

Mapping World History

Second Edition

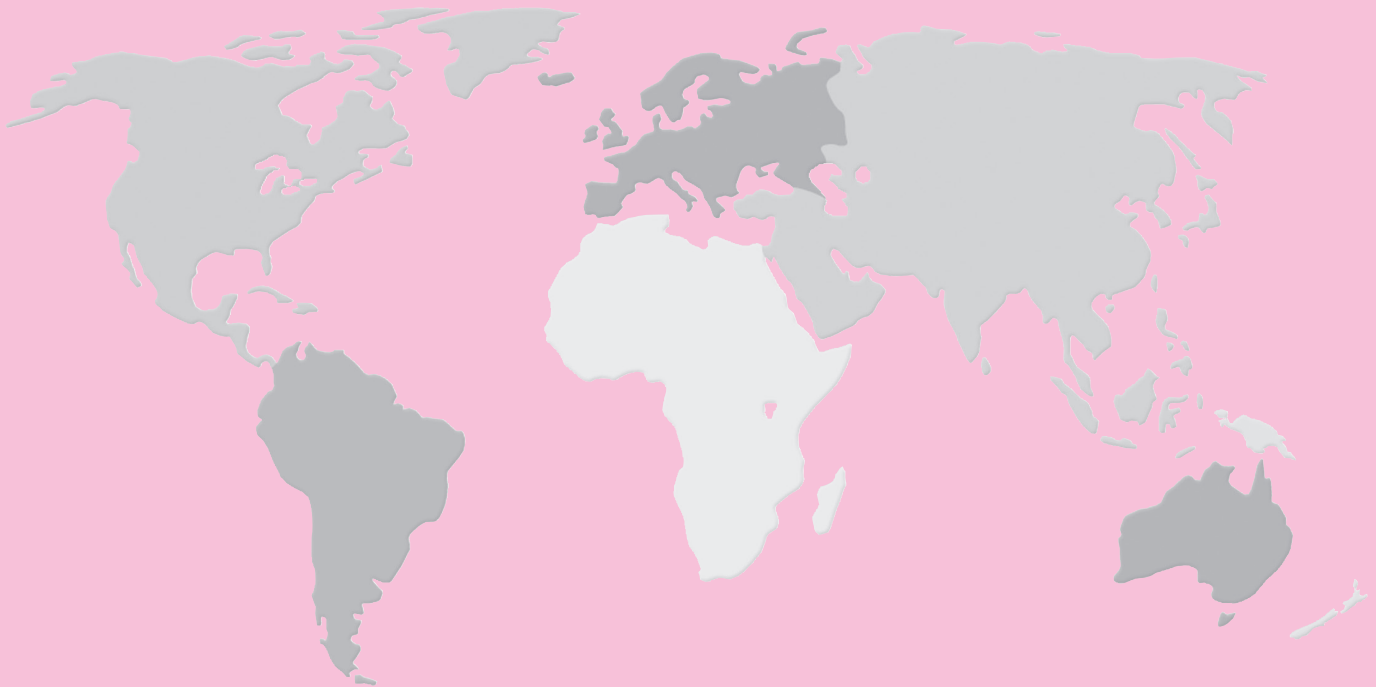




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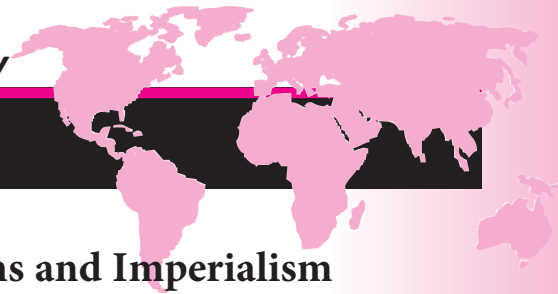
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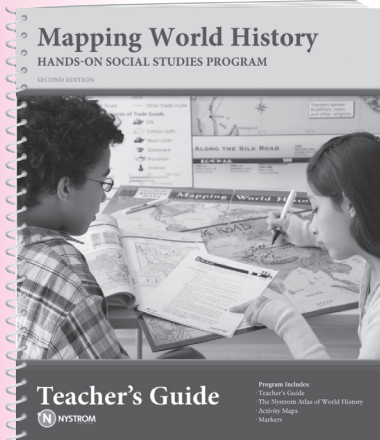
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We also want to thank the many principals, curriculum supervisors, and teachers who so graciously allowed us to visit their schools and classrooms. The information gathered was invaluable in developing social studies materials that create stimulating learning environments, address the growing diversity of our students, and meet the many needs of today’s teachers.

Program Components



Program Guide

10 History Units

- Program correlates with:
 - *The Nystrom Atlas of World History*
 - National Standards for History
 - Lessons build a solid history framework.
 - Hands-on lessons integrate the Atlas with the Activity Maps
 - Teacher's Guide pages for every unit
- 60 Student Lessons plus 10 Assessments
15 Literacy Lessons

Student Lessons

- Step-by-step, easy to follow.
- Non-fiction text in small doses helps students grasp content.
- Stories personalize history.
- Activities target a range of learning styles.
- Graphic organizers summarize and assess lessons.
- Variety of responses develops critical thinking and writing skills.
- Easy to duplicate.

Lesson 39
Inca Roads

Objectives
Students will be able to:

- Map roads connecting the Inca Empire.
- Describe the uses of the roads.
- Identify features of the roads.

Materials

- The Nystrom Atlas of World History
- Activity Sheets 39a-39d, Inca Roads
- Mapping World History Activity Maps
- Map Markers

Here's an Interesting Fact

- The Inca did not use a system of writing to record events. They developed a communication system using a string with different colored knots called a quipu.

Answers

Reason the Incas Used	Reason the Incas Did Not Use
• They used a quipu to record information.	• They did not have a system of writing.
• They used a quipu to record information.	• They did not have a system of writing.

Charts will vary. Students may mention the following similarities: tolls, milk markets, bridges, and rest houses. Students may mention the following differences: made of stone, only government officials could use the roads unless permission was granted, no cars.

Lesson 40
Cortés the Conquistador

Objectives
Students will be able to:

- Draw the route of Hernán Cortés into the Aztec Empire.
- Describe the fall of the Aztec Empire.
- Identify the causes and effects of events during the conquest of the Aztec Empire.

Materials

- The Nystrom Atlas of World History
- Activity Sheets 40a-40d, Cortés the Conquistador
- Mapping World History Activity Maps or Intermediate Physical Series (at www.k12logica.com)
- Map Markers

Here's a Tip!

- Begin the lesson by reminding students of what they have learned about the Aztec Empire.
- Optional: Have students map the lesson on the Intermediate Physical World map, zooming in on Middle America.

Answers

Cause	Effect
• The Spanish conquistador Hernán Cortés led an expedition to the Aztec Empire.	• The Aztec Empire fell.
• The Spanish conquistador Hernán Cortés led an expedition to the Aztec Empire.	• The Aztec Empire fell.

Answers will vary. Students might describe their city being destroyed or follow Aztec being killed or dying of diseases brought by Europeans.

Mapping World History, 2nd ed. The Age of Global Contact

Lesson 15a
The Persian Wars

Objectives
Students will be able to:

- Map the Persian Empire.
- Describe the Persian Wars.

Materials

- The Nystrom Atlas of World History
- Activity Sheets 15a-15c, The Persian Wars
- Mapping World History Activity Maps
- Map Markers

Here's an Interesting Fact

Behistun, Iran, 520 B.C.
These are the countries which are subject unto me, and by the grace of Ahuramazda I became king of them: Persia, Elam, Babylonia, Assyria, Arabia, Egypt, the countries by the Sea, Lydia, the Greeks, Media, Armenia, Cappadocia, Bactria, Drangiana, Aria, Chorasmia, Bactria, Sogdiana, Gandara, Scythia, Sattagydia, Arachosia and Makia twenty-three lands in all.
—Darius I, King of Persia!

[The king of the Medes] sought to ascertain by inquiry which was the most powerful of the Grecian states. His inquiries pointed out to him two states as pre-eminent above the rest. These were the Lacedaemonians [Spartans] and the Athenians, the former of Doric, the latter of Ionic blood. And indeed these two nations had held from very early times the most distinguished place in Greece.
—Herodotus!

1. In 550 B.C. Persia was a small kingdom located in present-day Iran. By conquering neighboring lands, the Persian Empire gained control of much of southwest Asia by 500 B.C.

- Turn to the *Mediterranean Basin Activity Map*.
- Give your Activity Map a title. Across the top of the map, write **THE PERSIAN WARS**.
- On your Activity Map, point to present-day Iran.
- Draw a line through the label for Iran. Above the line, write **PERSIA**.
- In the Atlas, on page 32, look at map B. With your finger, trace the western boundary of the Persian Empire.
- On your Activity Map, draw this boundary. Your boundary does not need to be exact.
- In the Arabian Sea, write and underline **PERSIAN EMPIRE**.

2. The ancient Greeks lived in self-governing communities called city-states.

- In the Atlantic Ocean, write and underline **GREEK CITY-STATES**.
- In 500 B.C. Athens and Sparta were the two major city-states in Greece. In the Atlas, on page 32, look at map B. Point to Athens and Sparta.
- On your Activity Map, draw city-state symbols (□) at Athens and Sparta.
- Label Sparta to the left of its symbol. Also underline the label for Athens.
- Many Greek city-states were also located along the western coast of Anatolia. This region was called Ionia. Along the Anatolian coast, write **IONIA**.

Mapping World History, 2nd ed. Ancient Greece and Rome

Teacher's Guide Pages

Handy, easy to use:

- Objectives
- Materials
- Answers

Tips for teaching
Interesting facts

- * Literature Links
- * Cross-curricular Activities
- * Journal page on divider for each unit

Timeline Folders

Students make their own history timelines by adding important dates unit by unit.

- Put historic events in worldwide context.
- Reinforce sequencing and summarizing skills.
- Recognize cause and effect relationships.



Atlas
Activity Map
Map Marker

Ancient Greece and Rome

The Persian Wars

During the 400s B.C., the city-states of Greece were invaded by their powerful neighbor, the Persian Empire. Most of the story boxes below are from the *Histories of Herodotus*. Herodotus is considered the Father of History. Use pages 32–33 of *The Nystrom Atlas of World History* to complete the lesson.

Behistun, Iran, 520 B.C.

These are the countries which are subject unto me, and by the grace of Ahuramazda I became king of them: Persia, Elam, Babylonia, Assyria, Arabia, Egypt, the countries by the Sea, Lydia, the Greeks, Media, Armenia, Cappadocia, Parthia, Drangiana, Aria, Chorasmia, Bactria, Sogdia, Gandara, Scythia, Sattagydia, Arachosia and Maka; twenty-three lands in all.

—Darius I, King of Persia¹

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 - a. Turn to the *Mediterranean Basin Activity Map*.
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 - e. In the Atlas, on page 32, look at map B. With your finger, trace the western boundary of the Persian Empire.
 - f. On your Activity Map, draw this boundary. Your boundary does not need to be exact.
 - g. In the Arabian Sea, write and underline **PERSIAN EMPIRE**.

[The king of the Medes] sought to ascertain by inquiry which was the most powerful of the Grecian states. His inquiries pointed out to him two states as pre-eminent above the rest. These were the Lacedaemonians [Spartans] and the Athenians, the former of Doric, the latter of Ionic blood. And indeed these two nations had held from very, early times the most distinguished place in Greece

—Herodotus²

2. The ancient Greeks lived in self-governing communities called city-states.
 - a. In the Atlantic Ocean, write and underline **GREEK CITY-STATES**.
 - b. In 500 B.C. Athens and Sparta were the two major city-states in Greece. In the Atlas, on page 32, look at map B. Point to Athens and Sparta.
 - c. On your Activity Map, draw city-state symbols ☉ at Athens and Sparta.
 - d. Label Sparta to the left of its symbol. Also underline the label for Athens.
 - e. Many Greek city-states were also located along the western coast of Anatolia. This region was called Ionia. Along the Anatolian coast, write **IONIA**.

Miletus, 494 B.C.

The Persians, when they had vanquished the Ionians in the sea-fight, besieged Miletus both by land and sea, driving mines under the walls, and making use of every known device, until at length they took both the citadel and the town, six years from the time when the revolt first broke out under Aristagoras. All the inhabitants of the city they reduced to slavery

—Herodotus³

3. The conflict between the Persian Empire and the Greek city-states started with an uprising in Ionia, which had been conquered by the Persians.
 - a. The Persian Empire was ruled by royal families. On your Activity Map, below PERSIAN EMPIRE, write **MONARCHY**.
 - b. In 508 B.C. Athens became a democracy. Below GREEK CITY-STATES, write **DEMOCRACY**.
 - c. In the Atlas, on page 33, look at chart D. Read the description of democracy in Athens.
 - d. In 499 B.C. the city-states of Ionia revolted against the Persian Empire, hoping to control their own governments. On the map, next to the label for Ionia, draw a battle symbol ✨.
 - e. Athens sent troops to help the Ionians. Draw a dashed arrow from Athens to Ionia.
 - f. After years of fighting, the Persian army defeated the Ionians. Label the battle symbol **P** for Persian victory.

Marathon, 490 B.C.

The two armies fought together on the plain of Marathon. . . They [the Greeks] suffered the routed barbarians [the Persians] to fly at their ease, and joining the two wings in one, fell upon those who had broken their own center, and fought and conquered them. The Athenians hung upon the runaways and cut them down, chasing them all the way to the shore, on reaching which they laid hold of the ships and called aloud for fire.

—Herodotus⁴

4. Because the Athenians had helped the Ionians, Darius, the Persian emperor, decided to invade Athens.
 - a. In 490 B.C. Persian ships sailed for Greece. Draw an arrow from southwestern Anatolia to Athens.
 - b. The Athenians and the Persians fought a fierce battle at Marathon. Along the eastern coast of Greece, near Athens, draw a battle symbol ✨.
 - c. The Athenians won the battle. Next to the battle symbol for Marathon, write **G** for Greek victory.

Hellespont, 480 B.C.

And now, as he looked and saw the whole Hellespont covered with the vessels of his fleet, and all the shore and every plain about Abydos as full as possible of men, Xerxes congratulated himself on his good fortune; but after a little while he wept.

Herodotus⁵

Artemisium, 480 B.C.

The total number of the ships thus brought together. . . was 271; and the captain, who had the chief command over the whole fleet, . . . was furnished by Sparta, since the allies had said that "if a Lacedaemonian did not take the command, they would break up the fleet, for never would they serve under the Athenians."



Herodotus⁶

Salamis, 480 B.C.

For as the Greeks fought in order and kept their line, while the barbarians were in confusion. . . Yet the Persians fought far more bravely here than at Euboea, and indeed surpassed themselves; each did his utmost through fear of Xerxes, for each thought that the king's eye was upon himself.

Herodotus⁷

5. In 480 B.C. the Persians once again invaded Greece. They had an army of 200,000 men and a navy with 1,000 ships.
 - a. The Persians attacked Greece from the north. From the region north of the Aegean Sea, draw an arrow toward Greece.
 - b. Spartan soldiers tried to stop the Persian army at a mountain pass called Thermopylae. Just south of the label for Greece, draw a battle symbol ✨.
 - c. The Persians won the battle, but the Spartans became heroes for their bravery. Next to the battle symbol, write **P** for Persian victory.

6. Athens began to prepare for war immediately.
 - a. Athens began building ships and training its citizens to be sailors. Below the label for Athens, draw a ship .
 - b. The Athenians asked Sparta for help. Sparta had the best-trained soldiers of all the city-states. Next to Sparta, draw a sword .
 - c. In 479 B.C. the Athenians defeated the Persian navy. Next to the ship near Athens, write **G** for Greek victory.
 - d. That same year the Spartans defeated the Persian army. Next to the sword near Sparta, write **G** for Greek victory.

7. With a much smaller fighting force, the Greeks had completely stopped the Persian invasion into Europe.
 - a. Turn to your Activity Map. In the Mediterranean Sea south of Greece, write **GREEKS WIN**.
 - b. Greek soldiers had fought to defend their homelands. Below GREEK CITY-STATES, write **DEFENDED HOMELAND**.
 - c. Persian troops were forced to fight. They did not share a common homeland or culture. Below PERSIAN EMPIRE, write **FORCED TO FIGHT**.



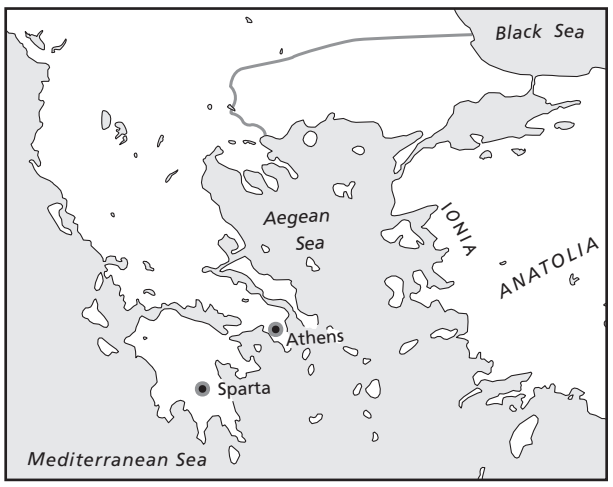
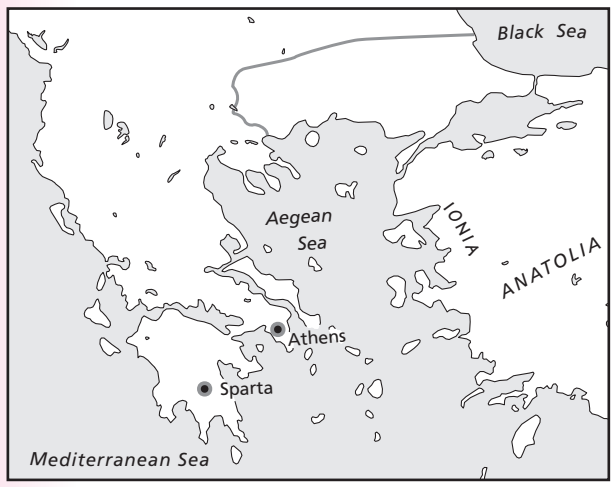
15d

T Pulling It Together The Persian Wars

Use pages 32–33 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 15a–15d to complete the chart.

Atlas
Activity Map
Map Marker

- On the maps below, color in the area controlled by the Greeks and by the Persians.
- For each word or phrase in the Word Bank, decide if it describes the Greeks or the Persians. Write the term in the correct box.



GREEKS

PERSIANS

Word Bank

democracy	monarchy	city-states	empire
fought to defend homes	forced to fight	won at Marathon	won at Thermopylae
	won the wars	lost the wars	

★ Most of what we know about the Persian Wars comes from Greek sources. Pick one of Herodotus' story boxes in the lesson. Rewrite it as you think a Persian would have described the event. ✎

I mperialism in Africa

European imperialism changed the history of Africa. In this lesson you'll identify the reasons for and results of European imperialism in Africa. Use pages 108–109 of *The Nystrom Atlas of World History* to help you complete this activity.

Atlas
Activity Map
Map Marker

1. In the early 1800s, Europeans explored and traded in Africa. By the late 1800s, European countries began claiming land in many parts of Africa.
 - a. Turn to the *Africa Activity Map*.
 - b. Give your Activity Map a title. Across the top of the map, write **IMPERIALISM IN AFRICA**.
 - c. On your Activity Map, underline the labels for the following European countries: United Kingdom, Germany, and Belgium (Bel.), France, Portugal, Spain, Italy.

Causes of European Imperialism in Africa

2. Europeans had three main reasons for claiming land in Africa.
 - a. In the top left corner of your Activity Map, write and underline the word **WHY?**
 - b. Europeans expected to make money from mining and selling African resources such as diamonds, gold, and rubber. Below **WHY?**, write **RESOURCES**.
 - c. European countries also wanted to expand their territory. Below **WHY?**, add **LAND**.
 - d. These countries also wanted to gain power over their European rivals. Below **WHY?**, add **POWER**.
3. Disease had been an obstacle for Europeans claiming land in Africa. Scientific advances helped make European domination of Africa possible.
 - a. On your Activity Map, above the map legend, write and underline **HOW?**
 - b. Europeans discovered that quinine could be used to cure the disease malaria. Below **HOW?**, write **MALARIA CURE**.
 - c. An improvement in gun design gave Europeans a major advantage over Africans. Below **HOW?**, add **BETTER GUNS**.


4. The invention of a more powerful steam engine in 1825 led to the building of railroads in major African cities. Railroads helped Europeans move people, supplies, and resources throughout Africa.
 - a. On your Activity Map, under HOW?, add **RAILROADS**.
 - b. Draw railroad symbols **||||** at the following locations on the map:
 - Casablanca
 - Algiers
 - Cairo
 - Khartoum
 - Mombasa
 - Cape Town
 - Lagos

Before and After the Scramble for Africa

5. In the 1880s European countries competed with their rivals for control of territories and resources in Africa.
 - a. In 1875, although some European countries had established colonies in Africa, most of Africa remained under African control. In the Atlas, on page 108, look at map A. Point to the areas under European control.
 - b. In 1830 France took over northern Algeria. On your Activity Map, in northern Algeria, write **F** for France.
 - c. The British wanted control of the Suez Canal, which provided a shorter passage between Europe and Asia. On your Activity Map, along the continental boundary line east of Cairo, draw a canal symbol **|||**.
 - d. In 1882 Great Britain invaded the area that is present-day Egypt and Sudan. In this area, write **GB** for Great Britain.
6. In 1884 representatives of 14 European countries met to agree on how to divide African lands that Europeans had not yet claimed. After the meeting, these countries sent troops to conquer their land claims.
 - a. European leaders met in Berlin, Germany. Near Germany write **BERLIN CONFERENCE**.
 - b. There were no African leaders present at this meeting. Next to the **BERLIN CONFERENCE**, write **NO AFRICANS**.
 - c. After this meeting, Belgium began to seize territory in Africa. In the Congo, the Belgian ruler forced Africans to leave their villages to gather rubber. In the Atlas, on page 109, look at map E. Point to Belgian territory.
 - d. On your Activity Map, label the territory claimed by Belgium with a **B**.

- e. After 1884 France seized more territory. In the Atlas, on page 109, point to the French territories.
- f. On your Activity Map, label the additional territories claimed by France with an **F**.
- g. Great Britain, Germany, Italy, Portugal, and Spain also took control of additional lands in Africa. In the Atlas, on page 109, point to the British territories.
- h. On your Activity Map, label the territories claimed by Great Britain with a **GB**.
- i. In the Atlas, on page 109, point to the German territories.
- j. On your Activity Map, label Germany's territories with a **G**.
- k. In the Atlas, on page 109, point to the Italian territories.
- l. On your Activity Map, label Italy's territories with an **I**.
- m. In the Atlas, on page 109, point to the Portuguese territories.
- n. On your Activity Map, label Portugal's territories in Africa with a **P**.
- o. In the Atlas, on page 109, point to the Spanish territories.
- p. On your Activity Map, label Spain's territories in Africa with an **S**.

African Resistance

7. By 1914 almost all of Africa was under European control. Many Africans tried to resist the European takeover of their lands. Europeans also came into conflict with each other.
 - a. In the Atlas, on page 109, look at map E again. Find the labels for the major anti-imperial uprisings in Sudan, Ethiopia, and South Africa.
 - b. On your Activity Map, draw a battle symbol  and the date of each these conflicts at their locations.
8. The revolt in Ethiopia, also called Abyssinia, was successful. Ethiopians defeated the Italians. Ethiopia was one of only two independent African states by 1914.
 - a. In the Atlas, on map E, point to Ethiopia. Find the other independent state and point to it.
 - b. On your Activity Map, locate these two states. Next to both states, write **IND** for independent state.



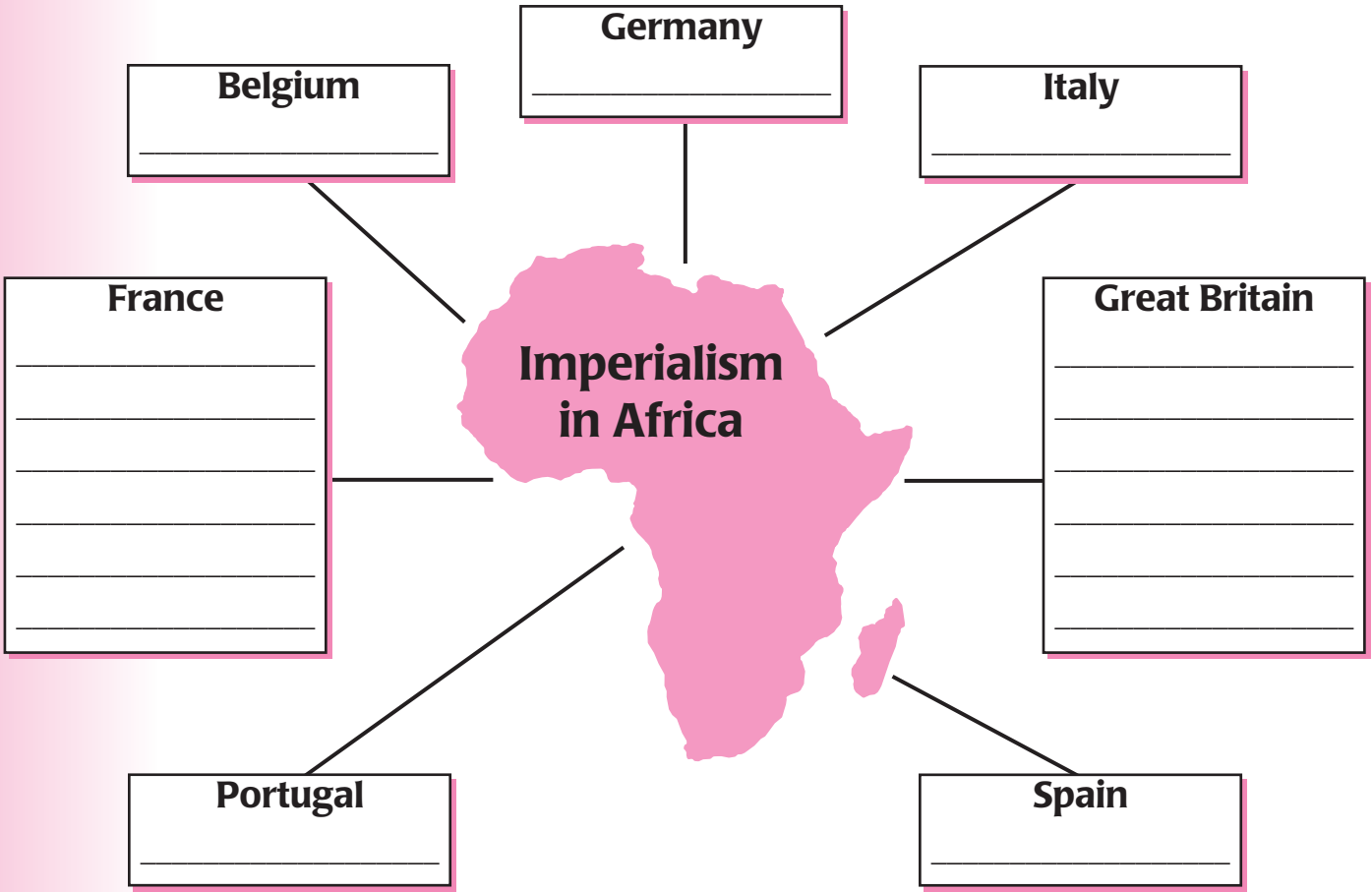
54d

Pulling It Together

I mperialism in Africa

Use pages 108–109 of *The Nystrom Atlas of World History*, your Activity Map, and Activity Sheets 54a–54c to help you complete the chart below. Write the name of each present-day African country or territory under the name of the European country that controlled it in 1914.

Atlas
Activity Map
Map Marker



Algeria	Congo	Madagascar	Nigeria	Western Sahara
Angola	Côte d'Ivoire	Mali	South Africa	Zambia
Botswana	Egypt	Niger	Tanzania	Zimbabwe
Chad	Eritrea			

★ Imperialism put almost all African states into the hands of European powers. Many believed European imperialism was unjust. Create a poster that supports or attacks European imperialism. On your poster make sure to have at least two reasons for your opinion. ✎