

## Overview

This handbook begins by giving students a historian's perspective on the history of the world, along with some basic dating methods and periodization timelines. It also offers a continent-by-continent chronology of major events, again in timeline form. The remaining pages explore conquest, conflict, and cooperation through tables, lists, and a map.

## Test Preparation

- Timeline Quiz** Ask students to prepare a list of five multiple-choice questions that test the skill of reading timelines. They should base their questions on the timelines in this handbook. Have pairs of students take each other's test.
- Essay** Point out the definitions of imperialism, colonialism, nationalism, and revolution in the student text. Have students consider how imperialism or colonialism might lead to nationalism and revolution. Ask them to write an essay exploring the cause-and-effect relationships among these concepts. Encourage students to use the tables titled Selected Empires in World History and Selected Conflicts in World History for examples that fit the points they are making in their essays.

### History and Prehistory

You might think of history as everything that has ever happened. For historians, however, history began around 5,000 years ago with the appearance of writing in two civilizations—Sumer and Egypt. Everything before that is prehistory.



Prehistory 3000 B.C. History

Writing systems appear in Sumer (above) and in Egypt c. 3000 B.C.\*

\* The c. before the date is Latin for *circa*, meaning "around" or "approximately."

#### Technology Periodization

This model of periodization divides history according to the technology that drove economic progress.

#### Western Periodization

This model of periodization reflects a European perspective. Classical generally refers to the Greek and Roman civilizations. Middle Ages refers to Europe between the fall of Rome and the Renaissance.

#### Global Periodization

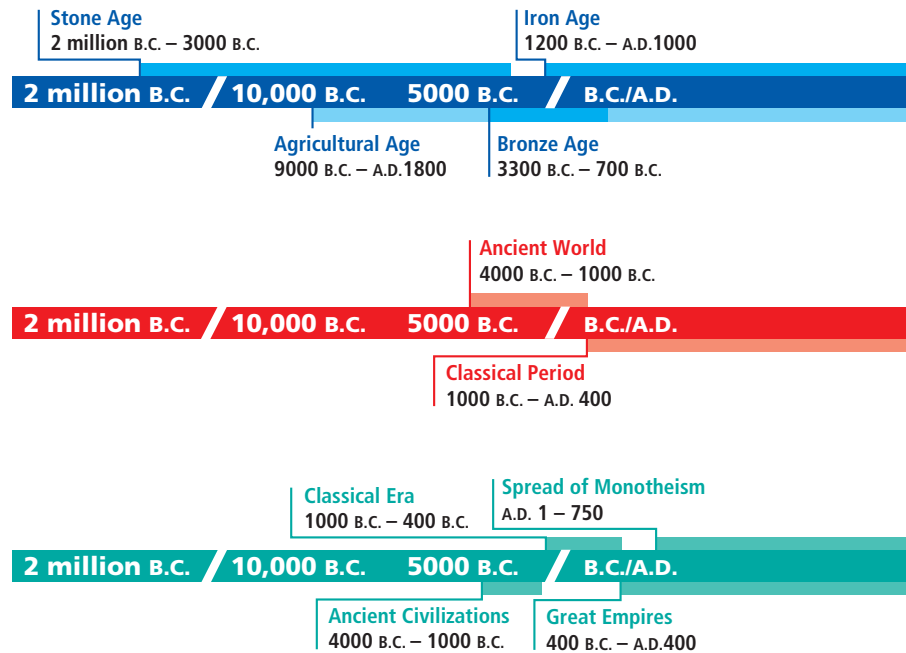
This model of periodization reflects a more global perspective.

Historians study how people lived in the past. They might examine their tools, weapons, jewelry, and building sites, but they rely mainly on written records. For this reason, we say that history began when writing began.

History is a changing story. A historian living at the time of an event may write what seems like a valid description, but a historian writing 100 years later may describe the same event another way entirely. This is because different generations have different perspectives on, or ways of looking at, history. In addition, as time passes, new evidence may appear to alter the interpretation of an event.

## Major Eras in World History

Historians attempt to make sense of vast stretches of history by dividing them into periods. This periodization makes it easier to discuss a group of events by relating them to a broader theme.



## Bibliography

### For the Teacher

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### For the Student

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- Corrick, James A. *The Industrial Revolution*. Lucent, 1998.
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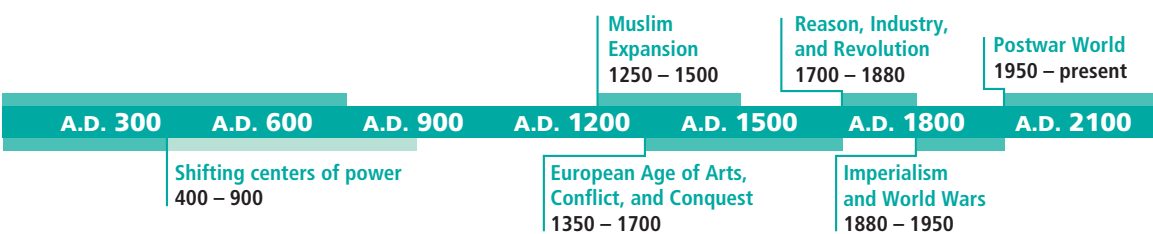
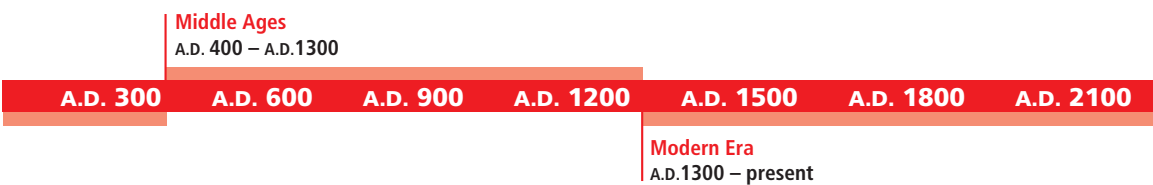
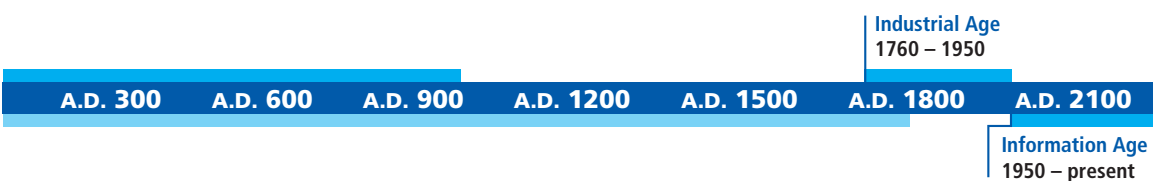
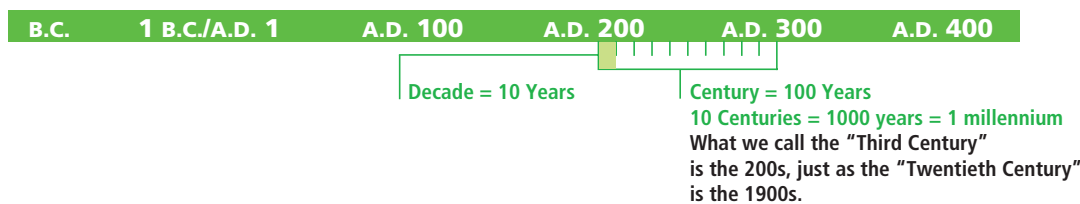
## Analyzing the Visuals

- Have students look at the visual that shows the split between history and prehistory. Ask **Are events that occurred in 5000 B.C. considered prehistory or history?** (*prehistory*) **Why?** (*because the appearance of writing determines the point at which history begins, and 5000 B.C. is 2,000 years before the first appearance of writing*)
- Then point out the timeline on this page that illustrates decades and centuries and the shift from B.C. to A.D. Ask **What is one year that occurred during the seventeenth century?** (*any of the 1600s—technically, 1601–1700*) Point out that there is no year zero, because the shift from B.C. to A.D. is set at the estimated point of Jesus' birth, not the entire year of his birth. The year preceding that point is 1 B.C. The year following that point is A.D. 1.
- Finally, discuss the timelines that represent three models of periodization. Ask **What era are we living in today, according to the technology model of periodization?** (*the Information Age*) **Why do you think the Industrial Revolution is referenced in both the technological and global models of periodization?** (*because it had both technological and global consequences*)

Your textbook is divided this way, into units. Each unit deals with a period, or era, in world history. There are endless ways to categorize the past, depending on one's point of view. The timelines below show three different examples of periodization.

### Decades, Centuries, and Millenniums

Most nations today use a standard calendar that dates events from the believed birth of Jesus. For dates preceding his birth, this calendar uses the abbreviation B.C. ("before Christ"). For dates after his birth, it uses A.D. (anno Domini, Latin for "in the year of our Lord"). An alternative version of this calendar uses the abbreviations B.C.E. and C.E., meaning "Before the Common Era" and "Common Era."



### Differentiated

#### Instruction

#### Solutions for All Learners

#### L4 Advanced Readers L4 Gifted and Talented

To extend students' understanding of the far-reaching effects of technology, refer them to the Technology Periodization timeline. Point out that each new age represented, at least in part, a shift in the quality of tools and a related advance in civilization. Ask students to research one of these shifts, for example,

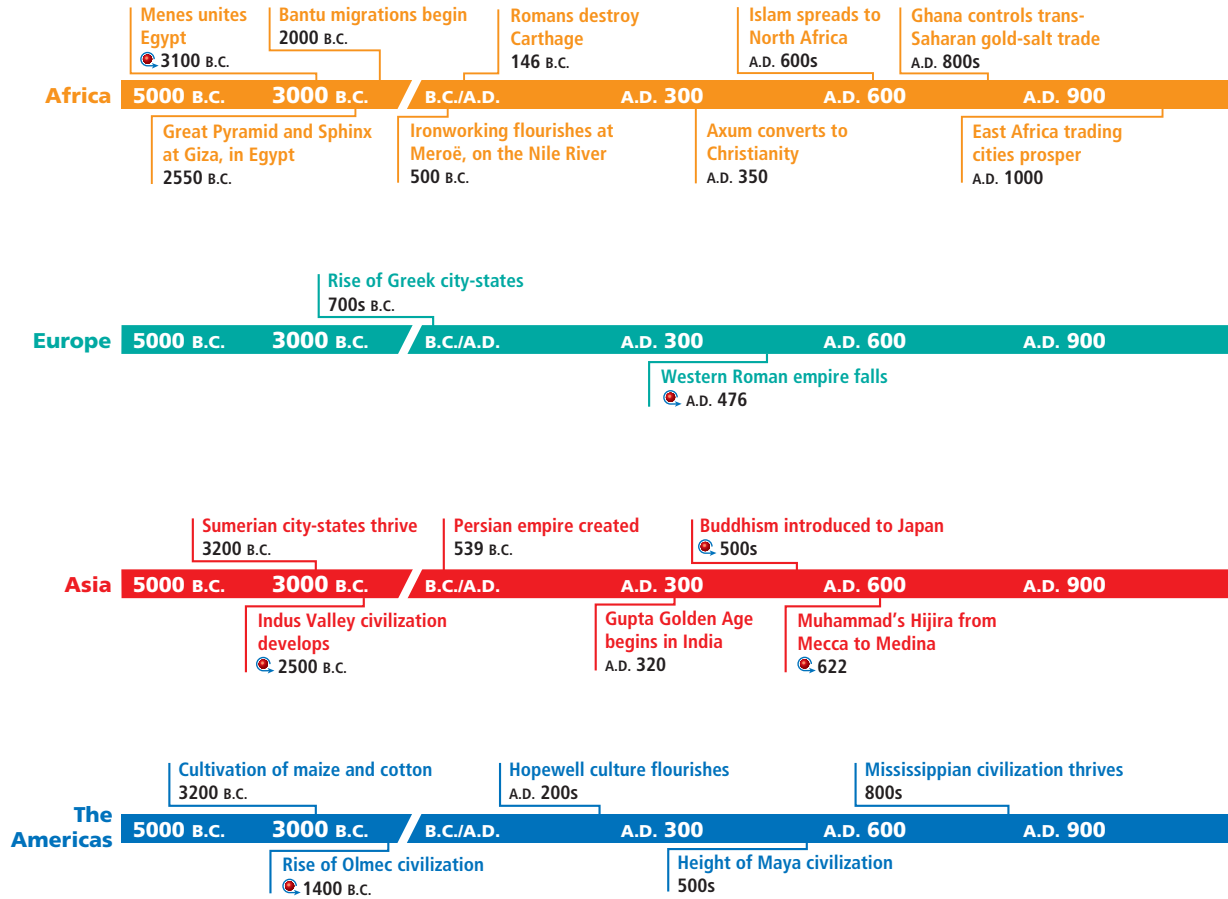
from the Stone Age to the Bronze Age. They should determine how the new tools changed the way people did work and how these changes affected civilization. Have students present their findings to the class.

# History

## Analyzing the Visuals

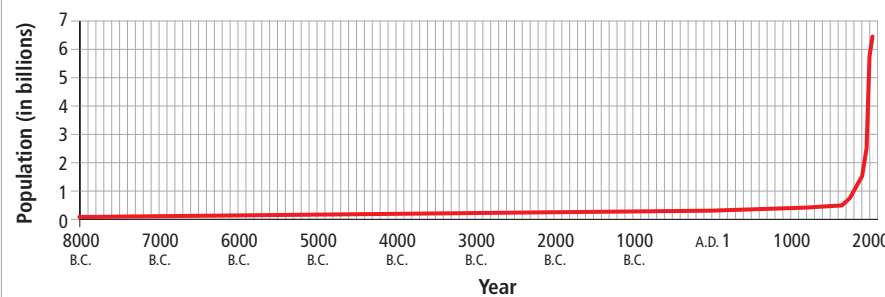
- Point out the timelines on these two pages. Be sure students know the meaning of the turning point symbol. Ask **What events shown on these timelines took place within 50 years of the date Columbus reached the Caribbean?** (*Height of Aztec empire, Ottoman Turks conquer Constantinople, Gutenberg Bible printed, Sonni Ali founds Songhai, Atlantic slave trade grows*) **Which, if any, of these events can you connect to Columbus's voyage?** (*Columbus, who sailed for Spain, can be connected to the Aztecs, who reached their height around the same time that the Spanish conquered them. He can also be connected to the slave trade, which the Spanish initiated.*)
- Now have students look at the line graph on this page. Ask **What is the approximate population of the world today?** (*between 6 and 7 billion*) **What is the trend you see in the graph up to the year A.D. 1000?** (*very slow but steady growth of population*) **What is the trend since around A.D. 1700?** (*sharply faster growth of the population*) **What would need to happen to sharply change the modern trend?** (*much lower birth rates or higher death rates*)

## World Regional Timelines



Turning point: a decisive moment in world history that triggers a major social, political, economic, or cultural transformation.

## World Population Growth



**Graph Skills** As the graph shows, the world's population gradually rose over many centuries, until it shot up suddenly, starting in the 1700s. Improvements in agriculture, greater control of disease, and the shift from manual labor to machines all helped to increase the population.

## History Background

**Population Growth** The population of the world did not reach 1 billion through all of human history until A.D. 1800. The population rose to 2 billion just 130 years later, in 1930. Thirty years after that, it reached 3 billion (1960); fourteen years after that 4 billion (1974); thirteen years later 5 billion (1987); and

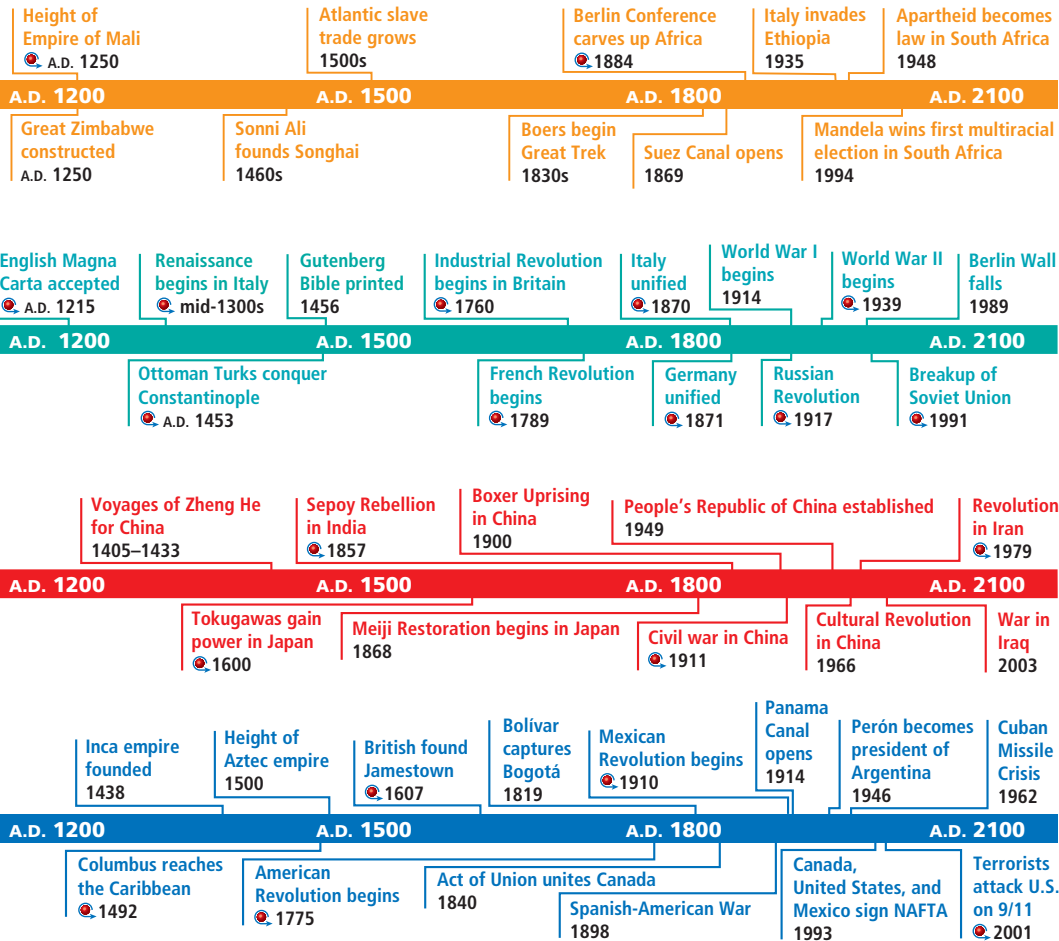
twelve years later 6 billion (1999). Today, the two most populous countries are India, with 1.3 billion people, and China, with 1.1 billion people. The population of the United States is a distant third, at 302 million.

## Analyzing the Visuals

Point out the picture of the Parthenon. Tell students that this ancient Greek temple sat high on a hill overlooking the marketplace of Athens. Ask **What architectural element strikes you first when you look at the Parthenon?** (*The columns are distinctive, as is the triangular roofline.*) **What can you guess about Athenian society based on this structure?** (*Sample: They were wealthy and had sophisticated artistic taste.*)

concept connector

History



The Parthenon, Athens, Greece



## History Background

**The Parthenon** The Athenian leader Pericles ordered the building of the Parthenon, dedicated to the goddess Athena Parthenos, in the mid-400s B.C. Colorful sculptures adorned the white marble building, which is 101 feet wide and 228 feet long. The Parthenon stood largely as built for some 800 years until, in the mid-400s A.D., it was turned into a Christian church. In 1460, after the Ottoman Turks took control

of Athens, the Parthenon became a mosque, with a minaret built into one corner. During a battle between the Turks and an army from Venice, munitions stored in the Parthenon exploded, damaging the central part of the structure. After 1800, many sculptures, including the famed Elgin marbles, were removed to museums and other locations in Britain, France, Denmark, and elsewhere.

# History

## Analyzing the Visuals

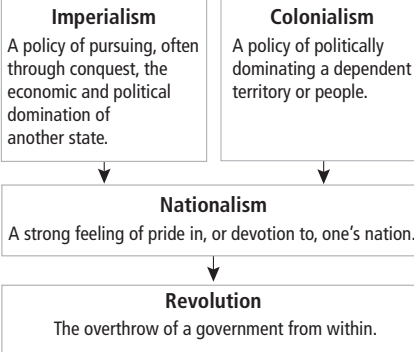
■ Point out the picture of Columbus landing in the Americas. Ask students to draw on their existing knowledge and ask **What are the occupations of the men pictured here?** (*military men and one religious figure*) **How can you tell this?** (*The soldiers carry swords and a rifle; the priest is dressed in religious clothing, carries a cross, and has a cross on his belt.*) **What does the combination of military and religious figures suggest about these men?** (*They are prepared to defend themselves or take military action, and they have strong religious convictions.*) **What does it suggest about what their conquest will be like?** (*They will use force to subdue the inhabitants of the Americas; they will try to convert the inhabitants to Christianity.*) Tell students that this painting depicts the start of an empire. Have them look at the table above the picture to determine which empire started with Columbus. (*the Spanish empire*)

■ Point out the definition of nationalism given in the chart at the top left of this page. Then direct students' attention to the flag at the top right. Tell students that this is the flag of Giovine Italia, or Young Italy, a group founded by the Italian nationalist Giuseppe Mazzini with the goal of freeing their homeland from the Italian princes and Austrians who controlled Italy. Encourage students to try to translate the Italian slogan on the flag, based on similar English words. (*"Union, Power, and Liberty!!"*)

Flag of Giovine Italia, 1833



### Imperialism, Colonialism, Nationalism, and Revolution



## Conquest and Empire

An empire is a group of states or territories controlled by one ruler. Empires often form in a haphazard way. For example, a small state with a strong army successfully defends itself against one neighboring state after another and incorporates their lands. Or at some point, an able ruler aggressively seeks more territory. Over time, the state expands into an empire. A strong military and able leadership are two factors that go into creating an empire. However, successful empires also must develop a government system that can maintain control of conquered peoples.

### Selected Empires in World History

Conquests	Time Span	Location
Roman	509 B.C.–A.D. 180	Mediterranean region, Western Europe, Britain
Arab Muslim	A.D. 624–750	Southwest Asia, North Africa, Spain
Mongol	1206–1294	China, Central Asia, Eastern Europe
Ottoman	1299–1566	Southwest Asia, North Africa, Balkans, Eastern Europe
Spanish	1492–1560	Mexico, Central America, South America, Cuba, Florida

First Landing of Columbus by Frederick Kemmelmeyer



## Differentiated

### Instruction Solutions for All Learners

#### L1 Special Needs L2 Less Proficient Readers L3 English Language Learners

To help students distinguish the different types of states, begin by writing the word *state* on the board. Tell them that a state is a group of people living in a particular area of land under the same government. Then write *city-state* and *nation-state* or *nation* on the

board. Have students look up these terms in a dictionary to see that they are specific forms of the more general term *state*. Then ask students what term would fit this meaning: "A powerful state that extends its political control over a group of other states." (*empire*)

## Analyzing the Visuals

Point out the French revolutionary on this page. Have students use the table on this same page to find information about the French Revolution. Ask **Did the French Revolution occur before or after the American Revolution?** (after) **Would you say that France or French fighters have participated in a significant way or in a minor way in the major conflicts of world history?** (Students should consider that besides the conflicts located in France or in which France is a named combatant, the French also participated in the Crusades and in World War II, as well as in the precursor to the Vietnam War, known as the First Indochina War.)

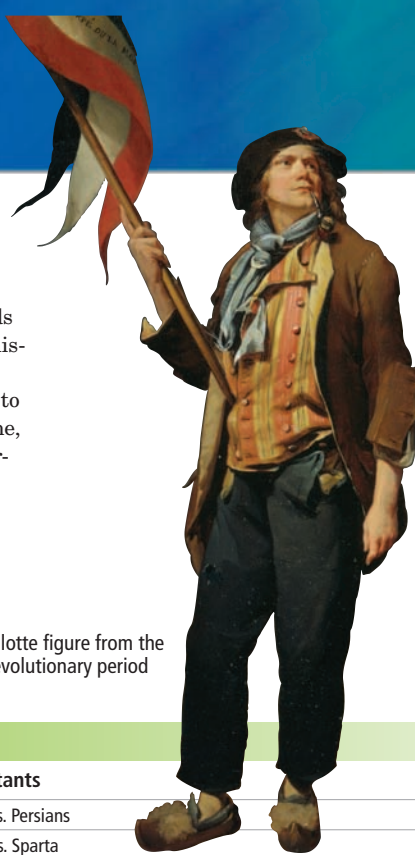
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history

## Major Conflicts in World History

This table shows selected major wars and conquests. Hundreds of other conflicts, large and small, have occurred throughout history. The cause of a conflict may be as simple as “I want what you have.” For example, the basic need for food—and the land to grow it on—has been a prime cause of war. But most of the time, the reasons for wars are more complex. They can involve intertwining economic, political, religious, and cultural forces.

A sans-culotte figure from the French Revolutionary period



### Selected Conflicts in World History

Conflict	Time Span	Location	Combatants
Persian Wars	499–448 B.C.	Greece	Greeks vs. Persians
Peloponnesian War	431–404 B.C.	Greece	Athens vs. Sparta
Punic Wars	264–146 B.C.	Mediterranean region	Rome vs. Carthage
Crusades	A.D. 1096–1291	Southwest Asia	Christians vs. Muslims
Hundred Years' War	1337–1443	France	England vs. France
Wars of King Philip II	1571–1588	Europe	Spain vs. Dutch Netherlands; Spain vs. England
Thirty Years' War	1618–1648	Central Europe (German states)	Holy Roman Empire, Spain, Poland, and others vs. Netherlands, Sweden, France, and others
English Civil War	1642–1649	England	Parliament (Roundheads) vs. Charles I and supporters (Cavaliers)
Seven Years' War (includes French and Indian War)	1756–1763	Europe; North America; India	Austria, Russia, and France vs. Prussia and Britain; Britain and its American colonies vs. France and its Native American allies; Britain vs. France
American Revolution	1775–1783	North America	Britain vs. its American colonies
French Revolution	1789–1799	France	Reformers (mainly middle class and peasants) vs. Louis XVI and supporters (mainly nobles and clergy)
Napoleonic Wars (end of the French Revolution)	1799–1815	Europe	France vs. combined European powers
Latin American Wars of Independence	1802–1824	Latin America	Colonies in Latin America vs. France and Spain
American Civil War	1860–1865	United States	North (Unionists) vs. South (Secessionists)
World War I	1914–1918	Europe (mainly France and Russia)	Allied powers vs. Central powers
World War II	1939–1945	North Africa, Europe, East Asia, Pacific Islands	Allies vs. Axis powers
Korean War	1950–1953	Korea	North Korea and China vs. South Korea and United States
Vietnam War	1959–1975	Vietnam	North Vietnam vs. South Vietnam and the United States

## History Background

**Warfare** Warfare is probably as old as humankind. The earliest wars involved hand-to-hand combat—grisly, painful, and horrifying for the combatants. Weapons included clubs, axes, spears, and, later, swords. The bow and arrow changed the tactics of warfare somewhat by giving armies the ability to fight from a distance. Gunpowder, too, allowed troops to fire at each other across an open space. Still, most battles

ended with pairs of soldiers fighting each other face to face. In today's world of high-flying bombers, helicopter gunships, and assault rifles, enemy forces rarely engage in close combat. Nevertheless, warfare remains grisly, painful, and horrifying—not only for the combatants but also for the innocent civilians who so often get caught in the crossfire.

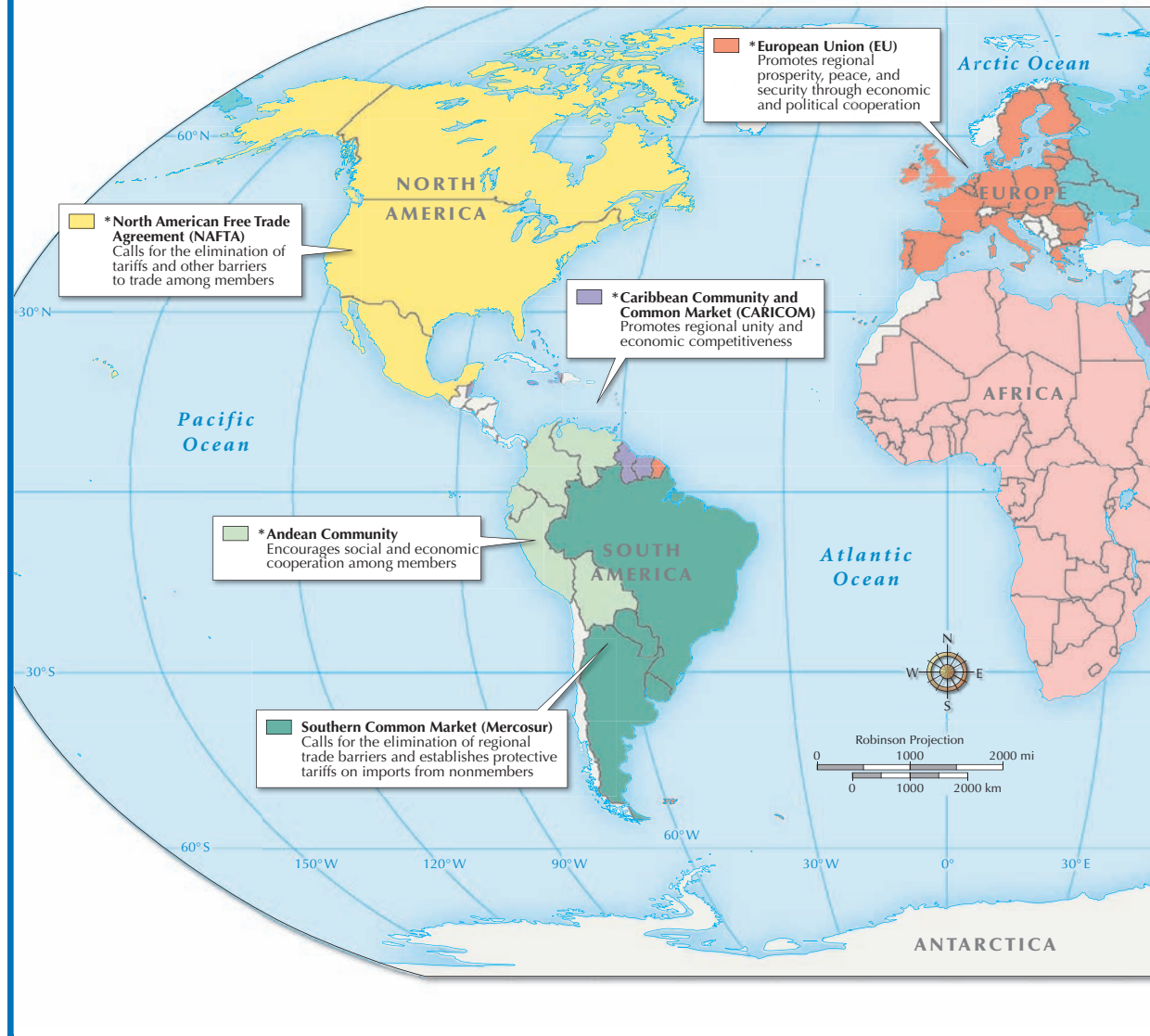
# History

## Analyzing the Visuals

- Direct students' attention to the map on these pages. Ask **Which of these regional organizations encompass nearly an entire continent?** (*the North American Free Trade Agreement, the African Union, Southern Common Market, and the European Union*) Point out the asterisks and the footnote. Then ask **What is the main purpose of most of these organizations?** (*economic development through free trade*) **Which of these organizations are you most familiar with, and why?** (*Students should be familiar with NAFTA, because it includes the United States. Students should also recognize the European Union, a fairly new organization that is growing and is the subject of ongoing news reports. They might also be familiar with the Commonwealth of Independent States, because it emerged from the fall of the Soviet Union—an event of great significance in modern history.*)
- Make clear to students that many other international organizations exist, including those listed in the box on the next page. Ask students what they know about the United Nations, beyond the information provided here. Briefly discuss the importance of using cooperation to achieve world peace.

## Regional Organizations

Through treaties, nations with common regional interests often work together to improve themselves politically, economically, and socially.



## History Background

**European Union** The European Union (EU) is but the latest form taken by an organization that was launched by six nations in 1952 as the European Coal and Steel Community (ECSC). The six nations—France, West Germany, Belgium, the Netherlands, Luxembourg, and Italy—aimed to eliminate tariffs and quotas on coal and steel within the ECSC. In 1957, these nations formed the European Economic

Community (EEC) to establish a free trade zone among its member states. In 1967, the ECSC, the EEC, and Euratom combined to form the European Communities (EC), which several other European nations joined. Further European integration came about in 1991, when a treaty created the EU, with 12 member states, a number that had swelled to 27 by 2007.

### International Organizations

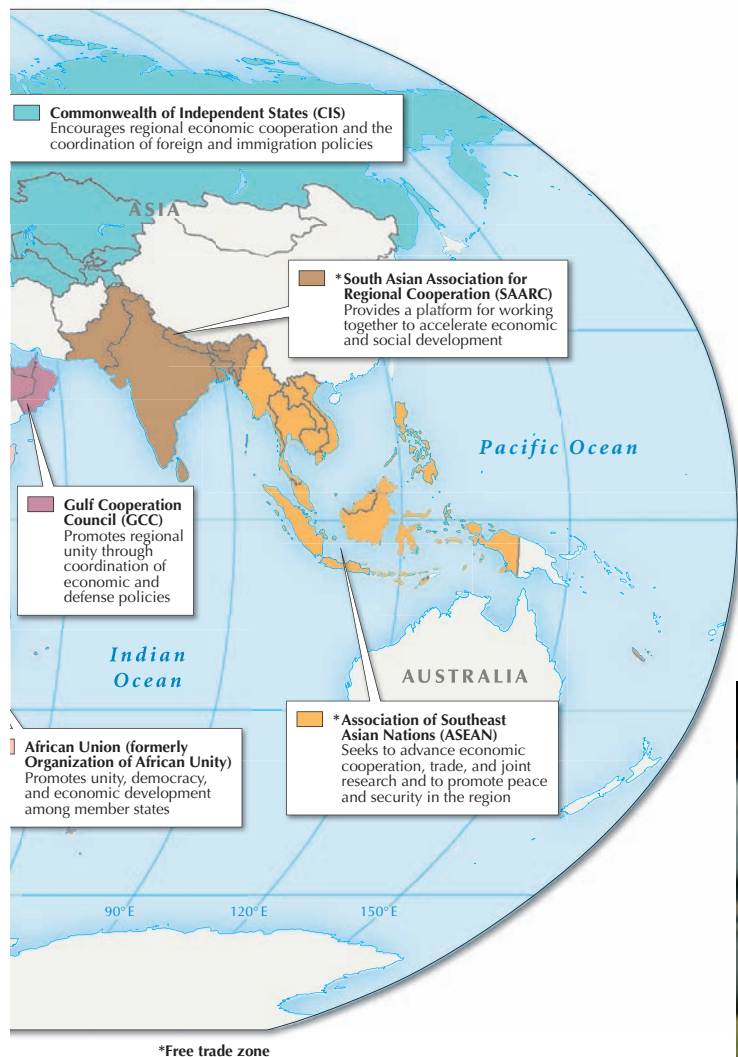
These organizations promote cooperation across regions:

- Arab League
- International Monetary Fund (IMF)
- North Atlantic Treaty Organization (NATO)
- Organization for Economic Cooperation and Development (OECD)
- Organization of American States (OAS)
- Organization of Petroleum Exporting Countries (OPEC)
- United Nations (UN)
- World Trade Organization (WTO)

### The United Nations

Of all the organizations in the world, the UN stands out as the main coordinator of international activities. With the support of its 191 member nations, the UN plays a vital, ongoing role in keeping the peace, fighting disease, promoting economic development, and providing humanitarian aid.

International aid poured into Indonesia following the December 2004 tsunami. Here an American navy pilot delivers supplies from the United States Agency for International Development (USAID), an independent federal agency.



### History Background

**United Nations** The United Nations celebrated its sixtieth anniversary on October 24, 2005. Since its founding at the close of World War II, the UN has expanded greatly but has maintained one goal above all others: to promote peace in the world. The predecessor to the UN was the League of Nations, formed after World War I with the intention of preventing another major war. The League's fatal flaw was its

unwillingness in the 1930s to stand up against German, Italian, and Japanese aggression, which led to World War II. Countries lost faith in the value of the League, but not in its principles. Franklin Roosevelt and Winston Churchill reaffirmed those principles in the Atlantic Charter. In 1941, this document paved the way for a new organization, known as the UN, that would promote peace and cooperation.