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DIRECTIONS: Completing a Graphic Organizer

The first humans lived during the Stone Age. The first part of this period is called the Paleolithic Age, or Old Stone Age. It lasted from about 2.5 million years ago until about 8000 B.C. The second part of this period is called the Neolithic Age, or New Stone Age. It lasted from about 8000 B.C. until 4000 B.C.

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DIRECTIONS: Completing a Graphic Organizer Read each statement in the list below. Then, fill in the statement in the correct spot on the Venn diagram. Statements that are about the Paleolithic Age go in the left circle, statements about the Neolithic Age go in the right circle, and statements about both ages go in the middle section. After you have completed the diagram, answer the questions that follow.

- lived in small groups of nomads
- created wall paintings
- underwent the farming revolution
- lived in villages
- made farming tools
- practiced specialization of jobs
- made tools out of copper and bronze
- built shelters
- hunted and fished
- gathered plants and fruits
- made stone tools and weapons
- farmed, raised animals, and traded
- discovered how to use fire
- started to speak a language
- created cave paintings

1. In what important ways were people from the Paleolithic Age and people from the Neolithic Age alike? ________________________________

2. What do you think was the most important development made during the Stone Age? Explain. ________________________________
Workbook Activity 2
Mesopotamian Cultures and Empires

DIRECTIONS: Distinguishing Fact from Opinion Decide whether the statements below are facts or opinions. Write F for fact or O for opinion in the blank next to each statement. Then answer the questions that follow.

1. _____ The Chaldeans invented the first seven-day calendar.
2. _____ Because Assyrian soldiers were so cruel, it made sense for the people of Assyria to rebel.
3. _____ Babylon was the largest and richest city in the world at its time.
4. _____ To prevent people in conquered lands from rebelling, Assyrians had little choice but to resettle them elsewhere.
5. _____ The Chaldeans were probably happy to join the Persian Empire because they were having a hard time controlling the land they had conquered.
6. _____ Sumerian city-states had their own governments.
7. _____ More people would have supported the Code of Hammurabi if it had been less strict.
8. _____ Assyrian kings divided their empire into provinces that were ruled by officials.
9. _____ Sargon set up the world’s first empire.
10. _____ The most important Sumerian achievement was their religion.

11. Why did early civilizations arise in the valleys of the Tigris and Euphrates Rivers? ______________________________________________________________

12. Why is Mesopotamia called the “cradle of civilization”? ___________________________

Workbook Activity 3

Events in the Nile River Valley

DIRECTIONS: Time Line  Decide when each of the events listed below occurred. Write the dates to the left of each statement to match each event to the proper spot on the timeline. Then answer the questions that follow.

1. __________ The Old Kingdom begins.
2. __________ Kush’s rulers move the capital to Meroë.
3. __________ The Middle Kingdom begins.
4. __________ King Narmer unites Upper and Lower Egypt.
5. __________ Nubians form the kingdom of Kush.
6. __________ The Hyksos take over Egypt.
7. __________ Egyptians build the Great Pyramid for King Khufu.
8. __________ Kush gains control of Egypt.
9. __________ Ahmose drives out the Hyksos and begins the New Kingdom.
10. __________ Amenhotep IV takes Egypt’s throne and introduces a new religion.

11. What caused the end of the Old Kingdom? ________________________________

12. What event led to the end of the Middle Kingdom? _________________________

13. Describe the series of events that led to the end of Egypt’s power in the Nile River valley. ________________________________

14. What happened to end Kush? ________________________________

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Workbook Activity 4

Egypt and Nubia

Two different civilizations grew up in the Nile River valley. Hunters and gatherers moved into the Nile River valley between 6000 and 5000 B.C. These people became the first Egyptians. Nubia lay to the south of this region. Historians believe that people first arrived in Nubia in about 2000 B.C. These people later formed the civilization of Kush.

DIRECTIONS: Making Comparisons  Write E next to each statement that refers to Egypt, NK next to each statement that refers to either Nubia or Kush, and ENK if the statement refers to Egypt and either Nubia or Kush. Then answer the questions that follow.

1. _____ Used pyramids for burying kings.
2. _____ Ruled by kings called pharaohs.
3. _____ Learned how to make iron.
4. _____ Grew wealthy through trade.
5. _____ Invaded by foreign groups.
6. _____ Collected tribute from conquered peoples.
7. _____ Set up capitals at Napata and Meroë.
8. _____ Practiced slavery.
10. _____ Ruled by dynasties.
11. _____ Built temples and monuments.
12. _____ Raised herds on grassy savannas.
13. _____ Set up capitals at Memphis and Thebes.
14. _____ Built pyramids at Giza.

15. When and why did the cultures of Egypt and Nubia begin to mix?

16. The first kingdom in Nubia was called Kerma. What contact did the people of Kerma have with Egypt? In what ways were they like the Egyptians?
Workbook Activity 5
The Kingdoms of the Israelites

DIRECTIONS: Sequencing Place the following events in the order in which they took place. Write 1 in the blank next to the first event, 2 in the blank next to the second event, and so on.

1. _____ The Persians allow the Jews to return to Judah.
2. _____ The Israelites divide the land of Canaan among their 12 tribes.
3. _____ The Israelite empire splits into the kingdoms of Israel and Judah.
4. _____ King David creates an empire and makes Jerusalem his capital.
5. _____ The Assyrians conquer Israel and force the people to leave their homeland.
6. _____ The Romans conquer Judah.
7. _____ King Saul unites the Israelites in battle against the Philistines.
8. _____ The Chaldeans send the king of Judah and thousands of Jews to Babylon.
9. _____ The Maccabees drive the Greeks out of Judah.
11. When did the Israelites leave Mesopotamia to settle in Canaan?

12. Why did the Israelites leave Canaan and settle in Egypt?

13. What role did Joshua play in the history of the Israelites?

14. How did Judah come to be called Palestine?
Workbook Activity 6
Life Among the Israelites

DIRECTIONS: Multiple Choice  Put X in the space before the best answer. Then answer the question that follows.

1. Who led the Israelites from slavery in Egypt?
   A. ______ Moses  C. ______ Jacob
   B. ______ Abraham  D. ______ Deborah

2. Jewish laws told Jews what clothing to wear and
   A. ______ what beverages to drink.  C. ______ what foods to eat.
   B. ______ what schools to attend.  D. ______ what books to read.

3. Which group of Jews was willing to fight the Romans for their freedom?
   A. ______ the Pharisees  C. ______ the Essenes
   B. ______ the Sadducees  D. ______ the Zealots

4. What took place during the Babylonian exile?
   A. ______ Jews met on the Sabbath to discuss their religion and history.
   B. ______ Ezra wrote the five books of the Torah.
   C. ______ Jewish ideas spread throughout the Mediterranean world.
   D. ______ Rabbis collected the teachings of the Talmud.

5. How did the Israelites first gain the land of Canaan?
   A. ______ The land was empty.
   B. ______ They made agreements with other groups for it.
   C. ______ They signed a covenant with the Philistines for it.
   D. ______ They fought other groups for it.

6. The Jews of the Diaspora were those who
   A. ______ lived outside of Judah.
   B. ______ studied the Hebrew Bible in its Greek version.
   C. ______ kept a kosher diet.
   D. ______ broke away from the Temple in Jerusalem.

7. How did the education of Jewish boys and girls differ? __________________________
________________________________________________________________________________
Workbook Activity 7
The History of Ancient Greece

DIRECTIONS: Completion In the space provided, write the word that best completes the sentence.

Salamis Sparta Mycenaean
Minoan acropolis Dorian
agora Athens Pericles
Peisistratus helots Persians

1. The ________________ civilization developed on the island of Crete.
2. The government of the city-state of ________________ was an oligarchy.
3. The first Greek kings were leaders of the ________________ civilization.
4. The achievements of the Athenian leader ________________ included democratic reforms, rebuilding programs, and supporting culture.
5. The fortified area on the hill in a polis was called the ________________.
6. The battle at ________________ during the Persian Wars ended when the Greeks destroyed most of the Persian fleet.
7. The tyrant ________________ helped poor people in Athens by giving them land, money, and jobs.
8. During the Dark Age, the ________________ people invaded Greece and brought iron weapons to the region.
9. Women in ________________ had no political rights and could not own property.
10. In Greek city-states, the ________________ served as a market and a place where people could meet and debate issues.
11. To win the Peloponnesian War, Sparta turned to the ________________ for help.
12. After conquering a neighboring city-state, the Spartans forced the people there to become captive workers, or ________________.
Workbook Activity 8
Ancient Greece

DIRECTIONS: Short Essay Answer the questions below in the space provided.

1. Describe two ways that the societies of Sparta and Athens differed.

2. How was the direct democracy in Athens different from the representative democracy that the United States practices today?

3. Why did many people in ancient Greece make their living from the sea?

4. Why did city-states, rather than larger kingdoms, develop in early Greece?

5. What did the word \textit{citizen} mean in most city-states of ancient Greece? What rights did citizens usually hold?

6. Between 750 B.C. and 550 B.C., what areas did Greeks colonize?
Workbook Activity 9
Greek and Hellenistic Culture

DIRECTIONS: Drawing Conclusions Read the paragraph and write C in the blank at the left of each of the statements that is a likely conclusion that can be drawn. Then answer the questions that follow.

There were many philosophers who studied and taught in the Greek and Hellenistic world. Many of them lived in Athens. The Sophists, however, traveled from city to city to teach people to use knowledge to improve themselves. They also taught that what was right for one person might be wrong for another. Unlike the Sophists, Socrates believed that an absolute truth existed. He told his students to seek the truth by asking questions. The philosophers Plato and Aristotle both wrote books that explained their ideas about government. Aristotle’s ideas even influenced the development of the American government. Epicurus taught that happiness was the goal of life and that people must seek pleasure. He believed that people could avoid worry by staying out of politics and public service. Zeno developed Stoicism. This philosophy stated that happiness came from following reason, not emotions, and doing one’s duty.

1. ______ Epicurus and Zeno recommended different ways to achieve happiness.
2. ______ All the Greek philosophers lived in Athens.
3. ______ The Sophists did not believe that an absolute truth existed.
4. ______ Zeno would have told his fellow citizens to serve their city in various ways.
5. ______ The Sophists preferred to teach Athenians over other Greeks.

6. What is a philosopher? How do you know? ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

7. Would Zeno tell a young student to spend his or her time studying or playing? How do you know? ____________________________
   ____________________________
   ____________________________
   ____________________________

8. What conclusions can you draw about Aristotle’s ideas about government?
   ____________________________
   ____________________________
   ____________________________
   ____________________________
Alexander’s invasion of the Persian Empire was delayed by a rebellion in Thebes. Alexander’s army marched 240 miles, from Pelion to Thebes, in only 14 days. In September 335 B.C. Alexander destroyed Thebes. Then the army of about 37,000 men turned eastward. The army first met the Persians in June 334 B.C. at the Battle of Granicus. The Greeks killed many of the Persians, including their commanders. Alexander sent about 2,000 survivors back to Macedonia in chains. After this victory, many Persian cities opened their gates to Alexander without a fight.

1. What delayed Alexander’s invasion of the Persian Empire?

2. When Alexander’s army marched to Thebes from Pelion, about how many miles did they cover each day?

3. About how long after he reached Thebes did Alexander fight the Persians at the Battle of Granicus?

4. About how many Greek soldiers served in Alexander’s army?

5. Who made up the smallest group of soldiers in Alexander’s army?
Hinduism is one of the world’s oldest religions. By about 600 B.C., however, many Indians began to question Hindu ideas. Out of these questions came a new religion called Buddhism.

DIRECTIONS: Making Comparisons Write H next to each phrase that refers to Hinduism, B next to each phrase that refers to Buddhism, and HB if the phrase refers to both. Then answer the question that follows.

1. _____ Worshiped many gods and goddesses who controlled the forces of nature
2. _____ Founded by Siddhartha Gautama
3. _____ Told people to follow the Four Noble Truths and the Eightfold Path
4. _____ Believed in reincarnation
5. _____ Believed that the soul wanted to be united with Brahman
6. _____ Read ancient religious writings called the Upanishads
7. _____ Honored the Buddha as an important religious figure
8. _____ Arose in India
9. _____ Earned the reward of a better life by following dharma
10. _____ Believed that to reach nirvana a person had to give up all desires
11. _____ Split into two groups known as Theravada and Mahayana
12. _____ Supported the caste system
13. _____ Believed if a person did his or her duty he or she would have good karma
14. _____ Spread to many people throughout Southeast Asia

15. How did Hindus and Buddhists look at social class differently? ____________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
## Workbook Activity 12
### The Mauryan and Gupta Empires

**DIRECTIONS: Completing a Chart** Fill in the chart below with at least three examples of achievements of each of the people or group of people. Then answer the questions that follow.

<table>
<thead>
<tr>
<th>Major Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chandragupta Maurya</td>
</tr>
</tbody>
</table>

1. Which person or group of people on the chart above do you think made the most important contributions to Indian society? Explain your answer.

   ____________________________________________________________
   ____________________________________________________________

2. How did the ideas of Indian mathematicians reach other cultures?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. What does most Indian literature have in common?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Workbook Activity 13
China's Early Dynasties

DIRECTIONS: Drawing Conclusions Read the paragraph and write C in the blank at the left of each of the statements that is a likely conclusion that can be drawn. Then answer the questions that follow.

In China, the Shang dynasty rose to power in the Huang He valley. From their capital of Anyang in northern China, Shang kings governed over many territories with the help of warlords. Many social classes existed in Shang China—aristocrats, traders, artisans, and farmers—but all the people worshiped the same gods and honored their ancestors. Shang kings believed that they received their power and wisdom directly from the gods. Before making important decisions, they asked for the gods' help using oracle bones. Priests scratched questions on the bones and then looked for answers in the bones' cracks. The Shang developed China's first writing system nearly 3,500 years ago using special characters called pictographs and ideographs.

1. _____ There was no writing in China before the Shang dynasty.
2. _____ The Chinese people worshiped their kings as if they were gods.
3. _____ Traders held a high position in Shang society.
4. _____ Religion played an important role in early Chinese civilization.
5. _____ The Shang dynasty had many levels in its society.

6. At what level do you think the warlords fit in the Shang social classes? Why?


8. How important were priests in the Shang religion?
<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Beginning about 500 B.C., the Zhou kingdom grew weak.</td>
<td>1.</td>
</tr>
<tr>
<td>2. The scholar Hanfeizi believed that people were naturally evil.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3. Qin Shihuangdi built the Great Wall of China out of stone, sand, and rubble.</td>
</tr>
<tr>
<td>4. Qin treated many Chinese people cruelly.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5. Han Wudi made people who wanted government jobs take hard tests.</td>
</tr>
<tr>
<td>6.</td>
<td>6. Many farmers sold their land to aristocrats and became tenant farmers.</td>
</tr>
<tr>
<td>7. Han armies attacked lands to the south and west of China.</td>
<td>7.</td>
</tr>
<tr>
<td>8. The Chinese invented the rudder and a new way to move the sails of ships.</td>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
<td>9. Merchants in ancient China were not allowed to hold government jobs.</td>
</tr>
<tr>
<td>10. Confucius wanted to bring peace to Chinese society.</td>
<td>10.</td>
</tr>
</tbody>
</table>
Workbook Activity 15
The Development of Rome

DIRECTIONS: Using a Map  Study the map and use the information to answer the questions.

1. Where did the Latins build a new community by 700 B.C.? _______________

2. What body of water did the Tiber River connect to? _______________

3. What happened at Rome in 509 B.C.? _______________

4. Where was the Etruscans’ homeland? _______________

5. About how long did it take for the Roman Republic to conquer most of Italy? _______________

6. Rome was built on seven hills about 15 miles from the mouth of the Tiber River. Why do you think this was a good location for the city? _______________
Workbook Activity 16
The Roman Republic and Empire

DIRECTIONS: Multiple Choice  Put X in the space before the best answer.

1. Which of the following was NOT one of Augustus' accomplishments?
   A. _____ creation of a permanent, professional army
   B. _____ reformation of the tax and legal system
   C. _____ rebuilding Rome with palaces, fountains, and public buildings
   D. _____ setting free the enslaved people

2. In the Roman Republic, who were the top government officials?
   A. _____ senators  
   B. _____ consuls
   C. _____ plebeians
   D. _____ praetors

3. During the reign of the “Good Emperors,” the emperors
   A. _____ took more power from the Senate.
   B. _____ expanded Rome to include Praetorian Spain and Gaul.
   C. _____ called for the Pax Romana.
   D. _____ created the Guard.

4. What was the result of the Punic Wars?
   A. _____ The Carthaginians destroyed Rome.
   B. _____ Rome gained control of the Mediterranean region.
   C. _____ Julius Caesar became a military hero.
   D. _____ Rome was plunged into a civil war.

5. Most people in the Roman Empire made a living by
   A. _____ working for the government.
   B. _____ serving in the army.
   C. _____ trading.
   D. _____ farming.

6. All of the following made it easier to move and trade through the empire EXCEPT
   A. _____ the building of new roads.
   B. _____ the creation of a standard system of weights and measures.
   C. _____ the eruption of Mt. Vesuvius.
   D. _____ the acceptance of a common currency.
Workbook Activity 17
The Decline of Rome

DIRECTIONS: Distinguishing Fact From Opinion
Decide whether the statements below are facts or opinions. Write F for fact or O for opinion in the blank next to each statement.

1. _____ Rome's political problems were mainly caused by poor leadership.
2. _____ To fight inflation, Rome's government put less gold in its coins.
3. _____ The reforms of Diocletian and Constantine ultimately failed to save the Roman Empire.
4. _____ Rome's strongest influence on today's culture comes from its ideas about government and citizenship.
5. _____ Diocletian made a mistake when he set the prices of goods and wages in order to boost the economy.
6. _____ The Roman Empire finally fell to a Germanic general named Odoacer.
7. _____ Diocletian was an important reformer but he did not have enough support from the people.
8. _____ Theodosius divided the empire into the Western Roman Empire and the Eastern Roman Empire.
9. _____ Social, economic, and political problems all helped cause the decline of Rome.
10. _____ Roman emperors should have used more force to drive out the Vandals.
11. _____ Most prisoners captured in foreign lands spent their lives as slaves.
12. _____ Under Constantine, the sons of workers had to follow their fathers’ trades, the sons of farmers had to work the land their fathers worked, and the sons of soldiers had to serve in the army.
In the A.D. 300s, Emperor Constantine moved his capital to the Greek city of Byzantium, later known as Constantinople. Within less than 100 years, Emperor Theodosius had split the empire into the Western Roman Empire and the Eastern Roman Empire. From that point on, the two empires had different rulers, customs, and histories.

DIRECTIONS: Making Comparisons Write W next to each phrase that refers to the Western Roman Empire, E next to each phrase that refers to the Eastern Roman Empire, and B if the phrase refers to both. Then answer the question that follows.

1. _____ Ended when it fell to Germanic invaders
2. _____ Followed the Christian religion
3. _____ Created the Justinian Code of law
4. _____ Capital lay between the Black and Aegean Seas
5. _____ Romulus Augustulus was its last emperor
6. _____ Built the Colosseum
7. _____ Authors mostly wrote about religion
8. _____ Laws and government had influence on countries in Europe
9. _____ Was the center of trade between Europe and Asia
10. _____ Gave women some important rights
11. _____ Led by Theodosius
12. _____ Influenced by the Greek culture
13. _____ Conquered other lands

14. Which culture do you think made more contributions to society? Explain your answer. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Workbook Activity 19
The Spread of Christianity

DIRECTIONS: Completion In the space provided, write the word that best completes the sentence.

1. After the Romans took over Judah in 63 B.C., it became a Roman province called ________________ led by a Roman governor instead of a king.

2. ________________ traveled throughout the eastern Mediterranean to spread Jesus’ messages and found Christian churches.

3. ________________ supported Christianity in Rome by making Christianity the official religion and even outlawing other religions.


5. After Jesus’ death, his 12 ________________ began to spread the message of Jesus and his resurrection.

6. Jesus often presented his messages about God through stories called ________________.

7. An ________________ named Peter helped set up a church in Rome.

8. Constantine issued the ________________ in A.D. 313, making Christianity legal.

9. A group of Jews called the ________________ led an unsuccessful rebellion against the Romans in A.D. 66.

10. Jesus was crucified by Roman officials in the city of ________________.

11. Roman officials began to see Christians as a threat to the government and began to ________________ them.

12. Many Christians became ________________ rather than give up their beliefs.
Workbook Activity 20
The Eastern Orthodox and Roman Catholic Churches

**DIRECTIONS: Completing a Chart.** Fill in the chart with details about the Eastern Orthodox and Roman Catholic Churches. Then answer the question below.

<table>
<thead>
<tr>
<th></th>
<th>Eastern Orthodox Church</th>
<th>Roman Catholic Church</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading Church Official</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas About Icons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas About Leadership of Christian Churches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship between Religion and Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code Governing Monasteries and Convents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Places Where Religion Spread</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important Missionaries</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. What happened as a result of the conflicts between the Eastern Orthodox Church and Roman Catholic Church? _____________________________

________________________________________________________________________

________________________________________________________________________
Workbook Activity 21
The Muslim Empires

**DIRECTIONS: Matching** Match each item in Column A with its description in Column B. Write the correct letters in the blanks.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Damascus</td>
<td>A. acts of worship that Muslims must fulfill</td>
</tr>
<tr>
<td>2. Sunnis</td>
<td>B. Mogul ruler who permitted Hindus to keep their religion</td>
</tr>
<tr>
<td>3. Rightly Guided Caliphs</td>
<td>C. group of Muslims who spent their time praying and teaching Islam</td>
</tr>
<tr>
<td>4. Suleiman I</td>
<td>D. group that created a Muslim empire in India</td>
</tr>
<tr>
<td>5. Shiites</td>
<td>E. capital of the Umayyad rulers</td>
</tr>
<tr>
<td>6. Akbar</td>
<td>F. group that ruled the Arab Empire until A.D. 1258</td>
</tr>
<tr>
<td>7. Madinah</td>
<td>G. holy book of Islam</td>
</tr>
<tr>
<td>8. Timbuktu</td>
<td>H. city where Muhammad went to live in A.D. 622</td>
</tr>
<tr>
<td>9. Delhi</td>
<td>I. Muslims who believed that only descendants of Muhammad’s son-in-law should be caliph</td>
</tr>
<tr>
<td>10. Quran</td>
<td>J. west African city that became a center of Muslim learning in the A.D. 1300s</td>
</tr>
<tr>
<td>11. Five Pillars</td>
<td>K. four rulers of the Arab empire after Muhammad</td>
</tr>
<tr>
<td>12. Seljuk Turks</td>
<td>L. nomadic group who captured Baghdad and ruled the Abbasid dynasty</td>
</tr>
<tr>
<td>13. Abbasids</td>
<td>M. holiest place in Arabia</td>
</tr>
<tr>
<td>14. Moguls</td>
<td>N. sultan who ruled the Ottoman empire in the A.D. 1500s</td>
</tr>
<tr>
<td>15. Kaaba</td>
<td>O. capital of the Muslim empire in India</td>
</tr>
<tr>
<td>16. Sufis</td>
<td>P. Muslims who accepted the Umayyad dynasty as their rulers</td>
</tr>
</tbody>
</table>
Workbook Activity 22

Muslim Life

DIRECTIONS: Short Essay Answer the questions below in the space provided.

1. What things helped the success of Muslim trade?

2. Why are Muslim scientists thought to be the founders of chemistry?

3. What was unique about Muslim art?

4. Why did the cities of Baghdad, Cairo, and Damascus develop in the locations they did?

5. What different roles did men and women play in Muslim society?

6. What was the House of Wisdom?

7. List three important Muslim scientists or writers, and explain what they did.

8. How did scholars and mathematicians of the Muslim world contribute to the spread of important ideas to Europe?

9. What do you think a typical bazaar was like?
**Workbook Activity 23**

**Causes and Effects in Medieval China**

**DIRECTIONS: Cause and Effect** Fill in each of the blanks below with a statement describing causes and effects. Then answer the questions that follow.

<table>
<thead>
<tr>
<th>Cause</th>
<th>First Effect</th>
<th>Final Effect</th>
</tr>
</thead>
</table>
| 1. Farmers got angry at Yangdi's high taxes. | Farmers revolted and killed Yangdi. | 2. ___________________  
| 3. Turkish nomads gain land in central Asia. | Turkish nomads take control of the Silk Road. | 4. ___________________  
| 5. ___________________  
| 6. ___________________  
| 7. Tang rulers built roads and waterways. | Farms grew more and more rice. | 6. Number of people in China increased.  
| 8. ___________________  
| 9. ___________________  
| 10. ___________________  
| 11. The Mongols became strong enough to attack major civilizations. | 10. ___________________  

11. What positive effects did the Grand Canal have on China? ___________________

12. What negative effects did the arrival of Buddhism have on China? ___________

13. What positive effects did the Mongols have on China? ___________________

14. ___________________

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Workbook Activity 24
Events in Medieval China

DIRECTIONS: Sequencing Place the following events in the order in which they took place. Write 1 in the blank next to the first event, 2 in the blank next to the second event, and so on. Then answer the questions that follow.

1. ____ Yangdi builds the Grand Canal.
2. ____ A Chinese general founds the Song dynasty.
3. ____ Mongols invade China.
4. ____ Portuguese fleets arrive off the coast of China.
5. ____ Yong Le moves the capital of China to Beijing.
6. ____ Mongol leaders meet in the Gobi and elect Temujin as Genghis Khan.
7. ____ The Tang order that Buddhist monasteries and temples be destroyed.
8. ____ A Chinese printer invents moveable type.
9. ____ The Sui dynasty reunites China.

10. Which happened first in the Song dynasty: nomads took over parts of northern China or rulers moved the capital to Hangzhou? ________________

11. Which happened first in the Sui dynasty: Wendi ruled or Yangdi ruled? ________________

12. Which happened first in the Ming dynasty: Zhu Yuanzhang set up a capital at Nanjing or Yong Le built the Imperial City? ________________

13. Which happened first: Genghis Khan invaded China or Kublai Khan started the Yuan dynasty? ________________

14. Which happened first: the Ming dynasty ruled China or the Tang dynasty ruled China? ________________
Workbook Activity 25
Society in Medieval Africa

DIRECTIONS: Multiple Choice Put X in the space before the best answer.

1. Which event did the most to bring enslaved Africans to the Americas?
   A. ______ Muslim merchants began trading for non-Muslim Africans.
   B. ______ The Portuguese began using enslaved Africans on their plantations.
   C. ______ More Bantu chiefs began to sell their people to slave traders.
   D. ______ Many African criminals were sold into slavery.

2. What great kingdom arose in southeast Africa?
   A. ______ Ghana
   B. ______ Benin
   C. ______ Zimbabwe
   D. ______ Axum

3. West African storytellers were called
   A. ______ musas.
   B. ______ Bantus.
   C. ______ dhows.
   D. ______ griots.

4. How did the Bantu migrations affect Africa?
   A. ______ The Bantu spread their language, skills, and religious ideas.
   B. ______ The Bantu conquered much of Africa and built great dynasties.
   C. ______ The Bantu began the practice of slavery.
   D. ______ The Bantu drove the Berbers from their homes in North Africa.

5. Which ruler spent almost 40 years trying to save Africans from slave traders?
   A. ______ Queen Nzinga
   B. ______ Sunni Ali
   C. ______ Sundiata Keita
   D. ______ Queen Dahia al-Kahina

6. One reason some Africans who lived in cities turned to Islam was that
   A. ______ they learned about the religion from Ibn Battuta.
   B. ______ it helped merchants and rulers trade with Muslim Arabs.
   C. ______ they wanted to be different than rural Africans.
   D. ______ they no longer wanted to honor their ancestors.

7. The most important economic activity among the empires of West Africa was
   A. ______ gold mining.
   B. ______ salt mining.
   C. ______ trading.
   D. ______ all of the above.

8. Early African songs of hardship later developed into a type of music called
   A. ______ rap.
   B. ______ the blues.
   C. ______ ragtime.
   D. ______ spirituals.
Workbook Activity 26
Early African Societies

DIRECTIONS: Using Maps Locate the places listed below on the map of Africa. Write the correct letter from the map next to each place name. Then answer the questions that follow.

1. What empires were located in West Africa? ___________________________

2. What empires and city-states arose in what is Ethiopia today? ___________________________

3. What happened in Mali after Mansa Musa died? ___________________________
   ___________________________

4. Why were the city-states of Mogadishu, Mombasa, Kilwa, and Zanzibar important? ___________________________
   ___________________________
   ___________________________

5. How did Zimbabwe’s gold, copper, and ivory reach lands in Arabia and Asia? ___________________________
   ___________________________

6. What items did the people of Benin trade with Europeans? ___________________________
Workbook Activity 27
Early and Medieval Japanese Society

DIRECTIONS: Completion In the space provided, write the word that best completes the sentence. Then answer the questions that follow.

Nara  
Yayoi  
Jimmu  
Shinto  
Taika  
Murasaki Shikibu  
Prince Shotoku  
Yamato  
Jomon  
Ashikaga

1. The leader _________________ took the title “emperor of heaven.”
2. The _________________ culture made clay pottery that has been found throughout Japan.
3. Under the _________________, Japan was divided into provinces that were run by officials who reported to the emperor.
4. To create a strong government, _________________ created a constitution for Japan around A.D. 600 and began a series of reforms.
5. The _________________ shogunate began in A.D. 1333, but it lasted only a short time, since revolts soon broke out across Japan.
6. According to Japanese religion of _________________, when people need help they call on the nature spirits, or kami.
7. Lady _________________ wrote The Tale of the Genji, which described the adventures of a Japanese prince.
8. In the A.D. 500s, the _________________ clan brought most of Japan under its rule.
9. The _________________ culture appeared in Japan around 300 B.C. and were the ancestors of the Japanese people.
10. In the A.D. 700s, a new capital city called _________________ was built, and it became the center of Japanese government and religion.
11. What was the main concern of Shintoism? How was Buddhism different?

12. Contrast Shinto shrines and Buddhist shrines. _________________
Workbook Activity 28
The Ashikaga

DIRECTIONS: Short Essay Fill in the missing labels in the diagram on the right showing levels of society during the Ashikaga shogunate. Then answer the questions.

1. Who was at the head of society in the Ashikaga shogunate? at the bottom?

2. What rules and responsibilities did the daimyo have?

3. Who served the daimyo? What did they do?

4. What code did the samurai live by, and what did this code demand?

5. How was the role of shogun created?

6. How did Japan change under the rule of the shoguns?
Workbook Activity 29
Medieval Europe

**DIRECTIONS: Matching** Match each item in Column A with its description in Column B. Write the correct letters in the blanks.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Charles Martel</td>
<td>A. German king who became the first ruler of the Holy Roman Empire</td>
</tr>
<tr>
<td>2. William the Conqueror</td>
<td>B. lawmaking body that was the first step toward representative government in England</td>
</tr>
<tr>
<td>3. Joan of Arc</td>
<td>C. czar of Russia who drove out the Mongols and expanded Russian territory</td>
</tr>
<tr>
<td>4. Magna Carta</td>
<td>D. document establishing that people have rights and the power of the government should be limited</td>
</tr>
<tr>
<td>5. Ivan IV</td>
<td>E. Norman king who won the throne of England</td>
</tr>
<tr>
<td>6. Saladin</td>
<td>F. French peasant who helped soldiers win back land from England in the Hundred Years’ War</td>
</tr>
<tr>
<td>7. Reconquista</td>
<td>G. English ruler who was forced to give up power to the Great Council</td>
</tr>
<tr>
<td>8. Charlemagne</td>
<td>H. pope who sent missionaries to Britain</td>
</tr>
<tr>
<td>9. Urban II</td>
<td>I. French king who captured land in western France and made the country more powerful</td>
</tr>
<tr>
<td>10. Parliament</td>
<td>J. pope who urged Europeans to launch the Crusades</td>
</tr>
<tr>
<td>11. Isabella of Castile</td>
<td>K. ruler of Egypt who recaptured Jerusalem from the Christians</td>
</tr>
<tr>
<td>12. Otto I</td>
<td>L. Frankish king who ruled an empire in western and central Europe</td>
</tr>
<tr>
<td>13. Philip II</td>
<td>M. ruler who united the lands of Spain into a Catholic country</td>
</tr>
<tr>
<td>14. Gregory the Great</td>
<td>N. Frankish leader who stopped the Muslim advance into Europe</td>
</tr>
<tr>
<td>15. King John</td>
<td>O. struggle to take back the Iberian Peninsula from the Muslims</td>
</tr>
</tbody>
</table>
Workbook Activity 30

Feudalism in Medieval Europe

DIRECTIONS: Drawing Conclusions Read the paragraph and write C in the blank at the left of each of the statements that is a likely conclusion that can be drawn. Then answer the questions that follow.

With the collapse of Charlemagne's empire, Western Europe lost its last strong central government. Instead, nobles who owned land gained more power. These lords created manors on their lands. A manor usually consisted of the lord's castle, the surrounding fields, and a village. Serfs lived in the village, worked the noble's lands, and also grew food for themselves. The lord controlled their lives. For instance, serfs had to get permission to leave the manor or to marry. They even had to pay the lord for certain services, like using the village mill. Not all nobles, however, owned land. These nobles became vassals for a lord. Vassals served in the lord's army as knights, and in return, they received land from the lord. Free peasants made up another social group in feudal Europe. These peasants often lived on the village manors but their lives were somewhat different from the lives of serfs. For instance, they could leave the manor whenever they wanted.

1. ______ The collapse of Charlemagne's empire brought changes to Western Europe.

2. ______ Kings did not play an important role in feudal European society.

3. ______ Most serfs could earn land from the lord.

4. ______ Manors were made up of large pieces of land.

5. ______ Vassals held a higher social rank than peasants did.


________________________________________________________________________

________________________________________________________________________

7. What do you think vassals who received land from a lord did with it?

________________________________________________________________________

________________________________________________________________________

8. What conclusions can you make about the difference between peasants and serfs?

________________________________________________________________________

________________________________________________________________________
Workbook Activity 31
History of the First Americans

DIRECTIONS: Time Line Decide when each of the events listed below occurred. Write the dates to the left of each statement to match the event to the proper spot on the time line. Then answer the questions that follow.

1. _________ Atahualpa is sentenced to death for treason.
2. _________ The Mound Builder civilization forms in eastern North America.
3. _________ The Anasazi move into the Southwest.
4. _________ The Spanish start their invasion of the Aztec Empire.
5. _________ The Olmec civilization begins in Mesoamerica.
6. _________ Pachacuti builds the Inca Empire.
7. _________ Corn reaches eastern North America.
8. _________ Columbus lands on Hispaniola.
9. _________ The Aztec settle on an island in Lake Texcoco.

10. When did people first arrive in the Americas, and from where did they come?

____________________________________________________________________________________

11. When did the Mayan civilization reach its height? When and why did it begin to decline?

____________________________________________________________________________________

____________________________________________________________________________________
Workbook Activity 32
North American Cultures

DIRECTIONS: Using Maps
Examine the map below. Then answer the questions that follow.

1. How did Native Americans who lived in the Arctic region survive?
_______________________________________________________________

2. What technologies did the Pueblo develop, and why?
_______________________________________________________________

3. Do you think the Mandan, Hidatsa, and Pawnee could have survived without
   the buffalo? Explain.
   _____________________________________________________________

4. What were some important accomplishments of the Mississippian culture?
   _____________________________________________________________
Workbook Activity 33
Renaissance and Reformation Europe

DIRECTIONS: Distinguishing Fact from Opinion

Decide whether each statement below is a fact or an opinion. Write F for fact or O for opinion in the blank next to the statement. Then answer the questions that follow.

1. ______ The printing press was the most important contribution to the rise of humanism in Europe.

2. ______ Most people can understand why the term Renaissance is used for the period in Italian history from 1350 to 1550.

3. ______ Italy’s city-states grew wealthy as a result of trade.

4. ______ Queen Elizabeth I of England was a better ruler than James I because she tolerated the Puritans.

5. ______ The most important cause of the Renaissance was that people became more secular.

6. ______ During the Renaissance, Florence’s bankers began to lend money and charge interest.

7. ______ If Marco Polo had not written such a good book, people in Europe would not have been interested in China.

8. ______ The Edict of Nantes was a good step toward religious tolerance, but it did not go far enough.

9. ______ Italy’s wealthy citizens played a role in the rise of the Renaissance because they were able to pay painters, sculptors, and other artists to produce works.

10. ______ Jesuit missionaries in the Philippine Islands found better ways to convert people to Christianity than Jesuits in Japan.

11. Describe one view held by humanists about their world. _________________________

12. List two opinions that Niccolò Machiavelli held about people and rulers.

______________________________

______________________________
Workbook Activity 34
Renaissance Arts and Culture

DIRECTIONS: Short Answer  Answer the questions below in the space provided.

1. Why do you think Shakespeare's plays are still interesting to audiences today?
   
2. Why is Petrarch called the father of Italian Renaissance humanism?
   
3. What important methods did artists in northern Europe use during the Renaissance?
   
4. What did Dante's *The Divine Comedy* and Chaucer's *The Canterbury Tales* have in common?
   
5. Why did more artists in the Renaissance focus on nonreligious topics?
   
6. What topics interested humanist scholars?
   
7. How were the painting styles of the Renaissance different from the styles of the Middle Ages?
**Workbook Activity 35**

**Europe from the 1400s Through the 1700s**

**DIRECTIONS: Cause and Effect** Fill in each blank in the graphic organizer below with a sentence to complete the cause or effect.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Europeans wanted to bypass merchants in the Middle East and buy spices from East Asia cheaply.</td>
<td>The Portuguese brought enslaved Africans to work their fields in the Azores, Madeira, and Cape Verde Islands.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3. European thinkers in the 1700s believed that reason, not faith or tradition, should guide society.</td>
<td></td>
</tr>
<tr>
<td>4. Some English people wanted religious freedom or the chance to make a better life.</td>
<td></td>
</tr>
</tbody>
</table>
Workbook Activity 36

Trade Between England and the American Colonies

DIRECTIONS: Analyzing Information Use the graphs and your knowledge about the American colonial period to answer the questions.

1. In what year was the value of imports from England the highest? __________

2. In 1765 the British Parliament passed the Stamp Act. Colonists were outraged and boycotted British goods. How does the graph of imports to the colonies show Americans’ reaction to the tax? ____________________________

3. What happened in 1775–1776 to reduce the flow of trade goods between England and its colonies? ____________________________

4. Overall, did the American colonies export or import more goods? __________

5. Why did the British raise taxes on the colonies beginning in 1764? ____________________________

6. In what year was the value of imports and exports the closest? The furthest apart? ____________________________

7. When were the Intolerable Acts passed, and how did they affect the colonists? ____________________________

8. Between which two years did English imports show the greatest drop? ____________________________
Workbook Activity 37
The French Revolution

DIRECTIONS: Distinguishing Fact from Opinion
Decide whether the statements below are facts or opinions. Write F for fact or O for opinion in the blank next to each statement. Then answer the questions that follow.

1. _____ Peasants made up more than 80 percent of the French people.
2. _____ The bourgeoisie would have supported the nobles if they didn’t have such high taxes.
3. _____ When the Bastille was attacked on July 14, 1789, it was defended by little more than 100 soldiers and it held only 7 prisoners.
4. _____ Louis XVI and Marie Antoinette did not seem to like the lower classes.
5. _____ In 1791, the National Assembly made France a constitutional monarchy to be ruled by an elected assembly.
6. _____ Leaders of the Mountain, such as George-Jacques Danton and Jean-Paul Marat, saw themselves as the voice of the people and defenders of the revolution.
7. _____ The guillotine was the most frightening invention of the French Revolution.
8. _____ Napoleon Bonaparte’s military talent helped him rise to the rank of general by the time he was 24 years old.
9. _____ Napoleon’s worst mistake was his attempt to invade Russia in the summer of 1812.
10. _____ In 1815, at Waterloo in Belgium, Napoleon was finally defeated by an international force led by Britain’s Duke of Wellington.

11. List the levels in French society in the 1700s and describe the members of each level.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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Workbook Activity 38

Independence in Latin America

DIRECTIONS: Using a Map  Study the map on page 749 of your textbook and use the information to answer the questions.

1. List each country next to the year in which it gained independence.
   Remember: A decade is a span of 10 years.

   1804 ______________________ 1830 ______________________
   1811 ______________________ 1838 ______________________
   1816 ______________________ 1902 ______________________
   1818 ______________________ 1903 ______________________
   1819 ______________________ 1962 ______________________
   1821 ______________________ 1966 ______________________
   1822 ______________________ 1981 ______________________
   1828 _______________________

2. During which three decades did the highest number of countries achieve independence?

________________________________________________________________________

3. Compare how democracy was achieved by Great Britain and France.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. What factors slowed down the development of democracy and prosperity in Latin America?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. Define manifest destiny.

________________________________________________________________________
Workbook Activity 39
Britain’s Empire in India

In 1600, British traders from the East India Company arrived in India. Over the next 50 years, they built a string of trading forts along India’s coasts. The East India Company set up an army and supported local Indian rulers who agreed to work with them. The company’s army also fought the French, Britain’s main rival in India.

During the next 100 years, Britain’s East India Company took over much of India and grew wealthy. It brought many European ideas and practices to the Indian people. Many Indians, however, felt that the British were trying to change their culture.

In 1857, sepoys, or Indian soldiers in the company’s army, rebelled against their British officers. The revolt then spread rapidly across northern India. Britain quickly sent more soldiers to India and put down the rebellion. Afterward, there were bitter feelings between the British and Indians. Soon after the uprising, Britain took direct control of India from the company.

1. ______ The East India Company cooperated with all local Indian rulers.
2. ______ Sepoys were dissatisfied with their service in the British army.
3. ______ Britain cared more about its economic interests than it did about the welfare of Indians.
4. ______ Most Indian people welcomed British rule.
5. ______ The sepoy rebellion did not end with good terms between the soldiers and their officers.

6. In the first column of the chart below are listed the main imperialist powers in the late 1800s and early 1900s. Fill in at least three countries over which each power ruled.

<table>
<thead>
<tr>
<th>Imperialist Power</th>
<th>Countries/Regions over Which the Power Ruled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britain</td>
<td></td>
</tr>
<tr>
<td>France</td>
<td></td>
</tr>
<tr>
<td>Germany</td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td></td>
</tr>
<tr>
<td>United States</td>
<td></td>
</tr>
</tbody>
</table>
Workbook Activity 40

World War I

DIRECTIONS: Sequencing  Place the following 12 events in the order in which they took place. Write 1 in the blank next to the first event, 2 in the blank next to the second event, and so on.

1. _____ American and French troops block the German advance at Chateau-Thierry.
2. _____ The Balkan League declares war on the Ottoman empire.
3. _____ The czar is overthrown in the Russian Revolution.
4. _____ A German submarine sinks the passenger ship Lusitania.
5. _____ Germany signs an armistice, which ends the fighting.
6. _____ Arthur Zimmermann proposes that Mexico ally with Germany.
7. _____ Gavrilo Princip shoots and kills Archduke Franz Ferdinand.
8. _____ Austria-Hungary takes over Bosnia.
9. _____ President Wilson declares war on Germany.
10. _____ Americans shatter the German defenses in the Battle of the Argonne Forest.
11. _____ The Treaty of Versailles formally ends the war; imposes reparations upon Germany.
12. _____ French and British soldiers stop the German advance on the western front; trench warfare begins.

13. Which countries made up the Allies? Which ones made up the Central Powers?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

14. Which of the twelve events above do you think was most important? Give three reasons for your answer.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Workbook Activity 41
World War II and the Cold War

DIRECTIONS: Matching Match each item in Column A with its description in Column B. Write the correct letters in the blanks.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _____ Adolf Hitler</td>
<td>A. Invasion of occupied France on June 6, 1944</td>
</tr>
<tr>
<td>2. _____ inflation</td>
<td>B. Occurs when too much money is printed and loses its value; businesses raise prices</td>
</tr>
<tr>
<td>3. _____ depression</td>
<td>C. Baptist minister who focused attention on unfair treatment of African Americans</td>
</tr>
<tr>
<td>4. _____ totalitarian state</td>
<td>D. Political leaders totally control the way citizens think and live</td>
</tr>
<tr>
<td>5. _____ collectivization</td>
<td>E. Refusing to obey unjust laws in a nonviolent manner</td>
</tr>
<tr>
<td>6. _____ Joseph Stalin</td>
<td>F. Combining small farms into large, factory-like farms run by the government</td>
</tr>
<tr>
<td>7. _____ appeasement</td>
<td>G. The idea that you can avoid war by giving in to another government’s demands</td>
</tr>
<tr>
<td>8. _____ Pearl Harbor</td>
<td>H. Leader of Nazi Germany</td>
</tr>
<tr>
<td>9. _____ genocide</td>
<td>I. One of several concentration camps in which Jews were imprisoned and killed</td>
</tr>
<tr>
<td>10. _____ D-Day</td>
<td>J. Leader of India, championed independence</td>
</tr>
<tr>
<td>11. _____ Auschwitz</td>
<td>K. Killing an entire group of people</td>
</tr>
<tr>
<td>12. _____ Martin Luther King, Jr.</td>
<td>L. Policy of the United States that tried to hold back the spread of communism</td>
</tr>
<tr>
<td>13. _____ containment</td>
<td>M. Separation of the races in various aspects of public life</td>
</tr>
<tr>
<td>14. _____ Truman Doctrine</td>
<td>N. Pledged the United States to fight communism worldwide</td>
</tr>
<tr>
<td>15. _____ Marshall Plan</td>
<td>O. Attack which led directly to U.S. entry into World War II</td>
</tr>
<tr>
<td>16. _____ racial segregation</td>
<td>P. Operation that sent supplies, machinery, and food into Western Europe to aid its recovery from World War II</td>
</tr>
<tr>
<td>17. _____ civil disobedience</td>
<td>Q. System of “apartheid” which separated racial and ethnic groups and limited the rights of blacks</td>
</tr>
<tr>
<td>18. _____ Pan-Africanism</td>
<td>R. The unity of all black Africans, promoted by the Organization of African Unity</td>
</tr>
<tr>
<td>19. _____ apartheid</td>
<td>S. A period of low economic activity</td>
</tr>
<tr>
<td>20. _____ Mohandas K. Gandhi</td>
<td>T. Leader of Russia who succeeded Lenin</td>
</tr>
</tbody>
</table>
Workbook Activity 42
The Cold War and the End of Empire

DIRECTIONS: Completion  In the space provided, write the word (or words) that best completes the sentence.

Achmed Sukarno  Indian National Congress  Soviet Union
African National Congress  Lyndon Johnson  trade barriers
communist  member nations  United Nations
Ho Chi Minh  Muslim  Winston Churchill

1. Franklin Roosevelt, _____________, and Joseph Stalin were known as the “Big Three.”
2. NATO _____________ agreed to aid any member who was attacked.
3. In October 1962, President Kennedy learned that the _____________ had placed long-range missiles in Cuba.
4. President Harry Truman persuaded the _____________ to send troops to protect South Korea from invasion by North Korea.
5. Behind the Iron Curtain, people feared being punished if they disagreed with the _____________ system.
6. The nations making up the European Economic Community agreed to end all _____________ among them.
7. In 1885, a group of Indian leaders met in Mumbai to form the _____________.
8. After World War II, the British realized that India would have to be split into a Hindu country and a _____________ country.
9. _____________ and his nationalists declared the East Indies to be an independent nation called Indonesia.
10. In Vietnam, _____________ formed a group called the Vietminh, which struggled against Japan, France, and the United States for Vietnam’s independence.
11. The Gulf of Tonkin Resolution gave _____________ permission to fight a war in Vietnam.
DIRECTIONS: Sequencing  Place the following events in the order in which they took place. Write 1 in the blank next to the first event, 2 in the blank next to the second event, and so on. Then answer the questions that follow in the space provided.

1. _____ Augusto Pinochet becomes dictator of Chile by overthrowing the elected president.

2. _____ First democratic election is held in South Africa, signaling an end to apartheid.

3. _____ Stephen Wozniak and Steven Jobs build the first small computer for personal use.

4. _____ Franklin D. Roosevelt announces the Good Neighbor Policy toward Latin America.

5. _____ Two planes deliberately crash into the World Trade Center, killing nearly 3,000 people.

6. _____ Ronald Reagan calls the Soviet Union an “evil empire” and starts a military buildup.

7. _____ The United States puts an embargo in place against Cuba to pressure Fidel Castro to give up ties to the Soviet Union.

8. _____ Slobodan Milosevic is overthrown and a democratic government is established in Serbia.

9. _____ China’s Cultural Revolution takes place, in which “undesirables” were driven from the Communist Party.

10. _____ The Kyoto Protocol is signed, promising to reduce pollution that might be causing global warming.

11. _____ The shah of Iran flees the country and Ruhollah Khomeini takes over the government.

12. _____ Israel captures the Golan Heights, Gaza Strip, and the West Bank in the Six-Day War against Arab nations.

13. Describe the affects of China’s Cultural Revolution.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Workbook Activity 44
The World Enters a New Millennium

DIRECTIONS: Multiple Choice  Put X in the space before the best answer.

1. Which invention has driven the technology revolution?
   A. _____ the global economy  C. _____ the cell phone
   B. _____ the computer  D. _____ the compact disc

2. The idea that the world’s economy and political systems are part of one big system is called
   A. _____ technology revolution.  C. _____ the Internet.
   B. _____ General Agreement on Trade and Tariffs.  D. _____ globalism.

3. Each of the following nations is one of the “Asian Tigers” EXCEPT
   A. _____ Vietnam.  C. _____ Hong Kong.
   B. _____ Taiwan.  D. _____ South Korea.

4. The European Union
   A. _____ includes all European nations.
   B. _____ shuts out Eastern European nations.
   C. _____ issues a currency called the euro.
   D. _____ has been losing members.

5. President Bush’s war on terrorism focused first on
   A. _____ putting Saddam Hussein out of power.
   B. _____ attacking Afghanistan to defeat Osama bin Laden.
   C. _____ finding weapons of mass destruction around the world.
   D. _____ rebuilding the World Trade Center.

6. In June 2004, the United States handed control of Iraq to
   A. _____ the United Nations.
   B. _____ an international coalition of forces.
   C. _____ Saddam Hussein.
   D. _____ a temporary Iraqi government.

7. The Asian Tigers got their nickname because they
   A. _____ worked hard to preserve the tigers’ habitat.
   B. _____ developed their art and culture.
   C. _____ increased the size of their armed forces.
   D. _____ built strong, modern economies.