

McDougal Littell

# MODERN WORLD HISTORY

PATTERNS OF INTERACTION

**Skillbuilder Handbook**

**R1**

Skills for reading, thinking, and researching

**Primary Source Handbook**

**R39**

Historical documents from world history

**Economics Handbook**

**R64**

Glossary of economic terms

**Glossary**

**R76**

Important terms and definitions

**Spanish Glossary**

**R87**

Important terms and definitions translated into Spanish

**Index**

**R97**

Index of all topics in the textbook

# Skillbuilder Handbook

Refer to the Skillbuilder Handbook when you need help in answering Main Idea questions or questions in Section Assessments and Chapter Assessments. In addition, the handbook will help you answer questions about maps, charts, and graphs.

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## Section 1: Reading Critically

### 1.1 Determining Main Ideas

The **MAIN IDEA** is a statement that sums up the most important point of a paragraph, a passage, an article, or a speech. Determining the main idea will increase your understanding as you read about historic events, people, and places. Main ideas are supported by details and examples.

#### Understanding the Skill

**STRATEGY: IDENTIFY THE TOPIC.** To find the main idea of a passage, first identify the topic. Then, as you read, define the central idea about the topic that the many details explain or support. The following passage contains information about the Renaissance. The diagram organizes the information to help you determine the main idea.

**1 Identify the topic by first looking at the title or subtitle.**

This title suggests a quick way to identify the topic by looking for the name of the Renaissance woman, Isabella d'Este.

**2 Look at the beginning and ending sentences of each paragraph for possible clues to the main idea.**

**3 Read the entire passage.**

Look for details about the topic. What central idea do they explain or support?

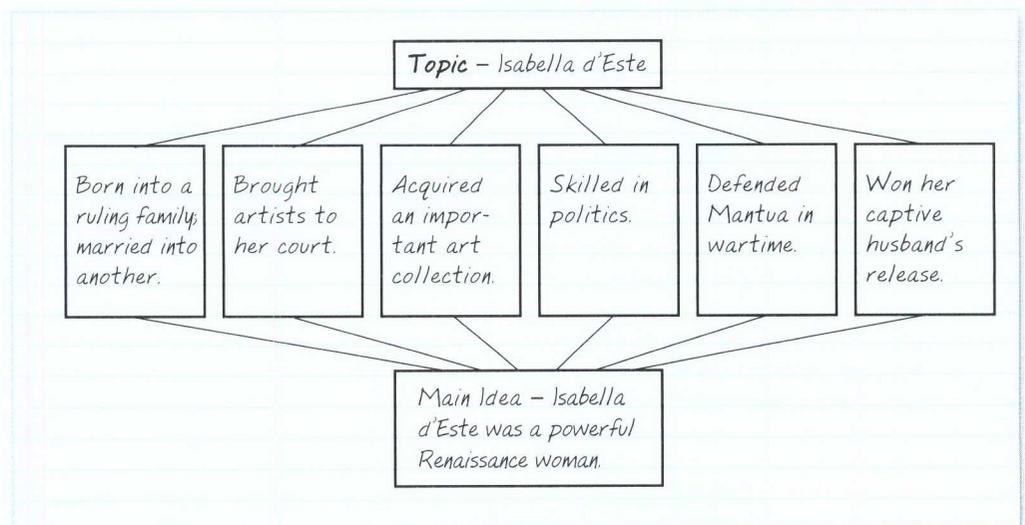
**1 A Renaissance Woman**

Isabella d'Este was a woman who lived during the Renaissance. This historic period produced the ideal, or "universal," man—one who excelled in many fields. The concept of universal excellence applied almost exclusively to men. **2 Yet a few women managed to succeed in exercising power.**

**2 Isabella d'Este was one such woman.** Born into the ruling family of the city-state of Ferrara, she married the ruler of Mantua, another city-state. Isabella brought many Renaissance artists to her court and acquired an art collection that was famous throughout Europe. She was also skilled in politics. When her husband was taken captive in war, Isabella defended Mantua and won his release. **3**

**STRATEGY: MAKE A DIAGRAM.** State the topic and list the supporting details in a chart. Use the information you record to help you state the main idea.

Think how each detail supports the main idea.



#### Applying the Skill

**MAKE YOUR OWN DIAGRAM.** Turn to Chapter 3, page 96. Read "Technology Makes Exploration Possible." Make a diagram, like the one above, to identify the topic, the most important details, and the main idea of the passage.

## Section 1: Reading Critically

# 1.2 Following Chronological Order

**CHRONOLOGICAL ORDER** is the order in which events happen in time. Historians need to figure out the order in which things happened to get an accurate sense of the relationships among events. As you read history, figure out the sequence, or time order, of events.

## Understanding the Skill

**STRATEGY: LOOK FOR TIME CLUES.** The following paragraph is about the rulers of England after the death of Henry VIII. Notice how the time line that follows puts the events in chronological order.

- 1 Look for clue words about time.** These are words like *first, initial, next, then, before, after, followed, finally, and by that time.*
- 2 Use specific dates provided in the text.**
- 3 Watch for references to previous historical events that are included in the background.**

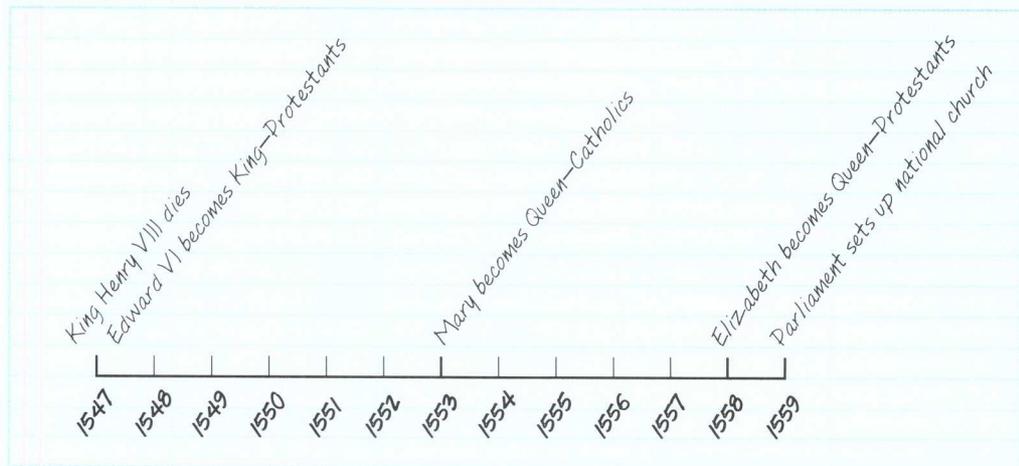
### Henry's Children Rule England

**1** After the death of Henry VIII in **2** 1547, each of his three children eventually ruled. This created religious turmoil. Edward VI became king at age nine and ruled only six years. During his reign, the Protestants gained power. Edward's half-sister Mary **1** followed him to the throne. She was a Catholic who returned the English Church to the rule of the pope. Mary had many Protestants killed. England's **1** next ruler was Anne Boleyn's daughter, Elizabeth. After inheriting the throne in 1558, Elizabeth I returned her kingdom to Protestantism. In **2** 1559 Parliament followed Elizabeth's **3** request and set up a national church much like the one under Henry VIII.

### STRATEGY: MAKE A TIME LINE.

If the events are complex, make a time line of them.

Write the dates below the line and the events above the line.



## Applying the Skill

**MAKE YOUR OWN TIME LINE.** Skim Chapter 19, Section 4, “Changes in Central and Eastern Europe,” to find out about the spread of democracy in parts of Europe controlled by the former Soviet Union. List the important dates and events. Start with the demonstrations in East Germany in October 1989, include events in Czechoslovakia and Romania, and end with reunification of Germany in October of 1990. Decide on a scale for your time line. Show the important dates below the line and write what happened on each date above the line.

## Section 1: Reading Critically

### 1.3 Clarifying; Summarizing

**CLARIFYING** means making clear and fully understanding what you read. One way to do this is by asking yourself questions about the material. In your answers, restate in your own words what you have read.

**SUMMARIZING** means condensing what you read into fewer words. You state only the main ideas and the most important details. In your own words, reduce the paragraph or section into a brief report of its general ideas.

#### Understanding the Skill

**STRATEGY: UNDERSTAND AND CONDENSE THE TEXT.** The passage below tells about trade in West Africa between 300 and 1600. Following the description is a summary that condenses and also clarifies the key information.

- 1 **Summarize: Look for topic sentences stating the main idea.** These are often at the beginning of a section or paragraph. Restate each main idea briefly.
- 2 **Clarify: Look up words or concepts you don't know.**
- 3 **Summarize: Include key facts and statistics.** Watch for numbers, dates, quantities, percentages, and facts.
- 4 **Clarify: Make sure you understand.** Ask yourself questions and answer them. For example, who's carrying what?

#### West African Trade

1 The wealth of the savanna empires was based on trade in two precious commodities, gold and salt. The gold came from a forest region south of the 2 savanna between the Niger and Senegal rivers. Working in utmost secrecy, miners dug gold from shafts as much as 100 feet deep or sifted it from fast-moving streams. 3 Until about 1350, at least two thirds of the world's supply of gold came from West Africa.

Although rich in gold, the savanna and forest areas lacked salt, a material essential to human life. In contrast, the 3 Sahara contained abundant deposits of salt. Arab traders, eager to obtain West African gold, carried salt across the Sahara by camel caravan. After a long journey, they reached the market towns of the savanna. 4 Meanwhile, the other traders brought gold north from the forest region. The two sets of merchants met in trading centers such as Timbuktu. Royal officials made sure that all traders weighed goods fairly and did business according to law.

**STRATEGY: FIND AND CLEARLY RESTATE THE MAIN IDEA.**

#### MAIN IDEA

*Gold and salt were traded in West Africa.*

**STRATEGY: WRITE A SUMMARY.**

**Clarify and Summarize:**  
Write a summary to clarify your understanding of the main ideas.

#### Summary

*Trade in West Africa was based on gold from the south and salt from the north. Gold was mined in the forest regions. Two thirds of all the world's gold supply came from West Africa. Salt came from the desert. Arab traders met with African traders at trade centers such as Timbuktu.*

#### Applying the Skill

**CLARIFY AND WRITE YOUR OWN SUMMARY.** Turn to Chapter 14, pages 440–442, and read “A Government of Total Control.” Note the main ideas. Look up any words you don't recognize. Then write a summary of the section. Condense the section in your own words.

## Section 1: Reading Critically

# 1.4 Identifying Problems and Solutions

**IDENTIFYING PROBLEMS** means finding and understanding the difficulties faced by a particular group of people at a certain time. Noticing how the people solved their problems is **IDENTIFYING SOLUTIONS**. Checking further to see how well those solutions worked is identifying outcomes.

## Understanding the Skill

**STRATEGY: LOOK FOR PROBLEMS AND SOLUTIONS.** The passage below summarizes some economic problems facing Latin American nations during the early 20th century.

- 1 Look for implied problems.** Problems may be suggested indirectly. This sentence suggests that a serious problem in Latin America was the uneven division of wealth.
- 2 Look for problems people face.**
- 3 Look for solutions people tried to deal with each problem.**
- 4 Check outcomes to the solutions.** See how well the solutions worked. Sometimes the solution to one problem caused another problem.

### Land Reform In Latin America

In Latin America, concentration of productive land in the hands of a **1** few created extremes of wealth and poverty. Poor peasants had no choice but to work large estates owned by a few wealthy families. Landlords had no reason to invest in expensive farm machinery when labor was so cheap.

**2** Farming methods were inefficient and economic development was slow.

As Latin American nations began to modernize in the 20th century, land ownership became a political issue. In response, a handful of countries began land reform programs. These programs **3** divided large estates into smaller plots. Small plots of land were in turn distributed to farm families or granted to villages for communal farming. However, just turning over the land to the landless was not enough. **4** Peasant farmers needed instruction, seeds, equipment, and credit. If the land and the people were to be productive, governments would have to provide assistance to the peasants.

## STRATEGY: MAKE A CHART.

**Summarize the problems and solutions in a chart.** Identify the problem or problems and the steps taken to solve them. Look for the short- and long-term effects of the solutions.

Problems	Solutions	Outcomes
A few wealthy people owned most of the land.	Land reform programs divided large estates into smaller plots.	Peasants were given land, and communal farms were set up.
Inefficient farming resulted in slow economic development.		
Peasants lacked equipment, resources, skills.	Governments would have to assist with loans and instruction.	Not stated.

## Applying the Skill

**MAKE YOUR OWN CHART.** Turn to Chapter 15 and read “Postwar Europe” on page 470. Make a chart that lists the problems Germany faced after World War I. List the solutions that were tried and whatever outcomes are mentioned.

## Section 1: Reading Critically

# 1.5 Analyzing Causes and Recognizing Effects

**CAUSES** are the events, conditions, and other reasons that lead to an event. Causes happen before the event in time; they explain why it happened. **EFFECTS** are the results or consequences of the event. One effect often becomes the cause of other effects, resulting in a chain of events. Causes and effects can be both short-term and long-term. Examining **CAUSE-AND-EFFECT RELATIONSHIPS** helps historians see how events are related and why they took place.

## Understanding the Skill

**STRATEGY: KEEP TRACK OF CAUSES AND EFFECTS AS YOU READ.** The passage below describes events leading to the rise of feudalism in Japan. The diagram that follows summarizes the chain of causes and effects.

- 1 **Causes: Look for clue words that show cause.** These include *because, due to, since, and therefore.*
- 2 **Look for multiple causes and multiple effects.** The weakness of the central government caused the three effects (a,b,c) shown here.
- 3 **Effects: Look for results or consequences.** Sometimes these are indicated by clue words such as *brought about, led to, as a result, and consequently.*
- 4 **Notice that an effect may be the cause of another event.** This begins a chain of causes and effects.

### Feudalism Comes to Japan

For most of the Heian period, the rich Fujiwara family held the real power in Japan. Members of this family held many influential posts. By about the middle of the 11th century, the power of the central government and the Fujiwaras began to slip. This was 1 due in part to court families' greater interest in luxury and artistic pursuits than in governing.

- 2 Since the central government was weak, (a) large landowners living away from the capital set up private armies.
- 3 As a result, (b) the countryside became lawless and dangerous. Armed soldiers on horseback preyed on farmers and travelers, while pirates took control of the seas. (c) For safety, farmers and small landowners traded parts of their land to strong warlords in exchange for protection.
- 4 Because the lords had more land, the lords gained more power. This marked the beginning of a feudal system of localized rule like that of ancient China and medieval Europe.

## STRATEGY: MAKE A CAUSE-AND-EFFECT DIAGRAM.

### Summarize cause-and-effect relationships in a diagram.

Starting with the first cause in a series, fill in the boxes until you reach the end result.

Cause →	Effect/Cause →	Effect/Cause →	Effect
Ruling families had little interest in governing.	Weak central government was unable to control the land.	<ul style="list-style-type: none"> <li>• Landowners set up private armies.</li> <li>• Countryside became dangerous.</li> <li>• Farmers traded land for safety under warlords.</li> </ul>	Feudalism was established in Japan.

## Applying the Skill

**MAKE YOUR OWN CAUSE-AND-EFFECT DIAGRAM.** Turn to Chapter 12, pages 389–391. Read “Juárez and *La Reforma*” and make notes about the causes and effects of Juárez’s reform movement in Mexico. Make a diagram, like the one shown above, to summarize the information you find.

## Section 1: Reading Critically

# 1.6 Comparing and Contrasting

Historians compare and contrast events, personalities, ideas, behaviors, beliefs, and institutions in order to understand them thoroughly. **COMPARING** involves finding both similarities and differences between two or more things. **CONTRASTING** means examining only the differences between them.

## Understanding the Skill

**STRATEGY: LOOK FOR SIMILARITIES AND DIFFERENCES.** The following passage describes life in the ancient Greek city-states of Sparta and Athens. The Venn diagram below shows some of the similarities and differences between the two city-states.

**1 Compare: Look for features that two subjects have in common.** Here you learn that both Athens and Sparta started out as farming communities.

**2 Compare: Look for clue words indicating that two things are alike.** Clue words include *all, both, like, as, likewise, and similarly.*

**3 Contrast: Look for clue words that show how two things differ.** Clue words include *unlike, by contrast, however, except, different, and on the other hand.*

**4 Contrast: Look for ways in which two things are different.** Here you learn that Athens and Sparta had different values.

### Sparta and Athens

The Greek city-states developed separately but shared certain characteristics, **1** including language and religion. Economically, all began as farming economies, and all except Sparta eventually moved to trade. Politically, **2** all city-states, except for Sparta, evolved into early forms of democracies.

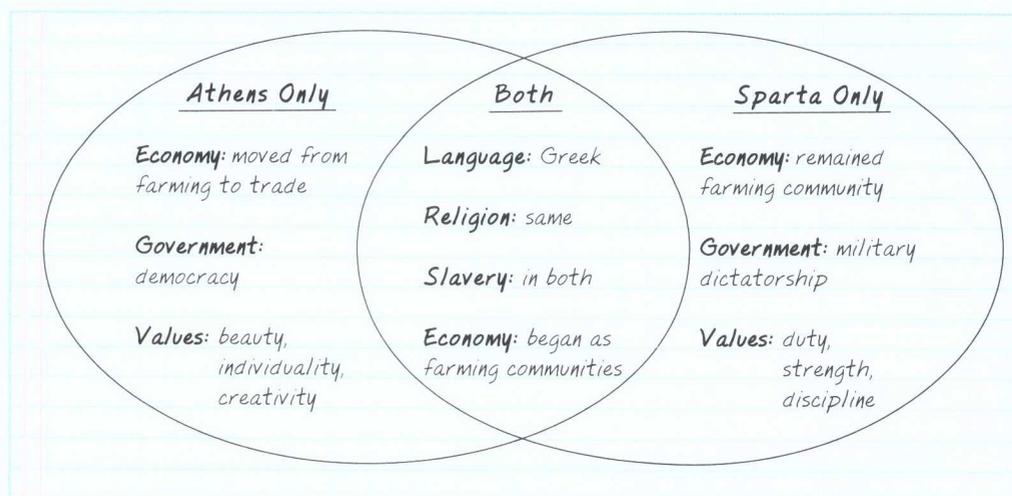
The leader in the movement to democracy was Athens. After a series of reforms, every Athenian citizen was considered equal before the law. However, as in the other Greek city-states, only about one fifth of the population were citizens. Slaves did much of the work, so Athenian citizens were free to create works of art, architecture, and literature, including drama.

**3** By contrast, Sparta lived in constant fear of revolts by *helots*, people who were held in slave-like conditions to work the land. The city was set up as a military dictatorship, and Spartan men dedicated their lives to the military. **4** In Sparta, duty, strength, and discipline were valued over beauty, individuality, and creativity. As a result, Spartans created little art, architecture, or literature.

## STRATEGY: MAKE A VENN DIAGRAM.

**Compare and Contrast: Summarize similarities and differences in a Venn diagram.**

In the overlapping area, list characteristics shared by both subjects. Then, in one oval list the characteristics of one subject not shared by the other. In the other oval, list unshared characteristics of the second subject.



## Applying the Skill

**MAKE YOUR OWN VENN DIAGRAM.** Turn to Chapter 4, pages 130–131, and read the section called “Native Americans Respond.” Make a Venn diagram comparing and contrasting Dutch and English colonists’ relations with Native Americans.

## Section 1: Reading Critically

# 1.7 Distinguishing Fact from Opinion

**FACTS** are events, dates, statistics, or statements that can be proved to be true. Facts can be checked for accuracy. **OPINIONS** are judgments, beliefs, and feelings of the writer or speaker.

## Understanding the Skill

**STRATEGY: FIND CLUES IN THE TEXT.** The following excerpt tells about the uprising of Jews in the Warsaw ghetto in 1943. The chart summarizes the facts and opinions.

- 1 Facts: Look for specific names, dates, statistics, and statements that can be proved.** The first two paragraphs provide a factual account of the event.
- 2 Opinion: Look for assertions, claims, hypotheses, and judgments.** Here Goebbels expresses his opinion of the uprising and of the Jews.
- 3 Opinion: Look for judgment words that the writer uses to describe the people and events.** Judgment words are often adjectives that are used to arouse a reader's emotions.

### The Warsaw Ghetto Uprising

With orders from Himmler to crush the Jews, **1** the Nazis attacked on April 19, 1943, at the start of the holiday of Passover. **1** Two thousand armed SS troops entered the ghetto, marching with tanks, rifles, machine guns, and trailers full of ammunition. The Jewish fighters were in position—in bunkers, in windows, on rooftops. **1** They had rifles and handguns, hand grenades and bombs that they had made. And they let fly. . . .

Unbelievably, the Jews won the battle that day. The Germans were forced to retreat. . . . **1** The Germans brought in more troops, and the fighting intensified. German pilots dropped bombs on the ghetto. . . .

**2** On May 1, Goebbels [Nazi propaganda minister] wrote in his diary: "Of course this jest will probably not last long." He added a complaint. "But it shows what one can expect of the Jews if they have guns."

Goebbels' tone was mocking. But his forecast was inevitable—and correct. . . . Goebbels did not record in his diary, when the uprising was over, that the **3** starving Jews of the ghetto, with their **3** pathetic supply of arms, had held out against the German army for forty days, longer than Poland or France had held out.

Source: *A Nightmare in History*, by Miriam Chaikin. (New York: Clarion Books, 1987) pp. 77–78

## STRATEGY: MAKE A CHART.

**Divide facts and opinions in a chart.** Summarize and separate the facts from the opinions expressed in a passage.

FACTS	OPINIONS
On April 19, 1943, 2,000 armed SS troops attacked the Warsaw ghetto. Jewish fighters held out for 40 days.	<b>Goebbels:</b> The uprising was a jest, but showed the danger of letting Jews get hold of guns.  <b>Author:</b> It is difficult to believe that Warsaw Jews with their pathetic supply of arms were able to defeat the powerful Nazis.

## Applying the Skill

**MAKE YOUR OWN CHART.** Turn to Chapter 10, page 335. Find the Primary Source from the Seneca Falls Convention. Make a chart in which you summarize the facts in your own words, and list the opinions and judgments stated. Look carefully at the language used in order to separate one from the other.

## Section 2: Higher-Order Critical Thinking

### 2.1 Categorizing

**CATEGORIZING** means organizing similar kinds of information into groups. Historians categorize information to help them identify and understand historical patterns.

#### Understanding the Skill

**STRATEGY: DECIDE WHAT INFORMATION NEEDS TO BE CATEGORIZED.** The following passage describes India's Taj Mahal, a memorial built by a Mughal ruler. As you read, look for facts and details that are closely related. Then choose appropriate categories.

- 1 Look at topic sentences for clues to defining categories.
- 2 Look at the type of information each paragraph contains. A paragraph often contains similar kinds of information.

#### Building the Taj Mahal

1 Some 20,000 workers labored for 22 years to build the famous tomb. It is made of white marble brought from 250 miles away. The minaret towers are about 130 feet high. The building itself is 186 feet square.

1 The design of the building is a blend of Hindu and Muslim styles. The pointed 2 arches are of Muslim design, and the perforated marble 2 windows and 2 doors are typical of a style found in Hindu temples.

The inside of the building is a glittering garden 2 of thousands of carved marble flowers inlaid with tiny precious stones. One tiny flower, one inch square, had 60 different inlays.

#### STRATEGY: MAKE A CHART.

- 3 Add a title.
- 4 Sort information into the categories you have chosen.
- 5 Make one column for each category.

3 THE TAJ MAHAL		
4 Labor	Dimensions	Design features
<ul style="list-style-type: none"><li>• 20,000 workers</li><li>• 22 years to complete</li></ul>	<ul style="list-style-type: none"><li>• Minaret towers: 130 feet high</li><li>• Building: 186 feet</li></ul>	<ul style="list-style-type: none"><li>• Made of white marble</li><li>• Pointed arches (Muslim influence)</li><li>• Perforated marble windows and doors (Hindu influence)</li><li>• Interior: thousands of carved marble flowers inlaid with precious stones</li></ul>

#### Applying the Skill

**MAKE YOUR OWN CHART.** Turn to Chapter 6, page 203. Read "New Artistic Styles." Decide what categories you will use to organize the information. Then make a chart, like the one above, that organizes the information in the passage into the categories you have chosen.

## Section 2: Higher-Order Critical Thinking

### 2.2 Making Inferences

Inferences are ideas and meanings not stated in the material. **MAKING INFERENCES** means reading between the lines to extend the information provided. Your inferences are based on careful study of what is stated in the passage as well as your own common sense and previous knowledge.

#### Understanding the Skill

**STRATEGY: DEVELOP INFERENCES FROM THE FACTS.** This passage describes the Nok culture of West Africa. Following the passage is a diagram that organizes the facts and ideas that lead to inferences.

- 1 **Read the stated facts and ideas.**
- 2 **Use your knowledge, logic, and common sense to draw conclusions.** You could infer from these statements that the Nok were a settled people with advanced technology and a rich culture.
- 3 **Consider what you already know that could apply.** Your knowledge of history might lead you to infer the kinds of improvements in life brought about by better farming tools.
- 4 **Recognize inferences that are already made.** Phrases like “the evidence suggests” or “historians believe” indicate inferences and conclusions experts have made from historical records.

#### The Nok Culture

1 The earliest known culture of West Africa was that of the Nok people. They lived in what is now Nigeria between 900 B.C. and A.D. 200. Their name came from the village where the first artifacts from their culture were discovered by archaeologists. The 2 Nok were farmers. They were also 3 the first West African people known to smelt iron. The Nok began making iron around 500 B.C., using it to make tools for farming and weapons for hunting. 4 These iron implements lasted longer than wood or stone and vastly improved the lives of the Nok.

Nok artifacts have been found in an area stretching for 300 miles between the Niger and Benue rivers. 5 Many are sculptures made of terra cotta, a reddish-brown clay. Carved in great artistic detail, some depict the heads of animals such as elephants and others depict human heads. The features of some of the heads reveal a great deal about their history. One of the human heads, for example, shows an elaborate hairdo arranged in six buns, a style that is still worn by some people in Nigeria today. 6 This similarity suggests that the Nok may have been the ancestors of modern-day Africans.

#### STRATEGY: MAKE A CHART.

Summarize the facts and inferences you make in a chart.

<i>Stated Facts and Ideas</i>	<i>Inferences</i>
<ul style="list-style-type: none"> <li>• iron farming tools</li> <li>• iron harder than wood</li> <li>• tools improved life</li> </ul>	<i>iron tools improved agriculture and contributed to cultural development</i>
<ul style="list-style-type: none"> <li>• Nok artifacts found in 300-mile radius</li> </ul>	<i>Nok culture spread across this area</i>
<ul style="list-style-type: none"> <li>• heads carved in great artistic detail</li> </ul>	<i>Nok were skilled potters and sculptors</i>
<ul style="list-style-type: none"> <li>• sculptures included elephant heads</li> </ul>	<i>elephants played a role in people's lives</i>

#### Applying the Skill

**MAKE YOUR OWN CHART.** Read the poem by Vittoria Colonna in Chapter 1, page 43. Using a chart like the one above, make inferences from the poem about its author, its subject, and the culture it comes from.

## Section 2: Higher-Order Critical Thinking

### 2.3 Drawing Conclusions

**DRAWING CONCLUSIONS** means analyzing what you have read and forming an opinion about its meaning. To draw conclusions, you look closely at the facts, combine them with inferences you make, and then use your own common sense and experience to decide what the facts mean.

#### Understanding the Skill

**STRATEGY: COMBINE INFORMATION TO DRAW CONCLUSIONS.** The passage below presents information about the reunification of East and West Germany in 1990. The diagram that follows shows how to organize the information to draw conclusions.

- 1 Read carefully to understand all the facts.** Fact: Reunification brought social and political freedoms to East Germans.
- 2 Read between the lines to make inferences.** Inference: After a market economy was introduced, many industries in eastern Germany failed, which put people out of work.
- 3 Use the facts to make an inference.** Inference: Reunification put a strain on government resources.
- 4 Ask questions of the material.** What are the long-term economic prospects for eastern Germany? Conclusion: Although it faced challenges, it seemed to have a greater chance for success than other former Communist countries.

#### Germany is Reunified

On October 3, 1990, Germany once again became a single nation. **1** After more than 40 years of Communist rule, most East Germans celebrated their new political freedoms. Families that had been separated for years could now visit whenever they chose.

Economically, the newly united Germany faced serious problems. More than 40 years of Communist rule had left East Germany in ruins. Its transportation and telephone systems had not been modernized since World War II. State-run industries in East Germany had to be turned over to private control and operate under free-market rules. **2** However, many produced shoddy goods that could not compete in the global market.

Rebuilding eastern Germany's bankrupt economy was going to be a difficult, costly process. **3** Some experts estimated the price tag for reunification could reach \$200 billion. In the short-term, the government had to provide **2** unemployment benefits to some 1.4 million workers from the east who found themselves out of work.

**4** In spite of these problems, Germans had reasons to be optimistic. Unlike other Eastern European countries, who had to transform their Communist economies by their own means, East Germany had the help of a strong West Germany. Many Germans may have shared the outlook expressed by one worker: "Maybe things won't be rosy at first, but the future will be better."

#### STRATEGY: MAKE A DIAGRAM.

Summarize the facts, inferences, and your conclusion in a diagram.

Facts	Inferences	Conclusion About Passage
East Germans gained freedoms.	East Germans welcomed the end of Communist rule.	Although eastern Germany was in bad shape at the time of reunification, it had the advantage of the strength of western Germany as it made the transition to democracy and capitalism.
Transportation and telephone systems were outmoded.	Rebuilding took time.	
State-run industries produced shoddy goods.	Industries couldn't compete in free-market economy.	
Unemployment skyrocketed.	Reunification put a great financial burden on Germany.	
Cost for reunification could be \$200 billion.		

#### Applying the Skill

**MAKE A DIAGRAM.** Look at Chapter 5, Section 1, pages 158–159, on the decline of the Spanish empire. As you read, draw conclusions based on the facts. Use the diagram above as a model for organizing facts, inferences, and conclusions about the passage.

## Section 2: Higher-Order Critical Thinking

### 2.4 Developing Historical Perspective

**DEVELOPING HISTORICAL PERSPECTIVE** means understanding events and people in the context of their times. It means not judging the past by current values, but by taking into account the beliefs of the time.

#### Understanding the Skill

**STRATEGY: LOOK FOR VALUES OF THE PAST.** The following passage was written by Bartolomé de Las Casas, a Spanish missionary who defended the rights of Native Americans. It challenges an argument presented by a scholar named Sepúlveda, who held that the Spaniards had the right to enslave the Native Americans. Following the passage is a chart that summarizes the information from a historical perspective.

**1 Identify the historical figure, the occasion, and the date.**

**2 Look for clues to the attitudes, customs, and values of people living at the time.** As a Spanish missionary, Las Casas assumes that Europeans are more civilized than Native Americans and that Native Americans need to be converted to Catholicism.

**3 Explain how people's actions and words reflected the attitudes, values, and passions of the era.** Las Casas challenges prejudices about Native Americans that were widely held in Europe. His language emphasizes a favorable comparison between Native American and European societies.

**4 Notice words, phrases, and settings that reflect the period.** Las Casas speaks from a time when Europeans looked to classical Greece as a benchmark for civilization.

**1** In Defense of the Indians (1550)  
Bartolomé de Las Casas

Now if we shall have shown that among our Indians of the western and southern shores **2** (granting that we call them barbarians and that they are barbarians) there are important kingdoms, large numbers of people who live settled lives in a society, great cities, kings, judges and laws, persons who engage in commerce, buying, selling, lending, and the other contracts of the law of nations, will it not stand proved that the Reverend Doctor Sepúlveda has spoken wrongly and viciously against peoples like these? . . . From the fact that the Indians are barbarians it does not necessarily follow that they are incapable of government and have to be ruled by others, **2** except to be taught about the Catholic faith and to be admitted to the holy sacraments. **3** They are not ignorant, inhuman, or bestial. Rather, long before they had heard the word Spaniard they had **3** properly organized states, wisely ordered by excellent laws, religion, and custom. They cultivated friendship and, bound together in common fellowship, lived in populous cities in which they wisely administered the affairs of both peace and war justly and equitably, truly governed by laws that at very many points surpass ours, and could have won **4** the admiration of the sages of Athens. . . .

#### STRATEGY: WRITE A SUMMARY.

**Use historical perspective to understand Las Casas's attitudes.** In a chart, list key words, phrases, and details from the passage. In a short paragraph, summarize the basic values and attitudes of Las Casas.

Key Phrases	Las Casas's <i>In Defense of the Indians</i>
<ul style="list-style-type: none"> <li>• barbarians</li> <li>• Catholic faith</li> <li>• not inhuman, ignorant, or bestial</li> <li>• properly organized states, wisely ordered</li> <li>• sages of Athens</li> </ul>	<p>Las Casas argues that Native Americans are not inhuman and do not deserve cruelty and slavery. Rather, they are fully capable of "coming up" to the level of Spanish civilization. Although he makes the statement that Native Americans are barbarians, his language and comparisons seem to suggest that he believes them to be highly civilized in many respects. At the same time, he believes in the importance of converting them to Catholicism.</p>

#### Applying the Skill

**WRITE YOUR OWN SUMMARY.** Turn to Chapter 2, page 75, and read the excerpt from the *Life of Mehmed the Conqueror*. Read the passage using historical perspective. Then summarize your ideas in a chart like the one above.

## Section 2: Higher-Order Critical Thinking

### 2.5 Formulating Historical Questions

**FORMULATING HISTORICAL QUESTIONS** is important as you examine primary sources—firsthand accounts, documents, letters, and other records of the past. As you analyze a source, ask questions about what it means and why it is significant. Then, when you are doing research, write questions that you want your research to answer. This step will help to guide your research and organize the information you collect.

#### Understanding the Skill

**STRATEGY: QUESTION WHAT YOU READ.** The Muslim scholar Ibn Battuta published an account of his journeys in Asia and Africa in the 1300s. The following passage is part of his description of China. After the passage is a web diagram that organizes historical questions about it.

- 1 Ask about the historical record itself.** Who produced it? When was it produced?
- 2 Ask about the facts presented.** Who were the main people? What did they do? What were they like?
- 3 Ask about the person who created the record.** What judgments or opinions does the author express?
- 4 Ask about the significance of the record.** How would you interpret the information presented? How does it fit in with the history of this time and place? What more do you need to know to answer these questions?

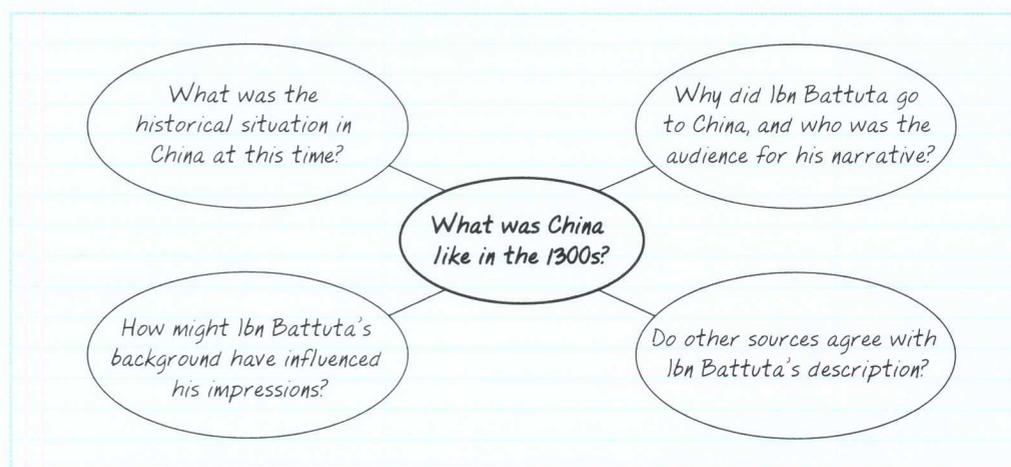
#### 1 Ibn Battuta in China, Around 1345

2 The Chinese themselves are infidels, who worship idols and burn their dead like the Hindus. . . . In every Chinese city there is a quarter for Muslims in which they live by themselves, and in which they have mosques both for the Friday services and for other religious purposes. The Muslims are honored and respected. 3 The Chinese infidels eat the flesh of swine and dogs, and sell it in their markets. 2 They are wealthy folk and well-to-do, but they make no display either in their food or their clothes. You will see one of their principal merchants, a man so rich that his wealth cannot be counted, wearing a coarse cotton tunic. But there is one thing that the Chinese take a pride in, that is gold and silver plate. Every one of them carries a stick, on which they lean in walking, and which they call "the third leg." 4 Silk is very plentiful among them, because the silk-worm attaches itself to fruits and feeds on them without requiring much care. For that reason, it is so common as to be worn by even the very poorest there. Were it not for the merchants it would have no value at all, for a single piece of cotton cloth is sold in their country for the price of many pieces of silk.

#### STRATEGY: MAKE A WEB DIAGRAM.

**Investigate a topic in more depth by asking questions.**

Ask a large question and then ask smaller questions that explore and develop from the larger question.



#### Applying the Skill

**MAKE YOUR OWN WEB DIAGRAM.** Turn to the quotation by Olaudah Equiano in Chapter 4, page 135. Use a web diagram to write historical questions about the passage.

## Section 2: Higher-Order Critical Thinking

### 2.6 Making Predictions

**MAKING PREDICTIONS** means projecting the outcome of a situation that leaders or groups face or have faced in the past. Historians use their knowledge of past events and the decisions that led up to them to predict the outcome of current situations. Examining decisions and their alternatives will help you understand how events in the past shaped the future.

#### Understanding the Skill

**STRATEGY: IDENTIFY DECISIONS.** The following passage describes relations between Cuba and the United States following Fidel Castro's successful attempt to overthrow former Cuban dictator Fulgencio Batista. The chart lists decisions that affected U.S./Cuban relations, along with alternative decisions and predictions of their possible outcomes.

- 1 To help you identify decisions, look for words such as *decide*, *decision*, and *chose*.
- 2 Notice how one political decision often leads to another.
- 3 Notice both positive and negative decisions.

#### U.S./Cuban Relations under Castro

During the 1950s, Cuban dictator Fidel Castro **1** chose to nationalize the Cuban economy, which resulted in the takeover of U.S.-owned sugar mills and refineries. **2** U.S. President Eisenhower responded by ordering an embargo on all trade with Cuba. As relations between the two countries deteriorated, Cuba became more dependent on the USSR for economic and military aid. In 1960, the CIA trained anti-Castro Cuban exiles to invade Cuba. **3** Although they landed at Cuba's Bay of Pigs, the United States **1** decided not to provide them with air support. Castro's forces defeated the exiles, which humiliated the United States.

#### STRATEGY: MAKE A CHART.

- 4 Use a chart to record decisions.
- 5 Suggest alternative decisions.
- 6 Predict a possible outcome for each alternative decision.

4	5	6
<i>Decisions</i>	<i>Alternative Decisions</i>	<i>Prediction of Outcome</i>
<i>Castro nationalized Cuban economy.</i>	<i>Castro did not nationalize Cuban economy.</i>	<i>There was no United States embargo of trade with Cuba.</i>
<i>The United States placed an embargo on trade with Cuba.</i>	<i>The United States continued to trade with Cuba.</i>	<i>Cuba continued to depend on the United States economically.</i>
<i>CIA trained Cuban exiles, who invaded Cuba.</i>	<i>The CIA did not train exiles to invade Cuba.</i>	<i>There was no invasion of Cuba.</i>
<i>The United States did not provide air support for the invasion.</i>	<i>The United States provided air support to the invaders.</i>	<i>The United States successfully invaded Cuba.</i>

#### APPLYING THE SKILL

**MAKE A CHART** like the one above. Turn to Chapter 5, page 181, and read the first four paragraphs of the section "English Civil War." Identify three decisions of England's King Charles I. Record them on your chart, along with an alternative decision for each. Then predict a possible outcome for each alternative decision.

## Section 2: Higher-Order Critical Thinking

### 2.7 Hypothesizing

**HYPOTHESIZING** means developing a possible explanation for historical events. A hypothesis is an educated guess about what happened in the past or a prediction about what might happen in the future. A hypothesis takes available information, links it to previous experience and knowledge, and comes up with a possible explanation, conclusion, or prediction.

#### Understanding the Skill

**STRATEGY: FIND CLUES IN THE READING.** In studying the Indus Valley civilization, historians do not yet know exactly what caused that culture to decline. They have, however, developed hypotheses about what happened to it. Read this passage and look at the steps that are shown for building a hypothesis. Following the passage is a chart that organizes the information.

**1 Identify the event, pattern, or trend you want to explain.**

**2 Determine the facts you have about the situation.** These facts support various hypotheses about what happened to the Indus Valley civilization.

**3 Develop a hypothesis that might explain the event.** Historians hypothesize that a combination of ecological change and sudden catastrophe caused the Indus Valley civilization to collapse.

**4 Determine what additional information you need to test the hypothesis.** You might refer to a book about India, for example, to learn more about the impact of the Aryan invasions.

#### 1 Mysterious End to Indus Valley Culture

**2** Around 1750 B.C., the quality of building in the Indus Valley cities declined. Gradually, the great cities fell into decay. What happened? Some historians think that the Indus River changed course, as it tended to do, so that its floods no longer fertilized the fields near the cities. Other scholars suggest that people wore out the valley's land. They overgrazed it, overfarmed it, and overcut its trees, brush, and grass.

As the Indus Valley civilization neared its end, around 1500 B.C., a sudden catastrophe may have had a hand in the cities' downfall. **2** Archaeologists have found a half-dozen groups of skeletons in the ruins of Mohenjo-Daro, seemingly never buried. **3** Their presence suggests that the city, already weakened by its slow decline, may have been abandoned after a natural disaster or a devastating attack from human enemies. The Aryans, a nomadic people from north of the Hindu Kush mountains, swept into the Indus Valley at about this time. **4** Whether they caused the collapse of the Indus Valley civilization or followed in its wake is not known.

#### STRATEGY: MAKE A CHART.

**Use a chart to summarize your hypothesis about events.** Write down your hypothesis and the facts that support it. Then you can see what additional information you need to help prove or disprove it.

<i>Hypothesis</i>	<i>Facts that support the hypothesis</i>	<i>Additional information needed</i>
<i>A combination of ecological change and sudden catastrophe caused the Indus Valley civilization to collapse</i>	<ul style="list-style-type: none"><li><i>Building quality declined</i></li><li><i>Indus River tended to change course</i></li><li><i>Unburied skeletons were found at Mohenjo-Daro</i></li><li><i>Aryan invasions occurred around same time</i></li></ul>	<ul style="list-style-type: none"><li><i>What was Indus Valley culture like?</i></li><li><i>What were the geographical characteristics of the region?</i></li><li><i>How did overfarming tend to affect the environment?</i></li><li><i>What factors affected the decline of other ancient civilizations?</i></li></ul>

#### Applying the Skill

**MAKE YOUR OWN CHART.** Turn to Chapter 3, page 111, and read the Primary Source. Predict what impact the introduction of firearms might have had on Japan. Then read the surrounding text material. List facts that support your hypothesis and what additional information you might gather to help prove or disprove it.

## Section 2: Higher-Order Critical Thinking

### 2.8 Analyzing Motives

**ANALYZING MOTIVES** means examining the reasons why a person, group, or government takes a particular action. To understand those reasons, consider the needs, emotions, prior experiences, and goals of the person or group.

#### Understanding the Skill

**STRATEGY: LOOK FOR REASONS WHY.** On June 28, 1914, Serb terrorists assassinated Austria-Hungary's Archduke Franz Ferdinand and his wife when they visited Sarajevo, the capital of Bosnia. In the following passage, Borijove Jevtic, a Serb terrorist, explains why the assassination occurred. Before this passage, he explains that the terrorists had received a telegram stating that the Archduke would be visiting Sarajevo on June 28. The diagram that follows summarizes the motives of the terrorists for murdering the Archduke.

- 1 Look for motives based on basic needs and human emotions.** Needs include food, shelter, safety, freedom. Emotions include fear, anger, pride, desire for revenge, and patriotism, for example.
- 2 Look for motives based on past events or inspiring individuals.**
- 3 Notice both positive and negative motives.**

#### The Assassination of the Archduke

How dared Franz Ferdinand, not only the representative of the oppressor but in his own person an **1** arrogant tyrant, enter Sarajevo on that day? Such an entry was a **1** studied insult.

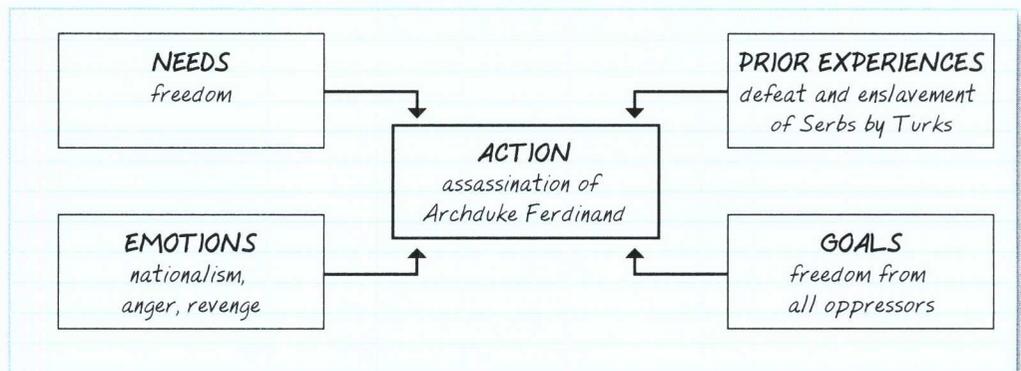
**2** 28 June is a date engraved deeply in the heart of every Serb, so that the day has a name of its own. It is called the vidovnan. It is the day on which the old Serbian kingdom was conquered by the Turks at the battle of Amsfeldel in 1389. It is also the day on which in the second Balkan War the Serbian arms took glorious revenge on the Turk for his old victory and for the years of enslavement.

**3** That was no day for Franz Ferdinand, the new oppressor, to venture to the very doors of Serbia for a display of the force of arms which kept us beneath his heel.

Our decision was taken almost immediately. Death to the tyrant!

#### STRATEGY: MAKE A DIAGRAM.

**Make a diagram that summarizes motives and actions.** List the important action in the middle of the diagram. Then list motives in different categories around the action.



#### Applying the Skill

**MAKE YOUR OWN DIAGRAM.** Turn to Chapter 11, Section 1, “The Scramble for Africa.” Read the section and look for motives of European nations in acquiring lands in other parts of the world. Make a diagram, like the one above, showing the European nations’ motives for taking the land.

## Section 2: Higher-Order Critical Thinking

### 2.9 Analyzing Issues

An issue is a matter of public concern or debate. Issues in history are usually economic, social, political, or moral. Historical issues are often more complicated than they first appear. **ANALYZING AN ISSUE** means taking a controversy apart to find and describe the different points of view about the issue.

#### Understanding the Skill

**STRATEGY: LOOK FOR DIFFERENT SIDES OF THE ISSUE.** The following passage describes working conditions in English factories in the early 1800s. The cluster diagram that follows the passage helps you to analyze the issue of child labor.

- 1 Look for a central problem with its causes and effects.**
- 2 Look for facts and statistics.** Factual information helps you understand the issue and evaluate the different sides or arguments.
- 3 Look for different sides to the issue.** You need to consider all sides of an issue before deciding your position.

#### Children at Work

**1** Child labor was one of the most serious problems of the early Industrial Revolution. Children as young as 6 years worked exhausting jobs in factories and mines. Because wages were very low, many families in cities could not survive unless all their members, including children, worked.

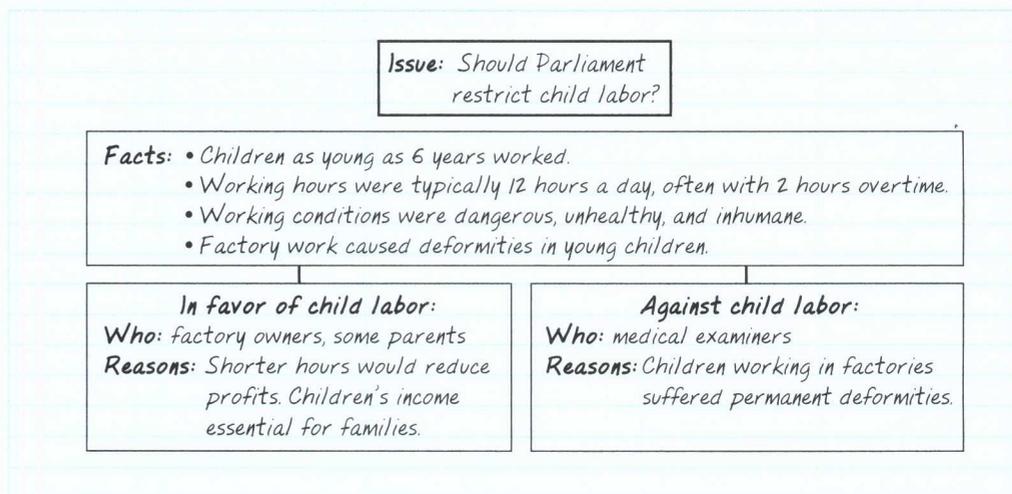
**2** In most factories, regular work hours were 6 in the morning to 6 in the evening, often with two "over-hours" until 8. It was common for 40 or more children to work together in one room—a room with little light or air. Those who lagged behind in their work were often beaten. Because safety was a low concern for many factory owners, accidents were common.

In 1831, Parliament set up a committee to investigate abuses of child labor. **2** Medical experts reported that long hours of factory work caused young children to become crippled or stunted in their growth. They recommended that children younger than age 14 should work no more than 8 hours.

**3** Factory owners responded that they needed children to work longer hours in order to be profitable. As one owner testified, reduced working hours for children would "much reduce the value of my mill and machinery, and consequently of . . . my manufacture." As a result of the committee's findings, Parliament passed the Factory Act of 1833. The act made it illegal to hire children under 9 years old, and it limited the working hours of older children.

#### STRATEGY: MAKE A CLUSTER DIAGRAM.

**If an issue is complex, make a cluster diagram.** A cluster diagram can help you analyze an issue.



#### Applying the Skill

**MAKE YOUR OWN CLUSTER DIAGRAM.** Chapter 18, page 564, describes the partition of India. Make a cluster diagram to analyze the issue and the positions of the people involved.

## Section 2: Higher-Order Critical Thinking

### 2.10 Analyzing Bias

**BIAS** is a prejudiced point of view. Historical accounts that are biased tend to be one-sided and reflect the personal prejudices of the historian.

#### Understanding the Skill

**STRATEGY: THINK ABOUT THE WRITER AS YOU READ.** The European explorer Amerigo Vespucci reached the coast of Brazil in 1502, on his second voyage to the Americas. Below are his impressions of the people he met.

- 1 **Identify the author and information about him or her.** Does the author belong to a special-interest group, social class, political party, or movement that might promote a one-sided or slanted viewpoint on the subject?
- 2 **Search for clues.** Are there words, phrases, statements, or images that might convey a positive or negative slant? What might these clues reveal about the author's bias?
- 3 **Examine the evidence.** Is the information that the author presents consistent with other accounts? Is the behavior described consistent with human nature as you have observed it?

#### 1 Amerigo Vespucci Reports on the People of Brazil

For twenty-seven days I ate and slept among them, and what I learned about them is as follows.

Having no laws and no religious faith, they live according to nature. 2 They understand nothing of the immortality of the soul. There is no possession of private property among them, for everything is in common. They have no boundaries of kingdom or province. They have no king, nor do they obey anyone. Each one is his own master. 3 There is no administration of justice, which is unnecessary to them, because in their code no one rules...

They are also 2 a warlike people and very cruel to their own kind... That which made me... astonished at their wars and cruelty was that I could not understand from them why they made war upon each other, considering that they held no private property or sovereignty of empire and kingdoms and 3 did not know any such thing as lust for possession, that is pillaging or a desire to rule, which appear to me to be the causes of wars and every disorderly act. When we requested them to state the cause, they did not know how to give any other cause than that this curse upon them began in ancient times and they sought to avenge the deaths of their forefathers.

#### STRATEGY: MAKE A CHART.

##### Make a chart of your analysis.

For each of the heads listed on the left side of the chart, summarize information presented in the passage.

#### *Vespucci's impressions of the native peoples of Brazil*

author, date	Amerigo Vespucci, 1502
occasion	exploration of coast of Brazil on second voyage to Americas
tone	judging, negative, superior
bias	Since the native people do not live in organized states and have no private property, they have no system of authority, laws, or moral principles. They have no apparent religious beliefs. They are warlike and cruel and seem to make war on one another for no reason. The author's comments about the soul seem to show a bias towards his own religious beliefs. He also reveals a prejudice that European customs and practices are superior to all others.

#### Applying the Skill

**MAKE YOUR OWN CHART.** Look at the quotation by the Qing emperor Kangxi in the Primary Source in Chapter 3, page 115. Summarize the underlying assumptions and biases using a chart like the one shown.

## Section 2: Higher-Order Critical Thinking

# 2.11 Evaluating Decisions and Courses of Action

**EVALUATING DECISIONS** means making judgments about the decisions that historical figures made. Historians evaluate decisions on the basis of their moral implications and their costs and benefits from different points of view.

**EVALUATING VARIOUS COURSES OF ACTION** means carefully judging the choices that historical figures had to make. By doing this, you can better understand why they made some of the decisions they did.

## Understanding the Skill

**STRATEGY: LOOK FOR CHOICES AND REASONS.** The following passage describes the decisions U.S. President John Kennedy had to make when he learned of Soviet missile bases in Cuba. As you read it, think of the alternative responses he could have made at each turn of events. Following the passage is a chart that organizes information about the Cuban missile crisis.

- 1 Look at decisions made by individuals or by groups.** Notice the decisions Kennedy made in response to Soviet actions.
- 2 Look at the outcome of the decisions.**
- 3 Analyze a decision in terms of the choices that were possible.** Both Kennedy and Khrushchev faced the same choice. Either could carry out the threat, or either could back down quietly and negotiate.

### The Cuban Missile Crisis

During the summer of 1962, the flow of Soviet weapons into Cuba—including nuclear missiles—greatly increased. **1** President Kennedy responded cautiously at first, issuing a warning that the United States would not tolerate the presence of offensive nuclear weapons in Cuba. Then, on October 16, photographs taken by American U-2 planes showed the president that the Soviets were secretly building missile bases on Cuba. Some of the missiles, armed and ready to fire, could reach U.S. cities in minutes.

**1** On the evening of October 22, the president made public the evidence of missiles and stated his ultimatum: any missile attack from Cuba would trigger an all-out attack on the Soviet Union. Soviet ships continued to head toward the island, while the U.S. navy prepared to stop them and U.S. invasion troops massed in Florida. To avoid confrontation, the Soviet ships suddenly halted. **2** Soviet Premier Nikita Khrushchev offered to remove the missiles from Cuba in exchange for a pledge not to invade the island. Kennedy agreed, and the crisis ended.

**3** Some people criticized Kennedy for practicing brinkmanship, when private talks might have resolved the crisis without the threat of nuclear war. Others believed he had been too soft and had passed up a chance to invade Cuba and oust its Communist leader, Fidel Castro.

## STRATEGY: MAKE A CHART.

**Make a simple chart of your analysis.** The problem was that Soviet nuclear missiles were being shipped to Cuba. The decision to be made was how the United States should respond.

Kennedy's Choices	Pros	Cons	My Evaluation
Publicly confront Khrushchev with navy and prepare for war.	Show Khrushchev and world the power and strong will of the U.S.; force him to back off.	Nuclear war could occur.	In your opinion, which was the better choice? Why?
Say nothing to U.S. public and negotiate quietly.	Avoid frightening U.S. citizens and avoid threat of nuclear war.	The U.S. would look weak publicly; Khrushchev could carry out plan.	

## Applying the Skill

**MAKE A CHART.** Chapter 15, page 485, describes the decisions British and French leaders made when Hitler took over the Sudetenland in Czechoslovakia just before World War II. Make a chart, like the one shown, to summarize the pros and cons of their choice of appeasement and evaluate their decision yourself.

## Section 2: Higher-Order Critical Thinking

# 2.12 Forming and Supporting Opinions

Historians do more than reconstruct facts about the past. They also **FORM OPINIONS** about the information they encounter. Historians form opinions as they interpret the past and judge the significance of historical events and people. They **SUPPORT THEIR OPINIONS** with logical thinking, facts, examples, quotes, and references to events.

## Understanding the Skill

**STRATEGY: FIND ARGUMENTS TO SUPPORT YOUR OPINION.** In the following passage, journalist Paul Gray summarizes differing opinions about the significance and impact of Columbus's voyages. As you read, develop your own opinion about the issue.

**1 Decide what you think about a subject after reading all the information available to you.**

After reading this passage, you might decide that Columbus's legacy was primarily one of genocide, cruelty, and slavery. On the other hand, you might believe that, despite the negatives, his voyages produced many long-term benefits.

**2 Consider the opinions and interpretations of historians and other experts.** Weigh their arguments as you form your own opinion.

**3 Support your opinion with facts, quotes, and examples, including references to similar events from other historical eras.**

### How Should History View the Legacy of Columbus?

In one version of the story, Columbus and the Europeans who followed him **1** brought civilization to two immense, sparsely populated continents, in the process fundamentally enriching and altering the Old World from which they had themselves come.

Among other things, Columbus' journey was the first step in a long process that eventually produced the United States of America, **2** a daring experiment in democracy that in turn became a symbol and a haven of individual liberty for people throughout the world. But the revolution that began with his voyages was far greater than that. It altered science, geography, philosophy, agriculture, law, religion, ethics, government—the sum, in other words, of what passed at the time as Western culture.

Increasingly, however, there is a counterchorus, an opposing rendition of the same events that deems Columbus' first footfall in the New World to be fatal to the world he invaded, and even to the rest of the globe. The indigenous peoples and their cultures were doomed by European **3** arrogance, **3** brutality, and **3** infectious diseases. Columbus' gift was **3** slavery to those who greeted him; **1** his arrival set in motion the ruthless destruction, continuing at this very moment, of the natural world he entered. Genocide, ecocide, exploitation... are deemed to be a form of Eurocentric theft of history from [the Native Americans].

## STRATEGY: MAKE A CHART.

**Summarize your opinion and supporting information in a chart.** Write an opinion and then list facts, examples, interpretations, or other information that support it.

*Opinion:* Voyages of Columbus brought more bad than good to the Americas

Facts:

- Europeans replaced existing cultures with their own.
- European diseases killed many Native Americans.
- Columbus enslaved Native Americans.

Historical interpretations:

- Europeans were arrogant and brutal.
- Columbus's arrival set in motion ruthless destruction of environment.
- Through conquest and exploitation, Europeans "stole" Native Americans' history and culture.

## Applying the Skill

**MAKE YOUR OWN CHART.** Look at the Different Perspectives on Economics and the Environment in Chapter 20, page 647. Read the selections and form your own opinion about the concept of sustainable development. Summarize your supporting data in a chart like the one shown above.

## Section 2: Higher-Order Critical Thinking

### 2.13 Synthesizing

**SYNTHESIZING** is the skill historians use in developing interpretations of the past. Like detective work, synthesizing involves putting together clues, information, and ideas to form an overall picture of a historical event. A synthesis is often stated as a generalization, or broad summary statement.

#### Understanding the Skill

**STRATEGY: BUILD AN INTERPRETATION AS YOU READ.** The passage below describes the first settlement of the Americas. The highlighting indicates the different kinds of information that lead to a synthesis—an overall picture of Native American life.

- 1 Read carefully to understand the facts.** Facts such as these enable you to base your interpretations on physical evidence.
- 2 Look for explanations that link the facts together.** This statement is based on the evidence provided by baskets, bows and arrows, and nets, which are mentioned in the sentences that follow.
- 3 Consider what you already know that could apply.** Your general knowledge will probably lead you to accept this statement as reasonable.
- 4 Bring together the information you have about a subject.** This interpretation brings together different kinds of information to arrive at a new understanding of the subject.

#### The First Americans

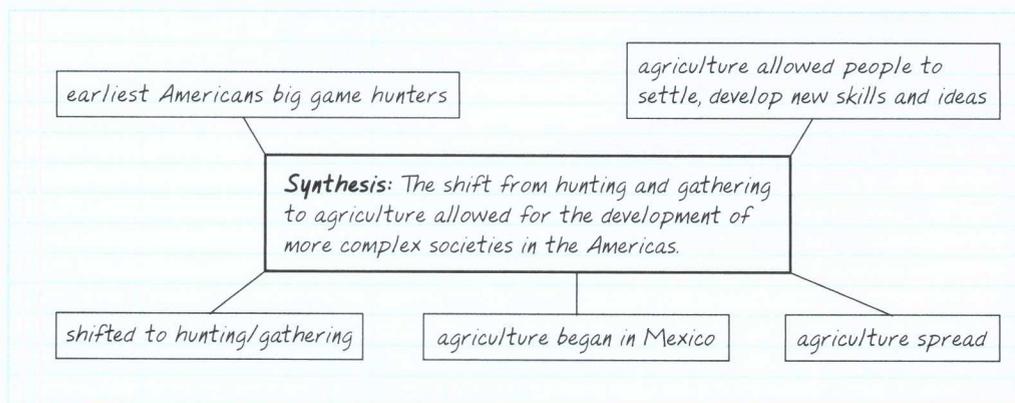
**1** From the discovery of chiseled arrowheads and charred bones at ancient sites, it appears that the earliest Americans lived as big game hunters. The woolly mammoth, their largest prey, provided them with food, clothing, and bones for constructing tools and shelters. **2** People gradually shifted to hunting small game and gathering available plants. They created baskets to collect nuts, wild rice, chokeberries, gooseberries, and currants. Later they invented bows and arrows to hunt small game such as jackrabbits and deer. They wove nets to fish the streams and lakes.

Between 10,000 and 15,000 years ago, a revolution took place in what is now central Mexico. People began to raise plants as food. Maize may have been the first domesticated plant, with pumpkins, peppers, beans, and potatoes following. Agriculture spread to other regions.

**3** The rise of agriculture brought about tremendous changes to the Americas. Agriculture made it possible for people to remain in one place. It also enabled them to accumulate and store surplus food. As their surplus increased, people had the time to develop skills and more complex ideas about the world. **4** From this agricultural base rose larger, more stable societies and increasingly complex societies.

#### STRATEGY: MAKE A CLUSTER DIAGRAM.

**Summarize your synthesis in a cluster diagram.** Use a cluster diagram to organize the facts, opinions, examples, and interpretations that you have brought together to form a synthesis.



#### Applying the Skill

**MAKE YOUR OWN CLUSTER DIAGRAM.** In Chapter 1 on pages 54–55, the beginnings of the Protestant Reformation are discussed. Read the passage and look for information to support a synthesis about its fundamental causes. Summarize your synthesis in a cluster diagram.

## Section 3: Exploring Evidence: Print, Visual, Technology Sources

# 3.1 Analyzing Primary and Secondary Sources

**PRIMARY SOURCES** are written or created by people who lived during a historical event. The writers might have been participants or observers. Primary sources include letters, diaries, journals, speeches, newspaper articles, magazine articles, eyewitness accounts, and autobiographies.

**SECONDARY SOURCES** are derived from primary sources by people who were not present at the original event. They are written after the event. They often combine information from a number of different accounts. Secondary sources include history books, historical essays, and biographies.

## Understanding the Skill

**STRATEGY: EVALUATE THE INFORMATION IN EACH TYPE OF SOURCE.** This passage describes political reforms made by Pericles, who led Athens from 461 to 429 B.C. It is mainly a secondary source, but it includes a primary source in the form of a speech.

**1 Secondary Source: Look for information collected from several sources.** Here the writer presents an overall picture of the reforms made by Pericles and the reasons for them.

**2 Secondary Source: Look for analysis and interpretation.** A secondary source provides details and perspective that are missing in a primary source. It also provides context for the primary source.

**3 Primary Source: Identify the author and evaluate his or her credentials.** How is the speaker connected to the event? Here, this speaker is Pericles himself.

**4 Primary Source: Analyze the source using historical perspective.** Read the source for factual information while also noting the speaker's opinions, biases, assumptions, and point of view.

### Stronger Democracy in Athens

**1** To strengthen democracy, Pericles increased the number of public officials who were paid salaries. Before, only wealthier citizens could afford to hold public office because most positions were unpaid. Now even the poorest could serve if elected or chosen by lot. **2** This reform made Athens one of the most democratic governments in history. However, political rights were still limited to those with citizenship status—a minority of Athens' total population.

The introduction of direct democracy was an important legacy of Periclean Athens. Few other city-states practiced this style of government. In Athens, male citizens who served in the assembly established all the important policies that affected the polis. In a famous "Funeral Oration" for soldiers killed in the Peloponnesian War, **3** Pericles expressed his great pride in Athenian democracy:

**4** *Our constitution is called a democracy because power is in the hands not of a minority but of the whole people. When it is a question of settling private disputes, everyone is equal before the law; when it is a question of putting one person before another in positions of public responsibility, what counts is not membership of a particular class, but the actual ability which the man possesses. No one, as long as he has it in him to be of service to the state, is kept in political obscurity because of poverty.*

## STRATEGY: MAKE A CHART.

Summarize information from primary and secondary sources on a chart.

Primary Source	Secondary Source
<b>Author:</b> Pericles <b>Qualifications:</b> main figure in the events described <b>Information:</b> describes his view of Athenian democracy—power in the hands of "the whole people"	<b>Author:</b> world history textbook <b>Qualifications:</b> had access to multiple accounts of event <b>Information:</b> puts events in historical perspective—Athens one of most democratic governments in history but limited rights to citizens

## Applying the Skill

**MAKE YOUR OWN CHART.** Read the passage "Mehmed II Conquers Constantinople" in Chapter 2, pages 74–75, which includes a quote from the Greek historian Kritovoulos. Make a chart in which you summarize information from the primary and secondary sources.

## Section 3: Exploring Evidence: Print, Visual, Technology Sources

### 3.2 Visual, Audio, and Multimedia Sources

In addition to written accounts, historians use many kinds of **VISUAL SOURCES**. These include paintings, photographs, political cartoons, and advertisements. Visual sources are rich with historical details and sometimes reflect the mood and trends of an era better than words can.

Spoken language has always been a primary means of passing on human history. **AUDIO SOURCES**, such as recorded speeches, interviews, press conferences, and radio programs, continue the oral tradition today.

Movies, CD-ROMs, television, and computer software are the newest kind of historical sources, called **MULTIMEDIA SOURCES**.

#### Understanding the Skill

**STRATEGY: EXAMINE THE SOURCE CAREFULLY.** Below are two portraits from the late 1700s, one of Marie Antoinette, the queen of France, and one of a woman who sells vegetables at the market. The chart that follows summarizes historical information gained from interpreting and comparing the two paintings.

- 1 Identify the subject and source.**
- 2 Identify important visual details.** Look at the faces, poses, clothing, hairstyles, and other elements.
- 3 Make inferences from the visual details.** Marie Antoinette's rich clothing and her hand on the globe symbolize her wealth and power. The contrast between the common woman's ordinary clothing and her defiant pose suggests a different attitude about power.

**Use comparisons, information from other sources, and your own knowledge to give support to your interpretation.** Royalty usually had their portraits painted in heroic poses. Ordinary people were not usually the subjects of such portraits. David's choice of subject and pose suggests that he sees the common people as the true heroes of France.



A Woman of the Revolution [La maraîchère] 1  
(1795), Jacques Louis David



Marie Antoinette, Jacques Gautier d'Agoty 1

#### STRATEGY: MAKE A CHART.

Summarize your interpretation in a simple chart.

Subject	Visual Details	Inferences	Message
Common woman	Face is worn and clothing is plain, but her head is held high and she wears the red scarf of revolution	Has worked hard for little in life, but strong, proud, and defiant	Although the details are strikingly different, the two paintings convey similar characteristics about their subjects.
Marie Antoinette	Richly dressed and made up; strikes an imperial pose	Lives life of comfort and power; proud, strong, and defiant	

#### Applying the Skill

**MAKE YOUR OWN CHART.** Turn to the painting *School of Athens* by Raphael in Chapter 1, page 45. Use a chart, like the one above, to analyze and interpret the painting.

## Section 3: Exploring Evidence: Print, Visual, Technology Sources

### 3.3 Using the Internet

The **INTERNET** is a network of computers associated with universities, libraries, news organizations, government agencies, businesses, and private individuals worldwide. Each location on the Internet has a **HOME PAGE** with its own address, or **URL**.

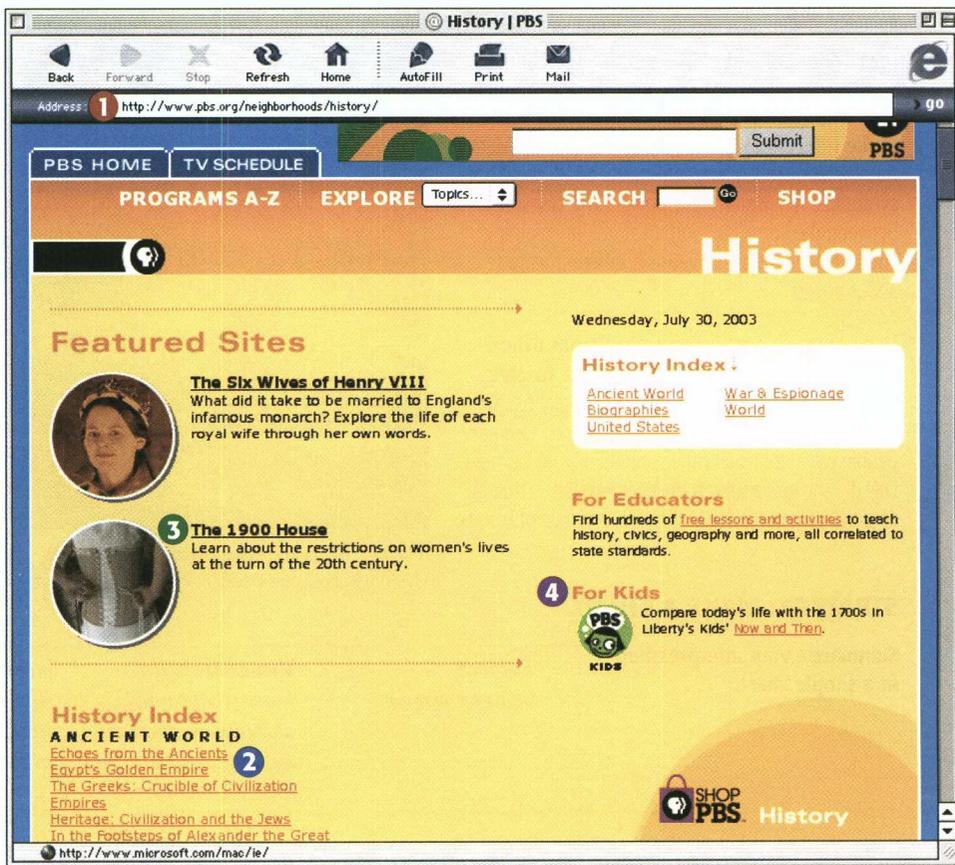
With a computer connected to the Internet, you can reach the home pages of many organizations and services. You might view your library's home page to find the call number of a book or visit an online magazine to read an article. On some sites you can view documents, photographs, and even moving pictures with sound.

The international collection of home pages, known as the **WORLD WIDE WEB**, is a good source of up-to-the-minute information about current events as well as in-depth research on historical subjects. This textbook contains many suggestions for navigating the World Wide Web. Begin by entering **CLASSZONE.COM** to access the home page for McDougal Littell World History.

#### Understanding the Skill

**STRATEGY: EXPLORE THE ELEMENTS ON THE SCREEN.** The computer screen below shows the home page of the history area at PBS, the national public television service based in Washington, D.C.

- 1 Go directly to a Web page.** If you know the address of a particular Web page, type the address in the box at the top of the screen and press ENTER (or RETURN). After a few seconds, the Web page will appear on your screen.
- 2 Explore the links.** Click on any one of the images or topics to find out more about a specific subject. These links take you to another page at this Web site. Some pages include links to related information that can be found at other places on the Internet.
- 3 Learn more about the page.** Scan the page to learn the types of information contained at this site. This site has information about PBS history programs as well as other historical information and special features.
- 4 Explore the features of the page.** This page has a feature that lets you compare life today with life in the 1700s.



#### Applying the Skill

**DO YOUR OWN INTERNET RESEARCH.** Explore the web sites for Chapter 18 located at classzone.com. **PATH: CLASSZONE.COM** → Social Studies → World History → Chapter 18 → Research Links.

PBS History screen shot courtesy of PBS ONLINE®.

## 3.4 Interpreting Maps

**MAPS** are representations of features on the earth's surface. Historians use maps to locate historical events, to show how geography has influenced history, and to illustrate human interaction with the environment.

Different kinds of maps are used for specific purposes.

**POLITICAL MAPS** show political units, from countries, states, and provinces, to counties, districts, and towns. Each area is shaded a different color.

**PHYSICAL MAPS** show mountains, hills, plains, rivers, lakes, and oceans. They may use contour lines to indicate elevations on land and depths under water.

**HISTORICAL MAPS** illustrate such things as economic activity, political alliances, land claims, battles, population density, and changes over time.



**1 Compass Rose** The compass rose is a feature indicating the map's orientation on the globe. It may show all four cardinal directions (N, S, E, W) or just indicate north.

**2 Locator** A locator map shows which part of the world the map subject area covers.

**3 Scale** The scale shows the ratio between a unit of length on the map and a unit of distance on the earth. The maps in this book usually show the scale in miles and kilometers.

**4 Lines** Lines indicate rivers and other waterways, political boundaries, roads, and routes of exploration or migration.

**5 Legend or Key** The legend or key explains the symbols, lines, and special colors that appear on the map.

**6 Symbols** Locations of cities and towns often appear as dots. A capital city is often shown as a star or as a dot with a circle around it. Picture symbols might be used to indicate an area's products, resources, and special features.

**7 Labels** Key places such as cities, bodies of water, and landforms are labeled. Key dates, such as those for the founding of cities, may also be labeled.

**8 Colors** Maps use colors and shading for various purposes. On physical maps, color may be used to indicate different physical regions or altitudes. On political maps, color can distinguish different political units. On specialty maps, color can show variable features such as population density, languages, or cultural areas.

**9 Inset** An inset is a small map that appears within a larger map. It often shows an area of the larger map in greater detail. Inset maps may also show a different area that is in some way related to the area shown on the larger map.

**10 Lines of Latitude and Longitude** Lines of latitude and longitude appear on maps to indicate the absolute location of the area shown.

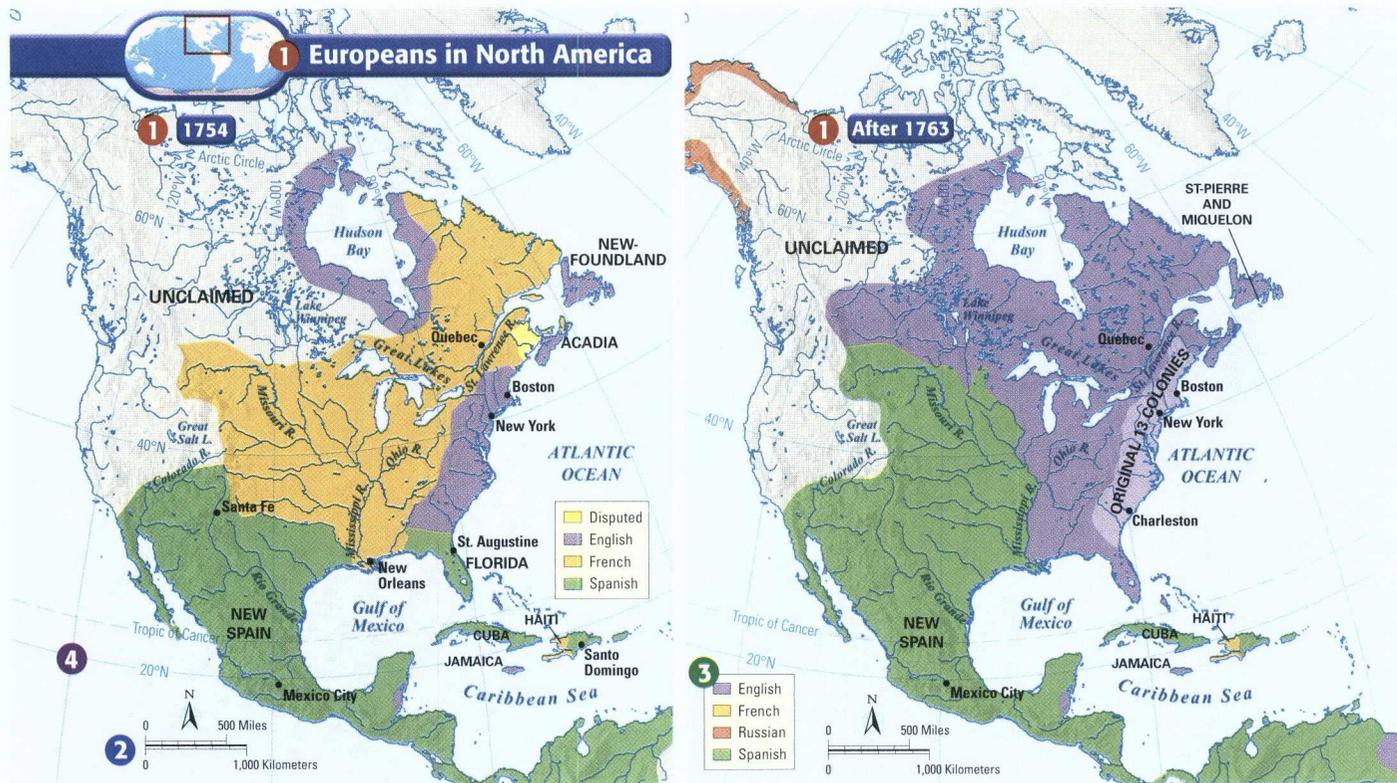
- Lines of latitude show distance measured in degrees north or south of the equator.
- Lines of longitude show distance measured in degrees east or west of the prime meridian, which runs through Greenwich, England.

## Section 3: Exploring Evidence: Print, Visual, Technology Sources

### 3.4 (Continued)

#### Understanding the Skill

**STRATEGY: READ ALL THE ELEMENTS OF THE MAP.** The historical maps below show European landholdings in North America in 1754 and after 1763. Together they show changes over time.



**1 Look at the map's title to learn the subject and purpose of the map.** What area does the map cover? What does the map tell you about the area? Here the maps show North America in 1754 and after 1763 with the purpose of comparing European claims at two different times.

**2 Look at the scale and compass.** The scale shows you how many miles or kilometers are represented. Here the scale is 500 actual miles to approximately 5/8 inch on the map. The compass shows you which direction on the map is north.

**3 Read the legend.** The legend tells you what the symbols and colors on the map mean.

**4 Find where the map area is located on the earth.** These maps show a large area from the Arctic Circle to below latitude 20°N and 40° to 140°W.

**STRATEGY: MAKE A CHART.** Study the maps and pose questions about how the geographic patterns and distributions changed. Use the answers to create a chart.

**Relate the map to the five geography themes by making a chart.** The five themes are described on pages xxii–xxiii. Ask questions about the themes and record your answers on the chart.

*What Was the Location?* Large area from Arctic Circle to below 20° N, and 40° to 140° W

*What Was the Place?* North American continent

*What Was the Region?* Western Hemisphere

*Was There Any Movement?* Between 1754 and 1763, land claimed by France was taken over by the other two colonial powers. Spain expanded its territories northward, while Britain expanded westward.

*How Did Humans Interact with the Environment?* Europeans carved out political units in the continent, which already had inhabitants. They claimed vast areas, with waterways and large mountain ranges to cross.

#### Applying the Skill

**MAKE YOUR OWN CHART.** Turn to Chapter 3, page 100, and study the map titled “Europeans in the East, 1487–1700.” Make a chart, like the one shown above, in which you summarize what the map tells you according to the five geography themes.

## Section 3: Exploring Evidence: Print, Visual, Technology Sources

### 3.5 Interpreting Charts

**CHARTS** are visual presentations of materials. Historians use charts to organize, simplify, and summarize information in a way that makes it more meaningful or easier to remember. Several kinds of charts are commonly used.

**SIMPLE CHARTS** are used to summarize information or to make comparisons.

**TABLES** are used to organize statistics and other types of information into columns and rows for easy reference.

**DIAGRAMS** provide visual clues to the meaning of the information they contain. Venn diagrams are used for comparisons. Web diagrams are used to organize supporting information around a central topic. Illustrated diagrams or diagrams that combine different levels of information are sometimes called **INFOGRAPHICS**.

#### Understanding the Skill

**STRATEGY: STUDY ALL THE ELEMENTS OF THE CHART.** The infographic below conveys a great deal of information about the three estates, or classes, that existed in 18th-century France. The infographic visually combines a political cartoon, a bulleted chart, a pie graph, and a bar graph.

Read the title.

**Identify the symbols and colors and what they represent.**

Here, three colors are used consistently in the infographic to represent the three estates.

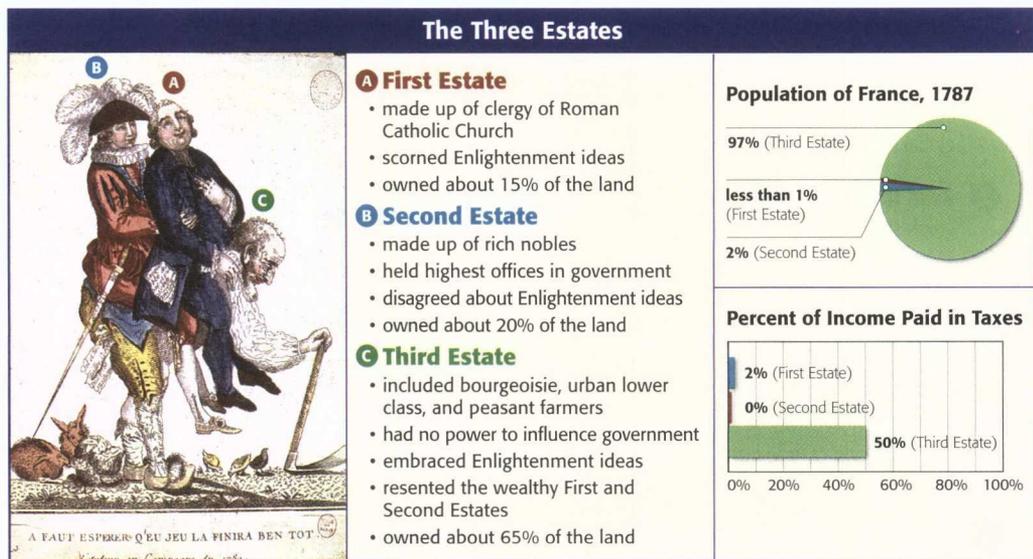
**Study each of the elements of the infographic.** The political cartoon visually represents the power of the First and Second Estates over the Third Estate. The bulleted chart gives details about the estates. The two graphs give statistics.

**Look for the main idea.** Make connections among the types of information presented. What was the relationship among the three estates?

**Look for geographic patterns and distributions.** Pose questions about the way land is distributed among the three estates. Include your answers in your summary paragraph.

**STRATEGY: WRITE A SUMMARY.**

**Write a paragraph to summarize what you learned from the chart.**



In 1787, French society was unevenly divided into three estates. Ninety-seven percent of the people belonged to the Third Estate. They had no political power, paid high taxes, and owned only 65 percent of the land. The First Estate, made up of the clergy, and the Second Estate, made up of rich nobles, held the power, the wealth, and more than their share of the land. Both opposed change and took advantage of the Third Estate.

#### Applying the Skill

**WRITE YOUR OWN SUMMARY.** Turn to Chapter 9, page 293, and look at the chart titled “Industrialization.” Study the chart and write a paragraph in which you summarize what you learn from it.

## Section 3: Exploring Evidence: Print, Visual, Technology Sources

### 3.6 Interpreting Graphs

**GRAPHS** show statistical information in a visual manner. Historians use graphs to show comparative amounts, ratios, economic trends, and changes over time.

**LINE GRAPHS** can show changes over time, or trends. Usually, the horizontal axis shows a unit of time, such as years, and the vertical axis shows quantities.

**PIE GRAPHS** are useful for showing relative proportions. The circle represents the whole, such as the entire population, and the slices represent the different groups that make up the whole.

**BAR GRAPHS** compare numbers or sets of numbers. The length of each bar indicates a quantity. With bar graphs, it is easy to see at a glance how different categories compare.

#### Understanding the Skill

**STRATEGY: STUDY ALL THE ELEMENTS OF THE GRAPH.** The line graphs below show average global temperatures and world population figures over a period of 25,000 years. Pose questions about geographic patterns and distributions shown on this graph; for example, when did worldwide temperature start to rise?

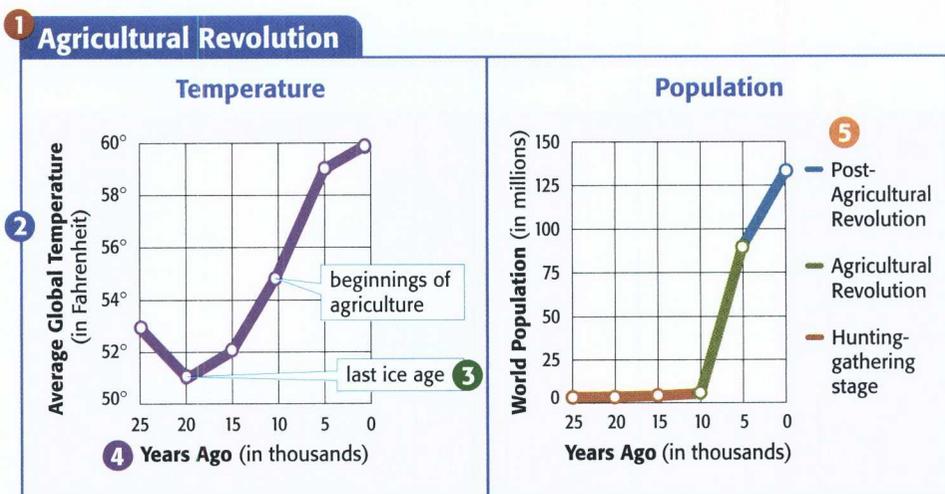
- 1 Read the title to identify the main idea of the graph.** When two subjects are shown, look for a relationship between them. This set of graphs shows that the agricultural revolution had links to both global temperature and population.

- 2 Read the vertical axis.** The temperature graph shows degrees Fahrenheit. The other shows population in millions, so that 125 indicates 125,000,000.

- 3 Note any information that is highlighted in a box.**

- 4 Read the horizontal axis.** Both graphs cover a period of time from 25,000 years ago to 0 (today).

- 5 Look at the legend to understand what colors and certain marks stand for.**



**Summarize the information shown in each part of the graph.** What trends or changes are shown in each line graph?

#### STRATEGY: WRITE A SUMMARY.

Use the answers to your questions about geographic patterns and distributions to write your summary paragraph.

**Write a paragraph to summarize what you learned from the graphs.**

*Some 20,000 years ago, after the last Ice Age, temperatures started to rise worldwide. This steady rise in average temperature from 51° to 55° made possible the beginnings of agriculture. As a result of the agricultural revolution, world population grew from about 2 million to about 130 million over a period of 10,000 years.*

#### Applying the Skill

**WRITE YOUR OWN SUMMARY.** Turn to Chapter 15, page 474, and look at the graph “World Trade, 1929–1933.” Study the graph and write a paragraph in which you summarize what you learn from it.

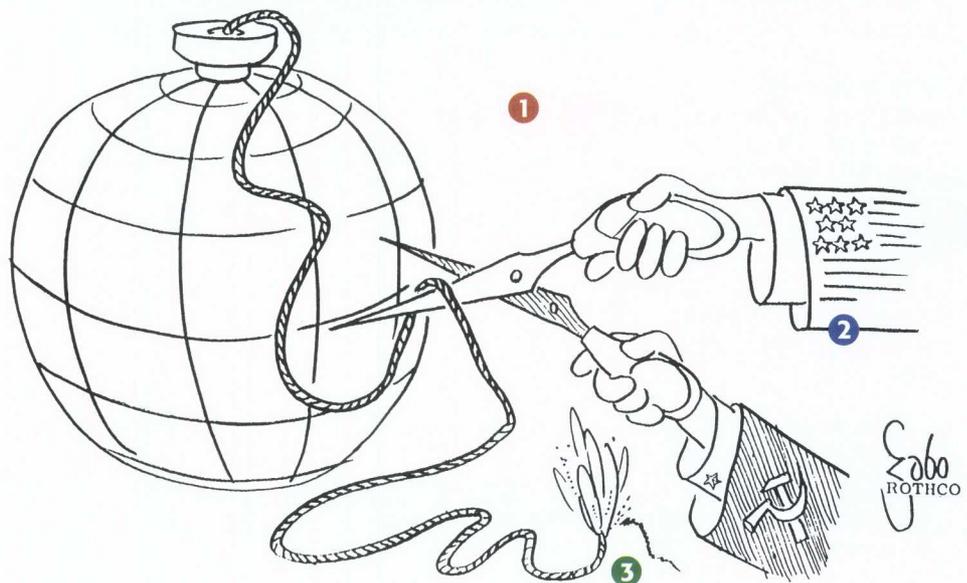
## 3.7 Analyzing Political Cartoons

**POLITICAL CARTOONS** are drawings that express the artist's point of view about a local, national, or international situation or event. They may criticize, show approval, or draw attention to a particular issue, and may be either serious or humorous. Political cartoonists often use symbols as well as other visual clues to communicate their message.

### Understanding the Skill

**STRATEGY: EXAMINE THE CARTOON CAREFULLY.** The cartoon below was drawn during the period of détente—a lessening of Cold War tensions between the United States and the Soviet Union.

- 1 **Look at the cartoon as a whole to determine the subject.**
- 2 **Look for symbols, which are especially effective in communicating ideas visually.** In this cartoon, Szabo uses symbols that stand for two nations. The stars and stripes stand for the United States. The hammer and sickle stand for the Soviet Union.
- 3 **Analyze the visual details, which help express the artist's point of view.** The lit fuse suggests that the world is in immediate danger. The United States and the Soviet Union are cooperating to reduce the danger by cutting the fuse.



### STRATEGY: MAKE A CHART.

**Summarize your analysis in a chart.** Look for details and analyze their significance. Then decide on the message of the cartoon.

Symbols and Visual Details	Significance	Message
<ul style="list-style-type: none"> <li>• Stars and stripes</li> <li>• Hammer and sickle</li> <li>• Lit fuse</li> <li>• Both nations hold the scissors</li> </ul>	<ul style="list-style-type: none"> <li>• United States</li> <li>• Soviet Union</li> <li>• Danger</li> <li>• Cooperation</li> </ul>	<p>The United States and the Soviet Union are trying to prevent their differences from destroying the world.</p>

### Applying the Skill

**MAKE YOUR OWN CHART.** Turn to the political cartoon in Chapter 7, page 218. Read the information provided in the chart and graphs to help you understand the basis for the cartoon. Note the clothing and apparent attitudes of the figures in the drawing, as well as how they relate to one another. Then make a chart like the one above.

## Section 4: Creating Presentations

# 4.1 Writing for Social Studies

**WRITING FOR SOCIAL STUDIES** requires you to describe an idea, a situation, or an event. Often, you will be asked to take a stand on a particular issue or to make a specific point. To successfully describe an event or make a point, your writing needs to be clear, concise, and accurate. When you write reports or term papers, you will also need to create a bibliography of your sources; and you need to evaluate how reliable those sources are.

## Understanding the Skill

**STRATEGY: ORGANIZE INFORMATION AND WRITE CLEARLY.** The following passage describes the rise and fall of Napoleon Bonaparte. Notice how the strategies below helped the writer explain the historical importance of Napoleon's power.

**1 Focus on your topic.** Be sure that you clearly state the main idea of your piece so that your readers know what you intend to say.

**2 Collect and organize your facts.** Collect accurate information about your topic to support the main idea you are trying to make. Use your information to build a logical case to prove your point

**To express your ideas clearly, use standard grammar, spelling, sentence structure, and punctuation when writing for social studies.** Proofread your work to make sure it is well organized and grammatically correct.

### 1 The Rise and Fall of Napoleon, 1799–1814

The power that Napoleon used to bring order to France after the Revolution ultimately proved to be his undoing. Under his command, the troops drove out members of the legislature in 1799 and helped Napoleon seize control of France. **2** As emperor of France, he stabilized the country's economy. He even created a code of laws. However, Napoleon wanted to control all of Europe. But he made mistakes that cost him his empire. He established a blockade in 1806 to prevent trade between Great Britain and other Europeans nations. But smugglers, aided by the British, managed to get cargo through. He angered Spain by replacing the country's king with his own brother. In 1812, Napoleon also invaded Russia by using many troops who were not French and who felt little loyalty to him. Eventually, all the main powers of Europe joined forces and defeated Napoleon in the spring of 1814.

**STRATEGY: USE STANDARD FORMATS WHEN MAKING CITATIONS.** Use standard formats when citing books, magazines, newspapers, electronic media, and other sources. The following examples will help you to interpret and create bibliographies.

**3 Video**

**4 Newspaper**

**5 Magazine**

**6 Online database**

**7 Book**

**3** *Fire and Ice*. Prod. HistoryAlive Videocassette. BBC Video, 1998.

**4** Gutierrez, Andrew R. "Memorial for Scott at Antarctic." *Los Angeles Times* 8 January 2001: 14A.

**5** Hansen, Ron. "The Race for the South Pole." *Smithsonian Institute* 28 June 1999: 112.

**6** "Scott's Run for the South Pole." *Facts on File*. Online. Internet. 28 February 2000.

**7** Solomon, Susan. *The Coldest March: Scott's Fatal Antarctic Expedition*. New Haven, CT: Yale UP, 2001.

## Applying the Skill

**WRITE YOUR OWN RESPONSE.** Turn to Chapter 7, Section 4, "Napoleon's Empire Collapses." Read the section and use the strategies above to write your answer to question 6 on page 237.

Find three or four different sources on the Internet or in the library relating to Napoleon's fall. Create a short bibliography and use standard formats for each type of source. Be sure to interpret, or evaluate, how reliable your sources are.

## 4.2 Creating a Map

**CREATING A MAP** can help you understand routes, regions, landforms, political boundaries, or other geographical information.

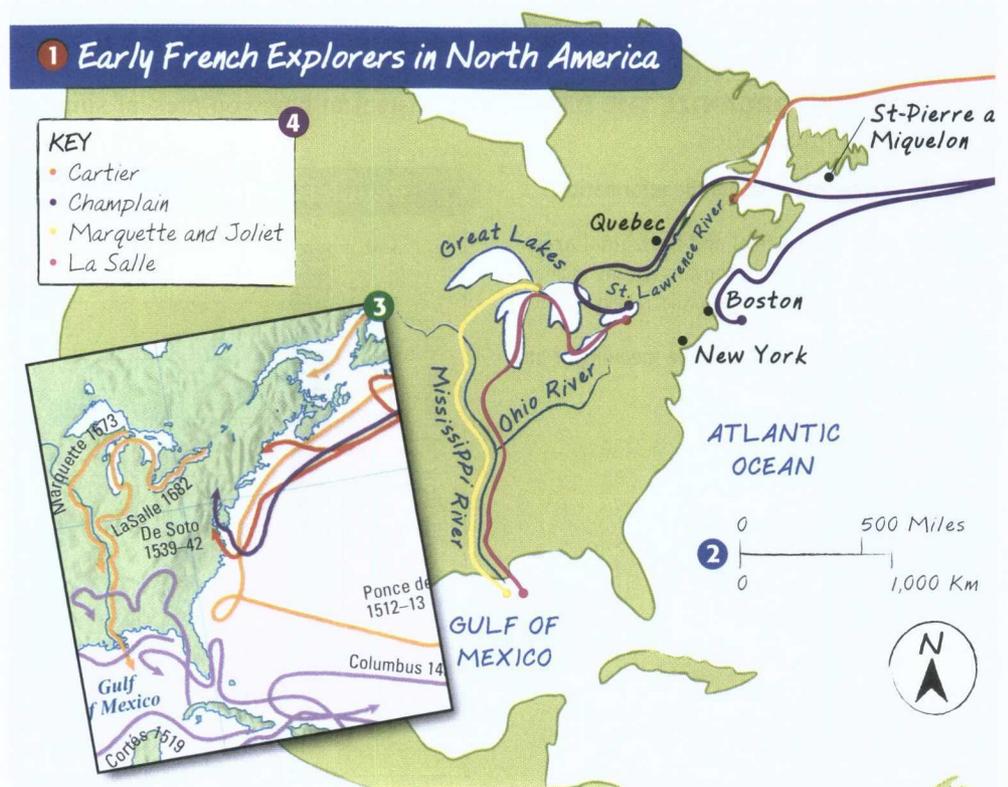
### Understanding the Skill

**STRATEGY: CREATE A MAP** to clarify information and help you visualize what you read. Creating a map is similar to taking notes, except that you draw much of the information. After reading the passage below, a student sketched the map shown.

#### The French Explore North America

A number of Frenchmen were among the early explorers of North America. In 1534, Jacques Cartier sailed up a broad river that he named the St. Lawrence. When he came to a large island dominated by a mountain, he called the island Mont Real, which eventually became known as Montreal. In 1608, another French explorer, Samuel de Champlain, sailed further up the St. Lawrence and laid claim to a region he called Quebec. In 1673, Jacques Marquette and Louis Joliet explored the Great Lakes and the upper Mississippi River. Nearly 10 years later, Sieur de La Salle explored the lower Mississippi and claimed the entire river valley for France.

- 1 Create a title that shows the purpose of the map.
- 2 Consider the purpose of the map as you decide which features to include. Because the main purpose of this sketch map is to show the routes of early explorers, it includes a scale of distance.
- 3 Find one or more maps to use as a guide. For this sketch map, the student consulted a historical map and a physical map.
- 4 Create a legend to explain any colors or symbols used.



### Applying the Skill

**MAKE YOUR OWN SKETCH MAP.** Turn to Chapter 4, page 122, and read the first three paragraphs of the section “Spanish Conquests in Peru.” Create a sketch map showing the cities where Pizarro conquered the Inca. Use either a modern map of Peru or an historic map of the Incan Empire as a guide. (The conquered cities of the empire also belong to the modern nation of Peru.) Include a scale of miles to show the distance traveled by the Spanish to make their conquests. Add a legend to indicate which conquest involved a battle and which did not.

## Section 4: Creating Presentations

### 4.3 Creating Charts and Graphs

**CHARTS** and **GRAPHS** are visual representations of information. (See Skillbuilders 3.5, Interpreting Charts, and 3.6, Interpreting Graphs.) Three types of graphs are **BAR GRAPHS**, **LINE GRAPHS**, and **PIE GRAPHS**. Use a line graph to show changes over time, or trends. Use a pie graph to show relative proportions. Use a bar graph to display and compare information about quantities. Use a **CHART** to organize, simplify, and summarize information.

#### Understanding the Skill

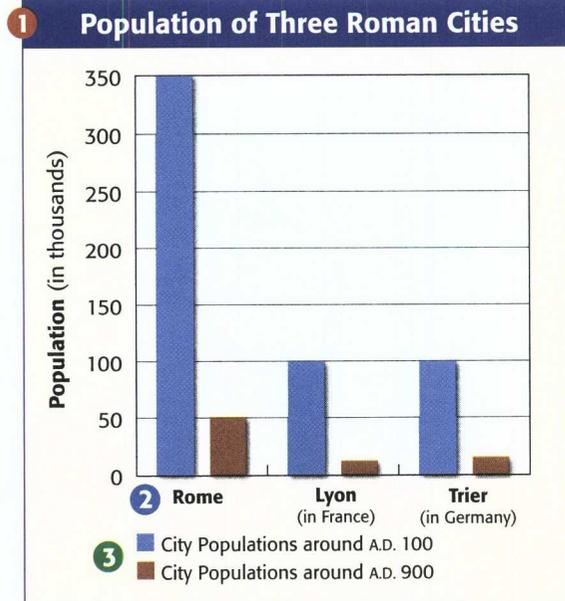
**STRATEGY: CREATE A BAR GRAPH.** Choose the information that you wish to compare. After reading the following paragraph, a student created the bar graph below to compare population shifts in three European cities.

##### Population Shifts

The decline of the Roman Empire led to major population shifts. As Roman centers of trade and government collapsed, nobles retreated to the rural areas. Roman cities were left without strong leadership. The population of Rome dropped from 350,000 in A.D. 100 to 50,000 in A.D. 900. During the same period, other cities in the empire experienced similar declines. For example, the population of Trier, Germany, dropped from 100,000 to around 13,000. The population of Lyon, France, experienced an even greater decline, dropping from 100,000 to approximately 12,000.

**STRATEGY: ORGANIZE THE DATA.** Be consistent in how you present similar kinds of information.

- 1 Use a title that sums up the information.
- 2 Clearly label vertical and horizontal axes.  
Use the vertical axis to show increasing quantities. Label the horizontal axis with what is being compared.
- 3 Add a legend to indicate the meaning of any colors or symbols.



#### Applying the Skill

**CREATE A BAR GRAPH.** Turn to Chapter 7, page 236. Study the map “Napoleon’s Russian Campaign, 1812.” Use the information to create a bar graph showing the number of soldiers in Napoleon’s army from June 1812 to December 6, 1812. Label the vertical axis Soldiers (in thousands) and show the grid in increments of 100, beginning with 0 and ending with 500. Provide a bar for each of the following dates: June 1812, September 7, 1812, November 1812, and December 6, 1812. Label each bar with the number of soldiers. Add a title. Be sure to read carefully the information in the boxes on the chart for each date you include in your graph.

## 4.4 Creating and Using a Database

A **DATABASE** is a collection of data, or information, that is organized so that you can find and retrieve information on a specific topic quickly and easily. Once a computerized database is set up, you can search it to find specific information without going through the entire database. The database will provide a list of all information in the database related to your topic. Learning how to use a database will help you learn how to create one.

### Understanding the Skill

**STRATEGY: CREATE THE DATABASE.** First, identify the topic of the database. Both words in this title, “Five Empires,” are important. These words were used to begin the research for this database.

**1 Determine the order of presentation of information.**

For example, will you list items from largest to smallest? from oldest to newest? The five empires are listed in order of date, from earliest empire to latest.

**2 Identify the entries included under each heading.**

Here, five empires from the text were chosen as topics for research.

**3 Ask yourself what kind of data to include.**

For example, what geographic patterns and distributions will be shown? Your choice of data will provide the column headings. The key words *Dates*, *Greatest Territory*, and *Greatest Population* were chosen to focus the research.

Five Empires			
	<b>1</b> Dates	<b>Greatest Territory*</b>	<b>3</b> <b>Greatest Population**</b>
<b>2</b> Persian	550 B.C.—330 B.C.	2.0	14.0
Roman	27 B.C.—A.D. 476	3.4	54.8
Byzantine	A.D. 395—A.D. 1453	1.4	30.0
Mongol	A.D. 1206—A.D. 1380	11.7	125.0
Aztec	A.D. 1325—A.D. 1521	0.2	6.0
<p><b>4</b> * Estimated in millions of square miles ** Estimated in millions of people</p>			

**4 Add labels or footnotes as necessary to clarify the nature of the data presented.** Are the figures shown in thousands? hundred of thousands? millions? Users of the database need to know what the figures represent.

**STRATEGY: USE THE DATABASE.** Use the database to help you find information quickly. For example, in this database you could search for “empires with populations of more than 10 million” and compile a list including the Persian, Roman, Byzantine, and Mongol empires.

### Applying the Skill

**CREATE A DATABASE** for World War II that shows the dates and locations of important battles, estimated casualty figures, and the significance of the outcome for each battle. Use information presented in Chapter 16 to find the data. Follow a chart format similar to the one above for your database. Then use the database to list the three battles that resulted in the highest number of casualties.

## Section 4: Creating Presentations

### 4.5 Creating a Model

**WHEN YOU CREATE A MODEL**, you use information and ideas to show an event or a situation in a visual way. A model might be a poster or a diagram drawn to explain how something happened. Or, it might be a three-dimensional model, such as a diorama, that depicts an important scene or situation.

#### Understanding the Skill

**STRATEGY: CREATE A MODEL.** The poster below shows the hardships and dangers that children faced while working in the textile factories in the early 1800s. Use the strategies listed below to help you create your own model.

- 1 Gather the information you need to understand the situation or event.** In this case, you need to be able to show the hardships and dangers of child labor.
- 2 Visualize and sketch an idea for your model.** Once you have created a picture in your mind, make an actual sketch to plan how it might look.
- 3 Think of symbols you may want to use.** Since the model should give information in a visual way, think about ways you can use color, pictures, or other visuals to tell the story.

**Gather the supplies you will need and create the model.**

For example, you may need crayons and markers.

*Child Labor in Britain in the Early 1800s*

**INDUSTRY COMES TO MANCHESTER, ENGLAND!**

**2**

# HELP WANTED

**CHILDREN TO WORK IN THE TEXTILE MILLS**

**3**

**QUALIFICATIONS**

- 1** Must be at least 6 years old
- Must be able to work 12- and 13-hour shifts 6 days a week
- Must be able to stay awake for the entire shift or risk being beaten
- Must have small hands to repair broken threads and replace thread in bobbins on spinning machines
- Must be quick and agile so fingers don't get stuck or cut off in the machines

**PAY**

A few pence a day

**BENEFITS**

None

#### Applying the Skill

**CREATE YOUR OWN MODEL.** Read the Interact with History feature on page 282. Create a poster that shows how working conditions might be made more fair in England during the Industrial Revolution.

## 4.6 Creating/Interpreting a Research Outline

When you **CREATE A RESEARCH OUTLINE**, you arrange information you have gathered into an organized format. When you **INTERPRET A RESEARCH OUTLINE**, you use the outline's structure to guide you in writing a research report or paper that is clear and focused.

### Understanding the Skill

**STRATEGY: DECIDE HOW IDEAS ARE CONNECTED, THEN CREATE AN OUTLINE.** As you research a topic, you are likely to gather names, dates, facts, and ideas. All of this information needs to be organized to show how the ideas connect to one another. To decide how the ideas connect, think about your purpose for writing the research report.

For example, suppose you are writing a report about Napoleon's retreat from Moscow. You might choose to create an outline using the sequence of events or using the causes and effects that led to the destruction of the Grand Army. Your outline would reflect your purpose.

- 1 An outline begins with a statement of purpose.
- 2 An outline is divided into two or more major sections, introduced by Roman numerals (I, II).
- 3 Each major section is divided into two or more subsections introduced by capital letters (A, B).
- 4 The subsections may be divided into sub-subsections introduced by Arabic numerals (1, 2).

#### Chronological outline

- 1 Purpose: Describe the events that led to Napoleon's defeat in Russia.
- 2 I. Napoleon's defeat in Russia
  - A. June 1812
    1. march into Russia
    2. scorched-earth policy
  - B. September 7, 1812
    1. Battle of Borodino
    2. narrow victory for the French
  - C. September 14, 1812
    1. arrival in Moscow
    2. city in flames
- 2 II. Napoleon's defeat in Russia
  - A. mid-October 1812
    1. waiting for offer of peace
    2. too late to advance
    3. begins retreat from Moscow
  - B. early November 1812
    1. retreat in snow storm
    2. attack by Russians

#### Cause-and-effect outline

- Purpose: Describe the reasons for Napoleon's defeat in Russia.
- I. Napoleon's mistakes
    - 3 A. troops not loyal to Napoleon
    - B. waited too long to retreat
      - 4 1. starvation
      2. winter snows
  - II. Russian tactics
    - A. scorched-earth policy
    - B. no offer of peace from the czar
    - C. attacks on the retreating army

### STRATEGY: INTERPRET THE OUTLINE TO WRITE A RESEARCH REPORT.

Use the organization of the outline to choose signal words that match your purpose for writing.

#### Signal words to show time-order

dates: September 14, 1812  
 time frames: for five weeks  
 order: first, next, then, last

#### Signal words to show cause and effect

because  
 so  
 as a result

### Applying the Skill

**CREATE YOUR OWN OUTLINE.** Read Chapter 13, "The Great War, 1914–1918."

Create an outline that shows a sequence of events leading up to World War I or that shows the series of causes and effects that resulted in the war. Choose appropriate signal words to write a rough draft from your outline.

## Section 4: Creating Presentations

# 4.7 Creating Oral Presentations

When you **CREATE AN ORAL PRESENTATION**, you prepare a speech or a talk to give before an audience. The object of an oral presentation is to provide information about a particular topic or to persuade an audience to think or act in a particular way.

## Understanding the Skill

**STRATEGY: CHOOSE A TOPIC.** The following is an excerpt from a student's speech in support of recycling.

- 1 **State your theme or point of view.**
- 2 **Include facts or arguments that support your theme.**
- 3 **Choose words and images that reflect the theme.** The comparison to Disneyland is a visual image that helps to communicate the amount of waste in the Fresh Kills Landfill.

1 To help preserve the earth's dwindling natural resources, Americans need to get serious about recycling. At the moment, our track record is not very good. 2 Although people in the United States account for less than 5% of the world's population, they use 40% of the world's resources, and generate a huge amount of waste. The Fresh Kills Landfill, which serves New York City, is a prime example. It contains so much garbage that Fresh Kills Landfill is 3 four times the size of Disneyland. And that's just New York's garbage.

With so many people throwing so much away, is there any point in trying to change things? The answer is yes! Recycling one glass bottle saves enough energy to light a 100-watt light bulb for four hours. Twenty-five million trees could be saved every year by recycling just 10% of our newspapers. Making new aluminum products from recycled aluminum, rather than from bauxite, uses 95% less energy. By increasing the recycling of our bottles, jars, cans, and paper, we could dramatically reduce our demand for trees, fossil fuels, and other precious resources.

## STRATEGY: USE THESE TIPS FOR SUCCESSFUL ORAL PRESENTATIONS.

- Maintain eye contact with your audience.
- Use gestures and body language to emphasize main points.
- Pace yourself. Speak slowly and distinctly.
- Vary your tone to help bring out the message you wish to make.

**STRATEGY: PRACTICE THE PRESENTATION** in front of a mirror or ask a friend or family member to listen to your presentation and give you feedback.

## Applying the Skill

**CREATE YOUR OWN ORAL PRESENTATION.** Turn to Chapter 6. Choose a topic from the "New" section of one of the "Changing Idea" boxes on pages 192, 195, 204, or 208. Create an oral presentation in which you explain how the idea was new and why it was important. Use information from the chapter to support your chosen idea.

## Section 4: Creating Presentations

# 4.8 Creating Written Presentations

**CREATING A WRITTEN PRESENTATION** means writing an in-depth report on a topic in history. Your objective may be to inform or to support a particular point of view. To succeed, your writing must be clear and well organized. For additional information on creating a historical research paper, see Skillbuilder 4.1, Writing for Social Studies.

## Understanding the Skill

**STRATEGY: CREATE AN OUTLINE** such as the one below. Use it as a guide to write your presentation.

- 1 State the main idea.
- 2 Organize the information by category.
- 3 Add supporting facts and details.

### 1 The Incan Empire

1. The Inca created a large and highly developed empire.

#### 2 A. A Theocracy

1. Members of only 11 families could rule
2. Rulers believed to be descendants of the sun god
3. Religion supported the state; worship of the sun god, Inti, amounted to worship of the king

#### B. Expansion

1. Rulers conquered new territories to acquire wealth
2. Pachacuti created the largest empire in the Americas
3. Size by 1500: 2,500 miles along western coast, 16 million people

#### C. Unifying strategies

- 3 1. Rulers practiced diplomacy
2. Rulers imposed a single official language, Quechua
3. Schools taught conquered peoples the Incan ways
4. Extensive system of roads led to Cuzco, the capital

#### D. Early socialism

1. Supported aged and disabled
2. Rewarded citizens' labor with food and beer

#### E. Culturally advanced

1. Elaborate calendar system
2. Artisans created works in gold and silver
3. Exception: no writing system, but oral tradition

## Section 4: Creating Presentations

### 4.8 (Continued)

#### STRATEGY: EDIT AND REVISE YOUR PRESENTATION.

- 1 Use punctuation marks for their correct purposes.** A comma follows a prepositional phrase at the beginning of a sentence.
- 2 Capitalize all proper nouns.** Three lines under a letter means to capitalize.
- 3 Check spelling with both an electronic spell checker and a dictionary.**
- 4 Use consistent verb tense.** Use past tense for events in the past.
- 5 Check for common agreement errors.** Subjects and verbs must agree in person and number.
- 6 Use correct sentence structure.** Every sentence must have a subject and a verb.

#### *The Incan Empire*

The Inca created the largest empire ever seen in the Americas. Despite its size **1**, the Incan Empire was highly unified. Its government was diplomatic, bureaucratic, and socialist in nature, and its ruler was believed to be a god-king.

The Incan ruler was selected from one of 11 noble families, who were believed to have descended from **2** Inti, the sun god. Religion therefore supported the state, for worship of the sun god amounted to worship of the king. Thus, the empire was a theocracy, which is a state believed to be ruled directly by divine guidance.

The empire's expansion was largely the result of an important tradition: dead rulers retained the wealth they **3** accumulated during their lives. To acquire wealth of their own, succeeding rulers often attempted to conquer new territories. One such ruler, Pachacuti, conquered all of Peru and many neighboring lands as well. By 1500, the Incan Empire extended 2,500 miles along the coast of western South America and included an estimated 16 million people.

Incan rulers used a number of strategies to achieve unification. They practiced diplomacy by allowing conquered peoples to retain their own customs as long as they were loyal to the state. The Inca imposed a single official language, Quechua, to be used throughout the empire. They founded schools to teach Incan ways. They **4** built 14,000 miles of roads and bridges, which connected cities in conquered areas with Cuzco, the Incan capital.

The government's concern for the welfare of its citizens suggests an early form of socialism. Citizens worked for the state and, in turn, were taken care of. At public feasts, food and beer **5** were distributed as a reward for labor. In addition, the aged and disabled often received state support.

Among the many cultural achievements of the Inca were the development of an elaborate calendar system and the creation of beautiful works in gold and silver. Surprisingly, **6** the Inca had no system of writing. They preserved their history and literature by means of an oral tradition.

### Applying the Skill

**CREATE A TWO-PAGE WRITTEN PRESENTATION** on a topic of historical importance that interests you.

# Primary Source Handbook

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## from the Rig Veda

**SETTING THE STAGE** The Rig Veda is one of the sacred scriptures of the Aryans, who invaded India around 1500 B.C. The oldest of four Vedas, or books of wisdom, it contains 1,028 hymns to Aryan gods. The “Creation Hymn” speculates about how the world was created.

### PRIMARY SOURCE

There was neither non-existence nor existence then;  
there was neither the realm of space nor the sky  
which is beyond. What stirred? Where? In whose  
protection? Was there water, bottomlessly deep?

There was neither death nor immortality then.  
There was no distinguishing sign of night nor of  
day. That one breathed, windless, by its own  
impulse. Other than that there was nothing beyond.

Darkness was hidden by darkness in the beginning;  
with no distinguishing sign, all this was water. The  
life force that was covered with emptiness, that one  
arose through the power of heat.

Desire came upon that one in the beginning; that  
was the first seed of mind. Poets seeking in their  
heart with wisdom found the bond of existence in  
non-existence.

Their cord was extended across. Was there below?  
Was there above? There were seed-placers; there  
were powers. There was impulse beneath; there was  
giving-forth above.

Who really knows? Who will here proclaim it?  
Whence was it produced? Whence is this creation?  
The gods came afterwards, with the creation of this  
universe. Who then knows whence it has arisen?

Whence this creation has arisen—perhaps it formed  
itself, or perhaps it did not—the one who looks  
down on it, in the highest heaven, only he knows—  
or perhaps he does not know.



▲ Indra, the Aryan god of war,  
seated on an elephant

### DOCUMENT-BASED QUESTIONS

1. What is the basic two-part structure of the “Creation Hymn”?
2. Who knows how the universe was created, according to the “Creation Hymn”?
3. What questions does the hymn raise about how the universe was created? What answers does it give?
4. What are you told about “that one” who is mentioned in the hymn?
5. What might the following words mean: “The gods came afterwards, with the creation of this universe”?

## from the King James Bible, Psalm 23

**SETTING THE STAGE** The Book of Psalms is the hymnal of ancient Israel. Most of the psalms were written to be used during worship in the temple. Many have been traditionally attributed to King David, who ruled over Israel around 1000 B.C. The Book of Psalms contains 150 songs on a variety of topics. Psalm 23 focuses on the relationship between God and the individual.

### PRIMARY SOURCE

The Lord is my shepherd;  
I shall not want.  
He maketh me to lie down in green pastures;  
he leadeth me beside the still waters;  
he restoreth my soul.  
He leadeth me in the paths of righteousness  
for his name's sake.  
Yea, though I walk through the valley  
of the shadow of death,  
I will fear no evil: for thou art with me;  
thy rod and thy staff they comfort me.  
Thou preparest a table before me  
in the presence of mine enemies:  
Thou anointest my head with oil; my cup runneth over.  
Surely goodness and mercy shall follow me  
all the days of my life,  
and I will dwell in the house of the Lord forever.



▲ David, the young shepherd, plays his pipe and a bell.

### DOCUMENT-BASED QUESTIONS

1. *The rod and the staff are two tools of the shepherd. What does this suggest about the role of the Lord, "my shepherd"?*
2. *What kind of relationship does the person speaking have with the Lord?*
3. *In this psalm, the Lord is also presented as a generous host. What are some examples of this?*
4. *Why does the speaker expect goodness and mercy to follow him all the days of his life?*

## from the **Analects of Confucius**

**SETTING THE STAGE** The *Analects* (*analect* means “a selection”) is a short collection of about 500 sayings, dialogues, and brief stories, that was put together over a period of many years following Confucius’ death. The *Analects* presents Confucius’ teachings on how people should live to create an orderly and just society. Over time, Confucian thought became the basis for the Chinese system of government and remained a part of Chinese life into the 20th century.

### PRIMARY SOURCE

The Master [Confucius] said: “Don’t worry if people don’t recognize your merits; worry that you may not recognize theirs.” (1.16)

The Master said: “To study without thinking is futile [useless]. To think without studying is dangerous.” (2.15)

Lord Ji Kang asked: “What should I do in order to make the people respectful, loyal, and zealous?” The Master said: “Approach them with dignity and they will be respectful. Be yourself a good son and a kind father, and they will be loyal. Raise the good and train the incompetent, and they will be zealous.” (2.20)

The Master said: “Authority without generosity, ceremony without reverence, mourning without grief—these, I cannot bear to contemplate.” (3.26)

The Master said: “Don’t worry if you are without a position; worry lest you do not deserve a position. Do not worry if you are not famous; worry lest you do not deserve to be famous.” (4.14)

The Master said: “Without ritual, courtesy is tiresome; without ritual, prudence is timid; without ritual, bravery is quarrelsome; without ritual, frankness is hurtful. When gentlemen treat their kin generously, common people are attracted to goodness; when old ties are not forgotten, common people are not fickle.” (8.2)

Zingong asked: “Is there any single word that could guide one’s entire life?” The master said: “Should it not be *reciprocity*? What you do not wish for yourself, do not do to others.” (15.24)



▲ Confucius

### DOCUMENT-BASED QUESTIONS

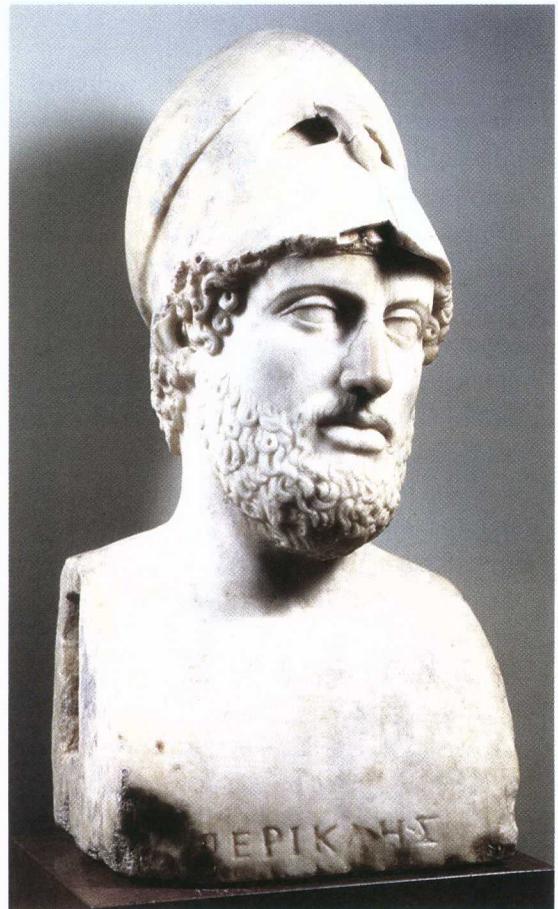
1. What kinds of behavior does Confucius talk about in the *Analects*?
2. Do you think Confucius views human nature in an optimistic or a pessimistic way? Explain your opinion.
3. What does Confucius mean by reciprocity?
4. What kind of person does Confucius seem to be?
5. Are the teachings in the *Analects* surprising in any way? Explain.
6. Does Confucius seem more concerned with individual behavior or with behavior toward others?

# from **History of the Peloponnesian War** by Thucydides

**SETTING THE STAGE** Thucydides was a Greek historian who wrote about the bitter 27-year-long Peloponnesian War between Athens and Sparta. As one of the ten military leaders of Athens, Thucydides was probably in attendance when Pericles, the greatest Athenian statesman of his time, gave a funeral oration. This speech honored the Athenian warriors who had been killed during the first year of the war. In the following excerpt, Pericles speaks of the distinctive qualities of Athens.

## PRIMARY SOURCE

Our love of what is beautiful does not lead to extravagance; our love of the mind does not make us soft. We regard wealth as something to be properly used, rather than as something to boast about. As for poverty, no one need be ashamed to admit it: the real shame is in not taking practical measures to escape from it. Here each individual is interested not only in his own affairs but in the affairs of state as well: even those who are mostly occupied with their own business are extremely well-informed on general politics—this is a peculiarity of ours: we do not say that a man who takes no interest in politics is a man who minds his own business; we say that he has no business here at all. We Athenians, in our own persons, take our decisions on policy or submit them to proper discussions: for we do not think that there is an incompatibility between words and deeds; the worst thing is to rush into action before the consequences have been properly debated. And this is another point where we differ from other people. We are capable at the same time of taking risks and of estimating them beforehand. Others are brave out of ignorance; and, when they stop to think, they begin to fear. But the man who can most truly be accounted brave is he who best knows the meaning of what is sweet in life and of what is terrible, and then goes out undeterred to meet what is to come.



▲ Bust of Pericles; Roman copy of the Greek original

## DOCUMENT-BASED QUESTIONS

1. Why is it important to Pericles that all citizens participate in public life?
2. What seems to be the Athenians' attitude toward politics?
3. Why do the Athenians view public discussion as useful before taking action?
4. In what ways do Athenians lead a balanced life, according to Pericles?
5. What is Pericles's definition of courage?
6. According to Pericles, who has political power in Athens?

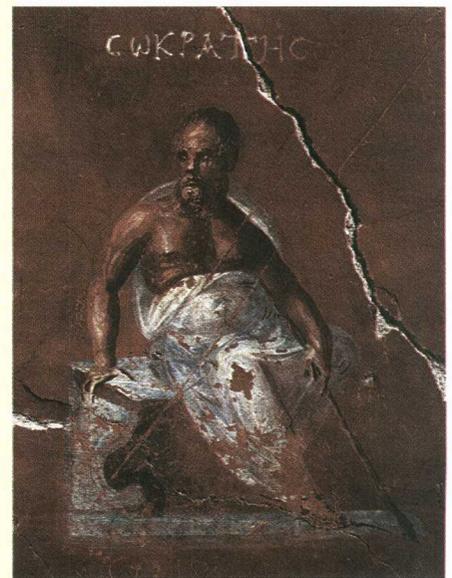
## from the *Apology* by Plato

**SETTING THE STAGE** Socrates and Plato were two of the most important philosophers in history. Plato studied under Socrates in Athens. Though Socrates was popular with the young, some Athenians viewed him as a threat to Athenian traditions and ideals. In 399 B.C., a group of citizens came together to prosecute him, charging him with neglecting the gods of Athens and corrupting its youth. Socrates was brought to trial. A jury of 500 citizens heard the charges against him; then Socrates presented his own defense. By a majority of votes, Socrates was sentenced to death. Plato attended Socrates' trial and later based the *Apology* on his memory of what he had heard. In the following excerpt, Socrates addresses the jury.

### PRIMARY SOURCE

Well, gentlemen, for the sake of a very small gain in time you are going to earn the reputation—and the blame from those who wish to disparage [belittle] our city—of having put Socrates to death, “that wise man”—because they will say I am wise even if I am not, these people who want to find fault with you. If you had waited just a little while, you would have had your way in the course of nature. You can see that I am well on in life and near to death. . . .

No doubt you think, gentlemen, that I have been condemned for lack of the arguments which I could have used if I had thought it right to leave nothing unsaid or undone to secure my acquittal. But that is very far from the truth. It is not a lack of arguments that has caused my condemnation, but a lack of effrontery [rude boldness] and impudence, and the fact that I have refused to address you in the way which would give you most pleasure. You would have liked to hear me weep and wail, doing and saying all sorts of things which I regard as unworthy of myself, but which you are used to hearing from other people. But I did not think then that I ought to stoop to servility [disgracefully humble behavior] because I was in danger, and I do not regret now the way in which I pleaded my case. I would much rather die as the result of this defense than live as the result of the other sort. In a court of law, just as in warfare, neither I nor any other ought to use his wits to escape death by any means. In battle it is often obvious that you could escape being killed by giving up your arms and throwing yourself upon the mercy of your pursuers, and in every kind of danger there are plenty of devices for avoiding death if you are unscrupulous enough to stick at nothing. But I suggest, gentlemen, that the difficulty is not so much to escape death; the real difficulty is to escape from doing wrong, which is far more fleet of foot.



▲ Roman fresco painting of Socrates

### DOCUMENT-BASED QUESTIONS

1. Socrates says that if his accusers would have waited, they could have had what they wanted. What do they want?
2. Socrates insists that he would rather die than have to defend himself in a different way. What would be so wrong if Socrates had defended himself in a different way?
3. What does Socrates mean when he says that evil is more of a threat to people than death?
4. Why doesn't Socrates tell the jury what it wants to hear?
5. What values do you think are most important to Socrates?

# from the *Annals*

## by Tacitus

**SETTING THE STAGE** Tacitus was one of the greatest historians of ancient Rome. He lived in troubled times (A.D. 56–120) when plague and fire frequently ravaged Rome. The *Annals* deals with events from the death of Augustus in A.D. 14 to the death of Nero in A.D. 68. In the following excerpt, Tacitus tells about a terrible fire that swept through Rome in A.D. 64. The fire began near the Circus Maximus, an arena in which chariot races were held, and raged out of control for several days. At the time, Nero was emperor. Many Romans believed that Nero himself had set fire to the city in order to rebuild it according to his own designs.

### PRIMARY SOURCE

Now started the most terrible and destructive fire which Rome had ever experienced. It began in the Circus, where it adjoins the . . . hills. Breaking out in shops selling inflammable goods, and fanned by the wind, the conflagration [large fire] instantly grew and swept the whole length of the Circus. There were no walled mansions or temples, or any other obstructions which could arrest it. First, the fire swept violently over the level spaces. Then it climbed the hills—but returned to ravage the lower ground again. It outstripped every countermeasure. The ancient city's narrow winding streets and irregular blocks encouraged its progress.

Terrified, shrieking women, helpless old and young, people intent on their own safety, people unselfishly supporting invalids or waiting for them, fugitives and lingerers alike—all heightened the confusion. When people looked back, menacing flames sprang up before them or outflanked them. When they escaped to a neighboring quarter, the fire followed—even districts believed remote proved to be involved. Finally, with no idea where or what to flee, they crowded on to the country roads, or lay in the fields. Some who had lost everything—even their food for the day—could have escaped, but preferred to die. So

did others, who had failed to rescue their loved ones. Nobody dared fight the flames. Attempts to do so were prevented by menacing gangs. Torches, too, were openly thrown in, by men crying that they acted under orders. Perhaps they had received orders. Or they may just have wanted to plunder unhampered.

Nero was at Antium. He only returned to the city when the fire was approaching the mansion he had built to link the Gardens of Maecenas to the Palatine. The flames could not be prevented from overwhelming the whole of the Palatine, including his palace. Nevertheless, for the relief of the homeless, fugitive masses he threw open the Field of Mars, including Agrippa's public buildings, and even his own gardens. Nero also constructed emergency accommodation for the destitute [poor] multitude. Food was brought from Ostia and neighboring towns, and the price of corn was cut. . . . Yet these measures, for all their popular character, earned no gratitude. For a rumor had spread that, while the city was burning, Nero had gone to his private stage and, comparing modern calamities with ancient, had sung of the destruction of Troy. . . .

[P]eople believed that Nero was ambitious to found a new city to be called after himself.

### DOCUMENT-BASED QUESTIONS

1. Who might have ordered the menacing gangs to keep the fire burning?
2. What might have been Nero's motive if he indeed caused the fire to be started?
3. What actions of Nero suggest that he may not have ordered the burning of Rome?
4. What effect might a public calamity such as a fire or an earthquake have on political stability?
5. What different interpretations might the people of the time have given to such an event?
6. What might you have done to save yourself in the burning of Rome?

## from the Qur'an

**SETTING THE STAGE** In about A.D. 610, when the prophet Muhammad was 40 years old, he is said to have received his first visit from the archangel Gabriel. According to tradition, during this visit Gabriel revealed the Word of God to Muhammad. This revelation, or act of revealing, was the first of many experienced by Muhammad throughout his life. Together, these revelations formed the basis of the faith called Islam, which literally means “surrender to the will of Allah” (God). At first Muhammad reported God’s revelations orally, and his followers memorized them and recited them in ritual prayers. Later the revelations were written down in a book called the Qur’an, which means “recitation.”

### PRIMARY SOURCE

#### The Exordium

*In the Name of God, the Compassionate, the Merciful*

Praise be to God, Lord of the Universe,  
The Compassionate, the Merciful,  
Sovereign of the Day of Judgment!  
You alone we worship, and to You alone we turn for help.  
Guide us to the straight path,  
The path of those whom You have favored,  
Not of those who have incurred Your wrath,  
Nor of those who have gone astray.

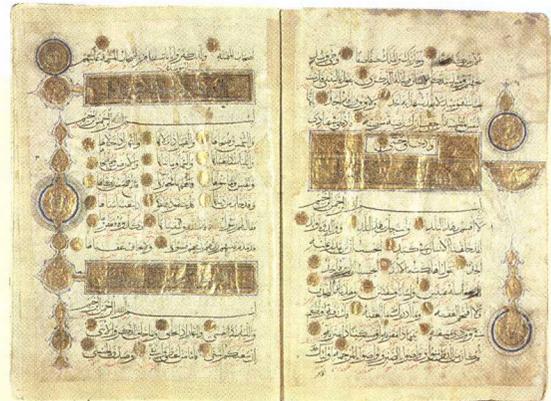
#### Faith in God

*In the Name of God, the Compassionate, the Merciful*  
All that is in the heavens and the earth gives glory to God.  
He is the Mighty, the Wise One.

It is He that has sovereignty over the heavens and the earth. He ordains life and death, and has power over all things.

He is the First and the Last, the Visible and the Unseen. He has knowledge of all things.

It was He who created the heavens and the earth in six days, and then mounted the throne. He knows all that goes into the earth and all that emerges from it, all that comes down from heaven and all that ascends to it. He is with you wherever you are. God is cognizant [aware] of all your actions.



▲ Qur'an with colored inscriptions and decorative medallions from the 12th or 13th century

He has sovereignty over the heavens and the earth. To God shall all things return. He causes the night to pass into the day, and causes the day to pass into the night. He has knowledge of the inmost thoughts of men.

Have faith in God and His Apostle and give in alms of that which He has made your inheritance; for whoever of you believes and gives in alms shall be richly rewarded.

And what cause have you not to believe in God, when the Apostle calls on you to have faith in your Lord, who has made a covenant [agreement] with you, if you are true believers?

### DOCUMENT-BASED QUESTIONS

1. Exordium means a beginning or introduction. What qualities of God are emphasized in “The Exordium”?
2. What might be the purpose of the first five paragraphs in “Faith in God”?
3. What are some of the qualities and actions that make a person righteous?
4. How do these excerpts support the idea of “God, the Compassionate, the Merciful”?
5. How might the words of the Qur’an be applied to governments or social groups?
6. What kind of rules or guidelines for behavior do you think a person should follow in life? How do these compare with those in the Qur’an?

# from *The Pillow Book*

by Sei Shōnagon

**SETTING THE STAGE** Sei Shōnagon served as a lady in waiting to Empress Sadako during the last decade of the 900s. During this period, Shōnagon kept a diary recording many aspects of court life. This diary was published as *The Pillow Book*, a collection of character sketches, lists, anecdotes, and poems that provides a vivid glimpse into the lives of the Japanese nobility during the Heian period (794–1185). During this period, the capital was moved to Heian, the present-day city of Kyoto, and a highly refined court society arose among the upper class. The book reveals Shōnagon as an intelligent woman who enjoyed conversing and matching wits with men as equals. Scholar and translator Arthur Waley has called the collection of observations and anecdotes of Heian court life “the most important document of the period that we possess.”

## PRIMARY SOURCE

### from “Hateful Things”

One is in a hurry to leave, but one’s visitor keeps chattering away. If it is someone of no importance, one can get rid of him by saying, “You must tell me all about it next time”; but, should it be the sort of visitor whose presence commands one’s best behavior, the situation is hateful indeed. . . .

A man who has nothing in particular to recommend him discusses all sorts of subjects at random as though he knew everything. . . .

To envy others and to complain about one’s own lot; to speak badly about people; to be inquisitive about the most trivial matters and to resent and abuse people for not telling one, or, if one does manage to worm out some facts, to inform everyone in the most detailed fashion as if one had known all from the beginning—oh, how hateful!

One is just about to be told some interesting piece of news when a baby starts crying.

A flight of crows circle about with loud caws.

An admirer has come on a clandestine [secret] visit, but a dog catches sight of him and starts barking. One feels like killing the beast. . . .

One has gone to bed and is about to doze off when a mosquito appears, announcing himself in a reedy voice. One can actually feel the wind made by his wings and, slight though it is, one finds it hateful in the extreme.

A carriage passes with a nasty, creaking noise. Annoying to think that the passengers may not even be aware of this! If I am traveling in someone’s carriage and I hear it creaking, I dislike not only the noise but also the owner of the carriage.

One is in the middle of a story when someone butts in and tries to show that he is the only clever person in the room. Such a person is hateful, and so, indeed, is anyone, child or adult, who tries to push himself forward.

One is telling a story about old times when someone breaks in with a little detail that he happens to know, implying that one’s own version is inaccurate—disgusting behavior! . . .

A newcomer pushes ahead of the other members in a group; with a knowing look, this person starts laying down the law and forcing advice upon everyone—most hateful.

## DOCUMENT-BASED QUESTIONS

1. What sort of listing does this excerpt provide?
2. How would you describe the author, based on the things she finds hateful?
3. Murasaki Shikibu, a contemporary, described Shōnagon as self-satisfied. Do you agree or disagree?
4. What might Shōnagon’s list of hateful things suggest about Heian court life?
5. Which item in Shōnagon’s list do you find most hateful?

## from the Magna Carta

**SETTING THE STAGE** King John ruled England from 1199 to 1216. When he raised taxes to finance his wars, his nobles revolted. On June 15, 1215, they forced King John to agree to the Magna Carta (Great Charter). This document, drawn up by English nobles and reluctantly approved by the king, guaranteed certain basic political rights.

### PRIMARY SOURCE

1. In the first place [I, John,] have granted to God and by this for our present Charter have confirmed, for us and our heirs . . . , that the English church shall be free, and shall have its rights undiminished and its liberties unimpaired. . . . We have also granted to all the free men of our realm for ourselves and our heirs for ever, all the liberties written below, to have and hold, them and their heirs from us and our heirs. . . .

12. No scutage [tax] or aid is to be levied in our realm except by the common counsel of our realm, unless it is for the ransom of our person, the knighting of our eldest son or the first marriage of our eldest daughter; and for these only a reasonable aid is to be levied. Aids from the city of London are to be treated likewise.

13. And the city of London is to have all its ancient liberties and free customs both by land and water. Furthermore, we will and grant that all other cities, boroughs, towns and ports shall have all their liberties and free customs.

20. A free man shall not be amerced [fined] for a trivial offense; and for a serious offense he shall be amerced according to its gravity, saving his livelihood; and a merchant likewise, saving his merchandise; in the same way a villein [serf] shall be amerced saving his wainage [farming tools]; if they fall into our mercy. And none of the aforesaid amercements shall be imposed except by the testimony of reputable men of the neighborhood.



▲ King John signs the Magna Carta.

21. Earls and barons shall not be amerced [fined] except by their peers and only in accordance with the nature of the offense. . . .

38. Henceforth no bailiff shall put anyone on trial by his own unsupported allegation, without bringing credible witnesses to the charge.

39. No free man shall be taken or imprisoned or disseised [dispossessed] or outlawed or exiled or in any way ruined, nor will we go or send against him, except by the lawful judgment of his peers or by the law of the land.

40. To no one will we sell, to no one will we deny or delay right or justice.

### DOCUMENT-BASED QUESTIONS

1. According to Article 1, to whom does the king grant the rights enumerated in the Magna Carta?
2. What are some of the liberties granted by the king to his subjects?
3. What do Articles 38 and 39 suggest about the fairness of arrests and trials in King John's England?
4. What does Article 40 suggest about the king's use of power?
5. What impact might the Magna Carta have had on developing ideas of representative government?

## from the **Popol Vuh**

**SETTING THE STAGE** The selection you are about to read is an excerpt from an important Maya work—the *Popol Vuh*. The *Popol Vuh*, or “Book of the Community,” contains the Maya story of the creation of the world. It was written not long after the Spanish conquest by an anonymous Maya noble, who may have been trying to keep the work from becoming lost as a result of his people’s defeat.

### PRIMARY SOURCE

This is the beginning of the Ancient Word, here in this place called Quiché. Here we shall inscribe, we shall implant the Ancient Word, the potential and source for everything done in the citadel of Quiché, in the nation of Quiché people. . . .

This is the account, here it is:

Now it still ripples, now it still murmurs, ripples, it still sighs, still hums, and it is empty under the sky.

Here follow the first words, the first eloquence:

There is not yet one person, one animal, bird, fish, crab, tree, rock, hollow, canyon, meadow, forest. Only the sky alone is there; the face of the earth is not clear. Only the sea alone is pooled under all the sky; there is nothing whatever gathered together. It is at rest; not a single thing stirs. It is held back, kept at rest under the sky.

Whatever there is that might be is simply not there: only the pooled water, only the calm sea, only it alone is pooled.

Whatever might be is simply not there: only murmurs, ripples, in the dark, in the night. Only the Maker, Modeler alone, Sovereign Plumed Serpent, the Bearers, Begetters are in the water, a glittering light. They are there, they are enclosed in quetzal feathers, in blue-green.

Thus the name, “Plumed Serpent.” They are great knowers, great thinkers in their very being.

And of course there is the sky, and there is also the Heart of Sky. This is the name of the god, as it is spoken.

And then came his word, he came here to the Sovereign Plumed Serpent, here in the blackness, in the early dawn. He spoke with the Sovereign Plumed Serpent, and they talked, then they thought, then they worried. They agreed with each other, they joined their words, their thoughts. Then it was clear, then they reached accord in the light, and then humanity was clear, when they conceived the growth, the generation of trees, of bushes, and the growth of life, of humankind, in the blackness, in the early dawn, all because of the Heart of Sky, named Hurricane. Thunderbolt Hurricane comes first, the second is Newborn Thunderbolt, and the third is Sudden Thunderbolt. So there were three of them, as Heart of Sky, who came to the Sovereign Plumed Serpent, when the dawn of life was conceived: “How should the sowing be, and the dawning? Who is to be the provider, nurturer?”

“Let it be this way, think about this: this water should be removed, emptied out for the formation of the earth’s own plate and platform, then should come the sowing, the dawning of the sky-earth. But there will be no high days and no bright praise for our work, our design, until the rise of the human work, the human design,” they said.

### DOCUMENT-BASED QUESTIONS

1. What are some of the names of the gods in this excerpt?
2. What are the gods thinking and talking about in this excerpt?
3. How do the gods seem to feel about their creation?
4. Why do the gods seem to think that humans are necessary to their creation?
5. What does this seem to imply about the relationship between gods and humans?
6. What surprised you most as you read this excerpt from the *Popol Vuh*?

## from *The Prince*

by Niccolò Machiavelli

**SETTING THE STAGE** Niccolò Machiavelli wrote a political guidebook for Renaissance rulers titled *The Prince* (1513). Machiavelli wrote the book to encourage Lorenzo de' Medici to expand his power in Florence. The book argues for a practical, realistic view of human nature and politics.

### PRIMARY SOURCE

A prince should make himself feared in such a way that if he does not gain love, he at any rate avoids hatred; for fear and the absence of hatred may well go together, and will be always attained by one who abstains from interfering with the property of his citizens and subjects or with their women. And when he is obliged to take the life of any one, let him do so when there is a proper justification and manifest reason for it; but above all he must abstain from taking the property of others, for men forget more easily the death of their father than the loss of their patrimony. Then also pretexts for seizing property are never wanting, and one who begins to live by rapine will always find some reason for taking the goods of others, whereas causes for taking life are rarer and more fleeting.

But when the prince is with his army and has a large number of soldiers under his control, then it is extremely necessary that he should not mind being thought cruel; for without this reputation he could not keep an army united or disposed to any duty. Among the noteworthy actions of Hannibal is numbered this, that although he had an enormous army, composed of men of all nations and fighting in foreign countries, there never arose any dissension [disagreement] either among them or against the prince, either in good fortune or in bad. This could not be due to anything but his inhuman cruelty, which together with his infinite other virtues, made him always venerated and terrible in the sight of his soldiers, and without it his other virtues would not have sufficed to produce that effect. Thoughtless writers admire on the one hand his actions, and on the other blame the principal cause of them.

And that it is true that his other virtues would not have sufficed may be seen from the case of Scipio [a famous Roman general and opponent of Hannibal] . . . , whose armies rebelled against him in Spain, which arose from nothing but his excessive kindness, which allowed more license to the soldiers than was consonant with military discipline.



▲ Niccolò Machiavelli

### DOCUMENT-BASED QUESTIONS

1. What does Machiavelli believe is the relationship for a ruler and his people between fear on the one hand and love and hatred on the other?
2. Why does Machiavelli say that a ruler must show himself to be capable of cruelty to his army?
3. What does Machiavelli cite Hannibal as an example of? Explain.
4. How was the Roman general Scipio different from Hannibal?
5. Why does Machiavelli consider cruelty a virtue in a leader?
6. Are Machiavelli's thoughts on rulers still relevant today? Why or why not?

# from **Utopia**

by Sir Thomas More

**SETTING THE STAGE** Sir Thomas More's *Utopia* is a work of fiction devoted to the exploration of ideas. In 1516, when *Utopia* was published, English society was marked by great extremes in wealth, education, and status. In his book, More criticizes the evils of poverty and wealth that he sees in England. More describes a faraway land called Utopia that does not have the inequalities and injustices of England. Utopian society is governed according to principles of reason. As a result, everyone has work and everyone is educated. Since private property has been abolished there, the citizens have no need for money. Instead, all that is produced is shared equally.

## PRIMARY SOURCE

Agriculture is the one pursuit which is common to all, both men and women, without exception. They are all instructed in it from childhood, partly by principles taught in school, partly by field trips to the farms closer to the city as if for recreation. Here they do not merely look on, but, as opportunity arises for bodily exercise, they do the actual work.

Besides agriculture (which is, as I said, common to all), each is taught one particular craft as his own. This is generally either wool-working or linen-making or masonry or metal-working or carpentry. There is no other pursuit which occupies any number worth mentioning. As for clothes, these are of one and the same pattern throughout the island and down the centuries, though there is a distinction between the sexes and between the single and the married. The garments are comely [pleasing] to the eye, convenient for bodily movement, and fit for wear in heat and cold. Each family, I say, does its own tailoring.

Of the other crafts, one is learned by each person, and not the men only, but the women too. The latter as the [women] have the lighter occupations and generally work wool and flax. To the men are committed the remaining more laborious crafts. For the most part, each is brought up in his father's craft, for which most have a natural inclination. But if anyone is attracted to another occupation, he is transferred by adoption to a family pursuing that craft for which he has a liking. Care is taken not only by his father but by the authorities, too, that he will be assigned to a [serious] and honorable householder. Moreover, if anyone after being thoroughly taught one craft desires another also, the same permission is given. Having acquired both, he practices his choice unless the city has more need of the one than of the other.



▲ Title page of a French edition of *Utopia*

## DOCUMENT-BASED QUESTIONS

1. How many occupations does each Utopian have? What are they?
2. Why might Utopians all wear clothes cut from the same pattern?
3. Most Utopian men learn their father's craft, and most workers follow the same schedules. What are the benefits and drawbacks of such a system?
4. What might be some of the advantages of living in Utopia?
5. What might be some of the disadvantages of living in Utopia?
6. What present-day societies do you think are most like Utopia? Explain.

## from *The Federalist*, “Number 51”

by James Madison

**SETTING THE STAGE** James Madison wrote 29 of the essays in *The Federalist* papers to argue in favor of ratifying the Constitution of the United States. In *The Federalist*, “Number 51,” Madison explains how the government set up by the Constitution will protect the rights of the people by weakening the power of any interest, or group, to dominate the government.

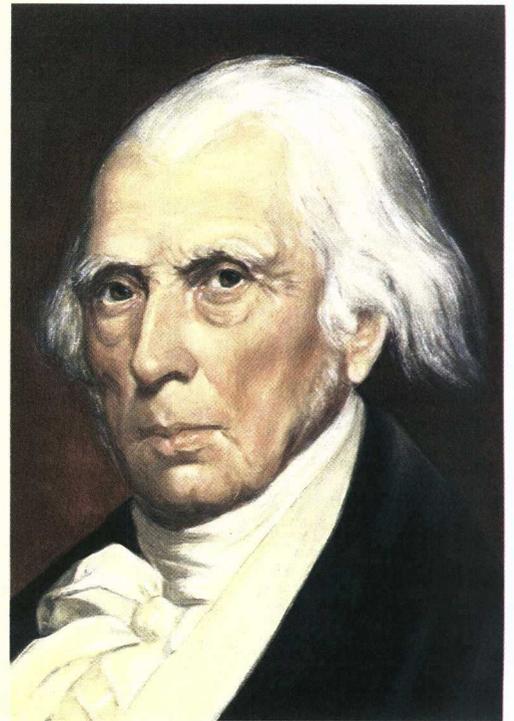
### PRIMARY SOURCE

It is of great importance in a republic not only to guard against the oppression of its rulers, but to guard one part of the society against the injustice of the other part. Different interests necessarily exist in different classes of citizens. If a majority be united by a common interest, the rights of the minority will be insecure. There are but two methods of providing against this evil: the one by creating a will in the community independent of the majority—that is, of the society itself; the other, by comprehending in the society so many separate descriptions of citizens as will render an unjust combination of a majority of the whole very improbable, if not impracticable. . . .

Whilst all authority in it will be derived from and dependent on the society, the society itself will be broken into so many parts, interests and classes of citizens, that the rights of individuals, or of the minority, will be in little danger from interested combinations of the majority. In a free government the security for civil rights must be the same as that for religious rights. It consists in the one case in the multiplicity of interests, and in the other in the multiplicity of sects. . . .

In the extended republic of the United States, and among the great variety of interests, parties, and sects which it embraces, a coalition of a majority of the whole society could seldom take place on any other principles than those of justice and the general good. . . .

It is no less certain that it is important . . . that the larger the society, provided it lie within a practicable sphere, the more duly capable it will be of self-government. And happily for the republican cause, the practicable sphere may be carried to a very great extent by a judicious modification and mixture of the *federal principle*.



▲ James Madison

### DOCUMENT-BASED QUESTIONS

1. Madison argues that society must be protected from abuses by rulers and by whom else?
2. What two methods does Madison suggest a society can use to protect minority rights?
3. Does Madison regard special interests in a society as a good thing or a bad? Explain.
4. Why does Madison believe that a large republic is likely to protect justice?
5. Why does Madison believe that a society broken into many parts will not endanger minority rights?
6. Does Madison think most people work for the common good or their own interests? Explain.

# from *A Vindication of the Rights of Woman*

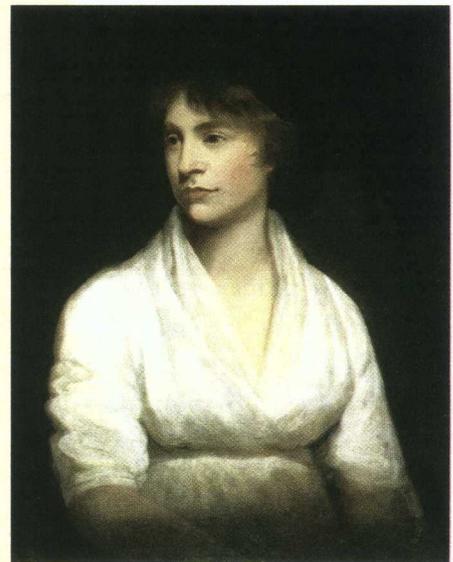
by Mary Wollstonecraft

**SETTING THE STAGE** Although a number of 18th-century British writers discussed the role of women in society, none became as celebrated for her feminist views as Mary Wollstonecraft (1759–1797). Early in her life, Wollstonecraft learned the value of independence and became openly critical of a society that treated females as inferior creatures who were socially, financially, and legally dependent on men. In 1792, Wollstonecraft published *A Vindication of the Rights of Woman*, in which she called for an end to the prevailing injustices against females. Although her opinions on women’s rights may seem conservative by modern standards, they were radical in 18th-century Britain.

## PRIMARY SOURCE

My own sex, I hope, will excuse me if I treat them like rational creatures, instead of flattering their *fascinating* graces, and viewing them as if they were in a state of perpetual childhood, unable to stand alone. I earnestly wish to point out in what true dignity and human happiness consists—I wish to persuade women to endeavor to acquire strength, both of mind and body, and to convince them that the soft phrases, susceptibility of heart, delicacy of sentiment, and refinement of taste, are almost synonymous with epithets [terms] of weakness, and that those beings who are only the objects of pity and that kind of love, which has been termed its sister, will soon become objects of contempt. . . .

The education of women has, of late, been more attended to than formerly; yet they are still reckoned a frivolous sex, and ridiculed or pitied by the writers who endeavor by satire or instruction to improve them. It is acknowledged that they spend many of the first years of their lives in acquiring a smattering of accomplishments; meanwhile strength of body and mind are sacrificed to libertine [indecent] notions of beauty, to the desire of establishing themselves—the only way women can rise in the world—by marriage. And this desire making mere animals of them, when they marry they act as such children may be expected to act: they dress, they paint, and nickname God’s creatures. Surely these weak beings are only fit for a seraglio [harem]! Can they be expected to govern a family with judgment, or take care of the poor babes whom they bring into the world?



▲ Mary Wollstonecraft

## DOCUMENT-BASED QUESTIONS

1. What is the subject and purpose of Wollstonecraft’s essay?
2. According to Wollstonecraft, why isn’t the system of marriage beneficial to women?
3. Would you like to hear Wollstonecraft speak on women’s rights? Why or why not?
4. How does a woman’s lack of education affect her husband and children?
5. Do you think that Wollstonecraft believes in the complete equality of men and women?
6. In your opinion, what social issues would concern Wollstonecraft today? Would she still feel a need to defend women’s rights?

## from the **Memoirs of Madame Vigée-Lebrun** by **Élisabeth Vigée-Lebrun**

**SETTING THE STAGE** Élisabeth Vigée-Lebrun was a gifted artist who painted portraits of the French nobility. In her memoirs she recalls events of her own life amidst the turmoil of the French Revolution, which began in 1789. She frequently painted Marie Antoinette, queen of France. Vigée-Lebrun became frightened by the increasingly aggressive harassment of the nobility by the revolutionaries and resolved to leave France. She and her daughter escaped at night by stagecoach.

### PRIMARY SOURCE

I had my carriage loaded, and my passport ready, so that I might leave next day with my daughter and her governess, when a crowd of national guardsmen burst into my room with their muskets. Most of them were drunk and shabby, and had terrible faces. A few of them came up to me and told me in the coarsest language that I must not go, but that I must remain. I answered that since everybody had been called upon to enjoy his liberty, I intended to make use of mine. They would barely listen to me, and kept on repeating, “You will not go, citizeness; you will not go!” Finally they went away. I was plunged into a state of cruel anxiety when I saw two of them return. But they did not frighten me, although they belonged to the gang, so quickly did I recognize that they wished me no harm. “Madame,” said one of them, “we are your neighbors, and we have come to advise you to leave, and as soon as possible. You cannot live here; you are changed so much that we feel sorry for you. But do not go in your carriage: go in the stage-coach; it is much safer.” . . .

Opposite me in the coach was a very filthy man, who stunk like the plague, and told me quite simply that he had stolen watches and other things. . . . Not satisfied with relating his fine exploits to us, the thief talked incessantly of stringing up such and such people on lamp-posts, naming a number of my own acquaintances. My daughter thought this man very wicked. He frightened her, and this gave me the courage to say, “I beg you, sir, not to talk of killing before this child.”



▲ *Self-Portrait in a Straw Hat* by Élisabeth Vigée-Lebrun

### DOCUMENT-BASED QUESTIONS

1. What does Vigée-Lebrun do to escape the Reign of Terror in France?
2. What details does Vigée-Lebrun use to create a vivid picture of the national guardsmen? What impression of them does the author convey?
3. What concerns does Vigée-Lebrun reveal in her account of her escape from Paris?
4. As you read, how did you feel about the situation Vigée-Lebrun finds herself in?
5. What seem to be Vigée-Lebrun's feelings about the French Revolution?
6. Do you find Vigée-Lebrun a sympathetic person? Why or why not?

# from the Report on Child Labor

by the Sadler Committee

**SETTING THE STAGE** In 1831 a parliamentary committee headed by Michael Thomas Sadler investigated child labor in British factories. The following testimony by Elizabeth Bentley, who worked as a child in a textile mill, is drawn from the records of the Sadler Committee. Michael Thomas Sadler is asking the questions.

## PRIMARY SOURCE

What age are you?—Twenty-three. . . .

What time did you begin to work at a factory?—  
When I was six years old. . . .

What kind of mill is it?—Flax mill. . . .

What was your business in that mill?—I was a little doffer [cleaner of textile machines].

What were your hours of labor in that mill?—From 5 in the morning till 9 at night, when they were thronged [busy].

For how long a time together have you worked that excessive length of time?—For about half a year.

What were your usual hours of labor when you were not so thronged?—From 6 in the morning till 7 at night.

What time was allowed for your meals?—Forty minutes at noon.

Had you any time to get your breakfast or drinking?—No, we got it as we could.

And when your work was bad, you had hardly any time to eat it at all?—No; we were obliged to leave it or take it home, and when we did not take it, the overlooker [foreman] took it, and gave it to his pigs.

Do you consider doffing a laborious employment?—Yes.

Explain what it is you had to do.—When the frames are full, they have to stop the frames, and take the flyers off, and take the full bobbins off, and carry them to the roller; and then put empty ones on, and set the frames on again.

Does that keep you constantly on your feet?—Yes, there are so many frames and they run so quick.

Your labor is very excessive?—Yes; you have not time for any thing.

Suppose you flagged a little, or were too late, what would they do?—Strap [beat] us.

Are they in the habit of strapping those who are last in doffing?—Yes.

Constantly?—Yes.

Girls as well as boys?—Yes.

Have you ever been strapped?—Yes.

Severely?—Yes.

Could you eat your food well in that factory?—No, indeed, I had not much to eat, and the little I had I could not eat it, my appetite was so poor, and being covered with dust; and it was no use to take it home, I could not eat it, and the overlooker took it, and gave it to the pigs. . . .

## DOCUMENT-BASED QUESTIONS

1. From the employers' and parents' point of view, what might have been some of the reasons for child labor?
2. What were some of the difficult working conditions faced by children in the factories?
3. How many hours per day did Elizabeth Bentley work when the factory was really busy, and when it was not so busy?
4. Do children work this hard today in factories in this country? What about in other parts of the world?

## from the **Second Inaugural Address**

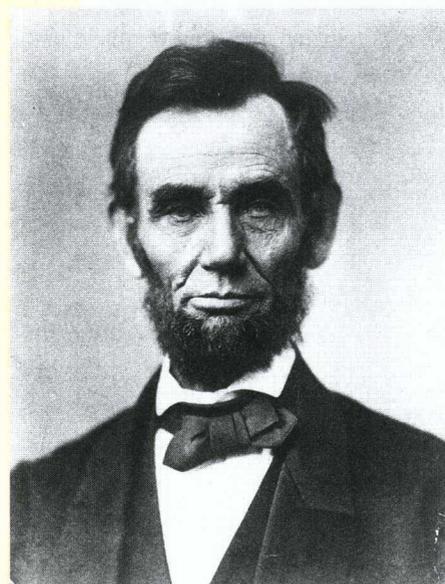
by **Abraham Lincoln**

**SETTING THE STAGE** President Lincoln delivered his Second Inaugural Address on March 4, 1865, just before the end of the American Civil War. In this excerpt, he recalls the major cause of the war and vows to fight for the restoration of peace and unity.

### PRIMARY SOURCE

One-eighth of the whole population were colored slaves. . . . These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents [rebels] would rend the Union even by war, while the Government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with or even before the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible and pray to the same God, and each invokes His aid against the other. . . . Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled by the bondsman's [slave's] two hundred and fifty years of unrequited [unpaid for] toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord are true and righteous altogether."

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.



▲ Abraham Lincoln

### DOCUMENT-BASED QUESTIONS

1. According to Lincoln's Second Inaugural Address, why did the Confederacy go to war?
2. Why might Southerners have feared that prohibiting slavery in new territories would threaten slavery where it already existed?
3. Why do you think Lincoln believes it would be wiser for Americans not to blame one another?
4. In 1865, if the South had asked to rejoin the Union without ending slavery, do you think Lincoln would have agreed?
5. Reread the last sentence of Lincoln's speech. Do you think Americans are still working to reach the goals set by Lincoln?

# from **The Natural Rights of Civilized Women**

by Elizabeth Cady Stanton

**SETTING THE STAGE** Elizabeth Cady Stanton (1815–1902) led the fight for women’s equality. Her first memory was the birth of a sister when she was four. So many people said, “What a pity it is she’s a girl!” that Stanton felt sorry for the new baby. She later wrote, “I did not understand at that time that girls were considered an inferior order of beings.” Stanton was determined to prove that girls were just as important as boys. The following excerpt comes from an address that Stanton gave to the New York state legislature in 1860 on a bill for woman suffrage that was before the state senate.

## PRIMARY SOURCE

Now do not think, gentlemen, we wish you to do a great many troublesome things for us. We do not ask our legislators to spend a whole session in fixing up a code of laws to satisfy a class of most unreasonable women. We ask no more than the poor devils in the Scripture asked, “Let us alone.” In mercy, let us take care of ourselves, our property, our children, and our homes. True, we are not so strong, so wise, so crafty as you are, but if any kind friend leaves us a little money, or we can by great industry earn fifty cents a day, we would rather buy bread and clothes for our children than cigars and champagne for our legal protectors.

There has been a great deal written and said about protection. We as a class are tired of one kind of protection, that which leaves us everything to do, to dare, and to suffer, and strips us of all means for its accomplishment. We would not tax man to take care of us. No, the Great Father has endowed all His creatures with necessary powers for self-support, self-defense, and protection. We do not ask man to represent us, it is hard enough in times like these to represent himself. So

long as the mass of men spend most of their time on the fence, not knowing which way to jump, they are surely in no condition to tell us where we had better stand. In pity for man, we would no longer hang like a millstone round his neck. Undo what man did for us in the Dark Ages and strike out all special legislation for us; strike the words “white male”

from all your constitutions and then, with fair sailing, let us sink or swim, live or die, survive or perish together.



▲ Elizabeth Cady Stanton

## DOCUMENT-BASED QUESTIONS

1. *What basic right is Stanton asking for?*
2. *What sorts of special considerations and laws does Stanton think women are entitled to?*
3. *What group does Stanton think benefits unfairly from current laws and legislation?*
4. *According to Stanton, do women want special protection under the law? Explain.*
5. *What does Stanton mean by the “Dark Ages”?*
6. *What social issues do you think Stanton would address in today’s world?*

# The Fourteen Points

by Woodrow Wilson

**SETTING THE STAGE** Nine months after the United States entered World War I, President Wilson delivered to Congress a statement of war aims. This statement became known as the “Fourteen Points.” In the speech, Wilson set forth 14 proposals for reducing the risk of war in the future. Numbers have been inserted to help identify the main points, as well as those omitted.

## PRIMARY SOURCE

All the peoples of the world are in effect partners . . . , and for our own part we see very clearly that unless justice be done to others it will not be done to us. The program of the world’s peace, therefore, is our program; and that program, . . . as we see it, is this:

[1] Open covenants [agreements] of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed frankly and in the public view.

[2] Absolute freedom of navigation upon the seas . . . in peace and war. . . .

[3] The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations. . . .

[4] Adequate guarantees given and taken that national armaments [weapons and war supplies] will be reduced. . . .

[5] A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon . . . the principle that . . . the interests of the populations concerned must have equal weight with the . . . claims of the government whose title is to be determined.

[6–13: These eight points deal with specific boundary changes.]

[14] A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.



▲ British Prime Minister David Lloyd George, French Premier Georges Clemenceau, and President Woodrow Wilson walk in Paris during negotiations for the Treaty of Versailles.

## DOCUMENT-BASED QUESTIONS

1. Why should diplomacy avoid private dealings and proceed in public view?
2. How might agreements arrived at in public prevent another world war?
3. How might equality of trade be important to keeping the peace?
4. What must nations join together to guarantee?
5. What might be unusual about a leader such as Wilson calling for an impartial adjustment of colonial claims?
6. How successful do you think Wilson’s ideas have been in the 20th and 21st centuries?

# from *Night*

by Elie Wiesel

**SETTING THE STAGE** Elie Wiesel (EHL•ee vee•ZEHL) was a Jewish boy from Romania. In 1944, when Wiesel was just 15, the Nazis sent the Jews of his town to Auschwitz in Poland. Wiesel's mother and one of his sisters died there. Wiesel and his father were sent to the Buchenwald concentration camp, where Wiesel's father died just a few months before the camp was liberated. In this excerpt from *Night*, Wiesel describes the terror he experienced on his way to Auschwitz.

## PRIMARY SOURCE

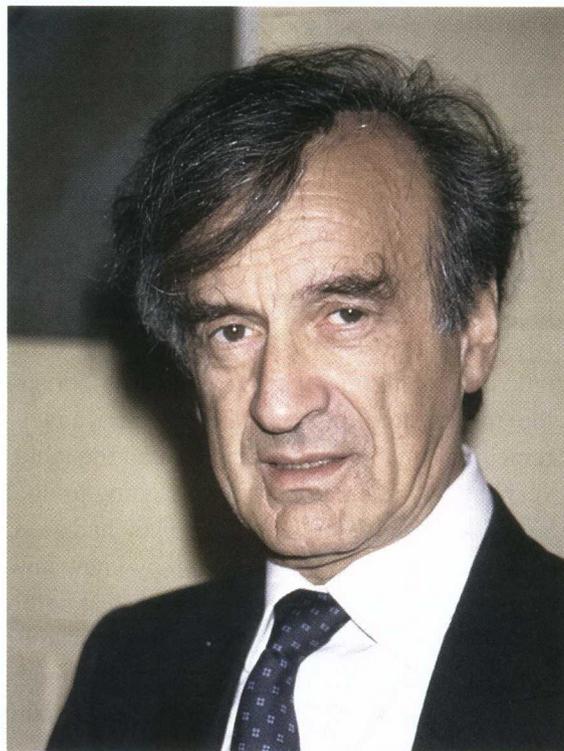
The train stopped at Kaschau, a little town on the Czechoslovak frontier. We realized then that we were not going to stay in Hungary. Our eyes were opened, but too late.

The door of the car slid open. A German officer, accompanied by a Hungarian lieutenant-interpreter, came up and introduced himself.

“From this moment, you come under the authority of the German army. Those of you who still have gold, silver, or watches in your possession must give them up now. Anyone who is later found to have kept anything will be shot on the spot. Secondly, anyone who feels ill may go to the hospital car. That's all.”

The Hungarian lieutenant went among us with a basket and collected the last possessions from those who no longer wished to taste the bitterness of terror. “There are eighty of you in this wagon,” added the German officer. “If anyone is missing, you'll all be shot, like dogs. . . .”

They disappeared. The doors were closed. We were caught in a trap, right up to our necks. The doors were nailed up; the way back was finally cut off. The world was a cattle wagon hermetically [completely] sealed.



▲ Elie Wiesel

## DOCUMENT-BASED QUESTIONS

1. What does the narrator mean when he says, “Our eyes were opened, but too late”?
2. What might be the effect on people of uprooting them from their homes?
3. What does the narrator mean when he describes “those who no longer wished to taste the bitterness of terror”?
4. What might be the effect of sealing people up in railway cars?
5. This excerpt is from a book called *Night*. What might be the meaning of the title?
6. What elements in this excerpt show the Germans treating the Jews as less than human?

## from **Farewell to Manzanar**

by **Jeanne Wakatsuki Houston and James D. Houston**

**SETTING THE STAGE** When Japan's attack on Pearl Harbor drew the United States into World War II, people on the west coast of the United States began to fear that those of Japanese descent living in their communities might secretly aid Japan. Despite the fact that there was no evidence of Japanese-American espionage or sabotage, President Franklin D. Roosevelt signed an order that cleared the way for the removal of Japanese people from their homes. Jeanne Wakatsuki was seven years old when her family was relocated. As this excerpt from her memoir opens, her family is living in Los Angeles after having been forced to move twice by the government, and is about to be moved a third time to Manzanar.

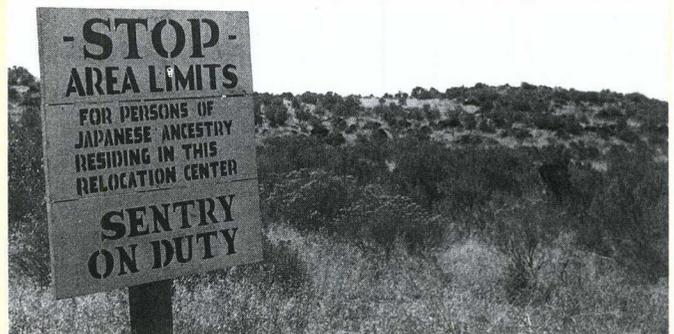
### PRIMARY SOURCE

The American Friends Service helped us find a small house in Boyle Heights, another minority ghetto, in downtown Los Angeles, now inhabited briefly by a few hundred Terminal Island refugees. Executive Order 9066 had been signed by President Roosevelt, giving the War Department authority to define military areas in the western states and to exclude from them anyone who might threaten the war effort. There was a lot of talk about internment, or moving inland, or something like that in store for all Japanese Americans. I remember my brothers sitting around the table talking very intently about what we were going to do, how we would keep the family together. They had seen how quickly Papa was removed, and they knew now that he would not be back for quite a while. Just before leaving Terminal Island, Mama had received her first letter, from Bismarck, North Dakota. He had been imprisoned at Fort Lincoln, in an all-male camp for enemy aliens. . . .

The name Manzanar meant nothing to us when we left Boyle Heights. We didn't know where it was or what it was. We went because the government ordered us to. And in the case of my older brothers and sisters, we went with a certain amount of relief. They had all

heard stories of Japanese homes being attacked, of beatings in the streets of California towns. . . .

The simple truth is the camp was no more ready for us when we got there than we were ready for it. We had only the dimmest ideas of what to expect. Most of the families, like us, had moved out from southern California with as much luggage as each person could carry. Some old men left Los Angeles wearing Hawaiian shirts and Panama hats and stepped off the bus at an altitude of 4,000 feet, with nothing available but sagebrush and tarpaper to stop the April winds pouring down off the back side of the Sierras.



▲ Camp boundary sign in California, 1943

### DOCUMENT-BASED QUESTIONS

1. In the foreword to *Farewell to Manzanar*, Jeanne Wakatsuki Houston says, "It has taken me 25 years to reach the point where I could talk openly about Manzanar." Why do you think it took so long for her to be able to talk about her experience?
2. Do you think that a forced internment, like that experienced by the Wakatsuki family, could happen in America today? Why or why not?
3. What is your impression of the Wakatsuki family?
4. How do you think you would have reacted if you had been brought to Manzanar?

# from the Inaugural Address

by Nelson Mandela

**SETTING THE STAGE** The son of a tribal chief, Nelson Mandela became a leader in the African National Congress (ANC), a political party that called for racial equality. In 1964, Mandela, who had advocated acts of sabotage against the government, was sentenced to life in prison, where he became an international symbol of South Africa's struggle against apartheid. After his release, Mandela agreed to work peacefully for racial justice. In 1993, Mandela was awarded a Nobel Prize, and the next year he became president of South Africa. The selection below comes from a speech he gave in 1994 when he was inaugurated as president of South Africa.

## PRIMARY SOURCE

We are both humbled and elevated by the honor and privilege that you, the people of South Africa, have bestowed on us, as the first President of a united, democratic, nonracial, and nonsexist South Africa, to lead our country out of the valley of darkness.

We understand it still that there is no easy road to freedom.

We know it well that none of us acting alone can achieve success.

We must therefore act together as a united people, for national reconciliation, for nation building, for the birth of a new world.

Let there be justice for all.

Let there be peace for all.

Let there be work, bread, water and salt for all.

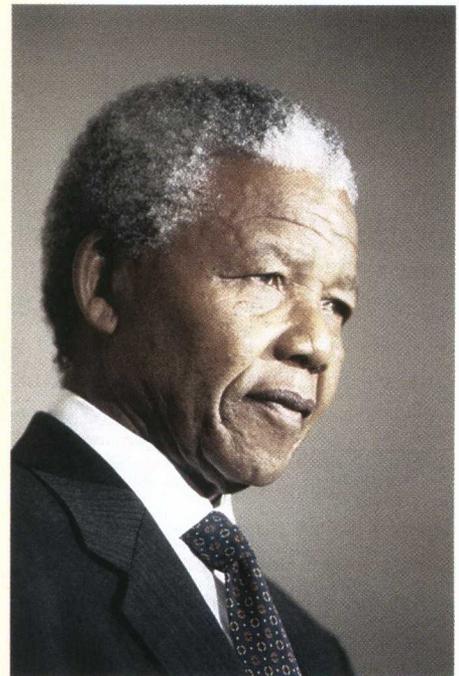
Let each know that for each the body, the mind, and the soul have been freed to fulfill themselves.

Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another and suffer the indignity of being the skunk of the world.

Let freedom reign.

The sun shall never set on so glorious a human achievement!

God bless Africa!



▲ Nelson Mandela

## DOCUMENT-BASED QUESTIONS

1. What challenges do you think Mandela expects as the first black president of South Africa?
2. Do you think Mandela was speaking only to the audience gathered before him? Explain.
3. What does Mandela mean when he says that South Africa must never again be thought of as the "skunk of the world"?
4. What are some examples of Mandela's use of repetition in his speech?

## from *I Have a Dream*

by Martin Luther King, Jr.

**SETTING THE STAGE** On August 28, 1963, Martin Luther King, Jr., gave his most famous speech at the March on Washington. In it, he shared his dream of equality for all.

### PRIMARY SOURCE

I say to you today, my friends, that even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

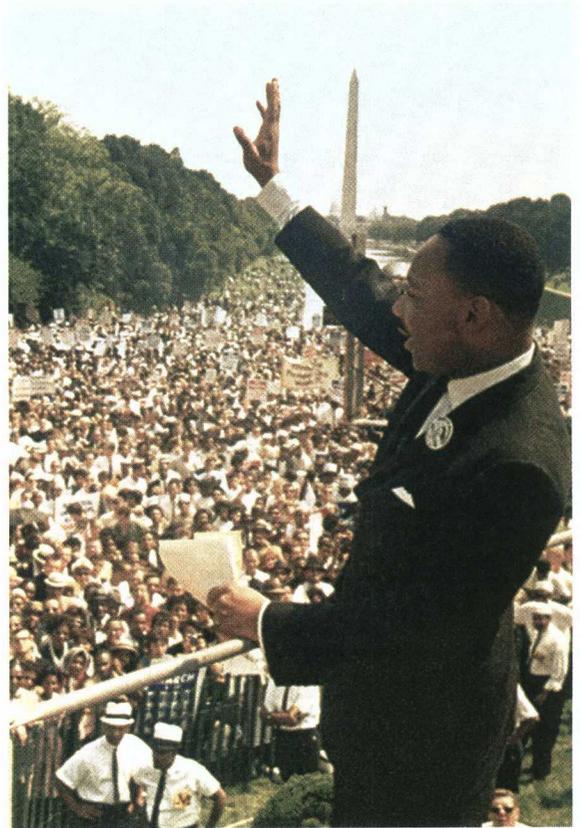
I have a dream that one day this nation will rise up and live out the true meaning of its creed—we hold these truths to be self-evident that all men are created equal.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today!

This is our hope. This is the faith that I will go back to the South with. . . . With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. This will be the day, this will be the day when all of God's children will be able to sing with new meaning "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrim's pride, from every mountainside, let freedom ring!" And if America is to be a great nation, this must become true.

And when this happens, when we allow freedom to ring, when we let it ring from every tenement and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last, free at last. Thank God Almighty, we are free at last."



▲ Martin Luther King, Jr., Washington, D.C., August 28, 1963

### DOCUMENT-BASED QUESTIONS

1. How do civil rights fit into the American dream?
2. Why do you think civil rights workers were willing to go to jail?
3. Why does King declare that the United States is not living up to its creed?
4. What does King say must happen before America can be considered a truly great nation?

# An Open Letter

by Cesar Chavez

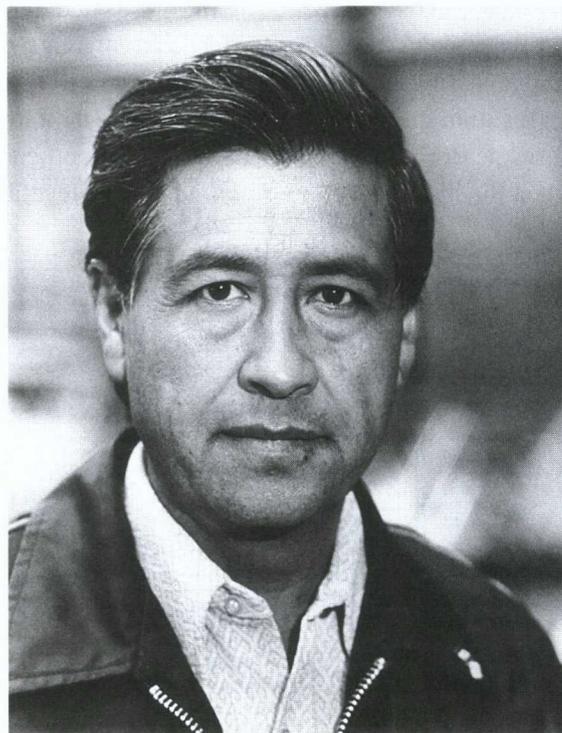
**SETTING THE STAGE** In 1969, Cesar Chavez wrote a letter in which he denied accusations that he had used violence to win decent wages and better benefits for farm workers.

## PRIMARY SOURCE

Today . . . we remember the life and sacrifice of Martin Luther King, Jr., who gave himself totally to the nonviolent struggle for peace and justice. In his letter from Birmingham jail, Dr. King describes better than I could our hopes for the strike and boycott: "Injustice must be exposed, with all the tension its exposure creates, to the light of human conscience and the air of public opinion before it can be cured." For our part, I admit that we have seized upon every tactic and strategy consistent with the morality of our cause to expose that injustice and thus to heighten the sensitivity of the American conscience so that farmworkers will have without bloodshed their own union and the dignity of bargaining with the agribusiness [large-scale farming] employers. . . .

Our strikers here in Delano and those who represent us throughout the world are well trained for this struggle. . . . They have been taught not to lie down and die or to flee in shame, but to resist with every ounce of human endurance and spirit. To resist not with retaliation in kind but to overcome with love and compassion, with ingenuity and creativity, with hard work and longer hours, with stamina and patient tenacity, with truth and public appeal, with friends and allies, with mobility and discipline, with politics and law, and with prayer and fasting. They were not trained in a month or even a year; after all, this new harvest season will mark our fourth full year of strike and even now we continue to plan and prepare for the years to come. . . .

We shall overcome and change if not by retaliation or bloodshed but by a determined nonviolent struggle carried on by those masses of farmworkers who intend to be free and human.



▲ Cesar Chavez, 1974

## DOCUMENT-BASED QUESTIONS

1. Why do you think farm workers wanted to organize a union?
2. Why might it be necessary to train for nonviolent protest?
3. Why do you think Chavez refers to Martin Luther King, Jr., in his speech?
4. In what ways were the problems faced by King and Chavez similar and different?

# Economics Handbook

**NOTE:** *Boldfaced words are terms that appear in this handbook.*

## BOYCOTT

*A refusal to have economic dealings with a person, a business, an organization, or a country.*

The purpose of a boycott is to show disapproval of particular actions or to force changes in those actions. A boycott often involves an economic act, such as refusing to buy a company's goods or services.

Civil rights campaigners in the United States used boycotts to great effect during the 1950s and 1960s. For example, African Americans in Montgomery, Alabama, organized a bus boycott in 1955 to fight segregation on city buses. The boycotters kept many buses nearly empty for 381 days. The boycott ended when the Supreme Court outlawed bus segregation.



During the 1960s, groups in many countries launched boycotts against South African businesses to protest the policy of apartheid, or complete separation of the races. In the picture above, demonstrators march to protest a tour of Great Britain by the South African rugby team in 1969. Worldwide boycotts helped to bring about the end of apartheid in the 1990s. For information on the dismantling of the apartheid system, read page 610.

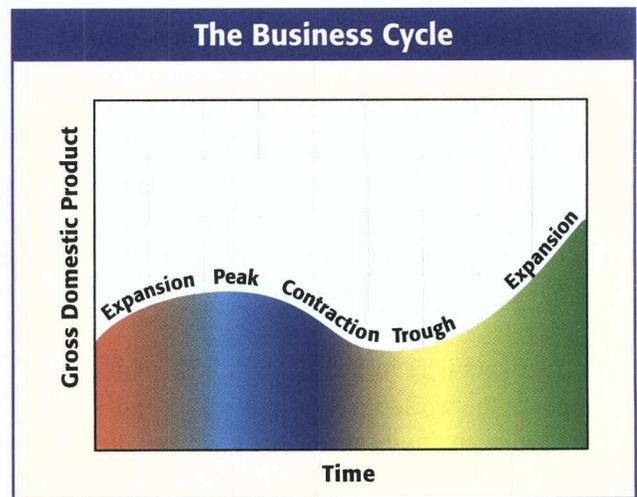
In many countries, labor unions have used boycotts to win concessions for their members. Consumer groups, too, have organized boycotts to win changes in business practices.

## BUSINESS CYCLE

*A pattern of increases and decreases in economic activity.*

A business cycle generally consists of four distinct phases—expansion, peak, contraction, and trough—as shown in the graph in the next column. An expansion is marked by increased business

activity. The **unemployment rate** falls, businesses produce more, and consumers buy more goods and services. A peak is a transition period in which expansion slows. A contraction, or **recession**, occurs when business activity decreases. The unemployment rate rises, while both production and consumer spending fall. A deep and long-lasting contraction is called a **depression**. Business activity reaches its lowest point during a trough. After time, business activity starts to increase and a new cycle begins.



## CAPITALISM

*An economic system in which there is private ownership of natural resources and capital goods.*

The basic idea of capitalism is that producers are driven by the desire to make a profit, the money left over after costs have been subtracted from revenues. This desire for profit motivates producers to provide consumers with the goods and services they desire. Prices and wages are determined by **supply and demand**.

Along with the opportunity to earn a profit there is a risk. Businesses tend to fail if they do not produce goods people want at prices they are willing to pay. Because anyone is free to start a business or enterprise, a capitalist system is also known as a **free enterprise** system.

Capitalism contrasts with **socialism**, an economic system in which the government owns and controls capital and sets prices and production levels. Critics of the capitalist system argue that it allows decisions that ought to be made democratically to be made instead by powerful business owners and that it allows too-great disparities in wealth and well-being between the poor

and the rich. For a comparison of capitalism and socialism, read the Analyzing Key Concepts on page 303.

## COMMUNISM

*An economic system based on one-party rule, government ownership of the means of production, and decision making by centralized authorities.*

Under communism there is little or no private ownership of property and little or no political freedom. Government planners make economic decisions, such as which and how many goods and services should be produced. Individuals have little say in a communist economy. Such a system, Communists believe, would end inequality. For more information on the ideas on which communism is based, read Chapter 9, Section 4.

During the 20th century, most communist economies failed to achieve their goals. Economic decisions frequently were made to benefit only Communist Party officials. Also, government economic planning was inefficient, often creating shortages of goods. Those goods that were available were often of poor quality.

People became discontented with the lack of prosperity and political freedom and began to call for change. These demands led in the late 1980s and early 1990s to the collapse of communist governments in the Soviet Union and Eastern Europe.



Even governments that clung to communism—China, for example—have introduced elements of **free enterprise**. The picture above shows people lining up at automated teller machines (ATMs) in Shanghai, one of China's largest free-enterprise zones. (For information on free enterprise in Shanghai, read the Connect to Today on page 372.) While China has allowed greater

economic freedom for its citizens, it has not given them more political freedom.

## CONSUMER PRICE INDEX (CPI)

*A measure of the change in cost of the goods and services most commonly bought by consumers. In some countries, the CPI is called the retail price index.*

The CPI is calculated by surveying the prices of a “basket” of goods and services bought by typical consumers. In Germany, the CPI follows the prices of more than 750 goods and services bought by average consumers on a regular basis. Items on which consumers spend a good deal of their income, such as food, are given more weight in the CPI than items on which consumers spend less.

Price changes are calculated by comparing current prices with prices at a set time in the past. In 2003, for example, the German CPI used the year 2000 as this base. Prices for this year are given a base value of 100. The prices for subsequent years are expressed as percentages of the base. Therefore, a CPI of 103 means that prices have risen by 3 percent since 2000. The graph below illustrates changes in the German CPI from 1992 to 2002.



## CORPORATION

*A company owned by stockholders who have ownership rights to the company's profits.*

Stockholders are issued stock, or shares of ownership in the corporation. A corporation sells stock to raise money to do business. Stockholders buy stock in the hope that the corporation will turn a profit. When a corporation does make a profit, stockholders often receive a dividend, a share of the corporation's income after taxes.

The corporation is a legal entity in itself and, therefore, is separate from its owners. As a result, business losses and debts are the responsibility of the corporation alone. Creditors cannot seek payment from the owners, whose liability is limited to the value of the stock they own.

### DEFICIT SPENDING

*A situation in which a government spends more money than it receives in revenues.*

For the most part, the government engages in deficit spending when the economy is in a contraction phase of the **business cycle**. The government borrows or issues money to finance deficit spending.

In theory, the extra funds should stimulate business activity, pushing the economy into an expansion phase. As the economy recovers, revenues should increase, providing the government with a budget surplus. The government then can use the surplus to pay back the money it borrowed.

### DEPRESSION

*A very severe and prolonged contraction in economic activity.*

During a depression, consumer spending, production levels, wages, prices, and profits fall sharply. Many businesses fail, and many workers lose their jobs.

The United States has experienced several economic depressions in its history. The worst was the Great Depression, which started in 1929 and lasted throughout the 1930s. Between 1929 and 1932, business activity in the United States decreased by an average of 10 percent each year. During the same period, some 40 percent of the country's banks failed, and prices for farm products dropped more than 50 percent. By 1933, the worst year of the Great Depression, 25 percent of

American workers were unemployed. Americans in the thousands took to the roads and rail in search of gainful employment. The best job some could find was selling apples on street corners.

The situation in other countries was equally bad. In Great Britain, the unemployment rate averaged 14 percent throughout the Great Depression and hit a peak of 25 percent in early 1931. Unemployment was particularly problematic in such traditional industries as coal mining, shipbuilding, and textiles. The picture at the bottom of the previous column shows unemployed miners' families at a soup kitchen. For information about the global impact of the Great Depression and how the world responded to this economic crisis, read pages 473–475.

### DEVELOPED NATION

*A nation that has achieved industrialization, a market economy, widespread ownership of private property, and a relatively high standard of living.*

Developed nations include the United States, Canada, most European countries, Japan, South Korea, Australia, and New Zealand. Although developed nations account for only one-quarter of the world's population, they produce more than three-quarters of the world's **gross domestic product (GDP)**. Economists frequently use per capita GDP (GDP divided by the population) to establish a nation's level of economic development. Most developed nations have per capita GDPs in excess of \$20,000.

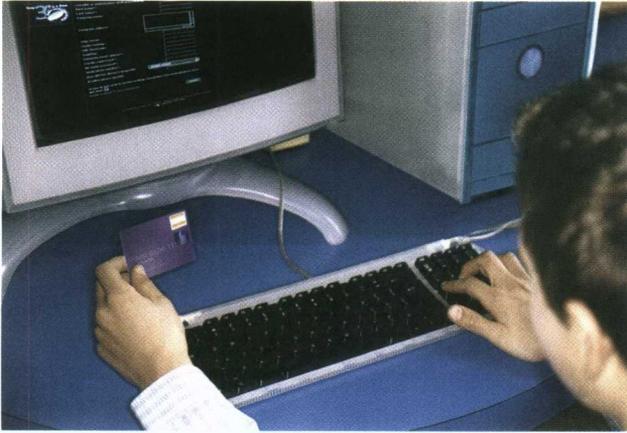
### E-COMMERCE

*All forms of buying and selling goods and services electronically.*

Short for "electronic commerce," e-commerce refers to business activity on the Internet and on private computer networks. There are two main types of e-commerce: business-to-consumer and business-to-business.

Consumer-related e-commerce includes sales to the public over the computer, usually through a seller's Web site. Many business transactions can be completed wholly electronically, such as sales of computer software, which can be paid for with a credit card number and delivered over the Internet directly to the buyer's computer. A growing proportion of financial transactions are also moving online, such as electronic banking and **stock market** trading, or e-trading. The convenience of online shopping has turned it into a booming enterprise. Between 1998 and 2002, for instance, U.S. consumer spending online grew from about \$7.7 billion to more than \$45 billion.





Business-to-business e-commerce is growing at an even greater rate, reaching around \$700 billion in 2002. Much of that business includes Web-site design and servicing and online advertising. Businesses also use networked computers to purchase supplies and merchandise and to access information from subscription services.

For many businesses, e-commerce is not only convenient but also cost-effective. On average, corporations spend \$100 on paperwork alone each time they make a purchase. Moving those transactions online could save companies millions of dollars annually.

### EMBARGO

*A government ban on trade with another nation, sometimes backed by military force.*

In a civil embargo, the nation imposing an embargo prevents exports to or imports from the country against which it has declared the embargo. A hostile embargo involves seizing the goods of another nation.

The major purpose of an embargo is to show disapproval of a nation's actions. For example, in 1980 the United States imposed a civil embargo on grain sales to the Soviet Union to protest the December 1979 Soviet invasion of Afghanistan.

### EMERGING NATION

*A nation that has lower levels of agricultural and industrial production, lower savings and investment, fewer resources, and lower per capita **gross domestic product (GDP)** than developed nations.*

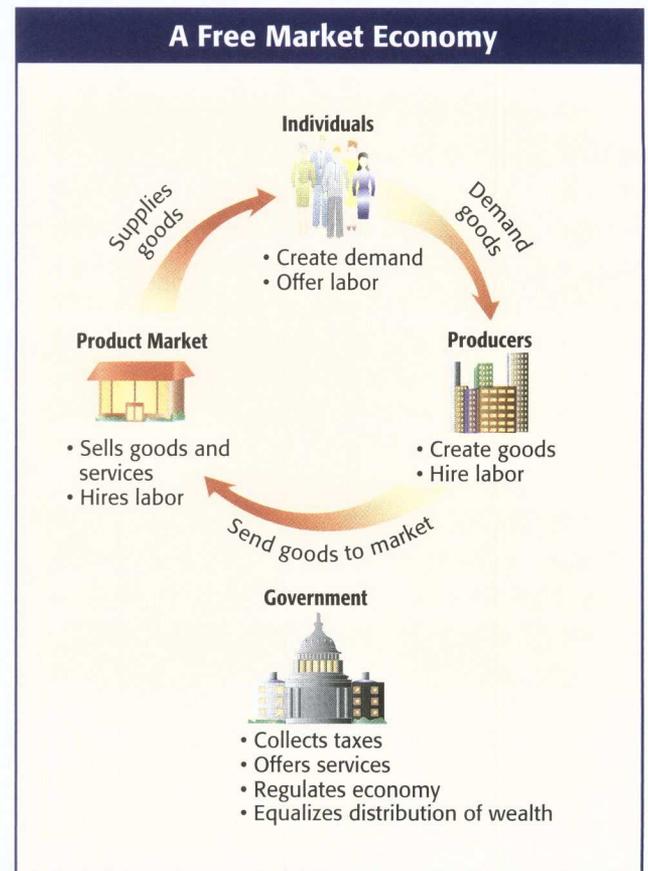
Emerging nations are sometimes called *developing nations* or *less-developed countries (LDCs)*. Most countries in Africa, Asia, and Latin America and the Caribbean are considered emerging nations. Some three-quarters of the world's population lives in emerging nations, yet these nations produce less than one-quarter of the world's GDP. Therefore, emerging

nations have low per capita GDPs; many have a per capita GDP of less than \$1,000.

### FREE ENTERPRISE

*An economic system based on the private ownership of the means of production, free markets, and the right of individuals to make most economic decisions.*

The free enterprise system is also called the free market system or **capitalism**. The United States has a free enterprise economic system. The diagram below illustrates how a free enterprise economy works.



In a free enterprise system, producers and consumers are motivated by self-interest. To maximize their profits, producers try to make goods and services that consumers want. Producers also engage in competition through lowering prices, advertising their products, and improving product quality, to encourage consumers to buy their goods. Consumers serve their self-interest by purchasing the best goods and services for the lowest price.

Government plays a limited, but important, role in most free enterprise economies:

- It regulates economic activity to ensure there is fair competition, such as by preventing and prosecuting fraud and barring **monopolies**.

- It produces certain necessary goods and services that private producers consider unprofitable, such as roadways.
- It protects the public health and safety, such as through building codes, environmental protection laws, and labor laws.
- It provides economic stability, such as by regulating banks, coining money, and supervising unemployment insurance programs.

## GLOBALIZATION

*The process of rapid economic integration among countries. This integration involves the increased movement of goods, services, labor, capital, and technology throughout the world.*

The process of globalization began in the late 1800s. However, its pace has increased in recent years largely because of the drive toward free trade and the introduction of new telecommunications technologies that have made global financial transactions quick and easy.

Recently, there has been considerable debate on the impact of globalization. Critics of globalization have been particularly outspoken. For example, antiglobalization demonstrations at the Seattle meeting of the World Trade Organization (WTO) in 1999 turned violent. Police were used to guard offices, factories, and stores of **multinational corporations** in the city (shown below).



For a review of the arguments for and against globalization, read the Analyzing Key Concepts on page 644.

## GOLD STANDARD

*A monetary system in which a country's basic unit of currency is valued at, and can be exchanged for, a fixed amount of gold.*

The gold standard tends to curb **inflation**, since a government cannot put more currency into circulation than it can back with its gold supplies. This gives people confidence in the currency.

This advantage is also a weakness of the gold standard. During times of **recession**, a government may want to increase the amount of money in circulation to encourage economic growth. Economic disruption during the Great Depression of the 1930s caused most nations to abandon the gold standard. The United States moved to a modified gold standard in 1934 and abandoned the gold standard completely in 1971.

## GROSS DOMESTIC PRODUCT (GDP)

*The market value of all the goods and services produced in a nation within a specific time period, such as a quarter (three months) or a year.*

Gross domestic product is the standard measure of how a nation's economy is performing. If GDP is growing, the economy is probably in an expansion phase. If GDP is not increasing or is declining, the economy is probably in a contraction phase.

GDP is calculated by adding four components: spending by individual consumers on goods and services; investment in such items as new factories, new factory machinery, and houses; government spending on goods and services; and net exports—the value of exports less the value of imports. (See the diagram below.) GDP figures are presented in two ways. Nominal GDP is reported in current dollars. Real GDP is reported in constant dollars, or dollars adjusted for **inflation**.



## INFLATION

*A sustained rise in the average level of prices.*

Since more money is required to make purchases when prices rise, inflation is sometimes defined as a decrease in the purchasing value of money. Economists measure price changes with various price indexes. The most widely used index in the United States is the **consumer price index (CPI)**.

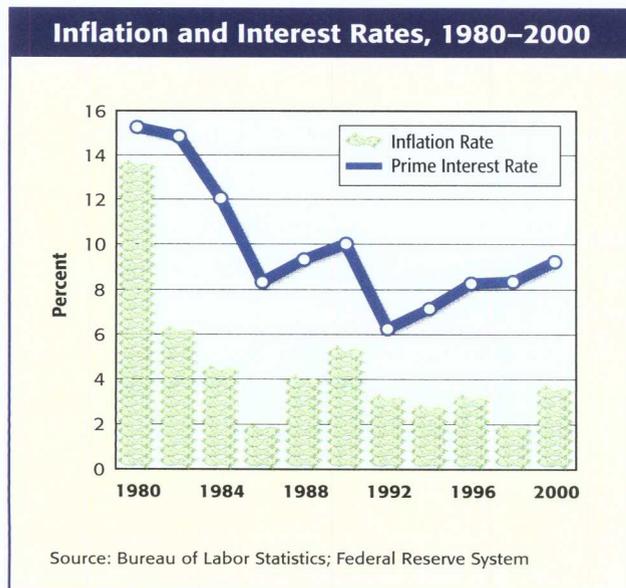
Inflation may result if the demand for goods increases without an increase in the production of goods. Inflation may also take place if the cost of producing goods increases. Producers pass on increased costs, such as higher wages and more expensive raw materials, by charging consumers higher prices.

## INTEREST RATE

*The cost of borrowing money.*

Interest is calculated as a yearly percentage, or rate, of the money borrowed. A 10 percent interest rate, therefore, would require a borrower to pay \$10 per year for every \$100 borrowed.

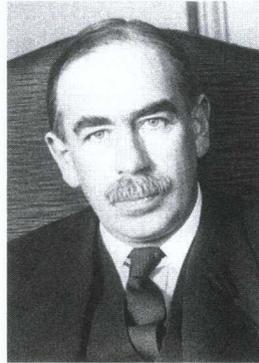
When interest rates are low, people will borrow more, because the cost of borrowing is lower. However, they will save and invest less, because the return on their savings or investment is lower. With high interest rates, people save and invest more but borrow less. Because interest rates affect the economy, governments take steps to control them. The United States government does this through the Federal Reserve System, the nation's central banking system. The graph below shows the relationship between the rate of **inflation** and interest rates in the American economy over time.



## KEYNESIAN ECONOMICS

*The use of government spending to encourage economic activity by increasing the demand for goods.*

This economic approach is based on the ideas of British economist John Maynard Keynes (shown below). In a 1936 study, Keynes pointed out that during economic downturns, more people are unemployed and have less income to spend. As a result, businesses cut production and lay off more workers.



Keynes's answer to this problem was for government to increase spending and reduce taxes. This would stimulate demand for goods and services by replacing the decline in consumer demand. Government would want goods and services for its new programs. More people would be working and earning an income and, there-

fore, would want to buy more goods and services. Businesses would increase production to meet this new demand. As a result, the economy would soon recover.

Critics maintain, however, that Keynesian economics has led to the growth of government and to high taxes, inflation, high unemployment, and greatly reduced economic growth.

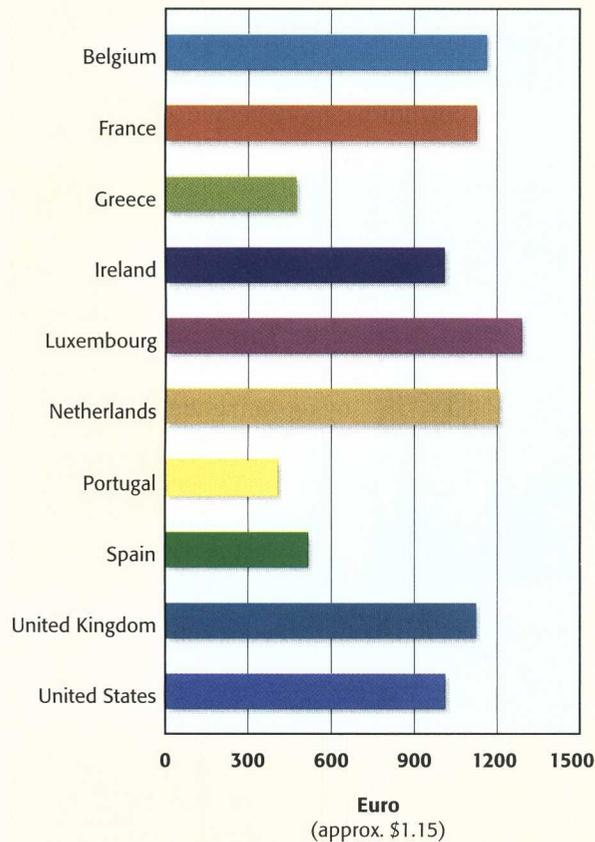
## MINIMUM WAGE

*The minimum amount of money that employers may legally pay their employees for a set period of time worked.*

Legislation sets the minimum wage at a fixed hourly, weekly, or monthly rate. In some countries, the minimum wage applies to all workers. In others, it applies only to workers in particular industries. Also, some countries set a different minimum wage for men, women, and young workers. The first country to pass minimum wage laws was New Zealand in 1894. Since that time, most industrialized countries have adopted such legislation. The graph on the next page shows estimates of minimum monthly wage rates in selected countries.

The first federal minimum wage law in the United States, the Fair Labor Standards Act of 1938, set the base wage at 25 cents an hour. Since then, amendments to the act have raised this hourly rate to \$5.15, effective in 1997. The Fair Labor Standards Act applies to workers in most businesses involved in interstate commerce.

### Monthly Minimum Wages in Selected Countries, February 2002 (Estimates)



The original intent of minimum wage laws was to ensure that all workers earned enough to survive. However, some economists maintain that these laws may have reduced the chances for unskilled workers to get jobs. They argue that the minimum wage raises the **unemployment rate** because it increases labor costs for business.

### MONOPOLY

*A situation in which only one seller controls the production, supply, or pricing of a product for which there are no close substitutes.*

In the United States, basic public services such as electrical power distributors and cable television suppliers operate as local monopolies. This way of providing utilities is economically more efficient than having several competing companies running electricity or cable lines in the same area.

Monopolies, however, can be harmful to the economy. Since it has no competition, a monopoly does not need to respond to the wants of consumers by improving

product quality or by charging fair prices. The government counters the threat of monopoly either by breaking up or regulating the monopoly.

### MULTINATIONAL CORPORATION

*A corporation that operates in more than one country.*

ExxonMobil (United States), DaimlerChrysler (Germany), Royal Dutch/Shell (Netherlands), BP (Great Britain), and Toyota (Japan) are examples of multinational corporations. A multinational corporation's foreign operations, including factories, offices, and stores, are usually wholly owned subsidiaries run by managers from the home country. Some multinationals, however, enter foreign markets by establishing joint ventures with foreign businesses. Others gain access to foreign markets by buying large amounts of stock in foreign companies.

Such tactics have allowed some multinationals to grow into economic giants with a truly global reach. For more information on the size of some top multinationals, see the graph on page 642.

### NATIONAL DEBT

*The money owed by a national government.*

During wartime, economic recession, or at other times, the government may employ **deficit spending**. However, the government may not pay back all the money it has borrowed to fund this policy. Each year's government budget deficit adds to the country's national debt. By August 2003, the national debt of the United States stood at \$6.74 trillion, or about \$23,000 for each citizen.

The rapid growth of the U.S. national debt since 1980 has prompted many Americans to call for changes in government economic policies. Some suggest that the government raise taxes and cut spending to reduce the debt. Others recommend the passage of a constitutional amendment that would require the government to have a balanced budget, spending only as much as it takes in.

### POVERTY

*The lack of adequate income to maintain a minimum standard of living.*

In the United States, this adequate income is referred to as the poverty threshold. The poverty threshold for a family of four in 2001 was \$18,104. That year, the poverty rate stood at 11.7 percent, one of the lowest rates since 1979. Even so, nearly 33 million Americans lived in poverty. The graph on the next page shows the changes in the poverty rate in the United States since 1981.

## Poverty in the United States, 1981–2001



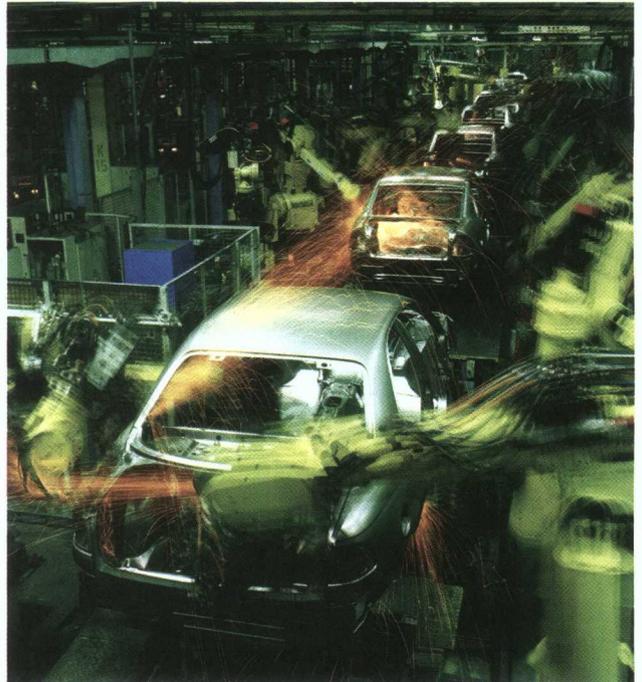
Because the factors used to determine poverty vary so much from country to country, world poverty figures are difficult to calculate. As a result, such international organizations as the World Bank and the United Nations view poverty differently. These organizations track extreme poverty, the threshold for which is less than \$1 a day. In 1999, more than one billion people worldwide lived below this level. And according to World Bank estimates, another 1.5 billion lived on less than \$2 a day.

### PRODUCTIVITY

*The relationship between the output of goods and services and the input of resources.*

Productivity is the amount of goods or services that a person can produce at a given time. It is closely linked to economic growth, which is defined as an increase in a nation's real **gross domestic product (GDP)** from one year to the next. A substantial rise in productivity means the average worker is producing more, a key factor in spurring economic expansion. Between 1995 and the early 2000s, for example, worker productivity in the United States increased about 2.5 percent each year. This increase, along with other economic factors, helped the nation's real GDP grow an average of about 3.5 percent during those years.

A number of elements affect productivity, including available supplies of labor and raw materials, education and training, attitudes toward work, and technological innovations. Computer technology, for instance, is believed to have played a significant role in bolstering productivity during the 1990s by allowing workers to do their jobs more quickly and efficiently. Computer-operated robot arms (above, right) have greatly increased production in the automobile industry.



Conversely, a lack of adequate training and fewer technological innovations were thought to be behind the meager productivity growth rates of the 1970s and 1980s—when productivity rose at an annual rate of less than 1 percent.

### RECESSION

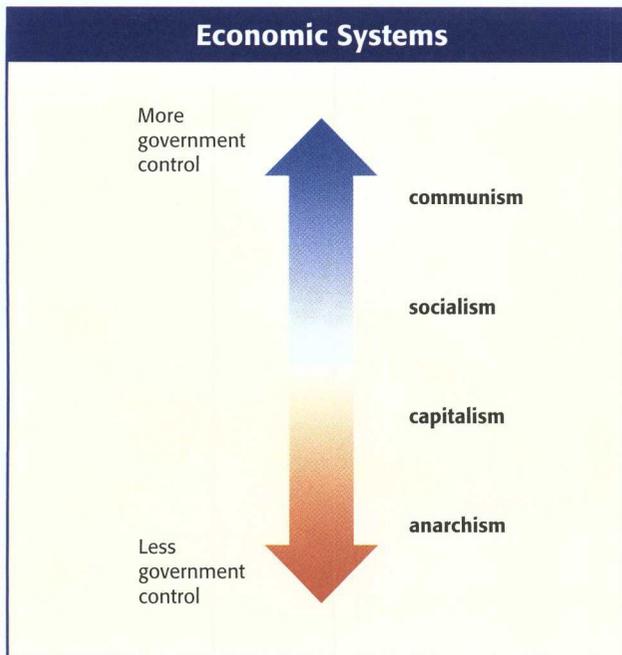
*A period of declining economic activity.*

In economic terms, a recession takes place when the **gross domestic product (GDP)** falls for two quarters, or six months, in a row. The United States has experienced several of these **business-cycle** contractions in its history. On average, they have lasted about a year. If a recession persists and economic activity plunges, it is called a **depression**.

### SOCIALISM

*An economic system in which the government owns most of the means of production and distribution.*

Like **communism**, the goal of socialism is to use the power of government to reduce inequality and meet people's needs. Under socialism, however, the government usually owns only major industries, such as coal, steel, and transportation. Other industries are privately owned but regulated by the government. Government and individuals, therefore, share economic decision-making. Also, under socialism, the government may provide such services as reasonably priced health care. The diagram on the next page shows the level of government involvement in various types of economic systems.



Some countries, such as Sweden, are called democratic socialist countries. In these nations there is less government ownership of property than in communist nations. These nations also have democratically elected governments.

Critics of socialism maintain that this system leads to less efficiency and higher taxes than does the **capitalist**, or **free enterprise**, system. For a comparison of socialism and capitalism, read the Analyzing Key Concepts on page 303.

### STANDARD OF LIVING

*The overall economic situation in which people live.*

Economists differ on how best to measure the standard of living. Some suggest average personal income, while others propose per capita **gross domestic product**—the GDP divided by the population. Another possible measure is the value of the goods and services bought by consumers during a year. In general terms, the nation's standard of living rises as these measures rise. Some people argue that measuring the quality of life also requires consideration of noneconomic factors such as pollution, health, work hours, and even political freedom.

### STOCK MARKET or STOCK EXCHANGE

*A place where stocks and bonds are bought and sold.*

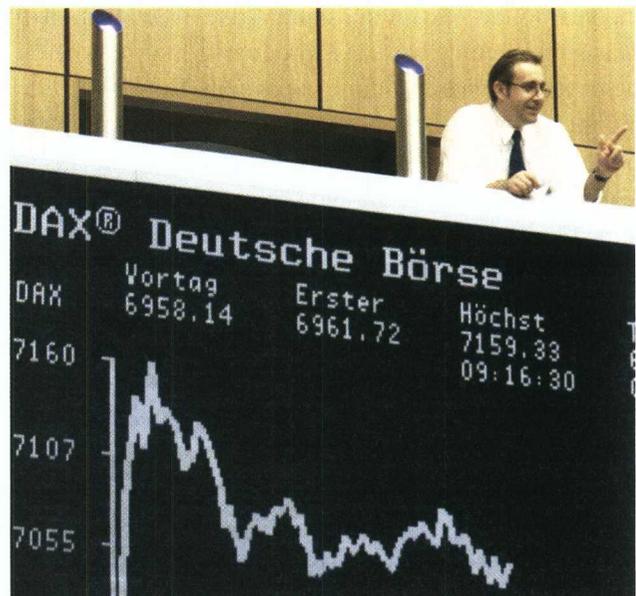
Large companies often need extra money to fund expansion and to help cover operating costs. To raise money, they sell stocks, or shares of ownership, in their companies. They also may borrow by issuing bonds, or certificates of debt, promising to repay the money borrowed, plus interest.

Individuals invest in stocks and bonds to make a profit. Most stockholders receive dividends, or a share of the company's profits. Bondholders receive interest. Investors may also make a profit by selling their securities. This sale of stocks and bonds takes place on stock exchanges. Since stocks and bonds together are known as securities, a stock exchange is sometimes called a securities exchange. The table below lists some of the world's most active stock exchanges.

### Selected World Stock Exchanges

Exchange	Products
New York Stock Exchange (NYSE)	stocks, bonds
American Stock Exchange (AMEX) (New York)	stocks, bonds, options
National Association of Securities Dealers Automated Quotations (NASDAQ)	over-the-counter stocks
London Stock Exchange	stocks
Tokyo Stock Exchange	stocks, bonds, futures, options
Hong Kong Exchanges	stocks, bonds, futures, options
German Stock Exchange (Frankfurt) (pictured below)	stocks

The largest and most important exchange in the United States is the New York Stock Exchange. Activity on this and other exchanges often signals how well the economy is doing. A bull market, when stock prices rise, usually indicates economic expansion. A bear market, when stock prices fall, usually indicates economic contraction.



A rapid fall in stock prices is called a crash. The worst stock market crash in the United States came in October 1929. To help protect against another drastic stock market crash, the federal government set up the Securities and Exchange Commission (SEC), which regulates the trading of securities. For more information on stocks and the stock market, read the History in Depth on page 472.

## STRIKE

*A work stoppage by employees to gain higher wages, better working conditions, or other benefits.*

Strikes are also sometimes used as political protests. A strike is usually preceded by a failure in collective bargaining—the negotiation of contracts between labor unions and employers. Union members may decide to call a strike if they believe negotiations with the employer are deadlocked. In the United States, collective bargaining and strikes are regulated by the NLRA, or Wagner Act, of 1935, which is administered by the National Labor Relations Board (NLRB). There are also wildcat strikes, which are not authorized by unions.

Strikes often have a huge impact on everyday life, as the picture below illustrates. Commuters jam the platform of a subway station in Paris, France, during a one-day strike by transport workers in 2003. The strike, over pay and working conditions, shut down about half of the Paris subway network and severely disrupted traffic on the rest.



When strikes do occur, union representatives and employers try to negotiate a settlement. An outside party is sometimes asked to help work out an agreement.

## SUPPLY AND DEMAND

*The forces that determine prices of goods and services in a market economy.*

Supply is the amount of a good or service that producers are willing and able to produce at a given price. Demand is the amount of a good or service consumers are willing and able to buy at a given price. In general, producers are willing to produce more of a good or service when prices are high; conversely, consumers are willing to buy more of a good or service when prices are low.

The table and graph below show supply and demand for a certain product. The line *S* shows the amount of the good that producers would be willing to make at various prices. The line *D* shows the amount that consumers would be willing to buy at various prices. Point *E*, where the two lines intersect, is called the equilibrium price. It is the price at which the amount produced and the amount demanded would be the same.

When the equilibrium price is the market price, the market operates efficiently. At prices above the equilibrium price, consumers will demand less than producers supply. Producers, therefore, will have to lower their prices to sell the surplus, or excess, products. At prices below equilibrium, consumers will demand more. Producers will be able to raise their prices because the product is scarce, or in short supply.



## SUPPLY-SIDE ECONOMICS

*Government policies designed to stimulate the production of goods and services, or the supply side of the economy.*

Supply-side economists developed these policies in opposition to **Keynesian economics**. Supply-side policies call for low tax rates particularly in income from investments. Lower taxes mean that people keep more of what they earn. Therefore, supply-side economists argue, people will work harder in order to earn more. They will then use their extra income to save and invest. This investment will fund the development of new businesses and, as a result, create more jobs.

## TARIFF

*A fee charged for goods brought into a state or country from another state or country.*

Governments have collected tariffs since ancient times. Initially, tariffs were used to raise revenue. As time went on, however, governments used them as a way to control imports. In the United States, for example, Congress created tariffs in 1789 to raise revenue and to protect American products from foreign competition. Soon, however, special interest groups used tariffs to protect specific industries and increase profits.

After World War II, many governments moved away from tariffs toward free trade. One of the first steps came in the 1950s, with the creation of the European Economic Community (EEC), now known as the European Union. The EEC encouraged tariff-free trade among its members. In recent decades, a growing number of U.S. economists have favored free trade policies because they believe that such policies will help increase U.S. exports to other countries. In 1994, the North American Free Trade Agreement (NAFTA) established a free-trade zone among the United States, Canada, and Mexico. For more information on regional trade agreements, see the map on page 643.

## TAXATION

*The practice of requiring persons, groups, or businesses to contribute funds to the government under which they reside or transact business.*

In the United States, all levels of government—federal, state, and local—collect many kinds of taxes. Income taxes are the chief source of revenue for the federal government and an important revenue source for many states. Both corporations and individuals pay income tax, or taxes on earnings. Since its inception in 1913, the federal income tax has been a progressive tax,

one that is graduated, or scaled, such that those with greater incomes are taxed at a greater rate. Sales taxes are another important source of income for state governments.

Property taxes are the main source of funds for local governments. Property tax is calculated as a percentage of the assessed value of real estate—land and improvements such as buildings.

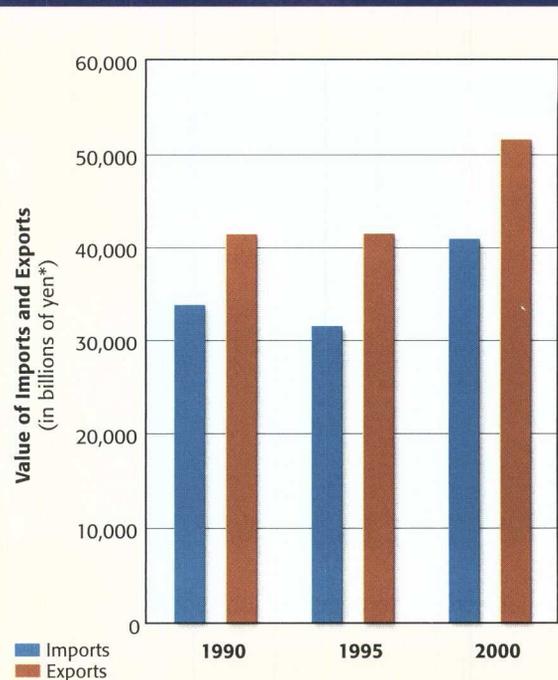
## TRADE

*The exchange of goods and services between countries.*

Almost all nations produce goods that other countries need, and they sell (export) those goods to buyers in other countries. At the same time, they buy (import) goods from other countries as well. For example, Americans sell goods such as wheat to people in Japan and buy Japanese goods such as automobiles in return.

The relationship between the value of a country's imports and the value of its exports is called the *balance of trade*. If a country exports more than it imports, it has a trade surplus. However, if the value of a country's imports exceeds the value of its exports, the country has a trade deficit. As the graph below shows, Japan maintained a trade surplus throughout the 1990s.

**Japanese Foreign Trade, 1990–2000**



\*\$1 = approximately 120 yen

Source: Ministry of Finance, Government of Japan

Nations that trade with one another often become dependent on one another's products. Sometimes this brings nations closer together, as it did the United States, Great Britain, and France before World War I. At other times it causes tension among nations, such as that between the United States and Arab oil-producing countries in the 1970s. For an example of how trade influences foreign policy, see page 645.

**UNEMPLOYMENT RATE**

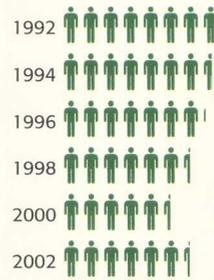
*The percentage of the labor force that is unemployed but actively looking for work.*

The labor force consists of all civilians of working age, normally 15 to 16 years of age and older, who are employed or who are unemployed but actively looking and available for work. In the United States, the size of the labor force and the unemployment rate are determined by surveys conducted by the U.S. Bureau of the Census.

The unemployment rate provides an indicator of economic health. Rising unemployment rates signal a contraction in the economy, while falling rates indicate an economic expansion. The graphs below show two different methods of portraying unemployment in Canada.

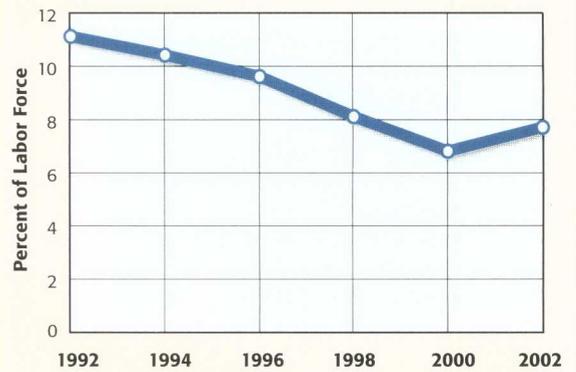
**Unemployment in Canada, 1992–2002**

**Total Unemployment**



= 200,000 unemployed workers

**Unemployment Rate**



Source: Statistics Canada

# Glossary

The Glossary is an alphabetical listing of many of the key terms from the chapters, along with their meanings. The definitions listed in the Glossary are the ones that apply to the way the words are used in this textbook. The Glossary gives the part of speech of each word. The following abbreviations are used:

*adj.* adjective

*n.* noun

*v.* verb

## Pronunciation Key

Some of the words in this book are followed by respellings that show how the words are pronounced. The following key will help you understand what sounds are represented by the letters used in the respellings.

Symbol	Examples	Symbol	Examples
a	apple [AP•uhl], catch [kach]	oh	road, [rohd], know [noh]
ah	barn [bahrn], pot [paht]	oo	school [skool], glue [gloo]
air	bear [bair], dare [dair]	ow	out [owt], cow [kow]
aw	bought [bawt], horse [hawrs]	oy	coin [koyn], boys [boyz]
ay	ape [ayp], mail [mayl]	p	pig [pihg], top [tahp]
b	bell [behl], table [TAY•buhl]	r	rose [rohzh], star [stahr]
ch	chain [chayn], ditch [dihch]	s	soap [sohp], icy [EYE•see]
d	dog [dawg], rained [raynd]	sh	share [shair], nation [NAY•shuhn]
ee	even [EE•vuhn], meal [meel]	t	tired [tyrd], boat [boht]
eh	egg [ehg], ten [tehn]	th	thin [thihn], mother [MUH•thuhr]
eye	iron [EYE•uhrn]	u	pull [pul], look [luk]
f	fall [fawl], laugh [laf]	uh	bump [buhmp], awake [uh•WAYK], happen [HAP•uhn], pencil [PEHN•suhl], pilot [PY•luht]
g	gold [gohld], big [bihg]	ur	earth [urth], bird [burd], worm [wurm]
h	hot [haht], exhale [ehks•HAYL]	v	vase [vays], love [luhv]
hw	white [hwyt]	w	web [wehb], twin [twihn]
ih	into [IHN•too], sick [sihk]	y	As a consonant: yard [yahrd], mule [myool] As a vowel: ice [ys], tried [tryd], sigh [sy]
j	jar [jahr], badge [baj]	z	zone [zohn], reason [REE•zuhn]
k	cat [kat], luck [luhk]	zh	treasure [TREHZH•uhr], garage [guh•RAHZH]
l	load [lohld], ball [bawl]		
m	make [mayk], gem [jehm]		
n	night [nyt], win [wihn]		
ng	song [sawng], anger [ANG•guhr]		

Syllables that are stressed when the words are spoken appear in CAPITAL LETTERS in the respellings. For example, the respelling of *patterns* (PAT•uhrnz) shows that the first syllable of the word is stressed.

Syllables that appear in SMALL CAPITAL LETTERS are also stressed, but not as strongly as those that appear in capital letters. For example, the respelling of *interaction* (IHN•tuhr•AK•shuhn) shows that the third syllable receives the main stress and the first syllable receives a secondary stress.

**Aborigine** [AB•uh•RIHJ•uh•nee] *n.* a member of any of the native peoples of Australia. (p. 318)

**absolute monarch** [MAHN•uhrk] *n.* a king or queen who has unlimited power and seeks to control all aspects of society. (p. 160)

**Allies** [uh•LYZ] *n.* in World War I, the nations of Great Britain, France, and Russia, along with the other nations that fought on their side; also, the group of nations—including Great Britain, the Soviet Union, and the United States—that opposed the Axis Powers in World War II. (p. 411)

**Amritsar Massacre** *n.* killing by British troops of nearly 400 Indians gathered at Amritsar to protest the Rowlatt Acts. (p. 454)

**Anabaptist** [AN•uh•BAP•tihst] *n.* in the Reformation, a member of a Protestant group that believed in baptizing only those persons who were old enough to decide to be Christian and believed in the separation of church and state. (p. 62)

**Anglican** [ANG•glih•kuhn] *adj.* relating to the Church of England. (p. 60)

**annexation** [AN•ihk•SAY•shuhn] *n.* the adding of a region to the territory of an existing political unit. (pp. 365, 379)

**annul** [uh•NUHL] *v.* to cancel or set aside. (p. 58)

**anti-Semitism** [AN•tee•SEHM•ih•TIHZ•uhm] *n.* prejudice against Jews. (p. 315)

**apartheid** [uh•PAHRT•HYT] *n.* a South African policy of complete legal separation of the races, including the banning of all social contacts between blacks and whites. (p. 609)

**appeasement** *n.* the making of concessions to an aggressor in order to avoid war. (p. 483)

**armistice** [AHR•mih•stihs] *n.* an agreement to stop fighting. (p. 421)

**Aryans** [AIR•ee•uhnz] *n.* to the Nazis, the Germanic peoples who formed a “master race.” (p. 502)

**assembly line** *n.* in a factory, an arrangement in which a product is moved from worker to worker, with each person performing a single task in its manufacture. (p. 330)

**assimilation** [uh•SIHM•uh•LAY•shuhn] *n.* a policy in which a nation forces or encourages a subject people to adopt its institutions and customs. (p. 347)

**Atlantic Charter** *n.* a declaration of principles issued in August 1941 by British prime minister Winston Churchill and U.S. president Franklin Roosevelt, on which the Allied peace plan at the end of World War II was based. (p. 496)

**Atlantic slave trade** *n.* the buying, transporting, and selling of Africans for work in the Americas. (p. 133)

**Axis Powers** *n.* in World War II, the nations of Germany, Italy, and Japan, which had formed an alliance in 1936. (p. 483)

**balance of power** *n.* a political situation in which no one nation is powerful enough to pose a threat to others. (p. 238)

**The Balkans** [BAWL•kuhnz] *n.* the region of southeastern Europe now occupied by Greece, Albania, Bulgaria, Romania, the European part of Turkey, and the former republics of Yugoslavia. (p. 255)

**baroque** [buh•ROHK] *adj.* relating to a grand, ornate style that characterized European painting, music, and architecture in the 1600s and early 1700s. (p. 203)

**Battle of Britain** *n.* a series of battles between German and British air forces, fought over Britain in 1940–1941. (p. 494)

**Battle of Guadalcanal** [GWAHD•uhl•kuh•NAL] *n.* a 1942–1943 battle of World War II, in which Allied troops drove Japanese forces from the Pacific island of Guadalcanal. (p. 501)

**Battle of Midway** *n.* a 1942 sea and air battle of World War II, in which American forces defeated Japanese forces in the central Pacific. (p. 500)

**Battle of Stalingrad** [STAH•lihn•GRAD] *n.* a 1942–1943 battle of World War II, in which German forces were defeated in their attempt to capture the city of Stalingrad in the Soviet Union. (p. 507)

**Battle of the Bulge** *n.* a 1944–1945 battle in which Allied forces turned back the last major German offensive of World War II. (p. 510)

**Battle of Trafalgar** [truh•FAL•guhr] *n.* an 1805 naval battle in which Napoleon’s forces were defeated by a British fleet under the command of Horatio Nelson. (p. 233)

**Berlin Conference** *n.* a meeting (1884–1885) at which representatives of European nations agreed upon rules for the European colonization of Africa. (p. 342)

**Bill of Rights** *n.* the first ten amendments to the U.S. Constitution, which protect citizens’ basic rights and freedoms. (p. 211)

**blitzkrieg** [BLIHTS•KREEG] *n.* “lightning war”—a form of warfare in which surprise attacks with fast-moving airplanes are followed by massive attacks with infantry forces. (p. 491)

**blockade** [blah•KAYD] *n.* the use of troops or ships to prevent commercial traffic from entering or leaving a city or region. (p. 234)

**Boer** [bohr] *n.* a Dutch colonist in South Africa. (p. 342)

**Boer War** *n.* a conflict, lasting from 1899 to 1902, in which the Boers and the British fought for control of territory in South Africa. (p. 344)

**Bolsheviks** [BOHL•shuh•VIHKS] *n.* a group of revolutionary Russian Marxists who took control of Russia’s government in November 1917. (p. 434)

**Boxer Rebellion** *n.* a 1900 revolt in China, aimed at ending foreign influence in the country. (p. 374)

**boyar** [boh•Yahr] *n.* a landowning noble of Russia. (p. 174)

**brinkmanship** *n.* a policy of threatening to go to war in response to any enemy aggression. (p. 536)

**cabinet** *n.* a group of advisers or ministers chosen by the head of a country to help make government decisions. (p. 183)

**Calvinism** [KAL•vih•NIHZ•uhm] *n.* a body of religious teachings based on the ideas of the reformer John Calvin. (p. 61)

**Camp David Accords** *n.* the first signed agreement between Israel and an Arab country, in which Egyptian president Anwar Sadat recognized Israel as a legitimate state and Israeli prime minister Menachem Begin agreed to return the Sinai Peninsula to Egypt. (p. 586)

**capitalism** *n.* an economic system based on private ownership and on the investment of money in business ventures in order to make a profit. (pp. 139, 300)

**Catholic Reformation** [REHF•uhr•MAY•shuhn] *n.* a 16th-century movement in which the Roman Catholic Church sought to make changes in response to the Protestant Reformation. (p. 64)

- caudillo** [kaw•DEEL•yoh] *n.* a military dictator of a Latin American country. (p. 382)
- Central Powers** *n.* in World War I, the nations of Germany and Austria-Hungary, along with the other nations that fought on their side. (p. 411)
- Chartist movement** *n.* in 19th-century Britain, members of the working class demanded reforms in Parliament and in elections, including suffrage for all men. (p. 314)
- checks and balances** *n.* measures designed to prevent any one branch of government from dominating the others. (p. 211)
- CIS** *n.* the Commonwealth of Independent States—a loose association of former Soviet republics that was formed after the breakup of the Soviet Union. (p. 615)
- civil disobedience** *n.* a deliberate and public refusal to obey a law considered unjust. (p. 454)
- cloning** [KLOH•nihng] *n.* the creation of plants or animals that are genetically identical to an existing plant or animal. (p. 639)
- coalition** [koh•uh•LIHSH•uhn] **government** *n.* a government controlled by a temporary alliance of several political parties. (p. 470)
- Cold War** *n.* the state of diplomatic hostility between the United States and the Soviet Union in the decades following World War II. (p. 535)
- collective farm** *n.* a large government-controlled farm formed by combining many small farms. (p. 444)
- colony** *n.* a land controlled by another nation. (p. 120)
- Columbian Exchange** *n.* the global transfer of plants, animals, and diseases that occurred during the European colonization of the Americas. (p. 137)
- command economy** *n.* an economic system in which the government makes all economic decisions. (p. 443)
- commune** [KAHM•YOON] *n.* in Communist China, a collective farm on which a great number of people work and live together. (p. 540)
- Communist Party** *n.* a political party practicing the ideas of Karl Marx and V.I. Lenin; originally the Russian Bolshevik Party. (p. 439)
- communism** *n.* an economic system in which all means of production—land, mines, factories, railroads, and businesses—are owned by the people, private property does not exist, and all goods and services are shared equally. (p. 303)
- Concert** [KAHN•SURT] **of Europe** *n.* a series of alliances among European nations in the 19th century, devised by Prince Klemens von Metternich to prevent the outbreak of revolutions. (p. 240)
- concordat** [kuhn•KAWR•DAT] *n.* a formal agreement—especially one between the pope and a government, dealing with the control of Church affairs. (p. 230)
- Congress of Vienna** [vee•EHN•uh] *n.* a series of meetings in 1814–1815, during which the European leaders sought to establish long-lasting peace and security after the defeat of Napoleon. (p. 238)
- Congress Party** *n.* a major national political party in India—also known as the Indian National Congress. (p. 563)
- conquistadors** [kahng•KEE•stuh•DAWRZ] *n.* the Spanish soldiers, explorers, and fortune hunters who took part in the conquest of the Americas in the 16th century. (p. 120)
- conservative** *n.* in the first half of the 19th century, a European—mainly wealthy landowners and nobles—who wanted to preserve the traditional monarchies of Europe. (p. 253)
- constitutional monarchy** [MAHN•uhr•kee] *n.* a system of governing in which the ruler's power is limited by law. (p. 183)
- containment** *n.* a U.S. foreign policy adopted by President Harry Truman in the late 1940s, in which the United States tried to stop the spread of communism by creating alliances and helping weak countries to resist Soviet advances. (p. 533)
- Continental System** *n.* Napoleon's policy of preventing trade between Great Britain and continental Europe, intended to destroy Great Britain's economy. (p. 234)
- corporation** *n.* a business owned by stockholders who share in its profits but are not personally responsible for its debts. (p. 297)
- Council of Trent** *n.* a meeting of Roman Catholic leaders, called by Pope Paul III to rule on doctrines criticized by the Protestant reformers. (p. 65)
- coup d'état** [koo day•TAH] *n.* a sudden seizure of political power in a nation. (p. 230)
- creole** [KREE•OHL] *n.* in Spanish colonial society, a colonist who was born in Latin America to Spanish parents. (p. 247)
- Crimean** [kry•MEE•uhn] **War** *n.* a conflict, lasting from 1853 to 1856, in which the Ottoman Empire, with the aid of Britain and France, halted Russian expansion in the region of the Black Sea. (p. 353)
- crop rotation** *n.* the system of growing a different crop in a field each year to preserve the fertility of the land. (p. 283)
- Cultural Revolution** *n.* a 1966–1976 uprising in China led by the Red Guards, with the goal of establishing a society of peasants and workers in which all were equal. (p. 541)
- cyberterrorism** *n.* politically motivated attacks on information systems. (p. 654)
- daimyo** [DY•mee•OH] *n.* a Japanese feudal lord who commanded a private army of samurai. (p. 108)

- D-Day** *n.* June 6, 1944—the day on which the Allies began their invasion of the European mainland during World War II. (p. 510)
- Declaration of Independence** *n.* a statement of the reasons for the American colonies' break with Britain, approved by the Second Continental Congress in 1776. (p. 207)
- demilitarization** [dee•MIHL•ih•tuhr•ih•ZAY•shuhn] *n.* a reduction in a country's ability to wage war, achieved by disbanding its armed forces and prohibiting it from acquiring weapons. (p. 516)
- democratization** *n.* the process of creating a government elected by the people. (p. 516)
- Department of Homeland Security** *n.* U.S. federal agency created in 2002 to coordinate national efforts against terrorism. (p. 657)
- détente** [day•TAHNT] *n.* a policy of reducing Cold War tensions that was adopted by the United States during the presidency of Richard Nixon. (p. 556)
- developed nation** *n.* a nation with all the facilities needed for the advanced production of manufactured goods. (p. 641)
- devshirme** [dehv•SHEER•meh] *n.* in the Ottoman Empire, the policy of taking boys from conquered Christian peoples to be trained as Muslim soldiers. (p. 76)
- dissident** [DIHS•ih•duhnt] *n.* an opponent of a government's policies or actions. (p. 608)
- divine right** *n.* the idea that monarchs are God's representatives on earth and are therefore answerable only to God. (p. 160)
- dominion** *n.* in the British Empire, a nation (such as Canada) allowed to govern its own domestic affairs. (p. 318)
- domino theory** *n.* the idea that if a nation falls under Communist control, nearby nations will also fall under Communist control. (p. 544)
- Dreyfus** [DRY•fuhs] **affair** *n.* a controversy in France in the 1890s, centering on the trial and imprisonment of a Jewish army officer, Captain Alfred Dreyfus, who had been falsely accused of selling military secrets to Germany. (p. 315)
- Dutch East India Company** *n.* a company founded by the Dutch in the early 17th century to establish and direct trade throughout Asia. (p. 100)
- Eastern Front** *n.* in World War I, the region along the German-Russian border where Russians and Serbs battled Germans, Austrians, and Turks. (p. 414)
- Edict of Nantes** [EE•DIHKT uhv NAHNT] *n.* a 1598 declaration in which the French king Henry IV promised that Protestants could live in peace in France and could set up houses of worship in some French cities. (p. 162)
- Emancipation Proclamation** [ih•MAN•suh•PAY•shuhn PRAHK•luh•MAY•shuhn] *n.* a declaration issued by U.S. president Abraham Lincoln in 1863, stating that all slaves in the Confederate states were free. (p. 326)
- emerging nation** *n.* a nation in which the process of industrialization is not yet complete. (p. 641)
- émigré** [EHM•ih•GRAY] *n.* a person who leaves his native country for political reasons, like the nobles and others who fled France during the peasant uprisings of the French Revolution. (p. 224)
- enclosure** *n.* one of the fenced-in or hedged-in fields created by wealthy British landowners on land that was formerly worked by village farmers. (p. 283)
- encomienda** [ehng•kaw•MYEHN•dah] *n.* a grant of land made by Spain to a settler in the Americas, including the right to use Native Americans as laborers on it. (p. 123)
- English Civil War** *n.* a conflict, lasting from 1642 to 1649, in which Puritan supporters of Parliament battled supporters of England's monarchy. (p. 181)
- enlightened despot** [DEHS•puht] *n.* one of the 18th-century European monarchs who was inspired by Enlightenment ideas to rule justly and respect the rights of subjects. (p. 204)
- Enlightenment** *n.* an 18th-century European movement in which thinkers attempted to apply the principles of reason and the scientific method to all aspects of society. (p. 195)
- entrepreneur** [AHN•truh•pruh•NUR] *n.* a person who organizes, manages, and takes on the risks of a business. (p. 287)
- estate** [ih•STAYT] *n.* one of the three social classes in France before the French Revolution—the First Estate consisting of the clergy; the Second Estate, of the nobility; and the Third Estate, of the rest of the population. (p. 217)
- Estates-General** [ih•STAYTS•JEHN•uhr•uhl] *n.* an assembly of representatives from all three of the estates, or social classes, in France. (p. 219)
- ethnic cleansing** *n.* a policy of murder and other acts of brutality by which Serbs hoped to eliminate Bosnia's Muslim population after the breakup of Yugoslavia. (p. 622)
- existentialism** [EHG•zih•STEHN•shuh•LIHZ•uhm] *n.* a philosophy based on the idea that people give meaning to their lives through their choices and actions. (p. 464)
- extraterritorial** [EHK•struh•TEHR•ih•TAWR•ee•uhl] **rights** *n.* an exemption of foreign residents from the laws of a country. (p. 372)
- factors of production** *n.* the resources—including land, labor, and capital—that are needed to produce goods and services. (p. 284)

- factory** *n.* a large building in which machinery is used to manufacture goods. (p. 286)
- fascism** [FASH•IHZ•uhm] *n.* a political movement that promotes an extreme form of nationalism, a denial of individual rights, and a dictatorial one-party rule. (p. 476)
- favorable balance of trade** *n.* an economic situation in which a country sells more goods abroad than it buys from abroad. (p. 141)
- federal system** *n.* a system of government in which power is divided between a central authority and a number of individual states. (pp. 211, 607)
- “Final Solution”** *n.* Hitler’s program of systematically killing the entire Jewish people. (p. 503)
- Five-Year Plans** *n.* plans outlined by Joseph Stalin in 1928 for the development of the Soviet Union’s economy. (p. 443)
- Four Modernizations** *n.* a set of goals adopted by the Chinese leader Deng Xiaoping in the late 20th century, involving progress in agriculture, industry, defense, and science and technology. (p. 626)
- Fourteen Points** *n.* a series of proposals in which U.S. president Woodrow Wilson outlined a plan for achieving a lasting peace after World War I. (p. 424)
- free trade** *n.* commerce between nations without economic restrictions or barriers (such as tariffs). (p. 642)
- French and Indian War** *n.* a conflict between Britain and France for control of territory in North America, lasting from 1754 to 1763. (p. 130)
- gender inequality** *n.* the difference between men and women in terms of wealth and status. (p. 650)
- genetic** [juh•NEHT•ihk] **engineering** *n.* the transferring of genes from one living thing to another in order to produce an organism with new traits. (p. 639)
- genocide** [JEHN•uh•SYD] *n.* the systematic killing of an entire people. (p. 503)
- geocentric theory** *n.* in the Middle Ages, the earth-centered view of the universe in which scholars believed that the earth was an immovable object located at the center of the universe. (p. 189)
- geopolitics** [JEE•oh•PAHL•ih•tihks] *n.* a foreign policy based on a consideration of the strategic locations or products of other lands. (p. 352)
- ghazi** [GAH•zee] *n.* a warrior for Islam. (p. 73)
- ghettos** [GEHT•ohz] *n.* city neighborhoods in which European Jews were forced to live. (p. 503)
- glasnost** [GLAHS•nuhst] *n.* a Soviet policy of openness to the free flow of ideas and information, introduced in 1985 by Mikhail Gorbachev. (p. 612)
- global economy** *n.* all the financial interactions—involving people, businesses, and governments—that cross international boundaries. (p. 642)
- Glorious Revolution** *n.* the bloodless overthrow of the English king James II and his replacement by William and Mary. (p. 182)
- Great Depression** *n.* the severe economic slump that followed the collapse of the U.S. stock market in 1929. (p. 473)
- Great Fear** *n.* a wave of senseless panic that spread through the French countryside after the storming of the Bastille in 1789. (p. 221)
- Great Purge** *n.* a campaign of terror in the Soviet Union during the 1930s, in which Joseph Stalin sought to eliminate all Communist Party members and other citizens who threatened his power. (p. 442)
- green revolution** *n.* a 20th-century attempt to increase food resources worldwide, involving the use of fertilizers and pesticides and the development of disease-resistant crops. (p. 640)
- guerrilla** [guh•RIHL•uh] *n.* a member of a loosely organized fighting force that makes surprise attacks on enemy troops occupying his or her country. (p. 235)
- guillotine** [GIHL•uh•TEEN] *n.* a machine for beheading people, used as a means of execution during the French Revolution. (p. 226)
- habeas corpus** [HAY•bee•uhs KAWR•puhs] *n.* a document requiring that a prisoner be brought before a court or judge so that it can be decided whether his or her imprisonment is legal. (p. 182)
- haiku** [HY•koo] *n.* a Japanese form of poetry, consisting of three unrhymed lines of five, seven, and five syllables. (p. 110)
- heliocentric** [HEE•lee•oh•SEHN•trihk] **theory** *n.* the idea that the earth and the other planets revolve around the sun. (p. 190)
- Holocaust** [HAHL•uh•KAWST] *n.* a mass slaughter of Jews and other civilians, carried out by the Nazi government of Germany before and during World War II. (p. 502)
- Holy Alliance** *n.* a league of European nations formed by the leaders of Russia, Austria, and Prussia after the Congress of Vienna. (p. 240)
- home rule** *n.* a control over internal matters granted to the residents of a region by a ruling government. (p. 320)
- humanism** [HYOO•muh•NIHZ•uhm] *n.* a Renaissance intellectual movement in which thinkers studied classical texts and focused on human potential and achievements. (p. 38)
- Hundred Days** *n.* the brief period during 1815 when Napoleon made his last bid for power, deposing the French king and again becoming emperor of France. (p. 237)
- imperialism** [ihm•PEER•ee•uh•LIHZ•uhm] *n.* a policy in which a strong nation seeks to dominate other countries politically, economically, or socially. (p. 339)

- impressionism** [ihm•PREHSH•uh•NIHZ•uhm] *n.* a movement in 19th-century painting, in which artists reacted against realism by seeking to convey their impressions of subjects or moments in time. (p. 267)
- indulgence** [ihn•DUHL•juhns] *n.* a pardon releasing a person from punishments due for a sin. (p. 55)
- industrialization** [ihn•DUHS•tree•uh•lih•ZAY•shuhn] *n.* the development of industries for the machine production of goods. (p. 284)
- Industrial Revolution** *n.* the shift, beginning in England during the 18th century, from making goods by hand to making them by machine. (p. 283)
- intendant** [ihn•TEHN•duhnt] *n.* a French government official appointed by the monarch to collect taxes and administer justice. (p. 164)
- International Space Station** *n.* cooperative venture sponsored by the United States, Russia, and 14 other nations to establish and maintain a working laboratory for scientific experimentation in space. (p. 637)
- Internet** *n.* a linkage of computer networks that enables people around the world to exchange information and communicate with one another. (p. 639)
- intifada** *n.* Palestinian campaign of civil disobedience against Israeli occupation of the West Bank and Gaza Strip, which continued into the 1990s. (p. 587)
- Irish Republican Army (IRA)** *n.* an unofficial nationalist military force seeking independence for Ireland from Great Britain. (p. 321)
- iron curtain** *n.* during the Cold War, the boundary separating the Communist nations of Eastern Europe from the mostly democratic nations of Western Europe. (p. 533)
- isolationism** *n.* a policy of avoiding political or military involvement with other countries. (p. 484)
- janissary** [JAN•ih•SEHR•ee] *n.* a member of an elite force of soldiers in the Ottoman Empire. (p. 76)
- jazz** *n.* a 20th-century style of popular music developed mainly by African-American musicians. (p. 465)
- Jesuits** [JEHZH•oo•ihts] *n.* members of the Society of Jesus, a Roman Catholic religious order founded by Ignatius of Loyola. (p. 65)
- “jewel in the crown”** *n.* the British colony of India—so called because of its importance in the British Empire, both as a supplier of raw materials and as a market for British trade goods. (p. 357)
- joint-stock company** *n.* a business in which investors pool their wealth for a common purpose, then share the profits. (p. 139)
- kabuki** [kuh•BOO•kee] *n.* a type of Japanese drama in which music, dance, and mime are used to present stories. (p. 110)
- kaiser** [KY•zuhr] *n.* a German emperor (from the Roman title *Caesar*). (p. 263)
- kamikaze** [KAH•mih•KAH•zee] *n.* during World War II, Japanese suicide pilots trained to sink Allied ships by crashing bomb-filled planes into them. (p. 511)
- Khmer Rouge** [roozh] *n.* a group of Communist rebels who seized power in Cambodia in 1975. (p. 547)
- Kristallnacht** [krih•STAHL•NAHKT] *n.* “Night of Broken Glass”—the night of November 9, 1938, on which Nazi storm troopers attacked Jewish homes, businesses, and synagogues throughout Germany. (p. 502)
- Kuomintang** [KWOH•mihn•TANG] *n.* the Chinese Nationalist Party, formed after the fall of the Qing Dynasty in 1912. (p. 448)
- laissez faire** [LEHS•ay FAIR] *n.* the idea that government should not interfere with or regulate industries and businesses. (p. 300)
- land reform** *n.* a redistribution of farmland by breaking up large estates and giving the resulting smaller farms to peasants. (p. 600)
- La Reforma** [lah reh•FAWR•mah] *n.* a liberal reform movement in 19th-century Mexico, led by Benito Juárez. (p. 390)
- League of Nations** *n.* an international association formed after World War I with the goal of keeping peace among nations. (p. 425)
- lebensraum** [LAY•buhns•ROWM] *n.* “living space”—the additional territory that, according to Adolf Hitler, Germany needed because it was overcrowded. (p. 478)
- Legislative Assembly** [LEHJ•ih•SLAY•tihv] *n.* a French congress with the power to create laws and approve declarations of war, established by the Constitution of 1791. (p. 223)
- legitimacy** [luh•JIHT•uh•muh•see] *n.* the hereditary right of a monarch to rule. (p. 239)
- liberal** *n.* in the first half of the 19th century, a European—mainly middle-class business leaders and merchants—who wanted to give more political power to elected parliaments. (p. 253)
- Long March** *n.* a 6,000-mile journey made in 1934–1935 by Chinese Communists fleeing from Jiang Jieshi’s Nationalist forces. (p. 452)
- Lutheran** [LOO•thuhr•uhn] *n.* a member of a Protestant church founded on the teachings of Martin Luther. (p. 56)
- lycée** [lee•SAY] *n.* a government-run public school in France. (p. 230)
- Manchus** [MAN•chooz] *n.* a people, native to Manchuria, who ruled China during the Qing Dynasty (1644–1912). (p. 105)

- manifest destiny** *n.* the idea, popular among mid-19th-century Americans, that it was the right and the duty of the United States to rule North America from the Atlantic Ocean to the Pacific Ocean. (p. 324)
- Maori** [MOW•ree] *n.* a member of a Polynesian people who settled in New Zealand around A.D. 800. (p. 318)
- Marshall Plan** *n.* a U.S. program of economic aid to European countries to help them rebuild after World War II. (p. 534)
- martial** [MAHR•shuhl] **law** *n.* a temporary rule by military authorities over a civilian population, usually imposed in times of war or civil unrest. (p. 607)
- mass culture** *n.* the production of works of art and entertainment designed to appeal to a large audience. (p. 332)
- materialism** *n.* a placing of high value on acquiring material possessions. (p. 662)
- May Fourth Movement** *n.* a national protest in China in 1919, in which people demonstrated against the Treaty of Versailles and foreign interference. (p. 449)
- Meiji** [MAY•JEE] **era** *n.* the period of Japanese history from 1867 to 1912, during which the country was ruled by Emperor Mutsuhito. (p. 377)
- Mein Kampf** [MYN KAHMPF] *n.* “My Struggle”—a book written by Adolf Hitler during his imprisonment in 1923–1924, in which he set forth his beliefs and his goals for Germany. (p. 478)
- mercantilism** [MUR•kuhn•tee•LIHZ•uhm] *n.* an economic policy under which nations sought to increase their wealth and power by obtaining large amounts of gold and silver and by selling more goods than they bought. (p. 140)
- mestizo** [mehs•TEE•zoh] *n.* a person of mixed Spanish and Native American ancestry. (p. 123)
- middle class** *n.* a social class made up of skilled workers, professionals, businesspeople, and wealthy farmers. (p. 291)
- middle passage** *n.* the voyage that brought captured Africans to the West Indies, and later to North and South America, to be sold as slaves—so called because it was considered the middle leg of the triangular trade. (p. 135)
- militarism** [MIHL•ih•tuh•RIHZ•uhm] *n.* a policy of glorifying military power and keeping a standing army always prepared for war. (p. 408)
- Ming Dynasty** *n.* a Chinese dynasty that ruled from 1368 to 1644. (p. 102)
- Monroe Doctrine** *n.* a U.S. policy of opposition to European interference in Latin America, announced by President James Monroe in 1823. (p. 384)
- Mughal** [MOO•guh] *n.* one of the nomads who invaded the Indian subcontinent in the 16th century and established a powerful empire there. (p. 82)
- mujahideen** [moo•JAH•heh•DEEN] *n.* in Afghanistan, holy warriors who banded together to fight the Soviet-supported government in the late 1970s. (p. 592)
- mulattos** [mu•LAT•ohz] *n.* persons of mixed European and African ancestry. (p. 248)
- Munich** [MYOO•nihk] **Conference** *n.* a 1938 meeting of representatives from Britain, France, Italy, and Germany, at which Britain and France agreed to allow Nazi Germany to annex part of Czechoslovakia in return for Adolf Hitler’s pledge to respect Czechoslovakia’s new borders. (p. 485)
- Muslim League** *n.* an organization formed in 1906 to protect the interests of India’s Muslims, which later proposed that India be divided into separate Muslim and Hindu nations. (p. 563)
- Napoleonic** [nuh•POH•lee•AHN•ihk] **Code** *n.* a comprehensive and uniform system of laws established for France by Napoleon. (p. 230)
- National Assembly** *n.* a French congress established by representatives of the Third Estate on June 17, 1789, to enact laws and reforms in the name of the French people. (p. 220)
- nationalism** *n.* the belief that people should be loyal mainly to their nation—that is, to the people with whom they share a culture and history—rather than to a king or empire. (p. 253)
- nation-state** *n.* an independent geopolitical unit of people having a common culture and identity. (p. 253)
- NATO** [NAY•toh] *n.* the North Atlantic Treaty Organization—a defensive military alliance formed in 1949 by ten Western European nations, the United States, and Canada. (p. 535)
- Nazism** [NAHT•SIHZ•uhm] *n.* the fascist policies of the National Socialist German Workers’ party, based on totalitarianism, a belief in racial superiority, and state control of industry. (p. 478)
- Negritude** [NEE•grih•TOOD] **movement** *n.* a movement in which French-speaking Africans and West Indians celebrated their heritage of traditional African culture and values. (p. 578)
- neoclassical** [NEE•oh•KLAS•ih•kuhl] *adj.* relating to a simple, elegant style (based on ideas and themes from ancient Greece and Rome) that characterized the arts in Europe during the late 1700s. (p. 203)
- New Deal** *n.* U.S. president Franklin Roosevelt’s economic reform program designed to solve the problems created by the Great Depression. (p. 475)
- nonaggression** [NAHN•uh•GRESHS•uhn] **pact** *n.* an agreement in which nations promise not to attack one another. (p. 491)
- nonaligned nations** *n.* the independent countries that remained neutral in the Cold War competition between the United States and the Soviet Union. (p. 548)

- Nuremberg** [NUR•uhm•BURG] **Trials** *n.* a series of court proceedings held in Nuremberg, Germany, after World War II, in which Nazi leaders were tried for aggression, violations of the rules of war, and crimes against humanity. (p. 516)
- Old Regime** [ray•ZHEEM] *n.* the political and social system that existed in France before the French Revolution. (p. 217)
- Open Door Policy** *n.* a policy, proposed by the United States in 1899, under which all nations would have equal opportunities to trade in China. (p. 374)
- Opium War** *n.* a conflict between Britain and China, lasting from 1839 to 1842, over Britain's opium trade in China. (p. 372)
- Oslo Peace Accords** *n.* an agreement in 1993 in which Israeli prime minister Rabin granted Palestinian self-rule in the Gaza Strip and the West Bank. (p. 587)
- ozone layer** *n.* a layer of Earth's upper atmosphere, which protects living things from the sun's damaging ultraviolet rays. (p. 645)
- Pacific Rim** *n.* the lands surrounding the Pacific Ocean—especially those in Asia. (p. 362)
- Panama Canal** *n.* a human-made waterway connecting the Atlantic and Pacific oceans, built in Panama by the United States and opened in 1914. (p. 387)
- partition** *n.* a division into parts, like the 1947 division of the British colony of India into the two nations of India and Pakistan. (p. 564)
- paternalism** [puh•TUR•nuh•LIHZ•uhm] *n.* a policy of treating subject people as if they were children, providing for their needs but not giving them rights. (p. 347)
- patron** [PAY•truhn] *n.* a person who supports artists, especially financially. (p. 38)
- Peace of Augsburg** [AWGZ•BURG] *n.* a 1555 agreement declaring that the religion of each German state would be decided by its ruler. (p. 58)
- penal** [PEE•nuhl] **colony** *n.* a colony to which convicts are sent as an alternative to prison. (p. 318)
- peninsulares** [peh•neen•soo•LAH•rehs] *n.* in Spanish colonial society, colonists who were born in Spain. (p. 247)
- Peninsular** [puh•NIHN•syuh•luhr] **War** *n.* a conflict, lasting from 1808 to 1813, in which Spanish rebels, with the aid of British forces, fought to drive Napoleon's French troops out of Spain. (p. 235)
- perestroika** [PEHR•ih•STROY•kuh] *n.* a restructuring of the Soviet economy to permit more local decision making, begun by Mikhail Gorbachev in 1985. (p. 613)
- perspective** [puhr•SPEHK•tihv] *n.* an artistic technique that creates the appearance of three dimensions on a flat surface. (p. 40)
- philosophe** [FIHL•uh•SAHF] *n.* one of a group of social thinkers in France during the Enlightenment. (p. 196)
- Pilgrims** *n.* a group of people who, in 1620, founded the colony of Plymouth in Massachusetts to escape religious persecution in England. (p. 128)
- plebiscite** [PLEHB•ih•SYT] *n.* a direct vote in which a country's people have the opportunity to approve or reject a proposal. (p. 230)
- PLO** *n.* the Palestine Liberation Organization—an organization dedicated to the establishment of an independent state for Palestinians in the Middle East. (p. 585)
- Politburo** [PAHL•iht•BYOOR•oh] *n.* the ruling committee of the Communist Party in the Soviet Union. (p. 612)
- political dissent** *n.* the difference of opinion over political issues. (p. 650)
- popular culture** *n.* the cultural elements—sports, music, movies, clothing, and so forth—that reflect a group's common background and changing interests. (p. 659)
- predestination** [pree•DEHS•tuh•NAY•shuhn] *n.* the doctrine that God has decided all things beforehand, including which people will be eternally saved. (p. 61)
- Presbyterian** [PREHZ•bih•TEER•ee•uhn] *n.* a member of a Protestant church governed by presbyters (elders) and founded on the teachings of John Knox. (p. 62)
- PRI** *n.* the Institutional Revolutionary Party—the main political party of Mexico. (p. 603)
- proletariat** [PROH•lih•TAIR•ee•iht] *n.* in Marxist theory, the group of workers who would overthrow the czar and come to rule Russia. (p. 434)
- proliferation** [pruh•LIHF•uh•RAY•shuhn] *n.* a growth or spread—especially the spread of nuclear weapons to nations that do not currently have them. (p. 649)
- propaganda** [PRAHP•uh•GAN•duh] *n.* information or material spread to advance a cause or to damage an opponent's cause. (p. 420)
- Protestant** [PRAHT•ih•stuhnt] *n.* a member of a Christian church founded on the principles of the Reformation. (p. 56)
- provisional government** *n.* a temporary government. (p. 436)
- psychology** [sy•KAHL•uh•jee] *n.* the study of the human mind and human behavior. (p. 332)
- Puritans** *n.* a group of people who sought freedom from religious persecution in England by founding a colony at Massachusetts Bay in the early 1600s. (p. 128)
- Qing** [chihng] **Dynasty** *n.* China's last dynasty, which ruled from 1644 to 1912. (p. 105)
- racism** [RAY•SIHZ•uhm] *n.* the belief that one race is superior to others. (p. 341)

- radicals** *n.* in the first half of the 19th century, those Europeans who favored drastic change to extend democracy to all people. (p. 253)
- radioactivity** *n.* a form of energy released as atoms decay. (p. 331)
- Raj** [rahj] *n.* British rule after India came under the British crown during the reign of Queen Victoria. (p. 360)
- rationing** [RASH•uh•nihng] *n.* the limiting of the amounts of goods people can buy—often imposed by governments during wartime, when goods are in short supply. (p. 420)
- realism** *n.* a 19th-century artistic movement in which writers and painters sought to show life as it is rather than life as it should be. (p. 266)
- realpolitik** [ray•AHL•POH•lih•TEEK] *n.* “the politics of reality”—the practice of tough power politics without room for idealism. (p. 261)
- recession** *n.* a slowdown in a nation’s economy. (p. 600)
- Red Guards** *n.* militia units formed by young Chinese people in 1966 in response to Mao Zedong’s call for a social and cultural revolution. (p. 541)
- Reformation** [REHF•uhr•MAY•shuhn] *n.* a 16th-century movement for religious reform, leading to the founding of Christian churches that rejected the pope’s authority. (p. 55)
- refugee** *n.* a person who leaves his or her country to move to another to find safety. (p. 652)
- Reign of Terror** *n.* the period, from mid-1793 to mid-1794, when Maximilien Robespierre ruled France nearly as a dictator and thousands of political figures and ordinary citizens were executed. (p. 226)
- Renaissance** [REHN•ih•SAHNS] *n.* a period of European history, lasting from about 1300 to 1600, during which renewed interest in classical culture led to far-reaching changes in art, learning, and views of the world. (p. 37)
- Restoration** [REHS•tuh•RAY•shuhn] *n.* the period of Charles II’s rule over England, after the collapse of Oliver Cromwell’s government. (p. 182)
- reunification** [ree•YOO•nuh•fih•KAY•shuhn] *n.* a bringing together again of things that have been separated, like the reuniting of East Germany and West Germany in 1990. (p. 620)
- romanticism** [roh•MAN•tih•SIHZ•uhm] *n.* an early-19th-century movement in art and thought, which focused on emotion and nature rather than reason and society. (p. 264)
- Roosevelt Corollary** [ROH•zuh•VEHLT KAWR•uh•lehr•ee] *n.* President Theodore Roosevelt’s 1904 extension of the Monroe Doctrine, in which he declared that the United States had the right to exercise “police power” throughout the Western Hemisphere. (p. 387)
- Rowlatt Acts** *n.* laws passed in 1919 that allowed the British government in India to jail anti-British protesters without trial for as long as two years. (p. 453)
- Russification** [RUHS•uh•fih•KAY•shuhn] *n.* the process of forcing Russian culture on all ethnic groups in the Russian Empire. (p. 259)
- Russo-Japanese War** *n.* a 1904–1905 conflict between Russia and Japan, sparked by the two countries’ efforts to dominate Manchuria and Korea. (p. 378)
- Safavid** [suh•FAH•VIHD] *n.* a member of a Shi’a Muslim dynasty that built an empire in Persia in the 16th–18th centuries. (p. 78)
- salon** [suh•LAHN] *n.* a social gathering of intellectuals and artists, like those held in the homes of wealthy women in Paris and other European cities during the Enlightenment. (p. 202)
- SALT** *n.* the Strategic Arms Limitation Talks—a series of meetings in the 1970s, in which leaders of the United States and the Soviet Union agreed to limit their nations’ stocks of nuclear weapons. (p. 557)
- Salt March** *n.* a peaceful protest against the Salt Acts in 1930 in India in which Mohandas Gandhi led his followers on a 240-mile walk to the sea, where they made their own salt from evaporated seawater. (p. 455)
- sans-culottes** [SANS•kyoo•LAHTS] *n.* in the French Revolution, a radical group made up of Parisian wage-earners and small shopkeepers who wanted a greater voice in government, lower prices, and an end to food shortages. (p. 224)
- Schlieffen Plan** [SHLEE•fuhn] *n.* Germany’s military plan at the outbreak of World War I, according to which German troops would rapidly defeat France and then move east to attack Russia. (p. 412)
- scientific method** *n.* a logical procedure for gathering information about the natural world, in which experimentation and observation are used to test hypotheses. (p. 191)
- Scientific Revolution** *n.* a major change in European thought, starting in the mid-1500s, in which the study of the natural world began to be characterized by careful observation and the questioning of accepted beliefs. (p. 189)
- scorched-earth policy** *n.* the practice of burning crops and killing livestock during wartime so that the enemy cannot live off the land. (p. 235)
- secede** [sih•SEED] *v.* to withdraw formally from an association or alliance. (p. 326)
- secular** [SEHK•yuh•luhr] *adj.* concerned with worldly rather than spiritual matters. (p. 38)
- segregation** [SEHG•rih•GAY•shuhn] *n.* the legal or social separation of people of different races. (p. 327)
- self-determination** [SEHLF•dih•TUR•muh•NAY•shuhn] *n.* the freedom of a people to decide under what form of government they wish to live. (p. 424)

**sepoy** [SEE•POY] *n.* an Indian soldier serving under British command. (p. 357)

**Sepoy Mutiny** [MYOOT•uh•nee] *n.* an 1857 rebellion of Hindu and Muslim soldiers against the British in India. (p. 359)

**Seven Years' War** *n.* a conflict in Europe, North America, and India, lasting from 1756 to 1763, in which the forces of Britain and Prussia battled those of Austria, France, Russia, and other countries. (p. 173)

**shah** [shah] *n.* hereditary monarch of Iran. (p. 80)

**"shock therapy"** *n.* an economic program implemented in Russia by Boris Yeltsin in the 1990s, involving an abrupt shift from a command economy to a free-market economy. (p. 616)

**Sikh** [seek] *n.* a member of a nonviolent religious group whose beliefs blend elements of Buddhism, Hinduism, and Sufism. (p. 85)

**skepticism** [SKEHP•tih•SIHZ•uhm] *n.* a philosophy based on the idea that nothing can be known for certain. (p. 163)

**social contract** *n.* the agreement by which people define and limit their individual rights, thus creating an organized society or government. (p. 195)

**Social Darwinism** [DAHR•wih•NIHZ•uhm] *n.* the application of Charles Darwin's ideas about evolution and "survival of the fittest" to human societies—particularly as justification for imperialist expansion. (p. 341)

**socialism** *n.* an economic system in which the factors of production are owned by the public and operate for the welfare of all. (p. 302)

**Solidarity** [SAHL•ih•DAR•ih•tee] *n.* a Polish labor union that during the 1980s became the main force of opposition to Communist rule in Poland. (p. 618)

**soviet** [SOH•vee•EHT] *n.* one of the local representative councils formed in Russia after the downfall of Czar Nicholas II. (p. 436)

**Spanish-American War** *n.* an 1898 conflict between the United States and Spain, in which the United States supported Cubans' fight for independence. (p. 384)

**sphere of influence** *n.* a foreign region in which a nation has control over trade and other economic activities. (p. 373)

**standard of living** *n.* the quality of life of a person or a population, as indicated by the goods, services, and luxuries available to the person or people. (p. 600)

**strike** *v.* to refuse to work in order to force an employer to meet certain demands. (p. 304)

**Suez** [soo•EHZ] **Canal** *n.* a human-made waterway, which was opened in 1869, connecting the Red Sea and the Mediterranean Sea. (p. 354)

**suffrage** [SUHF•rih] *n.* the right to vote. (p. 313)

**sultan** *n.* "overlord," or "one with power"; title for Ottoman rulers during the rise of the Ottoman Empire. (p. 73)

**surrealism** [suh•REE•uh•LIHZ•uhm] *n.* a 20th-century artistic movement that focuses on the workings of the unconscious mind. (p. 465)

**sustainable growth** *n.* economic development that meets people's needs but preserves the environment and conserves resources for future generations. (p. 646)

**Taiping** [ty•pihng] **Rebellion** *n.* a mid-19th century rebellion against the Qing Dynasty in China, led by Hong Xiuquan. (p. 373)

**Taj Mahal** [TAHZH muh•HAHL] *n.* a beautiful tomb in Agra, India, built by the Mughal emperor Shah Jahan for his wife Mumtaz Mahal. (p. 85)

**Taliban** *n.* conservative Islamic group that took control of Afghanistan after the Soviet Union withdrew its troops; driven from power by U.S. forces in December, 2001, because of its harboring of suspected terrorists. (p. 592)

**Tennis Court Oath** *n.* a pledge made by the members of France's National Assembly in 1789, in which they vowed to continue meeting until they had drawn up a new constitution. (p. 220)

**terrorism** *n.* the use of force or threats to frighten people or governments to change their policies. (p. 653)

**theocracy** [thee•AHK•ruh•see] *n.* a government controlled by religious leaders. (p. 62)

**theory of evolution** *n.* the idea, proposed by Charles Darwin in 1859, that species of plants and animals arise by means of a process of natural selection. (p. 331)

**theory of relativity** [REHL•uh•TIHV•ih•tee] *n.* Albert Einstein's ideas about the interrelationships between time and space and between energy and matter. (p. 463)

**Third Reich** [ryk] *n.* the Third German Empire, established by Adolf Hitler in the 1930s. (p. 484)

**Third Republic** *n.* the republic that was established in France after the downfall of Napoleon III and ended with the German occupation of France during World War II. (p. 315)

**Third World** *n.* during the Cold War, the developing nations not allied with either the United States or the Soviet Union. (p. 548)

**Thirty Years' War** *n.* a European conflict over religion and territory and for power among ruling families, lasting from 1618 to 1648. (p. 169)

**Tiananmen** [tyahn•ahn•mehn] **Square** *n.* a huge public space in Beijing, China; in 1989, the site of a student uprising in support of democratic reforms. (p. 627)

**Tokugawa Shogunate** [TOH•koo•GAH•wah SHOH•guh•niht] *n.* a dynasty of shoguns that ruled a unified Japan from 1603 to 1867. (p. 110)

**totalitarianism** [toh•TAL•ih•TAIR•ee•uh•NIHZ•uhm] *n.* government control over every aspect of public and private life. (p. 440)

**total war** *n.* a conflict in which the participating countries devote all their resources to the war effort. (p. 419)

**Treaty of Kanagawa** [kah•NAH•gah•wah] *n.* an 1854 agreement between the United States and Japan, which opened two Japanese ports to U.S. ships and allowed the United States to set up an embassy in Japan. (p. 376)

**Treaty of Tordesillas** [TAWR•day•SEEL•yahs] *n.* a 1494 agreement between Portugal and Spain, declaring that newly discovered lands to the west of an imaginary line in the Atlantic Ocean would belong to Spain and newly discovered lands to the east of the line would belong to Portugal. (p. 99)

**Treaty of Versailles** [vuhr•SY] *n.* the peace treaty signed by Germany and the Allied powers after World War I. (p. 424)

**trench warfare** *n.* a form of warfare in which opposing armies fight each other from trenches dug in the battlefield. (p. 413)

**triangular trade** *n.* the transatlantic trading network along which slaves and other goods were carried between Africa, England, Europe, the West Indies, and the colonies in the Americas. (p. 134)

**Triple Alliance** *n.* a military alliance between Germany, Austria-Hungary, and Italy in the years preceding World War I. (p. 408)

**Triple Entente** [ahn•TAHNT] *n.* a military alliance between Great Britain, France, and Russia in the years preceding World War I. (p. 409)

**Truman Doctrine** *n.* announced by President Harry Truman in 1947, a U.S. policy of giving economic and military aid to free nations threatened by internal or external opponents. (p. 534)

**union** *n.* an association of workers, formed to bargain for better working conditions and higher wages. (p. 304)

**United Nations** *n.* an international peacekeeping organization founded in 1945 to provide security to the nations of the world. (p. 532)

**Universal Declaration of Human Rights** *n.* a 1948 statement in which the United Nations declared that all human beings have rights to life, liberty, and security. (p. 650)

**unrestricted submarine warfare** *n.* the use of submarines to sink without warning any ship (including neutral ships and unarmed passenger liners) found in an enemy's waters. (p. 418)

**urbanization** [UR•buh•nih•ZAY•shuhn] *n.* the growth of cities and the migration of people into them. (p. 289)

**U.S.A. Patriot Act** *n.* an antiterrorism bill of 2001 that strengthened governmental rights to detain foreigners suspected of terrorism and prosecute terrorist crimes. (p. 658)

**U.S. Civil War** *n.* a conflict between Northern and Southern states of the United States over the issue of slavery, lasting from 1861 to 1865. (p. 326)

**utilitarianism** [yoo•TIHL•ih•TAIR•ee•uh•NIHZ•uhm] *n.* the theory, proposed by Jeremy Bentham in the late 1700s, that government actions are useful only if they promote the greatest good for the greatest number of people. (p. 301)

**utopia** [yoo•TOH•pee•uh] *n.* an imaginary land described by Thomas More in his book *Utopia*—hence, an ideal place. (p. 48)

**vernacular** [vuhr•NAK•yuh•luhr] *n.* the everyday language of people in a region or country. (p. 41)

**Vietcong** [vee•EHT•KAHNG] *n.* a group of Communist guerrillas who, with the help of North Vietnam, fought against the South Vietnamese government in the Vietnam War. (p. 546)

**Vietnamization** [vee•EHT•nuh•mih•ZAY•shuhn] *n.* President Richard Nixon's strategy for ending U.S. involvement in the Vietnam War, involving a gradual withdrawal of American troops and replacement of them with South Vietnamese forces. (p. 546)

**War of the Spanish Succession** *n.* a conflict, lasting from 1701 to 1713, in which a number of European states fought to prevent the Bourbon family from controlling Spain as well as France. (p. 167)

**Warsaw Pact** *n.* a military alliance formed in 1955 by the Soviet Union and seven Eastern European countries. (p. 535)

**Weimar [WY•MAHR] Republic** *n.* the republic that was established in Germany in 1919 and ended in 1933. (p. 471)

**Western Front** *n.* in World War I, the region of northern France where the forces of the Allies and the Central Powers battled each other. (p. 412)

**westernization** *n.* an adoption of the social, political, or economic institutions of Western—especially European or American—countries. (p. 176)

**Zionism** [ZY•uh•NIHZ•uhm] *n.* a movement founded in the 1890s to promote the establishment of a Jewish homeland in Palestine. (p. 316)

- Aborigine** [aborigen] *s.* miembro de cualquiera de los pueblos nativos de Australia. (pág. 318)
- absolute monarch** [monarca absoluto] *s.* rey o reina que tiene poder ilimitado y que procura controlar todos los aspectos de la sociedad. (pág. 160)
- Allies** [Aliados] *s.* durante la I Guerra Mundial, las naciones de Gran Bretaña, Francia y Rusia, junto con otras que lucharon a su lado; también, el grupo de naciones —entre ellas Gran Bretaña, la Unión Soviética y Estados Unidos— opuestas a las Potencias del Eje en la II Guerra Mundial. (pág. 411)
- Amritsar Massacre** [Masacre de Amritsar] *s.* matanza por tropas británicas de casi 400 indios, reunidos en Amritsar para protestar contra las Leyes Rowlatt. (pág. 454)
- Anabaptist** [anabaptista] *s.* en la Reforma, miembro de un grupo protestante que enseñaba que sólo los adultos podían ser bautizados, y que la Iglesia y el Estado debían estar separados. (pág. 62)
- Anglican** [anglicano] *adj.* relacionado con la Iglesia de Inglaterra. (pág. 60)
- annexation** [anexión] *s.* añadir una región al territorio de una unidad política existente. (págs. 365, 379)
- annul** [anular] *v.* cancelar o suspender. (pág. 58)
- anti-Semitism** [antisemitismo] *s.* prejuicio contra los judíos. (pág. 315)
- apartheid** *s.* política de Sudáfrica de separación total y legalizada de las razas; prohibía todo contacto social entre negros y blancos. (pág. 609)
- appeasement** [apaciguamiento] *s.* otorgar concesiones a un agresor a fin de evitar la guerra. (pág. 483)
- armistice** [armisticio] *s.* acuerdo de suspender combates. (pág. 421)
- Aryans** [arios] *s.* para los nazis, los pueblos germanos que formaban una “raza maestra”. (pág. 502)
- assembly line** [línea de montaje] *s.* en una fábrica, correa que lleva un producto de un trabajador a otro, cada uno de los cuales desempeña una sola tarea. (pág. 330)
- assimilation** [asimilación] *s.* política de una nación de obligar o alentar a un pueblo subyugado a adoptar sus instituciones y costumbres. (pág. 347)
- Atlantic Charter** [Carta del Atlántico] *s.* declaración de principios emitida en agosto de 1941 por el primer ministro británico Winston Churchill y el presidente de E.U.A. Franklin Roosevelt, en la cual se basó el plan de paz de los Aliados al final de la II Guerra Mundial. (pág. 496)
- Atlantic slave trade** [trata de esclavos del Atlántico] *s.* compra, transporte y venta de africanos para trabajar en las Américas. (pág. 133)
- Axis Powers** [Potencias del Eje] *s.* en la II Guerra Mundial, las naciones de Alemania, Italia y Japón, que formaron una alianza en 1936. (pág. 483)
- balance of power** [equilibrio de poder] *s.* situación política en que ninguna nación tiene suficiente poder para ser una amenaza para las demás. (pág. 238)
- The Balkans** [Balcanes] *s.* región del sureste de Europa ocupada actualmente por Grecia, Albania, Bulgaria, Rumania, la parte europea de Turquía y las antiguas repúblicas de Yugoslavia. (pág. 255)
- baroque** [barroco] *s.* estilo grandioso y ornamentado del arte, la música y la arquitectura a fines del siglo 17 y principios del 18. (pág. 203)
- Battle of Britain** [Batalla Británica] *s.* batallas entre las fuerzas aéreas de Alemania y Gran Bretaña que se libraron sobre el territorio británico entre 1940–1941. (pág. 494)
- Battle of Guadalcanal** [Batalla de Guadalcanal] *s.* batalla de la II Guerra Mundial ocurrida en 1942–1943 en que las fuerzas aliadas expulsaron a las fuerzas japonesas de la isla de Guadalcanal en el Pacífico. (pág. 501)
- Battle of Midway** [Batalla del Midway] *s.* batalla aérea y naval de la II Guerra Mundial librada en 1941 en que las fuerzas estadounidenses derrotaron a las japonesas en el Pacífico central. (pág. 500)
- Battle of Stalingrad** [Batalla de Stalingrado] *s.* batalla de la II Guerra Mundial ocurrida en 1942–1943 en que las fuerzas alemanas perdieron y no lograron capturar la ciudad de Stalingrado en la Unión Soviética. (pág. 507)
- Battle of the Bulge** [Batalla del Bolsón] *s.* batalla de 1944–45 en que las fuerzas aliadas repulsaron la última ofensiva alemana de envergadura en la II Guerra Mundial. (pág. 510)
- Battle of Trafalgar** [Batalla de Trafalgar] *s.* batalla naval de 1805 en que las fuerzas de Napoleón fueron derrotadas por una flota inglesa al mando de Horacio Nelson. (pág. 233)
- Berlin Conference** [Conferencia de Berlín de 1884–1885] *s.* reunión en la cual representantes de las naciones europeas acordaron reglas para la colonización europea de África. (pág. 342)
- Bill of Rights** [Carta de Derechos] *s.* primeras diez enmiendas a la Constitución de E.U.A., que protegen los derechos y libertades básicos de los ciudadanos. (pág. 211)
- blitzkrieg** *s.* “guerra relámpago”; táctica bélica de ataque sorpresa con aviones rápidos, seguidos de numerosas fuerzas de infantería. (pág. 491)
- blockade** [bloqueo] *s.* desplazamiento de tropas o barcos para impedir para evitar la entrada o salida de todo tráfico comercial a una ciudad o región. (pág. 234)
- Boer** [bóer] *s.* colono holandés que se estableció en Sudáfrica. (pág. 342)
- Boer War** [Guerra de los Bóers] *s.* conflicto de 1899 a 1902 entre los bóers y los británicos por el control de territorio en Sudáfrica. (pág. 344)
- Bolsheviks** [bolcheviques] *s.* grupo de marxistas revolucionarios rusos que tomó el control del gobierno ruso en noviembre de 1917. (pág. 434)

- Boxer Rebellion** [Rebelión de los Bóxers] *s.* rebelión de 1900 en China contra la influencia extranjera en el país. (pág. 374)
- boyar** [boyardo] *s.* el noble terrateniente de Rusia. (pág. 174)
- brinkmanship** [política arriesgada] *s.* política de amenazar con lanzarse a la guerra en respuesta a una agresión enemiga. (pág. 536)
- cabinet** [gabinete] *s.* grupo de asesores o ministros escogidos por el jefe de gobierno de un país para que participen en la toma de decisiones del gobierno. (pág. 183)
- Calvinism** [calvinismo] *s.* conjunto de enseñanzas religiosas basadas en las ideas del reformador Juan Calvino. (pág. 61)
- Camp David Accords** [Acuerdos de Camp David] *s.* primer tratado firmado entre Israel y un país árabe, en que el presidente Anwar Sadat de Egipto reconoció el derecho a existir de Israel y el primer ministro israelí Menachem Begin acordó devolver la península del Sinaí a Egipto. (pág. 586)
- capitalism** [capitalismo] *s.* sistema económico basado en la propiedad privada y en la inversión de dinero en empresas comerciales con el objetivo de obtener ganancias. (págs. 573, 734)
- Catholic Reformation** [Contrarreforma] *s.* movimiento del siglo 16 en el que la Iglesia Católica intentó reformarse en respuesta a la Reforma protestante. (pág. 64)
- caudillo** *s.* dictador militar de un país latinoamericano. (pág. 382)
- Central Powers** [Potencias Centrales] *s.* en la I Guerra Mundial, las naciones de Alemania y Austro-Hungría, y las demás que lucharon a su lado. (pág. 411)
- Chartist movement** [movimiento cartista] *s.* movimiento de reforma inglés del siglo 19 en que miembros de la clase trabajadora pidieron reformas en el Parlamento y en las elecciones, como el voto para todos los hombres. (pág. 314)
- checks and balances** [control y compensación de poderes] *s.* medidas para evitar que una rama del gobierno domine sobre las otras. (pág. 211)
- CIS** [CEI] *s.* Comunidad de Estados Independientes: asociación de los antiguos territorios soviéticos formada cuando la Unión Soviética se desmembró. (pág. 615)
- civil disobedience** [desobediencia civil] *s.* negativa pública y deliberada a obedecer una ley considerada injusta. (pág. 454)
- cloning** [clonación] *s.* creación de plantas o animales genéticamente idénticos a plantas o animales existentes. (pág. 639)
- coalition government** [gobierno de coalición] *s.* gobierno controlado por una alianza temporal de varios partidos políticos. (pág. 470)
- Cold War** [Guerra Fría] *s.* estado de hostilidad diplomática entre Estados Unidos y la Unión Soviética en las décadas siguientes a la II Guerra Mundial. (pág. 535)
- collective farm** [granja colectiva] *s.* granja controlada por el gobierno, formada mediante la unión de muchas pequeñas granjas. (pág. 444)
- colony** [colonia] *s.* tierra controlada por una nación distante. (pág. 120)
- Columbian Exchange** [trasferencia colombina] *s.* transferencia mundial de plantas, animales y enfermedades durante la colonización europea de América. (pág. 137)
- command economy** [economía de mando] *s.* sistema económico en el que el gobierno toma todas las decisiones económicas. (pág. 443)
- commune** [comuna] *s.* en la China comunista, granja colectiva en la que mucha gente trabaja y vive junta. (pág. 540)
- communism** [comunismo] *s.* sistema económico en el que todos los medios de producción —tierras, minas, fábricas, ferrocarriles y negocios— son propiedad del pueblo, en que no existe la propiedad privada, y en que todos los productos y servicios se comparten por igual. (pág. 303)
- Communist Party** [Partido Comunista] *s.* partido político basado en las ideas de Karl Marx y V. I. Lenin; originalmente el Partido Bolchevique ruso. (pág. 439)
- Concert of Europe** [Concierto de Europa] *s.* serie de alianzas entre naciones europeas en el siglo 19, ideadas por el príncipe Klemens von Metternich para impedir revoluciones. (pág. 240)
- concordat** [concordato] *s.* acuerdo firmado entre Napoleón y el Papa para establecer una nueva relación entre la Iglesia y el Estado. (pág. 230)
- Congress of Vienna** [Congreso de Viena] *s.* serie de reuniones en 1814 y 1815 en las cuales los dirigentes europeos trataron de establecer una paz y seguridad duraderas tras la derrota de Napoleón. (pág. 238)
- Congress Party** [Partido del Congreso] *s.* importante partido político nacional de India; también se llama Congreso Nacional de India. (pág. 563)
- conquistadors** [conquistadores] *s.* soldados, exploradores y aventureros españoles que participaron en la conquista de América en el siglo 16. (pág. 120)
- conservative** [conservadore] *s.* en la primera mitad del siglo 19, el europeo —principalmente los terratenientes y nobles acaudalados— que querían preservar las monarquías tradicionales. (pág. 253)
- constitutional monarchy** [monarquía constitucional] *s.* monarquía en que el poder del gobernante está limitado por la ley. (pág. 183)
- containment** [contención] *s.* política exterior estadounidense adoptada por el presidente Harry Truman a fines de la década de 1940 para impedir la expansión del comunismo creando alianzas con países débiles y ayudándolos a contener los avances soviéticos. (pág. 533)
- Continental System** [Sistema Continental] *s.* política de Napoleón de impedir el comercio de Gran Bretaña con la Europa continental para destruir la economía británica. (pág. 234)
- corporation** [corporación] *s.* empresa de accionistas que comparten las ganancias pero que no son personalmente responsables de sus deudas. (pág. 297)
- Council of Trent** [Concilio de Trento] *s.* reunión de líderes de la Iglesia Católica Romana, convocada por el papa Pablo III, para fallar sobre varias doctrinas criticadas por los reformadores protestantes. (pág. 65)

**coup d'état** [golpe de Estado] *s.* toma repentina del poder político de una nación. (pág. 230)

**creole** [criollo] *s.* en la sociedad española colonial, el colono nacido en Latinoamérica de padres españoles. (pág. 247)

**Crimean War** [Guerra de Crimea] *s.* conflicto de 1853 a 1856, en el cual el imperio otomano, con ayuda de Gran Bretaña y Francia, frenó la expansión rusa en la región del mar Negro. (pág. 353)

**crop rotation** [rotación de cultivos] *s.* sistema que cultiva distintos productos en un campo cada año para conservar la fertilidad de la tierra. (pág. 283)

**Cultural Revolution** [Revolución Cultural] *s.* levantamiento de 1966–1976 en China, encabezado por los Guardias Rojos de Mao Tsetung, con el propósito de establecer una sociedad de campesinos y trabajadores donde todos fueran iguales. (pág. 541)

**cyberterrorism** [terrorismo cibernético] *s.* ataques por motivos políticos contra sistemas de tecnología informática. (pág. 654)

**daimyo** *s.* señor feudal de Japón que comandaba un ejército privado de samurais. (pág. 108)

**D-Day** [Día D] *s.* 6 de junio de 1944; día elegido para la invasión aliada de Europa continental durante la II Guerra Mundial. (pág. 510)

**Declaration of Independence** [Declaración de Independencia] *s.* declaración de las razones de la ruptura de las colonias americanas con Gran Bretaña, aprobada por el Segundo Congreso Continental. (pág. 207)

**demilitarization** [desmilitarización] *s.* reducción de la capacidad bélica de un país que se logra desbandando sus fuerzas armadas y prohibiéndole que adquiera armas. (pág. 516)

**democratization** [democratización] *s.* proceso de crear un gobierno elegido por el pueblo. (pág. 516)

**Department of Homeland Security** [Departamento de la Seguridad del Territorio Nacional] *s.* agencia federal estadounidense creada en 2002 para coordinar una estrategia nacional integral contra el terrorismo. (pág. 657)

**détente** *s.* política de reducir las tensiones de la Guerra Fría, adoptada por Estados Unidos durante la presidencia de Richard Nixon. (pág. 556)

**developed nation** [país desarrollado] *s.* nación con las instalaciones necesarias para la producción avanzada de productos manufacturados. (pág. 641)

**devshirme** *s.* en el imperio otomano, política de llevarse a los niños de los pueblos cristianos conquistados para entrenarlos como soldados musulmanes. (pág. 76)

**dissident** [disidente] *s.* opositor a la política oficial de un gobierno. (pág. 608)

**divine right** [derecho divino] *s.* noción de que los monarcas son representantes de Dios en la Tierra y, por lo tanto, sólo le deben responder a él. (pág. 160)

**dominion** [dominio] *s.* en el imperio británico, una nación (como Canadá) a la que se permitía gobernar sus asuntos internos. (pág. 318)

**domino theory** [teoría del dominó] *s.* noción de que si una nación cae bajo control comunista, los países vecinos también lo harán. (pág. 544)

**Dreyfus affair** [caso Dreyfus] *s.* controversia surgida en Francia en la década de 1890 por el juicio y encarcelamiento del capitán Alfred Dreyfus, oficial judío falsamente acusado de vender secretos militares a Alemania. (pág. 315)

**Dutch East India Company** [Compañía Holandesa de las Indias Orientales] *s.* empresa fundada por holandeses a principios del siglo 17 para establecer y dirigir comercio por todo Asia. (pág. 100)

**Eastern Front** [Frente Oriental] *s.* en la I Guerra Mundial, región a lo largo de la frontera ruso-alemana donde rusos y serbios pelearon contra alemanes, austriacos y turcos. (pág. 414)

**Edict of Nantes** [Edicto de Nantes] *s.* declaración en que el rey francés Enrique IV prometió que los protestantes podían vivir en paz en Francia y tener centros de veneración en algunas ciudades. (pág. 162)

**Emancipation Proclamation** [Proclama de Emancipación] *s.* declaración emitida por el presidente Abraham Lincoln en 1862, asentando la libertad de todos los esclavos de los estados confederados. (pág. 326)

**emerging nation** [nación emergente] *s.* nación en proceso de industrialización cuyo desarrollo no ha terminado todavía. (pág. 641)

**émigré** *s.* quien abandona su país de origen por razones políticas, como los nobles y otros que huyeron de Francia durante los levantamientos campesinos de la Revolución Francesa. (pág. 224)

**enclosure** [cercado] *s.* uno de los campos rodeados de cercas o de arbustos que crearon terratenientes británicos ricos en tierras que antes trabajaban los campesinos. (pág. 283)

**encomienda** *s.* tierras otorgadas por España a un colonizador de América, con el derecho de hacer trabajar a los amerindios que vivían en ellas. (pág. 123)

**English Civil War** [Guerra Civil Inglesa] *s.* conflicto de 1642 a 1649 en que los seguidores puritanos del Parlamento lucharon contra los defensores de la monarquía de Inglaterra. (pág. 181)

**enlightened despot** [déspota ilustrado] *s.* uno de los monarcas europeos del siglo 18 inspirados por las ideas de la Ilustración a gobernar con justicia y respeto a los derechos de sus súbditos. (pág. 204)

**Enlightenment** [Ilustración] *s.* movimiento del siglo 18 en Europa que trató de aplicar los principios de la razón y el método científico a todos los aspectos de la sociedad. (pág. 195)

**entrepreneur** [empresario] *s.* persona que organiza, administra y asume los riesgos de un negocio. (pág. 287)

**estate** [estado] *s.* una de las tres clases sociales existentes en Francia antes de la Revolución Francesa; el primer estado era el de la clerecía; el segundo era el de la nobleza; y el tercero era del resto de la población. (pág. 217)

**Estates-General** [Estados Generales] *s.* asamblea de representantes de los tres estados, o clases sociales, de Francia. (pág. 219)

**ethnic cleansing** [limpia étnica] *s.* política de asesinatos y otros actos de brutalidad con que los serbios quisieron eliminar la población musulmana de Bosnia después de la división de Yugoslavia. (pág. 622)

**existentialism** [existencialismo] *s.* filosofía basada en la idea de que el ser humano da significado a su vida con sus decisiones y acciones. (pág. 464)

**extraterritorial rights** [derechos extraterritoriales] *s.* exención a los extranjeros de las leyes de un país. (pág. 372)

**factors of production** [factores de producción] *s.* recursos —como tierra, mano de obra y capital— necesarios para producir bienes y servicios. (pág. 284)

**factory** [fábrica] *s.* construcción amplia en que se manufacturan productos con maquinaria. (pág. 286)

**fascism** [fascismo] *s.* movimiento político que postula una forma extrema de nacionalismo, la supresión de los derechos individuales y un régimen dictatorial de un solo partido. (pág. 476)

**favorable balance of trade** [balanza comercial favorable] *s.* situación económica en la cual un país exporta más de lo que importa, es decir, que vende más productos de los que compra en el extranjero. (pág. 141)

**federal system** [sistema federal] *s.* sistema de gobierno en el que el poder se divide entre una autoridad central y varios estados. (págs. 211, 607)

**“Final Solution”** [solución final] *s.* programa de Hitler de asesinar sistemáticamente a todo el pueblo judío. (pág. 503)

**Five-Year Plans** [Planes de Cinco Años] *s.* planes delineados por José Stalin en 1928 para desarrollar la economía de la Unión Soviética. (pág. 443)

**Four Modernizations** [cuatro modernizaciones] *s.* serie de objetivos adoptados por el líder chino Deng Xiaoping a finales del siglo 20 con miras al progreso en agricultura, industria, defensa, y ciencia y tecnología. (pág. 626)

**Fourteen Points** [los catorce puntos] *s.* serie de propuestas en que el presidente estadounidense Woodrow Wilson esbozó un plan para alcanzar una paz duradera después de la I Guerra Mundial. (pág. 424)

**free trade** [libre comercio] *s.* comercio entre naciones sin restricciones o barreras económicas (tales como aranceles). (pág. 642)

**French and Indian War** [Guerra contra Franceses e Indígenas] *s.* conflicto entre Gran Bretaña y Francia por control de territorio en Norteamérica, de 1754 a 1763. (pág. 130)

**gender inequality** [desigualdad de género] *s.* diferencia entre hombres y mujeres con respecto a riqueza y posición social. (pág. 650)

**genetic engineering** [ingeniería genética] *s.* transferencia de genes de un organismo a otro para producir un organismo con nuevos rasgos. (pág. 639)

**genocide** [genocidio] *s.* matanza sistemática de todo un pueblo. (pág. 503)

**geocentric theory** [teoría geocéntrica] *s.* teoría de la Edad Media en la que los eruditos creían que la Tierra era objeto fijo, localizado en el centro del universo. (pág. 189)

**geopolitics** [geopolítica] *s.* política exterior basada en una consideración de la ubicación estratégica o de los productos de otras tierras. (pág. 352)

**ghazi** *s.* guerrero del islam. (pág. 73)

**ghettos** *s.* barrios en que tenían que vivir los judíos europeos. (pág. 503)

**glasnost** *s.* política soviética de “apertura” a la libre circulación de ideas e información introducida en 1985 por Mijail Gorbachev. (pág. 1046)

**global economy** [economía global] *s.* todas las interacciones financieras —entre individuos, empresas y gobiernos— que rebasan fronteras internacionales. (pág. 642)

**Glorious Revolution** [Revolución Gloriosa] *s.* derrocamiento incruento del rey Jacobo II de Inglaterra, quien fue reemplazado por Guillermo y María. (pág. 182)

**Great Depression** [Gran Depresión] *s.* crisis económica aguda que siguió a la caída del mercado de valores en 1929. (pág. 473)

**Great Fear** [Gran Miedo] *s.* ola de temor insensato que se extendió por las provincias francesas después de la toma de la Bastilla en 1789. (pág. 221)

**Great Purge** [Gran Purga] *s.* campaña de terror en la Unión Soviética durante la década de 1930, en la cual José Stalin trató de eliminar a todos los miembros del Partido Comunista y ciudadanos que amenazaban su poder. (pág. 442)

**green revolution** [revolución verde] *s.* esfuerzo en el siglo 20 de aumentar los alimentos en el mundo entero, a través del uso de fertilizantes y pesticidas, y de la creación de cultivos resistentes a enfermedades. (pág. 640)

**guerrilla** [guerrillero] *s.* miembro de una unidad de combate informal que ataca por sorpresa las tropas enemigas que ocupan su país. (pág. 235)

**guillotine** [guillotina] *s.* máquina para decapitar con que se hicieron ejecuciones durante la Revolución Francesa. (pág. 226)

**habeas corpus** *s.* documento que requiere que un detenido comparezca ante un tribunal o juez para que se determine si su detención es legal. (pág. 182)

**haiku** *s.* poema japonés que tiene tres versos no rimados de cinco, siete y cinco sílabas. (pág. 110)

**heliocentric theory** [teoría heliocéntrica] *s.* idea de que la Tierra y los otros planetas giran en torno al Sol. (pág. 190)

**Holocaust** [Holocausto] *s.* matanza en masa de judíos y otros civiles, ejecutada por el gobierno de la Alemania nazi, antes y durante la II Guerra Mundial. (pág. 502)

**Holy Alliance** [Alianza Sagrada] *s.* liga de naciones europeas formada por los dirigentes de Rusia, Austria y Prusia después del Congreso de Viena. (pág. 240)

**home rule** [autogobierno] *s.* control sobre asuntos internos que da el gobierno a los residentes de una región. (pág. 320)

**humanism** [humanismo] *s.* movimiento intelectual del Renacimiento que estudió los textos clásicos y se enfocó en el potencial y los logros humanos. (pág. 38)

**Hundred Days** [Cien Días] *s.* corto período de 1815 en que Napoleón hizo su último intento de recuperar el poder, depuso al rey francés y de nuevo se proclamó emperador de Francia. (pág. 237)

**imperialism** [imperialismo] *s.* política en que una nación fuerte busca dominar la vida política, económica y social de otros países. (pág. 339)

**impressionism** [impresionismo] *s.* movimiento de la pintura del siglo 19 en reacción al realismo, que buscaba dar impresiones personales de sujetos o momentos. (pág. 267)

**indulgence** [indulgencia] *s.* perdón que libera al pecador de la penitencia por un pecado. (pág. 55)

**industrialization** [industrialización] *s.* desarrollo de industrias para la producción con máquinas. (pág. 284)

**Industrial Revolution** [Revolución Industrial] *s.* cambio, que comenzó en Inglaterra durante el siglo 18, de la producción manual a la producción con máquinas. (pág. 283)

**intendant** [intendente] *s.* funcionario del gobierno francés nombrado por el monarca para recaudar impuestos e impartir justicia. (pág. 164)

**International Space Station** [Estación Espacial Internacional] *s.* colaboración patrocinada por Estados Unidos, Rusia y otras 14 naciones para establecer y mantener un laboratorio activo para realizar experimentos científicos en el espacio. (pág. 637)

**Internet** *s.* vinculación de redes de computadora que permite a gente de todo el mundo comunicarse e intercambiar información. (pág. 639)

**intifada** [intifada] *s.* campaña palestina de desobediencia civil contra la ocupación israelí de Cisjordania y la Franja de Gaza, que continuó en la década de 1990. (pág. 587)

**Irish Republican Army (IRA)** [Ejército Republicano Irlandés (el IRA)] *s.* fuerza paramilitar nacionalista que lucha porque Gran Bretaña dé la independencia a Irlanda del Norte. (pág. 321)

**iron curtain** [cortina de hierro] *s.* durante la Guerra Fría, división que separaba las naciones comunistas de Europa oriental de las naciones democráticas de Europa occidental. (pág. 533)

**isolationism** [aislacionismo] *s.* política de evitar lazos políticos o militares con otros países. (pág. 484)

**janissary** [janisero] *s.* miembro de una fuerza élite de soldados del imperio otomano. (pág. 76)

**jazz** *s.* estilo de música popular del siglo 20 concebido principalmente por músicos afroamericanos. (pág. 465)

**Jesuits** [jesuitas] *s.* miembros de la Sociedad de Jesús, orden católica romana fundada por Ignacio de Loyola. (pág. 65)

**"jewel in the crown"** ["joya de la corona"] *s.* colonia británica de India, así llamada por su importancia para el imperio británico, tanto como proveedor de materia prima como mercado para sus productos. (pág. 357)

**joint-stock company** [sociedad de capitales] *s.* negocio en el que los inversionistas reúnen capital para un propósito común y después comparten las ganancias. (pág. 139)

**kabuki** *s.* forma de teatro japonés en que se representa una historia con música, danza y mímica. (pág. 110)

**kaiser** *s.* emperador alemán (del título romano Caesar). (pág. 263)

**kamikaze** *s.* durante la II Guerra Mundial, pilotos suicidas japoneses entrenados para hundir barcos de los Aliados lanzándose sobre ellos con aviones llenos de bombas. (pág. 511)

**Khmer Rouge** *s.* grupo de rebeldes comunistas que tomaron el poder en Camboya en 1975. (pág. 547)

**Kristallnacht** *s.* "Noche de cristales rotos": noche del 9 de noviembre de 1938, en que milicianos nazis atacaron hogares, negocios y sinagogas judíos en toda Alemania. (pág. 502)

**Kuomintang** *s.* Partido Nacionalista de China, formado después de la caída de la dinastía Qing en 1912. (pág. 448)

**laissez faire** *s.* idea de que el gobierno no debe regular ni interferir en las industrias y empresas. (pág. 300)

**land reform** [reforma agraria] *s.* redistribución de tierras agrícolas con división de grandes latifundios y reparto de fincas a campesinos. (pág. 600)

**La Reforma** *s.* movimiento de reforma liberal en el siglo 19 en México fundado por Benito Juárez. (pág. 390)

**League of Nations** [Liga de las Naciones] *s.* organización internacional formada después de la I Guerra Mundial cuyo propósito era mantener la paz entre las naciones. (pág. 425)

**lebensraum** *s.* "espacio vital": territorio adicional que, según Adolfo Hitler, Alemania necesitaba porque estaba sobrepoblada. (pág. 478)

**Legislative Assembly** [Asamblea Legislativa] *s.* congreso creado por la Constitución francesa de 1791, con poder para emitir leyes y aprobar declaraciones de guerra. (pág. 223)

**legitimacy** [legitimidad] *s.* derecho hereditario de un monarca a gobernar. (pág. 239)

**liberal** [liberale] *s.* en la primera mitad del siglo 19, europeo —principalmente empresarios y comerciantes de clase media— que deseaba darle más poder político a los parlamentos elegidos. (pág. 253)

**Long March** [Larga Marcha] *s.* viaje de 6,000 millas que realizaron en 1934–35 las fuerzas comunistas de China para escapar de las fuerzas nacionalistas de Jiang Jieshi. (pág. 452)

**Lutheran** [luterano] *s.* miembro de una iglesia protestante basada en las enseñanzas de Martín Lutero. (pág. 56)

**lycée** [liceo] *s.* escuela pública en Francia. (pág. 230)

**Manchus** [manchú] *s.* pueblo originario de Manchuria que gobernó en China durante la dinastía Qing (1644–1912). (pág. 105)

**manifest destiny** [destino manifiesto] *s.* idea popular en el siglo 19 en Estados Unidos de que era su derecho y obligación regir Norteamérica, desde el océano Atlántico hasta el Pacífico. (pág. 324)

**Maori** [maorí] *s.* miembro de un pueblo polinesio establecido en Nueva Zelanda hacia 800 d.C. (pág. 318)

**Marshall Plan** [Plan Marshall] programa estadounidense de ayuda económica a países europeos para su reconstrucción después de la II Guerra Mundial. (pág. 534)

**martial law** [ley marcial] *s.* gobierno militar temporal impuesto a la población civil, normalmente en época de guerra o de trastornos civiles. (pág. 607)

**mass culture** [cultura de masas] *s.* producción de obras de arte y diversión concebidas con el fin de atraer a un amplio público. (pág. 332)

**materialism** [materialismo] *s.* alto interés en la adquisición de posesiones materiales. (pág. 662)

**May Fourth Movement** [Movimiento del 4 de Mayo] *s.* protesta nacional china en 1919 con manifestaciones contra el Tratado de Versalles y la interferencia extranjera. (pág. 449)

**Meiji era** [era Meiji] *s.* período de la historia japonesa entre 1867 y 1912, cuando gobernó el emperador Mutshito. (pág. 377)

**Mein Kampf** [*Mi lucha*] *s.* libro escrito por Adolfo Hitler en prisión (1923–1924), en el cual expone sus creencias y sus ideales para Alemania. (pág. 478)

**mercantilism** [mercantilismo] *s.* política económica de aumentar la riqueza y poder de una nación obteniendo grandes cantidades de oro y plata, y vendiendo más bienes de los que se compran. (pág. 140)

**mestizo** *s.* mezcla de español y amerindio. (pág. 123)

**middle class** [clase media] *s.* clase social formada por trabajadores especializados, profesionales, comerciantes y granjeros acaudalados. (pág. 291)

**middle passage** [travesía intermedia] *s.* viaje que trajo a africanos capturados al Caribe y, posteriormente, a América del Norte y del Sur, para venderlos como esclavos; recibió este nombre porque era considerada la porción media del triángulo comercial trasatlántico. (pág. 135)

**militarism** [militarismo] *s.* política de glorificar el poder militar y de mantener un ejército permanente, siempre preparado para luchar. (pág. 408)

**Ming Dynasty** [dinastía Ming] *s.* dinastía que reinó en China desde 1368 hasta 1644. (pág. 102)

**Monroe Doctrine** [doctrina Monroe] *s.* política estadounidense de oposición a la interferencia europea en Latinoamérica, anunciada por el presidente James Monroe en 1823. (pág. 384)

**Mughal** [mogol] *s.* uno de los nómadas que invadieron el subcontinente de India en el siglo 16 y establecieron un poderoso imperio. (pág. 82)

**mujahideen** [muyahidin] *s.* guerreros religiosos afganos que se unieron para luchar contra el gobierno apoyado por los soviéticos a fines de la década de 1970. (pág. 592)

**mulattos** [mulatos] *s.* personas de ascendencia europea y africana. (pág. 248)

**Munich Conference** [Conferencia de Munich] *s.* reunión en 1938 de Inglaterra, Francia, Italia y Alemania, en la cual Gran Bretaña y Francia aceptaron que la Alemania nazi anexara parte de Checoslovaquia, a cambio de la promesa de Adolfo Hitler de respetar las nuevas fronteras checas. (pág. 485)

**Muslim League** [Liga Musulmana] *s.* organización formada en 1906 para proteger los intereses de los musulmanes de India; después propuso la división del país en dos naciones: una musulmana y una hindú. (pág. 563)

**Napoleonic Code** [código napoleónico] *s.* sistema extenso y uniforme de leyes establecido para Francia por Napoleón. (pág. 230)

**National Assembly** [Asamblea Nacional] *s.* congreso francés establecido el 17 de junio de 1789 por representantes del Tercer Estado para promulgar leyes y reformas en nombre del pueblo. (pág. 220)

**nationalism** [nacionalismo] *s.* creencia de que la principal lealtad del pueblo debe ser a su nación —es decir, a la gente con quien comparte historia y cultura— y no al rey o al imperio. (pág. 253)

**nation-state** [nación Estado] *s.* nación independiente de gente que tiene una cultura e identidad común. (pág. 253)

**NATO** [OTAN] *s.* Organización del Tratado del Atlántico Norte: alianza militar defensiva formada en 1949 por diez naciones de Europa occidental, Estados Unidos y Canadá. (pág. 535)

**Nazism** [nazismo] *s.* políticas fascistas del Partido Nacional socialista de los Trabajadores de Alemania, basadas en el totalitarismo, la creencia en superioridad racial y el control estatal de la industria. (pág. 478)

**Negritude movement** [movimiento de negritud] *s.* movimiento de africanos de lengua francesa que celebra el legado de la cultura tradicional africana y sus valores. (pág. 578)

**neoclassical** [neoclásico] *adj.* relacionado con un estilo sencillo y elegante (inspirado en ideas y temas de la antigua Grecia y Roma) que caracterizó las artes en Europa a fines del siglo 18. (pág. 203)

**New Deal** *s.* programa de reformas económicas del presidente Franklin D. Roosevelt ideado para solucionar los problemas creados por la Gran Depresión. (pág. 475)

**nonaggression pact** [pacto de no agresión] *s.* acuerdo en que dos o más naciones prometen no atacarse. (pág. 491)

**nonaligned nations** [países no alineados] *s.* naciones independientes que permanecieron neutrales durante la Guerra Fría entre Estados Unidos y la Unión Soviética. (pág. 548)

**Nuremberg Trials** [juicios de Nuremberg] *s.* serie de juicios realizados en Nuremberg, Alemania, tras la II Guerra Mundial a líderes nazis por agresión, violación a las leyes de guerra y crímenes contra la humanidad. (pág. 516)

**Old Regime** [antiguo régimen] *s.* sistema político y social que existía en Francia antes de la Revolución Francesa. (pág. 217)

**Open Door Policy** [política de puertas abiertas] *s.* política propuesta por E.U.A. en 1899, que postulaba que todas las naciones tuvieran las mismas oportunidades de comerciar con China. (pág. 374)

**Opium War** [Guerra del Opio] *s.* conflicto entre Inglaterra y China, de 1839 a 1842, por el comercio inglés de opio en China. (pág. 372)

**Oslo Peace Accords** [Acuerdos de Paz de Oslo] *s.* acuerdos de 1993 cuando el primer ministro israelí, Rabin, otorgó autonomía a Palestina en la Franja de Gaza y Cisjordania. (pág. 587)

**ozone layer** [capa de ozono] *s.* capa de la atmósfera superior de la Tierra que protege a los seres vivos de los rayos ultravioleta de la luz solar. (pág. 645)

**Pacific Rim** [Cuenca del Pacífico] *s.* tierras que bordean el océano Pacífico, especialmente las de Asia. (pág. 362)

**Panama Canal** [canal de Panamá] *s.* vía marítima que une al océano Atlántico con el Pacífico, construida en Panamá por Estados Unidos y terminada en 1914. (pág. 387)

**partition** [partición] *s.* división en partes, como la división en 1947 de la colonia británica de India en dos naciones: India y Paquistán. (pág. 564)

**paternalism** [paternalismo] *s.* política de tratar a los gobernados como si fueran niños, atendiendo a sus necesidades pero sin darles derechos. (pág. 347)

**patron** [mecenas] *s.* persona que apoya a los artistas, especialmente, en el aspecto financiero. (pág. 38)

**Peace of Augsburg** [Paz de Augsburgo] *s.* acuerdo realizado en 1555 que declaró que la religión de cada Estado alemán sería decidida por su gobernante. (pág. 58)

**penal colony** [colonia penal] *s.* colonia a donde se mandan convictos como alternativa a una prisión. (pág. 318)

**peninsulares** *s.* en la sociedad española colonial, colonos nacidos en España. (pág. 247)

**Peninsular War** [Guerra Peninsular] *s.* conflicto de 1808–1813 en que los rebeldes españoles lucharon con la ayuda de Gran Bretaña para expulsar de España las tropas de Napoleón. (pág. 235)

**perestroika** *s.* reestructuración de la economía soviética para permitir mayor poder de decisión local, iniciada por Mijail Gorbachev en 1985. (pág. 613)

**perspective** [perspectiva] *s.* técnica artística que crea la apariencia de tres dimensiones en una superficie plana. (pág. 40)

**philosophe** *s.* miembro de un grupo de pensadores sociales de la Ilustración en Francia. (pág. 196)

**Pilgrims** [peregrinos] *s.* grupo que en 1620 fundó la colonia de Plymouth en Massachusetts para escapar de persecución religiosa en Inglaterra. (pág. 128)

**plebiscite** [plebiscito] *s.* voto directo mediante el cual la población de un país tiene la oportunidad de aceptar o rechazar una propuesta. (pág. 230)

**PLO** [OLP] *s.* Organización de Liberación Palestina: organización dedicada a establecer un Estado independiente para los palestinos en el Medio Oriente. (pág. 585)

**Politburo** [Politburó] *s.* comité dirigente del Partido Comunista en la Unión Soviética. (pág. 612)

**political dissent** [disidencia política] *s.* diferencia de opiniones sobre asuntos políticos. (pág. 650)

**popular culture** [cultura popular] *s.* elementos culturales—deportes, música, cine, ropa, etc.—que muestran los antecedentes comunes de un grupo y sus intereses cambiantes. (pág. 659)

**predestination** [predestinación] *s.* doctrina que postula que Dios ha decidido todo de antemano, incluso quiénes obtendrán la salvación eterna. (pág. 61)

**Presbyterian** [presbiteriano] *s.* miembro de una iglesia protestante gobernada por presbíteros conforme a las enseñanzas de John Knox. (pág. 62)

**PRI** *s.* Partido Revolucionario Institucional: principal partido político en México. (pág. 603)

**proletariat** [proletariado] *s.* según la teoría marxista, el grupo de trabajadores que derrocaría al zar y gobernaría a Rusia. (pág. 434)

**proliferation** [proliferación] *s.* crecimiento o expansión, especialmente la expansión de armas nucleares a naciones que actualmente no las tienen. (pág. 649)

**propaganda** *s.* información o material distribuido para apoyar una causa o socavar una causa opuesta. (pág. 420)

**Protestant** [protestante] *s.* miembro de una iglesia cristiana fundada de acuerdo a los principios de la Reforma. (pág. 56)

**provisional government** [gobierno provisional] *s.* gobierno temporal. (pág. 436)

**psychology** [psicología] *s.* estudio de la mente y la conducta humanas. (pág. 332)

**Puritans** [puritanos] *s.* grupo que, para liberarse de la persecución religiosa en Inglaterra, fundó una colonia en la bahía de Massachusetts a principios del siglo 17. (pág. 128)

- Qing Dynasty** [dinastía Qing] *s.* última dinastía china; reinó de 1644 a 1912. (pág. 105)
- racism** [racismo] *s.* creencia de que una raza es superior a otras. (pág. 341)
- radical** [radicale] *s.* en la primera mitad del siglo 19, el europeo a favor de cambios drásticos para extender la democracia a toda la población. (pág. 253)
- radioactivity** [radioactividad] *s.* forma de energía liberada mediante la descomposición de átomos. (pág. 331)
- Raj** *s.* porciones de India controladas por Gran Bretaña de 1757 a 1947. (pág. 360)
- rationing** [racionamiento] *s.* limitación de la cantidad de bienes que la población puede comprar, generalmente impuesta por un gobierno durante una guerra debido a escasez. (pág. 420)
- realism** [realismo] *s.* movimiento artístico del siglo 19 en que los escritores y pintores trataron de mostrar la vida como es, no como debiera ser. (pág. 266)
- realpolitik** *s.* “política de la realidad”; posición política dura que no da lugar al idealismo. (pág. 261)
- recession** [recesión] *s.* descenso de la economía de una nación. (pág. 600)
- Red Guards** [Guardias Rojos] *s.* unidades de milicianos formadas por jóvenes chinos en 1966 en respuesta al llamado de Mao Zedong a llevar a cabo una revolución social y cultural. (pág. 541)
- Reformation** [Reforma] *s.* movimiento del siglo 16 para realizar cambios religiosos que llevó a la fundación de iglesias cristianas que rechazaron la autoridad del Papa. (pág. 55)
- refugee** [refugiado] *s.* persona que sale de su país a otro país para buscar seguridad. (pág. 652)
- Reign of Terror** [Régimen del Terror] *s.* período entre 1793–1794 en que Maximilien Robespierre gobernó a Francia casi como dictador, durante el cual fueron ejecutados miles de personajes políticos y de ciudadanos comunes. (pág. 226)
- Renaissance** [Renacimiento] *s.* período de la historia europea de aproximadamente 1300 a 1600, durante el cual renació un interés en la cultura clásica que generó importantes cambios en el arte, la educación y la visión del mundo. (pág. 37)
- Restoration** [Restauración] *s.* en Inglaterra, período del reinado de Carlos II, después del colapso del gobierno de Oliver Cromwell. (pág. 182)
- reunification** [reunificación] *s.* proceso de unir dos elementos que estaban separados, como la reunificación de Alemania oriental y Alemania occidental en 1990. (pág. 620)
- romanticism** [romanticismo] *s.* movimiento de principios del siglo 19 en el arte y las ideas que recalca la emoción y la naturaleza, más que la razón y la sociedad. (pág. 264)
- Roosevelt Corollary** [corolario Roosevelt] *s.* ampliación de la doctrina Monroe, emitida por el presidente Theodore Roosevelt en 1904, en que declaró que Estados Unidos tenía el derecho de ejercer “poderes policiales” en el hemisferio occidental. (pág. 387)
- Rowlatt Acts** [Leyes Rowlatt] *s.* leyes, ratificadas en 1919, que los permitían al gobierno británico en India encarcelar a manifestantes por dos años sin juicio. (pág. 453)
- Russification** [rusificación] *s.* proceso que obliga a todos los grupos étnicos a adoptar la cultura rusa en el imperio ruso. (pág. 259)
- Russo-Japanese War** [Guerra Ruso-Japonesa] *s.* conflicto de 1904–1905 entre Rusia y Japón, causada por el interés de los dos países de dominar Manchuria y Corea. (pág. 378)
- Safavid** [safávido] *s.* miembro de una dinastía musulmana shi'a que construyó un imperio en Persia del siglo 16 al 18. (pág. 78)
- salon** [salón] *s.* reunión social de intelectuales y artistas, como las que celebraban en sus hogares señoras acaudaladas de París y otras ciudades europeas durante la Ilustración. (pág. 202)
- SALT** *s.* Conversaciones para la Limitación de Armas Estratégicas: serie de reuniones durante la década de 1970 en que líderes de Estados Unidos y la Unión Soviética acordaron limitar el número de armas nucleares de sus países. (pág. 557)
- Salt March** [Marcha de la Sal] *s.* manifestación pacífica en 1930 en India ocasionada por las Leyes de la Sal; Mohandas Gandhi condujo a sus seguidores, caminando 240 millas al mar, donde hicieron su propia sal del agua de mar evaporada. (pág. 455)
- sans-culottes** *s.* en la Revolución Francesa, grupo político radical de parisienses asalariados y pequeños comerciantes que anhelaban más voz en el gobierno, bajas de precios y fin a la escasez de alimentos. (pág. 224)
- Schlieffen Plan** [Plan Schlieffen] *s.* plan militar alemán al comienzo de la I Guerra Mundial, que preveía que Alemania derrotaría rápidamente a Francia y después atacaría a Rusia en el este. (pág. 412)
- scientific method** [método científico] *s.* procedimiento lógico para reunir información sobre el mundo natural, en que se usa experimentación y observación para poner a prueba hipótesis. (pág. 191)
- Scientific Revolution** [Revolución Científica] *s.* profundo cambio en el pensamiento europeo que comenzó a mediados del siglo 16, en que el estudio del mundo natural se caracterizó por cuidadosa observación y cuestionamiento de teorías aceptadas. (pág. 189)
- scorched-earth policy** [política de arrasamiento de campos] *s.* práctica de quemar campos de cultivo y de matar ganado durante la guerra para que el enemigo no pueda vivir de las tierras. (pág. 235)
- secede** [seceder] *v.* retirarse formalmente de una asociación o alianza. (pág. 326)
- secular** *adj.* relacionado con lo mundano más que con los asuntos espirituales. (pág. 38)

**segregation** [segregación] *s.* separación legal o social de gente de diferentes razas. (pág. 327)

**self-determination** [autodeterminación] *s.* libertad de un pueblo para decidir libremente la forma de gobierno que desea. (pág. 424)

**sepo** [cipayo] *s.* soldado hindú bajo el mando británico. (pág. 357)

**Sepoy Mutiny** [Motín de Cipayos] *s.* rebelión de 1857 de soldados hindúes y musulmanes contra los británicos en India. (pág. 359)

**Seven Years' War** [Guerra de los Siete Años] *s.* conflicto en Europa, Norteamérica e India de 1756 a 1763, en que las fuerzas de Inglaterra y Prusia lucharon con las de Austria, Francia, Rusia y otros países. (pág. 173)

**shah** [sha] *s.* monarca hereditario de Irán. (pág. 80)

**"shock therapy"** [terapia de shock] *s.* programa económico implementado en Rusia por Boris Yeltsin en la década de 1990, que implicó un cambio abrupto de una economía de mando a una economía de mercado libre. (pág. 616)

**Sikh** [sikh] *s.* miembro de un grupo religioso no violento cuyas creencias combinaban elementos del budismo, el hinduismo y el sufismo. (pág. 85)

**skepticism** [escepticismo] *s.* filosofía basada en la noción de que nada puede saberse con certeza. (pág. 163)

**social contract** [contrato social] *s.* acuerdo mediante el cual el pueblo define y limita sus derechos individuales, creando así una sociedad o gobierno organizados. (pág. 195)

**Social Darwinism** [darwinismo social] *s.* aplicación de las teorías de Charles Darwin sobre la evolución y la "sobrevivencia del más apto" a las sociedades humanas, particularmente como justificación para la expansión imperialista. (pág. 341)

**socialism** [socialismo] *s.* sistema económico en el cual los factores de producción son propiedad del pueblo y se administran para el bienestar de todos. (pág. 302)

**Solidarity** [Solidaridad] *s.* sindicato polaco de trabajadores que presentó la principal fuerza de oposición al gobierno comunista en Polonia en la década de 1980. (pág. 618)

**soviet** *s.* consejo local de representantes formado en Rusia después de la caída del zar Nicolás II. (pág. 436)

**Spanish-American War** [Guerra Hispano-Americana] *s.* conflicto de 1898 entre Estados Unidos y España, en que Estados Unidos apoyó la lucha de independencia cubana. (pág. 384)

**sphere of influence** [esfera de influencia] *s.* región extranjera en que una nación controla el comercio y otras actividades económicas. (pág. 373)

**standard of living** [nivel de vida] *s.* calidad de la vida de una persona o población que se mide conforme a los bienes, servicios y lujos que tiene a su disposición. (pág. 600)

**strike** [huelga] *s.* paro de trabajo para obligar al patrón a acceder a ciertas demandas. (pág. 304)

**Suez Canal** [canal de Suez] *s.* canal marítimo que une al mar Rojo y al golfo de Suez con el mar Mediterráneo, cuya construcción terminó en 1869. (pág. 354)

**suffrage** [sufragio] *s.* derecho al voto. (pág. 313)

**sultan** [sultán] *s.* "jefe supremo" o "el que tiene poder"; título de los gobernantes otomanos durante el auge del imperio otomano. (pág. 73)

**surrealism** [surrealismo] *s.* movimiento artístico del siglo 20 que se concentra en el inconsciente. (pág. 465)

**sustainable growth** [crecimiento sostenido] *s.* desarrollo económico que satisface las necesidades de la población pero preserva el entorno y conserva recursos para futuras generaciones. (pág. 646)

**Taiping Rebellion** [Rebelión Taiping] *s.* rebelión a mediados del siglo 19 contra la dinastía Qing en China, encabezada por Hong Xiuquan. (pág. 373)

**Taj Mahal** *s.* bella tumba en Agra, India, construida por el emperador mogol Shah Jahan para su esposa Mumtaz Mahal. (pág. 85)

**Taliban** [Talibán] *s.* grupo musulmán conservador que tomó el poder en Afganistán después de que la Unión Soviética retiró sus tropas; expulsado por el ejército estadounidense en diciembre de 2001 por darles amparo a sospechosos de terrorismo. (pág. 592)

**Tennis Court Oath** [Juramento de la Cancha de Tenis] *s.* promesa hecha por los miembros de la Asamblea Nacional de Francia en 1789 de permanecer reunidos hasta que elaboraran una nueva constitución. (pág. 220)

**terrorism** [terrorismo] *s.* uso de la fuerza o de amenazas para presionar a personas o gobiernos a que cambien sus políticas. (pág. 653)

**theocracy** [teocracia] *s.* gobierno controlado por líderes religiosos. (pág. 62)

**theory of evolution** [teoría de la evolución] *s.* concepto propuesto por Charles Darwin en 1859 de que las especies de plantas y animales surgen debido a un proceso de selección natural. (pág. 331)

**theory of relativity** [teoría de la relatividad] *s.* ideas de Albert Einstein acerca de la interrelación entre el tiempo y el espacio, y entre la energía y la materia. (pág. 463)

**Third Reich** [Tercer Reich] *s.* Tercer Imperio Alemán establecido por Adolfo Hitler en la década de 1930. (pág. 484)

**Third Republic** [Tercera República] *s.* república establecida en Francia después de la caída de Napoleón III; acabó con la ocupación alemana de Francia durante la II Guerra Mundial. (pág. 315)

**Third World** [Tercer Mundo] *s.* durante la Guerra Fría, naciones que no se aliaron ni con Estados Unidos ni con la Unión Soviética. (pág. 548).

**Thirty Years' War** [Guerra de los Treinta Años] *s.* conflicto europeo de 1618 a 1648 por cuestiones religiosas, territoriales y de poder entre familias reinantes. (pág. 169)

**Tiananmen Square** [Plaza Tiananmen] *s.* plaza pública en Beijing, China; sede en 1989 de un enorme levantamiento estudiantil en favor de reformas democráticas. (pág. 627)

**Tokugawa Shogunate** [shogunato Tokugawa] *s.* dinastía de shogúns que gobernó un Japón unificado de 1603 a 1867. (pág. 110)

**totalitarianism** [totalitarismo] *s.* gobierno que controla todo aspecto de la vida pública y privada. (pág. 440)

**total war** [guerra total] *s.* conflicto en el que los países participantes dedican todos sus recursos a la guerra. (pág. 419)

**Treaty of Kanagawa** [Tratado de Kanagawa] *s.* acuerdo de 1854 entre Estados Unidos y Japón, que abrió dos puertos japoneses a los barcos de Estados Unidos y le permitió abrir una embajada en Japón. (pág. 376)

**Treaty of Tordesillas** [Tratado de Tordesillas] *s.* acuerdo de 1494 entre Portugal y España que estableció que las tierras descubiertas al oeste de una línea imaginaria en el océano Atlántico pertenecerían a España y las tierras al este pertenecerían a Portugal. (pág. 99)

**Treaty of Versailles** [Tratado de Versalles] *s.* acuerdo de paz firmado por Alemania y los Aliados después de la I Guerra Mundial. (pág. 424)

**trench warfare** [guerra de trincheras] *s.* forma de guerra en la que dos ejércitos contrincantes luchan detrás de trincheras cavadas en el campo de batalla. (pág. 413)

**triangular trade** [triángulo comercial] *s.* red comercial trasatlántica que transportaba esclavos y productos entre África, Inglaterra, Europa continental, el Caribe y las colonias de Norteamérica. (pág. 134)

**Triple Alliance** [Triple Alianza] *s.* alianza militar establecida entre Alemania, Austro-Hungría e Italia antes de la I Guerra Mundial. (pág. 408)

**Triple Entente** [Triple Entente] *s.* alianza militar entre Gran Bretaña, Francia y Rusia establecida antes de la I Guerra Mundial. (pág. 409)

**Truman Doctrine** [Doctrina Truman] *s.* política estadounidense de dar ayuda económica y militar a las naciones libres amenazadas por oponentes internos o externos, anunciada por el presidente Harry Truman en 1947. (pág. 534)

**unión** [sindicato] *s.* asociación de trabajadores formada para negociar mejores salarios y condiciones de trabajo. (pág. 304)

**United Nations** [Organización de las Naciones Unidas (ONU)] *s.* organización internacional fundada en 1945 con el propósito de ofrecer seguridad a las naciones del mundo. (pág. 532)

**Universal Declaration of Human Rights** [Declaración Universal de Derechos Humanos] *s.* declaración en que la ONU proclamó en 1948 que todos los seres humanos tienen derecho a la vida, la libertad y la seguridad. (pág. 650)

**unrestricted submarine warfare** [guerra submarina irrestricta] *s.* uso de submarinos para hundir sin alerta previa cualquier barco (incluso barcos neutrales y de pasajeros sin armamento) que se encuentre en aguas enemigas. (pág. 418)

**urbanization** [urbanización] *s.* crecimiento de ciudades y migración hacia ellas. (pág. 289)

**U.S.A. Patriot Act** [Ley Patriota de E.U.A.] *s.* proyecto de ley antiterrorista de 2001 que hizo más fuerte los derechos gubernamentales para detener a extranjeros sospechosos de terrorismo y para procesar crímenes terroristas. (pág. 658)

**U.S. Civil War** [Guerra Civil de E.U.A.] *s.* conflicto entre los estados del Norte y el Sur de Estados Unidos desde 1861 a 1865, sobre el asunto de la esclavitud. (pág. 326)

**utilitarianism** [utilitarismo] *s.* teoría, propuesta por Jeremy Bentham a fines del siglo 18, de que las acciones del gobierno sólo son útiles si promueven el mayor bien para el mayor número de personas. (pág. 301)

**utopia** [Utopía] *s.* tierra imaginaria descrita por Tomás Moro en su libro del mismo nombre; lugar ideal. (pág. 48)

**vernacular** *s.* lenguaje común y corriente de la gente de una región o país. (pág. 41)

**Vietcong** *s.* grupo de guerrilleros comunistas que, con la ayuda de Vietnam del Norte, pelearon contra el gobierno de Vietnam del Sur durante la Guerra de Vietnam. (pág. 546)

**Vietnamization** [vietnamización] *s.* estrategia del presidente de E.U.A. Richard Nixon para terminar con la participación en la Guerra de Vietnam, mediante el retiro gradual de tropas estadounidenses y su reemplazo con fuerzas survietnamitas. (pág. 546)

**War of the Spanish Succession** [Guerra de Sucesión Española] *s.* conflicto de 1701 a 1713 en que varios Estados europeos lucharon para impedir que la familia Borbón controlara a España, como a Francia. (pág. 167)

**Warsaw Pact** [Pacto de Varsovia] *s.* alianza militar formada en 1955 por la Unión Soviética y siete países de Europa oriental. (pág. 535)

**Weimar Republic** [República de Weimar] *s.* república establecida en Alemania en 1919 que acabó en 1933. (pág. 471)

**Western Front** [Frente Occidental] *s.* en la I Guerra Mundial, región del norte de Francia donde peleaban las fuerzas de los Aliados y de las Potencias Centrales. (pág. 412)

**westernization** [occidentalización] *s.* adopción de las instituciones sociales, políticas o económicas del Occidente, especialmente de Europa o Estados Unidos. (pág. 176)

**Zionism** [sionismo] *s.* movimiento fundado en la década de 1890 para promover el establecimiento de una patria judía en Palestina. (pág. 316)

An *i* preceding an italic page reference indicates that there is an illustration, and usually text information as well, on that page. An *m* or a *c* preceding an italic page reference indicates a map or chart, as well as text information on that page.

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### Introduction

viii *top left* Greek engraving from red-figure vase. Bibliothèque des Arts Décoratifs, Paris. Photo © Dagli Orti/The Art Archive; *top right* © Corbis; *center left* Page from the Koran (ninth century), Islamic School. Bibliothèque Nationale, Tunis, Tunisia. Photo © Lauros/Giraudon/Bridgeman Art Library; *center* Athena (A.D. 490). Kunsthistorisches Museum, Vienna, Austria. Photo © Erich Lessing/Art Resource, New York; *bottom*, *The Signing of the Constitution*. Howard Chandler Christy. Private Collection. Photo © Art Resource, New York; *ix left* © Explorer, Paris/SuperStock; *right (top to bottom)* © Tim Hursley/SuperStock; Elizabeth I (1588), George Gower. Courtesy of The National Portrait Gallery, London; Shah Tahmasp I receiving the Moghul Emperor Humayun. Period of Abbas II. Photo © Giraudon/Art Resource, New York; Globe by Martin Behaim (about 1492). Bibliothèque Nationale, Paris. Photo © Giraudon/Art Resource, New York; *x left (top to bottom)* Detail of *Marriage of Louis XIV, King of France and Marie Therese of Austria* (17th century), unknown artist. Musée de Tesse, Le Mans, France. Photo © Dagli Orti/The Art Archive; *Louis XIV, King of France* (1701), Hyacinthe Rigaud. Louvre, Paris. Photo © Erich Lessing/Art Resource, New York; Isaac Newton's reflecting telescope (1672). Photo by Eileen Tweedy/Royal Society/The Art Archive; *Combat Before the Hotel de Ville, July 28th, 1830*, Victor Schnetz. Musée du Petit Palais, Paris. Photo by Bulloz © Réunion des Musées Nationaux/Art Resource, New York; *right* © Todd A. Gipstein/Corbis; *xi left* Aboriginal bark painting of abstract picture of body, Lipunja. Milingibi, Australia. Photo © Dagli Orti/Musée des Arts Africains et Océaniens/The Art Archive; *right (top to bottom)* *The Battle of Isandhlwana* (1879), Charles Fripp. National Army Museum, London. Photo © The Art Archive; © Bettmann/Corbis; The Granger Collection, New York; The Granger Collection, New York; *xii left (top to bottom)* © Getty Images; Popperfoto; © Bettmann/Corbis; © UPI/Bettmann/Corbis; *right* © KJ Historical/Corbis; *xiii left* © Steve Vidler/SuperStock; *right (top to bottom)* © SuperStock; Imperial War Museum. Photo © The Art Archive; © David Turnley/Corbis; © Corbis Sygma; *xiv top left* © Will & Deni McIntyre/Corbis; *top right* © Mario Tama/Getty Images; *bottom left* © Reuters NewMedia Inc./Corbis; *bottom right* © Reuters New Media Inc./Corbis; *xxx top left*, *Alexander the Great*, Relief by Landolin Ohnmacht. Photo by AKG London; *bottom right* *Combat Before the Hotel de Ville, July 28th 1830*, Victor Schnetz. Musée du Petit Palais, Paris. Photo by Bulloz © Réunion des Musées Nationaux/Art Resource, New York; *xxxi top* © Chad Ehlers/Getty Images; *bottom* © Bettmann/Corbis; *xxxii–xxxiii* © Pacific Stock/Orion Press; *xxxiii* Travel Pix; *xxxvi* Stephen Alvarez/National Geographic Image Collection; *xxxvii top* © Kenneth Garrett; *center* Flying man, Leonardo da Vinci. Sketch from *Codex Atlanticus*. Biblioteca Ambrosiana, Milan, Italy/Art Resource, New York; *bottom* © Warren Morgan/Corbis.

### Prologue

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### UNIT ONE

**32–33** *La Salle's Louisiana expedition in 1684*, J. A. Theodore Gudin. Photo © Réunion des Musées Nationaux/Art Resource, New York.

#### Chapter 1

**34 top** Bust of Lorenzo de Medici (15th or 16th century). Museo di Andrea del Castagno, Uffizi, Florence, Italy. Photo © Scala/Art Resource, New York; *bottom* Jar with dragon (1425–1435), Ming dynasty, reign of Xuande. Porcelain painted in underglaze blue. 19" high (48.3 cm). Gift of Robert E. Tod, 1937, The Metropolitan Museum of Art, New York. Photo © 2003 The Metropolitan Museum of Art; **35 left** Gutenberg Bible (about 1455). Volume II, f. 45v–46. PML 818 ch1 ffl. The Pierpont Morgan Library, New York. Photo © The Pierpont Morgan Library/Art Resource, New York; *right* Detail of nobles entertained in garden by musicians and dancers (about 1590), Mughal. Photo © British Library/The Art Archive; **36** *The Madonna of Chancellor Rolin* (about 1434), Jan van Eyck. Louvre, Paris. Photo © Scala/Art Resource, New York; **37 top left** © Photodisc/Getty Images; *top right* © Ulf E. 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Herald Ace/Nippon Herald/Greenwich/The Kobal Collection; **50** Illustration by Peter Dennis/Linda Rogers Associates; **52–53** MS Sloane 2596, f. **52**. British Library. Photo by AKG London/British Library; **52 top** Koninklijk Museum voor Schone Kunsten, Antwerpen, Belgium; *center left* By permission of the Folger Shakespeare Library, Washington, D.C.; *center* Musée de la parfumerie Fragonard, Paris. Photo © Dagli Orti/The Art Archive; **53** The Shakespeare Birthplace Trust; **54 top left** © Photodisc/Getty Images; *top right* © Ulf E. Wallin/Getty Images; **55** *Portrait of Martin Luther* (1529), Lucas Cranach the Elder. Museo Poldi Pezzoli, Milan, Italy. Photo © The Bridgeman Art Library; **58 left** *Portrait of Henry VIII, King of England* (1540), Hans Holbein the Younger. Galleria Nazionale d'Arte Antica, Rome. 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#### Chapter 2

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**92 left** Helmet (about 1500), Turkish. Victoria and Albert Museum, London. Photo © Victoria and Albert Museum, London/Art Resource, New York; *right* Detail of St. Vincent Polyptych (15th century), Nuno Goncalves. Museu Nacional de Arte Antiga, Lisbon, Portugal. Photo © Scala/Art Resource, New York; **93 left** © The Flag Institute; *right* *Washington Crossing the Delaware*, Eastman Johnson. Copy after the Emmanuel Leutze painting in the Metropolitan Museum of Art, New York. Private Collection. Photo © Art Resource, New York; **94** *India Orientalis* (1606), Gerard Mercator and Jodocus Hondius. Atlas sive cosmographicae Meditationes. Courtesy Sotheby's, London; **95 top left** © Culver Pictures, Inc./SuperStock, Inc.; *top right* K'ossu (about 1600), Late Ming dynasty. China. Victoria and Albert Museum, London. Photo © Sally Chappell/The Art Archive; *bottom* Globe by Martin Behaim (about 1492). Bibliothèque Nationale, Paris. Photo © Giraudon/Art Resource, New York; **96** Detail of St. Vincent Polyptych (15th century), Nuno Goncalves. Museu Nacional de Arte Antiga, Lisbon, Portugal. Photo © Scala/Art Resource, New York; **97 background** © Bettmann/Corbis; *top right* Courtesy of Bibliothèque Nationale, Paris; *bottom left* Compass with sextant and dial (1617), Elias Allen. Victoria and Albert Museum, London. Photo © Victoria and Albert Museum, London/Art Resource, New York; *bottom center* © Dorling Kindersley; **98** © Bettmann/Corbis; **99** © Stapleton Collection/Corbis; **101** Corbis; **102 top left** © Culver Pictures, Inc./SuperStock, Inc.; *top right* K'ossu (about 1600) Late Ming dynasty. China. Victoria and Albert Museum, London, UK. Photo © Sally Chappell/The Art Archive; *bottom right* Ming vase. Chinese School. Musée des Arts Asiatiques-Guimet, Paris. Photo © The Bridgeman Art Library; **104 top right** © John T. Young/Corbis; *center right* © Brian A. Vikander/Corbis; *bottom right* © Harvey Lloyd/Getty Images; **105** Palace Museum, Beijing, China; **106** Marriage ceremony (19th century). China. Victoria and Albert Museum, London. Photo by Eileen Tweedy/The Art Archive; **107** The Granger Collection, New York; **108 top left** © Culver Pictures, Inc./SuperStock, Inc.; *top right* K'ossu (about 1600), Late Ming dynasty. China. Victoria and Albert Museum, London, UK. Photo © Sally Chappell/The Art Archive; *bottom* Rijksmuseum, Amsterdam, The Netherlands; **109** © B.S.P.I./Corbis; **110** © Asian Art & Archeology/Corbis **111** © Asian Art & Archeology/Corbis; *inset* © Michael S. Yamashita/Corbis; **112** © 1995 Christie's Images, Ltd; **113** Monk Tokiyori. Musée des Arts Asiatiques-Guimet, Paris. Photo by Richard Lambert © Réunion des Musées Nationaux/Art Resource, New York; **114** Dutch Merchant ship plate (1756), Qing dynasty. China. Musée des Arts Asiatiques-Guimet, Paris. Photo © Réunion des Musées Nationaux/Art Resource, New York; **115** The Granger Collection, New York.

### Chapter 4

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## UNIT TWO

**150–151** *The Taking of the Bastille, July 14, 1789*, unknown artist. Musée National du Chateau, Versailles, France. Photo © Erich Lessing/Art Resource, New York.

### Chapter 5

**152 top** *Philip II, King of Spain and Portugal* (16th century), Alonso Sanchez Coello. Museo del Prado, Madrid, Spain. Photo © Erich Lessing/Art Resource, New York; *bottom* *Francisco Pizarro* (1835), Amable-Paul Coutan. Chateaux de Versailles et de Trianon, Versailles, France. Photo by Franck Raux © Réunion des Musées Nationaux/Art Resource, New York; **153 top** The Granger Collection, New York; *bottom* © Pallava Bagla/Corbis; **154** *Louis XIV, King of France* (1701), Hyacinthe Rigaud. Louvre, Paris. Photo © Erich Lessing/Art Resource, New York; **155 top left** Detail of *Marriage of Louis XIV, King of*

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### Chapter 6

**186** *left* *Portrait of a Princess Holding a Wine Cup* (17th–18th century). Mughal. India. The Newark Museum, Newark, New Jersey. Photo © The Newark Museum/Art Resource, New York; *right* Isaac Newton's reflecting telescope (1672), Royal Society. Photo by Eileen Tweedy/The Art Archive; **187** *left* *Statuette of a Lohan*. Ching dynasty. Musée des Arts Asiatiques-Guimet, Paris. Photo © Giraudon/Art Resource, New York; *right* © Leif Skoogfors/Corbis; **188** *A Philosopher Gives a Lecture on the Orrery* (1766), Joseph Wright. Canvas. Derby Museum and Art Gallery, Derby, Great Britain. Photo © Erich Lessing/Art Resource, New York; **189** *top left* Copernican Solar System (1661). From *Harmonia Macronici*, Andreae Cellarius. Page 30. Photo © Victoria and Albert Museum, London/Art Resource, New York; *top right* © Bettmann/Corbis; **191** *Galileo Before the Holy Office of the Vatican*, John Nicolas Robert-Fleury. Oil on canvas. Louvre, Paris. Photo by Gerard Blot © Réunion des Musées Nationaux /Art Resource, New York; **192** *left* © Bettmann/Corbis; *right* Isaac Newton's reflecting telescope (1672). Royal Society. Photo by Eileen Tweed/The Art Archive; **193** © Bettmann/Corbis; **194** *The Anatomy Lesson of Dr. Tulp*. Rembrandt van Rijn. Mauritshuis, The Hague, The Netherlands. Photo © Scala/Art Resource, New York; **195** *top left* Copernican Solar System (1661). From *Harmonia Macronici*, Andreae Cellarius. Page 30. Photo © Victoria and Albert Museum, London/Art Resource, New York; *top right* © Bettmann/Corbis; **196** *The Granger Collection*; **197** *left* *The Granger Collection*, New York; *right* *The Granger Collection*, New York; **199** *Mary Evans Picture Library*; **201** *The Granger Collection*, New York; **202** *top left* Copernican Solar System (1661). From *Harmonia Macronici*, Andreae Cellarius. Page 30. Photo © Victoria and Albert Museum, London/Art Resource, New York; *top right* © Bettmann/Corbis; **203** © Kevin Fleming/Corbis; **204** *Joseph II, Emperor of Austria and of the Holy Roman Empire, King of Hungary and Bohemia* (18th century). Musée du Château de Versailles. Photo © Dagli Orti/The Art Archive; **205** © Anatoly Sapronenkov/Tomsk Regional Arts Museum/SuperStock, Inc.; **206** *top left* Copernican Solar System (1661). From *Harmonia Macronici*, Andreae Cellarius. Page 30. Photo © Victoria and Albert Museum, London/Art Resource, New York; *top right* © Bettmann/Corbis; *bottom* Snuff box. French. The Metropolitan Museum of Art, gift of William H. Huntington, 1883 (83.2.228); **207** Detail of *Thomas Jefferson* (about 1805), Rembrandt Peale. Oil on canvas. Photo © Collection of the New-York Historical Society; **210** © Corbis; **211** © Jon Feingersh/Stock Boston, Inc./PictureQuest **213** *El sueño de la razón produce monstruos* [The sleep of reason produces monsters] from *Los Caprichos* (1799), Francisco José de Goya y Lucientes. Etching and burnished aquatint, 21.5cm. x 15 cm. Bequest of William P. Babcock. Courtesy of Museum of Fine Arts, Boston.

### Chapter 7

**214** *right* Reduced model of a guillotine. Musée de la Ville de Paris, Musée Carnavalet, Paris. Photo © Giraudon/Art Resource, New York; *left* *George Washington*, George Healy. Musée du Château de Versailles. Photo © Dagli Orti/The Art Archive; **215** *top* Detail of *Napoleon Bonaparte, Emperor of France*. Musée du Château de Versailles. Photo © Dagli Orti/The Art Archive; *bottom* *The Granger Collection*, New York; **216** *The Conquerors of the Bastille Before the Hotel de Ville* (1839), Paul Delaroche. Musée du Petit Palais, Paris. Photo © Erich Lessing/Art Resource, New York; **217** *top left* © SuperStock, Inc.; *top right* © Christie's Images/Corbis; **218** *Detail of Caricature of the three estates: Il faut esperer que le jeu finira bientôt*. Color engraving, 18th century. Musée de la Ville de Paris, Musée Carnavalet, Paris. Photo by Bulloz © Réunion des Musées Nationaux /Art Resource, New York; **219** *left* *Louis XVI, King of France*. Musée de Château de Versailles. Photo © Dagli Orti/The Art Archive; *right* *Marie Antoinette, Queen of France*. Replica of work painted in 1778. Musée du Château de Versailles. Photo © Dagli Orti/The Art Archive; **220** *The Storming of the Bastille, Paris, France, July 14, 1789*. Gouache. Musée Carnavalet, Paris. Photo © Dagli Orti/The Art Archive; **222** *left* © SuperStock, Inc.; *right* © Christie's Images/Corbis; **223** *Arrest of Louis XVI, King of France and his family attempting to flee the country at Varennes, France June 21–22, 1791*. Musée Carnavalet, Paris. Photo © Dagli Orti/The Art Archive; **224** *Musées Royaux des Beaux-Arts, Brussels, Belgium*. Photo © Giraudon/Art Resource, New York; **225** *Illustration by Patrick Whelan*; **226** *Portrait of*

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## Chapter 8

**244** *left Napoleon in His Study at the Tuileries* (1812). Jacques-Louis David. Collection of Prince and Princess Napoleon, Paris. Photo © Giraudon/Art Resource, New York; *right Miguel Hidalgo y Costilla* (1895). From Mexican publication *Patria e Independencia*. folleto ilustrado. Antiochiw Collection, Mexico. Photo © Mireille Vautier/The Art Archive; **245** *left* © Hulton-Deutsch Collection/Corbis; *right* © Francis G. Mayer/Corbis; **246** Courtesy of the Flag Institute; **247** *left* © Michael S. Lewis/Corbis; *right* © Archivo Iconografico, S.A./Corbis; **248** *Portrait of Francois-Dominique Toussaint, known as Toussaint L'Ouverture*, unknown artist. Musée des Arts d'Océanie, Paris. Photo J.G. Berizzi © Réunion des Musées Nationaux/Art Resource, New York; **249** *left* © Christie's Images/Corbis; *right* The Granger Collection, New York; **250** © Bettmann/Corbis; **253** *top left* © Michael S. Lewis/Corbis; *top right* © Archivo Iconografico, S.A./Corbis; *bottom* *Klemens Metternich, Austrian prince and statesman*. Museo Glauco, Lombardi, Parma, Italy. Photo © Dagli Orti/The Art Archive; **255** © Archivo Iconografico, S.A./Corbis; **256** *Combat Before the Hotel de Ville, July 28th, 1830*, Victor Schnetz. Musée du Petit Palais, Paris. Photo by Bulloz © Réunion des Musées Nationaux/Art Resource, New York; **257** © Corbis; **261** The Granger Collection, New York; **262** © Bettmann/Corbis; **264** *top left* © Michael S. Lewis/Corbis; *top right* © Archivo Iconografico, S.A./Corbis; *bottom* © Bettmann/Corbis; **265** *Portrait of Ludwig von Beethoven*, unknown artist. Beethoven House, Bonn, Germany. Photo © Snark/Art Resource, New York; **266** © Hulton-Deutsch Collection/Corbis; **268** *Lion Hunt* (about 1860), Eugène Delacroix. French 1798–1863. Potter Palmer Collection, 1922.404, Reproduction. The Art Institute of Chicago, Chicago, Illinois; **269** *top* *The Stone Breakers* (1849), Gustave Courbet. Gemäldegalerie, Dresden, Germany. Photo © The Bridgeman Art Library; *bottom* © Francis G. Mayer/Corbis; **271** The Granger Collection, New York; **272–273** *bottom* The Granger Collection, New York; **272** *left* *The Bloody Massacre perpetrated in...Boston on March 5th, 1770*. Paul Revere. Colored engraving. The Gilder Lehrman Collection on deposit at The Pierpont Morgan Library. GLC 1868. Photo by Joseph Zehavi © The Pierpont Morgan Library/Art Resource, New York; *right* *Portrait of James II* (about 1685), Benedetto Gennari the Younger. Historical Portraits Ltd, London. Photo © The Bridgeman Art Library; **273** The Granger Collection, New York; **274** *left* *Detail of Marie-Antoinette Standing in her Court Robe with a Rose in her Hand* (1779), Louise Elizabeth Vigée-LeBrun. Châteaux de Versailles et de Trianon, Versailles, France. Photo © Réunion des Musées Nationaux/Art Resource, New York; *bottom right* © Photodisc/Getty Images; **275** *top* *Il faut esperer que le jeu finira bientot* [Peasant carrying a nobleman and a cleric] (1789). Musée de la Ville de Paris, Musée Carnavalet, Paris. Photo © Giraudon/Art Resource, New York; *bottom* The Granger Collection, New York; **276** The Granger Collection, New York; **277** *top* The Granger Collection, New York; *center* *Maximilien Robespierre*. Musée Carnavalet, Paris. Photo © Dagli Orti/The Art Archive.

## UNIT THREE

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### Chapter 9

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**402–403** French troops crossing over pontoon bridges on the River Yser, Belgium, August, 1917. Musée de L'Armée, Paris. Photo © Dagli Orti/Art Archive.

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