isolated desert communities. Oases supported nomadic peoples and the growth of trade routes. Because Arabia is close to Asia, Africa, and Europe and has many coasts, it was possible to develop links to other regions.

**p. 156 Think Twice** Fewer people knew how to write and had access to writing materials. Teachers and followers may not have thought it important to write down ideas and beliefs, but those who came after them decided to preserve them.

**p. 159 Think Twice** Prayer and alms are commonly found in other systems of belief. Some religions also practice fasting and have a profession of faith.

**p. 163 Think Twice** The use of paper and ink allowed for the creation and sale of books, which were another way to preserve and transmit knowledge.

**p. 164 Think Twice** By creating an atmosphere of intellectual pursuit and respect, as well as tolerance of faiths based on Abrahamic traditions, Muslim scholars were able to interact with people from other cultures and exchange their understandings of science, mathematics, literature, medicine, and philosophy.

## Chapter 9

**p. 172 Think Twice** Tribute was a way of ensuring the loyalty of conquered peoples and recouping the cost of wars.

**p. 173 Think Twice** The Maya writing system is similar to systems used by the Egyptians, Mesopotamians, and Chinese in that it had many symbols and was inscribed on objects like sculptures and vessels.

**p. 182 Think Twice** Quipus were used to record information, which is how the writing systems of some early civilizations, such as the Mesopotamians, began.

## Chapter 10

**p. 185 Think Twice** Without a central imperial system, it was more possible for unorthodox, unusual, or simply new ideas to take root and flourish.

**p. 186 Think Twice** The Sui emperor wanted an appointed bureaucracy because he would have more control and oversight over what they were doing and because they would be less likely to rebel or disobey him.

**p. 190 Think Twice** Good policies can be controversial if they threaten the status quo or feel too radical.

**p. 191 Think Twice** Mounted warriors can move more quickly; they can avoid fights and run away fast; they can attack more suddenly.

## Chapter 11

**p. 201 Think Twice** In ancient times, people who had wealth and social power had the resources to order the construction of monuments such as dolmens. A class of workers was likely needed to create them, which implies the existence of an elite class above them.

**p. 204 Think Twice** The Goryeo built a strong central state and took steps to encourage trade. Stability and prosperity supported cultural achievements.

**p. 212 Think Twice** The Mongol Empire had become successful and powerful and was known to repeatedly attack one location.

**p. 214 Think Twice** Most areas had a lot of coastline, so sailing and fishing were likely important. There were many small lands fairly far apart, so the societies developed independently before travel became easier. Because China was so large and powerful, it was poised to be a major influence.

## Chapter 12

**p. 217 Think Twice** The term *Middle Ages* provides context, which we can consider when trying to understand and evaluate the medieval period.

Knowing the origin of the term helps us think about the ways it is or is not accurate.

**p. 227 Think Twice** The manor organized life for everyone and produced everything needed for daily life. But it was not strongly linked to other communities, so it could not benefit easily from outside resources.

**p. 230 Think Twice** A masterpiece is an outstanding work or achievement. A master piece was completed to show that an apprentice was ready to be a master.

**p. 238 Think Twice** Russia was landlocked, which gave it fairly easy access to other societies, such as the Byzantine Empire, whom the Rus could trade with and learn from. Western European states were largely surrounded by water, which made travel and trade difficult. They were much more insulated from the outside world than the Rus.

## Chapter 13

**p. 245 Think Twice** Salt helps maintain the balance of fluid in the body. When you sweat, salt is also excreted. People who live in hot climates need to replenish the salt they lose through sweating to stay healthy.

**p. 247 Think Twice** A vassal state is an area that owes loyalty to a superior state or empire. Although it has some independence, it is obligated to follow the orders of the superior state.

**p. 253 Think Twice** It might indicate that the Portuguese and French were major influences in the region. It might also indicate that what historians know about West Africa was originally communicated by the Portuguese and the French.

**p. 255 Think Twice** Gunpowder was developed in China during the Tang period. Alchemists figured out how to make it while trying to figure out the secret of eternal life. Gunpowder was initially used to make fireworks, which were used to send signals. The Chinese quickly realized that it could be used in cannons to inflict damage on the enemy.

## Assessments

### Mid-Volume Assessment

A. 1. d 2. a 3. d 4. b 5. c 6. b 7. a 8. c 9. a 10. d  
11. a 12. b 13. d

B. 14. g 15. j 16. c 17. e 18. a 19. i 20. b 21. l 22. d  
23. k 24. f 25. h

### End-of-Volume Assessment

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

B. 16. e 17. c 18. a 19. d 20. b 21. h 22. j 23. f  
24. g 25. i 26. l 27. n 28. m 29. o 30. k

C. Students should identify any three of these characteristics of civilization and provide examples from their Volume 1 studies: settlements, monumental architecture, division of labor, a social class structure, a political structure, or writing.

## Activity Pages

### Domain Vocabulary: Chapter 1–3 (AP 3.1)

1. e	9. g	17. v
2. c	10. o	18. r
3. h	11. b	19. l
4. f	12. i	20. x
5. k	13. d	21. t
6. a	14. q	22. n
7. j	15. s	23. w
8. m	16. u	24. p

### Domain Vocabulary: Chapters 4–6 (AP 6.1)

1. stupa	6. feudal system	11. mandate
2. plague	7. avatar	12. monsoon
3. divine right	8. oligarchy	13. polis
4. democracy	9. caste	14. citizen
5. reincarnation	10. filial piety	15. archipelago

### Domain Vocabulary: Chapters 7–9 (AP 9.1)

#### ACROSS

- 2. oasis
- 7. plebeian
- 9. equinox
- 10. altiplano
- 11. patrician
- 14. persecution
- 16. garrison

#### DOWN

- 1. resin
- 3. siege
- 4. toga
- 5. doctrine
- 6. Mesoamerica
- 8. indigenous
- 12. republic
- 13. dictator
- 15. cistern

### Domain Vocabulary: Chapters 10–13 (AP 13.1)

1. imam	6. vassal	11. per capita
2. conscripted	7. griot	12. pilgrim
3. apprentice	8. tsunami	13. clans
4. civil service	9. serfs	14. frontier
5. steppe	10. material culture	15. guild



# WORLD HISTORY

## Renaissance to Modern Day: Volume 2



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# **World History: Renaissance to Modern Day**

## **Teacher Guide**

*Core Knowledge Sequence History and Geography Middle School*

# The Renaissance and the Reformation

**The Big Question:** What factors contributed to both the Renaissance and the Reformation?

### Primary Focus Objectives

- ✓ Describe the characteristics of the Renaissance. (RI.7.2, RH.6-8.2)
- ✓ Explain the importance of Italian city-states, such as Florence. (RI.7.2, RH.6-8.2)
- ✓ Identify the causes, events, and consequences of the Protestant Reformation. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *monastery, clergy, optics, university, theology, credit, perspective, indulgence, penance, purge, and censor*. (L.7.4, RH.6-8.4)

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About The Renaissance and the Reformation”:  
[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Core Vocabulary (Student Volume page numbers listed below)

**monastery, n.** a building where a community of monks lives, worships, and works together (4)

*Example:* Some monks at the monastery worked in the garden, and others worked in the library.

*Variations:* monasteries

**clergy, n.** in the Christian church, people, such as priests, who carry out religious duties (4)

*Example:* A member of the clergy led the weekly prayer services.

**optics, n.** the science that deals with light and images (6)

*Example:* The study of optics led to inventions such as the telescope, eyeglasses, cameras, and motion pictures.

**university, n.** a school where advanced learning is taught (6)

*Example:* At first, most of the people who attended a university studied to become lawyers or priests.

*Variations:* universities

**theology, n.** the study of religious faith, practice, and experience (6)

*Example:* Each religion has its own theology.

*Variations:* theologian (n.), theological (adj.)

**credit, n.** a system of buying now and paying later (8)

*Example:* Using credit to make a large purchase sometimes means making smaller payments over a series of months or years.

**perspective, n.** a technique used to make something that is flat appear to have depth, in addition to height and width (12)

*Example:* The use of perspective in the painting made the building look like it was far away.

**indulgence, n.** the removal or reduction of certain punishments for sin, linked to a special act of penance (17)

*Example:* The priest granted an indulgence to the parishioner who made a pilgrimage to the holy shrine.

*Variations:* indulgences

**penance, n.** an act, such as praying, done to show regret over some wrongdoing (18)

*Example:* The man spent the day in prayer as penance for the wrong he had done.

**purge, n.** removal from a group or place in a sudden or violent way (22)

*Example:* The religious purge forced many people to flee England and seek a new life in the American colonies.

*Variations:* purge (v.)

**censor, v.** to remove or prohibit books, art, films, or other media that the government finds offensive, immoral, or harmful (25)

*Example:* The king tried to censor plays that criticized him.

*Variations:* censors, censored, censoring; censorship (n.)

## THE CORE LESSON 40 MIN

### Introduce *World History: Renaissance to Modern Day Student Volume*

5 MIN

Read the title of the volume aloud. Then point out each image on the cover, reading aloud each caption. Have students flip through the book, scanning titles, images, and headings to make predictions about what they will learn in this volume.

### Introduce “The Renaissance and the Reformation”

5 MIN

Read the title of the chapter aloud. Explain that the word *Renaissance* means rebirth, and it is the name given to the period of European history after the Middle Ages.

Point out the word *Reformation*. Ask students what it means to reform something. (*to change it to make it better*) Remind students that during the Middle Ages, the Church had a great deal of influence in Europe and provided a degree of unity. Explain that the Reformation began as an effort to reform, or change, the Church.

Call students’ attention to the Big Question. Tell students to look for details in their reading about the causes and events that led to the Renaissance and the Reformation.

### Guided Reading Supports for “The Renaissance and the Reformation”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “A Rebirth of Learning,” pages 2–3

**Scaffold understanding as follows:**

**Read the section on pages 2–3 aloud.**

**After reading the text, ask the following question:**

**EVALUATIVE**—Why was the Renaissance a time of rebirth?

- » The Renaissance was a time of rebirth because Europeans rediscovered the literature, philosophy, and culture of the ancient Greeks and Romans.

### **“Looking to the Past,” pages 3–5**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 3–5 aloud.**

**SUPPORT**—Students who completed Volume 1 of CKHG World History may recall that the Eastern Roman Empire was also known as the Byzantine Empire.

**SUPPORT**—Students who completed Volume 1 of CKHG World History may recall reading about Europe after the fall of the Western Roman Empire, including the importance of monasteries and the reign of Charlemagne, in Chapter 12, “Europe and Russia in the Middle Ages.”

**CORE VOCABULARY**—Point out the vocabulary terms *monastery* and *clergy*, and explain their meanings.

**Note to Teacher:** Students who completed Volume 1 of CKHG World History may recall learning these terms in Chapter 12, “Europe and Russia in the Middle Ages.”

**SUPPORT**—Explain that the texts copied by monks were not available to most people. Monasteries were not lending libraries, and their books were precious. Some monasteries were also very remote and hard to get to.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What happened in Europe after the fall of the Western Roman Empire?

- » After the fall of the Western Roman Empire, the empire’s government and education system fell apart. Western Europe fell out of contact with the Eastern Roman Empire, and knowledge of the Greek language faded.

**LITERAL**—How did monasteries preserve some of the knowledge of ancient Rome?

- » Monasteries preserved some of the knowledge of ancient Rome by copying books in Latin, especially Christian texts and works of Latin philosophy.

### **“Learning in the Islamic World,” pages 5–6**

**Scaffold understanding as follows:**

**Have students read the section on pages 5–6 independently.**

**SUPPORT**—Students who completed Volume 1 of CKHG World History may recall learning about Islamic empires and the work of Muslim scholars in Chapter 8, “Islamic Civilization.”

**SUPPORT**—Explain that the works of some Muslim scholars became so well known to Europeans that Latin forms of their names were used: Ibn al-Haytham, Ibn Sina, and Ibn Rushd became Alhazen, Avicenna, and Averroes.

**CORE VOCABULARY**—Point out the vocabulary terms *optics*, *university*, and *theology*, and explain their meanings.

**SUPPORT**—Students who completed Volume 1 of CKHG World History may recall reading about European universities in Chapter 12, “Europe and Russia in the Middle Ages.”

**After students read the text, ask the following questions:**

**LITERAL**—What knowledge did Europeans acquire from the works of Muslim scholars?

- » Europeans acquired the learning of the ancient Greeks from the works of Muslim scholars and knowledge of mathematics, astronomy, medicine, and other subjects from the works of Ibn al-Haytham, Ibn Sina, and Ibn Rushd.

**EVALUATIVE**—How did universities contribute to the development of the Renaissance?

- » Universities contributed to the development of the Renaissance by creating a standard education across Europe and by serving as centers of learning.

### “Trade and Power,” pages 7–9

**Scaffold understanding as follows:**

**Have students read the section on pages 7–9 with a partner.**



**SUPPORT**—Direct students to the map on page 7. Have them find each city-state named in the section on the map.

**SUPPORT**—Students who completed CKHG World History Volume 1 may recall learning the term *city-states*. Remind students that a city-state is a city that governs itself and functions much as a nation or country would.

**CORE VOCABULARY**—Point out the vocabulary term *credit*, and explain its meaning.



**WINDOW ON THE WORLD** Read the description of Venice aloud. Make sure students understand that Venice is a city not just next to water but *on* water. The city is laced with canals that people use as roads, traveling around the city by boat instead of by car. These unique characteristics present modern-day Venice with two specific challenges, one of which is closely related to climate change. Have students find out what these challenges are. (*The city is sinking, and it is experiencing more frequent flooding related to rising sea levels, which are creating higher tides.*)

**After students read the text, ask the following questions:**

**EVALUATIVE**—How did Italy become the wealthiest region of Europe at the time?

- » Italy became the wealthiest region of Europe through trade.

**EVALUATIVE**—How were the governments of Venice and Florence different?

- » Venice was governed by a doge, who was elected by the city’s elite and ruled for life. Florence was governed by a committee of priors, who were chosen by lot and served for only two months at a time.

**EVALUATIVE**—How was Rome different from Venice and Florence?

- » Rome was different from Venice and Florence because its civilian leaders had to share power with Church leaders and because Rome became poorer and smaller while Venice and Florence grew bigger and richer.

## **“The Humanists,” page 10**

**Scaffold understanding as follows:**

**Read the section on page 10 aloud.**

**SUPPORT**—Some humanists worked in the governments of Italian cities. Others were teachers. They worked to find the writings of ancient authors. Universities were already using ancient texts as well, primarily works of science and philosophy. The humanists promoted ancient literature.

**After reading the text, ask the following question:**

**LITERAL**—What did the humanists study?

- » The humanists studied Greek and Latin texts in a variety of subject areas, including literature, drama, philosophy, and history. They also studied Hebrew and the Bible.

## **“New Art and Architecture,” pages 11–12**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 11–12 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *perspective*, and explain its meaning.

**SUPPORT**—Help students understand the concept of perspective by asking them to compare the top image on page 4 with the image on page 8. Note that in the page 4 image, there is no sense of depth in the room. The people sitting at the table in the back look like they are on top of, instead of across from, the people at the table in the foreground. By contrast, the page 8 image has a sense of depth. The people in the background look farther away than the people in the foreground.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What characterized the new architectural styles of the Renaissance?

- » The new architectural styles of the Renaissance adapted ancient Roman building styles to the modern world.

**LITERAL**—What are the characteristics of Renaissance art?

- » Renaissance art looked realistic and imitated nature. It used perspective to make paintings look three-dimensional.

## **“Renaissance Florence,” pages 12–14**

**Scaffold understanding as follows:**

**Have students read the section on pages 12–14 independently.**

**SUPPORT**—Note the many different subject areas that Leonardo da Vinci studied and explored. Explain that because he pursued so many different interests—painting, sculpture, engineering, mathematics, anatomy—Leonardo is sometimes called a “Renaissance man.”

Today, we use the term *Renaissance man* to describe someone who is skilled in many different areas.

**SUPPORT**—Michelangelo was one of the artists who worked in Rome. He worked for Pope Julius II (r. 1503–15 CE) to design and construct his funeral monument. Though they quarreled and the work was never finished, Julius also hired Michelangelo to paint the ceiling of the Sistine Chapel. Students can see Michelangelo’s work on pages 2–3 in the Student Volume. Later, another pope, Clement VII (r. 1523–34 CE), had Michelangelo paint his *Last Judgment* there.

**SUPPORT**—While *The Prince* was Machiavelli’s most famous work, it was not his only work. In his *History of Florence*, he studied how the Medicis had come to dominate the city. In his *Discourses on Livy*, he explored the ways that political life worked in different kinds of states, both ancient and modern. (Livy was an ancient Roman historian.)

**After students read the text, ask the following questions:**

**LITERAL**—Who were the Medicis?

- » The Medicis were a family that dominated politics in Florence for decades. Cosimo de’ Medici was the wealthiest and most powerful man in Florence. He funded a library and the building of churches. His grandson Lorenzo was a patron of many great thinkers and artists, including Leonardo da Vinci.

**LITERAL**—What famous works were completed by Leonardo da Vinci and Michelangelo Buonarroti?

- » Leonardo da Vinci completed the *Last Supper* and the *Mona Lisa*. He also kept notebooks with sketches of his inventions and his paintings. Michelangelo completed the *Pietà*, the *David*, and the ceiling of the Sistine Chapel.

**LITERAL**—What did Machiavelli believe about government?

- » Machiavelli believed that republics were the best form of government. He also believed that the quickest way to bring about change and the best way for a state to survive was with a ruthless leader.

### **“Renaissance Rome,” pages 14–15**

**Scaffold understanding as follows:**

**Have students read the section on pages 14–15 with a partner.**

**SUPPORT**—The artist Michelangelo eventually took charge of the St. Peter project. His work also included urban planning; he redesigned the main square on the top of the Capitoline Hill, one of the Seven Hills of Rome.

**After students read the text, ask the following question:**

**LITERAL**—How did Rome change during the 1400s CE?

- » During the 1400s CE, Rome was reconstructed and became a Renaissance city. The pope moved to St. Peter’s Basilica and built the Sistine Chapel. He also built a new bridge across the Tiber River. Artists discovered ancient statues and paintings.

## "The Printing Press," pages 15–16

**Scaffold understanding as follows:**

**Read the section on pages 15–16 aloud.**

**SUPPORT**—After producing several short works, Gutenberg produced a full Bible in 1455 CE. Gutenberg printed a total of about 180 copies of the Bible. Forty-nine of those copies survived into the 1900s, and of those forty-nine, only twenty-one are complete. One of those complete copies is held by the Library of Congress. The British Library has another. A complete Gutenberg Bible has not been sold since the late 1970s, when one sold for \$2.4 million. Experts estimate that a complete copy could sell for more than \$35 million today.

**After reading the text, ask the following question:**

**EVALUATIVE**—What were the effects of the printing press?

- » The printing press led to the creation of a new print business and an annual book fair in Frankfurt. It gave more people access to the written word and enabled writers to profit from book sales. It also led to the beginning of legal protections called privileges, which are the ancestors of modern copyright.

## "Religious Reformation," pages 16–20

**Scaffold understanding as follows:**

**Invite a volunteer to read the first two paragraphs of the section, on pages 16–17, aloud.**

**Have students read the remainder of the section, on pages 17–20, independently.**

**CORE VOCABULARY**—Point out the vocabulary terms *indulgence* and *penance*, and explain their meanings.

**SUPPORT**—Point out that some groups underneath the Protestant umbrella are called by the names of their founders: Lutherans, Calvinists, etc.

**After students read the text, ask the following questions:**

**LITERAL**—What factors led to the Reformation?

- » Factors that led to the Reformation include disagreements about how Christians should think, act, and worship; the Great Schism and the rebuilding of Rome, which left the Church short on resources; bold ideas for reform put forth by religious leaders; growing literacy rates; the quicker spread of new ideas because of the printing press; and the growing power of rulers and governments.

**LITERAL**—On what points did Martin Luther disagree with the Church?

- » Martin Luther disagreed with the sale of indulgences and the need for clergy. He also believed that salvation could be achieved through faith alone and that religious questions could be settled by looking to the Bible alone.

**LITERAL**—How did other religious and political leaders respond to Luther’s reforms?

- » Some German princes supported Luther’s reforms, but the emperor did not, which led to civil war. In other parts of Europe, other religious reformers, such as John Calvin, preached reform and sought to change their regional church practices.

## “Politics and Religion,” pages 20–23

**Scaffold understanding as follows:**

**Have students read the section on pages 20–23 with a partner.**

**SUPPORT**—Explain that one of the ways that Ferdinand and Isabella enforced their ultimatum to the Jews of Spain was through the Church Inquisition. The purpose of the Inquisition was to hunt down and execute heretics and false converts (people who converted to Catholicism but continued to practice their original faith, such as Judaism, in secret).

**SUPPORT**—Henry VIII had six wives over the course of his life: Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, and Catherine Parr. As students read in the text, Henry divorced Catherine of Aragon. He had Anne Boleyn beheaded. Jane Seymour died from complications in childbirth. Henry divorced Anne of Cleves. He had Catherine Howard beheaded. Henry died while married to Catherine Parr. A popular way to remember this sequence is the rhyme “divorced, beheaded, died, divorced, beheaded, survived.”

**CORE VOCABULARY**—Point out the vocabulary term *purge*, and explain its meaning.

**SUPPORT**—Explain that Henry’s son, Edward VI, was only nine years old when he ascended the throne, and he was plagued with health issues. He died at the age of fifteen. After his death, there was a competition for ruling power in England, which Edward’s half-sister Mary eventually won.

**SUPPORT**—Explain that the rule of Elizabeth I in England was considered a golden age. London began a period of long-lasting growth. With that growth came a new development in the performing arts: the commercial theater. Theaters were built at the edges of the city. Londoners could purchase admission to performances by troupes of actors. Authors began to write plays modeled on ancient dramas. These playwrights included Christopher Marlowe and Ben Jonson, but the most famous was William Shakespeare (1564–1616 CE). Shakespeare also wrote sonnets, a type of poetry that Petrarch had made popular. Shakespeare’s writings are some of the finest in the English language and are a highlight of the Renaissance in England.

**SUPPORT**—Direct students to the timeline on page 23. Ask: What happened around the same time that Gutenberg invented his printing press? (*The transatlantic slave trade began.*) How long after the Great Schism did the Reformation occur? (*eighty-three years*)

**After students read the text, ask the following questions:**

**LITERAL**—What happened to Jewish populations across Europe during this time?

- » In Spain, Jews were told to convert to Christianity or leave. In 1492 CE, any remaining Jews in Spain were expelled, or forced to leave. Other places, such as Venice, forced Jews to live in ghettos, or restricted neighborhoods.

**EVALUATIVE**—What led to religious reform in England?

- » Henry VIII’s desire for a divorce led to religious reform in England.

## “Control of the Press,” pages 23–25

**Scaffold understanding as follows:**

**Read the section on pages 23–25 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *censor*, and explain its meaning.

**SUPPORT**—Students will read more about Copernicus and Galileo in Chapter 3, “The Scientific Revolution and the Enlightenment.”

**After reading the text, ask the following questions:**

**LITERAL**—What did Galileo discover with his telescopes?

- » Galileo discovered craters on the moon and the moons of Jupiter.

**EVALUATIVE**—Why was Galileo condemned and placed under house arrest?

- » Galileo was condemned and arrested because he publicly supported the ideas of Nicolaus Copernicus, who said the sun was at the center of our astronomical system.



**LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



## “CHECK FOR UNDERSTANDING” 10 MIN

**Ask students to:**

- Write a short answer to the Big Question: “What factors contributed to both the Renaissance and the Reformation?”
  - » Key points students should cite include: the preservation of classical Latin works in monasteries and the preservation of classical Greek works by Muslim scholars; the growth of trade, wealth, and power in the Italian city-states; renewed interest in the literature, art, and architecture of ancient Rome and ancient Greece; the development of perspective in painting; the development of the printing press; the Church’s need for money; the sale of indulgences; the diversity of religious practice across Europe; the growing power of secular rulers and governments; and the emergence of reformers such as Martin Luther and John Calvin.
- Choose three of the Core Vocabulary words (*monastery, clergy, optics, university, theology, credit, perspective, indulgence, penance, purge, or censor*), and write a short paragraph using the words.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# Exploration, Trade, and Settlement

**The Big Question:** How did competition between rival European powers shape patterns of trade, settlement, and colonization?

## Primary Focus Objectives

- ✓ Explain the reasons for European exploration. (RI.7.2, RH.6-8.2)
- ✓ Identify the outcomes of exploration by Portugal, Spain, England, France, and the Netherlands. (RI.7.2, RH.6-8.2)
- ✓ Describe the transatlantic slave trade. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *compass* and *circumnavigate*. (L.7.4, RH.6-8.4)

## What Teachers Need to Know

For background information, download the CKHG Online Resource “About Exploration, Trade, and Settlement”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

- world map or globe
- diagram of the Columbian Exchange
- Internet access
- capability to display Internet in the classroom

Use this link to download the CKHG Online Resources for this volume, where the specific link to the diagram may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Core Vocabulary (Student Volume page numbers listed below)

**compass, n.** a device that uses a magnetized pointer to show direction (28)

*Example:* The explorer relied on his compass to guide him north.

*Variations:* compasses

**circumnavigate, v.** to travel completely around something (such as Earth), especially by water (36)

*Example:* It took almost three years for Magellan’s crew to circumnavigate the globe.

*Variations:* circumnavigates, circumnavigated, circumnavigating; circumnavigation (n.)

## THE CORE LESSON 35 MIN

### Introduce “Exploration, Trade, and Settlement”

5 MIN

Remind students of what they read about Renaissance Europe, especially the growth and power of the Italian city-states. Explain that the strength of the Italian city-states and their control of trade with Asia inspired other European nations to find and establish their own Asian trade networks. This competition for Asian trade ultimately changed the world, as European nations explored, claimed, and conquered parts of Asia, Africa, and the Americas—with sometimes devastating consequences for the Indigenous peoples who lived there.

Call students’ attention to the Big Question. Tell students to look for details in their reading about the competition among European powers and their pursuit of exploration, trade, and settlement in Asia, Africa, and the Americas.

### Guided Reading Supports for “Exploration, Trade, and Settlement”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “The Age of Sail,” pages 26–29

**Scaffold understanding as follows:**

**Read the section on pages 26–29 aloud.**

**SUPPORT**—Note the reference to the Scientific Revolution in the second paragraph of the section. Students read about the beginning of the Scientific Revolution—the discoveries made by Nicolaus Copernicus and Galileo Galilei—in Chapter 1. They will learn more about the Scientific Revolution in Chapter 3.

**SUPPORT**—Direct students to the images of the carrack and caravel on page 28. Point out the details of each type of ship as described in the text. Explain that triangular sails, such as those shown on the caravel, had been used by sailors on the eastern Mediterranean for centuries before Europeans began to use them. They may have been invented by Egyptian or Persian sailors in the 100s CE.

**SUPPORT**—Note the word *navigation* in the fifth paragraph of the section. Students who completed Volume 1 of CKHG World History may recall learning the word in Volume 1 Chapter 3. Remind students that navigation is the act of planning and directing the movement of a ship, plane, or other vehicle.

**CORE VOCABULARY**—Point out the vocabulary term *compass*, and explain its meaning. Explain that the magnetic compass was invented in China around the year 1000 CE. The technology made its way to Europe along trade routes, and the first European compass was likely made in Venice in the 1200s CE.

**SUPPORT**—Students who completed Volume 1 of CKHG World History may recall learning about the invention of gunpowder in their study of imperial China.

**After reading the text, ask the following question:**






**LITERAL**—What technologies helped to spur European exploration?

- » European exploration was spurred by technologies such as newly-designed ships, including carracks and caravels; new navigational equipment, including the compass and the sextant; and new gunpowder weapons, such as muskets and cannons.

### **“The Portuguese Navigators,” pages 29–31**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 29–31 aloud.**

-  **SUPPORT**—Explain that *Portuguese* describes someone or something from the country of Portugal. Show students the location of Portugal on the globe or world map. Note its position on the western coast of Europe. Ask students to speculate about how that geographical location might have helped Portugal become a maritime power.
-  **SUPPORT**—Prince Henry’s expeditions found the islands of Madeira in 1418 CE, which were colonized by the Portuguese in 1420. By the late 1430s, Henry’s expeditions found and colonized the Azores islands, far in the Atlantic. By Henry the Navigator’s death in 1460, Portuguese explorers had explored the West African coast as far as Senegal and the Gambia. Point out these locations on the globe or world map.
- SUPPORT**—Note the reference to Marco Polo in the third paragraph of the section. Students who completed Volume 1 of CKHG World History may recall learning about Marco Polo in their study of China.
-  **SUPPORT**—Direct students to the map on page 30. Have students point to Portugal on the map. Then have them find the Congo River in Africa. As students read about Dias and da Gama, have students trace the route of each explorer on the map.
-  **SUPPORT**—Explain that the Indian city of Calicut is known as Kozhikode today. Point out the location of Kozhikode, in the Indian state of Kerala, on the world map or globe.
- SUPPORT**—Da Gama was unable to make a trade agreement with the ruler of Calicut partly because the Portuguese had bad information—they thought the rulers of Calicut were Christians rather than Hindu—and partly because the Muslim traders who had been trading with Calicut for a long time sabotaged his efforts.
-  **SUPPORT**—Explain that the Indian city of Cochin is known as Kochi today. Point out the location of Kochi, which is also in the Indian state of Kerala, on the world map or globe.
- SUPPORT**—Initially the territory that Cabral found in South America was named Vera Cruz by the Portuguese, but the trade in brazilwood (a tree that can be used to make precious red dye) from this region led to the lands becoming known as Brazil.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—Who was Henry the Navigator?

- » Henry the Navigator was a Portuguese prince who sponsored Portuguese voyages of exploration and collected knowledge from these expeditions.


**LITERAL**—Where did Portugal’s voyages of exploration go?

- » Portugal’s voyages of exploration went along the western coast of Africa, around the southern tip of Africa, across the Indian Ocean to India, and to South America.

### “The Spanish Cross the Atlantic,” pages 31–33

**Scaffold understanding as follows:**

**Have students read the section on pages 31–33 independently.**

 **SUPPORT**—Explain that *Spanish* describes someone or something from the country of Spain. Show students the location of Spain on the globe or world map. Explain that the country of Spain did not really exist until 1469 CE, when Ferdinand and Isabella united and consolidated their kingdoms.

**SUPPORT**—Columbus visited Isabella’s court just as Spain was being unified under Catholic rulers. In 1492 CE, the same year that Columbus sailed, the Spanish crown conquered the last Muslim stronghold in Spain and expelled any Jews who refused to convert to Christianity. This meant that the Spanish—or really the Castilians—had a particularly strong conquest mentality in 1492, trying to expand Catholic rule globally.

**After students read the text, ask the following questions:**

**LITERAL**—Where was Columbus trying to go? Where did he actually end up?

- » Columbus was trying to go to Cathay, or China, in Asia. He actually ended up in the Caribbean, first in the Bahamas, then at the island known today as Cuba and then Ayti—the island he renamed Hispaniola.

**LITERAL**—What did the Treaty of Tordesillas do?

- » The Treaty of Tordesillas divided the world between the Spanish and the Portuguese for the purposes of exploration and colonization.

**LITERAL**—Who was left out of the Treaty of Tordesillas?

- » Indigenous peoples and other European nations were left out of the treaty.

### “Spain in the Americas,” pages 33–36

**Scaffold understanding as follows:**

**Have students read the section on pages 33–36 with a partner.**

**SUPPORT**—Students who completed Volume 1 of CKHG World History should recall learning about the Spanish conquest of the Aztec and the Inca. These students should recall that Aztec is a name assigned by Europeans and that the people called Aztec are really Mexica or Nahuatl.

**SUPPORT**—Make sure students understand that the Spanish pursuit of wealth and territory relied on the exploitation of Indigenous peoples as a form of labor. As the Indigenous people died, they were increasingly replaced by enslaved peoples from Africa.

**SUPPORT**—Make sure students understand that despite the harsh labor policies of the Spanish and despite the diseases that spread among the Indigenous populations, the Indigenous people of the Americas survived. They were not driven to extinction. Today, Inca, Aztec (Nahua), and other Indigenous peoples live throughout the Americas, preserving the languages and continuing the traditions of their ancestors.



**TALK IT OVER** Have students think about the word *conquest*. What does it mean? What does it imply? Then have them do the same with the word *contact*. Would the Spanish action in the Americas best be described as conquest or contact? Why? Repeat the question as students learn about other European expeditions to the Americas.

**After students read the text, ask the following questions:**

**INFERENTIAL**—What adjective(s) best describe the policies and actions of the Spanish in the Americas?

- » Students should choose adjectives that reflect the intention and nature of Spanish policies and actions, such as *greedy, harsh, brutal, and exploitative*.

**LITERAL**—What did Bartolomé de Las Casas try to do?

- » De Las Casas tried to stop the destruction and enslavement of Indigenous peoples.

### **“Circumnavigating the Globe,” page 36**

**Scaffold understanding as follows:**

**Read the section on page 36 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *circumnavigate*, and explain its meaning.

**SUPPORT**—Point out the word *strait* in the second paragraph of the section. Students who completed Volume 1 of CKHG World History may recall learning the word *strait* as part of their study of Ancient Greece. Remind them that a strait is a narrow waterway that connects two large bodies of water.

**After reading the text, ask the following question:**

**LITERAL**—What was Magellan’s crew the first to do?

- » Magellan’s crew was the first to circumnavigate, or travel completely around, the globe.

### **“England and France Compete,” pages 37–40**


**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 37–40 aloud.**

**SUPPORT**—Note that the English, in particular, had some expertise sailing the oceans, as fishing in the oceans around the British Isles was a major supply of food, and by the 1400s CE, trading with Iceland was a major economic activity.

**SUPPORT**—Note that the text describes John Cabot as being the first *modern* European to set foot in North America. Explain that the Vikings—explorers and warriors from the northern European region of Scandinavia—reached what is present-day Newfoundland, Canada, about five hundred years earlier.

**SUPPORT**—Note that the Verrazzano Bridge in New York City is named for Giovanni da Verrazzano.

 **SUPPORT**—Direct students to the map on page 39. Give students a few seconds to study the map. Then ask: Where were most of Spain’s colonial holdings? (*the Caribbean, South America, Central America, and western North America*) Where were most of the colonial holdings of other European nations? (*eastern North America*)

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What was the “northwest passage”?

- » The “northwest passage” was a route sought by England and France that would take them around the Americas through the Arctic Ocean.

**EVALUATIVE**—How were the first English and French colonies in the Americas different from the Spanish colonies?

- » The English and French colonies were small and poor and did not encounter large empires of Indigenous people.

**LITERAL**—What was the East India Company?

- » The East India Company was a company formed by English merchants. It traded in silk, cotton, tea, dyes, and other goods. It took control of India and enslaved people in East Africa, Indonesia, and elsewhere.


### **“The Emergence of the Dutch,” pages 40–41**

**Scaffold understanding as follows:**

**Have students read the section on pages 40–41 independently.**

**SUPPORT**—Explain that *Dutch* refers to people from a country called the Netherlands. The Netherlands was founded as an independent nation in 1579 CE. Before then, the territories of the Netherlands were ruled from Spain. The new kingdom, which was briefly a republic, was founded to win independence from Spain. Their war of independence lasted eighty years, from 1568 to 1648 CE. Much of the efforts of the Dutch state, therefore, were aimed primarily at gaining their independence from Spanish rule and providing the foundations for a prosperous, strong, and independent country.


**SUPPORT**—Note the reference to Japan in the second paragraph of the section. Students who completed Volume 1 of CKHG World History may recall that the rulers of Japan during this era limited international trade. The Dutch were one of the few groups who were granted access to Japan during its “closed” era.

 **SUPPORT**—On Henry Hudson’s next voyage, i.e., after his exploration of the Hudson River, he traveled farther north, through what is now called the Hudson Strait and into what is now called Hudson Bay in Canada. Direct students to the map on page 39 and guide them to find Hudson Bay.

**After students read the text, ask the following questions:**

 **LITERAL**—Where did the Dutch first build their empire?

» The Dutch first built their empire in Southeast Asia, starting in Jakarta, Indonesia.

 **EVALUATIVE**—Why did the Dutch establish a permanent settlement on the Cape of Good Hope?

» The Dutch established a permanent settlement on the Cape of Good Hope to secure their trading routes and to supply Dutch ships sailing to and from the East Indies.

 **LITERAL**—Which U.S. states were once part of the Dutch colony of New Netherland?

» New Jersey, New York, Delaware, Pennsylvania, Maryland, and Connecticut were once part of New Netherland.

### **“The Transatlantic Slave Trade,” pages 41–43**

**Scaffold understanding as follows:**


**Read the section on pages 41–43 aloud.**

**SUPPORT**—Explain that the exchange of foodstuffs and other items described in the first paragraph of the section is often called the Columbian Exchange (after Christopher Columbus). Show students the diagram of the Columbian Exchange. Point out that the exchange included not just food, but also animals and diseases. Ask students to think about what European cuisine and American cuisine were like before this exchange.

**SUPPORT**—Remind students that slavery was a global institution often related to warfare throughout world history. It changed with the European discovery of the Americas to become a brutal labor institution that was also racialized. Before, enslaved people of all races might be enslaved as an outcome of war. They often had a way out of slavery, as well—it was not a lifelong status. Also, it is important to know that African kingdoms counted their wealth on the amount of people in their kingdoms and not in land. Thus, a trade in peoples also existed in West Africa before the European discovery of the Americas. This discovery and the fact that sugar cane grew so well in tropical climates all added up together to transform slavery into a racialized and brutal system of labor.

**SUPPORT**—The transatlantic slave trade only began after the Portuguese arrived in the Americas. The slave trade reached its height in Brazil in the late 1700s CE with the increase in the demand for sugar in Europe. In Brazil, the plantation system was often referred to as an *engenho* [engine], or sugar mill complex. There were so many slaves in Brazil that it is estimated that half the population in 1800 was enslaved.

**SUPPORT**—The British colonies in the Caribbean made very extensive use of enslaved people on their plantations. By 1680 CE, each plantation in Barbados was worked by about sixty enslaved people.

 **SUPPORT**—Note that the region of the Slave Coast in West Africa includes regions of present-day Nigeria, Togo, and Benin.

**SUPPORT**—Direct students to the map on page 43. Have them find the arrow that indicates the transportation of captive or enslaved Africans to the Americas. Explain that when the text refers to the “Middle Passage,” it is referring to this leg of the triangular trade, the journey across the Atlantic from Africa to the Americas.

**SUPPORT**—The transatlantic slave trade was the largest movement of people in history. Between ten and fifteen million Africans were forcibly transported across the Atlantic between 1500 and 1900 CE. But this figure grossly understates the actual number of Africans enslaved, killed, or displaced as a result of the slave trade. At least two million Africans—10 to 15 percent—died during the infamous Middle Passage across the Atlantic. Another 15 to 30 percent died during the march to or confinement along the coast. Altogether, for every one hundred slaves who reached the New World, another forty had died in Africa or during the Middle Passage.

**SUPPORT**—Five million enslaved peoples were sent to Brazil, and 4.5 million to the Caribbean. About 500,000—or half a million—people were brought to the United States. enslaved peoples were a diverse group who spoke different languages, followed different religions, and who could not always communicate with one another.

**After reading the text, ask the following questions:**

**EVALUATIVE**—How was the plantation system tied to the growth of the slave trade?


- » The plantation system was part of the system of European colonization, and it depended on large numbers of enslaved workers. As the need for enslaved workers grew, so did the slave trade.

**LITERAL**—What was the triangular trade?

- » The triangular trade was the transatlantic trade network that connected Europe, Africa, and the Americas.

**LITERAL**—What was the Middle Passage?

- » The Middle Passage was the leg of the triangular trade in which enslaved Africans were transported to the Americas. The journey was a brutal one, in which the enslaved people were crowded together and mistreated.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



## **"CHECK FOR UNDERSTANDING" 10 MIN**

### **Ask students to:**

- Write a short answer to the Big Question: "How did competition between rival European powers shape patterns of trade, settlement, and colonization?"
    - » Key points students should cite include: voyages of exploration to find new routes to Asia; conquest of Indigenous empires; the establishment of trade empires, often at the expense of Indigenous peoples; the establishment of colonies and the use of forced and enslaved Indigenous and African labor; the development of the triangular trade; the growth of the plantation system; and the development and growth of the transatlantic slave trade.
  - Choose one of the Core Vocabulary words (*compass* or *circumnavigate*), and write a sentence using the word.
- To wrap up the lesson, ask several students to share their responses.

### **Additional Activities**

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Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# The Scientific Revolution and the Enlightenment

**The Big Question:** What new ideas were introduced in the Scientific Revolution and the Enlightenment?

### Primary Focus Objectives

- ✓ Identify advancements of the Scientific Revolution. (RI.7.2, RH.6-8.2)
- ✓ Describe key philosophical ideas of the European Enlightenment. (RI.7.2, RH.6-8.2)
- ✓ Explain how the Enlightenment influenced the English colonies in America. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *dissection*, *methodology*, *innate*, and *natural rights*. (L.7.4, RH.6-8.4)

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About The Scientific Revolution and the Enlightenment”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

- TED-Ed video “Newton’s 3 Laws, with a Bicycle”
- Internet access
- capability to display Internet in the classroom

Use this link to download the CKHG Online Resources for this volume, where the specific link to the video may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Core Vocabulary (Student Volume page numbers listed below)

**dissection, n.** the act of cutting something into parts in order to study it (46)

*Example:* The dissection helped the medical student learn about human anatomy.

*Variations:* dissections, dissect (v.)

**methodology, n.** a set of rules and procedures for inquiry in a specific area of study (47)

*Example:* The methodology for conducting a science experiment is different from the methodology for doing historical research.

*Variations:* methodologies

**innate, adj.** existing in or belonging to since birth; inborn (49)

*Example:* The dancer had an innate sense of rhythm.

**natural rights, n.** rights that all people are born with and that cannot be taken away by the government (53)

*Example:* The Declaration of Independence says that people have the natural rights of life, liberty, and the pursuit of happiness.

*Variations:* natural right

## THE CORE LESSON 35 MIN

### Introduce “The Scientific Revolution and the Enlightenment”

5 MIN

Remind students of what they read about European exploration, trade, and settlement. Explain that while Europeans were exploring and colonizing the globe, they were also exploring new scientific and philosophical ideas. (In other words, the events covered by the previous chapter and the events covered by this chapter overlap.) These ideas were explored in intellectual movements known today as the Scientific Revolution and the Enlightenment.

Call students’ attention to the Big Question. Tell students to look for new ideas and advancements as they read.

### Guided Reading Supports for “The Scientific Revolution and the Enlightenment”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “A New View of the Universe,” pages 44–46

**Scaffold understanding as follows:**

**Read the section on pages 44–46 aloud.**

**SUPPORT**—Make sure students understand that the centuries mentioned in the first sentence—the 1500s, 1600s, and 1700s CE—are the same centuries covered in the previous chapter. The Scientific Revolution and the Enlightenment occurred simultaneously with the age of exploration and European colonization.

**SUPPORT**—Students may recall reading about Copernicus and Galileo in Chapter 1.

**SUPPORT**—Explain that Ptolemy’s view of the universe was geocentric, or Earth-centered.

**SUPPORT**—Note that the Inquisition that tried Galileo was the same Inquisition that pursued heretics and false converts in Spain.

**SUPPORT**—Even though Galileo came in conflict with the Catholic Church, it would be wrong to think that science and religion were always and everywhere in opposition during the Scientific Revolution. Indeed, many thinkers—including Enlightenment figures—were religious in their outlook, and many religious thinkers looked to science and the natural world for additional proof of God’s existence and nature.



**WINDOW ON THE WORLD** Galileo discovered that the moon has valleys and mountains, but there were some things about the moon that he could not see. Have students find out what Galileo could not have seen at that time. (*the far side of the moon*)

**After reading the text, ask the following questions:**

**LITERAL**—According to Ptolemy, what was at the center of the universe?

- » According to Ptolemy, Earth was at the center of the universe.

**LITERAL**—What did Copernicus, Brahe, and Kepler prove?

- » They proved that Earth and the other planets revolve around the sun.

**LITERAL**—What did Galileo discover?

- » Galileo discovered that the moon has valleys and mountains and that Jupiter has moons.

**“Medicine Moves Forward,” pages 46–47**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 46–47 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *dissection*, and explain its meaning.

**SUPPORT**—Direct students to the image on page 47. Explain that the object in the image is a microscope about the size of an adult’s thumb. It looks very different from the microscopes that students might be familiar with from their science classes, but it served the same purpose—close examination. The image shows the back of the microscope, where the sample to be studied was attached and fastened with the screw. The hole near the end of the screw is the lens. The user looked through the lens from the other side of the microscope to study the sample.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What medical discoveries and advances occurred during the Scientific Revolution?

- » During the Scientific Revolution, Vesalius corrected Galen’s errors, Harvey developed a theory of blood circulation, Paré improved the treatment of wounds, and Lavoisier discovered the role of oxygen in respiration.

**INFERENTIAL**—Why was the invention of the compound microscope important?

- » The invention of the compound microscope was important because it produced greater magnification, which allowed for closer examination and for examination of smaller objects.

**“The Pursuit of Knowledge,” pages 47–50**

**Scaffold understanding as follows:**

**Have students read the section on pages 47–50 independently.**

**CORE VOCABULARY**—Point out the vocabulary terms *methodology* and *innate*, and explain their meanings.

**SUPPORT**—Point out the word *Aristotelian* in the second paragraph of the section. Explain that *Aristotelian* means by or related to the Greek philosopher Aristotle. Students who completed CKHG World History Volume 1 may recall learning about Aristotle in their study of ancient Greece. Aristotle’s surviving works had been informing the Western tradition for a very long time before Bacon. Since about 1200 CE, Aristotle’s writings had formed the point of departure for any investigation of rhetoric, logic, ethics, metaphysics, and the physical and biological sciences. Through his own studies, Bacon came to believe that Aristotle did not give sufficient attention to observation of the real world.



**TALK IT OVER** Francis Bacon, René Descartes, and others contemplated the question “How do we know if something is real?” That question continues to fuel philosophical and creative exploration today, such as in the *Matrix* movies. Have students discuss or debate when or how they know something is “real.” What criteria do they use?

**After students read the text, ask the following questions:**

**LITERAL**—What was Bacon’s inductive method?

- » According to Bacon’s inductive method, we should study the particular and use that to arrive at an understanding of the general.

**EVALUATIVE**—On what points did Bacon and Descartes agree?

- » Bacon and Descartes agreed on the importance of being skeptical, the need to reject authority, and the need to distrust our senses.

**EVALUATIVE**—In what ways did Bacon and Descartes disagree?

- » Bacon and Descartes disagreed on which system of reasoning was more useful, inductive or deductive. Bacon also prioritized the senses and observations, while Descartes preferred innate ideas and the use of reason.

### “Newton’s Laws,” pages 50–51

**Scaffold understanding as follows:**

**Have students read the section on pages 50–51 with a partner.**

**SUPPORT**—Help students understand Newton’s laws of motion by showing them the TED-Ed video “Newton’s 3 Laws, with a Bicycle” (03:33).

**After students read the text, ask the following questions:**

**EVALUATIVE**—How did Newton combine the methods used by Bacon and Descartes?

- » Newton combined Bacon’s empiricism and Descartes’s use of mathematics.

**LITERAL**—What was Newton’s theory of gravity?

- » Newton said that gravity is the force that produces all motion in the universe. Every particle of matter in the universe is attracted to every other particle. That attraction varies according to the size of the particles and their distance from each other.

**LITERAL**—What are Newton’s laws of motion?

- » Newton’s laws of motion are: (1) an object at rest will stay at rest, and an object in motion will stay in motion, until it is forced to change; (2) the change is proportional to the amount of force and is in the direction of a straight line; and (3) every action has an equal and opposite reaction.

### “John Locke,” pages 51–52

**Scaffold understanding as follows:**

**Read the section on pages 51–52 aloud.**

**SUPPORT**—Direct students to the timeline on page 52. Ask: What happened the same year Galileo built his telescope? (*Henry Hudson sailed to North America.*)

**After reading the text, ask the following questions:**

**LITERAL**—What did Locke mean by a *tabula rasa*?

- » Locke said that the human mind was a *tabula rasa*, or blank slate, at birth. It acquired knowledge and ideas through experience and sensory input.

**EVALUATIVE**—Why did Locke believe that the real nature of things was unknowable?

- » Locke believed that the real nature of things was unknowable because of the fallibility of the senses, the weakness of understanding, and the complexity of nature.

### “The Enlightenment,” pages 52–53

**Scaffold understanding as follows:**

**Invite a volunteer to read the section on pages 52–53 aloud.**

**After the volunteer reads the text, ask the following question:**

**LITERAL**—What was the Enlightenment?

- » The Enlightenment was an intellectual movement in Europe and its colonies during the 1700s CE, in which an effort was made to apply reason and experience to improve everything.

### “Two Ideas About Human Nature,” pages 53–54

**Scaffold understanding as follows:**

**Have students read the section on pages 53–54 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *natural rights*, and explain its meaning.

**SUPPORT**—The English Civil War was a nine-year (1642–51 CE) conflict between supporters of the British monarchy and supporters of Parliament. It was one of the bloodiest conflicts—possibly the bloodiest conflict—in the history of the British Isles. Approximately two hundred thousand people died, including King Charles I, who was executed during the war.

**SUPPORT**—Students may be familiar with the cartoon *Calvin and Hobbes*, about a young boy and his stuffed tiger. Explain that Calvin was named for Protestant reformer John Calvin (whom students may recall from Chapter 1), and Hobbes was named for philosopher Thomas Hobbes.

**SUPPORT**—Make sure students understand that the John Locke being discussed here is the same John Locke they read about in a previous section.



**TALK IT OVER** John Locke believed that education was key to teaching people to become good citizens. That same idea was a founding principle of the American public school system. Have students discuss or debate the question “How necessary is education for good citizenship in a republic?”

**After students read the text, ask the following questions:**

**LITERAL**—Why did Thomas Hobbes believe that people needed a strong government?

- » Hobbes believed people needed a strong government because they were weak and unruly and would otherwise destroy each other.

**LITERAL**—What did John Locke believe about people and governments?

- » Locke believed all people were free and equal, with certain natural rights, including the right to create and direct the governments that ruled them. It was the government’s job to protect people’s natural rights. If the government failed to do that, the people had the right and the responsibility to change the government.

### “The Philosophes,” pages 54–55

**Scaffold understanding as follows:**

**Have students read the section on pages 54–55 with a partner.**

**SUPPORT**—Explain that at the time Voltaire was writing, the Catholic Church wielded a great deal of influence and political power in France.



**TALK IT OVER** Rousseau believed that the job of government was to enforce inequality by protecting private property. John Locke, on the other hand, believed that the job of government was to protect people’s natural rights. Have students discuss or debate the question “What is the job or purpose of government?”

**SUPPORT**—The *Encyclopédie*, or *Encyclopedia*, had a total of seventy-two thousand entries.

**After students read the text, ask the following questions:**

**LITERAL**—What was Voltaire known for?

- » Voltaire was known for his criticisms of Christianity and the Catholic Church and his support for freedom of religion, thought, and speech.

**LITERAL**—What did Montesquieu believe about government?

- » Montesquieu believed in separation of powers, or the idea that government should be divided into different branches, each having independent powers and responsibilities.

**LITERAL**—What did Jean-Jacques Rousseau believe about people and government?

- » Rousseau believed that people were born free and equal and naturally good, but they became corrupted by human society. He believed that government served the rich more than the poor because its job was to keep the peace and protect property rights.

### **“The American Enlightenment,” pages 55–57**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 55–57 aloud.**

**SUPPORT**—Help students identify the Enlightenment influences in the excerpt from the Declaration of Independence, specifically the influence of John Locke in the identification of inalienable (natural) rights and the claims that government gets its power from the people and that the people have the right to alter or abolish (change or get rid of) a government when that government ceases to protect the people’s natural rights.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What were some of Benjamin Franklin’s important scientific contributions?

- » Franklin demonstrated that lightning could be controlled, and he invented the Franklin stove and bifocal eyeglasses. He also cofounded the Library Company of Philadelphia and the American Philosophical Society.

**EVALUATIVE**—How is the U.S. Constitution a product of the Enlightenment?

- » The U.S. Constitution is a product of the Enlightenment because it incorporates Montesquieu’s ideas about separation of powers. Although it is not stated in the text, students may also recognize that the Constitution’s Bill of Rights protects freedom of religion and freedom of speech, which were ideas espoused by Voltaire.

### **“Limits and Decline of the Enlightenment,” page 57**

**Scaffold understanding as follows:**

**Read the section on page 57 aloud.**

**After reading the text, ask the following question:**

**LITERAL**—What were some of the limits of the Enlightenment?

- » The limits of the Enlightenment included the exclusion of women and a blindness to racial inequalities.



**LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



## “CHECK FOR UNDERSTANDING” 10 MIN

### Ask students to:

- Write a short answer to the Big Question: “What new ideas were introduced in the Scientific Revolution and the Enlightenment?”
  - » Key points students should cite include: the idea of a heliocentric universe; the discovery of the elliptical orbits of the planets as they move around the sun; Galileo’s discoveries of the moon’s valleys and mountains and Jupiter’s moons; advancements in medical knowledge, such as circulation of the blood, treatment of wounds, and the role of oxygen in respiration; the development of microscopy and microbiology; Sir Francis Bacon’s empiricism and inductive method of reasoning; René Descartes’s use of reason and deductive reasoning; Newton’s law of gravity and laws of motion; Thomas Hobbes’s belief in the need for strong government; John Locke’s idea of the human mind as a *tabula rasa*; Locke’s belief in natural rights and a social contract between people and their government; Voltaire’s ideas about freedom of religion, thought, and speech; Montesquieu’s ideas about the separation of government powers; and Jean-Jacques Rousseau’s beliefs about the corrupting influence of society and the role of government in reinforcing inequality by protecting private property.
- Choose one of the Core Vocabulary words (*dissection, methodology, innate, or natural rights*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

### Additional Activities

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Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# Political and Industrial Revolutions

**The Big Question:** In what ways were the 1700s and 1800s revolutionary?

### Primary Focus Objectives

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- ✓ Describe what happened in the French Revolution. (RI.7.2, RH.6-8.2)
- ✓ Summarize Napoleon's rule of France. (RI.7.2, RH.6-8.2)
- ✓ Explain how Haiti, Mexico, and the countries of South America won their independence. (RI.7.2, RH.6-8.2)
- ✓ Describe the changes brought by the Industrial Revolution. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *republic*, *capitalism*, *aristocracy*, *bourgeoisie*, *guillotine*, *guerrillas*, *privatize*, *enclosure*, and *factory system*. (L.7.4, RH.6-8.4)

### What Teachers Need to Know

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For background information, download the CKHG Online Resource "About Political and Industrial Revolutions":

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

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- world map or globe
- image of a guillotine
- Internet access
- capability to display Internet in the classroom

Use this link to download the CKHG Online Resources for this volume, where the specific link to the image may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Core Vocabulary (Student Volume page numbers listed below)

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**republic, n.** a government in which people elect representatives to rule for them (58)

*Example:* The U.S. Constitution established a republic as the government of the United States.

*Variations:* republics, republican (adj.)

**capitalism, n.** an economic system in which resources and businesses are privately owned and prices are not controlled by the government (59)

*Example:* Competition and profit are the guiding forces of capitalism.

*Variations:* capitalist (adj.)

**aristocracy, n.** a hereditary ruling class of nobles (60)

*Example:* In pre-revolutionary France, the aristocracy held special privileges, such as not paying taxes.

*Variations:* aristocrat (n.), aristocratic (adj.)

**bourgeoisie, n.** the middle class; wealthy townspeople (62)

*Example:* The bourgeoisie had increasing wealth but little political power in France before the Revolution.

*Variations:* bourgeois (adj.)

**guillotine, n.** a device for beheading people with a sharp blade (68)

*Example:* Once seen as a humane way to kill, the guillotine is now seen as a barbaric tool.

*Variations:* guillotines

**guerrillas, n.** people fighting in small groups against a more powerful enemy (72)

*Example:* The army had a difficult time defending against the sneak attacks by the guerrillas.

*Variations:* guerrilla, guerrilla (adj.)

**privatize, v.** put into private ownership (80)

*Example:* In the United States, most communication and transportation services are privatized, but in other countries, these industries are often owned by the government.

*Variations:* privatizes, privatized, privatizing

**enclosure, n.** the act of privatizing land (80)

*Example:* Before the Industrial Revolution started, enclosure changed the way farm- and pastureland was distributed and used.

**factory system, n.** the concentration of industry into large, specialized buildings where workers perform discrete tasks on large machines (82)

*Example:* In the factory system, workers put in long hours with dangerous machines, often for little pay.

## THE CORE LESSON 35 MIN

### Introduce “Political and Industrial Revolutions”

5 MIN

Remind students that during the 1600s and 1700s CE, new scientific and philosophical ideas took hold as part of the Scientific Revolution and the Enlightenment. Enlightenment ideas, such as natural rights and the social contract, made people question their governments. In North America, this questioning led to the American Revolution and the formation of the United States. In Europe and in other parts of the Americas, it also led to revolution and independence. Explain that in this chapter, students will read about these political revolutions and independence movements, as well as about changes brought by new technologies.

Call students’ attention to the Big Question. Tell students to look for events and ideas from the 1700s and 1800s that changed people’s lives as they read.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

## “An Age of Upheaval,” pages 58–59

**Scaffold understanding as follows:**

**Read the section on pages 58–59 aloud.**

**SUPPORT**—Point out the word *upheaval* in the section title. Explain that *upheaval* means unrest or extreme change.

**CORE VOCABULARY**—Point out the vocabulary terms *republic* and *capitalism*, and explain their meanings.

**Note to Teacher:** Students who completed CKHG World History Volume 1 may recall learning the term *republic* in their study of Rome.

**After reading the text, ask the following question:**

**INFERENTIAL**—Why do you think the text calls the 1700s and 1800s “an age of upheaval”?

- » Possible response: The 1700s and 1800s were “an age of upheaval” because of the big changes that occurred as a result of the political, social, and technological revolutions of the time.

## “Origins of the French Revolution,” pages 59–61

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 59–61 aloud.**

 **SUPPORT**—Note that the first revolution discussed in this chapter occurred in the European country of France. Invite a volunteer to locate France on the world map or globe.

**CORE VOCABULARY**—Point out the vocabulary term *aristocracy*, and explain its meaning.

**SUPPORT**—Thomas Paine argued that the government of France (and those of most of Europe) was harsh, foolish, and uncaring. He believed that France, and all of Europe, should be ruled by a republican government that promoted the welfare of the common people by providing education, health services, old-age care, and unemployment assistance. In 1792, Paine even traveled to France, hoping to perform a role there that was similar to the one he had played in America.

**After the volunteers read the text, ask the following question:**

**LITERAL**—What Enlightenment ideas did French leaders such as Lafayette bring back from the American Revolution?

- » People such as Lafayette brought back ideas such as government based on consent of the governed, religious toleration, and constitutional monarchy or limited government.

## “The Overthrow of the Old Order” and “Let Them Eat Cake,” pages 61–67

**Scaffold understanding as follows:**

**Have students read the section and sidebar on pages 61–67 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *bourgeoisie*, and explain its meaning.

**Note to Teacher:** *Bourgeoisie* is pronounced (/boozh\*wah\*zee/).

**SUPPORT**—The site where the Bastille once stood is today called the Place de la Bastille. There, a large columnar statue commemorates a revolution that occurred in 1830. There is no memorial for the storming of the Bastille, a crucial moment in the history of the French Revolution. But the spirit of revolt lives on within that historical spot, and political protests to this day take place on its hallowed grounds. All was not lost during the destruction of the Bastille. Cobblestones still outline what were the remaining walls of the Bastille. During excavation of the tunnels for the Paris Metro system, remains of one of the towers was discovered. Other remains of the fortress, left undisturbed, can be seen nearby.

**SUPPORT**—Explain that the crowd’s march to bring the king back from Versailles is often referred to as the Women’s March to Versailles.

**After students read the text, ask the following questions:**

**LITERAL**—How was French society organized prior to the Revolution?

- » Prior to the Revolution, French society was organized into three estates, or classes. The first estate was the clergy, the second estate was the nobility, and the third estate was everyone else—from peasants to urban workers to the growing bourgeoisie.

**LITERAL**—Why did Louis XVI call a meeting of the Estates-General?

- » Louis XVI called a meeting of the Estates-General to get approval for his proposed reforms to fix France’s finances.

**LITERAL**—What happened when the Estates-General met?

- » When the Estates-General met, an argument over the rules for voting led to the third estate declaring itself the National Assembly, which became the new legislature for France.

**EVALUATIVE**—Why was the king forced back to Paris?

- » The king was forced back to Paris because he refused to agree to the National Assembly’s actions or declaration.

## “The Terror,” pages 67–69

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 67–69 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *guillotine*, and explain its meaning.

**Note to Teacher:** *Guillotine* is pronounced (/gee\*oh\*teen/).

**SUPPORT**—Show students the image of Robespierre and others being taken to the guillotine. Then display the image of a guillotine. Briefly explain how the guillotine works. The person being executed lies facedown on the flat board. Their neck is secured with the boards so that their head hangs over the basket. The blade at the top is released, beheading the person as it falls.

**After the volunteers read the text, ask the following questions:**

**INFERENTIAL**—Why do you think monarchs and nobles in other European countries were frightened by the French Revolution?

- » Monarchs and nobles in other European countries were frightened by the French Revolution because if it spread to their countries, they would lose their power and privileges.

**LITERAL**—What was the Reign of Terror?

- » The Reign of Terror was the period during which the Committee of Public Safety ruled France and thousands of “enemies of the Revolution” were killed by guillotine.

**LITERAL**—How did the Reign of Terror end?


- » The Reign of Terror ended after a French military victory, which changed the tide of public opinion. Robespierre lost credibility as leader of the Committee of Public Safety and was tried and executed.

## **“Napoleon’s Empire,” pages 70–72**

**Scaffold understanding as follows:**

**Have students read the section on pages 70–72 with a partner.**

**SUPPORT**—Students may be interested to know that Napoleon was born and grew up on the island of Corsica, off the coast of Italy. Before he was born, the Italian city-state of Genoa gave Corsica to France. Napoleon left the French army early in the French Revolution to go home to fight for Corsican independence. When civil war broke out in Corsica, Napoleon’s family—who were descended from Italian nobility—were condemned, and they all fled to France.

 **SUPPORT**—Invite volunteers to locate Austria, Egypt, Russia, and Belgium—the locations of the Napoleonic battles mentioned in this section—on the world map or globe.

**SUPPORT**—One of the things that Napoleon did as emperor was reform France’s legal code. The Napoleonic Code, or Code Napoléon, gave all male citizens equal rights under the law but did not give women any rights. In fact, the code made women subservient to their fathers and husbands. It also reintroduced slavery in France’s colonies, a practice that had been abolished by the revolutionary government in 1794. The code is still the basis of French law today, although it has been amended over time.

**After students read the text, ask the following questions:**

**LITERAL**—Who was Napoleon Bonaparte?

- » Napoleon Bonaparte was a soldier who supported the Revolution and rose through the ranks of the army, eventually becoming emperor of France.

**LITERAL**—What happened when Napoleon invaded Russia?

- » When Napoleon invaded Russia, his troops faced bloody battles with armies, a brutal Russian winter, and a lack of supplies because of Russia's scorched earth policy. Napoleon's army of six hundred thousand troops was reduced to just ten thousand troops by the end of the campaign.

**EVALUATIVE**—Why is the Battle of Waterloo an important historical event?

- » The Battle of Waterloo is important because it permanently removed Napoleon from power.

### **"The Haitian Revolution," pages 72–74**

**Scaffold understanding as follows:**

**Read the section on pages 72–74 aloud.**



**SUPPORT**—Invite a volunteer to locate the Caribbean Sea and the island of Hispaniola (the island that is home to Haiti and the Dominican Republic) on the world map or globe.

**CORE VOCABULARY**—Point out the vocabulary term *guerrillas*, and explain its meaning.

**After reading the text, ask the following questions:**

**LITERAL**—What changes did the revolutionary government in France make in Saint-Domingue?

- » The revolutionary government in France gave citizenship to some *affranchis* and abolished slavery in Saint-Domingue.

**LITERAL**—Who was Toussaint L'Ouverture?

- » Toussaint L'Ouverture was the son of an educated enslaved person who became leader of the Haitian rebels and led them to victory over the French.

**LITERAL**—What happened in Saint-Domingue after Napoleon came to power in France?

- » After Napoleon came to power in France, he tried to restore French control of Saint-Domingue. Toussaint L'Ouverture was imprisoned, and the Haitians fought and eventually defeated the French.

**INFERENTIAL**—The Haitian Revolution frightened the United States and some European countries. Why do you think that is?


- » In the Haitian Revolution, enslaved people rebelled against their colonial masters and won. Countries that also held enslaved people were frightened that the same thing could happen to them.

### **"Independence Movements in Latin America," pages 74–76**


**Scaffold understanding as follows:**

**Have students read the section on pages 74–76 independently.**

**Note to Teacher:** *Criollos* is pronounced (/cree\*oh\*yohs/).

 **SUPPORT**—Invite volunteers to locate Spain, South America, Peru, Argentina, Chile, Venezuela, Ecuador, Colombia, Panama, and Brazil on the world map or globe.

**SUPPORT**—Explain that to liberate is to set free. Bolívar’s title “the Liberator” means someone who set people free.

 **TALK IT OVER** Note the structure of colonial societies in Haiti and South America prior to independence. Note, too, the role of Enlightenment ideas and the French Revolution and Napoleon in the events leading to independence. Organize a class discussion or debate around the statement “Haiti and the countries of South America became independent because of the French Revolution.”

**After students read the text, ask the following questions:**

**EVALUATIVE**—Why is Simón Bolívar remembered as “the Liberator”?

- » Simón Bolívar is remembered as “the Liberator” because of his success in leading revolts against Spanish rule.

**LITERAL**—Who led the liberation movement in the southern end of South America?

- » José de San Martín led the liberation movement in the southern end of South America.

**EVALUATIVE**—How was Brazil’s path to independence different from the rest of South America’s?

- » Brazil’s path to independence was different because it did not involve a war for independence.

## “Mexico,” pages 77–78

**Scaffold understanding as follows:**

**Have students read the section on pages 77–78 with a partner.**

 **SUPPORT**—Invite a volunteer to locate Mexico on the world map or globe.

**SUPPORT**—Explain that Mexicans date the start of their fight for independence to September 16, 1810, when a priest named Miguel Hidalgo y Costilla armed his followers in the small town of Dolores and encouraged them to revolt against the Spanish colonial government. His exact words are unknown, but they are referred to as “El Grito de Dolores” (the Cry of Dolores). To this day, September 16 is celebrated in Mexico as independence day (similar to the U.S. holiday of July 4).

**After students read the text, ask the following questions:**

**LITERAL**—What did Mexican independence leaders do in 1821?

- » According to the text, Mexican independence leaders took control of Mexico.

**EVALUATIVE**—Why was the new Mexican republic unstable?

- » The new Mexican republic was unstable because two factions competed for control of the country.

## “Reform Efforts” and “The Mexican Revolution,” pages 78–80

**Scaffold understanding as follows:**

**Invite volunteers to read the sections on pages 78–80 aloud.**

**SUPPORT**—Point out the description of Benito Juárez as a Zapotec. Students who completed CKHG World History Volume 1 may recall learning about the Zapotec in their study of early Mesoamerican civilizations. The Zapotec are an Indigenous people whose history can be dated back to 1600 BCE in the area of Oaxaca, Mexico.

**SUPPORT**—Note that the 1857 constitution created a “strong executive.” Explain that this means that the executive, or the president, had a lot of power.

**SUPPORT**—Explain that revolutionary leader Emiliano Zapata championed the cause of the rural poor. He opposed the exploitation of poor, rural farmers and fought for land reform to improve their lives. Some of his ideas were enshrined in Mexico’s 1917 constitution. Zapata is still regarded as a hero of poor, rural Mexicans, so much so that rebels fighting on behalf of poor and Indigenous Mexicans in southern Mexico took his name, calling themselves Zapatistas. The Zapatistas have been active since the mid-1990s.

**SUPPORT**—Direct students to the timeline on page 79. Remind students that Haiti became an independent nation in 1804. What else happened that year? (*Napoleon was declared emperor.*) How long after Haiti’s independence did France finally recognize that independence? (*twenty-one years*)

**After the volunteers read the text, ask the following questions:**

**EVALUATIVE**—How did Mexico’s government change in 1857?

- » In 1857, a new constitution was put into place that created a representative, democratic republic with a strong executive.

**LITERAL**—What changes did Porfirio Díaz make as president?

- » Díaz emphasized economic progress over political liberty. He reinstated the power of the Church in Mexican affairs, kept tight control over local government, and kept workers’ wages low.

**LITERAL**—When did the Mexican Revolution begin and end?

- » The Mexican Revolution began in 1910, and the violence ended in 1920, but full order was not restored until 1934.

## “Industry and Capital” and “Changes in Agriculture,” pages 80–81

**Scaffold understanding as follows:**

**Read the sections on pages 80–81 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *privatize* and *enclosure*, and explain their meanings.



**WINDOW ON THE WORLD** The Industrial Revolution changed the shape of life in Europe and North America, and eventually the world. But where did it begin? Have students find out where the Industrial Revolution started and why it began there.

**After reading the text, ask the following question:**

**EVALUATIVE**—How did enclosure change agriculture?

- » Enclosure changed agriculture by increasing the power and wealth of landlords and limiting those of peasants. Agriculture became increasingly dominated by transactions between peasants and landlords.

### **“New Technology,” pages 81–82**

**Scaffold understanding as follows:**

**Have students read the section on pages 81–82 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *factory system*, and explain its meaning.

**SUPPORT**—Help students understand the magnitude of urbanization that occurred during this time period. Explain that before 1830, about 10 percent of the U.S. population lived in cities. By contrast, one hundred years later, in 1930, 60 percent of the U.S. population lived in cities. As of 2020, about 83 percent of the U.S. population lives in cities. It may help to illustrate this growth by drawing a line graph on the board or chart paper.

**SUPPORT**—Explain that not everyone supported the changes of the Industrial Revolution. Before machine production was common, most goods were made by skilled craftspeople. Because their skills took a long time to learn, craftspeople tended to make a decent amount of money for their work. Machines and factories threatened to undercut the skilled craftspeople entirely. They could not compete with a factory that could make hundreds of goods in the time it took them to make just a few. In some places, people actively resisted industrialization by smashing machines and destroying factories. One major movement in the United Kingdom was known as the Luddite movement. The Luddites took their name from a fictional leader, Ned Ludd or King Ludd, who was similar to Robin Hood. Luddites were enraged by the low wages they were offered and by the destruction of their livelihoods. They were also angry about the food shortages and poor conditions in the cities. Major riots broke out in the early 1800s. Today, *luddite* is a term used to describe someone who does not like change, but the actual Luddites were fighting for their existence.

**After students read the text, ask the following questions:**

**EVALUATIVE**—How did industrialization change the way people worked?

- » Industrialization changed the way people worked by taking work out of homes and moving it into factories.

**LITERAL**—What is urbanization?

- » Urbanization is the migration of people from the countryside to the city.

### **“The Rise of Capitalism,” pages 82–83**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 82–83 aloud.**

**SUPPORT**—Explain that the idea of government not interfering in the economy is called laissez-faire (/la\*zay/fair/).

**After the volunteers read the text, ask the following question:**

**LITERAL**—What did Adam Smith believe about government and the economy?

- » Smith believed that the government should have minimal involvement in the economy.



**LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



## **“CHECK FOR UNDERSTANDING” 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question: “In what ways were the 1700s and 1800s revolutionary?”
  - » Key points students should cite include: the political and social changes of the French Revolution; the changes implemented by Napoleon Bonaparte; the effects of the French Revolution on Haiti and Spanish South America; the Haitian Revolution as a victory of enslaved people over their colonial masters; independence for the nations of South America and for Mexico; the eventual establishment of a constitutional government in Mexico; the transformations of enclosure, industrialization, and urbanization; and the rise of capitalism.
- Choose two of the Core Vocabulary words (*republic, capitalism, aristocracy, bourgeoisie, guillotine, guerrillas, privatize, enclosure, or factory system*), and write a sentence using the words.

To wrap up the lesson, ask several students to share their responses.

## **Additional Activities**

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Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# A World at War

**The Big Question:** What roles did nationalism, imperialism, militarism, and industrialism play in World War I?

### Primary Focus Objectives

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- ✓ Describe the effects of imperialism on India, Africa, Japan, China, and Indochina. (RI.7.2, RH.6-8.2)
- ✓ Explain how Italy and Germany became unified nations. (RI.7.2, RH.6-8.2)
- ✓ Summarize what happened in World War I. (RI.7.2, RH.6-8.2)
- ✓ Explain what happened in Russia's revolutions. (RI.7.2, RH.6-8.2)
- ✓ List the terms of the Treaty of Versailles. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *imperialism*, *nationalism*, and *reparations*. (L.7.4, RH.6-8.4)

### What Teachers Need to Know

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For background information, download the CKHG Online Resource "About A World at War":

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

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- world map or globe
- Crash Course video "Italian and German Unification"
- Crash Course video "Modern Global Expansion and Resistance"
- Crash Course video "The Roads to World War I"
- Internet access
- capability to display Internet in the classroom

Use this link to download the CKHG Online Resources for this volume, where the specific link to the videos may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Core Vocabulary (Student Volume page numbers listed below)

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**imperialism, n.** the practice of expanding a nation's power by conquering and controlling other parts of the world (86)

*Example:* Imperialism meant European nations acquired as many colonies on other continents as they could.

*Variations:* imperialist (adj.), imperialist (n.)

**nationalism, n.** belief in the superiority of one's nation (87)

*Example:* Nationalism fed the competition between European nations, as each tried to prove it was better and stronger than the others.

*Variations:* nationalist (adj.), nationalist (n.)

**reparations, n.** money paid to compensate another person or country for harm caused to them (114)

*Example:* At the end of World War I, the Allied Powers made Germany pay billions of dollars in reparations for the war.

## THE CORE LESSON 35 MIN

### Introduce “A World at War”

5 MIN

Remind students that Europe experienced big changes because of the political and industrial revolutions that occurred in the late 1700s and 1800s. The Industrial Revolution, especially, created a demand for more resources and new markets. European nations sought these resources and markets in other parts of the world, leading to what is known as the Age of Imperialism. Competition for these resources and markets, as well as other factors, eventually led to a world war.

Call students' attention to the Big Question. Tell students to look for details about nationalism, imperialism, militarism, and industrialization as they read.

### Guided Reading Supports for “A World at War”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “The Global Empires of Britain, France, and Germany,” pages 84–87

**Scaffold understanding as follows:**

**Read the section on pages 84–87 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *imperialism* and *nationalism*, and explain their meanings.

**SUPPORT**—Explain that most of these raw materials sought out by the European powers did not occur naturally in Europe, so the colonizing nations were seeking control of lands and peoples that possessed resources that could not be found at home.

**SUPPORT**—Explain that unlike the Age of Exploration, in which Europeans sought to control trade routes, in the Age of Imperialism, Europeans sought to control millions of potential foreign buyers for European-produced industrial products, such as machine-manufactured textiles.

**SUPPORT**—Explain that nationalism was an outgrowth of the revolutions of the previous century, such as the American Revolution and French Revolution, and their ideas of nationhood and citizenship. The French Revolution, especially, created a militarized sense of nationalism as it mobilized masses of citizens to fight for their new nation, not just its leader.

**SUPPORT**—Explain that imperialism and nationalism were also fed by ideas of racial superiority.

**After reading the text, ask the following questions:**

**EVALUATIVE**—How did industrialization encourage imperialism?

- » Industrialization encouraged imperialism by creating a need for raw materials and buyers for European goods. It also gave Europeans weapons, ships, and trains to use in their conquest and colonization of Africa and Asia.

**EVALUATIVE**—How did nationalism shape the actions of nations such as Britain, France, and Germany?

- » Nationalism led Britain, France, and Germany to compete with each other, trying to grow more powerful and acquire more colonies than the other nations.

**EVALUATIVE**—How did ideas about race encourage imperialism?

- » Ideas about race encouraged imperialism because there were those who believed that Africans needed outside help to advance their societies.

### **“British Rule in India,” pages 88–89**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 88–89 aloud.**



**SUPPORT**—Invite a volunteer to locate India on the world map or globe.



**WINDOW ON THE WORLD** At one time, it was said that the sun never set on the British Empire. Have students investigate what that means. (*The British controlled territory in both hemispheres.*)

**SUPPORT**—Explain that India was the most prized of Britain’s colonies, the so-called jewel in the crown, because of its vast resources, potential wealth, and large population.

**SUPPORT**—The rebellion in 1857 is alternately called the Sepoy Rebellion or the Indian Mutiny. Have students consider the difference between a rebellion and a mutiny. What does each name imply, or suggest, about the event?

**SUPPORT**—Explain that crops that are grown to be sold, such as the cotton and tea grown in India, are called cash crops.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What was the Raj?

- » The Raj was the British government in India.

**EVALUATIVE**—How did British rule change India?

- » British rule brought a modern infrastructure to India, with the building of a vast railroad network. It also put Indian textile making out of business and forced more Indians to become farmers. Most Indian farmers grew cash crops, such as cotton and tea, instead of food, which led to starvation.

**“Europeans in Africa,” pages 90–91**

**Scaffold understanding as follows:**

**Have students read the section on pages 90–91 independently.**



**SUPPORT**—Direct students to the map on page 93. Have them find Egypt, Algeria, and South Africa on the map.

**After students read the text, ask the following questions:**

**LITERAL**—Who built the Suez Canal? Why?

- » The British and French built the Suez Canal to provide a shipping route between European countries and their colonies in Asia and East Africa.

**EVALUATIVE**—How did the Suez Canal affect Egypt?

- » The people of Egypt did not benefit much from the Suez Canal, but the building of the canal did lead to a revolt that overthrew the Egyptian government. The revolt was put down by British forces.

**LITERAL**—Who competed for control of South Africa?

- » The British and Dutch settlers called Boers competed for control of South Africa.

**“The Berlin Conference,” pages 92–94**

**Scaffold understanding as follows:**

**Read the section on pages 92–94 aloud.**

**SUPPORT**—Emphasize the fact that Africans had no representation at the Berlin Conference and that Europeans sought no input from Africans. Instead, Europeans imposed their will on the continent without regard for Africa’s people.



**SUPPORT**—Direct students to the map on page 93. Guide students to the inset map. Explain that this was Africa before the Berlin Conference. The larger map shows Africa after the Berlin Conference. Ask: What two African nations remained independent? (*Liberia and Ethiopia*) Explain that Liberia had been founded by formerly enslaved African Americans and was considered under American protection. Ethiopia had defended its independence by defeating an Italian invasion.



**SUPPORT**—Direct students back to the map on page 93, and have them find the Belgian Congo.

**SUPPORT**—Introduce students to George Washington Williams. Williams was a Black American Civil War veteran who later became a Baptist minister and a state legislator in Ohio. Williams also wrote the first comprehensive history of Black Americans. For a while, Williams worked as a journalist. He investigated King Leopold II's rule of the Congo and helped expose the abuses there in an open letter to the king. Williams's letter sparked investigations that eventually led to Belgium's parliament taking control of the colony away from Leopold.

**After reading the text, ask the following questions:**

**LITERAL**—What did the Berlin Conference do?

- » The Berlin Conference divided Africa into European colonies.


**EVALUATIVE**—How were the Congolese people treated under King Leopold's rule?

- » The Congolese people were brutalized under King Leopold's rule, which subjected them to forced labor and violent punishments.

### **"Italy Becomes a Nation" and "German Unification," pages 94–96**

**Scaffold understanding as follows:**

**Have students read the sections on pages 94–96 with a partner.**

 **SUPPORT**—Invite volunteers to locate Italy and Germany on the world map or globe.

**SUPPORT**—You may wish to reinforce what students read in these sections by showing the Crash Course video "Italian and German Unification" (14:22).

**After students read the text, ask the following questions:**

**EVALUATIVE**—How was the nation of Italy formed?

- » The nation of Italy was formed in two parts. First, after France defeated Austria in a war and Austria lost control of its territory in northern Italy, some regions of Italy banded together to form a new state. Then Giuseppe Garibaldi and the Thousand conquered parts of southern Italy, and the two parts of Italy—north and south—joined together.

**LITERAL**—Who was the architect of German unification?

- » Otto von Bismarck of Prussia was the architect of German unification.

### **"The Triple Alliance and Triple Entente," pages 96–97**

**Scaffold understanding as follows:**

**Have students read the section on pages 96–97 independently.**

**After students read the text, ask the following questions:**

**LITERAL**—What nations joined together in the Triple Entente?

- » Britain, France, and Russia joined together in the Triple Entente.

**LITERAL**—What nations were in the Triple Alliance?

- » Germany, Austria-Hungary, and Italy were in the Triple Alliance.

### **“The Opening of Japan” and “The Russo-Japanese War,” pages 97–99**

**Scaffold understanding as follows:**

**Invite volunteers to read the sections on pages 97–99 aloud.**



**SUPPORT**—Invite a volunteer to locate Japan on the world map or globe.

**SUPPORT**—Students who completed CKHG World History Volume 1 may recall reading about the Tokugawa shoguns and how they closed Japan to international trade. Students may recall that shoguns were military leaders who ruled Japan. While the shoguns ruled Japan, the emperor was little more than a figurehead.

**SUPPORT**—Explain that the letter that Commodore Perry presented was addressed to the emperor of Japan, which showed how ignorant Americans were about Japan. At the time of Commodore Perry’s arrival, Japan was governed by a shogun—not the emperor.

**SUPPORT**—Explain that after Commodore Perry forced Japan to trade with the United States, some European nations followed his example and sent their own naval fleets to force Japan to trade with them. The weakness of the shogun in the face of all this international pressure led a group of samurai to overthrow the shogun and give governing power back to the emperor. This event is called the Meiji Restoration.

**Note to Teacher:** *Meiji* is pronounced (/may\*jee/).

**SUPPORT**—Explain that Emperor Meiji’s modernization of Japan was methodical. Japanese expeditions traveled to the United States and Europe and studied their governments, economies, and cultures and made recommendations for Japan based on those studies. As a result, for example, Japan used Britain as a model for its navy and Germany as a model for its army. (The British navy and the German army were the best in the world at the time.)

**After the volunteers read the text, ask the following questions:**

**EVALUATIVE**—Why did the Japanese government give in to Commodore Perry’s demands?

- » The Japanese government gave in to Perry’s demands because its leaders believed Japan’s military was too weak to oppose the American warships.

**EVALUATIVE**—How did Emperor Meiji change Japan?

- » Emperor Meiji changed Japan by industrializing its economy and modernizing its armed forces.

**EVALUATIVE**—How did Japan prove that it was a dominant force in Asia?

- » Japan proved it was a dominant force in Asia by winning wars against China and Russia.

## “Opium Wars and Revolt in China,” pages 99–102

**Scaffold understanding as follows:**

**Have students read the section on pages 99–102 independently.**

 **SUPPORT**—Invite a volunteer to locate China on the world map or globe.

**SUPPORT**—Explain that “Boxers” is the name that foreigners used for the Chinese rebels. The rebels called themselves “Righteous and Harmonious Fists.”

**SUPPORT**—Explain that the Dowager Empress Cixi, who ruled China, supported the efforts of the Boxers. She praised them and essentially declared war on all foreigners during the Boxer Rebellion. She even ordered her troops to block the advance of the first foreign troops to oppose the Boxers. So, when a larger foreign army invaded, it was to fight a rebellion against their influence that the imperial court had joined.

**SUPPORT**—You may wish to reinforce what students read about imperialism so far by showing the Crash Course video “Modern Global Expansion and Resistance” (13:13).

**After students read the text, ask the following questions:**

**EVALUATIVE**—How did the First Opium War change China?

- » The First Opium War took control of China’s trade and economy away from the Qing government and gave it to foreigners. China also lost Hong Kong to Britain.

**LITERAL**—Who put an end to the Boxer Rebellion?

- » An international army put an end to the Boxer Rebellion.


**EVALUATIVE**—Why did some Chinese people want to overthrow the Qing dynasty?

- » Some Chinese people wanted to overthrow the Qing because the Qing had failed to protect China’s independence and prosperity. The people wanted a stronger, more modern government.

## “French Indochina,” pages 102–103

**Scaffold understanding as follows:**

**Read the section on pages 102–103 aloud.**

 **SUPPORT**—Have students find the present-day countries of Vietnam, Cambodia, and Laos on the world map or globe. Explain that these countries were once the colony of French Indochina.

**After reading the text, ask the following question:**


**LITERAL**—What was Indochina like under French rule?

- » Under French rule, most land was owned by French landlords. Peasants grew rice but kept only about 25 percent of it. They had to sell the rest to pay rent and taxes.

## **“Ottomans on the Decline,” pages 103–104**

**Scaffold understanding as follows:**

**Have students read the section on pages 103–104 with a partner.**

 **SUPPORT**—Have students find the present-day country of Turkey on the world map or globe. Explain that Turkey was once the leader of the Ottoman Empire, which spread through parts of eastern Europe, Southwest Asia (the Middle East), and North Africa.

**After students read the text, ask the following question:**

**INFERENTIAL**—Was the Ottoman Empire growing stronger or weaker in the late 1800s and early 1900s? What makes you think that?

- » The Ottoman Empire was growing weaker. It was losing territory and lost control of part of its financial system to Britain and other European nations.


## **“Tensions Ignite: World War I Begins (1914–18),” pages 104–105**

**Scaffold understanding as follows:**


**Read the section on pages 104–105 aloud.**

**SUPPORT**—Introduce students to the acronym MANIA, a mnemonic for remembering the causes of World War I: M = militarism; A = alliances; N = nationalism; I = industrialization; I = imperialism; A = assassination.

**SUPPORT**—Review the two alliances that students read about earlier in the chapter: the Triple Entente (Britain, France, and Russia) and the Triple Alliance (Germany, Austria-Hungary, and Italy). Explain that these alliances became the two sides of the war, except for Italy, which eventually joined the war on the Allied (Triple Entente) side.

 **SUPPORT**—Invite a volunteer to find the present-day countries of Germany, Austria, and Hungary on the world map or globe. Explain that Austria and Hungary did not exist as separate nations before or during World War I. Note their location in Europe—they are in the center of the continent—hence the name for their World War I alliance, the Central Powers.

**SUPPORT**—You may wish to reinforce what students read about the causes of World War I by showing the Crash Course video “The Roads to World War I” (15:01).

 **TALK IT OVER** Briefly review the events and ideologies that led to World War I. Then organize a class debate over the question “Could war have been avoided?” Encourage students to support their claims with details from the reading and from any Crash Course videos that the class has viewed.

**After reading the text, ask the following questions:**

**LITERAL**—What event sparked the outbreak of the war?

- » The assassination of Archduke Ferdinand sparked the outbreak of the war.

**LITERAL**—What were the names given to the two sides in World War I?

- » The two sides in World War I were the Allied Powers and the Central Powers.

## **“The Course of the War,” pages 105–108**

**Scaffold understanding as follows:**

**Have students read the section on pages 105–108 independently.**

**SUPPORT**—Make sure students understand that the technologies used in this war, including the weapons, were the same technologies that Europeans used to build their colonial empires in Africa and Asia. Now they were using these technologies against each other.

**SUPPORT**—Explain that the sinking of the *Lusitania* was not the only event that helped turn public opinion in the United States against Germany. In January 1917, the German government sent a message to the Mexican government, asking Mexico to join the war on the side of the Central Powers and inviting it to attack the United States to reclaim Texas, Arizona, and New Mexico. In return, Germany would give money to Mexico. The message, which is known today as the Zimmermann telegram, was intercepted and leaked by British intelligence. A few months later, the United States joined the war on the Allied side.

**SUPPORT**—Note the account of the Battle of Gallipoli. Explain that the Battle of Gallipoli continues to be important to the people of Australia and New Zealand. The battle—and the service of Australian and New Zealand soldiers in World War I generally—is remembered every year on April 25 in a holiday called ANZAC Day. The date of the holiday commemorates the first landing of ANZAC (Australian and New Zealand Army Corps) troops at Gallipoli.

**SUPPORT**—Direct students to the timeline on page 108. Ask: How long had World War I been going on when the United States entered the war? (*three years*) What else happened that same year? (*the Russian Revolution*)

**After students read the text, ask the following questions:**

**LITERAL**—What was significant about the First Battle of the Marne?

- » The First Battle of the Marne was significant because it was the beginning of the trench warfare that came to characterize the war.

**INFERENTIAL**—What was the state of the war in 1915?

- » In 1915, neither side was winning the war, neither side had been able to gain an advantage, and thousands of soldiers had died in the fighting.

## **“The War Grinds On,” pages 109–111**

**Scaffold understanding as follows:**

**Have students read the section on pages 109–111 with a partner.**

**SUPPORT**—Explain that airplanes were also a new technology used in the war. First invented in 1903, the airplane became a tool for the reconnaissance of enemy trenches and a way to fight the enemy in the air in what became known as dogfights.

**SUPPORT**—Explain that November 11—Armistice Day—is still celebrated as a holiday. In the United States, it is observed as Veterans Day. In other countries, it’s observed as Remembrance Day.

**After students read the text, ask the following questions:**

**EVALUATIVE**—How did the Battle of the Somme affect public opinion about the war in Britain?

- » The Battle of the Somme turned public opinion against the war. The number of deaths made people think that the war had become a pointless exercise in killing. British generals were criticized for letting the fighting go on so long.

**LITERAL**—What new weapons and technologies were used in the war?

- » New weapons and technologies used in the war included machine guns, poison gas, and tanks.

**EVALUATIVE**—Why might 1917 be considered a turning point in the war?

- » The year 1917 could be considered a turning point because it is the year that the war began to change. Russia withdrew from the war, but the United States entered it, providing reinforcement on the Western Front.

### **“The Russian Revolution,” pages 111–113**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 111–113 aloud.**

**SUPPORT**—Explain that Czarina Alexandra was German, which led some Russians to question her loyalty.

**SUPPORT**—Explain that the March revolution is considered the democratic revolution and is sometimes referred to as the February revolution. The November revolution is considered the communist revolution and is sometimes referred to as the October revolution. The difference in the months (March vs. February and November vs. October) is because Russia used a different calendar than the rest of Europe. After the Bolsheviks took control of the country, they put Russia on the same calendar as the rest of the continent.

**SUPPORT**—Make sure students understand that even though the Bolsheviks were communist revolutionaries and established what is considered the world’s first communist nation, the systems they established were not communist as Karl Marx envisioned it. (Marx and Friedrich Engels introduced the idea of communism.) Lenin ruled as a dictator, and the Bolsheviks, later known as the Communist Party, lived as privileged members of society. The government of the USSR is best described not as communist but as totalitarian socialist.

**SUPPORT**—Explain that the execution and burial of Nicholas II and his family during the civil war was done in secret, not in public. It was not until 1991 that their remains were found and identified.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What events sparked the first of Russia’s revolutions?

- » A labor strike and a women’s march sparked the first of Russia’s revolutions.

**LITERAL**—Who were the Bolsheviks?

- » The Bolsheviks were communist revolutionaries who took control of Russia's government in the second of Russia's revolutions.

**LITERAL**—What changes did the Bolsheviks make when they took over Russia's government?

- » When the Bolsheviks took over Russia's government, they changed the country's name to the Union of Soviet Socialist Republics and made it a communist country. They withdrew the nation from World War I and signed the Treaty of Brest-Litovsk.

### **"The Treaty of Versailles," pages 113–115**

**Scaffold understanding as follows:**

**Read the section on pages 113–115 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *reparations*, and explain its meaning.

**SUPPORT**—Explain that the Treaty of Versailles was only one of five treaties that ended World War I. Versailles dictated the peace terms regarding Germany. The Treaty of Saint-Germain dictated the peace terms for Austria. The Treaty of Trianon dictated the peace terms for Hungary. (Austria and Hungary had been united as Austria-Hungary at the start of the war but had become separate countries by war's end.) The Treaty of Neuilly dictated the peace terms for Bulgaria, and the Treaty of Sevres established peace terms for Turkey. Sevres was later renegotiated and replaced by the Treaty of Lausanne.

**After reading the text, ask the following questions:**

**LITERAL**—What were the terms of the Treaty of Versailles?

- » The Treaty of Versailles forced Germany to give up territory overseas and in Europe. It also placed limits on Germany's military, blamed Germany for the war, and assigned a huge amount of reparations to Germany.

**INFERENTIAL**—Many Allied leaders blamed Germany for the war. Were they right to do so? Who do you think was responsible for the war?

- » Students should recognize that Germany was not solely responsible for the war. The war erupted out of a conflict between Austria-Hungary and Serbia, and other nations were drawn in through alliances.



**LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



## **“CHECK FOR UNDERSTANDING” 10 MIN**

### **Ask students to:**

- Write a short answer to the Big Question: “What roles did nationalism, imperialism, militarism, and industrialism play in World War I?”
  - » Key points students should cite include: the competition among nations that resulted from nationalism; the wealth and natural and human resources acquired through imperialism, and the competition for colonies by European nations; the growth of European armed forces because of militarism; and the development of new weapons, such as the machine gun and poison gas, and other war technologies, such as tanks, as a result of industrialism.
- Choose one of the Core Vocabulary words (*imperialism, nationalism, or reparations*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

### **Additional Activities**

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Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# World War II and the Postwar World

**The Big Question:** Why was World War II the deadliest conflict in history?

### Primary Focus Objectives

- ✓ Describe the rise of totalitarianism in Germany, Italy, and the Soviet Union. (RI.7.2, RH.6-8.2)
- ✓ Explain the events that led to World War II. (RI.7.2, RH.6-8.2)
- ✓ Identify key events that occurred during World War II. (RI.7.2, RH.6-8.2)
- ✓ Describe the changes that happened in the postwar world. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *collectivization* and *appeasement*. (L.7.4, RH.6-8.4)

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About World War II and the Postwar World”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

- world map or globe

### Core Vocabulary (Student Volume page numbers listed below)

**collectivization, n.** the act of abolishing private ownership and reorganizing under government ownership (124)

*Example:* Collectivization in the Soviet Union meant combining small private farms into large government ones.

*Variations:* collectivize (v.)

**appeasement, n.** the practice of meeting someone’s demands in order to avoid trouble, especially when you do not agree with them (127)

*Example:* European leaders thought appeasement would stop Hitler’s conquests, but they were wrong.

*Variations:* appease (v.)

## Introduce “World War II and the Postwar World”

5 MIN

Remind students that the world experienced a global conflict from 1914 to 1918. Today, we know that war as World War I. At the time, though, it was called the Great War or the War to End All Wars. However, the terms of the Treaty of Versailles—the peace treaty with Germany—sowed the seeds of what became another world war. The treaty assigned onerous reparations to Germany, assigned blame for the war to Germany, took territory away from Germany, and placed limits on Germany’s military. These terms, plus a global economic depression, created the circumstances that led to the rise of Adolf Hitler and the outbreak of World War II. In this chapter, students will learn about the rise of Hitler and other totalitarian leaders and about the war and how it changed the world.

Call students’ attention to the Big Question. Tell students to look for details about the nature of World War II as they read.

## Guided Reading Supports for “World War II and the Postwar World”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “A World Consumed by War,” page 116

**Scaffold understanding as follows:**

**Read the section on page 116 aloud.**

**SUPPORT**—Remind students that the Soviet Union was formed from the Russian Empire after its revolutions, civil war, and conquests at the end of World War I.

**After reading the text, ask the following question:**

**LITERAL**—Who were the two sides in World War II?

- » The two sides were the Allied Powers, led by Great Britain and France, and later the Soviet Union and United States, and the Axis Powers, which included Germany, Italy, and Japan.

### “Crisis in Weimar,” pages 117–118

**Scaffold understanding as follows:**

**Read the section on pages 117–118 aloud.**

**After reading the text, ask the following question:**

**LITERAL**—What problems did Germany face under the Weimar Republic?

- » Germany under the Weimar Republic faced hunger, malnutrition, unemployment, and hyperinflation.

## “Rise of Nazism,” pages 118–121

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 118–121 aloud.**

**SUPPORT**—The name “national socialist” should not be taken to mean that the Nazis were like the genuine socialist parties or the social democrats. The Nazis were not in any way socialist. In fact, capitalism thrived under Nazism. Calling themselves socialist was a marketing gimmick—the Nazis were totally focused on their racial hatreds.

**SUPPORT**—Note the description of Hitler’s ideal German: tall, strong, fair-haired, and blue-eyed. Explain that *fair-haired* means blond. Explain, too, that even though people were supposed to look the same, men and women were meant to have different roles in society. Men were meant to lead public lives; women were meant to stay home and raise children.

**SUPPORT**—Emphasize the ruthlessness of the Nazis by telling students about the Night of the Long Knives. In 1934, Hitler ordered the murder of members of his own Nazi Party that he thought might threaten his power and leadership.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What were Hitler’s goals for Germany?

- » Hitler wanted to reunite Germany with territories it had lost and with other German-speaking peoples, to acquire “living space” for “pure” Germans, and to remove all enemies of the state, including Jews, Roma, communists, and people with disabilities.

**LITERAL**—What idea formed the core of fascism?

- » At the core of fascism was a belief in the supremacy of the nation-state and its primary ethnic group.

**LITERAL**—What happened to the Jewish people of Germany after the Nazis came to power?

- » After the Nazis came to power, the Jewish people of Germany were targeted by the Nuremberg Laws and other laws that took away their right to own property and their right to jobs in the military or government. They were also the target of violence, from the mob violence of *Kristallnacht* to being forcibly taken to concentration camps.

## “Italy,” pages 121–123

**Scaffold understanding as follows:**

**Have students read the section on pages 121–123 independently.**

**SUPPORT**—The term *fascism* comes from the Italian word *fascio*, which means a bundle of sticks. It had been a symbol of power in ancient Rome, and it was used by workers and farmers in the early 1900s to show their unity.

**SUPPORT**—Point out that Mussolini did not share Hitler’s racial hatred, especially Hitler’s hatred of Jews. Many Italian Jews supported Mussolini, at least at the beginning of his rise to power. But Mussolini and Hitler did share the hallmarks of fascism: a love of violence, a might-makes-right philosophy, a desire to create new colonies, a hatred of democracy, a belief in the rule of one strong leader, and intense nationalism.

**SUPPORT**—Remind students that Ethiopia was one of only two African nations that maintained their independence during the Age of Imperialism (Liberia was the other). Ethiopia had kept its independence by defeating an Italian invasion in 1896. The 1935 invasion was about erasing that defeat in Italy’s popular imagination.

**SUPPORT**—Remind students that the League of Nations was an international organization formed after World War I. It was meant to be a peacekeeping group, much like today’s United Nations, but it lacked the strength to enforce its will—in part because the United States never joined.

**After students read the text, ask the following questions:**

**LITERAL**—What was fascism?

- » Fascism was a hypernationalist movement that supported an authoritarian style of government led by a dictator and that preached the national unity of all Italians, both workers and employers.

**EVALUATIVE**—How were Mussolini’s Fascists similar to Hitler’s Nazis?

- » Both Mussolini’s Fascists and the Nazis hated democracy, believed in strong nationalism, loved violence, and did not tolerate dissent.

### **“The Soviet Union,” pages 123–125**

**Scaffold understanding as follows:**

**Have students read the section on pages 123–125 with a partner.**

**SUPPORT**—Remind students that Lenin was Vladimir Lenin, the leader of the Bolshevik Revolution that made Russia a communist country. After a civil war and conquest of more territory, Lenin declared Russia and other regions under its control were now the Soviet Union.

**SUPPORT**—Stalin, like all communists, was a radical socialist. After he came to power, he set out to end capitalism in the Soviet Union—which he did. For strategic reasons (because the Russian economy was collapsing), his predecessor, Lenin, had temporarily retreated from this goal and allowed capitalism to persist. Stalin ended this and essentially eradicated capitalism, making the state the owner of the means of production.

**CORE VOCABULARY**—Point out the vocabulary term *collectivization*, and explain its meaning.

**SUPPORT**—In Ukraine, the famine caused by Stalin’s collectivization is called the Holodomor, which roughly translates to killing by hunger.

**SUPPORT**—Explain the Nazi (and Fascist) hatred of communism. Fascists were hypernationalists. They worshipped the nation-state and its primary ethnic group. Communism, on the other hand, was a radical form of socialism, and socialists believed in an international union of the working classes. Communists, as radical socialists, did not worship the nation-state or a particular ethnicity. Additionally, socialists and communists hated capitalists, and so they did not really believe in the principle of national unity (they wanted workers to rebel against their capitalist employers). All of this made both socialism and communism anathema to the hypernationalist fascists of both Italy and Germany.

**After students read the text, ask the following questions:**

**LITERAL**—What changes did Stalin make in the Soviet Union?

- » Stalin created a series of five-year plans to improve the economy. He collectivized farms and set high expectations for industrial workers, sending anyone who did not meet expectations to the gulag.

**EVALUATIVE**—How was Stalin’s style of rule similar to that of Hitler and Mussolini?

- » Like Hitler and Mussolini, Stalin ruled through fear and violence and did not tolerate dissent.

### **“Countries Already at War,” pages 125–127**

**Scaffold understanding as follows:**

**Read the section on pages 125–127 aloud.**

**SUPPORT**—Remind students that before World War I, China had experienced a revolution that overthrew its last dynasty, but the revolution did not unite the country. Instead, the nation became even more fragmented, with different regions ruled by different warlords—even though the Nationalists were the internationally recognized government.

**SUPPORT**—Explain that in the 1930s, Japan began expanding its empire. It already controlled Korea. In 1931, Japan invaded Manchuria, a region of northeast China, and established a puppet colonial government there. When the League of Nations protested, Japan withdrew from the league and continued with its plans to build an Asian empire.

**SUPPORT**—Explain that fighting between China and Japan began in 1937 when Japan invaded China. An early battle of this invasion, called the Marco Polo Bridge Incident, is considered by some historians to be the start of World War II, not the declarations of war that occurred in Europe two years later.

**After reading the text, ask the following questions:**

**LITERAL**—What countries were at war before World War II began?

- » Spain, Japan, and China were at war before World War II began. Spain was in a civil war, and Japan and China were fighting each other.

**EVALUATIVE**—Why did Hitler and Mussolini support Franco and the Nationalists in the Spanish Civil War?

- » Hitler and Mussolini supported Franco because the Nationalists had a lot in common with fascists.

**LITERAL**—What two challenges did China face during the 1930s?

- » During the 1930s, China faced disunity and a Japanese invasion.

## “Tensions Rise as Germany Expands,” pages 127–128

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 127–128 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *appeasement*, and explain its meaning.

**SUPPORT**—When reading about Hitler’s pursuit of the Sudetenland, remind students that Hitler wanted to unite all German-speaking peoples under his rule. Acquisition of the Sudetenland was a step toward achieving that goal.

**SUPPORT**—Make sure students understand that the German-Soviet Nonaggression Pact mentioned in the second-to-last paragraph of the section is the Molotov-Ribbentrop Pact that they read about earlier in the chapter.

**After the volunteers read the text, ask the following questions:**

**EVALUATIVE**—Why did nations choose appeasement as the way to deal with Hitler?

- » Nations chose appeasement for different reasons. Some thought the Treaty of Versailles was too harsh. Some believed that Hitler had no ambitions beyond rebuilding Germany. Some wanted Hitler to make Germany a strong opponent to communism and the Soviet Union. Some just did not want to fight another war.

**LITERAL**—What happened at the Munich peace conference?

- » At the Munich peace conference, Italy, Great Britain, and France agreed that Hitler could have the Sudetenland, and Hitler promised to solve any future disputes through discussion.

**LITERAL**—What event started World War II in Europe?

- » Germany’s invasion of Poland started World War II in Europe.

## “Lightning War,” pages 128–130

**Scaffold understanding as follows:**

**Have students read the section on pages 128–130 independently.**



**SUPPORT**—Using the world map or globe, trace the path taken by German troops across the Netherlands, into Belgium, and then into France.

**SUPPORT**—Explain that Germany’s invasion of France led to one of the most remarkable events of the war: the evacuation from Dunkirk. As France’s defenses were failing, Allied troops decided to leave France with as many soldiers and weapons as they could carry. They headed to the town of Dunkirk on France’s northern coast. On the southern coast of England, every available ship—even private fishing boats—assembled to carry the troops across the English Channel to safety.

**SUPPORT**—Emphasize the resilience of the British in the face of almost nightly bombings. This resilience was exemplified and encouraged by Prime Minister Winston Churchill. In one speech, Churchill said that the British would fight to the last and that they would never surrender.

**After students read the text, ask the following questions:**

**INFERENTIAL**—Why might the Allies have been surprised by the German conquest of France?

- » The Allies might have been surprised because France had the largest army in Europe at the time and had built a series of fortifications called the Maginot Line along the German border as protection.

**LITERAL**—What was the Battle of Britain?

- » The Battle of Britain was a battle between the air forces of Great Britain and Germany that lasted for months.

### **“The Eastern Front,” pages 130–131**

**Scaffold understanding as follows:**

**Have students read the section on pages 130–131 with a partner.**

**SUPPORT**—Help students to recall Napoleon Bonaparte’s invasion of Russia, which they read about in Chapter 4, and the challenges that Napoleon’s army faced. Then guide students to see the parallels between Napoleon’s invasion of Russia and Hitler’s invasion more than a hundred years later.

**After students read the text, ask the following question:**

**EVALUATIVE**—Why was the Battle of Stalingrad a turning point in the war?

- » Stalingrad was Germany’s first major defeat and the point at which the tide turned against Hitler.

### **“North Africa and Italy,” pages 131–132**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 131–132 aloud.**

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What happened at El Alamein?

- » British troops and their allies defeated German forces at El Alamein.

**EVALUATIVE**—What happened as a result of the Axis defeat in North Africa?

- » As a result of the Axis defeat in North Africa, Mussolini was removed as dictator, and the Allies invaded Italy.

## “The Holocaust,” pages 132–133

**Scaffold understanding as follows:**

**Read the section on pages 132–133 aloud.**

**SUPPORT**—Point out the sentence “As German forces headed eastward, groups of soldiers murdered Jews in towns they occupied” in the first paragraph of the section. Explain that the Holocaust looked very different in different parts of Europe. Jews in western Europe were rounded up and sent into the concentration camp system described in the Student Volume. Meanwhile, in places such as Ukraine, the Holocaust was characterized not by systematic institutionalized murder but by ad hoc mass executions in remote locations. One of the largest and best known of these mass murders occurred at Babi Yar in Ukraine. Even today, mass graves are still being discovered across eastern Europe.

**SUPPORT**—Explain that like European Jews, the Roma and Sinti were also targeted by the Nazis for death and sent to death camps such as Auschwitz, and like the Jewish people, the Roma and Sinti have their own name for this mass murder. They call it the Porajmos (/por\*eye\*mohs/), which means the Devouring.

**SUPPORT**—Direct students to the image of shoes on page 133. Read the caption aloud. Explain that within the Nazi concentration camp system, there were designated killing centers, such as Auschwitz and Belzec. (The text refers to them as death camps.) There were six killing centers, and they were all built in Poland. Ask students to consider why the Nazis built the killing centers in Poland rather than their home country of Germany.

**SUPPORT**—Explain that by the end of the Holocaust, more than six million Jewish people had been murdered—two-thirds of the entire population of European Jews. About 25 percent of Europe’s Roma and Sinti population died in the Porajmos.

**SUPPORT**—Explain that the trials of Nazi leaders for the Holocaust occurred in Nuremberg, Germany, the same city associated with the Nazi race laws. Because of where they were held, the trials are known as the Nuremberg Trials. The court used a new term to describe what happened in the Holocaust: *genocide*. Genocide is the destruction or attempted destruction of an entire racial or ethnic group.

**After reading the text, ask the following question:**

**EVALUATIVE**—How did the Nazi persecution of Jews change in 1942?

- » In 1942, the Nazis began rounding up and murdering Jews, building special death camps for the purpose.

## “D-Day to V-E Day,” pages 133–135

**Scaffold understanding as follows:**

**Have students read the section on pages 133–135 independently.**

**SUPPORT**—In February 1945, the Allies instigated one of their most controversial actions of the war: the firebombing of Dresden, Germany. For three days, American and British forces bombed the city of Dresden, dropping more than two thousand tons of explosives and incendiary devices on the city. The purpose of the campaign was to disrupt Germany’s transportation networks, but the result was a firestorm that killed tens of thousands of civilians, including children, and left the city in rubble.

**SUPPORT**—Mussolini was captured and killed by Italian resistance fighters two days before Hitler died by suicide.

**After students read the text, ask the following questions:**

**LITERAL**—What happened on D-Day?

- » On D-Day, soldiers from the United States, Great Britain, France, and Canada landed in Normandy, France, and began the reclamation of France.

**LITERAL**—What did the Allied leaders agree to at Yalta?

- » At Yalta, the Allied leaders agreed that the Soviet Union could make sure that eastern Europe had governments that were friendly to the Soviet Union. In return, Stalin promised to allow those countries to hold free elections. In addition, the three Allied leaders decided that France would also take part in the occupation of Germany and the planning of Germany's future after the war's end.

### **"War in the Pacific," pages 135–138**

**Scaffold understanding as follows:**

**Have students read the section on pages 135–138 with a partner.**

**SUPPORT**—Explain that the Japanese attack on Pearl Harbor was not random or "out of the blue." Japan had a reason for bombing a U.S. naval base. Remind students that in 1937, Japan had invaded China. The United States acted to support China, and one way it did so was by issuing sanctions against Japan—including an embargo on oil and gas, resources that Japan relied on the United States for. In retaliation for these sanctions, Japan bombed Pearl Harbor.

**SUPPORT**—Explain that just as Hitler sought to build an empire under his rule in Europe, Japan sought to do the same in Asia. It already controlled Korea and Manchuria. In 1937, it invaded China. Three years later, in 1940, it invaded French Indochina. In December 1941, in addition to bombing Pearl Harbor, Japan took Guam, Wake Island, and Hong Kong. Over the six months that followed, Japan invaded the Philippines, the Dutch East Indies (Indonesia), Malaya (Malaysia), Singapore, Burma (Myanmar), and Thailand.

**SUPPORT**—Explain that the Allied strategy in the Pacific was to reconquer one island at a time, moving toward Japan. This strategy was called island-hopping. As Allied forces grew closer to the Japanese islands, Japan sought to stop or slow the advance with kamikaze attacks in which Japanese sailors or air force pilots would crash their boats or planes into Allied naval vessels.

**After students read the text, ask the following questions:**

**LITERAL**—What event drew the United States into the war?

- » Japan's bombing of Pearl Harbor drew the United States into the war.

**EVALUATIVE**—What was significant about the Battle of Midway?

- » The Battle of Midway was significant because it helped slow Japan's takeover of the Pacific.

## **“The Atom Bomb,” pages 138–139**

**Scaffold understanding as follows:**

**Read the section on pages 138–139 aloud.**

**SUPPORT**—Direct students’ attention to the timeline on page 139. Ask: What happened the same year as the bombing of Pearl Harbor? (*The Nazis invaded the Soviet Union. The United States joined the war.*) How long did World War II last? (*six years*)

**After reading the text, ask the following questions:**

**LITERAL**—What technology was used in the atomic bomb?

» Nuclear fission was used in the bomb.

**LITERAL**—On what cities was the atomic bomb used?

» The atomic bomb was used on the Japanese cities of Hiroshima and Nagasaki.

## **“After the War,” pages 139–141**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 139–141 aloud.**

**SUPPORT**—Explain that the Japanese military committed many atrocities in the territories it conquered. Just as Nazi leaders were put on trial for their war crimes, so Japanese leaders were tried in the Tokyo War Crimes Trials.

**SUPPORT**—Direct students to the graph on page 140. Ask: Which two countries had the greatest number of casualties? (*China and the Soviet Union*) Why do you think that is? (*Possible response: Both countries experienced prolonged invasions and damage that caused a great loss of life.*)

**SUPPORT**—Explain that under the U.S.-written Japanese constitution, Japan was only allowed a small self-defense force, not a full-size military as other countries have. This constitutional provision remains in effect today.

**SUPPORT**—When reading about the United Nations, explain that the purpose of the UN is to be a center for international cooperation and the peaceful resolution of international disputes.

**SUPPORT**—Explain that the Security Council is like the guiding committee of the UN. It decides on admission of new UN members, and it approves changes to the UN Charter. Most importantly, it decides when the UN intervenes in a conflict. However, because each of the permanent members of the Security Council can veto any Security Council decision, the UN does not always become involved in conflicts where it might be wanted or useful.

**SUPPORT**—Explain that governments sometimes make people “stateless” by stripping them of their citizenship (like the Nazis did to the Jews in the 1930s) as a tactic to make that government’s atrocities “legal.” The Universal Declaration of Human Rights was designed partly to counter this.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What happened to Germany after the war?

- » After the war, Germany was split into four occupation zones, with France, Great Britain, the Soviet Union, and the United States each overseeing one zone. The Allies took measures to weaken Germany's military and limit its industry. They also canceled Nazi-era laws and captured and tried Nazi war criminals.

**LITERAL**—What happened to Japan after the war?

- » At first, Japan was occupied by the United States and ruled by a supreme commander. The United States helped establish a democracy and put into place a new constitution.

**LITERAL**—What is the purpose of the United Nations?

- » The purpose of the United Nations is to help nations cooperate to ensure world peace.

### **"Postwar World," pages 141–143**

**Scaffold understanding as follows:**

**Have students read the section on pages 141–143 independently.**

**SUPPORT**—The British Commonwealth is the name for the alliance of the United Kingdom and former British colonies. When India gained its independence in 1947, the Commonwealth was created as an alliance with the United Kingdom. As other British colonies gained independence, such as Ghana in 1957 and Jamaica in 1962, they joined the Commonwealth.



**WINDOW ON THE WORLD** The border between India and Pakistan that was established during partition remains in dispute. Ask students to find out the name of the region that both India and Pakistan claim ownership of. (*Kashmir*)

**SUPPORT**—Explain that the borders set by the UN for Palestine and Israel are not the borders that exist today. When Israel declared its independence, it sparked a war that changed the shape of both Israel and Palestine. Subsequent wars and diplomatic agreements further adjusted the borders into what they are today.

**After students read the text, ask the following questions:**

**LITERAL**—Who was Mohandas Gandhi?

- » Gandhi was a leader of India's Congress Party who used nonviolence, such as boycotts and the Salt March, to protest British rule in India.

**LITERAL**—What was the partition of India?

- » The partition of India was the division of Indian territory into the countries of India and Pakistan at the time of independence in 1947.

**LITERAL**—How did the country of Israel come into existence?

- » The country of Israel came into existence after the UN reorganized the territory of Palestine into a mostly Arab state and a mostly Jewish state. The mostly Jewish state declared its independence as the nation of Israel.

## "Origins of the Cold War," page 143

**Scaffold understanding as follows:**

**Read the section on page 143 aloud.**

**After reading the text, ask the following question:**

**LITERAL**—How did the global balance of power change after World War II?

- » Before World War II, there were several European nations that were great powers. After the war, these nations were economically drained and losing their empires. The United States and the Soviet Union emerged as the world's two superpowers.



**LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



## "CHECK FOR UNDERSTANDING" 10 MIN

**Ask students to:**

- Write a short answer to the Big Question: "Why was World War II the deadliest conflict in history?"
  - » Key points students should cite include: the global nature of the conflict, with fighting in Asia, Europe, and North Africa; the bombing of civilians in the war, such as in the Battle of Britain and the Allied bombing of Japan; the large, prolonged invasions of the Soviet Union and China; the purposeful murder of civilians in the Holocaust and other campaigns; and the use of the new and highly destructive atomic bombs.
- Choose one of the Core Vocabulary words (*collectivization* or *appeasement*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# East and Southeast Asia in the Second Half of the Twentieth Century

**The Big Question:** How did social conditions contribute to political change?

### Primary Focus Objectives

- ✓ Explain how China became communist. (RI.7.2, RH.6-8.2)
- ✓ Summarize China under the rule of Mao Zedong and Deng Xiaoping. (RI.7.2, RH.6-8.2)
- ✓ Compare and contrast the two Koreas. (RI.7.2, RH.6-8.2)
- ✓ Explain how Vietnam became communist. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *commune*, *radical*, *demonstrator*, *parallel*, and *domino theory*. (L.7.4, RH.6-8.4)

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About East and Southeast Asia in the Second Half of the Twentieth Century”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

- world map or globe
- dominoes

### Core Vocabulary (Student Volume page numbers listed below)

**commune, n.** a group of people who live together, share possessions, and work toward a common goal (148)

*Example:* During the Great Leap Forward, the Chinese government forced people to collectivize and join communes.

*Variations:* communes, communal (adj.)

**radical, n.** a person with extreme views (149)

*Example:* During the French Revolution, radicals led the Reign of Terror.

*Variations:* radicals, radical (adj.), radicalize (v.)

**demonstrator, n.** a person who engages in a public protest (151)

*Example:* The demonstrator joined with others to protest against the use of climate-damaging fossil fuels.

*Variations:* demonstrators, demonstrate (v.)

**parallel, n.** an imaginary line on a globe or map that circles Earth in the same direction as the equator, marking degrees of latitude (152)

*Example:* The Korean peninsula was divided at the 54th parallel, and Vietnam was divided at the 17th parallel.

*Variations:* parallels

**domino theory, n.** the idea that a political event in one country will cause similar events in neighboring countries, like a falling domino causing a line of dominoes to fall (156)

*Example:* Fearing the spread of communism, the United States used the domino theory to guide its foreign policy during the Cold War.

## THE CORE LESSON 35 MIN

### Introduce “East and Southeast Asia in the Second Half of the Twentieth Century”

5 MIN

Remind students what they read in the previous chapter about World War II and its aftermath. Remind students that after the war, the global balance of power changed. Instead of multiple great powers, there were two superpowers: the United States and the Soviet Union. The competition between these two nations for power and influence became known as the Cold War. During the Cold War, the United States and the Soviet Union fought each other indirectly by supporting opposing sides in wars in different parts of the world. Meanwhile, other nations began to align themselves with one or the other of the superpowers. In this chapter, students will read about how all of this affected East and Southeast Asia.

Call students’ attention to the Big Question. Tell students to look for details about social conditions and political changes as they read.

### Guided Reading Supports for “East and Southeast Asia in the Second Half of the Twentieth Century”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “Twentieth-Century China,” page 144

**Scaffold understanding as follows:**

**Read the section on page 144 aloud.**

**After reading the text, ask the following question:**

**LITERAL**—What were the two sides in each of the wars fought in Southeast Asia?

» The two sides were those who wanted communism and those who did not.

## “Mao Zedong and the Rise of the Communist Party,” pages 145–147

**Scaffold understanding as follows:**

**Have students read the section on pages 145–147 with a partner.**

**Note to Teacher:** *Mao Zedong* is pronounced (/mow/zay\*dung/) with *mow* pronounced like *cow*.

**SUPPORT**—Explain that support for Mao and the communists grew during World War II because of the support that they provided during the war. Their guerrilla tactics were seen as more effective against the Japanese invasion, and they helped farmers maintain their livelihoods during the war.

**SUPPORT**—Explain that until 2016, the Taiwanese government did not openly seek independence either. From 1949 to 1978, the United States considered Jiang Jieshi’s government the only legitimate one representing all of China, including mainland China.

**After students read the text, ask the following questions:**

**LITERAL**—What were the two sides in the Chinese Civil War?

- » The two sides in the Chinese Civil War were the Nationalists, led by Jiang Jieshi, and the Communists, led by Mao Zedong.

**LITERAL**—What was the Long March?

- » The Long March was the longest wartime military march ever recorded. Mao and the Communists marched more six thousand miles over the course of a year, fighting off attacks from the Nationalists while doing so. At the end of the march, only eight thousand of the original eighty thousand communist troops had survived.

**LITERAL**—What was the outcome of the Chinese Civil War?

- » The Chinese Civil War ended with Mao declaring victory and establishing the People’s Republic of China and with Jiang Jieshi and the Nationalists fleeing to Taiwan.

## “People’s Republic of China,” page 148

**Scaffold understanding as follows:**

**Read the section on page 148 aloud.**

**SUPPORT**—Explain that the People’s Republic of China is sometimes referred to as the PRC.

**SUPPORT**—Remind students that they learned about collectivization in their reading about Stalin and the Soviet Union in Chapter 6. Collectivization meant abolishing private property and combining formerly private farms into large government-owned farms.

**SUPPORT**—Point out the word *nationalized* in the section. Explain that to nationalize something is to place it under government control.

**After reading the text, ask the following question:**

**LITERAL**—What changes did Mao make in China to make it a communist country?

- » To make China a communist country, Mao seized private lands and collectivized farms, nationalized industry, outlawed religion, and outlawed other political parties.

### **“The Great Leap Forward,” pages 148–149**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 148–149 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *commune*, and explain its meaning.

**SUPPORT**—Explain that when Mao made China communist, he at first modeled his economic policies on the Soviet example of five-year plans.

**SUPPORT**—Explain that the government controlled all resources related to the communes: how resources were allocated, how goods and resources were produced, and how goods and resources were distributed elsewhere.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What was the Great Leap Forward?

- » The Great Leap Forward was Mao’s plan for boosting agricultural and industrial output.

**EVALUATIVE**—Why did the Great Leap Forward fail?

- » The Great Leap Forward failed because it used untested methods of irrigation and farming, communes led to low working morale, the small furnaces produced unusable steel, and labor was not well-distributed. Crop yields fell, and more than twenty million people died in famines.

### **“The Cultural Revolution,” pages 149–151**

**Scaffold understanding as follows:**

**Read the section on pages 149–151 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *radical*, and explain its meaning.

**SUPPORT**—Point out the word *bourgeois* in the first paragraph of the section. Remind students that *bourgeois* means middle class, but in this case, it refers more broadly to the idea of capitalism.

**SUPPORT**—Direct students to the Chapter Opener image on pages 144–145. Explain that this is a propaganda image from the Cultural Revolution. The young people at the bottom of the image are Red Guards. Point out the red book being held by the young man in the center. Explain that the book is unofficially called the Little Red Book. It is a book of sayings by Mao, and it was the “bible” of the Cultural Revolution.

**SUPPORT**—Explain that during the Cultural Revolution, foreign influences were seen as corrupting the revolution. Foreign art, literature, and music were banned. Anyone suspected of “foreign influence” became a target for the Red Guards.

**SUPPORT**—Explain that intellectuals were anyone with an education or expertise, such as teachers, doctors, and other professionals. One of the mottos of the Cultural Revolution was “Better Red than Expert.”

**After reading the text, ask the following questions:**

**EVALUATIVE**—Why did Mao begin the Great Proletarian Cultural Revolution?

- » Mao began the Great Proletarian Cultural Revolution because he believed the Communist Party was losing focus and becoming less committed to the ideals of communism.

**LITERAL**—Who were the Red Guards?

- » The Red Guards were paramilitary groups made up of young people. They abused and harassed elderly members of society and intellectuals.

### “China After Mao,” page 151

**Scaffold understanding as follows:**

**Have students read the section on page 151 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *demonstrator*, and explain its meaning.

**SUPPORT**—Explain that Deng Xiaoping’s reform plan was called the Four Modernizations. It called for not only economic and agricultural reform but also improvements in science and technology. The economic reforms included allowing some small private businesses and creating special economic zones where foreign businesses were allowed to invest and practice.

**SUPPORT**—Explain that at the time of the Tiananmen Square protests in Beijing, the Soviet Union was also undergoing reform. There, a new leader was allowing more economic freedom, but that economic freedom was accompanied by some political freedom as well. The Tiananmen Square demonstrators wanted the same thing for their country: a Fifth Modernization of democracy. Deng, however, was resolute in his determination to allow economic freedom without allowing any political freedom.

**SUPPORT**—Explain that the student demonstrators occupied Tiananmen Square for almost two months: from mid-April 1989 to June 4, 1989, when the Chinese military moved in. The protests drew international attention, and when the government crushed the protest, it drew international criticism.

**After students read the text, ask the following question:**

**LITERAL**—What happened at Tiananmen Square in Beijing in 1989?

- » In 1989, student demonstrators protested in Tiananmen Square and called for greater freedom in China. The government sent in the military to stop the protest, and hundreds of demonstrators were killed.

## **“Korea’s Civil War,” page 152**

**Scaffold understanding as follows:**

**Have students read the section on page 152 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *parallel*, and explain its meaning.



**SUPPORT**—On the world map or globe, point out the lines of latitude, and explain that each of these lines is a parallel.

**After students read the text, ask the following questions:**

**LITERAL**—What nations supported North Korea during the Korean Civil War?

» The Soviet Union and China supported North Korea during the Korean Civil War.

**LITERAL**—Who supported South Korea during the Korean Civil War?

» The United Nations, led by the United States, supported South Korea during the Korean Civil War.

## **“Life in North and South Korea,” pages 153–154**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 153–154 aloud.**



**WINDOW ON THE WORLD** Explain that because of ongoing tensions between North Korea and South Korea, there is a protected area that separates the two countries. Ask students what this protected area is called. (*the demilitarized zone*)

**SUPPORT**—Direct students to the timeline on page 155. Ask: How long did the Great Leap Forward last? (*four years*) How long after the Great Leap Forward did the Cultural Revolution begin? (*four years*)

**After the volunteers read the text, ask the following questions:**

**EVALUATIVE**—How did South Korea change in the 1960s?

» In the 1960s, South Korea experienced strong economic growth, a population boom, and urbanization.

**INFERENTIAL**—Look at the image on page 154, and read the caption. What conclusion can you draw about North Korea based on this information?

» The image shows that North Korea does not have enough electricity to power electric lights at night but South Korea does, so one can conclude that North Korea is not as industrialized or as wealthy as South Korea.

## **“Vietnam,” pages 155–157**

**Scaffold understanding as follows:**

**Read the section on pages 155–157 aloud.**

**SUPPORT**—Remind students that in Chapter 5, they learned that Vietnam was part of the French colony of Indochina.

**SUPPORT**—Explain that Korea was divided along the 38th parallel and Vietnam was divided along the 17th parallel.

**SUPPORT**—Explain that in 1959, Ho Chi Minh and North Vietnam declared war on South Vietnam. Within two years, it became clear that the South Vietnamese government was not strong enough to stand against North Vietnam and the Viet Cong.

**CORE VOCABULARY**—Point out the vocabulary term *domino theory*, and explain its meaning.

**SUPPORT**—Use dominoes to illustrate the domino theory. Set a domino on a table that students can easily see. Tell students that this domino represents North Korea. Place a second domino in front of it. Explain that this domino represents China. Add more dominoes in front of the second one. Explain that these dominoes represent other nations of East and Southeast Asia. Remind students that China and North Korea were both communist by 1954. (North Korea became communist in 1948; China became communist in 1949.) Push the North Korea domino into the China domino so that all the dominoes fall. Explain that this was the U.S. fear—that if one nation fell to communism, then so would its neighbors. They called this idea the domino theory.



**TALK IT OVER** Have students compare what happened in Korea with what happened in Vietnam. Lead a class discussion or debate around the question “Why did Korea stay divided while Vietnam became a united communist country?”

**After reading the text, ask the following questions:**

**EVALUATIVE**—Why is the battle at Dien Bien Phu important?

- » The battle at Dien Bien Phu is important because it is the battle that gave Vietnam its independence from France.

**LITERAL**—What event helped to turn American sentiment against the war in Vietnam?

- » The My Lai massacre helped to turn American sentiment against the war.

**LITERAL**—What was the outcome of the Vietnam War?

- » The Vietnam War ended with Vietnam united under a communist government. Saigon was renamed Ho Chi Minh City.

## **“Japan,” pages 157–159**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 157–159 aloud.**

**SUPPORT**—Point out the word *democratization* in the third paragraph of the section. Break the word into its parts: *democrat* + *-ize* + *-ation*. Ask students to use their knowledge of word parts to define the term. (*the act of making something democratic or a democracy*)

**SUPPORT**—Point out the word *curricula* in the fourth paragraph of the section. Explain that *curricula* is the plural of *curriculum*, which is the set of courses or plan of study offered in a school.


**After the volunteers read the text, ask the following questions:**

**EVALUATIVE**—How was Japan’s economic path in the decades after World War II different from China’s?

- » In the decades after World War II, Japan experienced economic growth while China’s economy struggled. While Mao was focused on building an ideal communist state, Japan was investing in its workforce and manufacturing sector, which led to rapid economic growth.

**INFERENTIAL**—Japan’s postwar recovery is sometimes referred to as an “economic miracle.” Why do you think that is?

- » Possible response: Japan was in bad shape after World War II, but within ten years, it was on the path to becoming a global economic power.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

## “CHECK FOR UNDERSTANDING” 10 MIN

**Ask students to:**

- Write a short answer to the Big Question: “How did social conditions contribute to political change?”
  - » Key points students should cite include: the spread of ideas such as communism; the destruction and destabilizing influence of World War II; civil wars in China, Korea, and Vietnam; changes in property ownership patterns; the legacy of colonialism; failures of domestic policies such as the Great Leap Forward; the disruption and destabilizing influence of China’s Cultural Revolution; and in Japan, economic and educational reforms after World War II leading to greater democratization.
- Choose two of the Core Vocabulary words (*commune*, *radical*, *demonstrator*, *parallel*, or *domino theory*), and write a sentence using the words.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# Europe in the Second Half of the Twentieth Century

**The Big Question:** How did the Cold War shape and reshape European politics?

### Primary Focus Objectives

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- ✓ Explain what happened during the Cold War. (RI.7.2, RH.6-8.2)
- ✓ Describe how western Europe rebuilt after World War II. (RI.7.2, RH.6-8.2)
- ✓ Explain the fall of communism. (RI.7.2, RH.6-8.2)
- ✓ Describe how the European Union came to be. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *gross domestic product*, *nonalignment*, and *black market*. (L.7.4, RH.6-8.4)

### What Teachers Need to Know

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For background information, download the CKHG Online Resource “About Europe in the Second Half of the Twentieth Century”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Core Vocabulary (Student Volume page numbers listed below)

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**gross domestic product, n.** the value of all goods and services produced in one country during a specific period, usually a year or part of a year **(163)**

*Example:* The strength of a country’s economy is often measured by the size of its gross domestic product.

*Variations:* GDP

**nonalignment, n.** a lack of alliance or relationship with other nations or groups **(168)**

*Example:* During the Cold War, countries that chose nonalignment did not side with the United States or the Soviet Union.

*Variations:* nonaligned (adj.)

**black market, n.** an informal or illegal section of the economy **(173)**

*Example:* When they couldn’t find the goods they wanted in stores, customers turned to the black market to get what they needed.

*Variations:* black markets

## Introduce “Europe in the Second Half of the Twentieth Century”

5 MIN

Remind students what they read in the previous chapter about East and Southeast Asia in the second half of the twentieth century. Emphasize the wars in Korea and Vietnam, explaining that they were part of the Cold War—a competition for power and influence between the United States and the Soviet Union. Explain that in this chapter, students will learn how the Cold War started and what happened in Europe after it ended.

Call students’ attention to the Big Question. Tell students to look for details about how Europe changed as they read.

## Guided Reading Supports for “Europe in the Second Half of the Twentieth Century”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “The Cold War,” page 160

**Scaffold understanding as follows:**

**Read the section on page 160 aloud.**

**SUPPORT**—Help students understand the term *cold war*. Explain that in a “hot” or “regular” war, countries fight each other directly. Their militaries engage in battle against each other. In a cold war, countries do not fight each other directly. Instead, they compete for power and influence. Sometimes, they support opposite sides in another country’s war. This happened in the Korean War, when the Soviet Union supported North Korea and the United States supported South Korea.

**After reading the text, ask the following question:**

**LITERAL**—What two ideas were in conflict during the Cold War?

- » During the Cold War, the ideas of democratic capitalism and authoritarian communism were in conflict.

### “The Iron Curtain Descends” and “What Is an Iron Curtain?” pages 162–165

**Scaffold understanding as follows:**

**Invite volunteers to read the section and sidebar on pages 162–165 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *gross domestic product*, and explain its meaning. Explain that gross domestic product is sometimes referred to as GDP.

**SUPPORT**—Point out the word *liberal* in the first column on page 163. Students may have heard the word *liberal* in news reports or conversations about American politics. Explain that the word *liberal* as it is used here refers to the belief that government should protect its citizens’ political and civil liberties. In the United States, people often use the word *liberal* to mean something different, usually a belief that the government should help eliminate inequalities based on race, gender, or class.

**SUPPORT**—Developed by U.S. president Truman’s administration and made public in a speech by U.S. secretary of state George Marshall in 1948, the Marshall Plan offered \$15 billion in financial aid to the war-torn countries of Europe to help them rebuild. With money from the Marshall Plan, Great Britain, France, Belgium, Luxembourg, West Germany, and other countries in western Europe were able to rapidly rebuild. The Marshall Plan required that the money be spent in the United States, and the many orders placed by European countries provided money to American businesses and jobs for American workers.

**SUPPORT**—The Marshall Plan was originally intended to offer aid to any European nation that wanted it, not just western Europe. In fact, aid was offered to countries under Soviet occupation, but the Soviet Union refused to take it.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What did the Soviet Union do to protect itself after World War II?

- » To protect itself, the Soviet Union installed communist governments in some eastern European countries and absorbed others into its own borders.

**EVALUATIVE**—Why did Western nations fear the Soviet Union?

- » Western nations feared that the Soviet Union would promote communist revolutions in Western countries.

**LITERAL**—What was the iron curtain?

- » The iron curtain was the symbolic divide between democratic western Europe and communist eastern Europe during the Cold War.

### **“The Atomic Age in Divided Europe,” pages 165–169**

**Scaffold understanding as follows:**

**Have students read the section on pages 165–169 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *nonalignment*, and explain its meaning.

**SUPPORT**—Explain that the competition between the superpowers to develop nuclear weapons is called the arms race.

**SUPPORT**—Explain that one of the main principles of deterrence was “mutually assured destruction,” the idea that a nuclear attack by one superpower would lead to a counterattack by the other superpower and as a result, both nations would be wiped out.



**WINDOW ON THE WORLD** Explain that the Warsaw Pact no longer exists but that NATO does. In 2022, two European nations applied to join NATO. Which nations were they? (*Finland and Sweden*)

**After students read the text, ask the following questions:**

**LITERAL**—What was the Berlin airlift?

- » The Berlin airlift was a response to a Soviet blockade of West Berlin in which Western nations flew food and supplies into Berlin.

**LITERAL**—What two alliances shaped Europe during the Cold War?

- » NATO and the Warsaw Pact shaped Europe during the Cold War.

**LITERAL**—What was de-Stalinization?

- » De-Stalinization was Khrushchev’s policies that denounced Stalin’s rule and freed Stalin’s political prisoners.

**EVALUATIVE**—Why did the East German government build the Berlin Wall?

- » The East German government built the Berlin Wall to stop people from fleeing from East Berlin to West Berlin.

### “Struggles, Protests, and Terrorism,” pages 169–172

**Scaffold understanding as follows:**

**Have students read the section on pages 169–172 with a partner.**

**SUPPORT**—Note that the word *welfare* is used differently in the United States than it is in the term *welfare state*. In the United States, *welfare* has a derogatory connotation, and there is resistance to the government providing the services of a welfare state. The word *welfare* does not have that negative connotation in Europe, where it is generally accepted that the government has a responsibility to provide basic services, such as access to health care.

**SUPPORT**—Students may not be familiar with the word *pension*. Explain that a pension is money that is paid to a worker after they retire. In the United States, workers pay into pension plans while they are employed and then take distributions from those accounts after they retire.

**Note to Teacher:** *Dubček* is pronounced (/doob\*check/).

**After students read the text, ask the following questions:**

**LITERAL**—What does it mean to live in a welfare state?

- » Living in a welfare state means that the government provides benefits such as a free university education, free health care, and generous pensions.

**LITERAL**—What was the Prague Spring?

- » The Prague Spring was the uprising of Czechoslovakians against the communist dictatorship. In response, Czech leader Alexander Dubček proposed democratic reforms. Soviet leaders saw this as a threat, and the Soviet military invaded Czechoslovakia and put down the uprising.

**LITERAL**—What were the Troubles?

- » The Troubles were a thirty-year conflict between unionists and republicans in Northern Ireland.

### “The Soviet Union Collapses,” pages 172–176

**Scaffold understanding as follows:**

**Read the section on pages 172–176 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *black market*, and explain its meaning.

**SUPPORT**—Note the word *stagnation* in the third paragraph of the section. Explain that *stagnation* means lack of movement. An economy in stagnation is not growing or going anywhere.

**SUPPORT**—Direct students to the timeline on page 174. Ask: How long did the Troubles in Ireland last? (*thirty years*) The Berlin Wall was built in 1961. When was it taken down? (*1989*) How long did it stand? (*twenty-eight years*)

**SUPPORT**—Explain that Gorbachev's economic reforms were called *perestroika*, which means reconstruction.

**Note to Teacher:** *Lech Wałęsa* is pronounced (/lek/va\*len\*sa/).

**SUPPORT**—Explain that while Germany reunited after the fall of communism, Czechoslovakia split up. It became two countries: the Czech Republic, or Czechia, and Slovakia.

**After reading the text, ask the following questions:**

**EVALUATIVE**—Why did the Soviet economy experience stagnation?

- » The Soviet economy experienced stagnation because the Soviet Union had problems producing consumer goods and because Soviet leader Leonid Brezhnev cared more about winning the Cold War and holding the communist bloc together, which meant using the Soviet military and providing military aid to other nations.

**INFERENTIAL**—Why do you think the Soviet invasion of Afghanistan was a breaking point for the Soviet Union?

- » Possible response: The Soviet invasion of Afghanistan was a breaking point because of the lives and money that it cost without achieving any real victory.

**EVALUATIVE**—How did Gorbachev's policies lead to the fall of communism?

- » Gorbachev's policy of *glasnost* (openness) and his refusal to force other nations to comply with Soviet policies meant that other nations were free to make their own decisions, and they decided to abandon communism. Within the Soviet Union, Gorbachev's policies led to an attempted coup, which led to free elections and the breakup of the Soviet Union.

### **"The Breakup of Yugoslavia," page 177**

**Scaffold understanding as follows:**

**Have students read the section on page 177 independently.**

**SUPPORT**—Explain that the Bosnian War included a Serbian campaign of ethnic cleansing against Bosnian Muslims. Bosnian Muslims were rounded up and placed in concentration camps. They were also the targets of violence and murder.

**After students read the text, ask the following question:**

**LITERAL**—What happened after the regions of Yugoslavia declared independence?

- » After the regions of Yugoslavia declared independence, there was conflict among the different ethnic groups that lived there.

## **“Toward a United Europe,” pages 177–179**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 177–179 aloud.**

**SUPPORT**—The United Kingdom was a founding member of the European Union but left the EU in January 2020.



**TALK IT OVER** Have students imagine that they represent one of the European nations outside the eurozone. What would be the benefits of joining the EU? What would be the challenges or drawbacks? Organize a class debate about whether your nation should apply to join the EU.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What was the purpose of the European Economic Community (EEC)?

- » The purpose of the EEC was to eliminate barriers to trade with other member nations and to negotiate with external trade partners as one group.

**LITERAL**—How did the European Union (EU) further unify Europe?

- » The EU further unified Europe by creating a European currency (the euro) and by allowing travel to other member nations without a visa.



**LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



## **“CHECK FOR UNDERSTANDING” 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question: “How did the Cold War shape and reshape European politics?”
  - » Key points students should cite include: the iron curtain and the division of Europe between Western democracies and Eastern communist nations; the development of NATO and the Warsaw Pact; the Soviet use of force to quash uprisings in Hungary and Czechoslovakia; the fall of communism and the breakup of the Soviet Union; and the move toward European unity and growth of the EU.
- Choose one of the Core Vocabulary words (*gross domestic product*, *nonalignment*, or *black market*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## **Additional Activities**

Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# Africa and the Middle East in the Second Half of the Twentieth Century

**The Big Question:** In what ways did the end of the colonial era affect Africa and the Middle East?

### Primary Focus Objectives

- ✓ Describe the end of colonial rule in Africa. (RI.7.2, RH.6-8.2)
- ✓ Explain the system of apartheid in South Africa. (RI.7.2, RH.6-8.2)
- ✓ Describe the conflicts that shaped the Middle East. (RI.7.2, RH.6-8.2)
- ✓ Explain the role of terrorism in creating international conflicts. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *apartheid*, *sanction*, *Zionism*, *fundamentalist*, *theocracy*, and *terrorist*. (L.7.4, RH.6-8.4)

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About Africa and the Middle East in the Second Half of the Twentieth Century”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

- world map or globe

### Core Vocabulary (Student Volume page numbers listed below)

**apartheid, n.** the South African policy of segregation and discrimination on the basis of race (190)

*Example:* The system of apartheid strictly limited where Black South Africans could live, where they could go, and what they could do.

**sanction, n.** a penalty for disobeying a rule (191)

*Example:* The league placed sanctions on the basketball team after the team was caught cheating.

*Variations:* sanctions, sanction (v.)

**Zionism, n.** the movement to establish and develop a Jewish nation in the land of Palestine (193)

*Example:* Many people saw Zionism as a way of giving Jewish people a safe place to go when they faced violence and discrimination in other countries.

*Variations:* Zionist (n.), Zionist (adj.)

**fundamentalist, n.** a person who adheres strictly and literally to a set of basic principles, such as religious principles (199)

*Example:* Fundamentalists often interpret the words of their holy books literally instead of symbolically.

*Variations:* fundamentalists, fundamentalist (adj.), fundamentalism (n.)

**theocracy, n.** a system of government by religious leaders (200)

*Example:* In 1979, religious leaders took control of Iran and replaced the monarchy with a theocracy.

*Variations:* theocracies, theocrat (n.), theocratic (adj.)

**terrorist, n.** a person who uses violence against civilians to achieve political goals (201)

*Example:* The terrorist planned to use a bomb to protest the new law.

*Variations:* terrorists, terrorism (n.)

## THE CORE LESSON 35 MIN

### Introduce “Africa and the Middle East in the Second Half of the Twentieth Century”

5 MIN

Remind students what they read in the previous chapters about Europe, East Asia, and Southeast Asia in the second half of the twentieth century. Remind students that World War II left Europe devastated. In addition to physical damage, European nations also experienced human and financial losses. Maintaining colonial empires was no longer a realistic expectation. But European nations were not sure when or how to grant independence to their colonies. In this chapter, students will read how this dilemma affected nations in Africa and Southwest Asia.

Call students’ attention to the Big Question. Tell students to look for details about the consequences and legacy of colonialism.

### Guided Reading Supports for “Africa and the Middle East in the Second Half of the Twentieth Century”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “The Postcolonial World,” pages 180–181

**Scaffold understanding as follows:**

**Read the section on pages 180–181 aloud.**

**SUPPORT**—Point out the prefix *post-* in the section title. Explain that *post-* means after. Invite volunteers to use this information to define *postcolonial*.

**After reading the text, ask the following question:**

**LITERAL**—What challenges did postcolonial countries and people face?

- » Postcolonial countries and people faced challenges such as unequal distribution of wealth; racial, religious, and ethnic divisions; and interference from other nations.

### **“Colonized Africa” and “Valuable Resources,” pages 181–183**

**Scaffold understanding as follows:**

**Invite volunteers to read the section and sidebar on pages 181–183 aloud.**

**SUPPORT**—Note the description of settler colonies. Explain that different settler colonies attracted different numbers of white settlers. South Africa, for example, had a larger white population than Kenya. In 1900, South Africa had a white population of approximately one million, while Kenya’s white population numbered in the thousands.

**After the volunteers read the text, ask the following questions:**

**EVALUATIVE**—How were direct rule and indirect rule different?

- » Direct rule meant that colonial powers ruled the colony themselves. Indirect rule meant colonial powers ruled through local leaders.

**LITERAL**—How did colonial powers transform their colonies?

- » Colonial powers transformed their colonies by building infrastructure such as roads and railroads, building schools that provided European-style education, and instituting European-style laws and government systems.

**EVALUATIVE**—Why did Europeans want to establish empires in Africa?

- » Europeans wanted to establish empires in Africa because they wanted control of Africa’s natural resources.

### **“Colonialism Ends,” pages 183–186**

**Scaffold understanding as follows:**

**Have students read the section on pages 183–186 independently.**

**SUPPORT**—In the paragraph about the Gold Coast, point out the names Marcus Garvey, Karl Marx, and Vladimir Lenin. Explain that Marcus Garvey was a Black American who was a founder of the Pan-African movement in the United States. He believed Black Americans should leave the United States and return to Africa. Karl Marx was one of the men who created the idea of communism. Students may recall reading about Vladimir Lenin in Chapter 5, when they learned about the Russian Revolution. Lenin was the leader of the Bolsheviks, communist revolutionaries who overthrew Russia’s democratic provisional government and established the totalitarian socialist (communist) Soviet Union.

**After students read the text, ask the following questions:**

**EVALUATIVE**—How did World War II help lead to the end of colonial rule in Africa?

- » Many Africans fought in the war for their colonial powers. France even promised greater independence in exchange for the service of African troops. African veterans who returned home used their skills to fight for independence and called on Europeans to honor the values they had fought for—freedom, self-determination, and democracy. Also, the war left European nations financially unable to maintain their empires.

**LITERAL**—How did Algeria win its independence?

- » Algeria won its independence by fighting an eight-year war of independence.

**LITERAL**—How did Kenya win its independence?

- » Kenya won its independence after a violent rebellion by people that the British called the Mau Mau.

**LITERAL**—How did the Gold Coast become the independent nation of Ghana?

- » The Gold Coast became Ghana after Kwame Nkrumah and his CPP were elected to power.

**LITERAL**—What was the French Community?

- » The French Community was an organization created by France to give its former colonies more autonomy while maintaining French control of resources and foreign policy.

## **“Struggles and Civil Wars,” pages 187–189**

**Scaffold understanding as follows:**

**Have students read the section on pages 187–189 with a partner.**



**SUPPORT**—Direct students to the map on page 187. Have them locate the following countries: Cameroon, Algeria, Kenya, Ghana, and Guinea. Note that the area labeled Saharan Départements (Departments) on the map is part of Algeria today.

**SUPPORT**—Remind students that they read about Ghana in the previous section. It was once named the Gold Coast and became independent after the election of Kwame Nkrumah and the CPP.

**After students read the text, ask the following questions:**

**LITERAL**—Who was Muammar al-Qaddafi?

- » Muammar al-Qaddafi was a military officer who ruled Libya as a dictator. He reportedly supported terrorism, and he invaded Libya’s neighbors. He was eventually overthrown and killed.

**LITERAL**—What happened in Rwanda in 1994?

- » In 1994, Rwanda experienced a genocide in which the Hutu tried to wipe out the country’s Tutsi minority.

**EVALUATIVE**—How did events in Ghana differ from events in the DRC?

- » Ghana experienced a more peaceful transition of power than the DRC. In the DRC, the removal of dictator Mobutu Sese Seko led to rebellion, civil war, and millions of deaths. In Ghana, when Jerry Rawlings stepped down, the country held free and fair elections and avoided violent conflict.

## “South Africa,” pages 190–192

**Scaffold understanding as follows:**

**Read the section on pages 190–192 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *apartheid* and *sanction*, and explain their meanings.

**Note to Teacher:** *Apartheid* can be pronounced (/uh\*part\*hate/) or (/uh\*par\*tide/).

**SUPPORT**—Explain that under apartheid, 80 percent of South Africa’s land was set aside for the white population. That means that 80 percent of South Africa’s land was reserved for less than 20 percent of its people. The rest of the population—Black South Africans, Asian South Africans, and people of mixed race—who made up the majority had to live on the remaining 20 percent of the land.

**SUPPORT**—Students may be familiar with passports, identification booklets that are required by all countries to travel internationally. Explain that the passbooks that Black South Africans were required to have under apartheid were not for international travel but for existing and traveling within South Africa.

**SUPPORT**—Explain that the ANC was not the only Black South African organization that fought apartheid. Another well-known group was the Black Consciousness movement, led by Steve Biko. The Black Consciousness movement helped organize the protests in Soweto in 1976. Biko was murdered in police custody in 1977.



**WINDOW ON THE WORLD** Point out the name *Soweto* in the text. Tell students that Soweto is a shortened version of the place’s name. Challenge them to find out what Soweto stands for and where it is located. (*Soweto is an abbreviation of Southwest Township, the name of a Black South African settlement in Johannesburg.*)

**SUPPORT**—Introduce students to Wangari Maathai. Maathai was the first woman in East and Central Africa to earn a doctorate degree and the first African woman to win the Nobel Peace Prize. But she is best known for her environmental work. She founded the Green Belt Movement, an organization that works with women’s groups in Kenya to plant trees and fight deforestation. Maathai believed that protecting the environment was essential for addressing poverty, and she structured her program to help pull women out of poverty. Maathai died in 2011, but her Green Belt Movement lives on. Since its founding in 1977, the movement has planted fifty-one million trees in Kenya, and more than thirty thousand women have been trained in forestry, beekeeping, and other occupational trades.

**After reading the text, ask the following questions:**

**LITERAL**—What were some of the rules of apartheid?

- » Under apartheid, white people and non-white people had to live in separate areas and use different public facilities. Interracial marriage was prohibited, and Black people were required to have passes in order to travel anywhere in the country.

**LITERAL**—What was the ANC?

- » The ANC was the African National Congress, an organization that fought apartheid.

**EVALUATIVE**—Why have many Black South Africans struggled since the end of apartheid?

- » Many Black South Africans have struggled since the end of apartheid because there is still a large wealth gap between white and Black South Africans and because Black South Africans were not afforded the education and work opportunities needed to better their lives.

### **“The Middle East,” page 193**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on page 193 aloud.**



**SUPPORT**—Use the description in the text to point out the region of the Middle East on the world map or globe. Remind students that the Middle East is also known as Southwest Asia.

**After the volunteers read the text, ask the following question:**

**EVALUATIVE**—Why is the Middle East important to the world economy?

- » The Middle East is important to the world economy because of the oil resources it possesses.

### **“Israel and Regional Conflicts,” pages 193–196**

**Scaffold understanding as follows:**

**Have students read the section on pages 193–196 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *Zionism*, and explain its meaning.



**SUPPORT**—Direct students to the maps on page 195. Have them find the map titled “After the 1967 War.” Explain that all of the territory shown in color on that map belonged to Israel. The olive-shaded territory is Israel itself. The green areas are the Palestinian (Golan Heights, West Bank, Gaza) and Egyptian (Sinai) territories it seized during the Six-Day War.

**SUPPORT**—Explain that the PLO was absorbed into the Palestinian National Authority when it was formed, the former having won the first Palestinian elections. But not all Palestinians agreed with the PLO majority. This led to the formation of Hamas, a more militant Palestinian organization that continues to launch attacks against Israel today.

**SUPPORT**—Explain that one of the sources of ongoing conflict between Israel and the Palestinians is the building of settlements by Israelis in Palestinian territory, especially in the West Bank. These settlements are often encouraged by the Israeli government and protected by the Israeli army. Palestinians see these settlements as violations of their sovereignty, and protests against them have often led to violence between Palestinians and the Israeli military.



**TALK IT OVER** Have students list the points of conflict between Israel and the Palestinians and the attempts at peace between the two groups. Then organize a class discussion or debate around the question “Is peace between Israel and the Palestinians possible?” Encourage students to refer to their lists and incorporate their prior learning in the discussion.

**SUPPORT**—Direct students to the timeline on page 197. Remind students that apartheid began in South Africa in 1948. What else happened that year? (*Israel was established.*) How long after the establishment of Israel were the Camp David Accords signed? (*thirty-one years*)

**After students read the text, ask the following questions:**

**EVALUATIVE**—How did the division of Palestine lead to conflict between Israel and the Arab population?

- » The division of Palestine led to conflict because it caused disputes over control of Jerusalem and over Palestinian land seized by Israel in its war for independence.

**LITERAL**—What was the PLO?

- » The PLO was the Palestinian Liberation Organization. Led by Yasser Arafat, the PLO carried out attacks against the Israeli military and Israeli citizens until it signed the Oslo Peace Accords with Israel.

**LITERAL**—What were the intifadas?

- » The intifadas were protests and riots by Palestinians who wanted to end Israeli occupation of the West Bank and Gaza.

## **“Egypt,” pages 196–198**

**Scaffold understanding as follows:**

**Have students read the section on pages 196–198 with a partner.**

**SUPPORT**—Explain that the Suez Canal was originally built by a French company in the 1860s. By the 1950s, it was controlled by combined French and British interests.

**SUPPORT**—Explain that the United States (and the United Kingdom) backed out of funding the Aswan High Dam because of Egypt’s growing relationship with the Soviet Union.

**SUPPORT**—Explain that the Camp David Accords in 1978 led to a peace treaty between Israel and Egypt the following year.

**SUPPORT**—Students will read more about the Arab Spring, during which both Mubarak and Qaddafi were toppled, in Chapter 11.

**After students read the text, ask the following questions:**

**LITERAL**—What happened in Egypt in 1956?

- » In 1956, the Egyptian government took control of the Suez Canal, which provoked an international crisis.

**EVALUATIVE**—How did Anwar al-Sadat change Egypt’s foreign policy?

- » Sadat changed Egypt’s foreign policy by pursuing friendlier relations with Israel and the West, including signing the Camp David Accords with Israel.

**EVALUATIVE**—How did Mubarak resemble both Nasser and Sadat?

- » Mubarak resembled Nasser because he ruled as an authoritarian. He resembled Sadat because he pursued a close relationship with the West.

### **“Revolution in Iran,” pages 199–200**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 199–200 aloud.**

**SUPPORT**—Explain that to nationalize something is to place it under government control. When Gamal Abdel Nasser seized the Suez Canal, he was nationalizing it. When Mohammad Mosaddegh nationalized Iran’s oil industry, he was placing the oil industry under the control of Iran’s government instead of private companies.

**CORE VOCABULARY**—Point out the vocabulary terms *fundamentalist* and *theocracy*, and explain their meanings.

**SUPPORT**—Explain that one of the reasons that student revolutionaries stormed the U.S. embassy and took hostages was because they were angry that the United States agreed to let the shah seek medical treatment in the United States.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—Why was the shah unpopular?

- » The shah was unpopular because he was a brutal ruler who suppressed dissent. His government was corrupt, and some Iranians disliked the shah’s embracing of the West and Western ideas.

**LITERAL**—How did the Ayatollah Khomeini change Iran? What stayed the same?

- » The Ayatollah Khomeini changed Iran by replacing the monarchy with a theocracy. The new government still suppressed dissent.

### **“Conflicts in the Persian Gulf,” pages 200–201**

**Scaffold understanding as follows:**

**Read the section on pages 200–201 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *terrorist*, and explain its meaning.

**SUPPORT**—Explain that the Iranian Revolution and the political unrest that it created contributed to Saddam Hussein’s decision to invade Iran. He thought he could take advantage of the situation to seize control of the oil fields in western Iran.

**SUPPORT**—Explain that the United States did not act alone when it invaded Afghanistan and removed the Taliban from power. The invasion was a NATO operation, led by the United States. Review what students read about NATO in Chapter 8.

**SUPPORT**—Point out that the war in Afghanistan lasted twenty years, making it the longest war in U.S. history. The war in Vietnam is the second longest, by five months. Each of these wars was longer than World War I, World War II, and the Korean War combined.

**SUPPORT**—Students who completed CKHG World History Volume 1 may recall learning about Sunnis and Shiites in their study of Islamic empires. Explain that there are different kinds or branches of Islam, just like there are different kinds or branches of Christianity and Judaism. Sunni and Shia are two of those branches of Islam.

**After reading the text, ask the following questions:**

**LITERAL**—What were the cause and outcome of the 1991 Persian Gulf War?


- » The cause of the Persian Gulf War was Iraq's invasion and annexation of Kuwait. The outcome was the expulsion of Iraqi forces from Kuwait by an international force.

**LITERAL**—How did terrorist attacks lead to war in Afghanistan?

- » Terrorist attacks by al-Qaeda on September 11, 2001, led to a U.S. invasion of Afghanistan, where al-Qaeda was headquartered and under Taliban protection.

**LITERAL**—What happened after the United States invaded Iraq in 2003?

- » After the United States invaded Iraq in 2003, Saddam Hussein was removed from power, tried for war crimes, and executed. Iraq then fell into a civil war between different groups. U.S. troops left Iraq in 2011, and Iraq is still struggling to find stability.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



**"CHECK FOR UNDERSTANDING" 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question: "In what ways did the end of the colonial era affect Africa and the Middle East?"
  - » Key points students should cite include: the racial, ethnic, and religious divisions in newly independent countries; the challenge of deciding what to do with colonial laws and institutions; economic inequalities created by colonial policies; the continued reliance on the sale of resources as the basis for African economies; the rise of dictators in some African and Middle Eastern nations; continued Western involvement in African and Middle Eastern economies, especially in countries such as Iran that had oil resources; and the drawing of borders in ways that created competition for land, such as the division of Palestine.

- Choose two of the Core Vocabulary words (*apartheid, sanction, Zionism, fundamentalist, theocracy, or terrorist*) and write a sentence using the words.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

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Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

**[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)**

# Latin America in the Second Half of the Twentieth Century

**The Big Question:** How did Latin American leaders connect with the people of their nations?

### Primary Focus Objectives

- ✓ Explain the role of revolutionary movements in Latin America in the twentieth century. (RI.7.2, RH.6-8.2)
- ✓ Describe the rise of military dictatorships in Latin America in the twentieth century. (RI.7.2, RH.6-8.2)
- ✓ Describe the involvement of the United States in Latin America in the twentieth century. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *populist*, *leftist*, *immunity*, and *dissident*. (L.7.4, RH.6-8.4)

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About Latin America in the Second Half of the Twentieth Century”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

- world map or globe

### Core Vocabulary (Student Volume page numbers listed below)

**populist, adj.** relating to the support for policies that benefit the working class (202)

*Example:* The populist leader promised higher wages and lower prices.

*Variations:* populist (n.), populism (n.)

**leftist, adj.** relating to having left-wing political views (212)

*Example:* The leftist student believed that state taxes should be raised to pay for health care.

*Variations:* leftist (n.), leftism (n.)

**immunity, n.** exemption from criminal prosecution (215)

*Example:* The suspect was given immunity in exchange for his testimony and was not prosecuted for his involvement in the crime.

**dissident, n.** a person who opposes the official views of a regime (219)

*Example:* The dissident was arrested for publicly protesting the new law.


*Variations:* dissidents, dissident (adj.)

## THE CORE LESSON 35 MIN

### Introduce “Latin America in the Second Half of the Twentieth Century”

5 MIN

Remind students what they read in the previous chapter about Africa and the Middle East in the second half of the twentieth century. Remind students that it was in the mid-1900s that most African nations gained their independence and the nation of Israel was formed. The latter led to regional conflict that continues today.

 On the world map or globe, point out the Americas—North, Central, and South. Explain that the region from Mexico to the southern tip of South America is called Latin America. The name comes from the colonization of the region by the Spanish, French, and Portuguese, whose languages derived from Latin—the language of ancient Rome. Remind students that most of Latin America had won its independence in the 1800s. In the 1900s, the nations of Latin America were finding their own way and trying to balance their independence with the regional involvement of the United States.

Call students’ attention to the Big Question. Tell students to look for details about the personalities and policies of Latin American leaders.

### Guided Reading Supports for “Latin America in the Second Half of the Twentieth Century”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “Latin America,” page 202

**Scaffold understanding as follows:**

**Read the section on page 202 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *populist*, and explain its meaning.

**SUPPORT**—Explain that the word *populist* comes from the root word *populus*, which means the people. Challenge students to name another word that comes from the same root.  
(Possible responses: popular, population)

**After reading the text, ask the following question:**

**LITERAL**—How did Latin American nations change in the second half of the twentieth century?

» Latin American nations went from having military dictatorships to being democracies in the second half of the twentieth century.

## **"Mexico and Central America," page 203**

**Scaffold understanding as follows:**

**Read the section on page 203 aloud.**

**SUPPORT**—Explain that in addition to agricultural exports, tourism also plays an important role in the economies of many Central American and Caribbean countries.

**SUPPORT**—Explain that not all of Latin America was part of the Spanish Empire. Portugal, Britain, France, and the Netherlands also had colonies in the region.

**After reading the text, ask the following questions:**

**LITERAL**—What do the economies of Central American countries rely on?

- » The economies of Central American countries largely rely on agricultural exports.

**LITERAL**—What international challenge did Central America and the Caribbean face in the early part of the twentieth century?

- » In the early part of the twentieth century, Central America and the Caribbean had to face the involvement of the United States in their commerce and governance.

## **"Mexico" and "Frida Kahlo," pages 203–205**

**Scaffold understanding as follows:**

**Invite volunteers to read the section and sidebar on pages 203–205 aloud.**

**SUPPORT**—Explain to students that Cárdenas became president in 1934, seventeen years after the writing of Mexico's constitution. That's how long it took for the ideas of the Mexican Revolution to be implemented.

**SUPPORT**—Explain that Mexico is also an important trade partner for the United States. In 1993, Mexico signed a trade agreement called NAFTA with the United States and Canada. The agreement was meant to reduce trade barriers among the three North American nations. Students will read more about NAFTA at the end of the chapter.

**SUPPORT**—Students may not be familiar with the word *trolley*. Explain that a trolley is a form of public transportation that is like a cross between a bus and a single-car passenger train. It is sometimes called a streetcar or a cable car.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—Lázaro Cárdenas was the first Mexican president to do what?

- » Cárdenas was the first Mexican president to implement the economic and social reforms outlined in the 1917 constitution.

**LITERAL**—What political party dominated Mexican politics in the latter half of the twentieth century?

- » The Institutional Party of the Revolution (PRI) dominated Mexican politics in the latter half of the twentieth century.

## "Guatemala," pages 205–207

**Scaffold understanding as follows:**

**Have students read the section on pages 205–207 independently.**

**SUPPORT**—Remind students of what they read about U.S. foreign policy in Chapter 7, specifically the domino theory. Explain that fears about the spread of communism were not limited to East and Southeast Asia. The United States also feared the spread of communism in the Americas. It used that fear to justify its involvement in Guatemala and other Latin American countries in the second half of the twentieth century.

**SUPPORT**—Explain that “Che” is a nickname. In Argentine Spanish, *che* is a common word used as an interjection like “hey,” as a meaningless filler like “so,” or to refer to someone as a friend like “buddy.” Ernesto Guevara’s use of this word stuck out to the Cubans and Guatemalans he met, so they used it as a nickname for him.

**After students read the text, ask the following questions:**

**EVALUATIVE**—Why did the United States support a coup in Guatemala?

- » The United States supported a coup in Guatemala because it was alarmed by the redistribution of land, which it believed would be used by communists to reorganize the population.

**LITERAL**—Who was Che Guevara?

- » Che Guevara was an Argentine physician who became a revolutionary and helped lead the Cuban Revolution.

**LITERAL**—What happened in Guatemala after Armas was assassinated?

- » After Armas was assassinated, Guatemala was ruled by military governments and fought a thirty-six-year civil war.

## "Panama," page 207

**Scaffold understanding as follows:**

**Have students read the sidebar on page 207 with a partner.**



**WINDOW ON THE WORLD** Explain that before 1903, Panama was not an independent country. The United States helped Panama win its independence in exchange for the rights to build the Panama Canal. What country did Panama win its independence from? (*Colombia*)

**After students read the text, ask the following question:**

**LITERAL**—What did Presidents Carter and Bush do in regard to Panama?

- » President Carter gave Panama control of the Canal Zone, and President Bush had the United States help overthrow dictator Manuel Noriega.

## **“Nicaragua,” pages 207–208**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 207–208 aloud.**

**SUPPORT**—Explain that Violeta Chamorro was the first woman to serve as Nicaragua’s president. As of 2022, she is also the only woman to have held that position.

**SUPPORT**—Remind students that Marxists support communism. The term comes from the name Karl Marx, one of the two men credited with inventing the idea of communism.

**SUPPORT**—Students may be used to presidents serving terms of office that are only a few years long and having limits on the number of terms they can serve, as is done in the United States. Explain that this is not the way it works in every country that has a president. In Nicaragua, for example, Daniel Ortega served as president from 1979 to 1990 the first time, and now in his second presidency, he has led since 2007.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—Who were the Contras?

- » The Contras were U.S.-supported rebels who fought against the Sandinista government.

**EVALUATIVE**—How has Daniel Ortega’s second presidency been different from his first?

- » In his second presidency, Daniel Ortega has implemented more conservative policies that are more like those of the government he overthrew in the 1970s than those of his first presidency.

## **“El Salvador,” pages 208–209**

**Scaffold understanding as follows:**

**Read the section on pages 208–209 aloud.**

**SUPPORT**—Point out the word *oligarchy* at the end of the first paragraph in the section. Students who completed CKHG World History Volume 1 may recall learning the word *oligarchy* in their study of ancient Greece. In ancient Greece, an oligarchy was a government controlled by a small group of people from aristocratic and wealthy nonaristocratic families. Explain that the meaning of the word has evolved over time. Now it refers to rule by any small, powerful group.

**SUPPORT**—Students may recall learning the word *guerrilla* in Chapter 4. Remind students that guerrillas fight in small groups and often use unconventional tactics, such as ambushes and sabotage. The word literally translates as little war in Spanish.

**SUPPORT**—Explain that the Catholic Church has since granted sainthood to Archbishop Óscar Romero. He is now known as Saint Óscar Romero.

**After reading the text, ask the following question:**

**LITERAL**—Who supported El Salvador’s government? Who supported anti-government rebels?

- » Landowners and the armed forces supported El Salvador's government. The Catholic Church and the peasantry supported the anti-government rebels.

### **"Brazil," pages 209–210**

**Scaffold understanding as follows:**

**Have students read the section on pages 209–210 independently.**



**SUPPORT**—Use the world map or globe to point out the location of Brazil. Note that students have concluded their reading about Mexico and Central America and will now read sections that focus on countries in South America.

**After students read the text, ask the following question:**

**EVALUATIVE**—Why did Brazilians tolerate the violence and authoritarianism of Vargas's regime?

- » Brazilians tolerated Vargas's regime because they cared more about the results he delivered, such as improvements to the educational system, social security laws, a minimum wage, and women's suffrage.

### **"Argentina," pages 210–212**

**Scaffold understanding as follows:**

**Have students read the section on pages 210–212 with a partner.**

**SUPPORT**—Note that Juan Perón was a populist. Remind students that populists support policies meant to help the working class or common people.

**After students read the text, ask the following questions:**

**EVALUATIVE**—How did Eva Perón become one of Latin America's most powerful female leaders?

- » Eva Perón used her skills as a radio performer to become a voice for change. She also helped women in Argentina get the vote and answered requests for help from ordinary Argentinians. She supported traditional gender roles while seeking changes that would help women.

**EVALUATIVE**—How did Juan Perón change Argentina's constitution?

- » Juan Perón changed the constitution so that it included a workers' bill of rights and restricted free speech.

### **"Columbia" and "Populists and Democracy," pages 212–213**

**Scaffold understanding as follows:**

**Read the section and sidebar on pages 212–213 aloud.**

**SUPPORT**—Direct students to the timeline on page 213. Ask: What happened the same year as the Bay of Pigs invasion? (*Construction of the Berlin Wall began.*) How long after the Cuban Revolution did the Sandinistas take control in Nicaragua? (*twenty years*)

**After reading the text, ask the following questions:**

**EVALUATIVE**—What led to the overthrow of Laureano Gómez?

- » Gómez was overthrown because he censored the press, restricted the courts, and persecuted Protestants.

**LITERAL**—How did FARC make money?

- » FARC made money through the illegal drug trade and kidnappings.

**LITERAL**—How did populists improve people's lives?

- » Populists improved people's lives by limiting the hours of the work week, providing social security, and increasing wages.

**EVALUATIVE**—In what ways were populist leaders antidemocratic?

- » Populist leaders were antidemocratic because they did not support democratic institutions. They controlled the press and wrote textbooks that supported their political and economic goals.

### **"South American Military Dictatorships," pages 213–216**

**Scaffold understanding as follows:**

**Have students read the section on pages 213–216 independently.**

**CORE VOCABULARY**—Point out the vocabulary terms *leftist* and *immunity*, and explain their meanings.

**After students read the text, ask the following questions:**

**EVALUATIVE**—What were the effects of the rise of military dictatorships in South America?

- » Effects of the rise of military dictatorships included attacks on democratic institutions, such as the banning of political parties, the shutting down of legislatures, and censorship of the press; reversal of populist policies; the banning of unions, strikes, and public demonstrations; seizure of educational systems and media; and the creation of special security forces to remove anyone who was seen as anti-government.

**LITERAL**—What was Chile like during the rule of Augusto Pinochet?

- » Under Pinochet's rule, Chile's universities were controlled by the military, school curricula were rewritten to be nationalist, the economy became the most privatized and unregulated in the world, the upper and middle classes grew bigger, and the lower-middle class and the poor suffered.

### **"Mothers of the Plaza de Mayo," page 216**

**Scaffold understanding as follows:**

**Read the sidebar on page 216 aloud.**

**After reading the text, ask the following question:**

**LITERAL**—What did the Mothers of the Plaza de Mayo do?

- » The Mothers of the Plaza de Mayo demonstrated in front of the Pink House, a government building, and demanded answers about what happened to their children who had disappeared.

### **“The Caribbean” and “Cuba,” pages 217–220**

**Scaffold understanding as follows:**

**Invite a volunteer to read the section “The Caribbean” on page 217 aloud.**



**SUPPORT**—Use the world map or globe to point out the Caribbean Sea.

**Have students read the section “Cuba” on pages 217–220 independently.**



**SUPPORT**—Use the world map or globe to point out the island of Cuba in the Caribbean Sea. Note its proximity to Florida. Cuba is ninety miles from Key West, the southernmost place in Florida.

**SUPPORT**—Explain that Fulgencio Batista came to power in a coup in 1952. In addition to having a close relationship with the United States, he was also antidemocratic and repressive. All of these factors contributed to his being overthrown in the Cuban Revolution.

**SUPPORT**—Explain that Fidel Castro started as a nationalist who wanted Cuba for Cubans and rejected the involvement of foreign powers in the economy. Cuba had been an informal colony of the United States ever since the Spanish-American War in 1898.

**CORE VOCABULARY**—Point out the vocabulary term *dissident*, and explain its meaning.

**SUPPORT**—Explain that Cuba’s dependence on the USSR was economic, not political. The Soviet Union did not really try to enter into the West the way that the United States feared it might. It was not politically interventionist in the Americas, as the United States was.



**TALK IT OVER** The United States has had an economic embargo on Cuba since the Cuban Revolution. That means it is illegal to buy anything from Cuba. The goal was to pressure Cuba to give up its revolutionary agenda and abandon communism. Organize a class discussion or debate around the question “Should the embargo against Cuba be lifted?”

**After students read the text, ask the following questions:**

**EVALUATIVE**—Why did people such as the Castro brothers oppose Fulgencio Batista?

- » People such as the Castro brothers opposed Batista because of his ties to organized crime and his close relationship with the United States.

**LITERAL**—What conflicts occurred between Cuba and the United States after the Cuban Revolution?

- » After the Cuban Revolution, the United States attempted an invasion of Cuba at the Bay of Pigs, and the two countries faced off in the Cuban missile crisis.


**LITERAL**—What was the relationship between Cuba and the Soviet Union?

- » Cuba was dependent on the Soviet Union the way it had once been dependent on the United States.

## **“Haiti and the Dominican Republic,” pages 220–221**

**Scaffold understanding as follows:**

**Have students read the section on pages 220–221 with a partner.**

 **SUPPORT**—Use the world map or globe to point out the island of Hispaniola and the way it is split between Haiti and the Dominican Republic. Remind students that they read about Haiti’s fight for independence in Chapter 4.

**SUPPORT**—Explain that one of the reasons Haiti was so poor was because France had extorted it for its independence, forcing Haiti to pay ninety million francs (roughly \$21 billion today) in order to be free. The Duvaliers continued the economic exploitation that Haitians had faced since independence.

**SUPPORT**—Explain that for more than thirty years—from 1930 until 1961—the Dominican Republic was ruled by a dictator named Rafael Trujillo. Nicknamed El Jefe (the Chief), Trujillo ruled as a dictator but improved the standard of living in his country. His repressive policies, however, created strong opposition. One such group was led by the Mirabal sisters, nicknamed Las Mariposas (the Butterflies). The deaths of three of the sisters galvanized the opposition and led to Trujillo’s assassination in 1961.

**After students read the text, ask the following questions:**

**EVALUATIVE**—What was one outcome of the Duvaliers’ rule of Haiti?

- » Haiti became the poorest nation in the Western Hemisphere.

**EVALUATIVE**—Why did the United States involve itself in the Dominican Republic?

- » The United States involved itself in the Dominican Republic in the early 1900s to put down uprisings and install leaders who were friendly to the United States. In the 1960s, the United States involved itself to end a civil war and, again, to install leaders who were friendly to the United States.

## **“End of the Cold War,” page 221**

**Scaffold understanding as follows:**

**Read the section on page 221 aloud.**

**SUPPORT**—Explain that the Zapatistas are named for Mexican revolutionary Emiliano Zapata, who fought for the rights and well-being of Indigenous and rural Mexicans. Students may recall learning about Zapata in Chapter 4.

**SUPPORT**—Explain that NAFTA had mixed consequences for Mexico. Many Mexicans found jobs in U.S. factories that were built along the U.S.-Mexico border, but Mexico’s agricultural industry suffered as farmworkers left to take factory jobs and sales of agricultural products dropped sharply due to an influx of cheaper U.S. goods.

**After reading the text, ask the following questions:**

**LITERAL**—What was NAFTA?

- » NAFTA was a free-trade agreement among Canada, Mexico, and the United States.

**LITERAL**—What changes occurred in Latin America after the Cold War?

- » After the Cold War, China became involved in Latin America, and Indigenous peoples organized for their rights.



**LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



### **“CHECK FOR UNDERSTANDING” 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question: “How did Latin American leaders connect with the people of their nations?”
  - » Key points students should cite include: in Mexico, Lázaro Cárdenas’s economic and social reforms, including land redistribution, and his economic populism and nationalization of railroads and the oil industry; land redistribution in Nicaragua by the Sandinistas; the removal of corrupt regimes; in Brazil, Getúlio Vargas’s education reforms, social security laws, minimum wage, and women’s suffrage; in Argentina, the Peróns’ empowerment of women, gift-giving to the needy, and creation of a workers’ bill of rights; populist reforms such as shortened work weeks and increased wages; efforts at reconciliation in Argentina and El Salvador; forgiveness for violence in previous administrations, such as Violeta Chamorro’s policy in Nicaragua; and standing up to U.S. interference in their countries.
- Choose one of the Core Vocabulary words (*populist*, *leftist*, *immunity*, or *dissident*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## **Additional Activities**

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Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# Challenges and Change in the Modern World

**The Big Question:** What are the challenges, changes, and successes that have shaped the world in the early twenty-first century?

### Primary Focus Objectives

- ✓ Explain globalization. (RI.7.2, RH.6-8.2)
- ✓ Identify challenges and conflicts that have shaped the early 2000s. (RI.7.2, RH.6-8.2)
- ✓ Describe the causes and consequences of climate change. (RI.7.2, RH.6-8.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *globalization* and *offshore*. (L.7.4, RH.6-8.4)

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About Challenges and Change in the Modern World”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

- world map or globe

### Core Vocabulary (Student Volume page numbers listed below)

**globalization, n.** the development of a worldwide economy that includes free trade and the use of inexpensive labor markets in other countries (224)

*Example:* As a result of globalization, Americans wear clothing made in China, Bangladesh, and other parts of the world.

*Variations:* globalize (v.), globalized (adj.)

**offshore, adj.** outside of the country (226)

*Example:* The company decided to save money by utilizing offshore labor.

## Introduce “Challenges and Change in the Modern World”

5 MIN

Remind students what they read in the previous chapters about the world at the end of the twentieth century. Ask students to identify themes and patterns from those chapters. (*Students may cite the independence of former European colonies, the spread of communism and the Cold War, civil wars and political revolutions, the growth of international cooperation, and free-trade movements.*)

Explain that in this chapter, students will see some of those patterns and themes continue into the twenty-first century. They will also learn about new challenges that developed during the early 2000s.

Call students’ attention to the Big Question. Tell students to look for details about challenges, changes, and successes.

## Guided Reading Supports for “Challenges and Change in the Modern World” 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “The Dawn of the Third Millennium,” pages 222–224

**Scaffold understanding as follows:**

**Read the section on pages 222–224 aloud.**

**SUPPORT**—Point out the word *millennium* in the section title. Explain that a millennium is a unit of time, like a century or a decade. A decade is ten years. A century is one hundred years. A millennium is one thousand years. The first millennium lasted from the year 1 CE to the year 1000 CE. The second millennium began in 1001 CE and ended in 2000 CE. The year 2001 CE marked the beginning of the third millennium and the beginning of the twenty-first century.

**After reading the text, ask the following question:**

**LITERAL**—What are some of the challenges that the world faces in the twenty-first century?

- » In the twenty-first century, the world faces the challenges of wealth inequality, wars, and climate change.

### “Globalization,” pages 224–229

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 224–229 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *globalization* and *offshore*, and explain their meanings.

**SUPPORT**—Make sure students understand that while *globalization* usually refers to economic interconnectedness, it also includes culture and politics. For example, in France, there was concern that the English language was taking over and endangering the French language. Laws were passed to protect the French language. Similarly, Indigenous cultures worry about preserving their own languages and traditions in the face of growing Westernization.

**SUPPORT**—Students may recall reading in Chapter 10 about China investing in Latin America. Explain that with its economic growth, China has begun investing not only in Latin America but in Africa, as well.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What is the World Trade Organization (WTO)?

- » The World Trade Organization is an international organization that sets standards for global trade and exchange, helps integrate world economies, and helps set rules for global trade.

**EVALUATIVE**—How has China's role changed in the world since the 1970s?

- » Since the 1970s, China has become a leading exporter and a powerhouse of global production.

**EVALUATIVE**—Why do businesses send jobs offshore?

- » Businesses send jobs offshore to reduce their labor and business costs.

### **"Population Challenges," pages 229–232**

**Scaffold understanding as follows:**

**Have students read the section on pages 229–232 with a partner.**

**SUPPORT**—Direct students to the graph on page 231. Point out the different parts of the graph: the title, the y-axis, and the x-axis. Walk students through how to read the graph, and then ask: Which continent showed the most absolute population growth since the mid-1900s? (*Asia*) Which showed the least amount of absolute growth? (*Oceania*) By roughly how much has the world population grown since the end of World War II in 1945? (*by roughly 5.5 billion people*)

**After students read the text, ask the following questions:**

**EVALUATIVE**—What factors contribute to population size?

- » Population size is influenced by birth rate, infant mortality, access to health care, and the participation of women in the workforce.

**EVALUATIVE**—What challenges does an aging population create?

- » An aging population puts pressure on health care and other support systems, as well as pensions and other retirement benefit programs.

### **"Migrating Populations," pages 232–233**

**Scaffold understanding as follows:**

**Have students read the section on pages 232–233 independently.**

**SUPPORT**—On the board or chart paper, list the reasons for migrating identified in the text: better jobs, better pay, fleeing conflict or disaster. Explain that these are pull and push factors. A push factor is a reason for leaving, such as war or natural disaster. Push factors can also include a bad economy or racial or religious discrimination. A pull factor is a reason

for choosing to move to a particular place, such as better job opportunities or better pay. Having family or friends in a country is another pull factor.

**SUPPORT**—Make sure students understand the difference between being a refugee and being an immigrant. An immigrant often (but not always) has time to plan their journey and assemble resources for that journey. Refugees have to flee quickly from dangerous situations. They often don't have time to plan or assemble resources.

**SUPPORT**—Students are likely familiar with the word *immigrant* in the second paragraph of the section but perhaps not with the word *emigrant*. Explain that an immigrant is someone who moves to a different country to live. An emigrant is someone who leaves a country to live somewhere else. An emigrant becomes an immigrant.

**After students read the text, ask the following questions:**

**EVALUATIVE**—What is the difference between being a refugee and being internally displaced?

- » A refugee is someone who leaves a country because of conflict or disaster. Someone who is internally displaced leaves their home because of conflict or disaster but stays within the same country.


**EVALUATIVE**—How do government policies limiting the number of migrants affect migrants?

- » Government policies limiting the number of migrants cause migrants to seek options outside legal channels, which are risky and often involve criminal groups.

## **“Conflict and Resolution,” pages 233–234**

**Scaffold understanding as follows:**

**Read the section on pages 233–234 aloud.**

 **SUPPORT**—Using the world map or globe, point out the locations of the regions that came into conflict with Russia: Chechnya, Georgia (South Ossetia), Crimea, Ukraine. Note that these regions were once controlled by Russia when they were part of the Soviet Union. For this reason, some people think that Russia's leader, Vladimir Putin, is trying to rebuild the Soviet Empire that Russia once controlled.

**SUPPORT**—Explain that Russia's interest in Ukraine did not end with the annexation of Crimea in 2014. In 2022, Russia invaded Ukraine again. It met more resistance from Ukrainians than it did in 2014, as well as from the international community. Many corporations ceased doing business in Russia in protest of the invasion, and a number of countries issued their own sanctions or embargoes. Many Ukrainians fled the fighting, creating a refugee crisis in other parts of eastern Europe.

**After reading the text, ask the following questions:**

**INFERENTIAL**—Since the end of the Cold War, what has been the global trend regarding nuclear weapons?

- » Since the end of the Cold War, the global trend has been to limit or reduce the number of nuclear weapons.

**EVALUATIVE**—What do the conflicts in Chechnya, South Ossetia, and Crimea have in common?

- » Russia won the conflicts in Chechnya, South Ossetia, and Crimea.

### **“Other Threats to World Peace,” pages 234–236**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 234–236 aloud.**

**SUPPORT**—Students may recall reading about the 9/11 attacks and the wars in Afghanistan and Iraq in Chapter 9.

**SUPPORT**—Explain that Syria is not the only country still fighting a civil war that began with the Arab Spring. Yemen and Libya are also embroiled in civil wars that began with the toppling of their leaders.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—According to the United States, what was the greatest threat to world peace in the twenty-first century?

- » According to the United States, terrorists were the greatest threat to world peace in the twenty-first century.

**LITERAL**—What was the Arab Spring? What were the outcomes?

- » The Arab Spring was a wave of protests and uprisings across North Africa and Southwest Asia in 2011. Many leaders were toppled, but the protests failed to install democracies. Some countries, such as Syria, continue to fight civil wars that began during the Arab Spring.

### **“Climate Change,” pages 236–238**

**Scaffold understanding as follows:**

**Have students read the section on pages 236–238 independently.**

**SUPPORT**—Make sure students understand the difference between weather and climate. Weather is what we experience in a place on a day-to-day basis. Climate refers to patterns of weather over time. Climate change means those long-established weather patterns are changing.

**SUPPORT**—Explain that humans have understood that the atmosphere dictates how warm Earth gets since at least the early 1800s and the work of French scientist Joseph Fourier. What scientists noticed in the late 1900s is the speed at which Earth is warming (i.e., it’s getting warmer faster than previously in history) and how that connects to human activity, especially the use of fossil fuels and the destruction of forests.

**SUPPORT**—Explain that rising temperatures not only change weather patterns but are also melting the planet’s ice caps and warming the oceans. Warming oceans harm sea life. Melting ice caps endanger species, such as polar bears, that call the ice home and raise sea levels, which endangers coastal and island communities around the world.



**WINDOW ON THE WORLD** Tell students that climate change is the biggest environmental challenge that we face but that it is not the only one. Have them research the Great Pacific Garbage Patch. What is it? Where did it come from? How is it affecting ocean life? What can be done about it?

**After students read the text, ask the following questions:**

**LITERAL**—What is the greenhouse effect?

- » The greenhouse effect refers to the trapping of Earth's heat by carbon dioxide and methane in the atmosphere.

**EVALUATIVE**—What factors or behaviors contribute to the greenhouse effect?

- » The use of fossil fuels, deforestation, and the increase in methane contribute to the greenhouse effect.

### **"Science, Technology, and Medicine," pages 238–239**

**Scaffold understanding as follows:**

**Read the section on pages 238–239 aloud.**

**SUPPORT**—Emphasize that eradicating malaria would be a monumental achievement. Malaria is a strong candidate for the deadliest disease in human history and may even be the world's largest single cause of death. In the twentieth century alone, between 150 million and 300 million people died from the disease. Today, about 40 percent of the world's population live in areas where malaria is transmitted, including sub-Saharan Africa, the Amazon basin in South America, and other tropical regions.

**After reading the text, ask the following questions:**

**LITERAL**—What advancements have been made in space exploration?

- » In space exploration, robots called rovers have been exploring Mars, and China has been exploring the moon, collecting samples of moon rocks and taking steps toward building a moon base. China also has plans to launch a space telescope and take samples from an asteroid.

**LITERAL**—What advancements have been made in medicine?

- » In medicine, vaccines have helped eradicate smallpox and rinderpest, and other diseases, such as polio and Guinea worm disease, are close to eradication. Treatment has also helped extend the lives of HIV patients, and medicine is close to developing an HIV vaccine.



**LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.



## **“CHECK FOR UNDERSTANDING” 10 MIN**

### **Ask students to:**

- Write a short answer to the Big Question: “What are the challenges, changes, and successes that have shaped the world in the early twenty-first century?”
  - » Key points students should cite include: changes and challenges include increasing economic globalization, global population growth, population aging, global migration, refugee crises, regional conflicts in Southwest Asia and the former Soviet Union, and climate change; successes include reduction of nuclear weapons stockpiles, exploration of Mars, and the eradication or near-eradication of deadly diseases such as smallpox and polio.
- Choose one of the Core Vocabulary words (*globalization* or *offshore*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

### **Additional Activities**

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Download the CKHG Online Resources for this volume, where the Additional Activities for this chapter may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

# Teacher Resources

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## Mid-Volume Assessment: *World History: Renaissance to Modern Day*

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**Write your answers on your own paper.**

**A. Write the letter that provides the best answer.**

1. What was one characteristic of the Renaissance?
  - a) the development of new Protestant churches
  - b) the introduction of machines as tools of production
  - c) renewed interest in the works of ancient Greece and Rome
  - d) growing interest in the use of science and reason to address social issues
2. What name is given to the religious changes initiated by Martin Luther?
  - a) the Reformation
  - b) the Enlightenment
  - c) the Scientific Revolution
  - d) the Industrial Revolution
3. Which European nation was the first to have success as European explorers?
  - a) Spain
  - b) Britain
  - c) France
  - d) Portugal
4. What name is given to the journey of enslaved Africans from Africa to the Americas?
  - a) the Middle Passage
  - b) the Triangular Trade
  - c) the Northwest Passage
  - d) the Columbian Exchange
5. Which of the following was developed by Isaac Newton?
  - a) heliocentric theory
  - b) the laws of motion
  - c) inductive reasoning
  - d) the compound microscope
6. Which Enlightenment thinker influenced the Declaration of Independence's claim that all people have the inalienable rights to life, liberty, and the pursuit of happiness?
  - a) Jean-Jacques Rousseau
  - b) Baron de Montesquieu
  - c) John Locke
  - d) Voltaire
7. What were two causes of the French Revolution?
  - a) slavery and foreign conquest
  - b) financial strain and social inequality
  - c) militarism and competition for colonies
  - d) industrialization and unequal distribution of wealth

8. Which invention of the Industrial Revolution powered factory machines, ships, and trains?
    - a) the tank
    - b) the cotton gin
    - c) the steam engine
    - d) the spinning jenny
  9. The British Raj was the British colonial government of which country?
    - a) India
    - b) Egypt
    - c) China
    - d) South Africa
  10. What event sparked the outbreak of World War I?
    - a) the opening of the Suez Canal
    - b) the discovery of gold in Boer territory
    - c) the seizure of the Congo by King Leopold
    - d) the assassination of Archduke Ferdinand
  11. How did European leaders initially respond to Hitler's violations of the Treaty of Versailles?
    - a) with a declaration of war
    - b) with a policy of appeasement
    - c) with the use of the atomic bomb
    - d) with the formation of the United Nations
  12. Which event brought the United States into World War II?
    - a) the bombing of Pearl Harbor
    - b) the sinking of the *Lusitania*
    - c) the Battle of Midway
    - d) the D-Day invasion
- B. Write the letter that provides the definition for each vocabulary word.**
- |                      |  |
|----------------------|--|
| 13. appeasement      | a) the middle class; wealthy townspeople   |
| 14. bourgeoisie      | b) a device that uses a magnetized pointer to show direction   |
| 15. circumnavigate   | c) the act of abolishing private ownership and reorganizing under government ownership                             |
| 16. collectivization | d) the practice of expanding a nation's power by conquering and controlling other parts of the world               |
| 17. compass          | e) the practice of meeting someone's demands in order to avoid trouble, especially when you do not agree with them |
| 18. imperialism      | f) to travel completely around something (such as Earth), especially by water                                      |
| 19. indulgence       | g) rights that all people are born with and that cannot be taken away by the government                            |
| 20. methodology      | h) money paid to compensate another person or country for harm caused to them                                      |
| 21. natural rights   | i) the removal or reduction of certain punishments for sin, linked to a special act of penance                     |
| 22. perspective      | j) a government in which people elect representatives to rule for them   |
| 23. reparations      | k) a set of rules and procedures for inquiry in a specific area of study   |
| 24. republic         | l) a technique used to make something that is flat appear to have depth, in addition to height and width           |

## End-of-Volume Assessment: *World History: Renaissance to Modern Day*

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**Write your answers on your own paper.**

**A. Write the letter that provides the best answer.**

1. Which movement began in the city-states of Italy?
  - a) the Renaissance
  - b) the Reformation
  - c) the Enlightenment
  - d) the Scientific Revolution
2. How did the Reformation begin?
  - a) John Calvin fled to Geneva, Switzerland.
  - b) Martin Luther posted his ninety-five theses.
  - c) Ferdinand and Isabella expelled the Jews from Spain.
  - d) Henry VIII dissolved England's monasteries and seized church land.
3. What was the Middle Passage?
  - a) a path around the Americas through the Arctic Ocean
  - b) a trade route that connected southern Africa and India
  - c) the voyage of enslaved Africans from Africa to the Americas
  - d) the strait in South America that connects the Pacific and Atlantic Oceans
4. Which revolution brought Napoleon Bonaparte to power?
  - a) the French Revolution
  - b) the Haitian Revolution
  - c) the Mexican Revolution
  - d) the American Revolution
5. Who is considered the Liberator of South America?
  - a) Dom João
  - b) Simón Bolívar
  - c) Benito Juárez
  - d) Francisco Madero
6. What happened at the Berlin Conference in 1884?
  - a) European nations dictated trade rules for China.
  - b) European nations formed two defensive alliances.
  - c) European nations forced Japan to trade with them.
  - d) European nations divided Africa among themselves.
7. What was one characteristic of World War I?
  - a) blitzkrieg
  - b) atomic bombs
  - c) trench warfare
  - d) guerrilla warfare

8. What political ideology did Hitler and Mussolini share?
- a) Marxism
  - b) fascism
  - c) populism
  - d) communism
9. What do China, North Korea, and Vietnam have in common?
- a) They all reunited in the decades after World War II.
  - b) They were all split in half in the decades after World War II.
  - c) They all became communist in the decades after World War II.
  - d) They all fought a war against the United States in the decades after World War II.
10. What was the iron curtain?
- a) a wall that stopped people from fleeing communist Europe
  - b) the economic border formed by the creation of the eurozone
  - c) U.S. foreign policy that was meant to stop the spread of communism
  - d) the division between Europe's communist and noncommunist countries
11. What was the name of South Africa's system of racial segregation?
- a) glasnost
  - b) apartheid
  - c) perestroika
  - d) la violencia
12. What were the intifadas?
- a) wars between Israel and its Arab neighbors
  - b) Arab protests against U.S. support for Israel
  - c) peace agreements between Israel and Egypt
  - d) Palestinian uprisings against Israeli occupation
13. What characteristic did many Central and South American countries share in the second half of the twentieth century?
- a) U.S. invasions
  - b) military governments
  - c) communist revolutions
  - d) independence movements
14. Who dominated Cuban politics in the second half of the twentieth century?
- a) Fidel Castro
  - b) Fulgencio Batista
  - c) Augusto Pinochet
  - d) "Papa Doc" Duvalier
15. What name is given to the trapping of Earth's heat by gases in the atmosphere?
- a) methane
  - b) deforestation
  - c) fossil fuel emissions
  - d) the greenhouse effect

**B. Write the letter that provides the definition for each vocabulary word.**

- |                            |  |
|----------------------------|--|
| 16. appeasement            | a) a person who engages in a public protest  |
| 17. black market           | b) a person who opposes the official views of a regime   |
| 18. demonstrator           | c) the practice of meeting someone's demands in order to avoid trouble, especially when you do not agree with them             |
| 19. dissident              | d) an informal or illegal section of the economy   |
| 20. globalization          | e) people fighting in small groups against a more powerful enemy   |
| 21. gross domestic product | f) outside of the country  |
| 22. guerrillas             | g) a person who uses violence against civilians to achieve political goals   |
| 23. offshore               | h) a penalty for disobeying a rule   |
| 24. sanction               | i) the development of a worldwide economy that includes free trade and the use of inexpensive labor markets in other countries |
| 25. terrorist              | j) the value of all goods and services produced in one country during a specific period, usually a year or part of a year      |

**C. Write a well-organized essay in response the following prompt.**

A turning point is an event that changes things in an important way. What were the most important turning points in world history since the Renaissance? Write an essay in which you identify three important turning points in world history and explain the important changes that resulted from those events.

# Performance Task: World History: Renaissance to Modern Day

**Teacher Directions:** Comic books and graphic novels remain popular sources of entertainment among people of all ages. You may wish to share examples of comic books or graphic novels with the class when introducing this assignment.

In this task, students will create their own comic book about a person or event they have studied in this volume. Have students choose a person or event. Ask them to think about how they would tell the story of that person or event. What information would they need to include? How could they represent that information in images?

Then have students create their own three- to five-page comic book. You may wish to provide templates for students to use, or you may choose to have them design their books themselves.

Use this link to download the CKHG Online Resources for this volume, where specific links to free printable templates may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

You may wish to adjust the number of panels or pages students are required to include in their comic books.

## Performance Task Scoring Rubric

**Note:** Students should be evaluated on the basis of their completed comic books using the rubric.

<b>Above Average</b>	Comic book reflects deep understanding and thought about a person or event in history. Ideas are focused, sequenced logically, and easy to follow. The panels use precise language and vivid imagery to tell a cohesive, coherent story. A few minor errors may be present.
<b>Average</b>	Comic book reflects some understanding and thought about a person or event in history. Panels are sequenced somewhat logically and can be followed with minimal effort. The comic book uses descriptive language and effective imagery to tell a story. Some minor errors may be present.
<b>Adequate</b>	Comic book reflects basic understanding and superficial thought about a person or event in history. The sequence of panels requires some effort to follow. The comic book uses ordinary language and basic images to tell a story. A few major errors may be present.
<b>Inadequate</b>	Comic book is incomplete or demonstrates a minimal understanding of a person or event in history. The sequence of panels seems to be random. The comic book uses ordinary language and simplistic images but fails to tell a complete story. The book may lack images or be otherwise incomplete.

## Performance Task Activity: *World History: Renaissance to Modern Day*

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Chances are, you have read a comic book or graphic novel at some point in your life. At the very least, you are familiar with how they combine visuals and text to tell a story.

In this task, you will create your own comic book:

1. Choose a person or event from the Student Volume.
2. Make a list of the important details that should be included in a story about that person or event.
3. Decide how you might represent each of those details in a comic book panel. Remember: a comic book panel can have just an image, or it can combine an image with a speech bubble or caption.
4. Use your ideas to create your comic book.

Use the table on the next page to take notes before creating your comic book.

**World History: Renaissance to Modern Day Performance Task Notes Table**

Use the table below to plan your comic book. You do not need to complete the entire table before creating your book, but you should have enough information in your book to fill at least three pages.

PANEL NUMBER	INFORMATION to INCLUDE	ILLUSTRATION IDEA

## Domain Vocabulary: Chapters 1–3

Using your own paper, write the letter that matches the definition of each word.

- |                    |   |
|--------------------|---|
| 1. censor          | a) a system of buying now and paying later  |
| 2. circumnavigate  | b) the act of cutting something into parts in order to study it   |
| 3. clergy          | c) to travel completely around something (such as Earth), especially by water                                       |
| 4. compass         | d) existing in or belonging to since birth; inborn  |
| 5. credit          | e) to remove or prohibit books, art, films, or other media that the government finds offensive, immoral, or harmful |
| 6. dissection      | f) in the Christian Church, people such as priests, who carry out religious duties                                  |
| 7. indulgence      | g) a building where a community of monks lives, worships, and works together  |
| 8. innate          | h) the removal or reduction of certain punishments for sin, linked to a special act of penance                      |
| 9. methodology     | i) a device that uses a magnetized pointer to show direction  |
| 10. monastery      | j) rights that all people are born with and that cannot be taken away by the government                             |
| 11. natural rights | k) removal from a group or place in a sudden or violent way   |
| 12. penance        | l) a set of rules and procedures for inquiry in a specific area of study  |
| 13. perspective    | m) the study of religious faith, practice, and experience   |
| 14. purge          | n) an act, such as praying, done to show regret over some wrongdoing  |
| 15. theology       | o) a school where advanced learning is taught   |
| 16. university     | p) a technique used to make something that is flat appear to have depth, in addition to height and width            |

**Domain Vocabulary: Chapters 4–6**

**On your own paper, write the word or phrase from the Word Bank that correctly fits each definition.**

appeasement	enclosure	privatize
aristocracy	guerrillas	reparations
bourgeoisie	guillotine	republic
capitalism	imperialism	
collectivization	nationalism	

1. a device for beheading people with a sharp blade
2. belief in the superiority of one's nation
3. a hereditary ruling class of nobles
4. money paid to compensate another person or country for harm caused to them
5. a government in which people elect representatives to rule for them
6. the practice of expanding a nation's power by conquering and controlling other parts of the world
7. the middle class; wealthy townspeople
8. the practice of meeting someone's demands in order to avoid trouble, especially when you do not agree with them
9. the act of privatizing land
10. people fighting in small groups against a more powerful enemy
11. the act of abolishing private ownership and reorganizing under government ownership
12. put into private ownership
13. an economic system in which resources and businesses are privately owned and prices are not controlled by the government

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 9.1

## Use with Chapter 9

### Domain Vocabulary: Chapters 7–9

Use the words in the Word Bank to complete the crossword puzzle. When filling in the puzzle, omit any spaces in two-word terms.

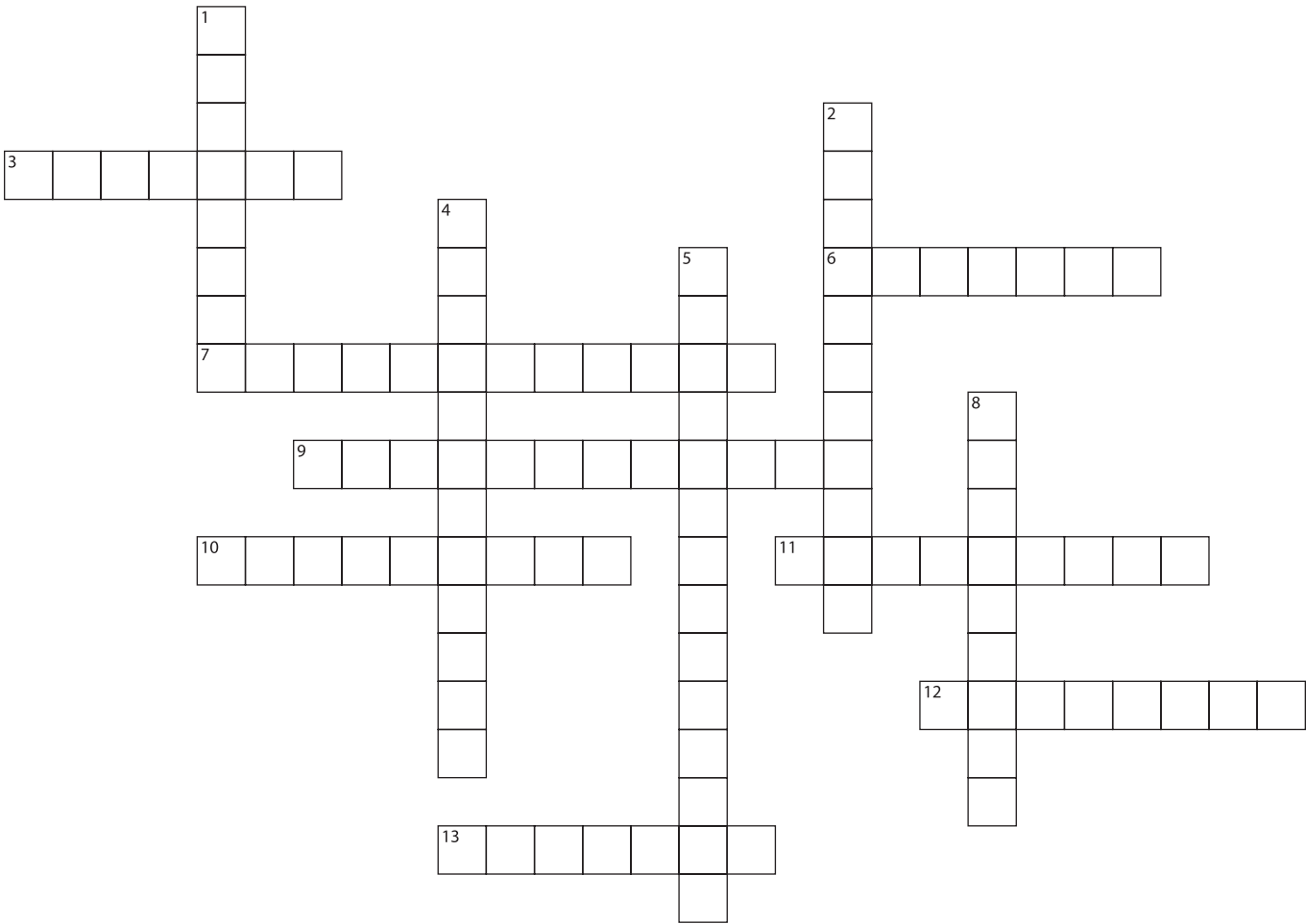
apartheid	fundamentalist	terrorist
black market	nonalignment	theocracy
commune	parallel	Zionism
demonstrator	radical	
domino theory	sanction	

#### ACROSS

3. a person with extreme views
6. a group of people who live together, share possessions, and work toward a common goal
7. a lack of alliance or relationship with other nations or groups
9. a person who engages in a public protest
10. the South African policy of segregation and discrimination on the basis of race
11. a person who uses violence against civilians to achieve political goals
12. an imaginary line on a globe or map that circles Earth in the same direction as the equator, marking degrees of latitude
13. the movement to establish and develop a Jewish nation in the land of Palestine

#### DOWN

1. a penalty for disobeying a rule
2. an informal or illegal section of the economy
4. the idea that a political event in one country will cause similar events in neighboring countries, like a falling domino causing a line of dominoes to fall
5. a person who adheres strictly and literally to a set of basic principles, such as religious principles
8. a system of government by religious leaders



**Domain Vocabulary: Chapters 10–11**

**On your own paper, write the word or phrase from the Word Bank that correctly completes each sentence.**

dissident

leftist

globalization

offshore

immunity

populist

1. The company decided to close its American factory and seek \_\_\_\_\_ labor in order to reduce their costs.
2. The \_\_\_\_\_ politician wanted to provide greater access to health care and more welfare state services.
3. The \_\_\_\_\_ was arrested for speaking out against government repression.
4. The \_\_\_\_\_ leader promised greater protections for labor unions and higher wages for workers.
5. The corrupt politician was given \_\_\_\_\_ and not prosecuted for his crimes.
6. Because of \_\_\_\_\_, consumers have easy access to goods that are manufactured all over the world.

## Answer Key: World History: Renaissance to Modern Day

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### Student Book Questions

#### Chapter 1

**p. 17 Think Twice** The printing press, which allowed many copies of texts to be cheaply made, enabled the ideas of the Reformation to spread far and wide.

**p. 20 Think Twice** These reformers were called Protestants because they were protesting what they saw as abuses by the Church.

**p. 22 Think Twice** They could have an independent religious policy, and they made a lot of money from dissolving the monasteries.

**p. 24 Think Twice** Printing meant that ideas they did not like or control could spread very fast.

#### Chapter 2

**p. 29 Think Twice** Once you know where north is, you can figure out all the other directions.

**p. 32 Think Twice** Giving places European names was a way of claiming ownership and recognizing these places provided them with riches. This practice was also rooted in the widespread European belief that European civilization was more advanced than and culturally superior to Indigenous civilizations.

**p. 33 Think Twice** All the other European powers and everyone who already lived in the Americas were left out of the treaty.

#### Chapter 3

**p. 47 Think Twice** A new tool allows for new ways of seeing. In this case, a microscope allows people to see smaller things than they could see before.

**p. 52 Think Twice** A descriptive account identifies or lists characteristics. An explanatory account explains or analyzes, sometimes by comparing or determining cause and effect.

**p. 57 Think Twice** Students in the United States should note the influence of Enlightenment ideas of individual rights, separation of powers, and the power of education. Students might also note the Enlightenment's influence on their study of science, from the understanding that we live in a heliocentric system to the scientific method we use to guide experimentation.

#### Chapter 4

**p. 62 Think Twice** These ideals fit well with their desires, interests, and experiences in business and city life. The bourgeoisie would benefit from improved representation and new rules governing commerce.

**p. 65 Think Twice** It was the sort of thing that many French people expected she might say, due to the resentment they felt toward their rulers.

**p. 65 Think Twice** They armed themselves with weapons and ammunition.

#### Chapter 5

**p. 91 Think Twice** The canal was very profitable to France and Britain, but average Egyptians lived in poverty.

**p. 92 Think Twice** The attendees did not view the nations of Africa as equal because African nations were not consulted.

**p. 97 Think Twice** The agreements made war more likely because the agreements guaranteed that more countries would become involved in a war between two nations.

**p. 98 Think Twice** Perry wanted to pressure Japan into opening trade by showing that the United States could use force against Japan.

**p. 101 Think Twice** The Qing dynasty had grown weak, so they didn't have the power to win without help.

**p. 103 Think Twice** They would rather have a government that cares about the interests of the Vietnamese people.

**p. 105 Think Twice** Austria-Hungary wanted a reason to launch an attack on Serbia.

**p. 108 Think Twice** Submarines can sneak up on ships because submarines are underwater.

**p. 113 Think Twice** The idea that the government would equally distribute property and wealth might have appealed to people who had little property and wealth.

#### Chapter 6

**p. 122 Think Twice** He had armed gangs of Fascists use violence and threats to make sure people obeyed Mussolini's rules.

**p. 128 Think Twice** They wanted to avoid a conflict; they wanted to buy time for themselves to rearm; they believed Hitler only had limited goals.

**p. 130 Think Twice** Russia's extremely cold and long winters are hard for other armies to fight in.

**p. 140 Think Twice** Some records may have been destroyed in the fighting, or maybe records weren't always kept in the chaos of war.

## Chapter 7

**p. 148 Think Twice** During the Long March, Mao Zedong showed courage and strength, and the Red Army displayed endurance and perseverance against the more established army. He appeared to be a strong military leader who could be trusted to defend China.

**p. 149 Think Twice** Mao abolished private property and put everything under the control of the state. Communism emphasizes common ownership of all property.

**p. 149 Think Twice** The suffering and death from starvation proved that the Great Leap Forward was unsuccessful and needed to be changed to stop further damage to China's economy and its population.

**p. 151 Think Twice** Mao motivated young people to turn against the leaders by criticizing their methods and ideas. He had hoped to dismantle the social system to replace it with more radical communist ideals and practices.

**p. 152 Think Twice** Deng Xiaoping made economic growth possible by allowing more trade with other countries, including those outside of the communist bloc.

**p. 153 Think Twice** The fight for communist dominance motivated the two larger countries to support their ally. The fact that Japan was under American and Western influence after World War II made it even more important for the Soviet Union and China to protect their interests.

**p. 154 Think Twice** Possible response: South Korea's military rulers were unpopular and committed human rights abuses.

**p. 157 Think Twice** Both countries had factions that wanted either communist or nationalist values. Both had been under colonial rule. Japan occupied both countries during its imperialist expansion. Only Vietnam was ruled by a European nation.

**p. 159 Think Twice** Japan's constitution set up a parliament that gave power to the people and took it away from the emperor. It included a bill of rights that said the country would have a military that would be used only for self-defense.

## Chapter 8

**p. 172 Think Twice** Soviet leaders thought liberalization would undermine their control of Czechoslovakia and encourage other countries to do the same.

**p. 173 Think Twice** The Soviet planned economy had difficulty responding to the demands of the people.

**p. 175 Think Twice** Responses will vary. Possible response: Yes, because once people were exposed to different cultures and ideas, they realized that they wanted a different way of life.

**p. 179 Think Twice** The idea was to turn Europe into a single market—one currency would help this process.

## Chapter 9

**p. 183 Think Twice** Some colonial nations considered indirect rule easier and cheaper than trying to force Africans to submit through military force.

**p. 186 Think Twice** Membership in the French Community was not true independence; it did not give Africans the control of their own destinies that they wanted. Independence meant that Africans could run their own national governments, giving locals a better chance to have their needs met and problems solved.

**p. 189 Think Twice** Colonizers had created nations with boundaries that did not consider ethnic divisions and rivalries. Their departure left space for new national leadership, the candidates for which were often divided by ethnicity and culture. Each group that wanted to lead had to fight for supremacy.

**p. 191 Think Twice** Mandela was originally punished for his beliefs and the actions he took to make South Africa a more equal nation. His ascension to the presidency mirrored the rights Black South Africans gained during the same time period.

**p. 196 Think Twice** The city of Jerusalem is sacred to followers of both Judaism and Islam. Jewish people consider the region to be their ancestors' homeland. Equally, Palestinian Arabs' ancestors have also lived there for centuries.

**p. 198 Think Twice** Many leaders in the Arab world were angered by Anwar al-Sadat's efforts to make peace with Israel.

**p. 201 Think Twice** The Taliban government of Afghanistan had allowed al-Qaeda to operate and plan the 9/11 attacks in Afghanistan.

## Chapter 10

**p. 205 Think Twice** The PRI had awarded contracts to business who overlooked safety measures, which resulted in buildings that could not withstand earthquakes.

**p. 213 Think Twice** Colombia was ruled by conservative politicians who were less likely to cater to the masses. Insurgent guerrilla groups continued to fight in the country after similar groups had faded away in other nations.

**p. 220 Think Twice** The defeat of the much more powerful United States in the Bay of Pigs invasion made Castro very popular. Cubans were more likely to support him after that show of strength.

## Chapter 11

**p. 226 Think Twice** Improved education in the developing world and communications technology that allowed offices and workers to talk to each other around the world in real time led to the rising use of offshore skilled labor.

## Assessments

### Mid-Volume Assessment

**A. 1. c 2. a 3. d 4. a 5. b 6. c 7. b 8. c 9. a 10. d 11. b 12. a**

**B. 13. e 14. a 15. f 16. c 17. b 18. d 19. i 20. k 21. g 22. l 23. h 24. j**

### End-of-Volume Assessment

**A. 1. a 2. b 3. c 4. a 5. b 6. d 7. c 8. b 9. c 10. d 11. b 12. d 13. b 14. a 15. d**

**B. 16. c 17. d 18. a 19. b 20. i 21. j 22. e 23. f 24. h 25. g**

**C.** Students should produce a well-organized, thoughtful essay that clearly identifies three turning points in world history and thoroughly explains the importance and consequences of each event.

## Activity Pages

### Domain Vocabulary: Chapters 1–3 (AP 3.1)

- |      |       |
|------|-------|
| 1. e | 9. l  |
| 2. c | 10. g |
| 3. f | 11. j |
| 4. i | 12. n |
| 5. a | 13. p |
| 6. b | 14. k |
| 7. h | 15. m |
| 8. d | 16. o |

### Domain Vocabulary: Chapters 4–6 (AP 6.1)

- |                |                      |
|----------------|----------------------|
| 1. guillotine  | 8. appeasement       |
| 2. nationalism | 9. enclosure         |
| 3. aristocracy | 10. guerrillas       |
| 4. reparations | 11. collectivization |
| 5. republic    | 12. privatize        |
| 6. imperialism | 13. capitalism       |
| 7. bourgeoisie |                      |

### Domain Vocabulary: Chapters 7–9 (AP 9.1)

#### ACROSS

3. radical
6. commune
7. nonalignment
9. demonstrator
10. apartheid
11. terrorist
12. parallel
13. Zionism

#### DOWN

1. sanction
2. black market
4. domino theory
5. fundamentalist
8. theocracy

### Domain Vocabulary: Chapters 10–11 (AP 11.1)

- |              |                  |
|--------------|------------------|
| 1. offshore  | 4. populist      |
| 2. leftist   | 5. immunity      |
| 3. dissident | 6. globalization |



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