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How to Use this Book

The Interactive Reader and Study Guide was developed to help you get the most from your world geography course. Using this book will help you master the content of the course while developing your reading and vocabulary skills. Reviewing the next few pages before getting started will make you aware of the many useful features of this book.

Chapter Summary pages help you connect with the big picture. Studying them will keep you focused on the information you will need to be successful on your exams.

Graphic organizers help you to summarize each chapter.
- Some have blanks you will need to fill.
- Others have been completed for you.
Either way, they are a valuable study tool to help you prepare for important tests.

Answering each question will help you to understand the graphic organizer and ensure that you fully comprehend the content from the chapter.
Section Summary pages allow you to interact easily with the content and Key Terms from each section.

Main Ideas statements from your textbook focus your attention as you read the summaries.

Clearly labeled page headers make navigating the book extraordinarily simple.

The Key Terms from your textbook are provided with their definitions, making studying them easier.

Headings under each section summary relate to each heading in the textbook, making it easy for you to find the material you need.

Simple summaries explain each Main Idea in a way that is easy to understand.

Main Ideas

1. Mexico's physical features include plateaus, mountains, and coastal lowlands.
2. Mexico's climate and vegetation include deserts, tropical forests, and cool highlands.
3. Key natural resources in Mexico include oil, silver, gold, and scenic landscapes.

Key Terms and Places

Río Bravo — Río Grande, forms part of Mexico's border with the U.S.
Península — piece of land surrounded on three sides by water
Baja California — peninsula stretching from northern Mexico into the Pacific Ocean
Gulf of Mexico — body of water that forms Mexico's eastern border
Yucatán Peninsula — land separating the Gulf of Mexico from the Caribbean Sea
Sierra Madre — "mother range" made up of three mountain ranges in Mexico

Section Summary

Physical Features

Mexico shares a long border with the United States. Part of this border is formed by a river called the Río Bravo, known as the Río Grande in the United States. Mexico's western border is the Pacific Ocean, where a long peninsula called Baja California stretches south from northern Mexico. In the east, the Yucatán Peninsula separates the Gulf of Mexico from the Caribbean Sea.

The interior of Mexico is mostly the high, rugged Mexican Plateau, which rises in the west to the Sierra Madre Occidental. In the east it meets the Sierra Madre Oriental. Sierra Madre means "mother range." The country's capital, Mexico City, lies at the southern end of the plateau in the Valley of Mexico. The city has earthquakes, and to the south there are active volcanoes.

From the central highlands, the land slopes down to Mexico's sunny beaches. In the east the Gulf coastal plain is wide, and there are many farms.
Section 3, continued

the new nation. Israel and Arab countries have fought in several wars over this issue, and disputes between the two sides continue today.

ISRAEL TODAY

Despite its problems, today Israel is a modern, democratic country with a diverse economy. About 80 percent of Israel’s population is Jewish. The rest of the population is mostly Arab. Tel Aviv is Israel’s largest city.

Jewish holidays and traditions are an important aspect of Israeli Jewish culture. Many Jews follow a kosher diet based on ancient religious laws. About 100,000 Israeli Jews live in kibbutzim, large farms where people share everything in common.

THE PALESTINIAN TERRITORIES

In 1967 Israel captured land occupied by Palestinian Arabs—Gaza, the West Bank, and East Jerusalem. Since then Jews and Arabs have fought over the right to live in these two regions.

In the 1990s Israel agreed to turn over parts of the territories to Palestinians if the Palestinian leadership—the Palestinian Authority—agreed to work for peace. In 2005, Israel transferred Gaza to the Palestinian Authority. The future of the peace process remains uncertain.

CHALLENGE ACTIVITY

Critical Thinking: Drawing Inferences Based on what you’ve learned about the conflicts between Israelis and Arabs, write a proposal you think would help ensure lasting peace. Be sure to explain why you think your proposal would be successful.

What percentage of Israel’s population is Jewish?

What are kibbutzim?

Which areas of land have been the source of the greatest conflict, tension, and violence between Arabs and Israelis?
Physical Geography of Africa

CHAPTER SUMMARY

Graphic Organizer - No Model

<table>
<thead>
<tr>
<th>features</th>
<th>North Africa</th>
<th>West Africa</th>
<th>East Africa</th>
<th>Central Africa</th>
<th>Southern Africa</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Atlas Mountains, Sahara</td>
<td>Sahara, Niger River</td>
<td>Horn of Africa; Nile River; Lakes Victoria, Tanganyika, and Malawi</td>
<td>Ubangi and Congo Rivers, Congo rain forest</td>
<td>Madagascar; Kalahari &amp; Namib Deserts</td>
</tr>
</tbody>
</table>

<table>
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<th>most populous country</th>
<th>Egypt</th>
<th>Nigeria</th>
<th>Ethiopia</th>
<th>Congo</th>
<th>South Africa</th>
</tr>
</thead>
<tbody>
<tr>
<td>most populous cities</td>
<td>Cairo, Alexandria, Casablanca</td>
<td>Lagos, Abidjan, Kano</td>
<td>Nairobi, Addis Ababa, Dar es Salaam</td>
<td>Kinshasa, Luanda</td>
<td>Cape Town, Durban, Harare</td>
</tr>
<tr>
<td>largest country</td>
<td>Algeria</td>
<td>Mali</td>
<td>Sudan</td>
<td>Democratic Republic of the Congo</td>
<td>South Africa</td>
</tr>
</tbody>
</table>

COMPREHENSION AND CRITICAL THINKING

Use information from the charts to help answer the following questions.

1. **Summarize**  What type of vegetation is the most prevalent in Africa?

2. **Recall**  What is a rift valley? Where are rift valleys in Africa?

3. **Summarize**  Where and what is the Sahel?

4. **Understand Causes and Effects**  In what ways has mining affected Africa?

5. **Make Inferences**  Why do you think Africa has not been able to take more advantage of its abundant natural resources?
**Main Ideas**

1. Major physical features of North Africa include the Nile River, the Sahara, and the Atlas Mountains.
2. The climate of North Africa is hot and dry, and water is the region’s most important resource.

**Key Terms and Places**

- **Sahara**: world’s largest desert, covering most of North Africa
- **Nile River**: the world’s longest river, located in Egypt
- **silt**: finely ground, fertile soil good for growing crops
- **Suez Canal**: strategic waterway connecting the Mediterranean and Red Seas
- **oasis**: wet, fertile area in a desert where a natural spring or well provides water
- **Atlas Mountains**: mountain range on the northwestern side of the Sahara

**Section Summary**

**Physical Features**

Morocco, Algeria, Tunisia, Libya, and Egypt are the five countries of North Africa. All five countries have northern coastlines on the Mediterranean Sea. The largest desert in the world, the **Sahara**, covers most of North Africa.

The **Nile River**, the world’s longest, flows northward through the eastern Sahara. Near its end, it becomes a large river delta that empties into the Mediterranean Sea. The river’s water irrigates the farmland along its banks. In the past, flooding along the Nile left finely ground fertile soil, called **silt**, in the surrounding fields. Today, the Aswan High Dam controls flooding and prevents silt from being deposited in the nearby fields. As a result, farmers must use fertilizer to aid the growth of crops. East of the Nile River is the Sinai Peninsula, which is made up of rocky mountains and desert. The Sinai is separated from the rest of Egypt by the **Suez Canal**, a strategic waterway that connects the Mediterranean Sea with the Red Sea.
The Sahara has a huge impact on all of North Africa. It is made up of sand dunes, gravel plains, and rocky, barren mountains. Because of the Sahara’s harsh environment, few people live there. Small settlements of farmers are located by oases—wet, fertile areas in the desert that are fed by natural springs. The Ahaggar Mountains are located in central North Africa. The Atlas Mountains are in the northwestern part of North Africa.

**CLIMATE AND RESOURCES**

Most of North Africa has a desert climate. It is hot and dry during the day, and cool or cold during the night. There is very little rain. Most of the northern coast west of Egypt has a Mediterranean climate. There it is hot and dry in the summer, and cool and moist in the winter. Areas between the coast and the Sahara have a steppe climate.

Important resources include oil and gas, particularly for Libya, Algeria, and Egypt. In Morocco, iron ore and minerals are important. Coal, oil, and natural gas are found in the Sahara.

**CHALLENGE ACTIVITY**

**Critical Thinking: Evaluating** Why do you think almost all of Egypt’s population lives along the Nile River? Write a brief paragraph that explains your answer.
Main Ideas

1. West Africa’s key physical features include plains and the Niger River.
2. West Africa has distinct climate and vegetation zones that go from arid in the north to tropical in the south.
3. West Africa has good agricultural and mineral resources that may one day help the economies in the region.

Key Terms and Places

Niger River  most important river in West Africa
zonal  organized by zone
Sahel  a strip of land that divides the desert from wetter areas
desertification  the spread of desert-like conditions
savanna  an area of tall grasses and scattered trees and shrubs

Section Summary

Physical Features
The main physical features in West Africa are plains and rivers. Most of the region is covered by plains. Plains along the coast have most of the region’s cities. People on inland plains usually farm or raise animals. There are a few highlands in the southwest and northeast of the region.

The Niger River is the most important river in the region. It brings water to the people of the region for farming and fishing. It also provides a transportation route. It has an inland delta hundreds of miles from the coast where it divides into a network of channels, swamps, and lakes.

Climate and Vegetation
West Africa has four climate regions, which are zonal, or organized by zone. They stretch from east to west. The zone farthest north is part of the largest desert in the world, the Sahara.

Just to the south of the Sahara is a region called the Sahel. It is a strip of land that divides the
Section 2, continued

desert from wetter areas. It has a steppe climate where rainfall varies greatly from year to year. Although it is very dry, enough plants grow there to support some grazing animals.

Because animals have overgrazed the Sahel and people have cut trees for firewood, the wind blows soil away. There has also been drought in the area. This has caused desertification, or the spread of desert-like conditions.

To the south of the Sahel is savanna, an area of tall grasses and scattered trees and shrubs. When rain falls regularly, it is a good area for farming.

The coasts of the Atlantic Ocean and the Gulf of Guinea have a humid tropical climate. Much rain there supports tropical forests. Many trees have been cut to make room for the growing population.

RESOURCES

Because of the good farmland and climate in some areas, agricultural products are an important resource. These include coffee, coconuts, peanuts, and cacao, which is used to make chocolate. West Africa also has minerals such as diamonds, gold, iron ore, and bauxite, which is the source of aluminum. Oil is the region’s most valuable resource. Nigeria is a major exporter of oil, which is found near its coast.

CHALLENGE ACTIVITY

Critical Thinking: Identifying Cause and Effect Why do you think fewer people live in the northern portion of the region than in the southern portion? Write a paragraph to explain your reasoning.
Main Ideas

1. East Africa’s physical features range from rift valleys to plains.
2. East Africa’s climate is influenced by its location and elevation, and the region’s vegetation includes savannas and forests.

Key Terms and Places

- **Rift Valley**: Places on Earth’s surface where the crust stretches until it breaks.
- **Great Rift Valley**: The largest rift on Earth, made up of two rifts—the eastern rift and the western rift.
- **Mount Kilimanjaro**: The highest mountain in Africa.
- **Serengeti Plain**: One of Tanzania’s largest plains, home to abundant wildlife.
- **Lake Victoria**: Africa’s largest lake and the source of the White Nile.
- **Drought**: Period when little rain falls, and crops are damaged.

Section Summary

**Physical Features**

The landscape of East Africa is varied and a home to diverse and abundant wildlife. Rift valleys cut from north to south across the region. Rift walls are often steep cliffs that can rise as much as 6,000 feet. The Great Rift Valley is made up of two rifts.

East Africa has many volcanic mountains. The tallest of these is Mount Kilimanjaro. Although the mountain is located near the equator, its peak is covered with ice and snow. Another area of high elevation is the Ethiopian Highlands.

Some areas of East Africa are flat plains. The Serengeti Plain in Tanzania is one of the largest. Many kinds of wildlife live here, including elephants, giraffes, lions, and zebras. Tanzania established much of the plain as a national park.

A number of rivers and lakes are found in East Africa. The Nile is the world’s longest river. It begins in East Africa. Then it flows north to the Mediterranean Sea. The source of the White Nile is Lake Victoria. The Blue Nile begins in the

What is surprising about Mount Kilimanjaro?

______________________________

Underline examples of wildlife that can be found on the Serengeti Plain.

Circle the name of the world’s longest river.

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Ethiopian Highlands. Both rivers meet in Sudan to form the Nile.
Lake Victoria is Africa’s largest lake, but many lakes also lie along the rift valleys. Some of these lakes are extremely hot or salty.

**CLIMATE AND VEGETATION**

East Africa has a variety of climate and vegetation. Latitude and elevation affect climate. For example, areas near the equator receive heavy rains. Farther from the equator, the weather is drier. When little rain falls, **droughts** can occur. During a drought, crops fail, cattle die, and people begin to starve. There have been severe droughts in East Africa.

The climate south of the equator is tropical savanna. In savannas, plants include tall grasses and scattered trees. The rift floors have grasslands and thorn shrubs.

Plateaus and mountains are found north of the equator. They have a highland climate and thick forests. The highlands receive a lot of rainfall. The mild climate makes farming possible. Many people live in the highlands. Forests are found at higher elevations.

East of the highlands and on the Indian Ocean coast, the elevation is lower. Desert and steppe climates are found here. Vegetation is limited to shrubs and grasses.

**CHALLENGE ACTIVITY**

**Critical Thinking: Making Generalizations** Write a booklet for tourists to read before embarking on a helicopter tour of East Africa. What will they find most interesting about the region? Why?
Physical Geography of Africa

Section 4

Main Ideas

1. Central Africa’s major physical features include the Congo Basin and plateaus surrounding the basin.
2. Central Africa has a humid tropical climate and dense forest vegetation.
3. Central Africa’s resources include forest products and valuable minerals such as diamonds and copper.

Key Terms and Places

- **Congo Basin**: the basin near the middle of Central Africa.
- **basin**: a generally flat region surrounded by higher land such as mountains and plateaus.
- **Congo River**: river that drains the Congo Basin and empties into the Atlantic Ocean.
- **Zambezi River**: river in the southern part of the region that flows eastward toward the Indian Ocean.
- **periodic market**: open-air trading market that is set up once or twice a week.
- **copper belt**: area where copper is found that runs through northern Zambia and southern Democratic Republic of the Congo.

Section Summary

**Physical Features**

Central Africa lies between the Atlantic Ocean and the Western Rift Valley. Near the middle of the region is the Congo Basin. Plateaus and low hills surround the basin. The highest mountains in Central Africa are east of the basin along the Western Rift Valley. Lake Nyasa, also called Lake Malawi, and Lake Tanganyika lie along the rift. The Congo River is an important transportation route. It drains the Congo Basin and has hundreds of smaller rivers flowing into it. The many rapids and waterfalls prevent ships from traveling from the interior of the region all the way to the Atlantic. The Zambezi River flows toward the Indian Ocean. Many rivers in Angola and Zambia and from Lake Nyasa flow into the Zambezi. It also has many waterfalls, including Victoria Falls.
CLIMATE, VEGETATION, AND ANIMALS
Because of its position along the equator, the Congo Basin and much of the Atlantic coast have a humid tropical climate with warm temperatures and plenty of rainfall all year. The warm, wet climate has led to the growth of dense tropical forests. These forests are home to such animals as gorillas, elephants, and okapis—relatives of the giraffe. However, large areas of these forests are now being cleared for farming and logging. To protect the forests and the animals that live there, some Central African governments have set up national park areas.

The climate north and south of the Congo Basin is a tropical savanna climate with warm weather all year but with distinct dry and wet seasons. Grasslands, scattered trees, and shrubs are the main vegetation. In the east, the high mountains have a highland climate. The far southern part of the region has dry steppe and desert climates.

RESOURCES
The tropical climate is good for farming. Most people are subsistence farmers. Many grow crops for sale. In rural areas people sell goods at a periodic market. Other natural resources include timber from forests and rivers, which are important to travel, trade, and production of hydroelectricity. Some countries have oil, natural gas, and coal and valuable minerals such as copper, uranium, tin, zinc, diamonds, gold, and cobalt. Most of Africa’s copper is in the copper belt. However, political problems and poor transportation have kept these resources from being fully developed.

CHALLENGE ACTIVITY
Critical Thinking: Making Inferences Why might the Congo River be important to the development of the region’s mineral resources? Write a brief paragraph to explain your answer.
Physical Geography of Africa

Section 5

**Main Ideas**

1. Southern Africa’s main physical feature is a large plateau with plains, rivers, and mountains.
2. The climate and vegetation of Southern Africa is mostly savanna and desert.
3. Southern Africa has valuable mineral resources.

**Key Terms and Places**

**escarpment** the steep face at the edge of a plateau or other raised area
**veld** open grassland areas of South Africa
**Namib Desert** a desert located on the Atlantic coast, the driest place in the region
**pans** low, flat areas into which ancient streams drained and later evaporated

**Section Summary**

**Physical Features**

Southern Africa is covered with grassy plains, steamy swamps, mighty rivers, rocky waterfalls, and steep mountains and plateaus.

Most of Southern Africa lies on a large plateau. The steep face at the edge of a plateau or other raised area is called an *escarpment*. In eastern South Africa, part of the escarpment is made up of a mountain range called the Drakensberg. Farther north, the Inyanga Mountains separate Zimbabwe and Mozambique.

Many large rivers cross Southern Africa’s plains. The Okavango flows from Angola into a huge basin in Botswana. The Orange River passes through the Augrabies Falls and flows into the Atlantic Ocean.

**Climate and Vegetation**

Southern Africa’s climates change from east to west. The east coast of the island of Madagascar is the wettest place in the region. In contrast to the eastern part of Africa, the west is very dry. Deserts along the Atlantic coast give way to plains with semiarid and steppe climates. Much of Southern
Africa is covered by a large savanna region. On this grassland plain, shrubs and short trees grow. These grassland areas are known as the **veld** in South Africa.

The **Namib Desert** on the Atlantic Coast is the driest area in the region. The Kalahari Desert covers most of Botswana. Here ancient streams have drained into low, flat areas, or **pans**. On these pans, a glittering white layer forms when the streams dry up and leave minerals behind.

While the mainland is mostly dry, Madagascar has lush vegetation and tropical forests. Many animals, such as lemurs, are found here and nowhere else in the world. Unfortunately, rain forest destruction has endangered many of Madagascar’s animals.

**RESOURCES**

Rich in natural resources, Southern Africa has useful rivers, forests, and minerals. Its rivers provide a source of hydroelectric power and irrigation for farming. Forests are a source of timber. Mineral resources include gold, diamonds, platinum, copper, uranium, coal, and iron ore. Mining is very important to Southern Africa’s economy. However, mining can harm the surrounding natural environments.

**CHALLENGE ACTIVITY**

**Critical Thinking: Summarizing** Based on what you’ve read so far, write a one-sentence summary to go with each of the following headings.

a. Physical Features of Southern Africa

b. Climates of Southern Africa

c. Vegetation of Southern Africa

d. Resources of Southern Africa
CHAPTER SUMMARY

3200 BC

Villages band together and create Lower Egypt and Upper Egypt.

2700 BC

The Third Dynasty rises to power.

1550 BC

The New Kingdom begins, around which time Egypt develops into an empire.

COMPREHENSION AND CRITICAL THINKING

Use information from the graphic organizer to help answer the following questions.

1. **Sequence** Approximately when did the Third Dynasty rise to power?

   ____________________________________________

2. **Draw Conclusions** What was the importance of the rise of the Third Dynasty?

   ____________________________________________

3. **Evaluate** What was Egypt like after its reunification around 2050 BC?

   ____________________________________________

4. **Explain** How did Egypt become an empire?

   ____________________________________________
Ancient Civilizations of Africa—Egypt

Section 1

MAIN IDEAS

1. Egypt was called the gift of the Nile because the Nile River was so important.
2. Civilization developed after people began farming along the Nile River.
3. Strong kings unified all of ancient Egypt.

Key Terms and Places

Nile River  important river in Egypt
Upper Egypt  southern part of Egypt
Lower Egypt  northern part of Egypt
cataracts  river rapids
delta  triangle-shaped area of land made from soil deposited by a river
pharaoh  ruler of ancient Egypt, literally means “great house”
dynasty  series of rulers from the same family

Section Summary

THE GIFT OF THE NILE

The existence of Egypt was based solely around the Nile River, the world’s longest river. The Nile carries water from central Africa through a vast stretch of desert land. The river was so important to people that Egypt was called the gift of the Nile.

Ancient Egypt developed along a 750-mile stretch of the Nile, and was originally organized into two kingdoms—Upper Egypt and Lower Egypt. Upper Egypt was located upriver in relation to the Nile’s flow. Lower Egypt was the northern region and was located downriver.

Cataracts, or rapids, marked the southern border of Upper Egypt. Lower Egypt was centered in the river delta, a triangle-shaped area of land made of soil deposited by the river. In midsummer, the Nile would flood Upper Egypt and in the fall the river would flood Lower Egypt. This made sure that the farmland would stay moist and fertile. As the land surrounding the Nile Valley was arid desert,
this watered area was the lifeline for everyone who lived in the region.

**CIVILIZATION DEVELOPS IN EGYPT**

With dry desert all around, it is no wonder that ancient settlers were attracted to this abundant and protected area of fertile farmland. Hunter-gatherers first moved to the area around 12,000 years ago and found plenty of meat and fish to hunt and eat. By 4500 BC farmers were living in villages and growing wheat and barley. They were also raising cattle and sheep.

Around 3200 BC the Egyptian villages became organized into two kingdoms. The capital of Lower Egypt was located in the northwest Nile Delta at a town called Pe. The capital city of Upper Egypt was called Nekhen. It was located on the west bank of the Nile.

**KINGS UNIFY EGYPT**

Around 3100 BC Menes (mee-nee), the king of Upper Egypt, invaded Lower Egypt. He married a princess there in order to unite the two kingdoms under his rule. Menes was the first **pharaoh**, which literally means ruler of a “great house.” He also started the first Egyptian **dynasty**, or series of rulers from the same family. He built a new capital city, Memphis, which became a popular cultural center. His dynasty ruled for nearly 200 years.

**CHALLENGE ACTIVITY**

**Critical Thinking: Drawing Inferences**  Villages did not develop until people could stop being hunter-gatherers and start growing their own food. From villages came powerful leaders who united larger territories and people under one organization. Imagine that you are an ancient Egyptian interested in becoming a leader. Write a speech explaining what would make you a powerful person fit for ruling a large village.

**Why do you think Menes wanted to unite the two kingdoms?**

__________________________

__________________________

__________________________
Ancient Civilizations of Africa—Egypt

Section 2

Main Ideas

1. Life in the Old Kingdom was influenced by pharaohs, roles in society, and trade.
2. Religion shaped Egyptian life.
3. The pyramids were built as tombs for Egypt’s pharaohs.

Key Terms and Places

**Old Kingdom** a period in Egyptian history that lasted from about 2700 to 2200 BC

**nobles** people from rich and powerful families

**afterlife** life after death, a widely held ancient Egyptian belief

**mummies** specially treated bodies wrapped in cloth

**elite** people of wealth and power

**pyramids** huge, stone tombs with four triangle-shaped walls that meet at a top point

**engineering** application of scientific knowledge for practical purposes

Section Summary

**LIFE IN THE OLD KINGDOM**

Around 2700 BC the Third Dynasty began a period in Egyptian history known as the Old Kingdom. During the next 500 years, the Egyptians developed a political system based on the belief that the pharaoh was both a king and a god. The most famous pharaoh of the Old Kingdom was Khufu, in whose honor the largest of the pyramids was built.

Although the pharaoh owned everything, he was also held personally responsible if anything went wrong. He was expected to make trade profitable and prevent war. To manage these duties, he appointed government officials, mostly from his family. Social classes developed, with the pharaoh at the top and nobles from rich and powerful families making up the upper class. The middle class included some government officials, scribes, and rich craftspeople. Most people, including farmers, belonged to the lower class. Lower-class people were often used by the pharaoh as labor.

Would you say that there was any distinction between religion and politics in Egypt’s Old Kingdom? Why or why not?

Of the upper, middle, and lower classes, which was the largest in ancient Egypt?
Trade also developed during the Old Kingdom. Traders sailed on the Mediterranean and south on the Nile and the Red Sea to acquire gold, copper, ivory, slaves, wood, and stone.

**RELIGION AND EGYPTIAN LIFE**

The Old Kingdom formalized a religious structure that everyone was expected to follow. Over time, certain cities built temples and were associated with particular gods.

Much of Egyptian religion focused on the **afterlife**. Each person’s *ka* (kah), or life force, existed after death, but remained linked to the body. To keep the *ka* from suffering, the Egyptians developed a method called embalming to preserve bodies. Royalty had their bodies preserved as **mummies**, specially treated bodies wrapped in cloth. Other members of the **elite** also had their bodies preserved.

**THE PYRAMIDS**

**Pyramids**, spectacular stone monuments, were built to house dead rulers. Many pyramids are still standing today, amazing reminders of Egyptian **engineering**.

**CHALLENGE ACTIVITY**

**Critical Thinking: Drawing Inferences**  Think about the way in which Egyptians viewed the pharaoh. Then think about how we view our current U.S. President. In what ways are these views similar? In what ways are they different? Write a one-page essay considering whether a god-king pharaoh ruling today would be loved or hated by his people.

What is the *ka*?

______________________________

______________________________
Ancient Civilizations of Africa—Egypt

Section 3

MAIN IDEAS
1. The Middle Kingdom was a period of stable government between periods of disorder.
2. The New Kingdom was the peak of Egyptian trade and military power, but its greatness did not last.
3. Work and daily life differed among Egypt’s social classes.

Key Terms and Places

Middle Kingdom  period of stability and order in ancient Egypt between about 2050 and 1750 BC
New Kingdom  the height of Egypt’s power and glory, between 1550 and 1050 BC
Kush  kingdom south of Egypt
trade routes  paths followed by traders

Section Summary

THE MIDDLE KINGDOM
The Old Kingdom ended with the pharaohs in debt. Ambitious nobles serving in government positions managed to take power from the pharaohs and rule Egypt for nearly 160 years. Finally, a powerful pharaoh regained control of Egypt around 2050 BC and started a peaceful period of rule. This era was called the Middle Kingdom and lasted until Southwest Asian invaders conquered Lower Egypt around 1750 BC.

THE NEW KINGDOM
When an Egyptian named Ahmose (Аhm-ohs) drove away the invaders and declared himself king of Egypt in 1550 BC, he ushered in Egypt’s eighteenth dynasty and the start of the New Kingdom. Responding to invasions, Egypt took control of possible invasion routes by taking over areas such as Syria and Kush, and quickly became the leading military power in the region, with an empire extending from the Euphrates River in the northeast to Nubia in

From where did the raiders who ended the Middle Kingdom come?

______________________________
the south. These conquests also made Egypt rich, through gifts and vastly expanded trade routes. One ruler in particular, Queen Hatshepsut, was active in establishing new paths for traders.

Despite the strong leadership of Ramses the Great, a tide of invasions from Southwest Asia and from the west eventually reduced Egypt to violence and disorder.

**WORK AND DAILY LIFE**
During the Middle and New Kingdoms, Egypt’s population continued to grow and become more complex. Professional and skilled workers like scribes, artisans, artists, and architects were honored. These roles in society were usually passed on in families, with young boys learning a trade from their fathers.

For farmers and peasants, who made up the vast majority of the population, life never changed. In addition to hard work on the land, they were required to pay taxes and were subject to special labor duty at any time. Only slaves were beneath them in social status.

Most Egyptian families lived in their own homes. Boys were expected to marry young and start their own families. Women focused on the home, but many also had jobs outside the home. Egyptian women had the legal rights to own property, make contracts, and divorce their husbands.

**CHALLENGE ACTIVITY**
**Critical Thinking: Drawing Inferences** Design a “want ad” for a position held in ancient Egyptian society. Then write a letter to a potential employer explaining why you should be hired.
Ancient Civilizations of Africa—Egypt

Section 4

Main Ideas

1. Egyptian writing used symbols called hieroglyphics.
2. Egypt’s great temples were lavishly decorated.
3. Egyptian art filled tombs.

Key Terms and Places

hieroglyphics  Egyptian writing system, one of the world’s first, which used symbols
papyrus  long-lasting, paper-like substance made from reeds
Rosetta Stone  a stone slab discovered in 1799, that was inscribed with hieroglyphics
and their Greek meanings
sphinxes  imaginary creatures with the bodies of lions and the heads of other animals
or humans
obelisk  a tall, four-sided pillar that is pointed on top

Section Summary

Egyptian Writing

Egyptians invented one of the world’s first writing systems, using a series of images, symbols, and pictures called hieroglyphics (hy-ruh-GLEH-fiks). Each symbol represented one or more sounds in the Egyptian language.

At first hieroglyphics were carved in stone. Later, they were written with brushes and ink on papyrus (puh-PUH-ruhs). Because papyrus didn’t decay, many ancient Egyptian texts still survive, including government records, historical records, science texts, medical manuals, and literary works such as The Book of the Dead. The discovery of the Rosetta Stone in 1799 provided the key to reading Egyptian writing, as its text was inscribed both in hieroglyphics and in Greek.

Egypt’s Great Temples

Egyptian architects are known not only for the pyramids but also for their magnificent temples. The temples were lavishly designed with numerous...
statues and beautifully painted walls and pillars. **Sphinxes** and **obelisks** were usually found near the entrances to the temples.

**EGYPTIAN ART**

Ancient Egyptians were masterful artists and many of their greatest works are found in either the temples or the tombs of the pharaohs. Most Egyptians, however, never saw these paintings, because only kings, priests, or other important people could enter these places.

Egyptian paintings depict a variety of subjects, from crowning kings to illustrating religious rituals to showing scenes from daily life. The paintings also have a particular style, with people drawn as if they were twisting as they walked, and in different sizes depending upon their stature in society. In contrast, animals appear more realistically. The Egyptians were also skilled stone and metal workers, creating beautiful statues and jewelry.

Much of what we know about Egyptian art and burial practices comes from the tomb of King Tutankhamen, one of the few Egyptian tombs that was left untouched by raiders looking for valuables. The tomb was discovered in 1922.

**CHALLENGE ACTIVITY**

**Critical Thinking: Drawing Inferences** Using the library or an online resource, find a key to translate Egyptian hieroglyphics into English. Write a message using hieroglyphics and trade with another student to see if you can read each other’s messages. Be sure to provide a copy of your message and the translation to your teacher.
## CHAPTER SUMMARY

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## COMPREHENSION AND CRITICAL THINKING

Use the graphic organizer to answer the following questions.

1. **Sequence** Use the timeline below to chart the rise and the decline of each of the four civilizations.

   ![Timeline](image)

2. **Understand Causes and Effects** How were the arts important in ancient West African societies?

   ___________________________________________

3. **Compare and Contrast** How did West African societies benefit from trade?

   ___________________________________________

4. **Evaluate** Who do you think was the greatest ancient West African leader? Compare his achievements to those of another ancient West African king.

   ___________________________________________

   ___________________________________________
Ancient Civilizations of Africa—Trading Kingdoms

Section 1

MAIN IDEAS
1. Geography helped early Kush civilization develop in Nubia.
2. Egypt controlled Kush for about 450 years.
3. After winning its independence, Kush ruled Egypt and set up a new dynasty there.

Key Terms and Places

Nubia a region in northeast Africa where the kingdom of Kush developed
ebony a type of dark, heavy wood
ivory a white material taken from elephant tusks

Section Summary

GEOGRAPHY AND EARLY KUSH
The kingdom of Kush developed south of Egypt along the Nile, in the region we now call Nubia. Every year, floods provided a rich layer of fertile soil. Farming villages thrived. The area was also rich in minerals such as gold, copper, and stone. These resources contributed to the region’s wealth.

Over time some rich farmers became leaders of their villages. Around 2000 BC, one of these leaders took control of other villages and made himself king of Kush.

The kings of Kush ruled from their capital at Kerma (kar-muh). The city was located on the Nile just south of a cataract, or stretch of rapids. Because the Nile’s cataracts made parts of the river hard to pass through, they were natural barriers against invaders.

As time passed Kushite society became more complex. In addition to farmers and herders, some people of Kush became priests or artisans.

What valuable minerals were important to Kush’s prosperity?
________________________
________________________

Around what year did the first king of Kush appear?
________________________
EGYPT CONTROLS KUSH
Kush and Egypt were neighbors and trading partners. The Kushites sent slaves to Egypt. They also sent gold, copper, and stone, as well as the prized materials ebony and ivory.

Relations between Kush and Egypt were not always peaceful, however. Around 1500 BC Egyptian armies under the pharaoh Thutmose I invaded and conquered most of Nubia, including all of Kush. The Kushite palace at Kerma was destroyed. Kush remained an Egyptian territory until the mid-1000s BC, when the Kushite leaders regained control.

KUSH RULES EGYPT
By around 850 BC, Kush was once again as strong as it had been before it was conquered by Egypt. During the 700s, under the king Kashta, the Kushites began to invade Egypt. Kashta’s son, Piankhi (pyang-kee), believed that the gods wanted him to rule all of Egypt. By the time he died in 716 BC, Piankhi had accomplished this task. His kingdom extended north from Napata all the way to the Nile Delta.

Piankhi’s brother, Shabaka (shab-uh-kuh), declared himself pharaoh and began the Twenty-fifth, or Kushite, Dynasty in Egypt. Egyptian culture thrived during the Twenty-fifth Dynasty. In the 670s BC, however, the powerful army of the Assyrians from Mesopotamia invaded Egypt. The Assyrians’ iron weapons were better than the Kushites’ bronze weapons. The Kushites were slowly pushed out of Egypt.

CHALLENGE ACTIVITY
Critical Thinking: Making Judgments  Some leaders do not take control of other lands and people, even though they have the power to do so. What does this tell you about village leaders who make themselves kings over whole regions?
Ancient Civilizations of Africa—Trading Kingdoms

Section 2

Key Terms and Places

**Meroë** economic center of Kush, new Kushite capital

**trade network** a system of people in different lands who trade goods back and forth

**merchants** traders

**exports** items sent to other regions for trade

**imports** goods brought in from other regions

Section Summary

**KUSH’S ECONOMY GROWS**

After they lost control of Egypt, the people of Kush devoted themselves to increasing agriculture and trade, hoping to make their country rich again. The economic center of Kush during this period was Meroë (mer-oh-wee). Gold could be found nearby, as could forests of ebony and other wood. In this rich location the Kushites developed Africa’s first iron industry. Iron ore and wood for furnaces were easily available, so the iron industry grew quickly.

In time, Meroë became the center of a large trade network. The Kushites sent goods down the Nile to Egypt. From there, Egyptian and Greek merchants carried goods to ports on the Mediterranean and Red seas, and to southern Africa. These goods may have eventually reached India and perhaps China. Kush’s exports included gold, pottery, iron tools, ivory, leopard skins, ostrich feathers, elephants, and slaves. Imports included fine jewelry and luxury items from Egypt, Asia, and lands along the Mediterranean.

What industry helped make Kush a rich and successful kingdom again?

______________________

What direction is “down the Nile”?

______________________
SOCIETY AND CULTURE
The most obvious influence on Kush during this period was Egyptian, but many elements of Kushite culture were not borrowed from anywhere else. The people of Kush worshipped their own gods and even developed their own written language. Women were expected to be active in their society. Some women rose to positions of great authority, especially in religion. A few women, such as Queen Shanakhdakheto (shah-nahk-dah-kee-toh), even ruled the empire alone.

DECLINE AND DEFEAT
Kushite civilization centered at Meroë reached its height in the first century BC. Eventually it fell due to both external and internal factors. The stores of iron and other metals dwindled, and the overgrazing of cattle caused a deterioration of farmland. Another powerful trading center, Aksum (ahk-soom), located in modern-day Ethiopia and Eritrea, began competing with Kush. Soon trade routes were bypassing Meroë for Aksum. After Aksum had decimated Kush economically, the Aksumite leader King Ezana (ay-zah-nah) sent an invading army and conquered the once-powerful Kush.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences  You are a Kushite leader in the 600s BC. Write a short essay explaining your plan to make the kingdom of Kush rich and powerful again.
Ancient Civilizations of Africa—Trading Kingdoms

Section 3

MAIN IDEAS
1. Ghana controlled trade and became wealthy.
2. Through its control of trade, Ghana built an empire.
3. Attacking invaders, overgrazing, and the loss of trade caused Ghana’s decline.

Key Terms and Places
silent barter  a process in which people exchange goods without ever contacting each other directly

Section Summary
GHANA CONTROLS TRADE

Historians think the first people in Ghana were farmers. Starting around 300, these farmers were threatened by nomadic herders. The herders wanted the water and pastures. For protection, small groups began to band together. These groups grew stronger with the introduction of farming tools and weapons made of iron.

Ghana’s territory lay between the desert and the forests. These were areas rich with salt and gold. The gold and salt trade sometimes followed a process called silent barter. In this process people exchange goods without contacting each other directly. This ensured peaceful business and kept the location of the gold mines secret.

As populations grew and trade increased, the rulers of Ghana grew stronger. Their armies used iron weapons. They took control of the trade routes that had been run by North African merchants.
GHANA BUILDS AN EMPIRE
By 800, Ghana was firmly in control of West Africa’s trade routes. As a result, trade became safer and Ghana’s influence increased. Traders were charged a tax to enter or leave Ghana. The kings made it illegal for anyone other than themselves to own gold. They also taxed the people of Ghana.

The kings increased the size of Ghana by conquering other tribes. However, Ghana’s kings allowed former rulers to keep much of their own power. These kings acted as governors of their territories. The empire of Ghana reached its peak under Tunka Manin (too-hn-kah mah-nil).

GHANA’S DECLINE
By the end of the 1200s, Ghana had collapsed. Three major factors contributed to its decline. A group of Muslim Berbers called the Almoravids invaded and weakened the empire. These Berbers were herders. Their animals overgrazed and ruined the farmland. Many farmers left. At the same time, internal rebellions led to loss of order in Ghana.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences  Recreate the silent barter system in the classroom. Divide students into groups of gold and salt traders. Each group of “traders” should write a one-page paper detailing the advantages and disadvantages of silent barter.
Ancient Civilizations of Africa—Trading Kingdoms

Section 4

MAIN IDEAS

1. The empire of Mali reached its height under the ruler Mansa Musa, but the empire fell to invaders in the 1400s.
2. The Songhai built a new Islamic empire in West Africa, conquering many of the lands that were once part of Mali.

Key Terms and Places

Niger River  river that went through Ghana and Mali
Timbuktu  important trade city in Mali
mosque  building for Muslim prayer
Gao  capital of Songhai
Djenné  center of learning in Songhai

Section Summary

MALI

Like Ghana, Mali (mah-lee) lay along the upper Niger River. Mali’s location on the Niger River allowed its people to control trade on the river. Mali’s rise to power began under a ruler named Sundiata (soohn-JAH-t-ah).

A cruel ruler conquered Mali when Sundiata was a boy. When Sundiata grew older, he raised an army and won Mali’s independence. Sundiata conquered nearby kingdoms, including Ghana, and took over the salt and gold trades. He also took over religious and political authority held by local leaders.

Mali’s greatest and most famous ruler was a Muslim named Mansa Musa (MAHN-sah moo-sah). Under his leadership, Mali reached its peak. Musa ruled Mali for about 25 years and captured many important trading cities, including Timbuktu. He also made the Islamic world aware of Mali on his pilgrimage to Mecca.

Mansa Musa stressed the importance of learning Arabic in order to read the Qur’an. He spread Islam through West Africa by building mosques in cities.
After Mansa Musa died, invaders destroyed the schools and mosques of Timbuktu. Nomads from the Sahara seized the city. By 1500 nearly all of the lands the empire had once ruled were lost.

**SONGHAII**

As Mali was reaching its height, the neighboring Songhai (sahn-hy) kingdom was also growing in strength. In the 1300s, the Songhai lands, including Gao, its capital, lay within the empire of Mali. As Mali weakened, the Songhai broke free. Songhai leader Sunni Ali (sooh-nee ah-lee) strengthened and enlarged the Songhai empire.

After Sunni Ali died, his son Sunni Baru became ruler. He was not Muslim. The Songhai people feared that if Sunni Baru did not support Islam they would lose trade, so they rebelled. After overthrowing Sunni Baru, the leader of that rebellion became known as Askia the Great.

Muslim culture and education thrived during Askia's reign. Timbuktu's universities, schools, libraries, and mosques attracted thousands. Djenné was also an important center of learning.

Morocco invaded Songhai and destroyed Gao and Timbuktu. Songhai never recovered and trade declined. Other trade centers north and south of the old empire became more important. The period of great West African empires came to an end.

**CHALLENGE ACTIVITY**

**Critical Thinking: Drawing Inferences** You are a reporter who does not know much about Africa. One day, the ruler of Mali or Songhai comes through your city. Write an article about this person.

---

**Why was Sunni Baru overthrown?**

---

**Do research on the Internet or in a library to find the population of Timbuktu today. Write that figure here:**

---
Ancient Civilizations of Africa—Trading Kingdoms

Section 5

Key Terms and Places

oral history a spoken record of past events

griots West African storytellers responsible for reciting oral history

proverbs short sayings of wisdom or truth

kente handwoven, brightly colored cloth made in West Africa

Section Summary

PRESERVING HISTORY

Writing was not common in West Africa. None of the major early civilizations of West Africa developed a written language. Arabic was the only written language used. Instead of writing their history, West Africans passed along information about their civilization through oral history in their native languages.

The task of remembering and telling West Africa’s history was entrusted to storytellers called griots (gree-ohz). Griots tried to make their stories entertaining. They also told proverbs, or short sayings of wisdom or truth. The griots had to memorize hundreds of names and dates. Some griots confused names and events in their heads, so some facts became distorted. Still, much knowledge could be gained by listening to a griot.

Some griot poems are epics, long poems about kingdoms and heroes. Many of these poems were collected in the Dausi (daw-zee) and the Sundiata. The Dausi tells the history of Ghana, but it also includes myths and legends. The Sundiata tells the story of Mali’s great ruler. A conqueror killed his
family, but the boy was spared because he was sick. He grew up to be a great warrior and overthrew the conqueror.

Though the West Africans left no written histories, visitors from other parts of the world did write about the region. Much of what we know about early West Africa comes from the writings of travelers and scholars from Muslim lands such as Spain and Arabia. Ibn Battutah was the most famous visitor to write about West Africa.

**ART, MUSIC, AND DANCE**
Besides storytelling, West African cultures considered other art forms, including sculpture, mask-making, cloth-making, music, and dance just as important. West African artists made sculptures of people from wood, brass, clay, ivory, stone, and other materials. Some of these images have inspired modern artists like Henri Matisse and Pablo Picasso.

West Africans are also known for distinctive mask-making and textiles. Particularly prized is the brightly colored *kente* (ken-TAY), a hand-woven cloth that was worn by kings and queens on special occasions.

In many West African societies, music and dance were as important as the visual arts. Singing, dancing, and drumming were great entertainment, but they also helped people celebrate their history and were central to many religious celebrations.

**CHALLENGE ACTIVITY**
**Critical Thinking: Drawing Inferences** Much of what we know about West Africa comes from oral traditions or accounts by visitors to the land. Write a short essay evaluating the accuracy of these resources. Which sources are primary? Which are secondary? Consider how much a visitor who was not raised in a culture can really understand about that culture.
Growth and Development of Africa

CHAPTER SUMMARY

A. Islamic Conquests

B. European Colonization

C. Independence

COMPREHENSION AND CRITICAL THINKING

Use information in the graphic organizer to answer the following questions.

1. In which boxes would you place each of the following events? Berlin Conference, Growth of democracy, Rule by military dictators, Slave trade

2. Describe two ways in which the period of Islamic conquests affected Africans during the period of European colonization.

3. Describe two ways in which the period of European colonization affected Africans during the period of independence.
Growth and Development of Africa

Section 1

MAIN IDEAS
1. Christianity arrived in North Africa by the 300s and became a major influence.
2. Trade and military conquest led to the spread of Islam through Africa.

Key Terms and Places

Aksum an ancient kingdom located near the Red Sea in northeast Africa
Ethiopia an ancient kingdom located in the mountains of Ethiopia in northeast
Africa
Coptic Christianity a blend of Christianity and North African customs
Djenné a city and center of learning in Mali
Swahili the blended African-Arab culture and language that became common in East
Africa

Section Summary

CHRISTIANITY IN NORTH AFRICA
After the Roman Empire fell apart, new civilizations developed in Africa. Aksum (AHK-soom) became a major trading power. Traders from inland Africa brought gold and ivory; ships from Europe and the east brought cloth, spices, and other goods. Traders also brought new and foreign beliefs, such as Christianity. In the late 300s, King Ezana (ay-zah-nah) made Christianity the official religion. Aksum developed ties with other Christian states, but these were cut off in the 600s and 700s, when Muslim armies conquered most of North Africa.

To escape these conquerors, the people of Aksum retreated to the mountains. In time, they formed a new kingdom, Ethiopia. Because of its isolation, Ethiopia gradually developed a new form of Christianity called Coptic Christianity. Most Christians in North Africa today belong to Coptic churches. In the 1200s, Ethiopia was ruled by King Lalibela, who is famous for building churches carved into solid rock.

How did trade affect North African religion?

What is Coptic Christianity?
Although most people in Ethiopia were Christian, a Jewish group known as the Beta Israel also lived there and remained active for centuries.

**THE SPREAD OF ISLAM**

Beginning in the mid-600s, Arab armies from Southwest Asia took over Egypt and the Nile Valley. Eventually, they conquered all of Africa’s Mediterranean coast. Now the great Muslim empire stretched from Persia all the way to Spain.

The Muslims introduced Islam and the Arabic language. Scholars from all over the Muslim world moved to North Africa to study and teach in the new universities. Cities such as Cairo in Egypt, Fès in Morocco, and Djenné in Mali grew and became centers of learning.

In East Africa, Islam was brought by traders from India, Persia, and Arabia. Cities such as Mogadishu, Mombasa, Kilwa, and Sofala grew along the coast. African Bantu languages absorbed many Arabic and Persian words. In time, a new language was created: Swahili (swah-hee-lee). The term Swahili refers to the blended African-Arab culture that had become common in East Africa.

**CHALLENGE ACTIVITY**

**Critical Thinking: Predicting** You have read how African and Muslim religions and languages each blended into something new. Imagine how some other aspects of culture could blend. Describe your ideas in a paragraph.
Growth and Development of Africa

Section 2

MAIN IDEAS
1. Europeans arrived in Africa in search of valuable trade goods.
2. The slave trade had terrible effects in Africa.
3. Many European countries established colonies in Africa.

Key Terms and Places

Middle Passage  the trip across the Atlantic forced on enslaved Africans
Gold Coast  the first European colony in West Africa, located in what is now Ghana

Section Summary

THE ARRIVAL OF EUROPEANS
In the late 1400s, Portuguese explorers discovered West African kingdoms with great quantities of gold and ivory. They also found that African rulers were willing to sell them people whom they had captured in battle. These people would be treated as slaves.

Slavery in West Africa increased dramatically when the Europeans arrived. Europeans traded for slaves to work in their American colonies. Captured people were locked in chains, loaded onto ships, and sent across the Atlantic Ocean. This trip was called the Middle Passage.

The slave trade cut Africa’s population. Historians estimate that 15 to 20 million African slaves were shipped to the Americas, and millions more were sent to Europe, Asia, and the Middle East. The slave trade also caused many deadly wars. Some African kingdoms tried to capture slaves from their rivals, while others fought just to protect themselves. This warfare reduced the population, weakened societies, and caused mistrust between African peoples.

EUROPEAN COLONIES IN AFRICA
The first European colony in West Africa was the Gold Coast, established by the Portuguese in 1482. Trade in gold, ivory, and slaves made many
Portuguese merchants very rich. Envious of this wealth, other European countries competed to establish colonies. They built many forts along the West African coast. Forts served both as trading centers and military outposts.

While several countries had colonies in West Africa, only the Portuguese were interested in East Africa. They wanted to control the trade on the Indian Ocean. The Portuguese encouraged East African rulers to go to war with each other. Then, they made alliances with the winners.

However, when Muslim armies arrived, they were powerful enough to force the Portuguese almost completely out of the region.

**CHALLENGE ACTIVITY**

**Critical Thinking: Making Inferences** Explain in a few sentences why Europeans would have been more involved in West Africa than in East Africa in the 15th and 16th centuries?
Growth and Development of Africa

Section 3

MAIN IDEAS
1. The search for raw materials led to a new wave of European involvement in Africa.
2. The Scramble for Africa was a race by Europeans to form colonies there.
3. Some Africans resisted rule by Europeans.

Key Terms and Places

entrepreneurs  independent businesspeople
imperialism  attempts to dominate a country’s government, trade, or culture
Suez Canal  a waterway built in Egypt in the 1860s to connect the Mediterranean and Red Seas
Berlin Conference  series of meetings of European leaders begun in 1884, intended to maintain order in Africa, which led to the division of Africa among various European powers
Boers  Dutch farmers who moved to South Africa in the 1600s

Section Summary

NEW INVOLVEMENT IN AFRICA
Europe's industrial growth required a steady source of raw materials. By the 1880s, this led to a second rush to Africa. European entrepreneurs established colonies and extracted resources not available in Europe, such as minerals and woods. European colonists also became involved in local affairs and tried to impose their own ideas on the local people. This sort of attempt to dominate a country’s government, trade, or culture is called imperialism.

Many imperialists such as the English Cecil Rhodes said that it was their duty to share their superior culture with the people of Africa. They forced Africans to become Christian and to speak European languages.

The English government also got involved in Africa to guard their access to the Suez Canal, a fast route to their colonies in India. In the 1880s, they invaded and took partial control of Egypt.
THE SCRAMBLE FOR AFRICA
As more and more of Africa was claimed, leaders of Europe met at the Berlin Conference in 1884 and agreed on how to divide Africa among themselves. The conference paid little attention to the African people. It divided kingdoms, clans, and families, and forced rivals and enemies to live together.

Despite the Berlin Conference, in the late 1890s war broke out between British and Dutch settlers. Dutch farmers called Boers had lived in South Africa since the 1600s. After gold was discovered there, the British conquered the Boers and took South Africa as a colony.

AFRICAN RESISTANCE
Like the Boers, native Africans did not want to be ruled by others or to give up their own cultures. Europeans crushed most resistance quickly with their superior weapons. But it was not always easy. The fierce Zulu army fought off the British for more than 50 years. In the end, however, the Zulu were defeated.

One African kingdom did avoid European control. Ethiopia’s Emperor Menelik II created a powerful army by buying modern weapons from Europe. In 1895 Ethiopia fought off an Italian invasion at the Battle of Adwa. This victory is celebrated as a high point in Ethiopian history.

CHALLENGE ACTIVITY
Critical Thinking: Understand Cause and Effect What problems did European imperialism cause for Africans?
Growth and Development of Africa

Section 4

Main Ideas

1. Unhappiness with European rule led to a call for independence in Africa.
2. British colonies were some of the first to become free.
3. French colonies followed two paths to independence.
4. Belgian and Portuguese colonies had to fight for their freedom.

Key Terms and Places

Ghana  former British colony “Gold Coast,” in West Africa
Kenya  former British colony in East Africa
Mau Mau  a violent movement for Kenyan independence
Belgian Congo  former Belgian colony in Central Africa

Section Summary

The Call for Independence

Africans’ resentment of European imperialism grew after World War II. African soldiers were not honored for their contributions to the Allied victory. When Britain granted independence to India in 1947, African nations demanded independence, too.

British Colonies

In the Gold Coast, Kwame Nkrumah (KWAHM-eh en-KROO-muh) organized strikes and demonstrations and inspired many followers. The British were forced to grant the Gold Coast its independence in 1957. Nkrumah became the first prime minister, and the country was renamed Ghana.

The British colony of Kenya, in East Africa, became independent only after a longer and more violent struggle. The Kikuyu people of Kenya formed a violent movement called the Mau Mau to expel white settlers. The Mau Mau terrorized anyone they suspected of opposing their goals. In 1963 the British conceded and made Kenya a free country.

How were Africans affected by India’s independence?

How did British colonies achieve independence?
FRENCH COLONIES
After World War II, France offered Africans more of a role in colonial government. But protesters in France’s colonies in North Africa demanded total independence. Morocco and Tunisia were granted independence in 1956. But the French sent an army to Algeria to put down the rebellion. By 1962, France was forced to grant independence to Algeria, too.

The French colonies in West and Central Africa chose to retain political and economic ties to France. Eventually France granted these colonies full independence.

BELGIAN AND PORTUGUESE COLONIES
Belgium controlled only one major colony in Africa—the Belgian Congo. After World War II, the Congolese people staged riots in several cities and even held elections. In 1960, the Belgians suddenly left and granted independence to the Congo. Shortly afterward, civil war broke out between various Congolese groups.

Portugal held several colonies in Africa, mostly in the south and east. In Angola, Guinea, and Mozambique, rebel attacks began long decades of bloody war. In 1974 Portugal’s military government at home was overthrown and replaced with a democracy. The new government quickly gave up its African colonies.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences What factors do you think might explain why some Africans fought for independence while others protested peacefully and some did not press for independence at all?
Growth and Development of Africa

Section 5

MAIN IDEAS
1. People in South Africa faced social struggles related to racial equality.
2. Many African countries saw political challenges after they became independent.
3. The economy and the environment affect life in Africa.

Key Terms

apartheid  South Africa’s policy of separation of races

townships  crowded clusters of tiny homes in which South African blacks were forced to live

sanctions  economic or political penalties imposed by one country on another to force a policy change

Darfur  region of Sudan, site of ethnic conflict and violence

Lagos  capital city of Nigeria

Kinshasa  capital city of Democratic Republic of the Congo

Section Summary

SOCIAL STRUGGLES IN SOUTH AFRICA
In the early 1900s, white descendants of Europeans controlled South Africa’s government. They established apartheid (uh-pahr-tayt). Under apartheid, only whites were citizens. Jobs, education, and housing were limited for blacks. They had to live in isolated townships.

Protests and sanctions eventually forced the government to move away from apartheid in the late 1980s. Today all races have equal rights in South Africa. However, white South Africans are still wealthier than the majority of blacks.

POLITICAL CHALLENGES
After gaining independence, many African countries were taken over by military dictators. In Zaire—formerly Congo—the economy collapsed while dictator Joseph Mobutu became rich. Mobutu was overthrown after a civil war in 1997, and the country
became the Democratic Republic of the Congo. Similar civil wars have been fought in many countries.

Other countries suffered ethnic conflicts. In Rwanda, the Hutu and Tutsi ethnic groups went to war in 1994. The government, run by the Hutu, began slaughtering Tutsi throughout the country. In Sudan, tens of thousands of blacks in Darfur have been killed by an Arab militia group. Millions more fled and became refugees.

Since around the 1990s, Africa is becoming more democratic. By 2005 more than 30 countries had abandoned dictatorships and held elections.

**ECONOMY AND ENVIRONMENT**

Some years after independence, many African countries have huge debts and little industry or infrastructure. Cities such as Lagos and Kinshasa offer more jobs and higher standards of living than rural areas, but they are seeing more crowding and unemployment. Diseases like malaria and AIDS have killed millions and slowed development. Periodic droughts have left farmers unable to grow crops, and terrible famines have swept through Africa.

**AFRICAN CULTURE**

Many elements of European culture can still be seen in Africa. For example, many people in West Africa still speak French or English in their daily lives. At the same time, many Africans have sought to reclaim traditional cultures. Writers and musicians draw on African folklore and often write in Swahili or other African languages. Artists create masks, musical instruments, and sculptures from wood and bronze, just as their ancestors did centuries ago.

**CHALLENGE ACTIVITY**

Critical Thinking: Understanding Problems and Solutions  Choose one problem facing modern Africans, and write a paragraph proposing a way to deal with it.
Physical Geography of South and East Asia

CHAPTER SUMMARY

Major Physical Features of South and East Asia

<table>
<thead>
<tr>
<th>A. Japan and the Koreas</th>
<th>B. Southeast Asia</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Japan</strong></td>
<td><strong>Mainland</strong></td>
</tr>
<tr>
<td>• Four main islands: Honshu, Hokkaido, Kyushu, Shikoku</td>
<td>• Two peninsulas: Indochina, Malay</td>
</tr>
<tr>
<td>• Steep mountains formed by volcanoes</td>
<td>• Mekong River</td>
</tr>
<tr>
<td><strong>Korea</strong></td>
<td><strong>Islands</strong></td>
</tr>
<tr>
<td>• Peninsula</td>
<td>• Two archipelagos: Malay, Philippines</td>
</tr>
<tr>
<td>• Mountains in the east, plains in the west</td>
<td>• Largest islands: New Guinea, Borneo, Indonesia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. The Indian Subcontinent</th>
<th>D. China, Mongolia, and Taiwan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Bounded on the north by Himalayas, Hindu Kush</td>
<td>• Himalayas and the Plateau of Tibet</td>
</tr>
<tr>
<td>• Ganges and Indus rivers create fertile land (Gangetic Plain, Ganges Delta, Indus Valley)</td>
<td>• Gobi and Taklimakan deserts</td>
</tr>
<tr>
<td>• Thar in the west, Ghats in the south</td>
<td>• Huang He and Chang Jiang</td>
</tr>
<tr>
<td></td>
<td>• Fertile plains and river valleys</td>
</tr>
</tbody>
</table>

COMPREHENSION AND CRITICAL THINKING

Use the graphic organizer to answer the following questions.

1. **Identify** Write the letters of the regions in which you would find the following.

   - *The Roof of the World* ______;
   - *coal, oil* ______;
   - *valuable minerals* ______;
   - *rivers important for transportation* ______;
   - *seasonal heavy rains* ______;
   - *typhoons* ______;
   - *snow* ______;
   - *deserts* ______;
   - *tropical rainforest* ______

2. **Compare and Contrast** Of these four regions, which is most dependent on fishing as compared to farming? How does physical geography explain this?

3. **Understand Fact and Opinion** Write two fact statements and two opinion statements about the natural resources or climates of South and East Asia. Challenge a partner to identify which are facts and which are opinions.

   a. ________________________________________________________________
   b. ________________________________________________________________
   c. ________________________________________________________________
   d. ________________________________________________________________
Main Ideas

1. Towering mountains, large rivers, and broad plains are the key physical features of the Indian Subcontinent.

2. The Indian Subcontinent has a great variety of climate regions and resources.

Key Terms and Places

**Subcontinent** a large landmass that is smaller than a continent

**Mount Everest** world’s highest mountain, located between Nepal and China

**Ganges River** India’s most important river, flows across northern India into Bangladesh

**Delta** a landform at the mouth of a river created by sediment deposits

**Indus River** river in Pakistan that creates a fertile plain known as the Indus River Valley

**Monsoons** seasonal winds that bring either moist or dry air to an area

Section Summary

**Physical Features**

The Indian Subcontinent is made up of the countries Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka. This subcontinent is also known as South Asia. A **subcontinent** is a large landmass that is smaller than a continent. Huge mountains separate the Indian Subcontinent from the rest of Asia—the Hindu Kush in the northwest and the Himalayas along the north. Lower mountains, called the Ghats, run along India’s eastern and western coasts. The Himalayas stretch about 1,500 miles across and are the highest mountains in the world. The highest peak, **Mount Everest**, rises 29,035 feet (8,850 m) above sea level. Pakistan’s K2 is the world’s second tallest peak. Two major river systems originate in the Himalayas. They have flooded the surrounding land, creating fertile plains. The **Ganges River** flows across northern India. The area along the Ganges is called the Ganges Plain. It is India’s farming heartland. In Bangladesh the Ganges River joins other rivers to...
Section 1, continued

form a huge **delta**, a landform created by sediment deposits. Pakistan’s **Indus River** also forms a fertile plain, the Indus River Valley. This region was once home to the earliest Indian civilizations. Now, it is the most heavily populated area in Pakistan.

Other features include a hilly plateau south of the Ganges Plain called the Deccan. East of the Indus Valley is the Thar, or Great Indian Desert. In southern Nepal, the Tarai region is known for its fertile farmland and tropical jungles.

**CLIMATES AND RESOURCES**

Nepal and Bhutan, located in the Himalayas, have a highland climate which brings cool temperatures. In the plains south of the Himalayas, the climate is humid subtropical. The rest of the subcontinent has mainly tropical climates. Central India and Sri Lanka have a tropical savanna climate, with warm temperatures year round. Bangladesh, Sri Lanka, Maldives, and parts of southwest India have a humid tropical climate, with warm temperatures and heavy rains. Southern and western India and most of Pakistan have desert and steppe climates.

**Monsoons**—winds that bring either dry or moist air—greatly affect the subcontinent’s climate. From June to October, summer monsoons from the Indian Ocean bring heavy rains. In winter, monsoons change direction and bring in dry air from the north.

The subcontinent’s fertile soil is a vital resource for the region. It allows farmers to produce tea, rice, nuts, and jute. Other important resources are timber, livestock, iron ore, coal, natural gas, and gemstones.

**CHALLENGE ACTIVITY**

**Critical Thinking: Making Inferences** Write a paragraph explaining why you think Indian civilization began in the Indus River Valley.
Physical Geography of South and East Asia

Section 2

MAIN IDEAS
1. Physical features of China, Mongolia, and Taiwan include mountains, plateaus and basins, plains, and rivers.
2. China, Mongolia, and Taiwan have a range of climates and natural resources.

Key Terms and Places

Himalayas  the world’s tallest mountain range
Plateau of Tibet  the world’s highest plateau, located in southwest China
Gobi  located in Mongolia, the world’s coldest desert
North China Plain  fertile plain in east China
Huang He  the Yellow River, a river in northern China that often floods
loess  fertile, yellowish soil
Chang Jiang  the Yangzi River, Asia’s longest river, flows across central China

Section Summary

PHYSICAL FEATURES
China has a range of physical features. These include the world’s tallest mountains, as well as some of the world’s driest deserts and longest rivers. Mongolia and Taiwan are two of China’s neighbors. Mongolia is a dry, landlocked country. Taiwan is a green tropical island.

Mountains are found in much of the region. The Himalayas run along the border of southwest China. They are the highest mountains in the world. The highest plateau in the world—the Plateau of Tibet—is also located in southwest China. Many of the region’s mountain ranges are separated by plateaus, basins, and deserts.

The Taklimakan Desert is located in western China. Swirling sandstorms are frequent here. Another desert, the Gobi, is located in Mongolia. It is the world’s coldest desert.
Most Chinese live in the eastern North China Plain. This region is made up of low plains and river valleys. In Taiwan most people live on a plain on the west coast.

Two long rivers run west to east across China. One of these, the Huang He, or the Yellow River, picks up a yellowish, fertile soil called loess. When the river floods, it deposits the loess, enriching the farmland along the banks. But many people are killed by these floods. Another river, the Chang Jiang, or the Yangzi River, flows across central China. It is Asia’s longest river and a major transportation route.

**CLIMATE AND RESOURCES**

Climate varies widely across the region. The tropical southeast is warm to hot. There, monsoons bring heavy rains in the summer. Violent storms called typhoons bring heavy winds and rain in the summer and fall. The climate in the north and west is mainly dry. Temperatures across this area vary. The climate in the northeast is quite different. It is drier and colder. In the winter, temperatures can drop below 0°F (–18°C).

The region has a variety of natural resources. Farmland is an important resource in both China and Taiwan. Taiwan grows a variety of crops, including sugarcane, tea, and bananas. China also has many mineral, metal, and forest resources. Mongolia’s natural resources include minerals and livestock.

**CHALLENGE ACTIVITY**

**Critical Thinking: Making Generalizations** Write a journal entry describing your travels through the region, such as hiking in the Himalayas, traveling with nomads across the Gobi desert, or visiting a city. What are your general impressions?
Physical Geography of South and East Asia

Section 3

MAIN IDEAS
1. The main physical features of Japan and the Koreas are rugged mountains.
2. The climates and resources of Japan and the Koreas vary from north to south.

Key Terms and Places

Fuji  Japan’s highest mountain
Korean Peninsula  Asian peninsula that includes both North Korea and South Korea
tsunamis destructive waves caused by large underwater earthquakes
fishery place where lots of fish and other seafood can be caught

Section Summary

PHYSICAL FEATURES
Japan is made up of four large islands and more than 3,000 smaller ones. They stretch across 1,500 miles of ocean, about the length of the Eastern United States coastline. But they include only about as much land area as California. Most people live on the four largest islands, which are Hokkaido, Honshu, Shikoku, and Kyushu. Mountains cover about 75 percent of Japan. The Japanese Alps are Japan’s largest mountain range. Japan’s highest mountain, Fuji, is not in any mountain range, but is an isolated volcanic peak in eastern Honshu. It has become a symbol of Japan, and is considered sacred by some people. Many shrines and temples have been built around it.

The Korean Peninsula juts south from the Asian mainland, and is divided between North and South Korea. Rugged mountains run along the eastern coast, and plains can be found on the western coast and in the river valleys. Korea has more rivers than Japan. Most of them flow westward and empty in the Yellow Sea.

Circle the names of Japan’s largest islands.

Where on the Korean Peninsula are the mountains located?

______________________________

______________________________
Japan is subject to volcanic eruptions, earthquakes, and **tsunamis**, which are destructive waves caused by underwater earthquakes. Korea does not have many earthquakes or volcanoes. Like Japan, Korea is subject to huge storms, called typhoons, that sweep in from the Pacific Ocean.

**CLIMATE AND RESOURCES**

Just as Japan and the Koreas have many similar physical features, they also have similar climates. In both places, climate varies from north to south. The northern regions have a humid continental climate with cool summers, long, cold winters, and a short growing season. In the south, a humid subtropical climate brings mild winters and as much as 80 inches of rain each year. Most of the rain falls during the hot, humid summers, which is also when typhoons occur.

Unlike the rest of the region, North Korea is rich in mineral resources such as iron and coal. Both of the Koreas use their quick-flowing rivers to generate hydroelectric power. Japan has one of the world’s strongest fishing economies. The islands lie near one of the world’s most productive **fisheries**, which are areas where lots of fish and seafood can be caught. Huge fishing nets are used to catch the large number of fish needed to serve Japan’s busy fish markets.

**CHALLENGE ACTIVITY**

**Critical Thinking: Analyzing** Write a paragraph describing how physical features and climate affect daily life in Japan.
Physical Geography of South and East Asia

Section 4

MAIN IDEAS
1. Southeast Asia’s physical features include peninsulas, islands, rivers, and many seas, straits, and gulfs.
2. The tropical climate of Southeast Asia supports a wide range of plants and animals.
3. Southeast Asia is rich in natural resources such as wood, rubber, and fossil fuels.

Key Terms and Places

Indochina Peninsula peninsular that makes up part of Mainland Southeast Asia
Malay Peninsula peninsular that makes up part of Mainland Southeast Asia
Malay Archipelago island group that makes up part of Island Southeast Asia
archipelago a large group of islands
New Guinea Earth’s second largest island
Borneo Earth’s third largest island
Mekong River most important river in Southeast Asia

Section Summary

PHYSICAL FEATURES
Two peninsulas and two large island groups make up the Southeast Asia region. Mainland Southeast Asia is made up of the Indochina Peninsula and the Malay Peninsula. Island Southeast Asia is made up of the many islands of the Philippines and the Malay Archipelago. A large group of islands is called an archipelago.

Mainland Southeast Asia has rugged mountains, low plateaus, and river floodplains. Island Southeast Asia has more than 20,000 islands, including New Guinea, the world’s second largest island, and Borneo, the world’s third largest island. Island Southeast Asia is part of the Ring of Fire, where earthquakes and volcanoes often occur.

For all of Southeast Asia, water is of great importance. The region’s fertile river valleys and
deltas support farming and are home to many people. The Mekong River is the region’s most important river.

**CLIMATE, PLANTS, AND ANIMALS**
Southeast Asia is in the tropics, the area on and around the equator. This region is generally warm all year round.

The climate on the mainland is mostly tropical savanna. Monsoon winds bring heavy rain in summer and drier air in winter there. Savannas—areas of tall grasses and some trees and shrubs—grow here.

The islands and the Malay Peninsula have a mostly humid tropical climate. Here, it’s hot, muggy, and rainy all year. This climate supports tropical rain forests. These forests are home to many different plants and animals. Some animals are only found here, such as orangutans and Komodo dragons. Many plants and animals are endangered, however, due to the cutting down of the rain forest.

**NATURAL RESOURCES**
Southeast Asia is rich in natural resources. Farming is very productive here thanks to the region’s climate and rich soil. Rice is a major crop. Rubber tree plantations are found on Indonesia and Malaysia. The rain forests supply hardwoods and medicines. The region also has fisheries, minerals, and fossil fuels.

**CHALLENGE ACTIVITY**
**Critical Thinking: Drawing Inferences** Write an essay explaining the advantages and disadvantages of Southeast Asia’s water resources for its people.
CHAPTER SUMMARY

<table>
<thead>
<tr>
<th>Event</th>
<th>Result</th>
</tr>
</thead>
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<td>development of the caste system</td>
</tr>
<tr>
<td>unification of India into empires</td>
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<tr>
<td>development of religion</td>
<td>changes in roles of early Indian kings</td>
</tr>
<tr>
<td>stability of early Indian empires</td>
<td>advances in arts and sciences</td>
</tr>
</tbody>
</table>

COMPREHENSION AND CRITICAL THINKING

Use information from the graphic organizer to answer the following questions.

1. **Recall** Which group introduced and developed the caste system in India?

2. **Identify Cause and Effect** Why does the unification of civilizations usually lead to prosperity and stability?

3. **Evaluate** Why do you think religion played such an important role in the way rulers were regarded in early civilizations?

4. **Draw a Conclusion** What characteristic of a civilization usually provides a sound basis for advances in arts and sciences?
Ancient Civilizations of Asia—India

Section 1

Key Terms and Places

**Indus River** major river in India along which the Harappan civilization developed

**Harappa** city in ancient India

**Mohenjo Daro** city in ancient India

**Sanskrit** the most important language of ancient India

Section Summary

**HARAPPAN CIVILIZATION**

India’s first civilization was the Harappan civilization, which developed along the **Indus River**. Archaeologists believe Harappan civilization thrived between 2300 and 1700 BC. Harappan settlements were scattered over a huge area, but most lay next to rivers. The largest settlements were **Harappa** and **Mohenjo Daro**. The Harappans may have traded with people as far away as southern India and Mesopotamia.

**HARAPPAN ACHIEVEMENTS**

The Harappans developed India’s first writing system. Although archaeologists have found examples of their writing, scholars have not been able to read it. Most information about Harappans comes from studying the ruins of cities, especially Harappa and Mohenjo Daro. These cities were well-planned and advanced. Each city was built in the shadow of a fortress that could easily oversee the city streets. The streets themselves were built at right angles and had drainage systems. The Harappans also developed beautiful artisan crafts, some of which have helped historians understand their culture.
draw conclusions about Harappan society. Harappan civilization collapsed by the early 1700s BC, possibly due to invasions or natural disasters.

**ARYAN MIGRATION**

Originally from Central Asia, the Aryans first reached India in the 2000s BC. Over time they spread south and east into central India and eventually into the Ganges River Valley. Much of what is known about the Aryans comes from a collection of religious writings called the Vedas.

Unlike the Harappans, Aryans lived in small communities run by a local leader, or raja. Aryan groups fought each other as often as they fought outsiders.

The Aryans spoke **Sanskrit** and memorized poems and hymns that survived by word of mouth. People later figured out how to write in Sanskrit. Sanskrit records are a major source of information about Aryan society. Today Sanskrit is the root of many modern South Asian languages.

**CHALLENGE ACTIVITY**

**Critical Thinking: Drawing Inferences** Write a short essay explaining what you think might have happened to the Harappan civilization.
Ancient Civilizations of Asia—India

Section 2

Main Ideas

1. Indian society divided into distinct groups.
2. The Aryans formed a religion known as Brahmanism.
3. Hinduism developed out of Brahmanism and influences from other cultures.
4. The Jains reacted to Hinduism by breaking away.

Key Terms and Places

caste system a division of Indian society into groups based on a person’s birth, wealth, or occupation
reincarnation the belief that the soul, once a person dies, is reborn in a new body
karma the effects that good or bad actions have on a person’s soul
nonviolence the avoidance of violent actions

Section Summary

Indian Society Divides

Aryan society was divided into social classes. There were four main groups, called varnas. The Brahmins (brah-muhns) were priests and were the highest ranking varna. The Kshatriyas (ksa-tree-uhhs) were rulers or warriors. The Vaisyas (vysh-yuhhs) were commoners, including farmers, craftspeople, and traders. The Sudras (soo-drahs) were laborers and servants.

Eventually a more complex caste system developed, dividing Indian society into many groups based on birth, wealth, or occupation. Castes were family based. If you were born into a caste, you would probably stay in it for your whole life. Life for the lower castes was difficult, but those who had no caste, called untouchables, were ostracized.

Brahmanism

Because Aryan priests were called Brahmins, the Aryan religion became known as Brahmanism. Brahmanism was perhaps the most important part
of ancient Indian life, as shown by the high status of the priest caste. The religion was based on the four Vedas, writings that contained ancient sacred hymns and poems. Over time, Aryan Brahmins and scholars wrote their thoughts about the Vedas. These thoughts were compiled into Vedic texts. The texts described rituals, such as how to perform sacrifices, and offered reflections from religious scholars.

HINDUISM DEVELOPS
Hinduism is India’s largest religion today. It developed from Brahmanism and other influences. Hindus believe that there are many gods, but all gods are part of a universal spirit called Brahman. Hindus believe everyone has a soul, or atman, and the soul will eventually join Brahman. This happens when the soul recognizes that the world we live in is an illusion. Hindus believe this understanding takes several lifetimes, so reincarnation, or rebirth, is necessary. How you are reborn depends upon your karma, or the effects of good or bad actions on your soul. In the caste system, those who have good karma are born to higher castes. Those with bad karma are born into lower castes or maybe even an animal.

JAINS REACT TO HINDUISM
The religion of Jainism developed in reaction to Hinduism. Jains believe in injuring no life, telling the truth, not stealing, and not owning property. Jains also practice nonviolence, or ahimsa. This emphasis on nonviolence comes from the belief that everything in nature is part of the cycle of rebirth.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences  Do ahimsa, reincarnation, or karma have relevance in our society today? Pick one of these terms and write a one-page essay on how it may or may not be important in your life.
Ancient Civilizations of Asia—India

Section 3

**MAIN IDEAS**

1. Siddhartha Gautama searched for wisdom in many ways.
2. The teachings of Buddhism deal with finding peace.
3. Buddhism spread far from where it began in India.

**Key Terms and Places**

- **fasting** going without food
- **meditation** the focusing of the mind on spiritual ideas
- **nirvana** a state of perfect peace
- **missionaries** people who work to spread their religious beliefs

**Section Summary**

**SIDDHARTHA’S SEARCH FOR WISDOM**

Not everyone in India accepted Hinduism. In the late 500s BC, a major new religion began to develop from questions posed by a young prince named Siddhartha Gautama (si-Dahr-tuh GAU-tuh-muh). Siddhartha was born to a wealthy family and led a life of comfort, but he wondered at the pain and suffering he saw all around him. By the age of 30, Siddharta left his home and family to look for answers about the meaning of life. He talked to many priests and wise men, but he was not satisfied with their answers.

Siddhartha did not give up. He wandered for years through the forests trying to free himself from daily concerns by fasting and meditating. After six years, Siddhartha sat down under a tree and meditated for seven weeks. He came up with an answer to what causes human suffering. Suffering is caused by wanting what one does not have, wanting to keep what one likes and already has, and not wanting what one dislikes but has. He began to travel and teach his ideas, and was soon called the Buddha, or “Enlightened One.” From his teachings sprang the religion Buddhism.

**Why did Siddhartha leave his life of luxury?**

________________________________________

________________________________________

________________________________________

**Can you think of a form of human suffering not covered by one of Siddhartha’s three categories? If so, state briefly what it is.**

________________________________________

________________________________________

________________________________________
TEACHINGS OF BUDDHISM
Buddhism is based upon the Four Noble Truths. These truths are: Suffering and unhappiness are part of life; suffering stems from our desire for pleasure and material goods; people can overcome their desires and reach nirvana, a state of perfect peace, which ends the cycle of reincarnation; and people can follow an eightfold path to nirvana, overcoming desire and ignorance.

These teachings were similar to some Hindu concepts, but went against some traditional Hindu ideas. Buddhism questioned the need for animal sacrifice. It also challenged the authority of the Brahmins. The Buddha said that each individual could reach salvation on his or her own. Buddhism also opposed the caste system.

BUDDHISM SPREADS
Buddhism spread quickly throughout India. With the help of Indian king Asoka, Buddhist missionaries were sent to other countries to teach their religious beliefs. Missionaries introduced Buddhism to Sri Lanka and other parts of Southeast Asia, as well as Central Asia and Persia. It eventually spread to China, Japan, and Korea. In modern times, Buddhism has become a major global religion.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences Could you leave your family, home, and everything you know to preach what you believe to be a spiritual truth? You are preparing to follow the Buddha. Write a goodbye letter to your family explaining why you have chosen this life of sacrifice.
Ancient Civilizations of Asia—India

Section 4

Key Terms and Places

mercenaries  hired soldiers
edicts  laws

Section Summary

MAURYAN EMPIRE UNIFIES INDIA

Under Aryan rule, India was divided into several states with no central leader. Then, during the 300s BC, the conquests of Alexander the Great brought much of India into his empire. An Indian military leader named Candragupta Maurya followed Alexander’s example and seized control of the entire northern part of India, using an army of mercenaries, or hired soldiers. The Mauryan Empire lasted for about 150 years.

Candragupta’s complex government included a huge army and a network of spies. He taxed the population heavily for the protection he offered. Eventually, Candragupta became a Jainist monk and gave up his throne to his son. His family continued to expand the Indian empire.

Candragupta’s grandson, Asoka, was the strongest ruler of the Mauryan dynasty. The empire thrived under his rule. But at last, tired of killing and war, Asoka converted to Buddhism. He sent Buddhist missionaries to other countries and devoted the rest of his rule to improving the lives of his people. He had workers build wells, tree-shaded roads, and rest houses, and raised large stone pillars carved with Buddhist edicts, or laws. When Asoka died, however, his sons struggled for power and foreign invaders threatened the country.

MAIN IDEAS

1. The Mauryan Empire unified most of India.
2. Gupta rulers promoted Hinduism in their empire.
Mauryan Empire fell in 184 BC, and India remained divided for about 500 years. The spread of Buddhism steadily increased, while Hinduism declined.

GUPTA RULERS PROMOTE HINDUISM
A new dynasty was established in India. During the 300s AD, the Gupta Dynasty once again rose to unite and build the prosperity of India. Not only did the Guptas control India’s military, they were devout Hindus and encouraged the revival of Hindu traditions and writings. The Guptas, however, also supported Jainism and Buddhism.

Indian civilization reached a high point under Candra Gupta II. He poured money and resources into strengthening the country’s borders, as well as promoting the arts, literature, and religion.

The Guptas believed the caste system supported stability. This was not good for women, whose role under the empire was very restricted. Women were expected to marry, in weddings arranged by their parents, and raise children. A woman had to obey her husband and had few rights.

The Gupta Dynasty lasted until fierce attacks by the Huns from Central Asia during the 400s drained the empire of its resources. India broke up once again into a patchwork of small states.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences  Asoka was strongly influenced by Buddhism. Candra Gupta II followed Hinduism. Write a short essay explaining which king you think was a better leader. How did their religion affect their rule? Keep in mind the situation of Indian society under both kings’ reign.
Ancient Civilizations of Asia—India

Section 5

MAIN IDEAS
1. Indian artists created great works of religious art.
2. Sanskrit literature flourished during the Gupta period.
3. The Indians made scientific advances in metalworking, medicine, and other sciences.

Key Terms and Places
metallurgy  the science of working with metals
alloys  mixtures of two or more metals
Hindu-Arabic numerals  the numbering system invented by Indian mathematicians and brought to Europe by Arabs; the numbers we use today
inoculation  a method of injecting a person with a small dose of a virus to help him or her build up defenses to a disease
astronomy  the study of stars and planets

Section Summary

RELIGIOUS ART
Both the Mauryan and Gupta empires unified India and created a stable environment where artists, writers, scholars, and scientists could thrive. Their works are still admired today. Much of the Indian art from this period was religious, inspired by both Hindu and Buddhist teachings. Many beautiful temples were built during this time and decorated with elaborate wood and stone carvings.

SANSKRIT LITERATURE
Great works of literature were written in Sanskrit, the ancient Aryan language, during the Gupta Dynasty. The best-known works are the Mahabharata (muh-hah-bah-ruh-tuh) and the Ramayana (rah-mah-yuh-nuh). The Mahabharata, a long story about the struggle between good and evil, is considered a classic Hindu text. The most famous passage is called the Bhagavad Gita (bug-uh-vuhd gee-tah). The Ramayana is the story of the Prince

What was the main inspiration for art and literature during the Mauryan and Gupta empires?
__________________________

Sanskrit literature had a long tradition before it was written down. How were these early works first preserved?
__________________________
Rama, a human incarnation of one of the three major Hindu gods, Vishnu, who fights demons and marries the beautiful princess Sita.

**SCIENTIFIC ADVANCES**

Scientific and scholarly work also blossomed during the early Indian empires. Most prominent was the development of **metallurgy**, the science of working with metals. Indian technicians and engineers made strong tools and weapons. They also invented processes for creating **alloys**. Alloys, such as steel or bronze, may be stronger or more useful than pure metals like iron or copper.

The numbers we use today, called **Hindu-Arabic numerals**, were first developed by Indian mathematicians. They also created the concept of zero, upon which all modern math is based.

Other sciences also benefited from this period of Indian history. In medicine, Indians developed the technique of **inoculation**, which is injecting a person with a small dose of a virus to help him or her build up defenses to a disease. Doctors could even perform certain surgeries. India's fascination with **astronomy**, the study of stars and planets, led to the discovery of seven of the planets in our solar system.

**CHALLENGE ACTIVITY**

**Critical Thinking: Drawing Inferences** Our modern society borrows significantly from the scientific and mathematical achievements of the early Indian empires. Write a short play, story, or essay describing how our modern world might look without these inventions.
Ancient Civilizations of Asia—China

CHAPTER SUMMARY

The Early Dynasties

SHANG 1500 BC: Writing system begins

ZHOU 1100 BC: Political order, mandate of heaven

QIN 220 BC: Military regime, strong central government, harsh policies, roads, canals, Great Wall

HAN 200 BC: Poetry, central government preserved, paper, acupuncture, trade

COMPREHENSION AND CRITICAL THINKING

Use information from the graphic organizer to answer the following questions.

1. **Identify** Which of the early dynasties lasted the longest?

2. **Draw Inferences** Which dynasty improved on a rudimentary system of communication that had probably existed for 2000 years?

3. **Evaluate** Which dynasty kept some beneficial aspects of the former regime and ended its harsher aspects?
Ancient Civilizations of Asia—China

Section 1

MAIN IDEAS
1. Chinese civilization began along two rivers.
2. The Shang dynasty was the first known dynasty to rule China.
3. The Zhou and Qin dynasties changed Chinese society and made great advances.

Key Terms and Places

Chang Jiang  a river in China
Huang He  a river in China
mandate of heaven  the idea that heaven chose China’s ruler and gave him or her power
Xi’an  present name of the capital city of the Qin dynasty
Great Wall  a barrier that linked earlier walls that stood near China’s northern border

Section Summary

CHINESE CIVILIZATION BEGINS
Like other ancient peoples, people in China first settled along rivers. By 7000 BC farmers grew rice in the Chang Jiang Valley. Along the Huang He, they grew millet and wheat. Some villages along the Huang He grew into large towns. Many artifacts were left in these towns, including pottery and tools. As Chinese culture became more advanced, people started to use potter’s wheels and dig wells for water. Population continued to grow and villages spread into northern and southeastern China.

SHANG DYNASTY
Societies along the Huang He grew larger and more complex. The first dynasty for which we have clear evidence is the Shang. It was firmly established by the 1500s BC. The Shang made many advances, including China’s first writing system. The Chinese symbols that are used today are based on those of the Shang period.
Shang artisans made beautiful bronze containers for cooking and religious ceremonies. They also made ornaments, knives, and axes from jade. Shang astrologers developed a calendar based on the cycles of the moon.

ZHOU AND QIN DYNASTIES

The Zhou overthrew the Shang dynasty during the 1100s BC. The Zhou believed in the mandate of heaven, or the idea that they had been chosen by heaven to rule China. A new political order was established under the Zhou, with the emperor granting lands to lords in return for loyalty and military assistance. Peasants were below the lords, and owned little land. In 771 BC, the emperor was overthrown and China broke apart into many kingdoms, entering an era called the Warring States period.

The Warring States period ended when one state, the Qin, defeated the other states. In 221 BC the Qin king was able to unify China. He gave himself the title Shi Huangdi, which means “first emperor.”

Shi Huangdi greatly expanded the size of China. He took land away from the lords and forced noble families to move to his capital, present-day Xi’an. Qin rule brought other changes to China. Shi Huangdi set up a uniform system of law. He also standardized the written language, and a new monetary system. The completion of the Great Wall was a major Qin achievement. The Qin built the wall to protect China from northern invaders.

Although Shi Huangdi unified China, no strong rulers took his place. China began to break apart once again within a few years of his death.

CHALLENGE ACTIVITY

Critical Thinking: Drawing Inferences Using library or online resources, study examples of ancient Chinese writing. Use some of these symbols to illustrate something you have learned about China.
Ancient Civilizations of Asia—China

Section 2

MAIN IDEAS

1. Han dynasty government was largely based on the ideas of Confucius.
2. Han China supported and strengthened family life.
3. The Han made many achievements in art, literature, and learning.

Key Terms and Places

sundial a device that uses the position of shadows cast by the sun to tell the time of day
seismograph a device that measures the strength of earthquakes
acupuncture the practice of inserting fine needles through the skin at specific points to cure disease or relieve pain

Section Summary

HAN DYNASTY GOVERNMENT
Liu Bang (lee-oo bang), a peasant, led the army that won control of China after the collapse of the Qin dynasty. He earned the people’s loyalty and trust. He lowered taxes for farmers and made punishments less severe. He set up a government that built on the foundation begun by the Qin. Liu Bang’s successor, Wudi (woo-dee), made Confucianism the official government philosophy of China. To get a government job, a person had to pass a test based on Confucian teachings. However, wealthy and influential families still controlled the government.

FAMILY LIFE
A firm social order took hold during Han rule. In the Confucian view, peasants made up the second-highest class. Merchants occupied the lowest class because they merely bought and sold what others had made. However, this social division did not indicate wealth or power. Peasants were still poor and merchants were still rich.

During Wudi’s reign, Confucian teachings about the family were also honored. Children were taught from birth to respect their elders. Within the

Which feature of the Qin dynasty did the Han preserve?

Why does Confucian thinking devalue merchants?
family, the father had absolute power. Han officials believed that if the family was strong and people obeyed the father, then people would obey the emperor, too. Chinese parents valued boys more highly than girls. Some women, however, still gained power. They could influence their sons’ families. An older widow could even become the head of the family.

**HAN ACHIEVEMENTS**

The Han dynasty was a time of great accomplishments. Art and literature thrived, and inventors developed many useful devices. Han artists painted portraits and realistic scenes that showed everyday life. Poets developed new styles of verse. Historian Sima Qian wrote a complete history of China until the Han dynasty.

The Han Chinese invented paper. They made it by grinding plant fibers into a paste and then letting it dry in sheets. They made “books” by pasting sheets together into a long sheet that was rolled into a scroll.

Other Han innovations included the **sundial** and the **seismograph**. They developed the distinctive Chinese medical practice of **acupuncture** (**ak-yoo-punk-cher**). These and other Han inventions and advances are still used today.

**CHALLENGE ACTIVITY**

**Critical Thinking: Drawing Inferences** Could the Han dynasty have flourished if the Qin had not set up a strong government structure? Write a brief essay presenting your point of view on this question.
Ancient Civilizations of Asia—China

Section 3

MAIN IDEAS

1. After the Han dynasty, China fell into disorder but was reunified by new dynasties.
2. Cities and trade grew during the Tang and Song dynasties.
3. The Tang and Song dynasties produced fine arts and inventions.

Key Terms and Places

**Grand Canal** a canal linking northern and southern China

**Kaifeng** capital of the Song dynasty

**Porcelain** a thin, beautiful pottery invented by the Chinese

**Woodblock printing** a form of printing in which an entire page is carved into a block of wood that is covered with ink and then pressed against paper to make a copy of the page

**Gunpowder** a mixture of powders used in guns and explosives

**Compass** an instrument that uses the earth’s magnetic field to indicate direction

Section Summary

DISORDER AND REUNIFICATION

China broke apart into several kingdoms after the fall of the Han dynasty. This time period, sometimes known as the Period of Disunion, ended with the rise of the Sui dynasty in 589. Around this time, work was soon started on the **Grand Canal**, a system of waterways linking northern and southern China. The Sui dynasty, which did not last long, was followed by the Tang dynasty, which lasted nearly 300 years. This period was considered a golden age for China, with military reform, new law codes, and advances in art. The Song dynasty followed the Tang dynasty after a short period of disorder. The Song, like the Tang, ruled for about 300 years, and brought about many great achievements.

CITIES AND TRADE

Chinese cities grew and flourished as the trade centers of the Tang and Song dynasties. Chang’an (chahng-ahn), with a population of more than a
million people, was by far the largest city in the world at the time. Several other cities, including Kaifeng, the Song capital, had about a million people. Traders used the Grand Canal, a series of waterways that linked major cities, to ship goods and agricultural products throughout China.

Foreign trade used both land routes and sea routes. China’s Pacific ports were open to foreign traders. Chinese exports included tea, rice, spices, and jade. Especially prized by foreigners, however, were silk and porcelain. The method of making silk was kept secret for centuries.

ARTS AND INVENTIONS
The Tang dynasty produced some of China’s greatest artists and writers, including the poets Li Bo and Du Fu, and the Buddhist painter Wu Daozi (dow-tzee). The Song dynasty produced Li Qingzhao (ching-zhow), perhaps China’s greatest female poet. Artists of the Tang and Song dynasties created exquisite objects in clay, particularly porcelain items with a pale green glaze called celadon (sel-uh-duhn).

The Tang and Song dynasties produced some of the most remarkable—and important—inventions in human history. The world’s oldest-known printed book, using woodblock printing, was printed in China in 868. Later, during the Song dynasty, the Chinese invented movable type for printing. The Song dynasty also introduced the world’s first paper money. Two other inventions include gunpowder and the compass.

CHALLENGE ACTIVITY
Critical Thinking: Drawing Inferences Create a document showing an exchange of goods between a Song dynasty Chinese trader and a foreign merchant.
**Ancient Civilizations of Asia—China**

**Section 4**

### Key Terms and Places

- **bureaucracy**  body of unelected government officials
- **civil service**  service as a government official
- **scholar-official**  an educated member of the government

### Section Summary

**CONFUCIANISM**

Confucianism is the name given to the ideas of the Chinese philosopher Confucius. Confucius’s teachings focused on ethics, or proper behavior, of individuals and governments. He argued that society would function best if everyone followed two principles, *ren* and *li*. *Ren* means concern for others, and *li* means appropriate behavior. Order in society is maintained when people know their place and behave appropriately.

For a thousand years after his death, Confucius’s ideas went in and out of favor several times. Early in the Song dynasty, however, a new version of Confucianism, known as Neo-Confucianism, was adopted as official government policy. In addition to teaching proper behavior, Neo-Confucian scholars and officials discussed spiritual questions like what made human beings do bad things even if their basic nature was good.

**SCHOLAR-OFFICIALS**

The Song dynasty took another major step that would affect the Chinese imperial state for centuries to come. The Song improved the system by which people went to work for the government. These
workers formed a large bureaucracy by passing a series of written civil service examinations.

The tests covered both the traditional teachings of Confucius and related ideas. Because the tests were extremely difficult, students spent years preparing for them. Candidates had a strong incentive for studying hard. Passing the tests meant life as a scholar-official, whose benefits included considerable respect and reduced penalties for breaking the law.

The civil service examination system helped ensure that talented, intelligent people became scholar-officials. This system was a major factor in the stability of the Song government.

CHALLENGE ACTIVITY

Critical Thinking: Drawing Inferences  Write a short essay on the relation between the Song dynasty development of civil service and the Confucian ideals of ren and li.
Ancient Civilizations of Asia—China

Section 5

MAIN IDEAS

1. The Mongol Empire included China, and the Mongols ruled China as the Yuan dynasty.
2. The Ming dynasty was a time of stability and prosperity.
3. The Ming brought great changes in government and relations with other countries.

Key Terms and Places

Beijing present-day city near the capital of the Yuan dynasty
Forbidden City a huge palace complex that included hundreds of imperial residences, temples, and other government buildings
isolationism a policy of avoiding contact with other countries

Section Summary

THE MONGOL EMPIRE
In 1206, a powerful Mongol leader known as Genghis Khan (jeng-uhks kahn) led huge armies through much of Asia and Eastern Europe. He first led his armies into northern China in 1211, then headed south. By the time of Genghis Khan’s death in 1227, all of northern China was under Mongol control.

Genghis Khan’s grandson, Kublai Khan (koo-bluh kahn), completed the conquest of China and declared himself emperor in 1279. This began the Yuan dynasty, a period also known as the Mongol Ascendancy.

Kublai Khan did not force the Chinese to accept Mongol customs, but he did try to control them. One way was by having the Chinese pay heavy taxes, which were used to pay for building projects. One such project was the building of a new capital, Dadu, near the present-day city of Beijing.

Kublai Khan’s regime preserved much of the structure of the Song dynasty, including the civil service and trade routes. The Italian merchant Marco Polo, who traveled in China between

How many years did it take for the Mongol armies to conquer all of China?

Which two aspects of Song civilization would you say Kublai Khan appreciated the most?
1271 and 1295, wrote of his travels and sparked Europeans’ interest in China.

Two failed campaigns against Japan and expensive public works projects weakened the Yuan dynasty. Many Chinese groups rebelled, and in 1368, Zhu Yuanzhang (joo yoo-ahn-jahng) took control and founded the Ming dynasty.

**THE MING DYNASTY**
The Ming dynasty lasted nearly 300 years, from 1368 to 1644. Ming China proved to be one of the most stable and prosperous times in Chinese history. Great Ming achievements include the remarkable ships and voyages of Zheng He (juhng huh), the Great Wall of China, and the **Forbidden City** in Beijing. The Forbidden City was a massive palace of residences, temples, and government buildings. Common people were not allowed to enter the Forbidden City.

**CHINA UNDER THE MING**
Emperors during the Ming dynasty worked to eliminate foreign influences from Chinese society. China entered a period of **isolationism**. Ironically, the consequences of this policy included a weakness that allowed opportunistic Westerners to seize considerable power in some parts of China as China’s imperial glory faded.

**CHALLENGE ACTIVITY**
**Critical Thinking: Drawing Inferences** Draw a street map of an imaginary city. Include a “forbidden city” within it that is restricted to a certain group of your choosing.
# Growth and Development of South and East Asia

## CHAPTER SUMMARY

**Two Important Civilizations of South and East Asia**

<table>
<thead>
<tr>
<th>India</th>
<th>China</th>
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<tr>
<td>Culture spread by traders and missionaries across Asia.</td>
<td>Culture spread by contact and migration to Korea and Vietnam.</td>
</tr>
<tr>
<td>Colonized by British.</td>
<td>Divided by Europeans into spheres of influence.</td>
</tr>
<tr>
<td>Peaceful strikes and protests led to independence.</td>
<td>Boxer Rebellion put down. Revolution against imperial rule and Western influence.</td>
</tr>
<tr>
<td>Internal conflict between Muslims and Hindus led to partition—division into Pakistan and India.</td>
<td>Internal conflict between Communists and Nationalists led to civil war—division into People’s Republic of China and Republic of China.</td>
</tr>
<tr>
<td>Lasting tensions over Kashmir.</td>
<td>Lasting tensions over status of Taiwan.</td>
</tr>
</tbody>
</table>

## COMPREHENSION AND CRITICAL THINKING

Use information from the chart to help answer the following questions.

1. **Recall** To where did Indian religions spread?

2. **Summarize** Describe the modern economies of India, China, and Japan.

3. **Compare and Contrast** Why did both China’s and Japan’s emperors study Western ideas?

4. **Predict** How do you think the conflicts over Kashmir and Taiwan might be resolved?
Growth and Development of South and East Asia

Section 1

MAIN IDEAS
1. Chinese culture had a powerful influence on many Asian civilizations.
2. India was a major influence on culture in South Asia.
3. A new religion called Sikhism developed in India in the late 1400s.

Key Terms and Places

cultural diffusion  the spread of culture traits from one region to another
Angkor Wat  a temple complex in Cambodia
Sikhism  a monotheistic religion that developed in India

Section Summary

CHINESE INFLUENCE IN ASIA
Many elements of Chinese culture have spread into Korea. This cultural diffusion took several centuries. In the 100s BC, China’s Han dynasty conquered part of the Korean Peninsula. Koreans adopted Buddhism and Chinese writing. The Koryo kings (we get the word Korea from “Koryo”) also worked to preserve native Korean ways.

By the 500s Korean traders had brought Chinese writing and Buddhism to Japan. The Japanese adopted Chinese writing because there was no written Japanese. Japan’s Prince Shotoku sent scholars to China to learn about religion, philosophy, and government. They also brought back Chinese foods, fashions, and art.

In the 200s BC a kingdom called Nam Viet arose in Vietnam. The Vietnamese people adopted many elements of Chinese culture, including Buddhism, language, clothing, and hairstyles.

INDIA AND SOUTH ASIA
Indian civilization was spread by traders and missionaries. Both Hinduism and Buddhism spread from India across South Asia, Southeast Asia, and beyond. Some Southeast Asian rulers adopted

Which Chinese dynasty brought Chinese culture to Korea?

Underline the areas of Japanese culture that were influenced by China.
Indian names and built temples in Indian styles. Many also adopted an Indian language, called Sanskrit, in their kingdoms.

The area now called Cambodia was once home to the Khmer (kuh-mer) Empire. Khmer culture reflects both Hindu and Buddhist influence. The most famous example of Khmer architecture is the temple complex at **Angkor Wat**, decorated with carvings of scenes from Hindu myths.

In the early 1500s India was conquered by the Mughals—Muslims from Central Asia. They established the Mughal Empire in India and spread Islam to the islands of Indonesia, Malaysia, and the Philippines.

**SIKHISM DEVELOPS**

**Sikhism** (see-ki-zuhm) is a religion based on the teachings of Guru Nanak of India. The title guru is Sanskrit for “teacher.” From the 1400s to the 1700s, other gurus expanded and explained Guru Nanak’s teachings. Their writings are collected in the Guru Granth Sahib, the most sacred text of Sikhism.

Sikhism holds that people should live truthfully and treat all people equally. Sikhs pray several times each day, and they meditate in order to be reunited with God after death. Sikhs are expected to wear five symbolic items at all times: long hair, a small comb, a steel bracelet, a sword, and a special undergarment. In addition, all Sikh men wear turbans, as do many women.

**CHALLENGE ACTIVITY**

**Critical Thinking: Designing** Make a poster showing a diagram of cultural influences in Southeast Asia. Cut out pictures from magazines or make your own drawings of some examples of works of art or other objects that demonstrate cultural influences.
Growth and Development of South and East Asia

Section 2

MAIN IDEAS

1. The British made India into a colony in the 1700s and 1800s.
2. European countries used force to make China open its ports to trade.
3. Led by the United States, the West began to trade in Japan.

Key Terms and Places

**British East India Company** a British company created to control trade with India and East Asia

**Raj** the period of British control in India, from the Hindi word for “rule”

**Guangzhou** Chinese port city, known to the British as Canton

**spheres of influence** areas of China over which other countries had economic power

**Boxer Rebellion** an attempt in 1899 to drive all Westerners out of China

Section Summary

**THE BRITISH IN INDIA**

In the late 1700s, the **British East India Company** arrived in India. Though their purpose was to trade, they soon became involved in Indian politics. The East India Company brought in its own army. Before long, it controlled nearly all of India.

Many Indians were not happy with the British East India Company. In 1857 sepoys—Indian soldiers who fought in the British army—staged a rebellion. The fighting was brutal and lasted for more than two years.

After the Sepoy Rebellion, the British government took control of India from the East India Company. British people, rather than Indians, were given most posts in the government. Few of them had much contact with the Indian people. This period of British control in India is called the **Raj** (rahz). During the Raj, the British forced children in schools to learn English. They tried to spread Christianity, and banned some Indian customs.

What was the Raj? When did it begin?

__________________________

__________________________
Many Indian people wanted to participate in their own government and resented having to give up their culture. Some staged protests and boycotted British goods.

**EUROPEANS IN CHINA**

China’s rulers saw Europeans as barbarians and did not want them in their country. Through the 1700s they allowed European traders to live in only a single city, Guangzhou (gwang-joh).

In 1839 the British navy forced the Chinese to open Shanghai and five other ports to trade. Then the Chinese were forced to make more such deals with other countries. Europeans divided China into many **spheres of influence**, or areas over which other countries had economic power. The Chinese continued to lose control to Western powers. In 1899 some Chinese rose up violently in the **Boxer Rebellion**. The Western powers easily put down the rebellion.

**THE WEST IN JAPAN**

Unlike India and China, Japan had been able to remain isolated—until 1852, when Matthew Perry, an American naval commander, sailed into Tokyo Bay with a fleet of warships. He forced the Japanese to open trade directly with him. The Japanese found this humiliating. Japan’s new rulers decided their best plan was to modernize. They studied Western military tactics and economic practices and copied them. They wanted Japan to become part of the modern world.

**CHALLENGE ACTIVITY**

**Critical Thinking: Making Inferences** Suppose you are living in a port city in 1800s India, China, or Japan. Write a letter to a friend in the countryside telling about how the European traders and entrepreneurs have affected your daily life.
Growth and Development of South and East Asia

Section 3

Main Ideas

1. The call for Indian independence was accompanied by nonviolent protests.
2. The early 1900s saw the end of China’s imperial period and the beginning of Communism in the country.
3. Changes in Japan’s government led to the formation of a new empire.

Key Terms and Places

- Nonviolence: the avoidance of violent actions
- Civil disobedience: refusing to obey unjust laws in order to bring about change
- Partition: division into separate parts
- Diet: the elected legislature that still governs Japan

Section Summary

The Call for Indian Independence

British officials in India dealt harshly with protests against their rule. In one incident at Amritsar (uhm-rit-suhr), British troops killed more than 400 peaceful protestors. Then a new leader arose in the Indian resistance. Mohandas Gandhi based his strategy on two key beliefs: nonviolence and civil disobedience. Gandhi led work strikes and boycotts of British products. In steps, the British government gave up power to the Indian people.

In 1947 two independent countries were formed: India was mostly Hindu, Pakistan was mostly Muslim. Both Muslims and Hindus were afraid to live in countries in which they would be a minority. Some 10 million people rushed to cross the borders.

The End of Imperial China

Chinese rebels forced the Qing emperor out of power in 1911. One of the rebel leaders was Sun Yixian (sun yee-shahn). Two groups—the Communists and the Nationalists—contested for control of the new government. The Nationalists, led by Chiang Kai-shek (chang ky-sheh), began...
a civil war. By 1949 the Communists, now led by Mao Zedong (mow zuh-dooohng) had won. They declared the People’s Republic of China. Some surviving Nationalists fled to the island of Taiwan, where they founded the Republic of China.

China’s new Communist government took over all private farms, businesses, and factories. Women gained more equality. Millions of people were imprisoned or killed for criticizing the government. Many economic programs were unsuccessful, and famines killed millions.

A NEW JAPANESE EMPIRE

In 1868 the Japanese restored control of their government to an emperor. Their new ruler took the name Meiji (may-jee), which means “enlightened rule” in Japanese.

Meiji abolished the old feudal system and based a new government on Western ideas. He created the Diet, the elected legislature that still governs Japan. He required all children to attend school. He built telegraph lines, a postal service, and railroads, and established a national currency. And he built up the military. Between 1890 and 1910 Japan launched military strikes and defeated both the Chinese and Russian armies. In 1910 Japan invaded Korea and made it a colony.

CHALLENGE ACTIVITY

Critical Thinking: Making Judgments  Gandhi, Mao, and Meiji all brought large and lasting changes to their nations. Choose one, and evaluate the long-term results of this leader’s actions.
**Key Terms and Places**

- **Manchuria** a region in northeast China
- **Nanking** former capital city of China
- **Pearl Harbor** U.S. naval base in Hawaii
- **Island hopping** the Allied strategy in World War II of targeting only the most strategically important islands, instead of each Japanese-held island
- **Hiroshima** industrial city of Japan, site of the first atomic bomb attack
- **Domino theory** belief that if a country fell to communism, other countries nearby would follow like falling dominoes
- **Kashmir** a mountainous region between India, Pakistan, and China

**Section Summary**

**Japanese Aggression in Asia**

In the 1930s, Japan invaded Manchuria, a region rich in minerals and other resources. The Japanese ruled harshly, enslaving millions of Chinese citizens. From Manchuria, the Japanese launched attacks on the rest of China. In 1937 they captured and terrorized Nanking.

**World War II**

On December 7, 1941, Japanese planes attacked the U.S. naval base at Pearl Harbor. Before long, Japan controlled much of East Asia and many Pacific islands.

The Japanese were finally stopped by the Allies in the Battle of the Coral Sea and the Battle of Midway. The Allies used island hopping to work their way closer to Japan. Then the Americans dropped an atomic bomb on Hiroshima. Three days later, they dropped another atomic bomb on the city of Nagasaki. The Japanese finally surrendered.
WAR IN KOREA AND VIETNAM
After World War II, Korea was freed from Japan. The Koreans formed two countries. North Korea had a Communist government. South Korea had a democratic government. In 1950 North Korea invaded South Korea, starting the Korean War. An alliance of many countries defended South Korea. Relations between North and South Korea are still strained. Armed forces patrol the border.

Like Korea, Vietnam had also split. The north was Communist and the south was democratic. When the north tried to take over the south, the United States sent in troops. U.S. leaders believed the domino theory which said that Communism would spread. Years of warfare in Vietnam caused millions of deaths and terrible destruction. Eventually, Vietnam was reunited as one Communist country.

CONFLICT IN KASHMIR
When India was partitioned in 1947, the prince of Kashmir, who was a Hindu, decided to stay a part of India. But Muslims in Kashmir wanted to be part of Pakistan. War broke out. Fighting continued for two years. In 1949 a treaty divided Kashmir between India and Pakistan. Under the treaty, the people of Kashmir were to vote on their future. The vote was never held, and Kashmir is still disputed territory.

CHALLENGE ACTIVITY
Critical Thinking: Making Judgments People in Korea and Kashmir have been living in tense situations for around 60 years. Propose a plan to resolve the tensions in one of these places. Discuss the obstacles to implementing your plan.
Growth and Development of South and East Asia

Section 5

**MAIN IDEAS**

1. Many Asian countries have found economic success since World War II.
2. Political shifts in Asia have led to new governments in many countries.
3. Many Asian cultures blend old and new ideas.

**Key Terms and Places**

- **trade surplus**  result of a country’s exporting more goods than it imports
- **tariff**  a fee that a country charges on imports or exports
- **constitutional monarchy**  form of democracy in which a monarch serves as the head of state, but an elected legislature makes the laws
- **Tiananmen Square**  public square in Beijing, site of a 1989 protest
- **human rights**  those rights that all people deserve

**Section Summary**

**ECONOMIC SUCCESS**

With assistance from Europe and the United States, Japan completely rebuilt its economy after World War II. Japan’s biggest success has been manufacturing, especially cars and electronics. Many Japanese products are intended to be sold outside of the country, and Japan has built up a huge trade surplus. One factor in Japan’s success has been high import tariffs.

When the Communists took over China in the 1940s, the government took over all businesses. Major economic problems resulted. Later the government began allowing privately owned businesses. In addition, the government has created special economic zones that allow foreign owned companies. China’s mixed economy is now the second largest economy in the world.

India is the fifth-leading industrial country. However, millions of Indians live in poverty. The government has worked to bring new industries and better jobs to India. The city of Bangalore is now a center of high-tech industry. The government has also boosted India’s film industry, known as Bollywood.
POLITICAL SHIFTS
Since the end of World War II several Asian countries have adopted democracy. Japan's emperor gave up his throne and helped create a democratic government there. India is by population the largest democracy in the world today. Thailand and Malaysia are both constitutional monarchies. Other democratic countries in Asia include Bangladesh, Mongolia, and Indonesia.

China is not a democracy. The Communist government there tightly controls most areas of life. Opposition is harshly punished. When more than 1 million peaceful pro-democracy protestors gathered in Tiananmen Square, the government used troops and tanks to make them leave.

In some cases, political change in Asia was brought about by military leaders. In 2001, General Pervez Musharraf became Pakistan's president after a military coup. Since 1962 a military government has also ruled Myanmar (or Burma). This government is noted for abuses of human rights.

BLENDING OLD AND NEW
Asian culture today is a complex blend of old and new. Cities like Shanghai (in China) and Kuala Lumpur (in Malaysia) have some of the world's tallest and glitziest buildings. Next to these modern buildings are tiny, ancient temples. In this age of global communications, traditional Asian beliefs must compete with ideas from other cultures.

CHALLENGE ACTIVITY
Critical Thinking: Making Predictions You are thinking about starting a business in South or East Asia. You know that the local economic and political conditions will affect your business. Make a list of concerns or potential problems, and tell what sort of research you would need to do to avoid them and keep your business healthy.
## Physical Geography of Europe

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### COMPREHENSION AND CRITICAL THINKING

Answer the following questions by adding details to the graphic organizer above.

1. **Recall** Name three major mountain ranges and the major peninsulas of Europe and Russia.

2. **Make Judgments** Name the three most important climate regions in Europe.

3. **Categorize** For each of the following five natural resources, identify some areas or countries of Europe and Russia in which it is important: (a) hydroelectric power, (b) coal, (c) oil & gas, (d) navigable rivers.
Physical Geography of Europe

Section 1

MAIN IDEAS
1. Southern Europe’s physical features include rugged mountains and narrow coastal plains.
2. The region’s climate and resources support such industries as agriculture, fishing, and tourism.

Key Terms and Places

Mediterranean Sea  sea that borders Southern Europe
Pyrenees  mountain range separating Spain and France
Apennines  mountain range running along the whole Italian Peninsula
Alps  Europe’s highest mountains, located in northern Italy
Mediterranean climate  type of climate found across Southern Europe, with warm, sunny days and mild nights for most of the year

Section Summary

PHYSICAL FEATURES
Southern Europe is composed of three peninsulas—the Iberian, the Italian, and the Balkan—and some large islands. All of the peninsulas have coastlines on the Mediterranean Sea.

These peninsulas are largely covered with rugged mountains. The Pyrenees form a boundary between Spain and France. The Apennines run along the Italian Peninsula. The Alps—Europe’s highest mountains—are in northern Italy. The Pindus Mountains cover much of Greece. The region also has coastal plains and river valleys, where most of the farming is done and where most of the people live. Crete, which is south of Greece, and Sicily, at the southern tip of Italy, are two of the larger islands in the region.

In addition to the Mediterranean Sea, the Adriatic, Aegean, and Ionian seas are important to Southern Europe. They give the people food and an easy way to travel around the region. The Po and the Tagus are two important rivers in Southern Europe.
Europe. The Po flows across northern Italy. The Tagus, the region’s longest river, flows across the Iberian Peninsula.

**CLIMATE AND RESOURCES**

The climate in Southern Europe is called a **Mediterranean climate**. The climate is warm and sunny in the summer and mild and rainy in the winter. Southern Europe’s climate is one of its most valuable resources. It supports the growing of many crops, and it attracts tourists.

The seas are another important resource in Southern Europe. Many of the region’s cities are ports, shipping goods all over the world. In addition, the seas support profitable fishing industries.

**CHALLENGE ACTIVITY**

**Critical Thinking: Analyzing**  Explain how Southern Europe’s climate supports the region’s economy.
Physical Geography of Europe

Section 2

Key Terms and Places

Northern European Plain  broad coastal plain that stretches from the Atlantic coast into Eastern Europe
North Sea  large body of water to the north of the region
English Channel  narrow waterway to the north of the region that separates West-Central Europe from the United Kingdom
Danube River  one of the major rivers of the region
Rhine River  one of the major rivers of the region
Navigable river  river that is deep and wide enough for ships to use

Section Summary

PHYSICAL FEATURES

West-Central Europe has three major types of landforms: plains, uplands, and mountains. Most of the Northern European Plain is flat or rolling, but in the Netherlands the plains drop below sea level. The plain has the region’s best farmland and largest cities. The Central Uplands are in the middle of the region. This area has many rounded hills, small plateaus, and valleys. In France, the uplands include the Massif Central, a plateau region, and the Jura Mountains. Coal fields in the Central Uplands have helped to make it a major mining and industrial area. The area has some fertile soil, but is mostly too rocky for farming.

The region has two high mountain ranges. The Alps and Pyrenees form the alpine mountain system. The Alps are the highest mountains in Europe.
Water is an important part of the region’s physical geography. The Mediterranean Sea borders France to the south. The Atlantic Ocean lies to the west and the North Sea and the English Channel lie to the north. The Danube and the Rhine rivers are important waterways for trade and travel. Several of the region’s rivers are navigable. These rivers and a system of canals link the region’s interior to the seas.

**CLIMATE AND RESOURCES**

Most of West-Central Europe has a marine west coast climate. This is a mild climate with colder winters. In the Alps and other higher elevation areas, the climate is colder and wetter. In contrast, southern France has a warm Mediterranean climate with dry, hot summers and mild, wet winters.

The mild climate is a valuable resource. Mild temperatures, ample rainfall, and rich soil have made the region’s farmlands very productive. Farmers grow grapes, grains, and vegetables. In the Alps and the uplands, farmers raise livestock.

Energy resources are not evenly divided. France has iron ore and coal. Germany has coal, and the Netherlands has natural gas. Fast-flowing alpine rivers provide hydroelectric power. Even so, many countries have to import fuel. The Alps are another important resource. Tourists come to the mountains for the scenery and to ski and hike.

**CHALLENGE ACTIVITY**

**Critical Thinking: Evaluating Information**  How have landforms and bodies of water affected activities in the region? Give support for your answer.
Main Ideas

1. The physical features of Northern Europe include low mountain ranges and jagged coastlines.
2. Northern Europe’s natural resources include energy sources, soils, and seas.
3. The climates of Northern Europe range from a mild coastal climate to a freezing ice cap climate.

Key Terms and Places

British Isles a group of islands located across the English Channel from the rest of Europe
Scandinavia a region of islands and peninsulas in far northern Europe
fjord a narrow inlet of the sea set between high, rocky cliffs
geothermal energy energy from the heat of Earth’s interior
North Atlantic Drift an ocean current that brings warm, moist air across the Atlantic Ocean

Section Summary

Physical Features
Northern Europe consists of two regions. The British Isles are a group of islands located across the English Channel from the rest of Europe. Scandinavia is a region of islands and peninsulas in far northern Europe. Iceland, to the west, is often considered part of Scandinavia.

Fewer people live in the northern portion of the region, which is covered by rocky hills and low mountains. Farmland and plains stretch across the southern part of the region.

Slow moving sheets of ice called glaciers once covered the region. They carved lakes and fjords, narrow inlets between high, rocky cliffs. The fjords make the coast of Norway irregular and jagged.

Natural Resources
Northern Europe has many natural resources that have helped make it one of the world’s wealthiest
regions. Energy resources include oil and natural gas in areas of the North Sea controlled by the United Kingdom and Norway. Hydroelectric energy is created by lakes and rivers. Iceland’s hot springs produce geothermal energy, or energy from the heat of the Earth’s interior.

Forests in Norway, Sweden, and Finland provide timber. Fertile farmland in southern areas provides crops such as wheat and potatoes. The seas and oceans that surround the region have provided fish to the people of Northern Europe for centuries.

CLIMATES
Although much of the region is very far north and close to the Arctic Circle, the climates in Northern Europe are surprisingly mild. The North Atlantic Drift is a warm ocean current that brings warm, moist air across the Atlantic Ocean to Northern Europe. It creates warmer temperatures than other areas located as far north.

Much of the region has a marine west coast climate with mild summers and frequent rainfall. Central Norway, Sweden, and southern Finland have a humid continental climate with four seasons. Farther north are subarctic regions, with long, cold winters and short summers. Tundra and ice cap climates produce extremely cold temperatures year-round.

CHALLENGE ACTIVITY
Critical Thinking: Making Inferences Fewer people live in the northern portion of the region than in the southern portion. List all of the factors that you can think of which might help explain this pattern.
**Section 4**

**MAIN IDEAS**

1. The physical features of Eastern Europe include wide open plains, rugged mountain ranges, and many rivers.

2. The climate and vegetation of Eastern Europe differ widely in the north and the south.

**Key Places**

*Carpathians* a low mountain range stretching from the Alps to the Black Sea area

*Balkan Peninsula* one of the largest peninsulas in Europe, extends into the Mediterranean

*Danube* longest river in the region, begins in Germany and flows east across the Great Hungarian Plain

*Chernobyl* a nuclear power plant in Ukraine

**Section Summary**

**PHYSICAL FEATURES**

The landforms of Eastern Europe stretch across the region in broad bands of plains and mountains. The Northern European Plain covers most of northern Europe. The *Carpathians* are south of the plains. These mountains extend from the Alps to the Black Sea area. South of the Carpathians is another large plain, the Great Hungarian Plain, located mostly in Hungary. South of this plain are the Dinaric Alps and Balkan Mountains. These mountain ranges cover most of the *Balkan Peninsula*. The peninsula extends into the Mediterranean.

Eastern Europe has many water bodies that are important routes for transportation and trade. The Adriatic Sea lies to the southwest. The Black Sea is east of the region. The Baltic Sea is in the far north. It remains frozen some part of the year, reducing its usefulness.

The rivers that flow through Eastern Europe are also important for trade and transportation, especially the *Danube*. The Danube crosses nine

Circle three mountain ranges in Eastern Europe.

Why are rivers important to the economy of Eastern Europe?
countries before it empties into the Black Sea. This river is very important to Eastern Europe’s econo-
my. Many of the region’s largest cities are along its banks. Dams on the river provide electricity for the region. This busy river has become very polluted from heavy use.

CLIMATE AND VEGETATION
Types of climates and vegetation in Eastern Europe vary widely. The shores of the Baltic Sea in the far north have the coldest climate. The area does not get much rain, but is sometimes foggy. Its cold, damp climate allows huge forests to grow.

The interior plains have a much milder climate than the Baltic Region. Winters can be very cold, but summers are mild. The western parts of the interior plains get more rain than the eastern parts. Because of its varied climate, the forests cover much of the north and open grassy plains lie in the south. In 1986 Eastern Europe’s forests were damaged by a major nuclear accident at Chernobyl. An explosion released huge amounts of radiation into the air that poisoned forests and ruined soil across the region.

The Balkan coast has a Mediterranean climate with warm summers and mild winters. Some of its beaches attract tourists. The area does not get much rain so there are not many forests. The land is covered by shrubs and trees that do not need much water.

CHALLENGE ACTIVITY
Critical Thinking: Analyzing Information How has climate affected the vegetation in Eastern Europe? Explain your answer in a brief paragraph.
Physical Geography of Europe

Section 5

MAIN IDEAS

1. The physical features of Russia and the Caucasus include plains, mountains, and rivers.

2. Climate and plant life change from north to south in Russia and vary in the Caucasus.

3. Russia and the Caucasus have a wealth of resources, but many are hard to access.

Key Terms and Places

Ural Mountains  mountain range where Europe and Asia meet

Caspian Sea  borders the Caucasus, the world’s largest inland sea

Caucasus Mountains  mountain range which forms the Caucasus region’s northern border with Russia

Moscow  Russia’s capital

Siberia  a vast region in Russia, stretching from the Urals to the Pacific Ocean

Volga River  located in western Russia, the longest river in Europe

taiga  a forest of mainly evergreen trees covering much of Russia

Section Summary

PHYSICAL FEATURES

The continents of Asia and Europe meet in Russia’s Ural Mountains, forming the large landmass Eurasia. A large part of Eurasia is Russia, the world’s largest country in area.

Three much smaller countries, Georgia, Armenia, and Azerbaijan, lie to the south in the Caucasus. This area, which lies between the Black Sea and the Caspian Sea, is named for the Caucasus Mountains.

Plains and mountains cover much of Russia and the Caucasus. The fertile Northern European Plain, Russia’s heartland, extends across western Russia. Here lies Moscow, Russia’s capital.

Beyond this plain, the vast region of Siberia stretches from the Ural Mountains to the Pacific Ocean. The West Siberian Plain is a huge, flat,
marshy area. East of this plain lies the Central Siberian Plateau. High mountain ranges run through southern and eastern Siberia. Eastern Siberia is called the Russian Far East, which includes the Kamchatka Peninsula and several islands. This area is part of the Ring of Fire, known for its earthquakes and active volcanoes.

The Caucasus countries consist mainly of rugged uplands. The Caucasus Mountains contain Europe's highest peak, Mount Elbrus.

Rivers in Russia include the Ob, Yenisey, Lena, and Volga, the longest river in Europe. Russia also has some 200,000 lakes, including Lake Baikal, the world’s deepest lake. The Black Sea connects to the Mediterranean Sea and is important for trade. The Caspian Sea is the world’s largest inland sea.

**CLIMATE AND PLANT LIFE**

Russia is mainly cold, with short summers and long, snowy winters. Plant life includes small plants in the north and the vast taiga, a forest of mainly evergreen trees. Climate in the Caucasus ranges from cooler in the uplands to warm and wet along the Black Sea to mainly hot and dry in Azerbaijan.

**NATURAL RESOURCES**

Russia and the Caucasus have a wealth of natural resources, including rich soils, timber, metals, precious gems, and energy resources. These resources have been poorly managed, however, and many remaining resources lie in remote areas.

**CHALLENGE ACTIVITY**

*Critical Thinking: Making Generalizations* Based on what you’ve read so far, write a short essay about what it might be like to live in Russia.
CHAPTER SUMMARY

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COMPREHENSION AND CRITICAL THINKING

Use information from the graphic organizer to answer the following questions.

1. **Summarize** What contributions to government did each culture make?

2. **Understand Causes and Effects** How did each culture’s military conquests change the world?

3. **Elaborate** Give specific examples of each culture’s artistic and scientific achievements. Choose one example and tell how it affects you today.

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Ancient Civilizations of Europe

Section 1

Main Ideas
1. Early Greek culture saw the rise of the city-state and the creation of colonies.
2. The Golden Age of Greece saw advances in government, art, and philosophy.
3. Alexander the Great formed a huge empire and spread Greek culture into new areas.

Key Terms and Places
- city-states: political units made up of a city and all the surrounding lands
- golden age: a period in a society’s history marked by great achievements
- Athens: a city-state in eastern Greece
- Sparta: a rival city-state to Athens
- Hellenistic: Greeklike

Section Summary
Early Greek Culture
To protect against invaders, early Greeks joined together. Over time, they developed into city-states, political units made up of a city and its surrounding lands. As populations grew, city-states formed colonies, or new cities—and Greek culture spread.

The Golden Age of Greece
Greece is famous for its many contributions to world culture, especially during a period of great achievements called the golden age. Greece’s golden age took place between 400 and 300 BC, after Athens and other city-states defeated a powerful Persian army around 500 BC. The defeat of the Persians increased the confidence of the Greeks, and they began to make many advances.

Athens became the cultural center of Greece during the golden age. Leaders such as Pericles supported the arts and other great works. But these leaders did not rule Athens, which became the world’s first democracy. Instead, power was in

Underline the reason why the Greeks established colonies.

Briefly define “golden age.”

What effect did the defeat of Persia have on the Greeks?
the hands of the people, who voted in an assembly, which made the laws.

Many accomplishments in art, architecture, literature, philosophy, and science took place during Greece’s golden age. For example, they were the first to create and perform drama, or plays. Greek philosophers such as Socrates, Plato, and Aristotle continue to shape how we think today.

Greece’s golden age would not last. It came to an end when Athens and its rival Sparta went to war. Sparta had a strong army and was jealous of Athens’s influence in Greece. The war raged for years, with other city-states joining in. Sparta finally won, but Greece overall had been weakened. It lay open to a foreign conqueror to take over.

THE EMPIRE OF ALEXANDER
That conqueror was Alexander the Great, who took over Greece in the 330s BC. He conquered not only Greece, but also huge areas of the rest of the world from Greece to India, and most of central Asia. He dreamed of conquering more territory, but his tired and homesick troops refused to continue. Alexander died on his return home, at the age of 33.

Alexander admired Greek culture and wanted it to spread throughout his empire. He urged Greek people to move to new cities. Many Greeks did move. Greek culture then blended with other cultures. These blended cultures are referred to as Hellenistic, or Greeklike.

CHALLENGE ACTIVITY
Critical Thinking: Analyzing Information Imagine that you are a newspaper reporter from a Greek city-state, and your assignment is to write about Athens. Write a brief article describing what you have seen on your visit. In your article include information about at least one of Athens’ famous artists, architects, scientists, philosophers, or writers.
Ancient Civilizations of Europe

Section 2

MAIN IDEAS
1. The Roman Republic was governed by elected leaders.
2. The Roman Empire was a time of great achievements.
3. The spread of Christianity began during the empire.
4. Various factors helped bring about the decline of Rome.

Key Terms and Places

Rome a city in Italy

republic a type of government in which people elect leaders to make laws for them

Senate a council of rich and powerful Romans who helped run the city

citizens people who could take part in the Roman government

Carthage a city in North Africa

empire a land that includes many different peoples and lands under one rule

aqueducts channels used to carry water over long distances

Section Summary

THE ROMAN REPUBLIC
Rome began as a small city in Italy. It was ruled by a series of kings, some of whom were cruel rulers. Over time the Romans formed a republic, in which elected leaders made all government decisions. The leaders worked with the Senate, a group of powerful men. Citizens voted and ran for office.

Before long, Rome began to expand its territory. It took over much of the Mediterranean world, including the city of Carthage in North Africa. A general named Julius Caesar conquered many new lands. Afraid of his power, a group of Senators killed him in 44 BC.

THE ROMAN EMPIRE
Caesar’s adopted nephew Octavian became Rome’s first emperor, ruling a huge empire. This far-flung land contained many different people. Octavian was also called Augustus, or “honored one,” because of

What is a republic?

Circle the name of Rome’s first emperor.

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his many accomplishments. Augustus conquered many new lands. He built monuments and roads. The Romans had a long period of peace and achievement called the Pax Romana. Their many building projects included aqueducts—channels to carry water long distances. They wrote literature and built legal systems that have had a worldwide influence. The founders of the United States used the Roman government as a model for our own.

THE SPREAD OF CHRISTIANITY
Christianity first appeared in the Roman Empire. The religion was based on the teachings of Jesus of Nazareth. Jesus’s followers preached throughout the Roman world. For many years, Rome tried unsuccessfully to stop the spread of Christianity. Then in the 300s an emperor named Constantine became a Christian. Christianity soon became Rome’s official religion. By the end of the 300s it had become a powerful force in the Roman world.

THE DECLINE OF ROME
Rome’s decline had several causes. A number of bad emperors ignored their duties and the needs of the Roman people. Military leaders tried to take over, but many of them were poor rulers as well. The emperor Constantine created a new capital in a central location. But this change was not enough. The empire, weakened by its internal problems, was vulnerable to invaders called barbarians. In 476 they attacked Rome and removed its emperor. The Roman Empire was no more.

CHALLENGE ACTIVITY
Critical Thinking: Analyzing Information Imagine that you are a Roman citizen. Write a letter to either Constantine or Augustus, asking him to take an important action to improve the Roman Empire. Include reasons why this action is needed, based on details in the section.
Growth and Development of Europe

CHAPTER SUMMARY

Reformation

Enlightenment and Age of Exploration

French Revolution

World War II

COMPREHENSION AND CRITICAL THINKING

Use the graphic organizer to answer the following questions.

1. **Sequence**  Place these events in the correct order on the chart: World War I, English Bill of Rights, Cold War, Scientific Revolution, Industrial Revolution, Renaissance

2. **Explain**  Pick an event on the chart and explain how it is connected to the Enlightenment.

3. **Compare/Contrast**  How were the results of World War I and World War II similar? How did they differ?
**Growth and Development of Europe**

**Section 1**

**MAIN IDEAS**

1. The Christian church influenced nearly every aspect of society in the Middle Ages.
2. Complicated political and economic systems governed life in the Middle Ages.
3. The period after 1000 was a time of great changes in medieval society.

**Key Terms and Places**

**Middle Ages** a period of history between ancient and modern times that lasted from about 500 until about 1500

**pope** the head of the Christian church

**Crusade** a religious war

**Holy Land** the region in which Jesus had lived

**Gothic architecture** a style known for its high pointed ceilings, tall towers, and stained glass windows

**feudal system** a system of exchanging land for military service

**manor** a large estate owned by a noble or a knight

**nation-state** a country united under a single strong government

**Section Summary**

**THE CHRISTIAN CHURCH AND SOCIETY**

After the late 400s, Europe broke into many small kingdoms. The period from 500 until about 1500 is called the **Middle Ages**. During this time, no one leader could unify Europe as the Romans had done. As a result, the Christian church gained influence, and church leaders became powerful.

The **pope** was the head of the church. One pope started a religious war called a **Crusade**. He wanted Europeans to take over the **Holy Land**, where Jesus had lived. It was then in the hands of the Muslims. The Crusaders failed. However, they brought back new foods, goods, and ideas. Trade between Europe and Asia increased.

The church had a major influence on art and architecture. Many churches built during this period are examples of **Gothic architecture**. Most people’s lives centered around their local church.
LIFE IN THE MIDDLE AGES
Religion was not the only influence on people’s lives. Two other major influences were the feudal system and the manor system.

The feudal system was mainly a relationship between nobles and knights. The nobles gave land to knights. In turn, the knights promised to help defend their lands and the king.

The manor system was a relationship between manor, or large estate, owners and workers. The owners provided workers with a place to live and a piece of land where they could grow their own food. In exchange, most of the crops went to the owners.

CHANGES IN MEDIEVAL SOCIETY
France’s William the Conqueror invaded England in 1066. He became king, and built England’s first strong government. In 1215, however, the English king lost some of his power. A group of nobles insisted that the king should not be above the law. The nobles drew up a document called Magna Carta, which limited the King’s power.

In 1347 a disease called the Black Death swept through Europe. It killed about a third of the population. The plague caused a labor shortage. As a result, people could demand higher wages.

In 1348 the Hundred Years’ War broke out between England and France. The French won, and kings began working to end the feudal system and gain more power. France became a nation-state, a country united under a single government. Other nation-states arose around Europe, and the Middle Ages came to an end.

CHALLENGE ACTIVITY
Critical Thinking: Making Generalizations Draw up a document like Magna Carta that includes your ideas of the basic rights for common people as well as limits on the power of rulers.
Growth and Development of Europe

Section 2

MAC IDEAS

1. The Renaissance was a period of new learning, new ideas, and new advances in art, literature, and science.
2. The Reformation changed the religious map of Europe.

Key Terms and Places

Renaissance period of creativity and new ideas that swept Europe from about 1350 through the 1500s
Florence Italian city that became rich through trade during and after the Crusades
Venice Italian city that became rich through trade during and after the Crusades
humanism new way of thinking and learning that emphasized the abilities and accomplishments of human beings
Reformation religious reform movement that began with complaints about problems within the Catholic Church
Protestants Christians who split from the Catholic Church over religious issues
Catholic Reformation series of reforms launched by Catholic Church officials

Section Summary

THE RENAISSANCE

The Renaissance started in Italy in such cities as Florence and Venice. These cities became rich through trade. As goods from Asia moved through these cities, Italians became curious about the larger world. At this same time, scholars from other parts of the world came to Italy, bringing books written by ancient Greeks and Romans. Interest in Greece and Rome grew. People studied subjects once taught in Greek and Roman schools such as history, poetry, and grammar. These subjects are known as the humanities. Increased study of the humanities led to humanism—an idea that people are capable of great achievements.

Renaissance artists developed new painting techniques such as perspective, which made their art look more realistic. The artists Michelangelo and Leonardo da Vinci showed their belief in humanism by making the people in their paintings...
look like unique individuals. William Shakespeare’s plays looked closely at human nature and behavior. Reading about Greek and Roman scientific advances inspired Europeans to study math, astronomy, and other sciences. Some used their new knowledge to create new inventions. Johannes Gutenberg’s invention, the movable-type printing press, printed books quickly and cheaply. It spread Renaissance ideas to all parts of Europe.

**THE REFORMATION**
The Reformation, a religious reform movement, began in Germany. Many people there felt priests and other Catholic Church officials cared more about power than their religious duties. Martin Luther, a German monk, was one of the first people to protest against the church. In 1517 he nailed a list of complaints on a church door in Wittenberg. Angry church officials expelled him from the church. Luther’s followers became the first Protestants, splitting off from the Catholic Church. Other reformers created their own churches. By 1600 many Europeans had become Protestants.

In response, Catholic Church leaders began a series of reforms, called the Catholic Reformation. They asked churches to focus more on religious matters. They tried to make church teachings easier to understand. Priests and teachers went to Asia, Africa, and other lands to spread Catholic teachings. After the Reformation, religious wars broke out in Europe between Catholics and Protestants. These religious wars led to many changes in Europe.

**CHALLENGE ACTIVITY**
**Critical Thinking: Analyzing** What events prompted Catholic leaders to begin the Catholic Reformation?
Growth and Development of Europe

Section 3

MAIN IDEAS
1. During the Enlightenment, new ideas about government took hold in Europe.
2. The 1600s and 1700s were an Age of Revolution in Europe.
3. Napoleon Bonaparte conquered much of Europe after the French Revolution.

Key Terms

Enlightenment  period in the 1600s and 1700s when the use of reason shaped
European ideas about society and politics, also known as the Age of Reason

English Bill of Rights  1689 document listing rights of Parliament and the
English people

Declaration of Independence  document signed in 1776 that declared the American
colonies' independence from Britain

Declaration of the Rights of Man and of the Citizen  French constitution that
guaranteed some rights of French citizens and made taxes fairer

Reign of Terror  period of great violence during the French Revolution

Section Summary

THE ENLIGHTENMENT
During the Enlightenment many people questioned
common ideas about politics and government.
However, most of Europe was ruled by kings and
queens, also called monarchs. Most monarchs
believed God gave them the right to rule as they
chose. This belief was called rule by divine right.
Enlightenment thinkers disagreed. John Locke
saw government as a contract, or binding legal
agreement, between a ruler and the people. A ruler’s
job was to protect people’s rights. If a ruler did not
do this, people had the right to change rulers.
Jean-Jacques Rousseau also felt government’s
purpose was to protect people’s freedoms. Such
ideas inspired revolutions and political change.

THE AGE OF REVOLUTION
In the 1600s, England’s rulers fought with
Parliament for power. As a result, in 1689
Parliament passed the **English Bill of Rights** and made the king agree to honor the Magna Carta. These steps limited the monarch’s power and gave more rights to Parliament and the English people.

Enlightenment ideas spread to Britain’s North American colonies. There, colonial leaders claimed Britain had denied their rights—and started the American Revolution. In July of 1776 Americans signed the **Declaration of Independence**, declaring freedom for the American colonies.

The American victory inspired the French people to fight for their rights. Members of the Third Estate, France’s largest and poorest social class, demanded a part in government. They formed the National Assembly and demanded that the king limit his powers. When he refused, the French Revolution began. The National Assembly then issued the **Declaration of the Rights of Man and of the Citizen**, a new constitution for France.

France’s revolutionary leaders ended the monarchy, but soon after the **Reign of Terror** began. It was a very violent time. After it ended, people longed for a strong leader to restore order.

**NAPOLEON BONAPARTE**

In 1799 a smart military leader named Napoleon Bonaparte took control of France. He led his armies, conquering most of Europe and building a French empire. Napoleon created a fair legal system, called the Napoleonic Code, but he was a harsh ruler. Napoleon’s armies were defeated in 1814 and 1815. Soon after, European leaders met to decide how to divide up the former French empire.

**CHALLENGE ACTIVITY**

**Critical Thinking: Drawing Conclusions** In the Age of Revolution, were ideas or armies more important? Give support for your answer.
Growth and Development of Europe

Section 4

MAIN IDEAS

1. Britain’s large labor force, raw materials, and money to invest led to the start of the Industrial Revolution.
2. Industrial growth began in Great Britain and then spread to other parts of Europe.
3. The Industrial Revolution led to both positive and negative changes in society.

Key Terms

**Industrial Revolution**  period of rapid growth in machine-made goods
**textiles**  cloth products
**capitalism**  an economic system in which individuals own most businesses and resources, and people invest money in hopes of making a profit
**suffragettes**  women who campaigned for the right to vote

Section Summary

**START OF THE INDUSTRIAL REVOLUTION**

Changes in agriculture helped prepare Britain for industrial growth. Rich farmers bought land and created larger, more efficient farms. At the same time, Europe’s population grew, creating a need for more food. To meet this need, farmers tried new farming methods and invented new machines.

These improved methods and inventions helped farmers grow more crops, but with fewer workers. As a result, many small farmers and farm workers lost their farms and jobs—and moved to the cities.

In Britain, all these changes sparked the **Industrial Revolution**. By the 1700s, Britain had labor, natural resources, and money to invest—all the resources needed for industry to grow. Demand for manufactured goods soon grew. People looked for ways to make these goods even faster.
**INDUSTRIAL GROWTH**

The **textile** industry, makers of cloth products, developed first. In the early 1700s, cloth was still made by hand. This changed in 1769 when Richard Arkwright invented a waterpowered spinning machine. Other new machines enabled workers to make large amounts of cloth. As a result, the price of cloth fell. Soon workers were using machines to make many other kinds of goods.

Most early machines relied on water power. Factories, the buildings that housed the machines, had to be built near rivers. In the 1760s James Watt built the first modern steam engine. Factories could now be set up in cities. In 1856 Henry Bessemer invented a new way to make steel, and the steel industry grew. Transportation became faster as steam engines powered boats and trains.

Industrial growth changed how people worked. Many people—including children and young women—worked in unsafe factories. They worked long hours, usually for poor wages. However, by the late 1800s, the Industrial Revolution had spread. Industrial growth resulted in a new economic system—**capitalism**, in which individuals own most businesses and resources.

**CHANGES IN SOCIETY**

The Industrial Revolution made life better for some, but worse for others. Manufactured goods became cheaper. New inventions made life easier. More people joined the middle class. Meanwhile, cities grew, becoming dirty, noisy, and crowded. Workers often remained poor, living in unsafe apartments where diseases spread. Some women, called **suffragettes**, pressed for the right to vote. Other reformers worked to improve society, too.

**CHALLENGE ACTIVITY**

**Critical Thinking: Drawing Conclusions** Did the benefits of the Industrial Revolution outweigh the problems it caused? Explain.
Section 5

**Main Ideas**

1. Rivalries in Europe led to the outbreak of World War I.
2. After a long, devastating war, the Allies claimed victory.
3. The war’s end brought great political and territorial changes to Europe.

**Key Terms**

- **nationalism**: devotion and loyalty to one’s country
- **alliance**: an agreement between countries
- **trench warfare**: style of fighting in which each side fights from deep ditches, or trenches, dug into the ground
- **Treaty of Versailles**: final peace settlement of World War I
- **communism**: political system in which the government owns and controls all aspects of life in a country

**Section Summary**

**The Outbreak of War**

In the 1800s many people who were ruled by empires wanted to form their own nations. As nationalism—devotion and loyalty to one’s country—became more common, tensions grew. In 1882 Italy, Germany, and Austria-Hungary formed the Triple Alliance. This **alliance** was an agreement to fight together if any of the three was attacked. Britain, Russia, and France also formed an alliance, the Triple Entente. By the 1900s many countries were preparing for war by building up their armies and stockpiling weapons. Germany and Great Britain built strong navies and powerful new battleships.

One source of tension was Bosnia and Herzegovina, a province of Austria-Hungary that Serbia wanted to control. On June 28, 1914, Archduke Francis Ferdinand of Austria-Hungary was killed by a Serbian gunman. Serbia turned to Russia for help, and the alliance system split Europe into warring sides.

**Underline the sentence that explains what an alliance is.**

**When was Archduke Francis Ferdinand killed?**
WAR AND VICTORY

Germany attacked the Allies (France, Great Britain, Serbia, and Russia), sending its army into Belgium and France. Russia attacked the Central Powers (Germany and Austria-Hungary) from the east. The two sides quickly prepared for trench warfare by digging hundreds of miles of trenches, which were easy to defend but hard to attack. Millions of soldiers died in the trenches. New weapons, such as machine guns, poison gas, and tanks, were designed to break into the trenches.

In 1917 German U-boats attacked American ships that were helping Britain. The United States entered the war, strengthening the Allies. Around the same time, Russia pulled out of the war, and Germany attacked the Allies. This last effort failed, and the Central Powers surrendered in 1918.

THE WAR’S END

World War I, in which over 8.5 million soldiers died, changed Europe forever. American president Woodrow Wilson wanted a just peace after the war, but the Treaty of Versailles blamed Germany alone for the war. The Germans were forced to slash the size of their army and pay billions of dollars. Revolutions following the war replaced the German emperor with a fragile republic and the Russian czar (emperor) with a Communist leader, Vladimir Lenin. Communism is a political system in which the government owns and controls every aspect of life. In other government changes, Austria and Hungary became separate countries, Poland and Czechoslovakia gained independence, Yugoslavia was formed, and Finland, Latvia, Lithuania, and Estonia broke away from Russia.

CHALLENGE ACTIVITY

Critical Thinking: Draw Inferences  Write a sentence explaining why machine guns and trench warfare were such a deadly combination.
Growth and Development of Europe

Section 6

MAIN IDEAS
1. Economic and political problems troubled Europe in the years after World War I.
2. World War II broke out when Germany invaded Poland.
3. Nazi Germany targeted the Jews during the Holocaust.
4. Allied victories in Europe and Japan brought the end of World War II.

Key Terms
Great Depression a global economic crisis in the 1930s
dictator a ruler who has total control
Axis Powers an alliance among Germany, Italy, and Japan
Allies France, Great Britain, and other countries that opposed the Axis
Holocaust the attempt by the Nazi government during World War II to eliminate Europe’s Jews

Section Summary

PROBLEMS TROUBLE EUROPE
With the economy booming after World War I, the United States provided loans to help Europe rebuild. But the U.S. stock market crashed in 1929, starting a global economic crisis, the Great Depression. Without United States funds, banks failed in Europe, and many people lost their jobs.

People blamed their leaders for hard times. In some countries, dictators gained power by making false promises. In the 1920s, Benito Mussolini spoke of bringing back the glory of the Roman Empire to Italy, but instead took away people’s rights. In Russia in 1924, Joseph Stalin became dictator and oppressed the people, using secret police to spy on them. Promising to restore Germany’s military and economic strength, Adolf Hitler rose to power in 1933. Once in power, he outlawed all political parties except the Nazi party. He also discriminated against Jews and other groups he believed inferior.

What caused many Europeans to lose their jobs after 1929?

Underline the sentence that tells Adolf Hitler’s actions when he first took power.
Section 6, continued

WAR BREAKS OUT
No one moved to stop Mussolini when he invaded Ethiopia in 1935. Meanwhile, Hitler added Austria and Czechoslovakia to the German empire in 1938. When Hitler invaded Poland in 1939, France and Britain declared war on Germany, beginning World War II. Germany, Italy, and Japan formed the Axis Powers. They were opposed by the Allies—France, Great Britain, and others. The Axis won most of the early battles and soon defeated France. But Britain withstood intense bombing and did not surrender. The German army then turned toward Eastern Europe and the Soviet Union, and Italy invaded North Africa. In 1941 Japan attacked the United States at Pearl Harbor, Hawaii.

THE HOLOCAUST
The Holocaust was the Nazi party’s plan to eliminate people they believed were inferior, especially the Jews. The Nazis started by taking away the rights of Jews, and many fled the country. By 1942 the Nazis had put millions of Jews in death camps, such as the one in Auschwitz, Poland. Some Jews tried to hide, escape, or fight back. In the end, however, the Nazis murdered some 6 million Jews and several million non-Jews.

END OF THE WAR
In 1943 the Allies won some key battles. Then on “D-Day” in 1944 they invaded Normandy, France, and paved the way for an advance toward Germany. The war ended in 1945 soon after the U.S. dropped an atomic bomb on Japan. The war took the lives of more than 50 million people and led to the formation of the United Nations. It also made the United States and the Soviet Union the world’s most powerful countries.

CHALLENGE ACTIVITY
Critical Thinking: Sequence Make a time line showing the main events leading up to Germany’s invasion of Poland in 1939.
Growth and Development of Europe

Section 7

MAIN IDEAS

1. The Cold War divided Europe between democratic and Communist nations.
2. Many Eastern European countries changed boundaries and forms of government at the end of the Cold War.
3. European cooperation has brought economic and political change to Europe.

Key Terms

superpowers strong and influential countries
Cold War period of tense rivalry between the United States and the Soviet Union
arms race competition between countries to build superior weapons
common market group of nations that cooperates to make trade among members easier
European Union (EU) organization that promotes political and economic cooperation in Europe

Section Summary

THE COLD WAR

After World War II, the two superpowers—the United States and the Soviet Union—distrusted each other. This led to the Cold War, a period of tense rivalry between these two countries. The Soviet Union stood for communism, and the United States stood for democracy and free enterprise.

The United States and several Western nations formed an alliance called the North Atlantic Treaty Organization (NATO). The Soviet Union and most Eastern European countries were allies under the Warsaw Pact. The two sides used the threat of nuclear war to defend themselves.

Germany split into East Germany and West Germany. Communist leaders built the Berlin Wall to prevent East Germans from fleeing to the West. Western countries were more successful economically than Communist Eastern Europe. People in the East suffered from shortages of money, food, clothing, and cars.

Underline the sentence that defines the Cold War.

Which alliance did most Eastern European countries join after World War II?
THE END OF THE COLD WAR
By the 1980s, the arms race—a competition to build superior weapons—between the Soviet Union and the U.S. was damaging the Soviet economy. To solve the problem, Soviet leader Mikhail Gorbachev made changes. He reduced government control of the economy and held democratic elections.

These policies helped inspire change throughout the East. Poland and Czechoslovakia threw off Communist rule. The Berlin Wall came down in 1989. East and West Germany reunited to form a single country again in 1990. In December 1991 the Soviet Union broke up.

Ukraine, Lithuania, and Belarus became independent countries. In 1993 Czechoslovakia split peacefully into the Czech Republic and Slovakia. However, ethnic conflict in Yugoslavia caused much violence. By 1994 Yugoslavia had split into five countries—Bosnia and Herzegovina, Croatia, Macedonia, Slovenia, and Serbia and Montenegro.

EUROPEAN COOPERATION
After two deadly wars, many Europeans thought a sense of community would make more wars less likely. In the 1950s West Germany, Luxembourg, Italy, Belgium, France, and the Netherlands moved toward unity with a common market, a single economic unit to improve trade between members. Today 27 countries have joined to make up the European Union (EU), and many use a common currency, the euro. The European Union deals with issues such as environment, trade, and migration. Their governing body has executive, legislative, and judicial branches. Representatives are selected from all member nations. The EU has helped unify Europe, and other countries hope to join in the future.

CHALLENGE ACTIVITY
Critical Thinking: Cause and Effect How might the establishment of the European Union make wars in Europe less likely in the future?