<table>
<thead>
<tr>
<th>THEME</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Working by the Seat of Your Pants</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>The Silk Road</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>The Golden Caravan</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>The Wrath of Genghis Khan</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>Galileo’s Universe</td>
<td>33</td>
</tr>
<tr>
<td>6</td>
<td>Napoleon’s Little Empire</td>
<td>41</td>
</tr>
<tr>
<td>7</td>
<td>The Imperialism Draft</td>
<td>49</td>
</tr>
<tr>
<td>8</td>
<td>Ahead of Their Time</td>
<td>57</td>
</tr>
</tbody>
</table>
THEME 9
Dunkirk: The Great Escape ........................................ 65

THEME 10
Deep in the Heart of France, 1944:
Behind Enemy Lines ................................................ 73

THEME 11
Berlin: A City Divided .................................................. 81

THEME 12
Hope for the Future ..................................................... 87
USING GRAPHIC NOVELS:
POPULAR CULTURE AND SOCIAL STUDIES INTERACT

Graphic novels represent a significant segment of the literary market for adolescents and young adults. These stories may resemble comic books, but on closer inspection, they often address controversial issues using complex story lines. Some graphic novels that are well known to Western audiences are *Watchmen*, which examines how superheroes live in a society that has turned against them; *Maus*, which uses anthropomorphic characters to tell the story of a Holocaust survivor; *From Hell*, which presents one explanation for the actions of the historical serial killer Jack the Ripper; and *Road to Perdition*, which was made into a popular motion picture.

WHAT ARE GRAPHIC NOVELS?

Graphic novels, as they are known in Western countries, were initially inspired by Japanese *manga* (comics) and *anime* (animation). *Anime* style is most commonly recognizable in its use of large-eyed characters with oversized heads, and it has increasingly been recognized by Western audiences as a distinct art form.

Use of the *manga* genre in Japan is far more widespread than in Western countries and dates back to the early part of the twentieth century. Japanese *manga*, rendered in black and white and printed on newsprint, are read by children and adults and include many topics, although science fiction *mechas* (robots) dominate the field. The topics of these works are surprisingly similar to Western young adult fiction. A large portion of the market is *shojo*, comic books designed to appeal to girls. A popular *shojo* character that appears in America is the *Sailor Moon* series, featuring a resourceful Japanese schoolgirl. *Shonen manga* is designed primarily for boys and usually consists of action stories. Teachers may recognize elements of *shonen manga* in Japanese game cards collected and traded.
by many American youth. Many *manga* are published in serial form in books as long as 750 pages. One of the first *manga* marketed for Western consumption was *The Four Immigrants Manga: A Japanese Experience in San Francisco, 1904–1924* (Kiyama, 1999), first published in 1931. It is not in the *anime* style of today’s novels, but offers a poignant portrayal of the challenges facing Asian immigrants at the time.

**Why Do Graphic Novels Appeal to Students?**

Part of the appeal of graphic novels lies in their “underground” (and therefore forbidden) reputation. Another part of the appeal of *manga* and *anime* lies in their sophisticated story lines and the development of complex characters (Izawa, 2002). Unlike American comic books that feature a superhero with fixed and exaggerated attributes, many of these Japanese stories include a subtext of universal themes involving ethical and moral dilemmas. These *gekiga* (literary novels) are ambitious in their scope and intricacy and are becoming more available in English translations. Unlike the broad range of stories available in Japan, however, the stream of *manga* and *anime* reaching Western readers is not so diverse. The bulk of *manga* and *anime* available in America are often skewed toward violent and sexually graphic titles (called *hentai*, or “perverse”), which do not reflect the wide range of quality available.

Graphic novels continue to develop and diversify (Frey & Fisher, 2004). Interactive graphic novels presented in serial form are appearing on the Internet. Readers have a number of options when they visit the site each month to view the next installment, such as engaging in role-playing games, creating new characters to interact with those developed by the author, and visiting an extensive catalog for background information. Most of these Web-based graphic novels have decidedly adult content, although users are likely to be Web-savvy adolescents. A unique subset of these graphic novels and *manga* is a style of writing called *fanfiction*, in which readers create and post their own alternative versions of stories featuring their favorite characters (e.g., Chandler-Olcott & Mahar, 2003).
**Why Use Graphic Novels in Social Studies?**

Graphic novels are amazingly diverse, in terms of both their content and their usefulness. For example, Gorman (2002) notes that graphic novels are exactly what teens are looking for: they are motivating, engaging, challenging, and interesting. Schwartz (2002b, 2004) believes that graphic novels are engaging because they allow teachers to enter the youth culture and students to bring their “out of school” experiences into the classroom. The purpose of such **multiple literacies,** is to bridge the gap between students’ school literacy and the ways in which they use reading and writing outside of school.

Graphic novels have also been used effectively with students with disabilities, students who struggle with reading, and English learners (e.g., Cary, 2004; Frey & Fisher, 2004; Schwartz, 2002a). One of the theories behind the use of graphic novels for struggling adolescent readers focuses on their effectiveness in presenting complex ideas while reducing the reading demands. As a result, all students can thoughtfully discuss the content at hand. As Weiner (2003) noted,

> Graphic novels have found their way into the classroom, as teachers are realizing their usefulness as literacy tools. After a study of graphic novels, researchers concluded that the average graphic novel introduced readers to twice as many words as the average children’s book. This realization has reinforced the idea that the comics format is a good way to impart information. (p. 61)

**Conclusions**

While controversy about graphic novels persists—especially among people who worry that graphic novels will bring the end of traditional books—our experiences with adolescents, as well as a number of current research studies, suggest that graphic novels are an important adjunct in our instruction. Graphic novels are viable options for students with disabilities, struggling readers, and English learners, but they are more powerful than that. Graphic novels are motivating and engaging for all students. They allow us to differentiate our instruction and provide
universal access to the curriculum. We hope you’ll find the graphic novels in this book useful as you engage your students in the study of history and social studies.

Sincerely,
Douglas Fisher & Nancy Frey

References
Teaching Strategies for Graphic Novels

As we have noted, graphic novels are an excellent adjunct text. While they cannot and should not replace reading or the core, standards-based textbook, they can be used effectively to build students’ background knowledge, to motivate students, to provide a different access route to the content, and to allow students to check and review their work.

Strategies for using graphic novels in the classroom include the following:

1. **Previewing Content.** In advance of the text reading, you can use a graphic novel as a way to activate background information and prior knowledge. For example, you may display a graphic novel on the overhead projector and discuss it with the class. Using a teacher think-aloud, in which you share your thinking about the graphic novel with the class, you might provide students with advance information that they will read later in the book. Alternatively, you may display the graphic novel and invite students, in pairs or groups, to share their thinking with one another. Regardless of the approach, the goal is to activate students’ interest and background knowledge prior to the reading.

2. **Narrative Writing.** Ask students to read one of the graphic novels, paying careful attention to the details and imagery used. Then ask each student to write their own summary of the story being told in this novel. Graphic novels without much dialogue provide an opportunity for students to create their own dialogue, based on what they know of the content and characters. Not only does this engage students in thinking about the content, it also provides you with some assessment information. Based on the dialogue that the students write, you’ll understand what they already know, what they misunderstand from the story, and what they do not yet know.

3. **Summarizing Information.** A third possible use of graphic novels involves writing summaries. Like oral retellings of readings, written summaries require that students consider the main ideas in a piece of text and use their own words to recap what they know (Frey, Fisher, & Hernandez, 2003). Students can discuss the graphic novel and the text they’ve read with a small group, and then create their own summaries. Alternatively, students could summarize the text and then create a compare-and-contrast graphic organizer in which they note the differences between their summary of the text and the way that the author/illustrator of the graphic novel summarized the text (e.g., Fisher & Frey, 2004).
Reviewing Content. In addition to serving as fodder for written summaries, graphic novels can be used for review of content. While there are many reasons to review content—such as preparing for a test—graphic novels are especially useful for providing students with a review of past chapters. You can use a graphic novel from a previous chapter to review the major events in time or place, so that students can situate the new information they are reading in a context.

Analysis. Graphic novels often have a thematic strand that illustrates a specific point about the content being studied. This may take the form of irony, humor, or a more direct and formal approach to a historical event. In their analysis, students read the graphic novel with the intention of trying to understand the main point the author is trying to convey. This approach is particularly useful after students have covered the content in the main textbook. Encouraging students to pose questions about the text will help to uncover the main points.

For example:
• Why did the author choose this topic?
• What does this graphic novel tell me about the people we have studied? Does the story relate ideas about their society, culture, religion, government, military, or economy, to other aspects of their life?
• Is the tone of the story humorous or serious?
• Do I like the people being presented?
• Does the author portray the characters in a positive or negative way?
• What conclusions do these ideas suggest?

Have students write a few sentences answering these questions. Then have them summarize what they believe is the main point of the graphic novel.

Visualizing. Have students skim the chapter or a particular section of the chapter. Students should then pick one person, one event, or one concept from their reading and create their own graphic representation of it. Students could use a comic book style to illustrate their topic. Their work could be funny, sad, serious, satirical, or any other tone that they wish. They can use text and dialogue or let the pictures alone tell the story. Another option would be to use other media for their depiction of the topic. Students could take pictures, make a computer slide-show presentation, make a video, or create a song to represent their topic.

These are just some of the many uses of graphic novels. As you introduce them into your class, you may discover more ways to use this popular art form to engage your students in a new method of learning while exercising the multiple literacies your students already possess. We welcome you to the world of learning through graphic novels!

**World History in Graphic Novel**

The following pages contain additional information about each graphic novel. You will find background information, brief summaries of each graphic novel, and two activities to help you guide your students’ understanding of each graphic novel. The first activity is designed to help the student utilize the story presented to complete the assigned task. The second activity is more broadly focused, allowing students to make connections between the graphic novel and the larger historical context of the period.

**Theme 1, pages 1–7**

**Working by the Seat of your Pants**

**Summary**

Archaeological evidence shows that the first humanoid people lived in eastern Africa. Here, Mary and Louis Leakey lived for many years searching for fossilized remains of these human ancestors. The task of searching for very small fossilized bones was very difficult. Only one bone fossil out of one hundred is actually a hominid bone specimen. Much of what we know about early human settlements comes from fossilized remains that have been carefully excavated and examined by archaeologists.

This graphic novel tells the story of an archaeologist working in Eastern Africa. Every morning she gets up early to look for fossilized remains. When she finds something, she carefully brushes around the specimen to better expose the fossil and carefully removes the fossilized bone from the ground.

Back at the campsite it is clear that none of the fossils are hominids. Their hard work eventually pays off when she finds what she is looking for at an unexpected time in an unexpected place.

**Activities**

1. Ask students to consider the important steps scientists take when they find a fossilized bone. Have students make a chart: in the first column, list the steps taken when a fossil is found; in the second column, list the reasons each step is taken.

2. Have students imagine they are archaeologists in eastern Africa looking for fossils, and they are not having much luck. Their financial sponsor is growing impatient and will withdraw funding if positive results don’t appear soon. Have students write a letter to their sponsor defending the project, explaining why the research should continue.
The Silk Road

Summary

Developing sometime between 200 B.C. and A.D. 100, the Silk Road was a major caravan route covering about 4,000 miles between China and the Roman Empire. Stretching from the city of Changan in China across central Asia to Mesopotamia, it was called the Silk Road because silk was China’s most valuable product. People and camels transported goods on the Silk Road through the rough terrain of the mountains and deserts, ending up at Antioch, a port city on the Mediterranean Sea.

At Antioch, in what is now Syria, luxury goods from the West were traded for luxury goods from the East, which were then shipped across the Mediterranean to Greece and Rome. For the most part, only luxury goods were carried on the Silk Road, because camel caravans were difficult, dangerous, and expensive.

In many ways, the Silk Road was the Internet (or “information superhighway”) of its day, connecting people who were virtually worlds apart. Through the Silk Road, people were able to exchange goods, as well as knowledge of different societies and peoples.

In this story, a buyer from Rome travels along the Silk Road in search of goods. For him, the experience is new and strange, as he is bombarded by information from merchants trying to sell things to him. His experiences in this story parallel what a first-time Internet user might experience (searches, instant messages, pop-up ads, e-mail viruses, identity theft).

Activities

1. Have students think of ways that the Silk Road was similar to the Internet. Tell them to find words, pictures, and themes in the story that parallel the experience of Internet usage in the twenty-first century.

2. Have students review this story and reread the section in their textbook entitled “The Kushan Kingdom and the Silk Road.” Tell students to imagine that they are traveling the Silk Road in the third century A.D., and have them create their own travel log of the experiences they might have (i.e., cultural interactions, finding new goods, robberies, weather). Encourage students to take the point of view of travelers from different countries.
Mansa Musa ruled Mali from 1312 to 1337 and helped expand its empire to twice its original size. Mansa Musa secured trade routes throughout Africa on which Mali’s two most valuable commodities, gold and salt, reached the ends of the continent. In 1324 Mansa Musa, who was a Muslim, decided to go on a pilgrimage, or hajj, to Makkah. The king assembled a lavish caravan that traveled with him on his journey. The immense size of the caravan and the obvious display of power and wealth needed to collect such a group greatly impressed everyone he came across and established a prominent position for Mansa Musa and for Mali in the Muslim world.

Mansa Musa’s caravan included thousands of soldiers and servants, along with 80 camels carrying over two tons of gold. On his way to Makkah, Mansa Musa stopped in Cairo and was received by the Sultan of Egypt. While there, Musa spent copiously and gave many gold gifts. The amount of gold Mansa Musa brought to Egypt actually caused the value of gold to fall. Musa then continued on to Makkah where he was inspired to create great mosques, libraries, and universities in his own country. He brought back with him many Arab scholars, architects, and poets who helped build Musa’s home city of Timbuktu into a center for Islamic scholarship.

This graphic novel describes the impact of Mansa Musa’s visit to Egypt through the remembrance of a young boy who was affected by Mansa Musa’s wealth and generosity in a way he could not forget.

Activities

1. Ask students to think of products we use every day whose price is directly affected by the available supply. (A good example is the relationship between the oil supply and the price of gasoline.) Does the price go up or down if there is more or less of something?

2. Have students review the textbook section on the reign of Mansa Musa. Make sure students pay special attention to Mansu Musa’s efforts to make Timbuktu a prestigious center of learning and culture within Africa and the Middle East. Ask students if they know of any other ruler who has spent large amounts of money or built great buildings in order to raise the status of his or her country.
Theme 4, pages 25–31
The Wrath of Genghis Kahn

Summary

The Mongol people of northwestern China and present-day Mongolia were originally a group of different tribes living in separate regions. The conquests of Genghis Khan (a Mongol honorary title) unified these people into a single larger group under his rule. Genghis Khan became famous for his invasions of areas surrounding what is now Mongolia. His mounted soldiers swept into border regions, subduing those who tried to fight them off.

What we know of the life of Temujin, who would be known to history as Genghis Khan, indicates that he experienced a difficult childhood punctuated by personal tragedy. This story begins with those early events and speculates on how they might have shaped his actions and reaction to subsequent events.

Temujin grew up in a fractured Mongolian society; the Mongols were spread amongst approximately 30 different nomadic groups, each with its own leader. When Temujin was only nine years old, the Tatar nomads poisoned his father. Temujin never forgot this act.

When Temujin grows older, he makes an alliance with another group of Mongols, the Kereyits. Temujin’s influence among the Mongols is strong, although there are some members of both tribal groups who are not pleased with this alliance. Thanks to the partnership he has made, Temujin and the Kereyits are able to overcome obstacles and opposition.

Temujin eventually becomes known as Genghis Khan, controlling a vast territory in and around Mongolia. He is a man of great influence, devoted to conquest and determined to uphold justice for the Mongols.

Activities

1. Have students consider the theory that Genghis Khan was motivated by revenge. Have students write a paragraph giving their reasons why they think Genghis Khan was motivated either by revenge or by world conquest.

2. Have students review the National Geographic Special Report “Genghis Khan: Lord of the Mongols” found in the textbook. Ask students to list the factors that made the Mongol army so powerful.
Theme 5, pages 33–39

Galileo’s Universe

Summary

Between the late fourteenth century and the late seventeenth century, the traditional medieval and scripturally-based view of the universe was slowly challenged and replaced by the ideas of the Scientific Revolution. Rather than accept biblically-based explanations for the physical properties of the natural world, scientists such as Galileo Galilei used observation and experimentation to explain natural phenomena.

Aristotle’s view, which became the standard medieval view of the universe, placed the earth at the center and stated that the sun, the moon, and the stars circled around the earth. Galilei (1564–1642) benefitted from the astronomical observations of Tycho Brahe and Johannes Kepler, who provided mathematical evidence of a heliocentric (sun-centered) universe. Because Galilei publicly upheld the idea of the heliocentric universe he was targeted for criticism by the Catholic Church. The Church was already worried about the threat of the Protestant Reformation. In 1632 Galilei was placed under house arrest and his teachings were condemned.

This graphic novel presents this story of conflict between Galilei’s reliance upon scientific verification and the Church’s efforts to uphold a more traditional way of thinking. The 68-year-old scientist is made to wait two months for his trial. Galilei was judged guilty of heresy—speaking against the Church’s approved doctrine. He was forced to publicly take back his statements and placed under house arrest for the rest of his life.

Activities

1. Ask students to take on the role of the guard who takes Galilei from his home and escorts him to the Inquisition. If you were the guard, during that era, how would you answer Galilei’s questions? Why would you answer that way?

2. Galileo Galilei’s public support of a heliocentric universe was just one scientific advancement during a time of great intellectual discovery and change. Divide the class into groups of four and ask each group to select another individual who made important discoveries during the Scientific Revolution. Each group should work together to write a three-page report about their individual discoverer and what made their scientific advance significant.
Theme 6, pages 41–47

Napoleon's Little Empire

Summary

In 1812 Napoleon Bonaparte led a Grand Army of more than 600,000 men into Russia. Russia had refused to remain in Napoleon's Continental System for governing trade, so Napoleon felt that he had to respond to prevent other countries from believing that they, too, could challenge the Continental System.

On April 6, 1814, after a devastating loss of over 90 percent of his army in Russia, Napoleon was forced by an allied European army to abdicate the throne. As part of the Treaty of Fontainebleau, he was exiled to the island of Elba, off the coast of Tuscany, given a generous annual stipend, permission to keep his imperial title, a court of attendants, and sovereign control over the 100,000 or so inhabitants of Elba.

The Bourbon monarchy was restored to power in France, but the new king, Louis XVI, had little support. Napoleon became bored on Elba and made his way back into France. When troops were sent to capture Napoleon, he addressed them as their Emperor, challenging them that they would not kill their own leader. In this manner, Napoleon won over the troops and entered Paris in triumph.

In 1815 at Waterloo, Belgium, Napoleon faced a combined British and Prussian army and was again defeated. This time, he was exiled to the small island of St. Helena in the South Atlantic, where he stayed until his death in 1821.

This story depicts a fictional rendition of Napoleon's time spent on Elba. There, Napoleon is disappointed by the comparatively trivial life of ruling the small island and dreams of his glory days as the Emperor of France.

Activities

1. Ask students to reread Napoleon's dialogue with his cook in this graphic novel. Napoleon states that "There are so many things I'd have done differently." Divide the class into groups of three and ask each group to come up with a list of five things they would have done differently if they were Napoleon exiled to Elba. Each group should provide reasons for their list of second choices.

2. Tell students to review the section of their textbook "Napoleon's Domestic Policies" and list some of the policy changes Napoleon made. Have students choose one or two policies and write a paragraph about whether they think the change was good or bad, and why.
Theme 7, pages 49–55
The Imperialism Draft

Summary

In the nineteenth century, European nations began to compete with each other for control of Asian and African colonies. There were many motives for this colonization. Some imperialist nations in Europe wanted to acquire new colonial territory in order to provide the raw materials and resources necessary to keep the industrial machinery of Europe operating. At the same time, these colonies served as a market for the goods that their industries manufactured. In addition to these economic motivations, some nations wanted to spread Western political and religious culture to areas of the world that were seen as “primitive” and in need of modernization. Finally, outside of all of these motivations, some nations acquired colonies in order to gain advantages over their rival nations. Many people argued that a nation could not be truly great unless it had colonies.

This story depicts an “Imperialism Draft,” in which countries take turns picking locations to establish their colonies, much like the way professional sports teams pick players in their draft. The commentators provide their predictions and reactions to some of the choices made by different countries, as well as some interesting background information that explains some of the choices that are made.

While the graphic novel’s structure is humorous, the motivations and decisions behind these draft picks are important. The draft picks and commentary reflect the real choices and circumstances of colonization.

Activities

1. Have students imagine that they are sportswriters for a local newspaper. They have been asked to write a summary of the “Imperialism Draft” for tomorrow’s paper. Have students evaluate the picks and make predictions about the “worth” of the colonies based on the information given in the story, as well as information found in the textbook.

2. Divide the class into groups and have each group create a “Fantasy Colony” league (like today’s fantasy baseball or football leagues). Have students rank the colonies based on the criteria each group determines to be important, such as natural resources, population, climate, and location relative to trade routes. Then have each group create a fantasy league of five colonies, making sure they are able to support and explain their decisions.
Ahead of Their Time

Summary

The end of the nineteenth century and the early twentieth century was a time of great discovery and innovation. During this time, Albert Einstein, Marie Curie, and Sigmund Freud devised new scientific theories that challenged the accepted scientific knowledge. Because of their radical new theories, the ideas of these scientists were not immediately accepted in the early 1900s.

In 1905 Albert Einstein published his theory of relativity. His theory speculated that space and time are not absolute, but are relative to the observer. Asserting that something as fundamental as gravity was not universal and constant contradicted the science of the time. Furthermore, Einstein believed that matter was simply another form of energy, an idea that led to the Atomic Age.

In 1898 Marie Curie discovered an element called radium, which she found emitted a type of energy, termed radiation. She also found that this energy came from within the atom itself, leading her to speculate that the atom was not the smallest particle in existence. This discovery demolished the conventional assumptions about the basic “building blocks” of the physical universe.

In 1900 Sigmund Freud published a book of his major theories entitled The Interpretation of Dreams. Freud theorized that human behavior was determined by past experiences and that bad experiences were repressed but continued to affect behavior on the subconscious level. He developed a method called psychoanalysis, by which he could explore a patient's memory and unlock repressed feelings, healing the patient.

In this story, Einstein, Curie, and Freud are students participating in a science fair. They present their findings to the judges, who are skeptical of and reject their ideas. They lose to three very common, uninventive entries. Just as the scientists themselves found, these students find that this world wasn’t ready for their ideas.

Activities

1. Ask students to explain why the scientific world was at first reluctant to accept the ideas of Einstein, Curie, and Freud. Have them write a paragraph about each person, explaining why they think these scientists were “ahead of their time.”

2. Have students use their textbook and other sources to research developments that have stemmed from Einstein’s, Curie’s, or Freud’s findings. Have them make a diagram showing the succession of scientific developments that came about as a result of their discoveries.
Theme 9, pages 65–71

Dunkirk: The Great Escape

Summary

In 1940, after a winter of waiting, Adolf Hitler's troops resumed their conquest of Europe with another blitzkrieg against Denmark and Norway. German forces then attacked the Netherlands, Belgium, and France. During the German invasion of France, Nazi troops broke through weak French defenses in Luxembourg and the Ardennes Forest and raced across northern France. German soldiers took French and British forces by surprise when they went around rather than across the Maginot Line—a series of concrete and steel fortifications armed with heavy artillery along France’s border with Germany. This move effectively split the Allied forces, trapping French troops and the entire British army on the beaches of Dunkirk.

With the German army closing in, the troops had no choice but to evacuate to England across the English Channel. The Royal Navy provided rescue ships, but civilians in private boats aided the evacuation as well. Although more than 68,000 men were lost at Dunkirk, the British ultimately managed to evacuate 338,000 troops to Dover, in England. These Allied soldiers therefore lived to fight another day.

In this story, a British fisherman notices explosions coming from the shore at Dunkirk. He arrives to find thousands of troops boarding ships and boats to ferry them to destroyers bound for Dover. The fisherman, like many other brave civilians, takes troops to a destroyer, returning time and time again under perilous conditions to evacuate as many troops as possible.

Activities

1. Ask students to imagine that they, like the fisherman in the story, are civilians called upon to help the troops at Dunkirk reach safety. Have students write an internal monologue expressing the thoughts and emotions a civilian might experience during such an evacuation. If time permits, have them share their monologues with the class.

2. The last thing the fisherman asks in this story is: “Why are all of you here at Dunkirk, the northern tip of France?” Have students use the story and their books to write a paragraph answering the fisherman’s question.
Theme 10, pages 73–79

Deep in the Heart of France, 1944: Behind Enemy Lines

Summary

In 1944 Adolf Hitler’s armies had occupied most of Europe for four years. By this time, the Allies were massing hundreds of thousands of troops and thousands of tons of equipment for the eventual invasion of Western Europe. While troops on both sides of the English Channel prepared for the inevitable clash, a more clandestine operation was taking place.

Operation Fortitude South was the name of a secret network of spies and intelligence personnel to deceive the German high command as to where the Allied invasion would take place. The goal of Operation Fortitude South was to trick the Germans into thinking that the main concentration of troops would invade in northern France at Calais and an invasion further west at Normandy was a diversion. If the Germans believed the deception, they would have to keep the majority of their troops and tanks at Calais, allowing the Allies a greater chance of success by invading at Normandy.

As it turned out, the deception worked. Even though Hitler received reports of the invasion at Normandy, he believed the main attack would come at Calais. As a result, he ordered Panzer divisions, which might have halted the Allied invasion at Normandy, to remain in Calais for the main invasion. That invasion never came and the Allied troops were given enough time to develop a beachhead several miles inland. The war in Europe ended less than a year later.

This graphic novel tells the story of one spy who infiltrated a German army hospital to gain information pertaining to Operation Fortitude South. As it turns out, she does obtain crucial information about the extent to which the Germans believed the deception.

Activities

1. Ask students to consider whether they would volunteer to spy for their country, given the enormous dangers involved. Have students use the story and imagery of this graphic novel as a starting point for their consideration of the value and risks in the life of a spy.

2. Review the textbook section that details the Allied invasion of Normandy. Ask students what might have happened if the Germans had not bought into Operation Fortitude South. Would the Allies have been able to successfully invade Europe? Would there have been more casualties?
Theme 11, pages 81–86
Berlin: A City Divided

Summary

Shortly after World War II, a new conflict arose between the Soviet Union and the United States. Both superpowers saw one another as a threat to its own system and way of life. The Soviet Union sought to secure its western border by controlling Eastern Europe, while the U.S. and its allies also wanted to control as much of Europe as possible.

This desire came to a head inside the recently defeated country of Germany. With each side wanting control of Germany, a compromise was made by dividing the country between the Soviet Union and the three western Allies: the United States, Great Britain, and France. Berlin, Germany's capital city, was also divided among the four powers. It was located within Soviet-controlled East Germany, and West Berlin became an island of prosperity in the struggling East German landscape.

Many East Germans fled to West Berlin seeking a better livelihood and an escape from Communist repression. Then, in 1961, to stop the flow of refugees into West Berlin, East German leader Walter Ulbricht had a wall built to separate east from west. Initially the wall consisted of barbed wire secured by armed guards. Over several years, however, the wall was updated and improved until it reached its final form in 1975. Guard towers, dog patrols, machine guns, and mine fields were used to make sure no one left East Berlin. During the Berlin Wall’s existence nearly 5,000 East Germans escaped into West Berlin.

This graphic novel tells the story of a family that was separated by the wall between East and West Berlin and shows how different their lives were. A brother and sister keep in touch through a series of letters as both of their lives are affected by the presence of the Wall.

Activities

1. Ask students to imagine that their city or town will have a wall built around it, preventing anyone from entering or exiting without permission. Then ask how students’ daily lives would be affected under these circumstances. Would any family members or friends be cut off from them?

2. Have students read the textbook section detailing the history of the early Cold War and the construction of the Berlin Wall. Then ask the class to discuss why Walter Ulbricht would want to build a wall to keep East Germans out of West Berlin.
Theme 12, pages 87–93

Hope for the Future

Summary

In 2001 the United States and a coalition of other nations ousted the Taliban regime that was ruling Afghanistan, forcing al-Qaeda terrorist groups training in Afghanistan to scatter. By December of 2001, the Taliban had collapsed. Coalition soldiers kept the peace in the country and conducted searches to capture any remaining members of al-Qaeda terrorist cells.

Meanwhile, the Afghan people began forming a new constitutional democracy. An Afghan gathering called the loya jirga, or “grand council,” assembled tribal leaders, women, scholars, and others from around the country to select members of the transitional government.

On October 9, 2004, Hamid Karzai became the first democratically elected president of Afghanistan. In January 2005, Afghan citizens voted in a democratic election to select their national government. While this process was tailored on Western voting methods, it also reflected important cultural practices of Islamic Afghanistan.

This graphic novel tells the story of an Afghan woman and her first experience voting in a democratic election. The story also makes clear that not every Afghan citizen is happy with their reliance upon assistance from Western democracies. The woman exercises her right but hasn’t lost her Islamic customs, since she must vote in a separate polling area set aside especially for women. When she emerges from the voting booth, she is immediately met by reporters who are anxious to share her experience with the world.

Activities

1. Ask students to imagine that they are either the Afghan woman voting for the first time or an Afghan man who witnessed the event. Then have students write a journal entry as the man or woman, describing the events of that day. Have students read their entries within groups of four and encourage discussion of the stories.

2. Have students read the section in the textbook that focuses on Afghanistan and the Taliban. Ask students to identify why the Taliban rulers were removed from Afghanistan. Discuss how life must have changed for Afghans after the Taliban lost control of the country and talk about what other rights may have been gained in addition to women’s voting rights.
Working by the seat of your pants.
Archaeologist Mary Rakey wakes early at her campsite in Kenya, Eastern Africa...

Mary gets ready to start her long day.

Yawn! I can’t believe I get up every morning at 5am! Another day of searching for fossils!

She plans the day’s trek with another archaeologist, her husband Lewis.

It looks like it’s going to be another very hot day. We should get started as soon as possible.
The scientists set off early so they can avoid the hot midday sun...

LET'S HAVE A LOOK UP THIS VALLEY TODAY.
REMEMBER, THE FOSSILS WILL BE COVERED UP
AS THEY'LL HAVE BEEN THERE FOR OVER
ONE MILLION YEARS NOW!

They search high and low for any signs of fossilized remains...

Mary has been working as an archaeologist for many years. She knows that it's not easy to find these remains.

KEEP YOUR EYES OPEN AT ALL TIMES. YOU NEVER KNOW WHAT YOU'LL FIND.

Whenever an archaeologist finds a bone fossil, it's always a great thrill. But they all know very well that only one out of a hundred will be a human remain. More often than not, they will only find animal remains.
When a fossil is found, the process of recovering it is very lengthy. The scientists must first carefully brush away any dust, then photograph it. They then log the GPS coordinates before digging the fossil out and storing it.

1. Brush
2. Photograph
3. Location
4. Dig
5. Pack
Once the fossil is packed, they continue searching for more.

This looks like a good spot. Let's try up on that hill.

Can you see anything up there?

Yes, you were right. There is a small fossilized remain up here. Let's get the team working on it.

OK, team. We're doing well. We've still got a few hours before the sun is high so let's keep looking down this valley toward the camp.

Not far now guys. Please watch your step on this path. We don't want to damage the fossils in the boxes.

The team continues down the trail with their long search. No stone is left unturned...

...until the sun gets too hot so they decide to go back to camp and examine what they have found.
The scientists arrive back at the camp. All the fossilized remains are then carefully removed from the boxes and examined in their makeshift laboratory.

**WE HAVE ABOUT SIXTY FOSSILS TO EXAMINE FROM OUR FIND. LET'S GET TO WORK.**

**LET'S HOPE WE ARE LUCKY WITH THIS LOT BECAUSE DURING THE LAST TWO WEEKS, WE'VE SEARCHED EVERY DAY AND HAVEN'T FOUND ONE HOMINID BONE YET.**

Mary checks with each of the scientists to find out the results. The news is not good. It is clear that the entire team have had no luck finding human remains despite all their hard work.

**ALTHOUGH THIS IS BAD NEWS AFTER SEARCHING LONG AND HARD IN THE BLISTERING HEAT, WE MUST NOT GIVE UP. LET'S ALL GET SOME REST NOW AND BE FRESH FOR AN EARLY START TOMORROW.**
Long search after long search. Day after day. Week after week. The team continues...

I think you're right. Let's all take a quick five minute break and drink some water. I'm going to sit here for a couple of minutes.

Phew! I think this must be the hottest day we've had since we've been here.

Something made Mary get up quickly...

Oh my goodness, is this what I think it is?

It is! It's a hominid fossil! I don't believe it!

Our short break has given us a big break.

Mary has found a scapula (shoulder blade bone) and humerus (upper arm bone). Both were more than 2 million years old! They were definitely worth the wait!
THEME 2

The Silk Road
THE SILK ROAD

IS THE CIRCUS IN TOWN?

I'M A MERCHANT FROM ROME.

I NEED TO FIND A SITE TO SELL MY PRECIOUS GLASS AND WOOLEN RUGS.

WELL, YOU COULD TRY HERE...

THERE, AND EVERYWHERE.
ONE DAY SEARCHING WILL BE EASIER.

SIGH!

WHAT'S YOUR NAME?

I NEED TO FIND THE BEST SITE TO SELL MY GOODS...

NGIN.

...AND I NEED TO BUY THESE GOODS. WILL YOU COMPLETE THE SEARCH, NGIN?

OK.

WAIT, I WANT TO BUY SOME SILK FIRST.
AH, AN INSTANT MESSAGE

NGIN HAS FOUND A PRIME SELLING SITE WITH LOTS OF PEOPLE BROWSING FOR GOODS LIKE MINE...

AND HERE'S A SITE TO BUY SILK.

I HAVE THE BEST PRICE FOR SILK.

SPICES?

PORCELAIN?

IVORY?

PEPPER?

TEA?
WHERE DID THEY COME FROM?

THEY POP IN FROM TIME TO TIME.

HOW WILL YOU BE PAYING FOR YOUR PURCHASE TODAY?

WITH GRAPES, POMEGRANATES, CORAL, OR...

...MY GOLD CAESAR CARD.

YOU WIN!
YOU STEPPED ON THAT BUTTON, SO YOU’VE WON!

TO CLAIM THE PRIZE, WE’LL NEED YOUR CAESAR CARD NUMBER.

GREAT! I’VE GOT IT RIGHT HERE...

IT’S GONE!

HEY, YOU! STOP!
--Yech!--
This mail came for you yesterday.

I'm not going to open that, I could catch a virus or something.

Viruses, thieves, scam artists...it's a tough life on this highway. I'm leaving tomorrow as well, so why don't we travel together?

Sure!

I feel connected to the rest of the world as I travel along this route.

Too bad we must soon part.

That's the last of the merchandise.

Goodbye my friend, send messages to me in Rome at the Colosseum.
THEME 3

The Golden Caravan
WOULD YOU LIKE TO BUY A GOLD NECKLACE?

EXCUSE ME, SIR...SIR?

SIR, I'M SELLING THIS BEAUTIFUL GOLD NECKLACE!

NO THANKS.

MAY I INTEREST YOU IN...

NO.

DEAR BOY, WHY DO YOU WISH TO SELL IT?

MA'AM, THIS FINE NECKLACE OF GOLD COULD BE YOURS...
BUT I RETURNED TO MY NEIGHBORHOOD ONLY TO FIND MY FRIENDS HAD NEW JEWELRY TOO. BETTER JEWELRY... AND MORE OF IT.

I ASKED THEM WHERE THEY GOT IT FROM.

WELL... I’D HAD MY EYE ON A NEW GOLD NECKLACE FOR QUITE A LONG TIME.

I’VE COME TO BUY THE GOLD NECKLACE!

I HAD SAVED FOR MONTHS.

I WAS SO PROUD.

I ASKED THEM WHERE THEY GOT IT FROM.

BUT I RETURNED TO MY NEIGHBORHOOD ONLY TO FIND MY FRIENDS HAD NEW JEWELRY TOO. BETTER JEWELRY... AND MORE OF IT.
THEY SAID THEY WERE COMING BACK FROM THE TRADING POST WHEN ON THE HORIZON THEY SAW A HUGE CARAVAN.

THERE MUST BE MORE THAN EIGHTY CAMELS! THOUSANDS OF PEOPLE!

LOOK AT ALL THE...

GOLD.

TONS OF GOLD.
GREETINGS, FRIENDS. I AM THE SERVANT OF MANSA MUSA. TODAY IS YOUR LUCKY DAY!

OR COURSE IT IS! MANSA MUSA WISHES TO GIVE YOU A GIFT!

IT IS?

A GIFT?

GOLD AND JEWELRY. ALL YOU HAVE TO DO IS GO BACK TO CAIRO AND SPREAD THE WORD THAT THE GREAT KING MANSA MUSA APPROACHES.

BUT WHY TRAVEL WITH SO MANY THOUSANDS OF PEOPLE? WHY GIVE AWAY SO MUCH GOLD?

BECAUSE HE IS ON A HAJJ TO MAKKAH! MANSA MUSA WISHES TO PUT ON A SPECTACULAR JOURNEY IN CELEBRATION OF THE NEW TRADE ROUTES HE HAS SECURED FOR THE EXPORT OF MALI’S GOLD AND SALT!

BECAUSE OF MANSA MUSA MALI PROSPERS! THIS PILGRIMAGE WILL PROCLAIM HIS POSITION IN THE MUSLIM WORLD!

NOW GO AND SPREAD THE NEWS.
So my friends returned to Cairo and told of Mansa Musa's generosity.

So I decided to return my necklace.

I've returned to sell this necklace back!

What?!

I want my money back. This is worthless now.

I'm sorry, young man, I can't.

His generosity has actually hurt Cairo's economy.

Mansa Musa has given out so much gold that he's caused its value to plummet.

They say he has over two tons of gold with him.

I'd better find someone to buy this quick then!
WHICH BRINGS US TO NOW. I NEED TO SELL THIS BEAUTIFUL GOLD NECKLACE AND YOU'RE THE FIRST PERSON I'VE SEEN THAT ISN'T ALREADY WEARING ANY GOLD JEWELRY.

WELL...

...ACTUALLY I MET MANSA MUSA TWO DAYS AGO. HE'S A VERY NICE MAN!

AGHHHH!

THE END.
THEME 4

The Wrath of Genghis Khan
Temujin, my son, this is a brutal time. Mongolia is overrun with warring tribes who would do us harm.

We must always be prepared to fight for our family, for our people.

Days later...

Mother, why are you crying?

Your father—your father was...

...murdered. Poisoned by those murderous Tartars!
ELEVEN YEARS LATER...

Temujin seems to be a dark fellow. I can't see what hides behind those lifeless eyes.

My brother was always this way, even as a child. A determined, brooding young man with little time for foolishness.

We propose that the Kereyits tribe join forces with us.

Our herds are slim. Our enemies are many. If we align ourselves, we will grow stronger and prosper.

I must speak to the entire Kereyits tribe. I will be back tomorrow.

Be safe, dear husband.
THAT NIGHT...

IF WE CAPTURE TEMUJIN’S WIFE, WE WILL ANGER HIM GREATLY.

TEMUJIN IS NOTHING TO ME. I REFUSE TO BE HIS ALLY OR HIS FRIEND.

AND I REFUSE TO FOLLOW THAT WEAK OLD MAN WHO CURRENTLY RULES OVER OUR PEOPLE.

I SHOULD BE THE LEADER OF THE KEREYITS.
NEXT DAY, AT THE KEREYITS VILLAGE...

MY WIFE!!
ONE OF YOUR PEOPLE HAS HER. WHERE IS SHE?

THIS WAS NOT MY DOING, TEMUJIN. BUT I KNOW WHO IS RESPONSIBLE.

IF SHE IS HURT, I'LL...

I'M YOUR ALLY, TEMUJIN. I CAN HELP YOU.
WE WILL PUNISH THIS VILLAIN TOGETHER.

LATER, AT THE KIDNAPPER'S ENCAMPMENT...
YEARS LATER...

YOU ARE A GREAT MAN, TEMUJIN. YOU STRIKE FEAR AND COMMAND RESPECT WHEREVER YOU TRAVEL.

AND YOU HAVE BROUGHT TOGETHER SO MANY TRIBES, WE ARE STRONGER THAN EVER.

WHAT IS IT YOU WISH TO KNOW, OLD FRIEND?

WHY IS IT THAT WE HAVE NOT INCLUDED THE TARTARS IN THE ALLIANCE?

THE TARTARS ARE PIGS! LOWER THAN PIGS.

I WILL NEVER SPEAK OF THEM AGAIN.

THEY WILL PAY FOR MURDERING MY FATHER. I WILL TAKE MY REVENGE!
YOU HAVE COMMANDED GREAT ARMIES, SETTLED ALL SCORES, AND BROUGHT TOGETHER AN ALLIANCE THAT STRETCHES FROM THE CHINA SEA TO THE CAUCASUS.

YOUR PEOPLE CALL YOU GENGHIS KHAN, AND YOU ARE INDEED A STRONG RULER.

BUT YOU STILL SEEM GRIM. WHEN WILL IT EVER BE ENOUGH? WHEN CAN YOU REST?

WHAT IS IT?

THE RULER OF XI XIA HAS RAISED TAXES ON MONGO CARAVANS TRAVELING THE SILK ROAD.

WE WILL GATHER MY ARMY AND PUT AN END TO THIS TYRANNY.

SUCH ACTIONS CANNOT BE ALLOWED.

XI XIA LIES ACROSS THE DESERT, OUTSIDE MONGO TERRITORY. IT IS A TREACHEROUS JOURNEY. WHAT SHALL WE DO?

END
As you see, the earth cannot be the center of the universe!

Sir! You can't be serious!

Master Galileo...

I am quite serious...

...Copernicus was right.
Galileo is warned that his teachings violate Church doctrine.

Galileo must be stopped!

His false teachings must be stopped!

I cannot give in; I must continue my work.

Galileo writes his defining work...

...Dialogue Concerning the Two Chief World Systems.
It is also his most controversial work.

Church leaders request your presence, sir. You are to be put on trial.

Tell me what you believe, then.

All this controversy over the Earth’s place in the universe...

It is not my job to worry about these matters.

You mean you don’t care about the TRUTH?!
Has the world gone mad?

Galileo Galilei, you have been charged with heresy.

This is a most serious offense...

...punishable by death!
This Inquisition demands the truth!

This represents what you'd have people believe!

This, however, is what truly exists!
BECAUSE OF HIS ILL HEALTH, GALILEO WAS ALLOWED TO SERVE HIS SENTENCE AT HOME UNDER HOUSE ARREST, WHERE HE REMAINED UNTIL HIS DEATH EIGHT YEARS LATER.
Napoleon's Little Empire
IN 1814, AS PART OF THE TREATY OF FONTAINEBLEAU, I WAS TO BE SENT TO RULE OVER THE ISLAND OF ELBA.

I CAN’T FIND A LOOPTOLE IN THIS THING!

WELL, I’LL RECEIVE A GENEROUS STIPEND... I’LL STILL HAVE MY IMPERIAL TITLE AND MY COURT OF ATTENDANTS.

BESIDES, IT MAY BE A LONG TIME BEFORE THEY ACTUALLY SEND ME AWAY.

TWO WEEKS LATER...

CURSE THAT TREATY!

MY ATTENDANTS TRIED TO MAKE DO WITH THE SHODDY ACCOMMODATIONS.

YOUR THRONE, MY EMPEROR.

DESPITE THE INDIGNITIES, I TRIED TO GO ABOUT THE BUSINESS OF RULING THE ISLAND AND REFORMING ITS GOVERNMENT.

THE SANITATION WORKERS HAVE BEEN ON STRIKE FOR FOUR WEEKS!

HOW SHALL WE RESPOND, SIRE?
ALTHOUGH I WAS PAID WELL, THE DAILY AFFAIRS OF ELBA LEFT ME BORED.

THE ONLY DISCUSSION I ENJOYED WAS REMINISCING ABOUT THE OLD DAYS...

AND RULED A CONTINENT!!
I'm retiring to my quarters. We can "govern" more tomorrow. Have the cook deliver my dinner.

Yes, sire.

I've prepared your favorite! *sigh*

What troubles you, sire?

The population of this island is 100,000 people.

My grand army was Six times that size when we attacked Russia!

And yet, only 40,000 returned from that campaign.

There are so many things I'd have done differently.

The problem with the Russians is that they refused to conform to the Continental system like the rest of Europe!

If they'd simply followed my plan to boycott English goods, they'd never have been attacked!
BUT WHY ATTACK SUCH A LARGE AND POSSIBLY DANGEROUS COUNTRY?

"WHY?!!"

WHAT WOULD YOU HAVE DONE? THEY DEFIED ME!

IF I HADN'T ATTACKED RUSSIA, THE REST OF EUROPE WOULD HAVE THOUGHT THEY COULD IGNORE MY ORDERS!

GO! LEAVE ME TO EAT IN PEACE!

YES, SIRE.

FINALLY, SOME PEACE AND QUIET!

SIRE! I HAVE NEWS!

*SIGH*

ENTER!

WELL? WHAT IS IT?
THE SEWERS HAVE BACKED UP BECAUSE OF THE RAINS!

YES? AND?

THE STREETS ARE FLOODING!

WHY DO YOU INTERRUPT MY DINNER WITH THIS? HAVE THE STREETS CLEANED UP!

WE HAVE NO SANITATION WORKERS! WE’VE IGNORED THEIR STRIKE!

IF YOU’LL SIGN THESE ORDERS IT WILL AUTHORIZE YOUR MEN TO ASSIST WITH THE CLEANUP.

PAPER? PAPER?!

IT WAS A PAPER WITH SIGNATURES THAT SENT ME TO THIS PLACE!

ELBA’S INCONSEQUENTIAL PROBLEMS ARE UNWORTHY OF MY ATTENTION! I’M THE RIGHTFUL RULER OF FRANCE!
THERE! I’VE SIGNED IT
GO AND HAVE MY MEN
CLEAN THE STREETS!

AFTER THAT,
ASSEMBLE MY GENERALS
FOR A MEETING.

SEWAGE IN THE STREETS WILL BE THE LAST
OF ELBA’S TRIFLING WORRIES TO PLAGUE ME.

I WILL REGAIN THE THRONE IN FRANCE,
AND HERE ON THIS RIDICULOUS ISLAND,
OUT OF SIGHT, WE’LL PLAN MY RETURN!

LESS THAN TEN MONTHS
AFTER MY EXILE BEGAN,
MY LOYAL MEN AND I WERE
ON OUR WAY BACK.

TO OUR HOME!
AND TO GLORY!

VIVE NAPOLEON!
VIVE LA FRANCE!
The Imperialism Draft
WE'RE BACK, COVERING ANOTHER EXCITING ROUND IN THE WORLD IMPERIALISM DRAFT. WHICH NATION WILL INCREASE ITS POWER AND DOMINATE THE MARKETPLACE THIS SEASON?

THE ANSWER MAY BE DETERMINED HERE TODAY.

THAT'S RIGHT, DON. THE RIGHT COLONIES CAN MAKE OR BREAK A TEAM. AND SOME OF THESE KIDS ON THE BOARD TODAY CONTAIN UNTOLD RESOURCES JUST WAITING TO BE EMPLOYED BY THE BIG BOYS.

FIRST PICK THIS ROUND GOES TO ITALY, A NEWCOMER TO THE GAME.

IF THEY WANT TO CEMENT THEIR REPUTATION AS A MAJOR PLAYER, THEY'LL NEED TO MAKE UP FOR LOSING OUT ON ETHIOPIA IN THE LAST ROUND.

ITALY SELECTS...LIBYA.

LIBYA, A.K.A. TURKISH TRIPOLI--AN INTERESTING CHOICE! WE'RE TALKING A LOT OF DESERT HERE. ITALY WILL HAVE TO GET THAT INFRASTRUCTURE IN SHAPE IF THEY WANT TO REALIZE THIS COLONY'S FULL POTENTIAL.

NEXT UP IS THE NETHERLANDS. THESE GUYS HAVE A UNIQUE APPROACH TO THE GAME, TO SAY THE LEAST.
THE DUTCH PRACTICE INDIRECT RULE: THEY ALLOW LOCAL RULERS TO MAINTAIN THEIR POSITIONS OF AUTHORITY AND STATUS—IF IT AIN’T BROKE, DON’T FIX IT. ANY PREDICTIONS?

IF THEY’RE SMART, THEY’LL GO WITH THE EAST INDIES. THE PLACE IS BURSTING WITH RAW MATERIALS—TEA, COFFEE, PALM OIL, SPICES, AND MORE!

MMM—PALM OIL!

THE NETHERLANDS SELECTS...THE EAST INDIES!

THE CROWD IS GOING WILD! THE FANS LOVE THAT CHOICE!

SPECTACULAR!

NOW ON TO AN UP-AND-COMING YOUNG TEAM—THE UNITED STATES.

THE U.S.A. IS ONE TO WATCH, LET ME TELL YOU.

THE UNITED STATES OF AMERICA SELECTS...THE PHILIPPINES.
The fans seem to like that, Don.

No doubt. They’re probably excited about getting access to all that sugar grown over there.

Ha, ha. Those Americans and their sugar. Let’s kick it over to Stacey for some info on France’s draft strategy.

Stacey?

It’s a no-brainer, Bill. France needs a strong defense to back up their interests in Vietnam, or they’ll be an easy target for Britain’s powerful offense. Look for France to take Cambodia, Annam, Tonkin and Laos—and call it “French Indochina.”

Interesting. We’ll find out soon enough. But first, it’s Belgium’s pick.

Belgium selects the Congo.

The other nations are scrambling to adjust!

Team owner King Leopold III sure knows what he’s doing there.
SMALL WONDER, DON. FEW CONSIDERED CENTRAL AFRICA BEFORE THIS--BUT I'D LOOK FOR LEOPOLD TO SEND HIS MAN HENRY STANLEY IN TO SET UP A REAL BELGIAN PRESENCE OUT THERE.

THAT IS, IF I MAY BE PRESUMPTUOUS.

WOW! THIS IS UNEXPECTED! WHAT DO YOU MAKE OF THIS, STACEY?

WELL, OBVIOUSLY, AFTER BELGIUM'S ANNOUNCEMENT, THEY'RE LOOKING TO STAKE THEIR OWN CLAIM IN THE HEART OF AFRICA--BUT SMART MONEY SAYS THEY'LL STILL GO FOR INPOCHINA IN A FUTURE ROUND.

YOU'RE ON. ANYWAY, LET'S SEE WHO GERMANY'S GOING WITH.

EAST AFRICA.
This isn’t pretty, guys. As you know, the recently reunified Germany has a bitter rivalry going with imperialist powerhouse Great Britain, and Britain won’t let East Africa go to the Germans—-not without a fight.

Okay, I’m getting some more information, here. Apparently Britain’s claiming some of that land as their own. A negotiator is coming in to settle this.

Well, this is certainly something, Stacey. Any word on the results of that dispute?

Yeah, Bill. It looks like not only Germany and Britain are splitting the land in East Africa, there’s another team in on the deal as well--Portugal.

What’s that? Is this correct? Yes?

Evidently, the negotiator has awarded Mozambique to Portugal as part of the deal.
That is totally unprecedented. Well, there's just one more pick left in this round: that tea-loving force to be reckoned with: Great Britain.

Oh, man, Bill. Britain's already dominating the Asian field with last year's pearl of a draft pick, India. This year, I'd look for them to go with someone to protect those possessions.

This round, Britain selects...Egypt.

There you have it! That Suez Canal should be a huge asset in connecting the west to India.

Can't argue with that logic, Don. Though I'd keep an eye on Burma in future rounds—there's no way the British are letting that one get away.

Speaking of future rounds: more edge-of-your-seat draft action to come, right after these messages. Stay tuned!
I hope this isn’t as disappointing as last year. Who’s first?

An Albert... Einstein.
Gladly! I had originally entitled my work "The Electrodynamics of Moving Parts" and my main goal was to address apparent inconsistencies in Maxwell's electromagnetic theory...

But I soon realized that the problems everyone had run into to date were due to the assumption that space and time were constants! I feel that matter and energy are interrelated and can be mathematically displayed as $E = mc^2$ (with $m$ being mass and $c$, the speed of light).

I have now expanded my original theory to show that larger masses actually CURVE space and time! I created this diagram as a 3-D model to help visualize the implications.
When expressed mathematically,
\[ \gamma = \frac{1}{\sqrt{1 - \frac{v^2}{c^2}}} \]

How... um... original. But you can’t suggest that time is not constant!
Every clock in the world operates at the same speed.

Make a note of student’s creativity and his willingness
to ignore accepted scientific theory.

...uh...

And who do we have here?
Marie... Curdy.
Curie... Marie Curie.
The discovery of radioactivity by Henri Becquerel in 1896 inspired me in my research and analyses.

I discovered that the radiation emitted from certain elements came from the atoms themselves. So you see, atomic structure is much more complex than previously supposed.
If we study this atomic energy, we might be able to identify even smaller parts of an atom.

Ridiculous! Atoms are the simplest form of matter, and that is that!

Next?

Sigmund...Freud

At your service.
It is my fundamental idea that all human minds are shaped by a subconscious battle of control between desire and efforts to control that desire. All neurotic ailments, I believe, are the work of maladjustments. Furthermore, our desires result from infancy, not adulthood. By learning about a patient’s formative years and subconscious dreams, I can diagnose mental illness. I call this “psychoanalysis.”

For example, what sort of relationship did you have with your father?

My word!

Why, that’s none of your business!

Hmm… unresolved infantile power issues, which manifest themselves in a need to bully others.
Ahead of Their Time

Shortly...

Attention... I will now announce this year’s winners of our Annual Science Fair.

3rd place: Benjamin Steck with his miracle, tater-driven "Alarm Spud."  
YES! In your face, Freud!

2nd place: Floyd York with his tranquil and revealing "Styro System."
YEAH! Sweeeeet!

And 1st prize goes to... Sally Carson with her thought-provoking and mind-blowing "Mount Baking Soda."

VICTORY! I am the greatest mind the world shall ever know!

Hmmmm... latent ignorance possibly due to an inability to accept new ideas...
DUNKIRK: THE GREAT ESCAPE
SOMEWHERE ON THE ENGLISH CHANNEL... SOUTH OF DOVER, MAY 1940, LATE EVENING...

HEY FISHES, WHY ARE YOU HIDING FROM MY NETS? WHERE ARE YOU?

MAYBE THE CURRENTS HAVE TAKEN ME CLOSER TO FRANCE, ARE YOU FRENCH FISHES?

SO THAT’S IT. A STORM HAS CHASED YOU TO THE BOTTOM, EH FISHES?

MAYBE IT’S TIME TO PULL IN MY NETS AND HEAD HOME, THEN.

THAT’S NOT A STORM... WHAT IS IT?

KA-BOOM! KA-BOOM!

KA-BOOOOM!

KA-BOOM!

KA-BOOM! BOOM-BOOM!
AY MATE, WHAT'S GOING ON?

IT'S AN EVACUATION!

EVACUATION OF WHOM?

BRITISH AND FRENCH SOLDIERS... THOUSANDS OF THEM! THE GERMANS HAVE GOT US TRAPPED ON THE BEACH AT DUNKIRK!

CAN YOU HELP US, CAPTAIN?

PING! PING! PING!

GET DOWN!
I'LL COME ABOARD AND DIRECT YOU BACK TO THE SHORELINE, CAPTAIN.

THE BRITISH SOLDIER CLIMBS INTO THE FISHING BOAT AND THEY HEAD TOWARD THE SHALLOW AND WAITING TROOPS. IT'S A STRANGE RESCUE, INVOLVING BRITISH DESTROYERS, TUGBOATS, FISHING BOATS, FERRIES, AND CIVILIAN PLEASURE CRAFT.

WE NEED SMALLER BOATS LIKE YOURS TO GET CLOSER TO SHORE. THEN WE CAN GET THEM TO TrawlerS AND THE DESTROYERS OUT IN THE CHANNEL.

WHERE ARE THEY TAKING ALL OF YOU?

TO DOVER, SIR. THIS IS OPERATION DYNAMo. ORIGINALLY, WE WERE JUST TRYING TO RESCUE THE 45,000 MEN FROM THE BRITISH EXPEDITIONARY FORCE, BUT NOW...

-NOW, THERE ARE A LOT MORE OF YOU!

YES, SIR!

SO WHAT HAPPENED, SON?

WHY ARE ALL OF YOU HERE AT DUNKIRK, THE NORTHERN TIP OF FRANCE?
WHEN WAR BROKE OUT AGAINST THE NAZIS LAST FALL, THE BRITISH EXPEDITIONARY FORCE WAS SENT TO HELP THE FRENCH DEFEAT THE GERMANS. SADLY, WE ALL UNDERESTIMATED THE STRENGTH OF HITLER’S ARMY.

THE NAZIS DROVE US BACK THROUGH BELGIUM AND FRANCE. WE WERE ORDERED TO RETREAT TO THE PORT OF DUNKIRK. WE’VE BEEN TRICKLING INTO THE CITY OF DUNKIRK AND THE BEACHES FOR THE PAST SEVERAL DAYS, BUT WE’VE BEEN STRANDED HERE WITHOUT SHELTER OR SUPPLIES.

SO FRANCE HASFallen. I CAN HARDLY BELIEVE IT. THE WAR IS ON OUR DOORSTEP NOW....

VICE ADMIRAL RAMSAY ROUNDED UP ALL THESE VESSELS FOR OUR RESCUE....

...BUT AS OUR SHIPS APPROACH THE PORT THEY’VE BECOME EASY TARGETS FOR THE DIVE BOMBERS.

WE’RE RETREATING BACK TO BRITAIN FOR NOW... BUT WE’LL BE BACK!
CAPTAIN, PULL IN AS CLOSE TO THE SHORE AS POSSIBLE. I'LL SIGNAL THE MEN TO COME ABOARD.

CAPTAIN...GET DOWN... HERE COMES ANOTHER ONE!

TATAT-TAT

RATATATATAT

NICE SHOOTIN' MATE!

HURRY, MEN! LET'S GET YOU BACK TO MOTHER ENGLAND!

SOON, THE TINY FISHING BOAT IS SPILLING OVER WITH WEARY, BATTLE-WORN SOLDIERS.

SORRY, BOYS! THAT'S ALL THIS BATHTUB WILL HOLD.
THE OLD FISHERMAN TAKES HIS TIRED CARGO TO A BRITISH DESTROYER WAITING IN THE DEEPER WATER WHICH WILL SAIL THE TROOPS ACROSS THE CHANNEL TO DOVER.

BUT THERE ARE STILL THOUSANDS WAITING TO BE EVACUATED ON THE BEACHES AT DUNKIRK, SO THE FISHERMAN RETURNS TO SHORE FOR ANOTHER RESCUE AND ANOTHER...

OF THE 850 VESSELS TAKING PART IN THE RESCUE KNOWN AS OPERATION DYNAMO, 235 WERE SUNK.

THE B.E.F. LOST MORE THAN 68,000 MEN AT DUNKIRK...

...BUT 338,226 BRITISH AND FRENCH TROOPS WERE SAFELY EVACUATED TO DOVER, ENGLAND, MAKING THIS THE GREATEST RESCUE OF ALL TIME.
THEME 10

DEEP IN THE HEART OF FRANCE, 1944
BEHIND ENEMY LINES

Deep in the Heart of France, 1944: Behind Enemy Lines
Well, you're a sight for sore eyes. New here, aren't you?

Transfered. Gunther, isn't it? You try to get some rest now, Gunther.

Good Evening Herr Doctor. You should expect your empty beds to be filled very soon. We're expecting the Allied invasion to come at Calais, and troops are being massed as we speak.
Doctor, could you review this medication for the new patient? He's still running a fever.

Hmm. Yes, increase his dosage by 10 units, and let's see how he's doing in the morning.

Thank you, Doctor.

So the Germans think we're landing at Calais.

I've got to get this message through tonight.
With any luck the tent should be empty now.

I'd better make this fast.
A telegraph message coming in to the Allied forces in England.

A message from Number 12—it's about time. I was getting worried about her. Captain Miller's gonna want this right away.

Call in the sub, we've got an agent to rescue!

Approaching footsteps.
What are you doing here? Your shift isn’t over!

I forgot my book. I came back to get it.

Did you see the communication that was on my desk?

No, what communication?

I don’t believe you. Let’s have your superior decide what to do with you, eh?

BONK!
I hope the boat is where I left it.

BARK! BARK! BARK!

I'm sure this is the right spot. But where are they?

Safe inside an Allied submarine ...until the next mission.

They bought it boys!!
THEME 11

BERLIN: A CITY DIVIDED
DEAR ELSE,
THANK YOU FOR YOUR MOST RECENT LETTER.
IT'S BEEN TOO LONG SINCE I LAST WROTE.

OMA & OPA ARE DOING WELL. WE ARE ALL IN
GOOD HEALTH THESE DAYS. THE COMMUNISTS'
FREE HEALTH CARE IS PRETTY DECENT.

UNFORTUNATELY, I'VE BEEN RATHER ANXIOUS LATELY.
SOME STRANGE THINGS HAVE BEEN HAPPENING
AROUND HERE. MY FRIEND HENRIK TOLD ME TODAY
THAT HIS FATHER IS MISSING.

HE DIDN'T DO
ANYTHING. MAYBE
THEY FOUND
SOME BOOKS...

OMA = GRANDMA, OPA = GRANDPA
“HENRIK’S FATHER MUST HAVE BEEN ARRESTED BY THE STASI FOR OWNING ANTI-COMMUNIST LITERATURE, OR SOMETHING LIKE THAT.”

“What crime is there in reading??

“ON A POSITIVE NOTE, I SHOULD BE ABLE TO FIND WORK SOON TO SUPPORT OMA AND OPA AND MYSELF. EVERYONE IN THE GDR IS GUARANTEED EQUAL WORK.”

“I DREAD THE FUTURE, ELSE. LIFE HERE IS BLEAK AND DEPRESSING. I DESPERATELY WANT TO GET OUT OF EAST BERLIN. I MISS YOU AND MOTHER AND FATHER TERRIBLY. LOVE, ERICH”

“Achtung! Special permission required to enter West Berlin. Have your papers ready.”

Achtung = attention
OH! A LETTER FROM ERICH!

BUT WHY IS SO MUCH OF IT BLACKED OUT?

I RECEIVED A LETTER FROM ERICH TODAY!

A LETTER! THAT’S WONDERFUL, ELSE.

NEWS FROM ERICH!

LET’S HEAR ALL ABOUT IT!

WELL... HE AND OMA AND OPA ARE DOING WELL. THEY HAVE GOOD QUALITY HEALTH CARE.

THAT’S GOOD TO HEAR. I’VE BEEN SO WORRIED. THERE HAVE BEEN RUMORS ABOUT PEOPLE MYSTERIOUSLY DISAPPEARING RECENTLY.

DISAPPEARING?

THE COMMUNISTS HAVE A SECRET POLICE FORCE CALLED THE STASI. THEY’LL ARREST ANYONE WHO’S SEEN AS ANTI-COMMUNIST. THEY’RE PROBABLY MAKING SECRET ARRESTS.

PAPA... DO YOU THINK ERICH WILL EVER COME HOME TO LIVE WITH US?

I WISH I KNEW, ELSE. I WISH I KNEW.
“DEAR ERICH, IT WAS SO NICE TO HEAR FROM YOU. MOTHER AND FATHER ARE DOING WELL. THEY SEND YOU THEIR LOVE.”

“I WONDER IF YOU WOULD EVEN RECOGNIZE WEST BERLIN! THE BRITISH SECTOR IS AMAZING NOW. REMEMBER THE SITE OF THE OLD ROMANESQUE CAFE THAT WAS RUINED IN THE WAR? THEY’VE BUILT AN INCREDIBLE SHOPPING CENTER CALLED THE EUROPA CENTRE IN ITS PLACE.”

“I’M GLAD TO BE LIVING IN THE BRITISH SECTOR, THERE’S SO MUCH HAPPENING HERE - BUT THE AMERICAN SECTOR IS A LOT OF FUN TOO. THERE’S A REAL LIVELY SPIRIT IN THE CITY IN GENERAL LATELY.”

“It’s funny I should hear from you today. I was at the Wall just yesterday, looking east from a viewing platform, and wondering what you were doing. It seems like so long since either of us has seen the other half of the city.”

“It has a skating rink right in the middle! There is also a thermal bath, tons of shops and restaurants, and even a cabaret! That’s the very first place I’d like to take you, as soon as you get to come home.”
"OH, BUT ERICH, PLEASE BE CAREFUL. WE’VE BEEN HEARING SOME TERRIBLE RUMORS ABOUT THE EAST GERMAN SECRET POLICE. THEY ARE CALLED THE "STASI"! IF THEY SUSPECT YOU OF ANTI-COMMUNIST ACTIVITY, THEY WILL MONITOR YOUR HOUSE AND KEEP A FILE ON YOU."

"THE STASI WILL ARREST PEOPLE FOR ANY ANTI-COMMUNIST SENTIMENT."

"PEOPLE OVER HERE ARE VERY POLITICALLY ACTIVE. STUDENTS AND ALL SortS OF BERLINERS ARE STAGING PROTESTS AGAINST THE WALL."

"I’M VERY HOPEFUL ABOUT THE FUTURE HERE. THE CITY IS REALLY RECOVERING WELL FROM THE WAR. IN ADDED TO ALL THE BUILDINGS BEING RECONSTRUCTED, THE PEOPLE’S SPIRITS HAVE BEEN HEALING TOO."

"PLEASE GIVE MY LOVE TO OMA AND OPA. I CAN’T WAIT TO SEE YOU. LOVE, ELSE"

"DIE MAUER MUSS WEG" = "THE WALL MUST GO"
Afghanistan, 2004

ALL ACROSS THE COUNTRY, PEOPLE PREPARE TO VOTE IN THE NATIONAL ELECTION.
POLITICAL OPPONENTS ARGUE OVER THEIR CANDIDATES...

...WHILE SOLDIERS MAINTAIN TIGHT SECURITY TO ENSURE SAFETY.
I wish the foreigners would leave! I don't like them ordering us around.

They are here to protect us! When the country is firmly in our hands, they will go.

Not everyone is pleased by the soldiers' presence.

This is the first time women have been allowed to vote.
TO HONOR ISLAMIC CUSTOMS, WOMEN HAVE THEIR OWN POLLING PLACES.
A COUNTRY IS CHANGING; THE WORLD IS WATCHING; THERE IS HOPE FOR THE FUTURE.