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Douglas Fisher, Ph.D., is a Professor in the Department of Teacher Education at San Diego State University. He is the recipient of an International Reading Association Celebrate Literacy Award as well as a Christa McAuliffe Award for Excellence in teacher education. He has published numerous articles on reading and literacy, differentiated instruction, and curriculum design as well as books, such as *Improving Adolescent Literacy: Strategies at Work and Responsive Curriculum Design in Secondary Schools: Meeting the Diverse Needs of Students*. He has taught a variety of courses in SDSU’s teacher-credentialing program as well as graduate-level courses on English language development and literacy. He has also taught classes in English, writing, and literacy development to secondary school students.
Dear Social Studies Student,

Can you believe it? The start of another school year is upon you. How exciting to be learning about different cultures, historical events, and unique places in your social studies class! I believe that this Active Reading Note-Taking Guide will help you as you learn about your community, nation, and world.

Note-Taking and Student Success

Did you know that the ability to take notes helps you become a better student? Research suggests that good notes help you become more successful on tests because the act of taking notes helps you remember and understand content. This Active Reading Note-Taking Guide is a tool that you can use to achieve this goal. I’d like to share some of the features of this Active Reading Note-Taking Guide with you before you begin your studies.

The Cornell Note-Taking System

First, you will notice that the pages in the Active Reading Note-Taking Guide are arranged in two columns, which will help you organize your thinking. This two-column design is based on the Cornell Note-Taking System, developed at Cornell University. The column on the left side of the page highlights the main ideas and vocabulary of the lesson. This column will help you find information and locate the references in your textbook quickly. You can also use this column to sketch drawings that further help you visually remember the lesson’s information. In the column on the right side of the page, you will write detailed notes about the main ideas and vocabulary. The notes you take in this column will help you focus on the important information in the lesson. As you become more comfortable using the Cornell Note-Taking System, you will see that it is an important tool that helps you organize information.

The Importance of Graphic Organizers

Second, there are many graphic organizers in this Active Reading Note-Taking Guide. Graphic organizers allow you to see the lesson’s important information in a visual format. In addition, graphic organizers help you understand and summarize information, as well as remember the content.

Research-Based Vocabulary Development

Third, you will notice that vocabulary is introduced and practiced throughout the Active Reading Note-Taking Guide. When you know the meaning of the words used to discuss information, you are able to understand that information better. Also, you are more likely to be successful in school when you have vocabulary knowledge. When researchers study successful students, they find that as students acquire vocabulary knowledge, their ability to learn improves. The Active Reading Note-Taking Guide focuses
on learning words that are very specific to understanding the content of your textbook. It also highlights general academic words that you need to know so that you can understand any textbook. Learning new vocabulary words will help you succeed in school.

**Writing Prompts and Note-Taking**

Finally, there are a number of writing exercises included in this *Active Reading Note-Taking Guide*. Did you know that writing helps you to think more clearly? It’s true. Writing is a useful tool that helps you know if you understand the information in your textbook. It helps you assess what you have learned.

You will see that many of the writing exercises require you to practice the skills of good readers. Good readers *make connections* between their lives and the text and *predict* what will happen next in the reading. They *question* the information and the author of the text, *clarify* information and ideas, and *visualize* what the text is saying. Good readers also *summarize* the information that is presented and *make inferences* or *draw conclusions* about the facts and ideas.

I wish you well as you begin another school year. This *Active Reading Note-Taking Guide* is designed to help you understand the information in your social studies class. The guide will be a valuable tool that will also provide you with skills you can use throughout your life.

I hope you have a successful school year.

Sincerely,

Douglas Fisher
Chapter 1, Section 1

The First Civilizations

(Pages 121–129)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• How did the law codes and religious beliefs develop in ancient civilizations?
• How did the caste system influence the lives of people in ancient India?

Main Idea

As you read pages 121–129 in your textbook, use this Venn diagram to show the similarities and differences between Hinduism and Buddhism.

Writing About History

Descriptive Writing  What impact has a religious or spiritual tradition had on your life? On a separate sheet of paper, describe the significance that one or a combination of traditions and beliefs have had in either your daily life or in your general outlook.
Read the subsection on Mesopotamia and write two or three sentences to summarize it.

Define or describe each of the following key terms from this lesson.

- civilization
- patriarchal

Circle the letter of the word that has the closest meaning to the boldfaced academic vocabulary words from this lesson.

1. A system of **codes** helped maintain order in early civilizations.
   - a. signs  
   - b. signals  
   - c. regulations

2. Early civilizations **focused** on what the leaders believed were important goals for maintaining their social structure.
   - a. concentrated  
   - b. insisted  
   - c. relied
As you read, write the main idea of the passage. Review your statement when you have finished reading, and revise as needed.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Define or describe the following key term from this lesson.

pharaoh
________________________________________________________________________

New Centers of Civilization: The Israelites (pages 125–126)

As you read this lesson, answer the following questions to clarify the information about the Israelites.

1. How did King Solomon help Jerusalem become the capital of Israel?
   _______________________________________________________________________
   _______________________________________________________________________

2. How did Judaism give the Jews strength?
   _______________________________________________________________________
   _______________________________________________________________________

3. What Jewish beliefs are part of Western tradition?
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
4. How was Judaism unique among ancient religions of western Asia and Egypt?

Define or describe each of the following key terms from this lesson.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judaism</td>
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</tr>
<tr>
<td>monotheistic</td>
<td></td>
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<tr>
<td>covenant</td>
<td></td>
</tr>
<tr>
<td>prophets</td>
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</tbody>
</table>

Scan the lesson by reading a sentence from each paragraph. Then write two main topics that will be covered in this section.

<table>
<thead>
<tr>
<th>Sentence</th>
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</tbody>
</table>
Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

1. caste system
2. Hinduism
3. Buddhism

A. religion whose followers believe in karma and reincarnation
B. religious system based on asking questions of the ruler to reach a final truth
C. religion started by the Harappan civilization
D. social and religious classification based on discrimination
E. religion with goal of achieving wisdom

Define the following academic vocabulary word from this lesson.

networks

Ancient China (pages 128–129)

Interpreting Read the lesson, and answer the questions to interpret what you read.

1. In what way was the “Mandate from Heaven” a powerful ruling force?

2. How did the beliefs of Confucius indirectly support the “Mandate from Heaven”?
Define or describe the following key term from this lesson.

Confucianism

Use the following academic vocabulary word from this section in a sentence that reflects the word’s meaning.

core

Now that you’ve read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

How did the law codes and religious beliefs develop in ancient civilizations?

How did the caste system influence the lives of people in ancient India?
Chapter 1, Section 2
The Civilization of the Greeks
(Pages 134–141)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• Who lived in the polis?
• How did Athens and Sparta differ?

Main Idea
As you read pages 134–141 in your textbook, use this concept map to show ideas that the Greeks contributed about government.

Writing About History
Persuasive Writing Imagine that you are trying to get your fellow citizens to vote a certain way on an issue. On a separate sheet of paper, write about an issue you believe is important, and try to convince others who may not know much about the issue to see your perspective.
Read the lesson, and then answer the questions to evaluate what you read.

1. How was the polis the center of Greek life?

2. What was the citizen of Ancient Greece like?

3. Who ran the Spartan government?

4. Why is Athenian democracy considered a model for American democracy?

Define or describe each of the following key terms from this lesson.

- polis
- tyrant
- democracy
Circle the letter of the word that has the closest meaning to the boldfaced academic vocabulary words from this lesson.

1. Without common goals, a community would have a difficult time maintaining order.
   a. networks       b. objectives       c. laws

2. Only adult males could vote in ancient Athens.
   a. grown-up       b. old             c. responsible

The Greek Love of Wisdom (pages 139–141)

As you read, write the main idea of the lesson. Review your statement when you have finished reading, and revise as needed.

Define or describe the following key terms from this lesson.

philosophy

Socratic method
Use the following academic vocabulary word from this section in a sentence that reflects the word’s meaning.

foundations

Now that you’ve read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

Who lived in the polis?

How did Athens and Sparta differ?
Chapter 1, Section 3

Rome and the Rise of Christianity

(Pages 144–151)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• How did Rome become an empire?
• Why did Christianity grow at such a rapid rate?

Main Idea

As you read pages 144–151 in your textbook, complete this chart by listing the government officials and the legislative bodies of the Roman Republic.

<table>
<thead>
<tr>
<th>Officials</th>
<th>Legislative Bodies</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

Writing About History

Expository Writing  After you have read this section, use a separate sheet of paper on which you support a thesis about the Roman state. Be sure to use as much information, details, and quotations as necessary from this section to support your claim.
**The Roman State** (pages 145–146)

**Skimming**

Skim the section on the Roman state by reading the first couple of sentences in each paragraph quickly to get a general idea of what it is about. Use one or two sentences to write that general idea in the spaces below.

<table>
<thead>
<tr>
<th>General Idea</th>
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</table>

Define or describe each of the following key terms from this lesson.

- **patricians**
- **plebeians**
- **republic**
- **Senate**

**The Influence of the Roman Empire** (pages 146–147)

**Identifying Cause and Effect**

As you read pages 146–147, identify the following cause and effect of the action.

Cause: 

Action: Roman culture had a great deal of impact on Western civilization.

Effect: 
Define or describe the following key term from this lesson.

Christianity

------------------

Use the following academic vocabulary word from this section in a sentence that reflects the word’s meaning.

estates

------------------

The Development of Christianity (pages 148–151)

Analyzing

Analyze the information in this lesson by answering the following questions.

1. What fears did Jesus try to ease when he preached throughout Judea to the Jews?

2. Why did the Roman government begin persecuting Christians?

3. What important public act helped Christianity take hold in Rome?

4. What aspect of the Crusades contradicted the teachings of Jesus?
Define or describe the following key term from this lesson.

Catholic Church

Define the following academic vocabulary words from this lesson.

potential

minority

Now that you’ve read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

How did Rome become an empire?

Why did Christianity grow at such a rapid rate?
Chapter 1, Section 4
New Patterns of Civilization
(Pages 152–159)

Reason to Read
Setting a Purpose for Reading Think about these questions as you read:
• What are the major beliefs and principles of Islam?
• What are the elements that formed European civilization?

Main Idea
As you read pages 152–159 in your textbook, complete this chart by listing the effects of King John’s weak leadership on medieval society.

Writing About History

Autobiographical Writing Imagine living in the Middle Ages. On a separate sheet of paper, and before reading this section, describe what you know about life in the Middle Ages. Use any details you may know about dress, behavior, and daily activities.
Read the subsection on Islam, and then write two or three sentences to summarize it.

Define or describe the following key term from this lesson.

Islam

Define the following academic vocabulary word from this lesson.

granted

As you read, list details about European civilization in the Middle Ages. Then write a general statement based on these details.

Details:
Define or describe the following key term from this lesson.

**Feudalism**

England in the High Middle Ages (page 156)

**Sequencing**

As you read, put the following events in the correct order by writing the number 1 through 6 in the space to the left. Use the number 1 for the event that occurred first, 2 for the next event, and so on.

___ a. English Parliament is formed.
___ b. Provision in Magna Carta gives rise to trial by jury.
___ c. American colonies adopt principles of Magna Carta.
___ d. Magna Carta is used to strengthen idea that monarch’s power is limited.
___ e. Feudal custom recognizes the mutual rights and obligations between a king and his knights.

**Content Vocabulary To Know**

Match the term from this lesson in the left column with the correct definition in the right column by writing the letter in the space to the left of the term.

___ 1. common law
    a. practiced by the whole kingdom
___ 2. Magna Carta
    b. Great Charter
    c. Germanic king
Define the following academic vocabulary word from this lesson.

**confer**

Europe in the High and Late Middle Ages (page 157)

Scan the lesson by reading a sentence from each paragraph. Then write what will be covered in this section.

The Renaissance and Reformation (pages 158–159)

Describe the importance of each of the following terms in this lesson.

- Renaissance
- Leonardo da Vinci
- Protestant Reformation
Now that you’ve read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What were the major principles of Islam?

________________________

________________________

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What elements formed European civilization?

________________________

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Chapter 2, Section 1
The Glorious Revolution
(Pages 175–182)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• What were the problems that troubled Europe between 1560 and 1650?
• How did the Glorious Revolution undermine the divine right of kings?

Main Idea

As you read pages 175–182 in your textbook, use this chart to summarize the rulers’ positions on religion and power.

<table>
<thead>
<tr>
<th>Ruler</th>
<th>Position on issues of religion and power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry VIII</td>
<td></td>
</tr>
<tr>
<td>Elizabeth I</td>
<td></td>
</tr>
<tr>
<td>The Stuarts</td>
<td></td>
</tr>
<tr>
<td>Oliver Cromwell</td>
<td></td>
</tr>
<tr>
<td>William &amp; Mary</td>
<td></td>
</tr>
</tbody>
</table>

Writing About History

Persuasive Writing Imagine you lived in England sometime between 1550 and 1700. Which ruler would you want to live under? Write a letter to the editor describing why your chosen ruler is doing a decent job.
Read the section, and then answer the questions to make inferences about the background to the Glorious Revolution.

1. What change did the Glorious Revolution make permanent?

2. How did France and England differ in the how their monarchies ruled?

3. How did King Henry VIII cleverly get Parliament to agree with his Act of Supremacy in 1534?

4. What significant contribution did the Puritans make to future generations about the relationship between church and state?

Define or describe the following key term from this lesson.

divine right of kings

Define the following academic vocabulary word from this lesson.

attribute
As you read, write the main idea of the lesson. Review your statement when you have finished reading, and revise as needed.

Define or describe the following key term from this lesson.

Use the following term, which you studied earlier, in a sentence that reflects the term’s meaning.

Glorious Revolution and Limited Monarchy (pages 181–182)

As you read this lesson, answer the following questions to clarify the information about the Glorious Revolution.

1. What was the Glorious Revolution?

2. How did the Glorious Revolution get its name?

3. How did John Locke’s ideas influence the French Revolution and American Revolution?
Define or describe the following key term from this lesson.

natural rights

Define the following academic vocabulary words from this lesson.

consensus

hypothetical

mutual

Now that you’ve read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What problems troubled Europe between 1560 and 1650?

How did the Glorious Revolution undermine the divine right of kings?
Chapter 2, Section 2
The Enlightenment
(Pages 183–189)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• What are the central ideas of the Enlightenment?
• What role did religion play during the Enlightenment?

Main Idea
As you read pages 183–189 in your textbook, use the diagram to list main ideas
of the Enlightenment.

Writing About History
Expository Writing  Imagine that you have just started your own magazine
focused on emerging or underrepresented ideas or concerns. On a separate
sheet of paper, write the editorial to open the first issue of your magazine, and
explain the magazine’s purpose and types of articles that will be published in
future issues. Be sure to follow and develop your thesis in your composition.
### The Enlightenment and the Philosophes

<table>
<thead>
<tr>
<th>Key Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reviewing</strong></td>
<td><strong>Read the lesson and then list information about each person's contribution to the Enlightenment to help review the lesson.</strong></td>
</tr>
<tr>
<td><strong>Isaac Newton</strong></td>
<td></td>
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<tr>
<td><strong>Voltaire</strong></td>
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<tr>
<td><strong>Montesquieu</strong></td>
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<td><strong>Rousseau</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Content Vocabulary to Know</th>
<th>Define or describe each of the following key terms from this lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>philosophe</strong></td>
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<tr>
<td><strong>deism</strong></td>
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<tr>
<td><strong>separation of powers</strong></td>
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<tr>
<td><strong>social contract</strong></td>
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</tr>
</tbody>
</table>
Use the following term, which you studied earlier, in a sentence that reflects the term’s meaning.

**goal** (Chapter 1, Section 2)

---

## Academic Vocabulary

Circle the letter of the word that has the closest meaning to the boldfaced academic vocabulary words from this lesson.

1. Scientific discoveries without **evidence** would not have changed many people’s minds about the universe.
   - a. proof
   - b. clarity
   - c. regulations

2. Voltaire was unable to pretend that the experience would **affect** him.
   - a. touch
   - b. outcome
   - c. influence

3. Montesquieu’s **concept** had an impact on the American colonists.
   - a. faith
   - b. idea
   - c. knowledge

---

**Toward a New Social Science** *(page 187)*

As you read, write the main idea of the lesson. Review your statement when you have finished reading, and revise as needed.

---

**Content Vocabulary To Know**

**laissez-faire**

Define or describe the following key term from this lesson.
Spread of the Enlightenment (pages 188–189)

Summarizing
Summarize how Enlightenment ideas spread.

Define or describe the following key term from this lesson.
salon

Section Wrap-up
Now that you’ve read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What were the central ideas of the Enlightenment?

What role did religion play in the Enlightenment?
Chapter 2, Section 3
The American Revolution
(Pages 190–197)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• What were the causes of the American Revolution?
• What were the short-term and long-term impacts of the American Revolution?

Main Idea
As you read pages 190–197 in your textbook, use the chart to identify key aspects of the government created by the American colonists.

Writing About History

Persuasive Writing Imagine that you live in the British colonies in 1776. On a separate sheet of paper, take a position either for or against declaring independence from Great Britain, and write a letter to the editor of the local newspaper. Be sure to use information from the section to support your position.
How the Colonies Learned Self-Government (page 191)

As you read this lesson, answer the following question: What procedures had the colonies established for self-rule?

Define or describe the following key term from this lesson.

colony

British and French Rivalry in North America (pages 191–192)

As you read, write the main idea of the lesson. Review your statement when you have finished reading, and revise as needed.

Define or describe the following key term from this lesson.

Stamp Act
As you read each part of the lesson, write a one-sentence summary.

1. Building tension among colonies

2. The Colonists Unite in Protest

3. The Continental Congresses

4. The Second Continental Congress

Define the following academic vocabulary words from this lesson.

- tension
- correspondence

Interpret the information you read about American independence by answering the following questions.

1. What argument did the colonists use to support their call for independence?
2. What did the colonists have to gain from the rivalry between England and France?

__________________________________________________________

__________________________________________________________

Define or describe the following key term from this lesson.

__________________________________________________________

__________________________________________________________

Ruling a New Nation (pages 196–197)

As you read this lesson, answer the following questions to clarify the information about the new nation.

1. Why were the new states fearful of creating a strong central government?

__________________________________________________________

2. How did the Constitution build on the ideas of Montesquieu?

__________________________________________________________

3. Why was the Bill of Rights important to many colonists?

__________________________________________________________

4. What other revolutionary movements did the American Revolution inspire?

__________________________________________________________

__________________________________________________________
Define or describe the following key terms from this lesson.

<table>
<thead>
<tr>
<th>Articles of Confederation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
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<td></td>
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</tbody>
</table>

Use each of the following academic vocabulary words in a sentence that reflects the word’s meaning.

<table>
<thead>
<tr>
<th>amendments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Use the following term, which you studied earlier, in a sentence that reflects the term’s meaning.

<table>
<thead>
<tr>
<th>potential (Chapter 1, Section 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Now that you’ve read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What were the causes of the American Revolution?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What were the short-term and long-term impacts of the American Revolution?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 3, Section 1

The French Revolution Begins
(Pages 211–218)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What groups made up the three estates of France?
• How did the fall of the Bastille save the National Assembly?

Main Idea

As you read pages 211–218 in your textbook, complete the graphic organizer below by listing the factors that contributed to the French Revolution.

Writing About History

Expository Writing  Imagine what the life of Louis XVI or Olympe de Gouges was like just before the French Revolution. On a separate sheet of paper, describe his or her daily life including the sights, sounds, thoughts, actions, and gestures.
Skim this lesson before you begin reading it, looking at headings and words in color or boldface type. Write a sentence explaining what you expect to learn. After reading, revise your sentence if needed.

Define or describe the following vocabulary words from this lesson.

- estate
- taille
- bourgeoisie

Circle the letter of the word or phrase that is closest in meaning to the underlined phase.

During the reign of Louis XVI, the demand for consumer goods rose quickly.

a. goods that satisfy want  b. goods that are sold  c. goods that are expensive

Write the definition of the following term that you studied earlier.

attribute  (Chapter 2, Section 1)
As you read, think about whether the Third Estate was justified in its decision to call itself a National Assembly and draft a constitution. How else might the issue of voting among the three estates have been resolved?

Terms to Review

Use the following term, which you studied earlier, in a sentence that reflects the term’s meaning.

assembly

The Destruction of the Old Regime (pages 215–218)

Outlining

As you read this lesson, fill in the outline below.

I. Declaration of the Rights of Man
   A. 
   B. 
   C. 

II. The King Concedes
   A. 
   B. 

III. Church Reforms
   A. 
   B.
IV. A New Constitution and New Fears
A. ____________________________
B. ____________________________
C. ____________________________

V. War with Austria
A. ____________________________
B. ____________________________

VI. Rise of the Paris Commune
A. ____________________________
B. ____________________________
C. ____________________________

Define or describe the following vocabulary word from this lesson.

sans-culottes

Define the following academic vocabulary word from this lesson.

exclusion

Use the following term, which you studied earlier, in a sentence.

Catholic Church
(Chapter 1, Section 1)
Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What groups made up the three estates of France?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How did the fall of the Bastille save the National Assembly?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

38 Chapter 3, Section 1
Chapter 3, Section 2
Radical Revolution and Reaction
(Pages 219–225)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• Why did a coalition of European countries take up arms against France?
• Why did the Reign of Terror occur?

Main Idea

As you read pages 219–225 in your textbook, complete the chart below by listing the actions taken by the National Convention.

<table>
<thead>
<tr>
<th>Actions Taken by the National Convention</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
</tbody>
</table>

Writing About History

Persuasive Writing  Take a side either for or against the French Revolution. Write an editorial in support of your opinion to a Paris newspaper. Be sure to support your opinion with information from your textbook.
As you read, think about the move to radicalism in France. Then write a paragraph describing the two major aspects of the domestic crisis after the National Convention was established.

Define or describe the following vocabulary word from this lesson.

fraction

Define the following academic vocabulary word from this lesson.

domestic

As you read, write down one question for each subhead for a partner to answer. Exchange questions and see if you can answer your partner’s questions.

Crushing Rebellion

The Republic of Virtue
Circle the letter of the word that is closest in meaning to the underlined word.

The Committee of Public Safety would have to act quickly to external threats.

a. foreign  b. outside  c. exterior

A Nation in Arms (pages 223–224)

As you read, write down three details about the French revolutionary army. Then write a conclusion based on these details.

__________________________
__________________________
__________________________

The Directory (pages 224–225)

As you read, complete the following sentences to help you summarize the lesson.

1. As a reaction to the Reign of Terror, the Constitution of 1795 divided power between a legislative assembly with a lower house called the ____________________________ and an upper house called the ____________________________.

2. Five Directors made up the executive committee known as the ____________________________ , which became known for corruption.
Define or describe the following vocabulary words from this lesson.

- electors
- coup d’état

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

Why did a coalition of European countries take up arms against France?

Why did the Reign of Terror occur?
Chapter 3, Section 3

The Age of Napoleon

(Pages 228–235)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• Why did Napoleon want to stop British goods from reaching Europe?
• What were two reasons for the collapse of Napoleon’s empire?

Main Idea

As you read pages 228–235 in your textbook, complete the graphic organizer below by listing the achievements of Napoleon’s rule.

Achievements of Napoleon’s Rule

Writing About History

Persuasive Writing  Imagine that you are Napoleon Bonaparte, and you need to convince your superiors that you should be made commander of the French armies in Italy. Describe the qualities you possess that make you particularly good for the position. Use information from the section to support your cause.
As you read, think about Napoleon’s invasion of Egypt, a British colony. Besides striking at British power there, what else might have motivated Napoleon to invade Egypt?

---

Define or describe the following vocabulary word from this lesson.

**consulate**

Use each of the following terms that you studied earlier in a sentence.

**colony**  
(Chapter 3, Section 3)

**philosophes**  
(Chapter 2, Section 1)
Napoleon’s Domestic Policies (pages 230–231)

**Questioning**

As you read, think about Napoleon having himself crowned emperor and then his creation of the Napoleonic Code. Write a paragraph explaining the apparent contradiction between these two actions.

<table>
<thead>
<tr>
<th>Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing a bureaucracy run by capable officials was important to Napoleon.</td>
</tr>
<tr>
<td>Circle the letter of the word that is closest in meaning to the underlined word.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Academic Vocabulary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>capable</strong></td>
</tr>
</tbody>
</table>

Developing a bureaucracy run by capable officials was important to Napoleon.

**Terms to Review**

<table>
<thead>
<tr>
<th><strong>focus</strong></th>
</tr>
</thead>
</table>

(Chapter 1, Section 1)

Use the following term, which you studied earlier, in a sentence that reflects the term’s meaning.

<table>
<thead>
<tr>
<th>Sentence</th>
</tr>
</thead>
</table>

Napoleon’s Empire (pages 231–232)

**Previewing**

Preview the section to get an idea of what’s ahead. First, skim the section. Then write a sentence or two explaining what you think you will be learning. After you have finished reading, revise your statements as needed.

<table>
<thead>
<tr>
<th>Paragraph</th>
</tr>
</thead>
</table>
Use the following academic vocabulary word in a sentence.

liberal

Define or describe the following vocabulary word from this lesson.

nationalism

Use the following term, which you studied earlier, in a sentence that reflects the term’s meaning.

foundation (Chapter 1, Section 2)

As you read about how European nations reacted to Napoleon, imagine you live in a small German state. Write a short paragraph explaining how you feel about Napoleon's armies bringing French revolutionary ideas to your region.

The European Response (pages 233–234)
The Fall of Napoleon  (pages 234–235)

Clarifying

As you read this lesson, write down terms or concepts you find confusing. Then read the lesson again, and write an explanation of those confusing parts. If you are still confused, write your questions down and ask your teacher to clarify.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Terms to Review

Use the following term, which you studied earlier, in a sentence that shows you understand the word’s meaning.

consensus
(Chapter 2, Section 1)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

Why did Napoleon want to stop British goods from reaching Europe?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What were two reasons for the collapse of Napoleon’s empire?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Chapter 4, Section 1

The Industrial Revolution

(Pages 253–261)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What technological changes led to industrialization?
• What was the social impact of the Industrial Revolution in Europe, especially on women and children?

Main Idea

As you read pages 253–261 in your textbook, complete the chart below by identifying the inventors and their inventions mentioned in this section.

<table>
<thead>
<tr>
<th>Inventors</th>
<th>Inventions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Writing About History

Persuasive Writing  Imagine that you are living during the Industrial Revolution. On a separate sheet of paper, write an advertisement proclaiming the advantages of one of the newest inventions.
As you read this lesson, fill in the outline below.

I. Contributing Factors
   A. __________________________________________________________
   B. __________________________________________________________

II. Changes in Cotton Production
   A. __________________________________________________________
   B. __________________________________________________________

III. The Coal and Iron Industries
    A. __________________________________________________________
    B. __________________________________________________________

IV. Railroads
    A. __________________________________________________________
    B. __________________________________________________________

V. The New Factories
    A. __________________________________________________________
    B. __________________________________________________________

Write the letter of the correct definition next to each of these terms from this lesson.

1. __________ 1. enclosure movement  
   a. process in which coke is used to burn away impurities in crude iron to produce high quality iron

2. __________ 2. capital  
   b. people interested in finding new business opportunities and new ways to make profits

3. __________ 3. entrepreneur  
   c. system in which the government owns and controls the means of production

4. __________ 4. cottage industry  
   d. method of production in which tasks are done by individuals in their rural homes

5. __________ 5. puddling  
   e. ready supply of money
   f. process in which landowners fenced off common lands
Define the following academic vocabulary word from this lesson.

- dynamic
- migrate

The Spread of Industrialization (pages 257–259)

As you read, think about the time it took for the Industrial Revolution to spread to other nations in Europe and to the United States. How long do you think it took for the computer revolution to spread from the United States to the rest of the world? Do you think it was faster or slower than the spread of the Industrial Revolution? Write your thoughts on the lines below.

Social Impact in Europe (pages 259–261)

As you read, make a list of the effects the Industrial Revolution had on Europe. After you have finished reading, use the lines below to summarize your notes.
Define or describe the following vocabulary words from this lesson.

- industrial capitalism
- socialism

Use each of the following terms, which you studied earlier, in a sentence that reflects the term’s meaning.

- code (Chapter 1, Section 1)
- hypothetical (Chapter 2, Section 1)

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What technological changes led to industrialization?

What was the social impact of the Industrial Revolution in Europe, especially on women and children?
Chapter 4, Section 2
Reaction and Revolution
(Pages 264–270)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• What did the Congress of Vienna try to accomplish?
• Why did revolutions occur in 1848?

Main Idea
As you read pages 264–270 in your textbook, complete the graphic organizer below by identifying the causes of the revolutions in France in 1830 and 1848.

Writing About History
Expository Writing Use library and Internet sources to research the background of either the Revolution of 1830 or the Revolution of 1848. Then, on two or three separate sheets of paper, convey your findings by establishing and developing a thesis and documenting your sources.
Previewing

Preview the section to get an idea of what’s ahead. First, skim the section. Then write a sentence or two explaining what you expect to learn. After you have finished reading, revise your statements as needed.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Define or describe each of the following vocabulary words from this lesson.

conservatism
________________________________________________________________________
________________________________________________________________________

principle of intervention
________________________________________________________________________
________________________________________________________________________

Define the following academic vocabulary words from this lesson.

stability
________________________________________________________________________
________________________________________________________________________

beneficial
________________________________________________________________________
As you read, write down one question for each subhead for a partner to answer. Exchange questions and see if you can answer your partner’s questions.

**Liberalism**

- Define the term.
- Describe the concept.

**Nationalism**

- Define the term.
- Describe the concept.

**Revolutionary Outbursts**

- Define the term.
- Describe the concept.

Define or describe the following vocabulary word from this lesson.

**liberalism**

- Define the term.
- Describe the concept.

Define each of the following terms that you studied earlier.

**Bill of Rights**

(Chapter 2, Section 3)

- Define the term.
- Describe the concept.

**nationalism**

(Chapter 3, Section 3)

- Define the term.
- Describe the concept.
After you have read this lesson, write a paragraph describing the revolutions that took place in Europe in 1848.

Define or describe the following vocabulary words from this lesson.

- universal male suffrage
- multinational state

Define or describe the following term that you studied earlier.

- adult (Chapter 1, Section 2)
Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What did the Congress of Vienna try to accomplish?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Why did revolutions occur in 1848?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 4, Section 3
National Unification and the National State
(Pages 271–279)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• What were the roles of Camillo di Cavour and Otto von Bismarck in the unification of their countries?
• What caused the American Civil War?

Main Idea
As you read pages 271–279 in your textbook, complete the chart below by listing the changes that took place in the countries indicated during the nineteenth century.

<table>
<thead>
<tr>
<th>Great Britain</th>
<th>France</th>
<th>Austrian Empire</th>
<th>Russia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Writing About History
Persuasive Writing  Imagine that you are living in the United States in 1860. On a separate sheet of paper, write an editorial letter either in support or in opposition to the South’s view of separating from the Union.
Breakdown of the Concert of Europe (page 272)

**Skimming**

Skim this lesson before you begin reading, looking at the title and quickly glancing over the first and last paragraphs to get an idea of its content. Write a sentence or two below explaining what the section is about.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Italian Unification (pages 273–274)

**Connecting**

As you read, think about what motivated Giuseppe Garibaldi to raise an army in southern Italy. Use your knowledge and compare Garibaldi’s motivations to a prominent figure in American history, such as George Washington or Paul Revere. Write a sentence or two below comparing their goals.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

German Unification (pages 274–275)

**Sequencing**

As you read, number the following events in the order in which they occurred.

____ Bismarck defeats Austria

____ Otto von Bismarck becomes prime minister

____ Franco-Prussian War starts

____ Bismarck defeats Denmark
Define or describe the following vocabulary words from this lesson.

- militarism
- kaiser

Use each of the following academic vocabulary words in a sentence that reflects the word's meaning.

- reliance
- levy

Define or describe the following term that you studied earlier.

- tension (Chapter 2, Section 3)

Nationalism and Reform in Europe (pages 276–278)

As you read this lesson, fill in the outline below.

I. Great Britain
   A. 
   B. 

II. France
   A. 
   B. 

60 Chapter 4, Section 3
III. The Austrian Empire

A. 

B. 

IV. Russia

A. 

B. 

Define or describe the following vocabulary words from this lesson.

plebiscite

emancipation

Define the following academic vocabulary word from this lesson.

successor

Use the following term, which you studied earlier, in a sentence that reflects the term’s meaning in this lesson.

minority

(Chapter 1, Section 3)
As you read about the issues facing the United States in the 1800s, think about the issues facing the United States today. Which issue do you think is most important? Summarize your thoughts in a paragraph below.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

__________________________________________

Define or describe the following vocabulary words from this lesson.

abolitionism

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

secede

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What were the roles of Camillo di Cavour and Otto von Bismarck in the unification of their countries?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What caused the American Civil War?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 4, Section 4

Culture: Romanticism and Realism

(Pages 280–285)

**Reason To Read**

**Setting a Purpose for Reading** Think about these questions as you read:
- What were the major features of romanticism and realism?
- How did the Scientific Revolution lead to secularization?

**Main Idea**

As you read pages 280–285 in your textbook, complete the table below by listing popular literature from the romantic and realist movements.

<table>
<thead>
<tr>
<th>Romanticism</th>
<th>Realism</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Writing About History**

**Persuasive Writing** After reading Section 4, describe an area of society that is today influenced either by Romanticism or by Realism. On a separate sheet of paper, defend your position with evidence.
As you read, focus on how the artists and writers of the Romantic period related to society. List some popular modern-day artists and musicians below. Can you determine how they relate to society by listening to their music, looking at their art, or observing their behavior? Do they want to fit in, rebel, or be left alone?

Define or describe the following vocabulary word from this lesson.

romanticism

Use the following academic vocabulary word from this lesson in a sentence.

abandon

How did Darwin’s theory of natural selection influence the way in which people viewed the world?
Write the letter of the correct definition next to each of these vocabulary words from this lesson.

1. secularization  
   a. a movement in the literary and visual arts
2. organic evolution  
   b. the idea that each kind of plant and animal evolved over a long period of time from earlier and simpler forms of life
3. natural selection  
   c. indifference to religion or rejection of religion
   d. Darwin's principle that some organisms are more adaptable to the environment than others

Define the following academic vocabulary words from this lesson.

adapt

variation

controversy

Define each of the following terms that you studied earlier.

foundation  
(Chapter 1, Section 2)

grant  
(Chapter 1, Section 4)
As you read, think about the kind of literature you enjoy. Would you prefer the literature of the realists or that of the romanticists? Why? Summarize your thoughts in a paragraph below.

________________________

________________________

________________________

Define or describe the following vocabulary word from this lesson.

realism

________________________

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What were the major features of romanticism and realism?

________________________

________________________

________________________

How did the Scientific Revolution lead to secularization?

________________________

________________________

________________________
Chapter 5, Section 1

The Growth of Industrial Prosperity

(Pages 295–300)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:

• What was the Second Industrial Revolution?
• What were the chief ideas of Karl Marx?

Main Idea

As you read pages 295–300 in your textbook, complete the graphic organizer below by identifying the cause-and-effect relationship between economic resources and the products produced.

<table>
<thead>
<tr>
<th>Electricity</th>
<th>Steel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal-combustion engine</td>
<td></td>
</tr>
</tbody>
</table>

Writing About History

Persuasive Writing  Imagine that you are living during the Industrial Revolution. Concerned citizens have asked you to resolve a dispute between factory workers and managers. On a separate sheet of paper, describe your strategy for resolving the conflict, using evidence from the chapter to back up your argument.
As you read this lesson, fill in the outline below.

I. New Products
   A. _________________________________________________________
   B. _________________________________________________________

II. New Patterns
   A. _________________________________________________________
   B. _________________________________________________________

III. Toward a World Economy
   A. _________________________________________________________
   B. _________________________________________________________

Define each of the following vocabulary words from the lesson.

assembly line

mass production

Academic Vocabulary

generator

transform

Use each of the following academic vocabulary words in a sentence that reflects the word’s meaning.
Describe or define the following term that you studied earlier.

(core) (Chapter 1, Section 1)

Organizing the Working Classes (pages 298–300)

As you read, think about Marx’s Theory, which was based on economic changes that began in England in the 1780s. Such changes included the shift of weavers and spinners from producing items in the home to manufacturing the items in factories. On the lines below, explain why workers felt that their status had been lowered as a result of this shift.

Write the letter of the correct definition next to each of these vocabulary words from this lesson.

1. proletariat
   a. the working class
   b. Marxists who rejected the revolutionary approach, believing instead in evolution by democratic means to achieve the goal of socialism
   c. government in which a person or group has absolute power
   d. indifference or rejection of religion or religious consideration

2. dictatorship
3. revisionists

Define the following academic vocabulary word from this lesson.

emerge
Use each of the following terms, which you studied earlier, in a sentence that reflects the term’s meaning.

- **capital** (Chapter 4, Section 1)
- **socialism** (Chapter 4, Section 1)

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What was the Second Industrial Revolution?

- ___________________________________________________________________
- ___________________________________________________________________
- ___________________________________________________________________
- ___________________________________________________________________
- ___________________________________________________________________

What were the chief ideas of Karl Marx?

- ___________________________________________________________________
- ___________________________________________________________________
- ___________________________________________________________________
- ___________________________________________________________________
- ___________________________________________________________________
Chapter 5, Section 2

The Emergence of Mass Society

(Pages 301–309)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What were the chief characteristics of the middle class in the nineteenth century?
• How did the position of women change between 1870 and 1914?

Main Idea

As you read pages 301–309 in your textbook, complete the chart below by summarizing the divisions among the social classes.

<table>
<thead>
<tr>
<th>Social Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working</td>
</tr>
<tr>
<td>Middle</td>
</tr>
<tr>
<td>Wealthy</td>
</tr>
</tbody>
</table>

Writing About History

Descriptive Writing  Imagine that you live in a nineteenth-century London lower-class neighborhood and work in a factory. On a separate sheet of paper, describe your working and living conditions to make them come alive for the reader.
As you read this lesson, concentrate on the reasons for the increase in population in the cities during the nineteenth century. List these causes on the lines provided below.

Define the following academic vocabulary word.

Describe or define each of the following terms that you studied earlier.

After you read the lesson, create a diagram below that shows who belonged to the three major social classes in Europe in the nineteenth century.
Use the following academic vocabulary word in a sentence that reflects the term’s meaning in this lesson.

**Objective**

Describe or define each of the following terms that you studied earlier.

**Consumer**

(Chapter 3, Section 1)

The Experiences of Women (pages 306–307)

**Evaluating**

After you have read the lesson, review the quotation by Lord Tennyson on page 306. What were Tennyson's beliefs about the roles of men and women? How were the women of the nineteenth century challenging this viewpoint? Write your thoughts on the lines below.

Define or describe the following vocabulary word from this lesson.

**Feminism**
Changes in Education and Leisure (pages 308–309)

As you read, write down the main idea of the passage. Review your statement when you have finished reading and revise as needed.

Define or describe the following vocabulary word from this lesson.

[Blank space for vocabulary word]

Describe or define the following term that you studied earlier.

[Blank space for term]

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What were the chief characteristics of the middle class in the nineteenth century?

[Blank space for question answer]
How did the position of women change between 1870 and 1914?

<table>
<thead>
<tr>
<th>Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes</td>
</tr>
<tr>
<td>How did the position of women change between 1870 and 1914?</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Chapter 5, Section 3
The National State and Democracy

(Pages 312–318)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• What domestic problems did the United States face?
• What issues sparked the crises in the Balkans?

Main Idea
As you read pages 312–318 in your textbook, complete the graphic organizer below by listing the countries in each alliance.

Writing About History

Expository Writing Choose one of the following subjects from the lesson: democracy in western Europe, the old order of central and eastern Europe, the United States, international rivalries, or the crises in the Balkans. Write an analytical essay about the issue. Be sure to include evidence from the chapter.
Skim this lesson before you begin reading it, looking at headings and words in boldface or colored type. Write a sentence below describing what you expect to learn. After reading, revise your sentence as needed.

Define or describe the following vocabulary word from this lesson.

ministerial responsibility

Define the following academic vocabulary words from this lesson.

crucial

compensation

Use each of the following terms, which you studied earlier, in a sentence.

democracy

(Chapter 5, Section 3)
Central and Eastern Europe: The Old Order (page 315)

Analyzing

What are the major political differences between western and central Europe?

Define or describe the following vocabulary word from this lesson.

Duma

Describe or define the following term that you studied earlier.

Terms To Review

confer
(Chapter 1, Section 3)

The United States (page 316)

Interpreting

As you read, think about the increase in population in the cities between 1860 and 1914 in the United States. Use the lines below to suggest reasons, other than immigration from Europe, for this urban growth.

[Blank lines for writing]
After you have read this lesson, refer to the map on page 314. Where was Germany located in relation to Russia and France? Why would an alliance between Russia and France be a problem for Germany? Write your answer on the lines provided below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Crises in the Balkans (pages 317–318)

As you read this lesson, refer to an earlier map in your textbook on page 266. What empire controlled the territory of the Balkans in the early 1800s? Why do you think Balkan countries were able to gradually break free of that empire?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What domestic problems did the United States face?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What issues sparked the crises in the Balkans?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 5, Section 4
Toward the Modern Consciousness

(Pages 319–325)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• How did Einstein and Freud challenge people’s views of the world?
• How did modernism revolutionize architecture?

Main Idea
As you read pages 319–325 in your textbook, complete the chart below by listing an artist and a characteristic of the art movement indicated.

<table>
<thead>
<tr>
<th>Artist</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impressionism</td>
<td></td>
</tr>
<tr>
<td>Post-Impressionism</td>
<td></td>
</tr>
<tr>
<td>Cubism</td>
<td></td>
</tr>
<tr>
<td>Abstract Expressionism</td>
<td></td>
</tr>
</tbody>
</table>

Writing About History

Descriptive Writing Imagine that you are a middle-class English scientist living in 1890. On a separate sheet of paper, write a letter to be placed in a time capsule to be opened in 1990. Describe the importance of the changes in science, politics, and the arts that you are witnessing.
### From Certainty to Uncertainty (pages 320–321)

**Monitoring Comprehension**

As you read the lesson, write down questions you have about the passage. When you have finished reading, answer your questions.

<table>
<thead>
<tr>
<th>Question 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 2</td>
</tr>
<tr>
<td>Question 3</td>
</tr>
<tr>
<td>Question 4</td>
</tr>
<tr>
<td>Question 5</td>
</tr>
</tbody>
</table>

**Content Vocabulary to Know**

Define or describe the following vocabulary word from this lesson.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>psychoanalysis</td>
</tr>
</tbody>
</table>

### Social Darwinism and Anti-Semitism (pages 321–323)

**Determining the Main Idea**

As you read, write down the main idea of the passage. Review your statement when you have finished reading and revise as needed.

<table>
<thead>
<tr>
<th>Main Idea 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea 2</td>
</tr>
<tr>
<td>Main Idea 3</td>
</tr>
<tr>
<td>Main Idea 4</td>
</tr>
</tbody>
</table>

**Content Vocabulary to Know**

Define or describe the following vocabulary words from this lesson.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Darwinism</td>
</tr>
<tr>
<td>pogroms</td>
</tr>
</tbody>
</table>
Define the following academic vocabulary words from this lesson.

- discrimination

Describe or define the following term that you studied earlier.

- evidence (Chapter 2, Section 2)

As you read this lesson, think about how today’s artists express themselves in their work. Do they depict similar subjects, or use similar techniques and styles as those described in the lesson? Write your thoughts on the lines below.
Define or describe the following vocabulary word from this lesson.

**modernism**

[Blank]

Define the following academic vocabulary word from this lesson.

**reinforce**

[Blank]

Use the following term, which you studied earlier, in a sentence that reflects the term's meaning in this lesson.

**external**  
(Chapter 2, Section 2)

[Blank]

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

How did Einstein and Freud challenge people’s views of the world?

[Blank]

How did modernism revolutionize architecture?

[Blank]
Chapter 6, Section 1
Colonial Rule in Southeast Asia
(Pages 335–341)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• Why were Westerners so determined to colonize Southeast Asia?
• What was the chief goal of the Western nations?

Main Idea

As you read pages 335–341 in your textbook, complete the chart below by
indicating which countries controlled what parts of Southeast Asia.

<table>
<thead>
<tr>
<th>Country</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain (until 1898)</td>
<td></td>
</tr>
<tr>
<td>Holland</td>
<td></td>
</tr>
<tr>
<td>United States (after 1898)</td>
<td></td>
</tr>
<tr>
<td>France</td>
<td></td>
</tr>
<tr>
<td>Great Britain</td>
<td></td>
</tr>
</tbody>
</table>

Writing About History

Expository Writing  Use library sources or the Internet to learn more about
the motives behind the European colonization of Southeast Asia. On a separate
sheet of paper, describe your findings, being sure to draw from and cite the
various sources.
The New Imperialism (pages 336–337)

As you read, write a brief paragraph below summarizing four motivations for the “New Imperialism.”

Define or describe the following vocabulary word from this lesson.

New Imperialism

Colonial Takeover in Southeast Asia (pages 337–339)

As you read this lesson, focus on the rivalry between Great Britain and France over trade opportunities. What region did the British take over? Use the lines below to describe France’s reaction to Britain’s advances.

Define or describe the following vocabulary word from this lesson.

protectorate
Use each of the following terms, which you studied earlier, in a sentence.

- **dynamic** (Chapter 4, Section 4)
- **abandon** (Chapter 4, Section 4)

### Colonial Regimes in Southeast Asia (pages 339–340)

As you read, write three details about the colonial regimes in Southeast Asia. Then write a conclusion you draw based on these details.

- Details 1
- Details 2
- Details 3

Define or describe the following vocabulary terms from this lesson.

- **indirect rule**
- **direct rule**

Define the following academic vocabulary words from this lesson.

- **exploit**
### Key Points

**imposed**

Use the following term, which you studied earlier, in a sentence.

### Terms to Review

**entrepreneur**  
(Chapter 4, Section 1)

### Resistance to Colonial Rule  
(pages 340–341)

**Determining the Main Idea**

As you read, write down the main idea of the passage. Review your statement when you have finished reading and revise as needed.

### Academic Vocabulary

**regime**

Use the following academic vocabulary word from this lesson in a sentence.
Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

Why were Westerners so determined to colonize Southeast Asia?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What was the chief goal of the Western nations?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
- What new class of Africans did colonization inspire?
- What was the relationship between the Boers and the Zulu?

Main Idea

As you read pages 342–349 in your textbook, complete the chart below by showing what countries controlled what parts of Africa.

<table>
<thead>
<tr>
<th>Western Power</th>
<th>Areas of Africa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belgium</td>
<td></td>
</tr>
<tr>
<td>Britain</td>
<td></td>
</tr>
<tr>
<td>France</td>
<td></td>
</tr>
<tr>
<td>Germany</td>
<td></td>
</tr>
</tbody>
</table>

Writing About History

Persuasive Writing  Imagine that you live in Europe in the late nineteenth and early twentieth centuries. Write an editorial against the actions of one of the colonial powers in Africa that is covered in the section.
Previewing

Preview the lesson to get an idea of what’s ahead. First, skim the lesson. Then write a sentence or two explaining what you expect to learn. After you have finished reading, revise your statements as needed.


Define or describe the following vocabulary word from this lesson.

annex

North Africa (pages 343–345)

As you read, complete the following sentences to help you summarize the lesson.

1. In 1805, _______________ seized power and established a separate Egyptian state. He introduced a series of _______________ to bring Egypt into the _______________.

2. The growing economic importance of the _______________ in Egypt gave Europeans the desire to build a canal to connect the _______________ Sea and the _______________ Sea.

3. After the Suez Canal opened, the _______________ took an interest in it, believing that it was the _______________ to India.

4. The _______________ and the _______________ also had colonies in North Africa.
After you have read this lesson, write a paragraph describing King Leopold’s effect on the colonization of Central Africa.

Use the following term, which you studied earlier, in a sentence that reflects the term’s meaning.

**successor**

(Chapter 4, Section 2)

Read the passage and write a brief summary of what was significant about the Berlin Conference.

Define the following academic vocabulary word.

**conflicting**
After you read the section, write a sentence or two comparing the situation in South Africa in the early 1900s with the situation in South Africa today.

Define or describe the following vocabulary word from this lesson.

indigenous

Use each of the following terms, which you studied earlier, in a sentence that shows you understand the term’s meaning.

republic
(Chapter 1, Section 2)

exclusion
(Chapter 3, Section 1)

As you read, pay attention to how indirect rule worked in African colonies. Why was indirect rule destined to fail in the long run?
Before you read, skim the passage, quickly looking over the lesson to get an idea of its content. Then write a sentence or two explaining what you expect to learn.

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What new class of Africans did colonialism inspire in many African nations?

What was the relationship between the Boers and the Zulu?
Chapter 6, Section 3
British Rule in India
(Pages 354–359)

**Reason To Read**

**Setting a Purpose for Reading** Think about these questions as you read:
- What was the goal of the Indian National Congress?
- Why was India called the “Jewel in the Crown” of the British monarch?

**Main Idea**

As you read pages 354–359 in your textbook, complete the chart below by identifying some causes and effects of British influence on India.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. British textiles</td>
<td></td>
</tr>
<tr>
<td>2. cotton crops</td>
<td></td>
</tr>
<tr>
<td>3. school system</td>
<td></td>
</tr>
<tr>
<td>4. railroad, telegraph, telephone services</td>
<td></td>
</tr>
</tbody>
</table>

**Writing About History**

**Persuasive Writing** Take a position on whether Indians should have been taught in the English language or their own during British colonial rule. On a separate sheet of paper, use content from the section and other sources to support your position.
The Sepoy Mutiny (page 355)

Identifying Cause and Effect

As you read, focus on the Sepoy Mutiny. Use the lines below to describe the effects it had on government and on Indians.

[Blank lines for student response]

Define or describe the following vocabulary word from this lesson.

- sepoys

[Blank lines for student response]

Write the definition of each of the following academic vocabulary words from this lesson.

- attitude

[Blank lines for student response]

- transfer

[Blank lines for student response]

Colonial Rule (pages 356–357)

Visualizing

As you read the lesson, list the costs and benefits of British rule in India. Then imagine you are an Indian nationalist. What would your opinion be of British rule in India? Write your answer below.

[Blank lines for student response]
Define or describe the following vocabulary word from this lesson.

**viceroy**

Write the definition of each of the following terms that you studied earlier.

**entrepreneur** (Chapter 4, Section 1)

**stability** (Chapter 4, Section 2)

An Indian Nationalist Movement (page 358)

**Evaluating**

As you read, think about the Muslim League. Then write a paragraph describing the advantages and disadvantages of its formation.

Colonial Indian Culture (pages 358–359)

**Responding**

As you read, think about what captures your attention. Write down two facts you find interesting or surprising.
Describe or define the following term that you studied earlier.

estate
(Chapter 1, Section 3)

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What was the goal of the Indian National Congress?

Why was India called the “Jewel in the Crown” of the British monarch?
Chapter 6, Section 4
Nation Building in Latin America
(Pages 362–369)

**Reason To Read**

**Setting a Purpose for Reading** Think about this question as you read:
- How did the American Revolution inspire political changes in Latin America?
- What challenges did Latin American Nations face when establishing representative governments?

**Main Idea**

As you read pages 362–369 in your textbook, complete the graphic organizer below by comparing and contrasting colonial rule in Africa and in Latin America.

![Venn diagram](image)

**Writing About History**

**Descriptive Writing** Imagine that you live in a Latin American colony during the fight to win independence from Spain. On a separate sheet of paper, write a letter to a close friend who lives in another country, and describe your experience.
As you read this lesson, fill in the outline below.

I. Prelude to Revolution
   A. _______________________________________________________
   B. _______________________________________________________

II. Revolt in Mexico
   A. _______________________________________________________
   B. _______________________________________________________

III. Revolts in South America
   A. _______________________________________________________
   B. _______________________________________________________

Write the letter of the correct definition next to each of these vocabulary words from this lesson.

____ 1. Creole  
   a. Spanish and Portuguese residing in Latin America for political and economic gain who later returned to Spain or Portugal

____ 2. peninsulare  
   b. governors who ruled as representatives of a monarch

____ 3. mestizo  
   c. descendants of Europeans born in Latin America who lived there permanently

____ 4. Monroe Doctrine  
   d. people of European and Indian descent
   e. U.S. policy that warned against any European intervention in the Americas

Use the following academic vocabulary word, in a sentence that reflects the word's meaning.

___________________________

dominate

Nationalist Revolts
(pages 363–365)
Describe or define the following term that you studied earlier.

**affect**
(Chapter 2, Section 2)

Difficulties of Nation Building  *(pages 365–367)*

As you read, think about the difficulties faced by the new Latin American republics. Then write a paragraph summarizing these difficulties.

Define or describe the following vocabulary word from this lesson.

**caudillos**

Define the following academic vocabulary word from this lesson.

**emphasis**

Use the following terms that you studied earlier in a sentence.

**estates**
(Chapter 1, Section 3)
By the early 1900s, Latin Americans referred to the United States as the “big bully” to the north. Do you think they were justified in their feelings? Why or why not? Summarize your opinion in a paragraph below.

Define the following terms that you studied earlier.

As you read, think about the various classes in most Latin American nations. What size was the middle class, and how did they vote in most cases? How do you think this social structure affected poorer groups in these nations?
Define the following academic vocabulary word from this lesson.

Now that you have read the section, answer this question from Setting a Purpose for Reading at the beginning of the section.

How did the American Revolution inspire political changes in Latin America?

What challenges did Latin American nations face when establishing representative governments?
Chapter 7, Section 1
The Decline of the Qing Dynasty
(Pages 379–386)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• What internal problems led to the decline of the Qing dynasty?
• What role did Western nations play in the Qing dynasty’s decline?

Main Idea
As you read pages 379–386 in your textbook, complete the chart below by comparing and contrasting the Tai Ping and Boxer Rebellions.

<table>
<thead>
<tr>
<th></th>
<th>Tai Ping</th>
<th>Boxer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reforms Demanded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods Used to Obtain Reforms</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Writing About History
Expository Writing Examine imperialism in Asia from two perspectives—the colonized people and the colonizers. On two separate sheets of paper, use information from the section to explain the advantages and disadvantages that imperialism had for the colonizers and colonized.
Identifying Cause and Effect

Briefly summarize the causes of the decline of the Qing dynasty on the lines below.

Define the following academic vocabulary word from this lesson.

Define decline.

Use the following term, which you studied in an earlier chapter, in a sentence.

external

The Opium War (pages 380–381)

As you read, ask yourself questions about the text to help you understand it better. In addition to the questions below, you may develop your own questions. Write your answers on the lines below.

1. What is the main idea of the passage? ________________________________

2. Are there any parts of the passage I do not understand? What are they?

______________________________
3. How can I go about clarifying the information I do not understand?

Define or describe the following vocabulary word from this lesson.

<table>
<thead>
<tr>
<th>extra-territoriality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### The Tai Ping Rebellion (pages 382–383)

**As you read, write down three details about the Tai Ping Rebellion. Then write a conclusion you draw based on these details.**

<table>
<thead>
<tr>
<th>Details about the Tai Ping Rebellion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>

### Efforts at Reform (page 383)

**After you read this lesson, analyze China’s self-strengthening policy. Do you think it was an effective reform? Why? Write your thoughts below.**

<table>
<thead>
<tr>
<th>Thoughts on China’s Self-Strengthening Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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Define or describe the following vocabulary word from this lesson.

---

Choose one of these two terms, which you studied earlier, to fill in each blank.

1. The Chinese government tried to modernize its military forces without __________________________ on the basic elements of Chinese culture.

2. “Self-strengthening” guided Chinese domestic policy without changing the basic parts of its _______________________.

---

The Advance of Imperialism (pages 384–385)

As you read, write down one question from each subhead for a partner to answer. Exchange questions and see if you can answer your partner’s questions.

---

Define or describe the following vocabulary word from this lesson.

---
After you read the lesson, write a sentence or two describing why the United States favored an Open Door policy.


Define or describe the following vocabulary word from this lesson.

open door policy

Use the following academic vocabulary word in a sentence that reflects the word’s meaning in this lesson.

dominate (Chapter 6, Section 4)

1. The Open Door policy reduced the fears of Britain, France, Germany, and Russia that other powers would attempt to dominate the Chinese market.
   a. control
   b. overlook from above
   c. take away from
As you read, think about whether the Boxers were justified in their fight against foreign takeover of Chinese lands. How else might the matter have been resolved?

Define or describe the following vocabulary from this lesson.

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What internal problems led to the decline of the Qing dynasty?

What role did Western nations play in the Qing dynasty’s decline?
Chapter 7, Section 2
Revolution in China

(Pages 387–393)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What was Sun Yat-sen’s role in the collapse of the Qing dynasty?
• How did Western influence affect the Chinese economy and culture?

Main Idea

As you read pages 387–393 in your textbook, complete the chart below by listing the reforms requested by Sun Yat-sen and those implemented by Empress Dowager Ci Xi.

<table>
<thead>
<tr>
<th>Sun Yat-sen’s Proposals</th>
<th>Empress Dowager Ci Xi’s Reforms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Writing About History

Expository Writing  On a separate sheet of paper, analyze the patterns of global change in the era of New Imperialism in China. Be sure to cite information from the section when appropriate.
Before you begin reading, preview the lesson. Use the lines below to write down the topics you expect to learn more about, based on headings and terms in color or boldface.

Define or describe the following vocabulary word from this lesson.

Write the letter of the correct definition next to each of these terms that you studied earlier.

1. democracy
   (Chapter 1, Section 2)
   a. government by the people
   b. give up support of
   c. government by a sovereign ruler

2. abandoned
   (Chapter 4, Section 4)

As you read, think about General Yuan Shigai’s dictatorial way of ruling. What can you infer about how China’s history would be different if Yuan had understood the new ideas that were coming into China from the West?

An Era of Civil War (page 390)
Imagine that you are a newspaper editor reporting on China in the middle to late 1800s. Write an editorial explaining whether the arrival of Westerners in China has had a positive or negative effect on Chinese society. Be sure to include reasons for your opinion.

Define or describe the following vocabulary word from this lesson.

Choose one of these two academic vocabulary words to fill in each blank.

1. European traders affected the Chinese economy because they _______________ the Chinese market into the world economy.

2. Because the Chinese economy was in ___________________________, its industry and trade were already growing.

3. The economic __________________ created a market for goods such as: oil, copper, salt, tea, and porcelain.

Describe or define the following term that you studied earlier.

beneficial (Chapter 4, Section 2)
After you read the lesson, write a brief paragraph about art and literature in the United States today. What trends do you see?


Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What was Sun Yat-sen’s role in the collapse of the Qing dynasty?


How did Western influence affect the Chinese economy and culture?


Chapter 7, Section 3
Rise of Modern Japan
(Pages 396–403)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• What effect did the Meiji Restoration have on Japan?
• What steps did Japan take to become an imperialist nation?

Main Idea
As you read pages 396–403 in your textbook, complete the chart below by listing the promises contained in the Charter Oath of 1868 and the provisions of the Meiji constitution of 1890.

<table>
<thead>
<tr>
<th>Charter Oath</th>
<th>Constitution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Writing About History
Expository Writing Examine the transition that Japan went through from the mid-1800s to the early 1900s. On a separate sheet of paper, summarize this transition, using information gained from the section to support your summary.
Complete the following sentences. Then write a brief paragraph supporting your position.

1. The greatest impact of the Treaty of Kanagawa on Japan was __________________________.

2. The greatest impact of the Treaty of Kanagawa on the United States was __________________________.

Define or describe the following vocabulary word from this lesson.

concessions

Resistance to the New Order (page 398)

After you have read this lesson, write a brief paragraph summarizing the causes of the collapse of the shogunate system in Japan.
Describe or define the following term that you studied earlier.

The Meiji Restoration (pages 398–401)

As you read this lesson, fill in the outline below.

I. Transformation of Japanese Politics
   A. ______________________________________________________
   B. ______________________________________________________

II. Meiji Economics
    A. ______________________________________________________
    B. ______________________________________________________

III. Building a Modern Social Structure
     A. ______________________________________________________
     B. ______________________________________________________

IV. Daily Life and Women’s Rights
    A. ______________________________________________________
    B. ______________________________________________________

Define or describe the following vocabulary word from this lesson.

prefectures
Define the following academic vocabulary words from this lesson.

- compensated
- equipped

Describe or define the following term that you studied earlier.

- emerge
  (Chapter 5, Section 1)

As you read, write down one question you have about the passage for a partner to answer. Exchange questions and see if you can answer your partner’s question.

Use the following academic vocabulary word in a sentence that reflects the word’s meaning in this lesson.

- succession
1. Japan began to expand its territory by claiming control of the Rykyu Islands.
   a. increase the scope of
   b. express in greater detail
   c. feel optimistic about

**Culture in an Era of Transition** *(pages 402–403)*

**Evaluating**

As you read, think about the effects that Japanese culture had on other nations. Summarize your thoughts in a paragraph.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What effect did the Meiji Restoration have on Japan?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

What steps did Japan take to become an imperialist nation?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Chapter 8, Section 1
The Road to World War I
(Pages 421–425)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• How did the assassination of Archduke Francis Ferdinand lead to World War I?
• How did the system of alliances help cause the war?

Main Idea
As you read pages 421–425 in your textbook, complete the graphic organizer below by identifying the factors that led to World War I.

Writing About History
Descriptive Writing Imagine that you are living in Europe during the build-up to World War I. Describe what your life is like, what you do for a living, and whether you are engaged in any political movements and why.
After you read the lesson and study the map on page 423, use the space below to list the countries that belonged to the Triple Alliance and those that belonged to the Triple Entente.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Use the following vocabulary word from this lesson in a sentence.

________________________________________________________________________

________________________________________________________________________

Define the following academic vocabulary words from this lesson.

__________________________________________________

__________________________________________________

__________________________________________________

Write the letter of the correct definition next to each of these terms that you studied earlier.

_____ 1. emerge (Chapter 5, Section 1)  
   a. aggressive preparation for war  
   b. a payment for damages  
   c. become known  
   d. struggle

_____ 2. militarism (Chapter 4, Section 3)  

_____ 3. conflict (Chapter 6, Section 2)
The Outbreak of War: Summer 1914 (pages 424–425)

As you read, write down two questions from the lesson for a partner to answer. Exchange questions and see if you can answer your partner’s questions.

________________________

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Define or describe the following vocabulary word from this lesson.

mobilization

________________________

________________________

Define the following academic vocabulary word’s from this lesson.

anticipate

________________________

________________________

behalf

________________________

________________________
Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

How did the assassination of Archduke Francis Ferdinand lead to World War I?

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________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How did the system of alliances help cause the war?

________________________________________________________________________

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________________________________________________________________________
Chapter 8, Section 2
The War
(Pages 430–437)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• How did trench warfare lead to a stalemate?
• Why did the United States enter the war?

Main Idea
As you read pages 430–437 in your textbook, complete the graphic organizer below by identifying which countries belonged to the Allies and the Central Powers, and which countries changed allegiance or withdrew from the war.

Allies

Central Powers

Writing About History
Expository Writing  Choose one of the content vocabulary words for this section and research its significance to World War I. On a separate sheet of paper describe your findings. Be sure to cite any sources you reference.
As you read the lesson, fill in the chart below by listing the conditions and events on each front of the war. Then write a statement comparing and contrasting the Western Front and the Eastern Front.

<table>
<thead>
<tr>
<th>The Western Front</th>
<th>The Eastern Front</th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

**Statement**

Define or describe the following vocabulary words from this lesson.

**propaganda**

**trench warfare**

Describe or define the following term that you studied earlier.

**concept** (Chapter 2, Section 2)
**1916 to 1917: The Great Slaughter** (pages 432–433)

**Skimming**

Skim this lesson before you begin reading it, looking at headings and words in boldface or colored type. Write a sentence below describing what you expect to learn in this lesson. After reading, revise your sentence if needed.

---

**Content Vocabulary to Know**

Define or describe the following vocabulary word from this lesson.

**war of attrition**

---

**Widening of the War** (pages 433–434)

**Identifying Cause and Effect**

Read the passage and write a brief summary of what caused the widening of World War I.

---

**Terms to Review**

Write the definition of the following term that you studied in an earlier chapter.

**conflict** (Chapter 6, Section 2)

---
Entry of the United States (pages 434–435)

Evaluating

Imagine that you are living in the United States in 1917. Would you have supported or opposed U.S. entry into the war? Explain your reasons in a paragraph.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Academic Vocabulary

Use each of the following academic vocabulary words in a sentence.

suspend

________________________________________________________________________
________________________________________________________________________

submission

________________________________________________________________________
________________________________________________________________________

assure

________________________________________________________________________
________________________________________________________________________

The Home Front: The Impact of Total War (pages 435–437)

Synthesizing

Why did the U.S. government use propaganda during World War I? Do you think the government today uses propaganda to gain support for its policies? Explain your position.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Define or describe each of the following vocabulary words from this lesson.

(total war)

planned economies

Write the letter of the correct definition next to each of these terms that you studied earlier.

1. regime  
   (Chapter 6, Section 1)
   a. form of government
   b. hierarchy
   c. increase in size

2. expand  
   (Chapter 6, Section 4)

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

How did trench warfare lead to a stalemate?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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Why did the United States enter the war?

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________________________________________________________________________
Chapter 8, Section 3
The Russian Revolution
(Pages 440–446)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• What promises did the Bolsheviks make to the Russian people?
• Why did civil war break out in Russia after the Russian Revolution?

Main Idea
As you read pages 440–446 in your textbook, complete the graphic organizer below by identifying the factors and events that led to Lenin coming to power in 1917.

Writing About History
Persuasive Writing  Imagine you are living in Russia during the Bolshevik Revolution. Write an editorial summarizing your reasons for opposing or supporting this movement.
As you read, think about Czar Nicholas II and his method of autocratic rule. How might Russia’s history have been different if Czar Nicholas had allowed the Duma, or parliament, to have a real voice in the government?

Define or describe the following vocabulary word from this lesson.

soviet

Use the following terms, which you studied earlier, in a sentence.

crucial

Duma

As you read, think about the rise of Lenin. Then write a paragraph summarizing Lenin’s plan when he arrived in Russia.
Define each of the following academic vocabulary words from this lesson.

- **coincided**
- **irrelevant**

**Civil War in Russia** (page 444)

As you read the lesson, focus on the groups of people who opposed the Bolshevik regime. Identify these people on the lines below.

Write the letter of the correct definition next to the term that you studied earlier.

- **liberals**
  (Chapter 3, Section 3)
  a. people who support civil liberties for the individual, freedom from government restraint, and the vote for those with property
  b. title used by Russian emperors
  c. people who adhere to traditional ways
Before you read, scan the lesson looking for examples of how Lenin and the Communists triumphed in civil war over what seemed to be overwhelming forces. Use the lines below to write down notes.

Define or describe the following vocabulary word from this lesson:

war

communism

Write the definition of each of the following terms that you studied earlier.

goal

(Chapter 1, Section 1)

ensure

(Chapter 7, Section 1)

transform

(Chapter 5, Section 1)

emphasis

(Chapter 6, Section 1)
Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What promises did the Bolsheviks make to the Russian people?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Why did civil war break out in Russia after the Russian Revolution?

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________
Chapter 8, Section 4

End of the War

(Pages 447–453)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What were the key events in bringing about an end to the war?
• What was the intended purpose of the League of Nations?

Main Idea

As you read pages 447–453 in your textbook, complete the chart below by identifying the goals of each country listed as the peace conference approached.

<table>
<thead>
<tr>
<th>France</th>
<th>Britain</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Writing About History

Expository Writing  Imagine that you are a German living shortly after the Treaty of Versailles. Write an essay explaining why the terms of the treaty are too harsh for you and your fellow Germans.
The Last Year of the War (pages 448–449)

As you read this lesson, fill in the outline below.

I. A New German Offensive
   A. ________________________________
   B. ________________________________

II. Collapse and Armistice
   A. ________________________________
   B. ________________________________

III. Revolutionary Forces
   A. ________________________________
   B. ________________________________

Define or describe the following vocabulary word from this lesson.

Armistice

Circle the letter of the word that is closest in meaning to the underlined word.

After Russia’s withdrawal from the War, Germany could concentrate on the Western Front.

a. focus       b. gather       c. accumulate

The Peace Settlements (pages 449–453)

If you were a politician in 1919, would you have favored or opposed the provisions of the Treaty of Versailles? Why? Explain your position in a paragraph.

________________________________________

________________________________________

________________________________________
Define or describe each of the following vocabulary words from this lesson.

- **reparation**
- **mandate**

Define each of the following academic vocabulary words from this lesson.

- **consistent**
- **clause**

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What were the key events in bringing about an end to the war?

What was the intended purpose of the League of Nations?
Chapter 9, Section 1
The Futile Search for Stability
(Pages 463–469)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• What was the significance of the Dawes Plan and the Treaty of Locarno?
• How was Germany affected by the Great Depression?

Main Idea

As you read pages 463–469 in your textbook, complete the chart below by comparing France’s Popular Front with the New Deal in the United States.

<table>
<thead>
<tr>
<th>Popular Front</th>
<th>New Deal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

Writing About History

Expository Writing On a separate sheet of paper, summarize the combination of factors that contributed to instability around the world following World War I.
As you read this lesson, fill in the outline below.

I. A Weak League of Nations
   A. ________________________________
   B. ________________________________

II. French Demands
   A. ________________________________
   B. ________________________________

III. Inflation in Germany
   A. ________________________________
   B. ________________________________

IV. The Treaty of Locarno
   A. ________________________________
   B. ________________________________

Use each of the following terms, which you studied earlier, in a sentence that reflects the term’s meaning in this lesson.

nationalism
(Chapter 3, Section 3)

levy
(Chapter 4, Section 3)

ensure
(Chapter 7, Section 1)
Identifying Cause and Effect

Read the passage and write a brief summary of the effects of the Great Depression.


Define or describe the following vocabulary word from this lesson.

depression

Democratic States after the War (pages 467–469)

As you read the lesson, focus on the post war conditions of Germany, France, Great Britain, and the United States. Briefly describe them in the chart below.

<table>
<thead>
<tr>
<th>Country</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td></td>
</tr>
<tr>
<td>France</td>
<td></td>
</tr>
<tr>
<td>Great Britain</td>
<td></td>
</tr>
<tr>
<td>United States</td>
<td></td>
</tr>
</tbody>
</table>

Define or describe the following vocabulary words from this lesson.

collective bargaining
Use each of these academic vocabulary words in a sentence that reflects the word's meaning.

- deficit
- spending

Describe or define the following term that you studied earlier.

- minimum

- circumstances

- justified

- expand
  (Chapter 6, Section 4)

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What was the significance of the Dawes Plan and the Treaty of Locarno?

How was Germany affected by the Great Depression?
Chapter 9, Section 2

The Rise of Dictatorial Regimes

(Pages 470–477)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• To what extent was Fascist Italy a totalitarian state?
• How did Joseph Stalin establish a totalitarian regime in the Soviet Union?

Main Idea

As you read pages 470–477 in your textbook, complete the graphic organizer below by listing the methods Mussolini used to create a Fascist state.

Expository Writing  Using additional sources, explore an aspect of fascism that is described or mentioned in this section. Possibilities include the conditions that made it possible for fascism to grow and gain popularity and the mechanisms that Fascist dictators used to control the population and information. On a separate sheet of paper, describe your findings, and be sure to cite sources.
After you have read the lesson, write a paragraph explaining how totalitarian states achieved their goal of controlling the political, economic, social, intellectual, and cultural lives of citizens.

__________________________
__________________________
__________________________
__________________________
__________________________

Define or describe the following vocabulary word from this lesson.

__________________________
__________________________
__________________________

Use the following term, which you studied earlier, in a sentence that reflects the term’s meaning.

__________________________
__________________________

After reading the lesson, write a paragraph summarizing the steps Mussolini took to gain power in Italy.

__________________________
__________________________
__________________________
__________________________

The Rise of Dictators (page 471)

Fascism in Italy (pages 471–473)
Define or describe the following vocabulary word from this lesson.

fascism

Define the following academic vocabulary words from this lesson.

widespread

unrestricted

Write the definition of the following terms that you studied earlier.

suspend
(Chapter 2, Section 2)

A New Era in the Soviet Union (pages 473–476)

After you have read the lesson, write a paragraph evaluating Stalin's Five-Year Plan. Explain whether you think it helped or hurt the Russian people.
Define or describe each of the following vocabulary words from this lesson.

- **New Economic Policy**
- **Politburo**
- **Five-Year Plans**
- **collectivization**

Write the definition of the following terms that you studied earlier.

- **successor** (Chapter 4, Section 3)
- **attitude** (Chapter 6, Section 3)

Authoritarian States in the West (pages 476–477)

As you read the lesson, write down two questions about the main ideas presented. After you have finished reading, write the answers to these questions.
Use each of these terms, which you studied earlier, in a sentence.

- ethnic
  (Chapter 8, Section 1)

- dictatorship
  (Chapter 5, Section 1)

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

To what extent was Fascist Italy a totalitarian state?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

How did Joseph Stalin establish a totalitarian regime in the Soviet Union?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Chapter 9, Section 3
Hitler and Nazi Germany
(Pages 478–483)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• How did Adolf Hitler rise to power?
• What were the chief features of the Nazi totalitarian state?
• How did the rise of Nazism affect Germany?

Main Idea
As you read pages 478–483 in your textbook, complete the chart below by listing anti-Semitic policies enforced by the Nazi Party.

<table>
<thead>
<tr>
<th>Anti-Semitic Policies</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

Writing About History

Persuasive Writing Imagine you are living in Germany in the late 1930s, and you see the dangers that Hitler’s rise to power poses for the country. On a separate sheet of paper, write an editorial in which you try to warn people about the possible dangers.
Hitler and His Views (pages 479–480)

**Summarizing**

After you have read the lesson, write a paragraph summarizing Hitler's views as expressed in Mein Kampf.

---

**Content Vocabulary to Know**

Define or describe the following vocabulary words from this lesson.

- Nazi

- Reichstag

- Concentration camp

**Academic Vocabulary**

Define the following academic vocabulary word from this lesson.

- Academy
The Nazi State, 1933–1939 (pages 481–483)

As you read this lesson, fill in the outline below.

I. The State and Terror
   A. __________________________________________________________
   B. __________________________________________________________

II. Economic Policies
   A. __________________________________________________________
   B. __________________________________________________________

III. Spectacles and Organizations
   A. __________________________________________________________
   B. __________________________________________________________

IV. Women and Nazism
   A. __________________________________________________________
   B. __________________________________________________________

V. Anti-Semitic Policies
   A. __________________________________________________________
   B. __________________________________________________________
### Key Points

#### Academic Vocabulary

Use the following academic vocabulary word from this lesson in a sentence that reflects the term’s meaning.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ideology</td>
<td></td>
</tr>
</tbody>
</table>

#### Terms To Review

Describe or define the following terms that you studied earlier.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>objective</td>
<td></td>
</tr>
<tr>
<td>domestic</td>
<td></td>
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</tbody>
</table>

#### Section Wrap-up

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

How did Adolf Hitler rise to power?

<table>
<thead>
<tr>
<th>Answer</th>
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### Key Points

What were the chief features of the Nazi totalitarian state?

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- 

How did the rise of Nazism affect Germany?

- 
- 
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- 
- 
-
Chapter 9, Section 4
Cultural and Intellectual Trends
(Pages 486–491)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What trends dominated the arts and popular culture after 1918?
• How did the new movements in arts and literature reflect the changes after World War I?

Main Idea
As you read pages 486–491 in your textbook, complete the chart below by listing literary works by Hesse and Joyce and describing the techniques used in each work.

<table>
<thead>
<tr>
<th>Literary Works</th>
<th>Techniques</th>
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</table>

Writing About History

Descriptive Writing  Imagine that you are living during the 1940s. You have been assigned the task of producing a new radio program. What sort of program will you create? What will be the purpose of the program? On a separate sheet of paper, describe the purpose and content of your program. Add details outlining the characters, stories, news items, or coverage you will produce.
After you have finished reading the lesson, write a paragraph explaining how popular forms of entertainment are used to spread political messages today. Be sure to include examples in your paragraph.

As you read, write down the main idea of the passage. Review your statement when you have finished reading and revise as needed.

As you read the lesson, try to visualize the photomontage created by Hannah Höch. Then think about what kinds of photos you would use in a photomontage to portray important aspects of our culture today. In a paragraph, describe the content of your photographs and the message you would want to convey.
Define or describe each of the following vocabulary words from this lesson.

- photomontage
- surrealism

Use each of the following academic vocabulary words in a sentence.

- incapable
- abstract

Define the following term which you studied earlier in a sentence.

- modernism (Chapter 5, Section 4)
- integrate (Chapter 7, Section 2)

The Heroic Age of Physics (page 491)

As you read the lesson, write down one question you have about the passage. When you have finished reading, answer your question.
Define or describe the following vocabulary word from this lesson.

uncertainty principle

Use the following academic vocabulary word from this lesson in a sentence.

classical

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What trends dominated the arts and popular culture after 1918?

How did the new movements in arts and literature reflect the changes after World War I?
Chapter 10, Section 1
Nationalism in the Middle East
(Pages 501–506)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• What important force led to the fall of the Ottoman Empire?
• What was the relationship between Arab nationalism and the mandate system?

Main Idea
As you read pages 501–506 in your textbook, complete the graphic organizer below by comparing and contrasting the national policies of Atatürk and Reza Shah Pahlavi.

Expository Writing On a separate sheet of paper, analyze the meaning of the statement, “You cannot make a Turk a Westerner by giving him a hat.” Be sure to include evidence from the section.
As you read, write down one question from each subhead for a partner to answer. Exchange questions and see if you can answer your partner’s questions.

Define or describe each of the following key terms from this lesson.

- **genocide**
- **ethnic cleansing**

Write the definition of each of the following terms that you studied earlier.

- **estates** (Chapter 1, Section 2)
- **discrimination** (Chapter 5, Section 4)
As you read, focus on Atatürk’s efforts to Westernize the new Turkish Republic. For example, he forbade women to wear the veil. Do you think Atatürk was justified in changing social customs? Why or why not? Explain your answer on the lines below.

Define the following academic vocabulary words from this lesson.

- eliminate
- establish

Use each of the following terms, which you studied earlier, in a sentence.

- transform
  (Chapter 5, Section 1)
- republic
  (Chapter 1, Section 3)
The Beginnings of Modern Iran (page 505)

As you read about Iran in the early twentieth century, focus on how Iran related to foreign countries. When you are finished reading, draw a conclusion about why Iran became close to Nazi Germany in the 1930s.

Arab Nationalism (pages 505–506)

After you have finished reading the lesson, explain why Arabs were unable to form one nation after the Ottoman Empire ended.

Terms to Review

- **mandate**
  (Chapter 8, Section 4)

- **nationalism**
  (Chapter 3, Section 3)

Use each of the following terms, which you studied earlier, in a sentence that shows you understand the term’s meaning.
Imagine you are either a Palestinian or a Jew in the 1920s. Write a brief letter to a friend describing two reasons you oppose or support the Balfour Declaration.

______________________________
______________________________
______________________________
______________________________
______________________________

Use the following term, which you studied earlier, in a sentence.

______________________________
______________________________

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What important force led to the fall of the Ottoman Empire?

______________________________
______________________________
______________________________
______________________________

What was the relationship between Arab nationalism and the mandate system?

______________________________
______________________________
______________________________
______________________________
Chapter 10, Section 2
Nationalism in Africa and Asia
(Pages 507–513)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• What different forms did protest against Western rule take?
• How was communism received in Asia?

Main Idea
As you read pages 507–513 in your textbook, complete the chart below by contrasting the backgrounds and values of Gandhi and the younger Nehru.

<table>
<thead>
<tr>
<th>Mohandas Gandhi</th>
<th>Jawaharlal Nehru</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Writing About History

Expository Writing On a separate sheet of paper, examine how Gandhi used civil disobedience to help Indians gain independence from Britain. Identify any people or movements who influenced Gandhi, as well as who he later influenced in the United States. Be sure to cite additional sources.
As you read the lesson, focus on the different paths African leaders followed in their push for independence. Complete the chart below by identifying the leaders and their roles in the independence movements of their countries.

<table>
<thead>
<tr>
<th>African Leaders</th>
<th>Forms of Protest</th>
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</thead>
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</tbody>
</table>

Define or describe the following vocabulary word from this lesson.

Pan-Africanism

Use the following academic vocabulary word from this lesson in a sentence.

aware
As you read, think about the Indian independence movements. Then write a paragraph describing the three non-British conflicts that affected the movements.

---

Define or describe each of the following vocabulary words from this lesson.

- **Mahatma**
- **Civil disobedience**

Use each of the following terms, which you studied earlier, in a sentence that reflects the term’s meaning.

- **Variation** (Chapter 4, Section 4)
- **Provincial** (Chapter 7, Section 2)
As you read this lesson, think about the different kinds of problems Japan faced in the 1920s and 1930s. Some issues were economic, while others were cultural or political. Complete the chart below by listing one example under each heading.

<table>
<thead>
<tr>
<th>Economic Issue</th>
<th>Cultural Issue</th>
<th>Political Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Define or describe the following vocabulary word from this lesson.

zaibatsu

Define the following academic vocabulary word from this lesson.

integrity

Use each of the following terms, which you studied earlier, in a sentence that reflects the term’s meaning in this lesson.

oligarchy
(Chapter 1, Section 2)

dominate
(Chapter 6 Section 4)
As you read, think about the spread of communism in Asia. Then write a paragraph explaining the relationship between communism and imperialism.

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What different forms did protest against Western rule take?

How was communism received in Asia?
Chapter 10, Section 3
Revolutionary Chaos in China
(Pages 514–519)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• Against whom were the Nationalist and Chinese Communist Parties aligned?
• What obstacles did Chiang Kai-shek face in building a new China?

Main Idea

As you read pages 514–519 in your textbook, complete the graphic organizer below by showing the traditional Confucian values Chiang Kai-shek stressed while he was promoting Western industrialization.

Writing About History

Descriptive Writing On a separate sheet of paper, describe the development of nationalism in China. Be sure to include details from the section that you restate in your own words.
Before you read, skim the passage, quickly looking over the lesson to get an idea of its content. Then write a sentence or two explaining why and how Chiang Kai-shek changed the Communist-Nationalist alliance.

Use each of the following terms, which you studied earlier, in a sentence.

mutual
(Chapter 2, Section 1)

emerge
(Chapter 5, Section 1)

Define or describe the following vocabulary word from this lesson.

guerrilla tactics

As you read the lesson, write down questions you have about the passage. When you have finished reading, answer your questions.
Use the following academic vocabulary word from this lesson in a sentence.

pursue

---

The Long March (page 517)

After you have read the lesson, look at the map on page 517 and trace the route Mao Zedong took to central China. Why was this march important for later Communists? Can you think of a heroic event Americans like to remember? Write your responses on the lines below.

---

The New China of Chiang Kai-shek (pages 518–519)

After you read this lesson, imagine you are a Chinese peasant under Chiang Kai-shek’s rule. Write a letter to a family member explaining why you support or oppose Chiang Kai-shek’s ideas.

---

Define or describe the following vocabulary word from this lesson.

redistribution of wealth
Use the following academic vocabulary word from this lesson in a sentence that shows you understand the word’s meaning.

constitutonal

Write the letter of the correct definition next to each of these terms that you studied earlier.

1. innovations  
   (Chapter 5, Section 2)
   a. form of government  
   b. a system of ideas based on the teachings of Laozi  
   c. new ideas or methods  
   d. subtle change

2. republic  
   (Chapter 1, Section 3)

3. transition  
   (Chapter 7, Section 2)

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

Against whom were the Nationalist and Chinese Communist Parties aligned?

What obstacles did Chiang Kai-shek face in building a new China?
Chapter 10, Section 4
Nationalism in Latin America
(Pages 520–525)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What was the Good Neighbor policy?
• How did the Great Depression affect the economies of Latin America?

Main Idea
As you read pages 520–525 in your textbook, complete the chart below by listing the main exports of Latin America.

<table>
<thead>
<tr>
<th>Country</th>
<th>Exports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td></td>
</tr>
<tr>
<td>Chile</td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td></td>
</tr>
<tr>
<td>Peru</td>
<td></td>
</tr>
</tbody>
</table>

Writing About History

Persuasive Writing  Imagine that you are living in Latin America during the 1920s and 1930s. Write an editorial describing your dissatisfaction with the lack of help for the poverty-stricken people in your country. Use information from the section to make your point.
As you read this lesson, notice that many Latin American countries exported raw materials to the United States and imported manufactured goods. How does this compare to the economic relationship between the American colonies and Great Britain? Write your answer in the space below.

After you have read the lesson, complete the chart below by listing information about the 1930 political coups, or takeovers, which occurred in Argentina and Brazil.

<table>
<thead>
<tr>
<th>Country</th>
<th>What person or group takes control?</th>
<th>What groups support the coup?</th>
<th>Who overthrows the regime?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Define the following academic vocabulary words from this lesson.

- stimulate
- maintain
Use each of the following terms, which you studied earlier, in a sentence that reflects the term’s meaning in this lesson.

** Terms To Review

- **oligarchy**
  (Chapter 1, Section 2)

- **depression**
  (Chapter 1, Section 1)

- **dominate**
  (Chapter 6, Section 4)

- **crucial**
  (Chapter 5, Section 3)

- **submission**
  (Chapter 8, Section 2)

** Culture in Latin America** *(pages 524–525)*

** Visualizing **

Imagine you are an artist in Mexico during the early twentieth century. What kind of images would you portray in your work?

** Terms To Review

- **adapted**
  (Chapter 4, Section 4)

** Write the definition of the following term that you studied earlier.**
Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What was the Good Neighbor policy?

________________________________________________________________________
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How did the Great Depression affect the economies of Latin America?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Chapter 11, Section 1
Paths to War
(Pages 535–540)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• What agreement was reached at the Munich Conference?
• Why did Germany believe it needed more land?

Main Idea
As you read pages 535–540 in your textbook, complete the chart below by listing examples of Japanese and German aggression prior to the outbreak of World War II.

<table>
<thead>
<tr>
<th>Japanese Aggression</th>
<th>German Aggression</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Writing About History
Persuasive Writing  Take a side either for or against the decisions made at the Munich Conference. On a separate sheet of paper, convey your ideas by establishing and developing a thesis. Use information from the section to support your thesis.
As you read this lesson, fill in the outline below.

I. The First Steps
   A. ________________________________________________________
   B. ________________________________________________________

II. New Alliances
   A. ________________________________________________________
   B. ________________________________________________________

III. Union with Austria
   A. ________________________________________________________
   B. ________________________________________________________

IV. Demands and Appeasement
   A. ________________________________________________________
   B. ________________________________________________________

V. Great Britain and France React
   A. ________________________________________________________
   B. ________________________________________________________

VI. Hitler and the Soviets
   A. ________________________________________________________
   B. ________________________________________________________

Define or describe each of the following key terms from this lesson.

demilitarized

appeasement
Define the following academic vocabulary words from this lesson.

- labor
- achieve
- conference

Use the following term, which you studied earlier, in a sentence that reflects the term's meaning.

annexed
(Chapter 6, Section 2)

The Japanese Path to War (pages 539–540)

Responding

After you read the lesson, think about the attack of Japanese soldiers on Manchuria. Imagine that you are the Japanese officer who created the idea for carrying out the “Mukden incident.” Use the lines below to write a short statement for your commander explaining why this secret mission is necessary.

Define or describe the following key terms from this lesson.

New Order
Define the following academic vocabulary word from this lesson.

**sanction**

**assume**

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What agreement was reached at the Munich Conference?

Why did Germany believe it needed more land?
Chapter 11, Section 2
The Course of World War II
(Pages 541–550)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• Why did the United States not enter the war until 1941?
• What major events helped to end the war in Europe and Asia?

Main Idea
As you read pages 541–550 in your textbook, complete the chart below by listing key events during World War II and their effect on the outcome of the war.

<table>
<thead>
<tr>
<th>Event</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Writing About History

Descriptive Writing Imagine that you live in London in 1940. On a separate sheet of paper, write a journal entry describing a day in your life during the intense German air raids on the city. Use information from the section to help make your writing more vivid.
Europe at War (pages 542–544)

Skimming

Skim the passage before you begin reading it, looking at headings and words in boldface or colored type. Write a sentence below describing what you expect to learn in this lesson. After reading, revise your sentence if needed.

Define or describe the following key term from this lesson.

blitzkrieg

Define the following academic vocabulary words from this lesson.

isolationism

neutrality

indefinite
Responding

As you read, imagine you are a Japanese American citizen of the United States living in Hawaii. You have just heard about the Japanese attack on Pearl Harbor. Describe your reaction to the bombings on the lines below.

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

The Allies Advance (pages 546–548)

Questioning

As you read, write two questions about the main ideas presented in the text. After reading, write the answers to these questions.

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

Terms to Review

mutual
(Chapter 2, Section 1)

Use the following term, which you studied earlier, in a sentence that reflects the term’s meaning.

__________________________________________

__________________________________________
**Analyzing**

After you read the lesson, imagine you must advise President Truman on whether to drop the atomic bomb on Hiroshima, Japan. Use the lines below to list two arguments in support of dropping the bomb or two arguments against dropping the bomb.

<table>
<thead>
<tr>
<th>Argument in Support</th>
<th>Argument Against</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Content Vocabulary To Know**

Define or describe the following key term from this lesson.

partisans

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**Section Wrap-up**

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

Why did the United States not enter the war until 1941?

| Reason | |
|--------||
|        ||
|        ||
|        ||
|        ||

What major events helped to end the war in Europe and Asia?

| Event | |
|-------||
|       ||
|       ||
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Chapter 11, Section 3
The New Order and the Holocaust
(Pages 551–557)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• How did the Nazis carry out their Final Solution?
• How did the Japanese create a dilemma for nationalists in the lands they occupied?

Main Idea
As you read pages 551–557 in your textbook, complete the graphic organizer below by comparing and contrasting the New Order of Germany with the New Order of Japan.

Writing About History
Expository Writing  Use library sources to research the international response to the Holocaust during World War II. Choose three different countries and, on a separate sheet of paper, evaluate and compare their reactions. Remember to document your sources.
The New Order in Europe (pages 552–553)

Summarizing

After reading the lesson, write a paragraph summarizing Hitler’s plan for the people of eastern Europe.

Academic Vocabulary

Define the following academic vocabulary word from this lesson.

Implement

Terms to Review

Use each of the following terms, which you studied earlier, in a sentence that reflects the term’s meaning in this lesson.

Abandoned
(Chapter 11, Section 1)

Labor
(Chapter 1, Section 2)

The Holocaust (pages 553–556)

Connecting

After reading the lesson, write a paragraph about the impact of the Holocaust on history. What lessons does the Holocaust have for us today? Has everyone learned from these lessons? Explain.
Write the letter of the correct definition next to each of these key terms from this lesson.

1. genocide
   a. an atrocity during wartime
   b. the use of biological and chemical weapons in terrorist attacks
   c. the deliberate mass murder of a racial, political, or cultural group
   d. people who help an enemy

2. collaborators

Define the following academic vocabulary word from this lesson.

Adjust

Write the definition of the following term that you studied earlier.

Republic (Chapter 1, Section 3)

The New Order in Asia (pages 556–557)

As you read, write down three details about Japanese policies in Asia. Then write a conclusion you draw based on these details.

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Use the following term, which you studied earlier, in a sentence that reflects the term’s meaning in this lesson.

literacy (Chapter 5, Section 2)

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

How did the Nazis carry out their Final Solution?

How did the Japanese create a dilemma for nationalists in the lands they occupied?
Chapter 11, Section 4
The Home Front and the Aftermath of the War
(Pages 558–565)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• Why were the Japanese encouraged to serve as kamikaze pilots?
• What was the outcome of the Yalta Conference in 1945?

Main Idea
As you read pages 558–565 in your textbook, complete the chart below by comparing and contrasting how World War II affected the lives of civilians.

<table>
<thead>
<tr>
<th>Country</th>
<th>Impact on Lives of Civilians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soviet Union</td>
<td></td>
</tr>
<tr>
<td>United States</td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td></td>
</tr>
<tr>
<td>Germany</td>
<td></td>
</tr>
</tbody>
</table>

Writing About History

Descriptive Writing Imagine you are living in the United States at the end of the war. On a separate sheet of paper, write a letter to a friend explaining the impact that the war has had on you and your family.
As you read the lesson, fill in the outline below.

I. The Soviet Union
   A. ____________________________________________________________
   B. ____________________________________________________________

II. The United States
    A. ____________________________________________________________
    B. ____________________________________________________________

III. Germany
     A. ____________________________________________________________
     B. ____________________________________________________________

IV. Japan
    A. ____________________________________________________________
    B. ____________________________________________________________

Define or describe the following key terms from this lesson.

- mobilization
- kamikaze

Define the following academic vocabulary words from this lesson.

- impact
- alternative
As you read this lesson, look closely at the photos of Dresden and Hiroshima on pages 562–563. Imagine you were a resident of one of these cities. Explain how you would go about rebuilding your city. Where would you turn for help? What services would be needed immediately?

<table>
<thead>
<tr>
<th>Conference</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Define or describe the following key term from this lesson.

Cold War
Use each of the following terms, which you studied earlier, in a sentence that shows you understand the term’s meaning.

**commodity**  
(Chapter 7, Section 2)

**nationalism**  
(Chapter 3, Section 3)

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

Why were the Japanese encouraged to serve as kamikaze pilots?

What was the outcome of the Yalta Conference in 1945?
Chapter 12, Section 1

Development of the Cold War

(Pages 583–589)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What were the major turning points in the development of the Cold War?
• What was the Cuban missile crisis?

Main Idea

As you read pages 583–589 in your textbook, complete the chart below by listing the American presidents who held office during the Cold War and major events related to the Cold War that took place during their administrations.

<table>
<thead>
<tr>
<th>President</th>
<th>Major Event</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Writing About History

Expository Writing  Use library and Internet sources to research current North Atlantic Treaty Organization (NATO) issues or policies. Choose a topic and on a separate sheet of paper explain what NATO is doing, who are the key figures involved, and what are the expected results.
As you read this lesson, fill in the outline below.

I. Rivalry in Europe
   A. ________________________________________________________
   B. ________________________________________________________

II. The Truman Doctrine
    A. ________________________________________________________
    B. ________________________________________________________

III. The Marshall Plan
     A. ________________________________________________________
     B. ________________________________________________________

IV. The Division of Germany
     A. ________________________________________________________
     B. ________________________________________________________

Define or describe each of the following key terms from this lesson.

satellite state

policy of containment

Define the following academic vocabulary words from this lesson.

aid

occupy
As you read about the Cold War, think about people’s fears of a nuclear war. How do you think this compares to the fears of terrorism today? Summarize your thoughts in a paragraph below.

Define or describe the following key terms from this lesson.

**arms race**

**deterrence**

**administration**

**communications**

Use the following academic vocabulary words from this lesson in a sentence.
Write the definition of the following term that you studied earlier.

regime
(Chapter 6, Section 1)

Vietnam and the Domino Theory (page 589)

Imagine that you lived during the time of the Vietnam War. Would you have supported or opposed the war? Explain your position in a paragraph below.

Define or describe the following key term from this lesson.

domino theory

Use the following term, which you studied earlier, in a sentence that reflects the term’s meaning in this lesson.

equip
(Chapter 7, Section 3)
Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What were the major turning points in the development of the Cold War?

________________________________________________________________________
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________________________________________________________________________

What was the Cuban missile crisis?

________________________________________________________________________
________________________________________________________________________
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Chapter 12, Section 2
The Soviet Union and Eastern Europe
(Pages 592–596)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• What were Khrushchev’s policies of de-Stalinization?
• How did the Soviet Union exert its power over Eastern Europe?

Main Idea
As you read pages 592–596 in your textbook, complete the chart below by
identifying how the Soviet Union carried out Communist policies.

<table>
<thead>
<tr>
<th>Soviet Union’s Communist Policies</th>
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Writing About History
Descriptive Writing Imagine that you live in an Eastern European country
such as East Germany, Bulgaria, Romania, Poland, Hungary, or Czechoslovakia
during the Cold War. On a separate sheet of paper, write a journal entry about
how you feel about your Soviet-backed government. Use information from this
section to help support your opinion.
After you read the lesson, write a paragraph summarizing the effects of Stalin’s economic policy on the Russian people.

Define or describe the following key term from this lesson.

- heavy industry
- de-Stalinization

Define the following academic vocabulary words from this lesson.

- conform
- symbol
As you read this lesson, think about what captures your attention. Write down two facts or ideas you find interesting or surprising.

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What were Khrushchev’s policies of de-Stalinization?

How did the Soviet Union exert its power over Eastern Europe?
Chapter 12, Section 3
Western Europe and North America
(Pages 597–605)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• How did the EEC benefit the member nations?
• What were the major social changes in Western society after 1945?

Main Idea
As you read pages 597–605 in your textbook, complete the chart below by listing programs instituted by Great Britain, the United States, and Canada to promote social welfare.

<table>
<thead>
<tr>
<th>Great Britain</th>
<th>United States</th>
<th>Canada</th>
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<tbody>
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</table>

Writing About History

Descriptive Writing  Use library and Internet sources to research the American or European student protests of the 1960s. Imagine that you are living in this time period and witnessed or participated in a demonstration. On a separate sheet of paper, write an editorial detailing the reasons for and results of the protest. Remember to document your sources.
Western Europe: Recovery and New Unity (pages 598–600)

As you read this lesson, fill in the outline below.

I. France and de Gaulle
   A. __________________________________________________________
   B. _________________________________________________________

II. The Economic Miracle of West Germany
   A. _________________________________________________________
   B. _________________________________________________________

III. The Decline of Great Britain
   A. _________________________________________________________
   B. _________________________________________________________

IV. The Move toward Unity
   A. _________________________________________________________
   B. _________________________________________________________

Define or describe the following key terms from this lesson.

- welfare state
- bloc

Define the academic vocabulary word from this lesson.

- role
Define or describe the following key terms from this lesson.

real wages

civil rights movement

Terms to Review

Write the definitions of the following terms that you studied earlier.

advocated

widespread

American Dominance (pages 600–603)

As you read, write two questions about the main ideas presented in the passage. After reading, write the answers to these questions.

Define the following term that you studied earlier.

annual

(Chapter 5, Section 4)
As you read about the revolts of American students in the 1960s, think about a political or social issue you feel strongly about today. Do you think it would be effective to organize a demonstration on this issue? Why or why not?

Define or describe the following key terms from this lesson.

- **consumer society**

- **women’s liberation movement**

Define the following academic vocabulary word from this lesson.

- **publish**
Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

How did the EEC benefit the member nations?

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What were the major social changes in Western society after 1945?

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Chapter 13, Section 1
Decline of the Soviet Union
(Pages 615–619)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• How and why did the Cold War end?
• What problems arose when the Soviet Union disintegrated?

Main Idea
As you read pages 615–619 in your textbook, complete the chart below by comparing the policies of Brezhnev and Gorbachev.

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<tr>
<th></th>
<th>Leonid Brezhnev</th>
<th>Mikhail Gorbachev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic Policy</td>
<td></td>
<td></td>
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<tr>
<td>Military Policy</td>
<td></td>
<td></td>
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<tr>
<td>Personal Policy</td>
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</tbody>
</table>

Writing About History
Persuasive Writing Recall the conflict in Chechnya. Do you think Boris Yeltsin and Vladimir Putin should have used force to keep the Chechens part of Russia? Choose a position, and write a letter addressed to the editor of a local newspaper stating your opinion. Be sure to include evidence.
Identifying Cause and Effect

After reading this lesson, write a paragraph summarizing the events that led to the end of the Cold War.

---

Define or describe the following key terms from this lesson.

détente

dissident

Use each of the following academic vocabulary words from this lesson in a sentence.

apparent

expansion
As you read this lesson, fill in the outline below.

I. The Brezhnev Era
   A. 
   B. 

II. Gorbachev and Perestroika
   A. 
   B. 

III. The End of the Soviet Union
   A. 
   B. 

IV. The New Russia
   A. 
   B. 

Define or describe the following key term from this lesson.

perestroika

Write the definition of the following term that you studied earlier.

conference (Chapter 11, Section 1)
Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

How and why did the Cold War end?

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What problems arose when the Soviet Union disintegrated?

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Chapter 13, Section 2
Eastern Europe
(Pages 620–624)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• What caused the East German government to open its border in 1989?
• What effect did the 1990 collapse of communism have on Yugoslavia?

Main Idea
As you read pages 620–624 in your textbook, complete the chart below by listing one or two reasons for, and the results of, revolution.

<table>
<thead>
<tr>
<th>Country</th>
<th>Reasons for Revolution</th>
<th>Results of Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poland</td>
<td></td>
<td></td>
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<tr>
<td>Czechoslovakia</td>
<td></td>
<td></td>
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<tr>
<td>Romania</td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Germany</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yugoslavia</td>
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</tbody>
</table>

Writing About History
Biographical Writing Use library resources to research the lives of Václav Havel, the first president of the Czech Republic, and Michal Kovác, the first president of Slovakia. Write an essay in which you describe how each man came to power. Conclude your essay by explaining how the two leaders are alike and how they are different.
As you read the lesson, think about the actions of the people in Eastern Europe as they responded to their totalitarian leaders. How would you have reacted to a Communist government if you were living in Eastern Europe at that time?

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Define or describe the following key terms from this lesson.

- Ethnic cleansing
- Autonomous

Use the following academic vocabulary words from this lesson in a sentence.

- Found
- Settlement
- Cooperation

Define the following term that you studied earlier.

- Adjust
  (Chapter 11, Section 3)
Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What caused the East German government to open its border in 1989?

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Chapter 13, Section 3
Europe and North America
(Pages 625–630)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• What problems faced Western Europe after 1980?
• What was the focus of U.S. domestic politics in the 1970s?

Main Idea
As you read pages 625–630 in your textbook, complete the graphic organizer below by comparing and contrasting the economic policies of Thatcherism with those of the Reagan Revolution.

Writing About History
Descriptive Writing Using the Internet or the library, research the history of a country of your choosing from the 1950s to today. What major political changes has that country experienced? Write an essay using facts to back up your statements, and include a bibliography.
As you read, think about the effects of the reunification of East and West Germany. Do you think the overall effects of this process were more positive or more negative? Explain your answer using examples from the text.

Define or describe the following key term from this lesson.

**Thatcherism**

Define the following academic vocabulary word from this lesson.

**Currency**

Use the following term, which you studied earlier, in a sentence that reflects the term’s meaning.

**Labor**
The U.S. Domestic Scene (pages 628–630)

As you read, write down two questions about the passage for a partner to answer. Exchange questions and see if you can answer your partner’s questions.

Define or describe the following key terms from this lesson.

- budget deficit
- weapons of mass destruction

Use the following academic word from this lesson in a sentence.

method
Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What problems faced Western Europe after 1980?

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What was the focus of U.S. domestic politics in the 1970s?

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Chapter 13, Section 4
Western Society and Culture
(Pages 631–639)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What have been the major social developments since 1970?
• What have been the major cultural, scientific, and technological developments in the postwar world?

Main Idea
As you read pages 631–639 in your textbook, complete the chart below by filling in the issues and outcomes for the women’s movement since 1970.

<table>
<thead>
<tr>
<th>Issues</th>
<th>Outcomes</th>
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</table>

Writing About History

Descriptive Writing  As breakthroughs in science and technology continue, it is likely that in 50 years the world will be very different. Imagine you are a student in the year 2060 and write a journal entry describing your daily life. Include details about new inventions you use in school and at home.
As you read, make a list of reforms that women worked for, beginning in the 1960s and continuing through the 1990s. Then rank the reforms in order of importance. Explain your rankings.

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Define or describe the following key terms from this lesson.

- globalization
- gender parity

Define the following academic vocabulary word from this lesson.

- percentage

Use the following term, which you studied earlier, in a sentence that reflects the term’s meaning.

- pursue (Chapter 10, Section 3)
As you read, write down the reasons that the United States declared war on Iraq. Do you think the United States was justified in declaring this war? Explain your answer.

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Define or describe the following key term from this lesson.

**cultural imperialism**

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Define the following academic vocabulary word from this lesson.

**liberation**

____________________________________________________________________________________
Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What have been the major social developments since 1970?

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What have been the major cultural, scientific, and technological developments in the postwar world?

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Chapter 14, Section 1

General Trends in Latin America

(Pages 649–655)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What factors undermined the stability of Latin American countries?
• How did the roles of women change in Latin America after 1945?

Main Idea

As you read pages 649–655 in your textbook, complete the graphic organizer below by identifying social and political challenges in Latin America since 1945.

Social Challenges  

Political Challenges

Writing About History

Expository Writing  Using the Internet or the library, research and write a short report about Brasilia, Brazil’s new capital city, and its economy. Did the new capital bring business inland? Are more people migrating to Rio de Janeiro or Brasilia? Be sure to document your sources.
As you read the lesson, think about the debt crisis in Latin America during the 1980s. Write a paragraph explaining why the debt crisis created a movement toward democracy.

Define or describe the following key term from this lesson.

multinational corporations

Define the following academic vocabulary word from this lesson.

finance

Use each of these terms, which you studied earlier, in a sentence that reflects the term’s meaning.

aid
(Chapter 12, Section 1)

role
(Chapter 12, Section 3)
As you read this lesson, complete the chart below by listing the political and economic effects of Latin America’s dramatic increase in population. Then write a statement explaining the steps Latin American countries could take to face the challenge of a growing population.

<table>
<thead>
<tr>
<th>Economic Effects</th>
<th>Political Effects</th>
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**Statement**

Define or describe the following key terms from this lesson.

- megacity
  - ____________________________
- favela
  - ____________________________
As you read the lesson, think about the use of magic realism in the literature of Latin America. Why do you think magic realism is such a popular form of expression in Latin American literature?

Define or describe the following key term from this lesson.

**magic realism**

Use the following academic vocabulary word from this lesson in a sentence.

**trend**
Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What factors undermined the stability of Latin American countries?

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How did the roles of women change in Latin America after 1945?

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Chapter 14, Section 2
Mexico, Cuba, and Central America
(Pages 658–662)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What problems did Mexico and the nations of Central America face after 1945?
• What were the chief features and impact of the Cuban Revolution?

Main Idea

As you read pages 658–662 in your textbook, complete the chart below by filling in the political and economic challenges faced by El Salvador, Nicaragua, and Panama after 1945.

<table>
<thead>
<tr>
<th>El Salvador</th>
<th>Nicaragua</th>
<th>Panama</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Writing About History

Persuasive Writing  Choose one of the Central American countries not discussed in this section and research its history and relationship with the United States. Write an editorial advocating either more or less American involvement in the country. Support your opinion with facts.
The Mexican Way (pages 659–660)

As you read the lesson, look for clues and events that will help you answer the following question: How was Mexico’s economy affected by its oil industry?

Define or describe the following key terms from this lesson.

PRI

privatization

Academic Vocabulary

challenge

element

Use the following academic vocabulary words from this section in a sentence.

Terms to Review

found

(Chapter 13, Section 2)

Use the following term, which you studied earlier, in a sentence that reflects the terms meaning.
The Cuban Revolution (pages 660–661)

As you read the lesson, make a list of U.S. interactions with Cuba since the 1950s. Then answer the following question: Do you think the United States should have supported an attempt to overthrow Castro’s government in 1961? Explain.

Define or describe the following key term from this lesson.

trade embargo

Upheaval in Central America (pages 661–662)

After you have read this lesson, write a paragraph summarizing the factors that led to conflicts in Central America from the 1970s to the 1990s.

Define or describe the following key term from this lesson.

contras
Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What problems did Mexico and the nations of Central America face after 1945?

What were the chief features and impact of the Cuban Revolution?
Chapter 14, Section 3
The Nations of South America
(Pages 663–667)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• What obstacles does the new democratic government in Brazil face?
• What factors have been the greatest causes of South American instability?

Main Idea
As you read pages 663–667 in your textbook, complete the chart below by filling in the factors leading to the change from military rule to civilian rule in Argentina, Brazil, and Chile.

<table>
<thead>
<tr>
<th>Argentina</th>
<th>Brazil</th>
<th>Chile</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Writing About History
Informative Writing Choose two of the South American nations discussed in this section. On a separate sheet of paper, compare and contrast the changes each nation has experienced since the end of World War II. Cite examples from the section.
Brazil, the Colossus of Latin America (page 664)

**As you read this lesson, look for events that led to the failure of the “economic miracle” in Brazil. Then use the lines below to explain how these events led to the return of democracy in Brazil in 1985.**

Use the following academic vocabulary word from this lesson in a sentence.

- accurate

Argentina and Chile (pages 664–666)

**As you read this lesson, think about Juan Perón's policies. Do you think he improved conditions in Argentina or made them worse? Explain.**

Define or describe the following key term from this lesson.

- Desaparecidos
Use the following academic vocabulary word from this lesson in a sentence.

parallel

Define or describe the following key terms from this lesson.

cooperative

Shining Path

Camisea Gas Project

As you read this lesson, look for information to answer the following question: Did Juan Velasco Alvarado’s government help or hurt the peasants of Peru? Give reasons for your answer.

Columbia and Peru (pages 666–667)
Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What obstacles does the new democratic government in Brazil face?

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What factors have been the greatest causes of South American instability?

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Chapter 15, Section 1
Independence in Africa
(Pages 677–685)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What economic problems did independent African nations face?
• How have social tensions impacted African culture?

Main Idea
As you read pages 677–685 in your textbook, complete the chart below by identifying the problems in Africa during its first stages of independence.

<table>
<thead>
<tr>
<th>Africa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic</td>
</tr>
<tr>
<td>Social</td>
</tr>
<tr>
<td>Political</td>
</tr>
</tbody>
</table>

Writing About History

Informative Writing  Using the library and the Internet, research Nelson Mandela’s life since he became the first black president of South Africa. What economic and social problems has he faced and how has he handled them? Be sure to document your sources.
Identifying Cause and Effect

After you have read the lesson, write a brief paragraph summarizing the effects of European resistance to African independence.

________________________________________________________________________

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Content Vocabulary to Know

Define or describe the following key term from this lesson.

apartheid

________________________________________________________________________

Academic Vocabulary

Use the following academic vocabulary word from this lesson in a sentence that shows you understand the word’s meaning.

significant

________________________________________________________________________

The New Nations (pages 679–682)

Summarizing

As you read, think about the economic problems and political challenges that newly formed African countries faced. Then write a paragraph summarizing why independence did not bring economic prosperity to new nations.

________________________________________________________________________

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Define or describe the following key term from this lesson.

Pan-Africanism

Use the following academic vocabulary word from this lesson in a sentence that shows you understand the word’s meaning.

arbitrary

Use the following term, which you studied earlier, in a sentence.

impact (Chapter 11, Section 4)

As you read this lesson, think about Mandela’s statement, “We shall build a society in which all South Africans, both black and white, will be able to walk tall, without fear in their hearts, assured of their inalienable right to human dignity. . . .” Have we achieved this goal in the United States? Explain.

New Hopes (page 683)
As you read the lesson, think about society and culture in modern African states. Can you think of ways that religion or other customs in African states might conflict with modernization? Write your answer in a paragraph below.

Use the following term, which you studied earlier, in a sentence that reflects the term’s meaning.

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What economic problems did independent African nations face?

How have social tensions impacted African culture?
Chapter 15, Section 2
Conflict in the Middle East
(Pages 688–692)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• How was the state of Israel created?
• How did Islamic revival affect Middle Eastern society?

Main Idea

As you read pages 688–692 in your textbook, complete the chart below by filling in the important events in the history of Arab-Israeli conflicts.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

Writing About History

Persuasive Writing Imagine you live in an Arab state that is not oil-rich. Formulate an opinion on Pan-Arabism and write a persuasive letter to the leader of your country explaining why you feel the way you do. Use examples from this section and outside resources, if necessary.
As you read this lesson, think about the time when the state of Israel was created. Imagine that you are an Arab or Jew living in Palestine in 1948. Write a short paragraph describing your reaction to this event.

Define or describe the following key terms from this lesson.

Pan-Arabism

OPEC

intifada

Use each of the following academic vocabulary words from this lesson in a sentence that shows you understand the word’s meaning.

motive

prime
Define of describe the following term that you studied earlier.

**creation**
(Chapter 12, Section 1)

---

**Turmoil in Iran and Iraq** *(pages 691–692)*

**Summarizing**
*Complete the following sentences as you read the lesson.*

1. Devout Muslims hated Iranian civilization under the shah. They believed it was based on ________________ .

2. The shah’s opponents overthrew his government and helped establish an Iranian government run by ________________ .

3. In 1980, Iraqi president ________________ launched an attack on ________________ .

4. After Khomeini’s death, a more ________________ government allowed some ________________ .
Section Wrap-up

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

How was the state of Israel created?

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How did Islamic revival affect Middle Eastern society?

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Chapter 15, Section 3

The Challenge of Terrorism

(Pages 693–699)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• What do modern terrorists want?
• What measures have nations worldwide taken to stop terrorists?

Main Idea

As you read pages 693–699 in your textbook, use this graphic organizer to show the causes of terrorism.

Expository Writing  Pick one of the causes for modern terrorism from the section, or come up with one of your own. Using library resources, research the cause and the people involved. Then, come up with a few ideas to resolve the problem.
As you read this lesson, answer the following questions to clarify the information about terrorism.

1. What is state-sponsored terrorism and what nations have sponsored terrorist acts? _____________________________

2. Why did the United States become involved in Middle Eastern affairs?
   ______________________________________________

3. What is the difference between the women’s roles in the earliest Islamic societies and their role today? _____________________________

4. What events allowed Osama bin Laden to establish terrorist facilities in Afghanistan? _____________________________

Define or describe each of the following key terms from this lesson.

Irish Republican Army (IRA)

state-sponsored terrorism

al-Qaeda

Taliban
Define or describe the following term that you studied earlier.

**minority**

(Chapter 10, Section 1)

---

The Attacks of 9/11 (pages 697–698)

As you read, write the main idea of the passage. Review your statement when you have finished reading, and revise as needed.

---

Define or describe the following key term from this lesson.

**Patriot Act**

---

Define the following academic vocabulary word from this lesson.

**federal**
Read the subsection on Iraq, and then write two or three sentences to summarize it.

Define the following academic vocabulary word from this lesson.

Now that you’ve read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What do modern terrorists want?

What measures have nations worldwide taken to stop terrorists?
Chapter 16, Section 1
Communist China
(Pages 709–715)

Reason To Read

Setting a Purpose for Reading  Think about these questions as you read:
• How did the Great Leap Forward and the Great Proletarian Cultural
  Revolution affect China?
• What were the major economic, social, and political developments in
  China after the death of Mao Zedong?

Main Idea

As you read pages 709–715 in your textbook, complete the graphic
organizer below by listing communism’s effects on China’s international
affairs.

Writing About History

Persuasive Writing  Formulate an opinion for or against China’s one-child
policy. Do you think it is an effective way to control population growth? Write a
persuasive essay supporting your opinion using examples from the section and
outside sources.
### Key Points

#### Determining the Main Idea

As you read this lesson, list the methods Mao used to redistribute land and increase food production in China.

<table>
<thead>
<tr>
<th>Method</th>
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<tbody>
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</table>

### Content Vocabulary To Know

Define or describe the following key terms from this lesson.

<table>
<thead>
<tr>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>commune</td>
</tr>
<tr>
<td>permanent revolution</td>
</tr>
</tbody>
</table>

### Terms To Review

Write the definition of each of the following terms that you studied in an earlier chapter.

<table>
<thead>
<tr>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>cooperation (Chapter 13, Section 2)</td>
</tr>
<tr>
<td>challenge (Chapter 14, Section 2)</td>
</tr>
</tbody>
</table>
As you read the lesson, think about the Four Modernizations. Why didn’t the Chinese succeed with the “fifth modernization,” democracy? Explain your answer in a paragraph below.

Use the following academic vocabulary words from this lesson in a sentence.

release

injure

After you have read this lesson, write a brief paragraph summarizing four ways that communism influenced Chinese society.

Define or describe the following key term from this lesson.

one-child policy
As you read the lesson, think about China in world politics during the Cold War period. Why did the Cold War affect China’s attitude toward the Soviet Union? How did China’s relationship with the Soviet Union change from the 1950s to the 1980s? Write your answers below.

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

How did the Great Leap Forward and the Great Proletarian Cultural Revolution affect China?

What were the major economic, social, and political developments in China after the death of Mao Zedong?
Chapter 16, Section 2
Independent States in South and Southeast Asia
(Pages 720–725)

Reason To Read
Setting a Purpose for Reading Think about these questions as you read:
• What policies did Jawaharlal Nehru put into effect in India?
• What internal and external problems did the Southeast Asian nations face after 1945?

Main Idea
As you read pages 720–725 in your textbook, complete the graphic organizer below by identifying the challenges India faced after independence.

Writing About History
Expository Writing Imagine you live in South or Southeast Asia. Which country discussed in this section would you like to live in? Using examples from the section, write a short response paper explaining your choice.
After you have read this lesson, write a brief paragraph summarizing the results of the conflicts between Hindus and Muslims in India.

Define or describe the following key term from this lesson.

outsourcing

As you read the lesson, focus on the refusal of France to give up power in Vietnam after World War II. How did this decision affect the United States? Write your answer in a paragraph below.
Define or describe the following key term from this lesson.

**stalemate**

Write the definition of each of the following terms that you studied in an earlier chapter.

**symbol**  
(Chapter 12, Section 2)

**percentage**  
(Chapter 13, Section 4)

Democratic Reform in Southeast Asia  
(page 725)

After you have read the lesson, write a paragraph describing the challenges facing democratic governments in the Philippines and Indonesia.

Define or describe the following key term from this lesson.

**discrimination**
Use each of the following academic vocabulary words from this lesson in a sentence.

- involvement
  
  
  
  
  
  
  
  
  
  
  

- gender
  
  
  
  
  
  
  
  
  
  
  

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What policies did Jawaharlal Nehru put into effect in India?

- 
  
  
  
  
  
  
  
  
  

What internal and external problems did the Southeast Asian nations face after 1945?

- 
  
  
  
  
  
  
  
  
  

Chapter 16, Section 3
Japan and the Pacific
(Pages 726–733)

Reason To Read

Setting a Purpose for Reading Think about these questions as you read:
• What important political, economic, and social changes have occurred in Japan since 1945?
• What did the “Asian tigers” accomplish in Asia?

Main Idea
As you read pages 726–733 in your textbook, complete the table below by listing the key areas of industrial development in South Korea, Taiwan, and Singapore.

<table>
<thead>
<tr>
<th>South Korea</th>
<th>Taiwan</th>
<th>Singapore</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Writing About History

Expository Writing Reflect on the economic success of Japan and the Asian tigers. Write a short report discussing the similarities and differences between the industrialization of the Asian tigers and Japan. Support your statements with evidence from this section.
The Allied Occupation (page 727)

**Summarizing**

As you read the lesson, record the changes that General MacArthur made in Japan after World War II.

---

**Content Vocabulary To Know**

**occupied**

Define or describe the following key term from this lesson.

---

The Japanese Miracle (pages 727–730)

**Evaluating**

As you read the lesson, think about the reasons for the “Japanese miracle.” In your opinion, which factor had the greatest affect? Explain your answer in a paragraph below.

---

**Content Vocabulary To Know**

**state capitalism**

Define or describe the following key term from this lesson.

---
Use the following academic vocabulary word from this lesson in a sentence that shows you understand the word’s meaning.

subsidize

Write the definition for each of the following terms that you studied earlier.

alter (Chapter 8, Section 1)

trend (Chapter 14, Section 1)

The “Asian Tigers” (pages 730–732)

As you read the lesson, think about the things that the “Asian tigers” have in common and list them below.

Australia and New Zealand (page 733)

As you read this lesson, recall that many British people settled in Australia and New Zealand in the 1800s. As a result, many people identified themselves with the British Empire. Is this changing today? Explain.
Use the following academic vocabulary word from this lesson in a sentence.

derive

Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What important political, economic, and social changes have occurred in Japan since 1945?

What did the “Asian tigers” accomplish in Asia?
Chapter 17, Section 1
The Challenges of Our World
(Pages 743–748)

Reason To Read
Setting a Purpose for Reading  Think about these questions as you read:
• What challenges face the world in the twenty-first century?
• What are the promises and perils of the technological revolution?

Main Idea
As you read pages 743–748 in your textbook, complete the table below.

<table>
<thead>
<tr>
<th>Concern</th>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deforestation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loss of ozone layer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greenhouse effect</td>
<td></td>
<td></td>
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<tr>
<td>Acid rain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weapons</td>
<td></td>
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<tr>
<td>Hunger</td>
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</table>

Writing About History

Persuasive Writing  Using the library and the Internet, explore the concept of stem-cell research. Develop an opinion either for or against it, and write a letter to the senator of your state explaining your views. Cite specific examples to back up your argument.
As you read, write down one question from each subhead for a partner to answer. Exchange questions and see if you can answer your partner’s questions.

Impact of Population Growth

Chemical Wastes and Disasters

Write the letter of the correct definition next to each of these key terms from this lesson.

1. ecology  a. the clearing of forests
2. deforestation  b. thin layer of gas in the upper atmosphere that shields Earth from ultraviolet rays
3. ozone layer  c. economic development that does not limit the ability of future generations to meet their basic needs.
4. greenhouse effect  d. rainfall that results when sulfur mixes with moisture in the air
5. acid rain  e. global warming caused by the buildup of carbon dioxide in the atmosphere
6. sustainable development  f. study of the relationship between living things and their environment

Define the following academic vocabulary word from this lesson.

nuclear
Use the following term, which you studied earlier, in a sentence that reflects the term’s meaning in this lesson.

injure
(Chapter 16, Section 1)

The Technological Revolution (pages 746–747)

As you read this lesson, think about all the advances made during the technological revolution. Which invention, discovery, or advancement do you believe has had the greatest affect on society?

Define or describe the following key terms from this lesson.

biowarfare

bioterrorism

Use the following academic vocabulary word from this lesson in a sentence that shows you understand the word’s meaning.

mental
Analyzing

As you read, complete the table below by listing the differences between developing and industrialized nations. Then write a general statement summarizing the economic and social challenges each group of countries face.

<table>
<thead>
<tr>
<th>Developing Nations</th>
<th>Industrialized Nations</th>
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<tbody>
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</table>

General Statement

Terms to Review

Circle the letter of the word or phrase that is closest in meaning to the underlined word that you studied earlier.

**establish**

(Chapter 10, Section 1)

In 1995, the World Trade Organization was established.

a. abolished  
b. founded  
c. developed
Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What challenges face the world in the twenty-first century?

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What are the promises and perils of the technological revolution?

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Setting a Purpose for Reading

Think about these questions as you read:
- What international organization arose at the end of World War II to help maintain peace?
- How have ordinary citizens worked to address the world’s problems?

Main Idea

As you read pages 749–753 in your textbook, complete the pyramid below that depicts the structure of the United Nations. The Security Council is the most important advisory group of the United Nations.

Expository Writing

Choose a local grassroots organization and gather information about its mission and activities. On a separate page of paper, write a short summary about the organization its effectiveness.
As you read the lesson, complete the table below by summarizing the roles of the General Assembly, the Security Council, and the specialized agencies of the United Nations.

<table>
<thead>
<tr>
<th>General Assembly</th>
<th>Security Council</th>
<th>Specialized Agencies</th>
</tr>
</thead>
<tbody>
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</table>

Define or describe the following key term from this lesson.

peacekeeping forces

Use the following term that you studied earlier that reflects the term’s meaning in this lesson.

significant
(Chapter 15, Section 1)
As you read this lesson, think about the different methods taken to address global problems. Then develop a possible solution to one of these problems and write a paragraph discussing the issue and the solution.

Define or describe the following key term from this lesson.

disarmament groups

Use the following academic vocabulary words from this lesson in a sentence.

approach

professional

constant

Define or describe the following term that you studied earlier.

involvement
(Chapter 16, Section 2)
Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.

What international organization arose at the end of World War II to help maintain peace?

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How have ordinary citizens worked to address the world’s problems?

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