

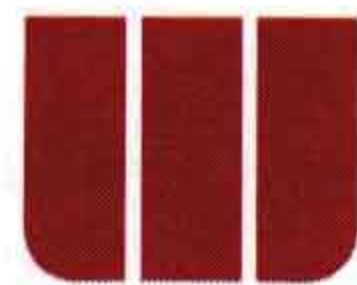
MODERN WORLD HISTORY



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The Pennsylvania State University



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INTRODUCTION

BECOMING AN HISTORIAN

On August 19, 1991, a group of Soviet leaders opposed to reform arrested Mikhail Gorbachev, the president of the Soviet Union, and tried to seize control of the government. Hundreds of thousands of Russians, led by Boris Yeltsin, the Russian president, poured into the streets of Moscow and Leningrad to resist the rebels. Some army units, sent out to enforce the wishes of the rebels, went over to Yeltsin's side. Within days, the rebels were forced to surrender. This failed attempt to seize power had unexpected results as Russia and a host of other Soviet states declared their independence from the Soviet Union. By the end of 1991, the Soviet Union—one of the largest empires in world history—had come to an end. Quite unexpectedly, a major turning point in world history had been reached.

The sudden collapse of the Soviet Union has been but one of many important events in world history. However, world history is more than just a series of dramatic events—as important as these events are. World history is the story of the human community. It is the story of all of us. That story is a rich and complex one that not only contains dramatic events but also tells how people were ruled, how they lived on a daily basis, how they fought, how they shared ideas, how they looked for the meaning of life, and how they expressed what they felt about the joys and sorrows of this world. The story of world history is the story of politics, economics, and social change, but it is also the story of everyday life, of ideas, of creative arts, of religious insight, and of dreams fulfilled and unfulfilled.



◀ On August 22, 1991, a crowd of almost 100,000 Russian citizens marched in Red Square, Moscow, to celebrate the collapse of the military coup. Following the attempted coup, who emerged as the president of Russia, and who resigned as president of the USSR?

WHAT IS HISTORY?

You may think of history as a boring list of names and dates; an irrelevant record of revolutions and battles; or the meaningless stories of kings, queens, and other rulers. The truth is much more basic. History is simply what happens. History is not just what happens to famous and infamous people but what happens to everyone, including yourself.

We could say that history is everything that has happened since the beginning of time. In this sense, we realize that the age of human beings has been a very brief one compared with the geologic age of Earth, which scientists tell us stretches back for billions of years. During the age of humans, people have spent most of their time simply trying to exist, searching for food and shelter as best they could.

The definition of history as everything that has ever happened, however, is so broad that its use would make it impossible to tell our story. History has a more common meaning: a record of the past. To create this record, historians use documents (what has been recorded or written); artifacts, such as pottery, tools, and weapons; and even artworks. History in this sense really began five thousand to six thousand years ago, when people first began to write and keep records. The period before written records we call *prehistory*.

History could also be defined in a third way, as a special field of study. Herodotus, who lived in Greece in the fifth century B.C., is often regarded as the “father of history” in Western civilization. He was one of the first historians. In his history of the Greek and Persian Wars, Herodotus used evidence, tried to tell a good story, and showed a concern for the causes and effects of events.

In modern times, in the nineteenth and twentieth centuries, history became an academic discipline—a formal field of study that is examined in schools and universities. Leopold von Ranke, a German historian who lived in the nineteenth century, is often regarded as the father of this new kind of history. He created techniques for the critical analysis of documents and began to use formal courses in universities to train new historians. In their college courses, people who want to become professional historians learn not only facts but also methods by which they can analyze those facts

critically and make new discoveries that might change our picture of the past. History is based on factual evidence. Historians, however, try to discover both what happened (the factual evidence) and why it happened. In other words, historians use critical thinking to explain the cause-and-effect relationships that exist among the facts.

All of us are involved in the making of history. Abigail Pafford, a student from Apopka, Florida, was talking to her grandmother when she discovered that her great-grandfather had narrowly avoided one of the most tragic shipping disasters of recent times. Because her great-grandfather had fallen in love, he had not used his ticket for the maiden, and only, voyage of the *Titanic*. That ship struck an iceberg shortly before midnight on April 14, 1912, and sank with a loss of over 1,500 lives. At the time, Pafford’s great-grandfather was on his way to San Francisco on another ship with her great-grandmother. Thus, a recorded event that might have been just another piece of information in a textbook—the *Titanic* disaster—is, for Pafford, part of family history.

Alex Haley, the editor of *The Autobiography of Malcolm X*, grew up in Henning, Tennessee, listening to his grandmother tell stories of Kunta Kinte, a family ancestor kidnapped in Africa during the 1700s and taken to America as a slave. Haley’s search for his family’s history led to his famous book *Roots: The Saga of an American Family*. The book was turned into a television miniseries and became one of the most watched shows of all time. Haley’s personal family story had a universal appeal.

You will find, with some investigation, that history has been made by your own family and by the families of your friends. These accumulated experiences have become part of who you are. These experiences help to guide your choices and actions, both personal and public. In turn, your choices and actions then become part of your own children’s and grandchildren’s history. You are an important link in a chain that stretches back into your ancestors’ history and forward into your descendants’ future.

In this book, you will be asked to read one account of the history of the world, with a focus on the modern world. You will also be asked to read some of the documents that historians use to create their pictures of the

past. Reading the documents will enable you to develop your critical skills and to be an historian yourself. Historians do what students of all ages seek to do—develop the critical skills that enable them to make some sense of human existence. As Socrates, an ancient Greek philosopher, said, “The unexamined life is not worth living.” The study of history will give you the tools to examine not only the lives of others but also your own life.

THEMES FOR UNDERSTANDING WORLD HISTORY

In examining the past, historians often organize their material on the basis of themes that enable them to ask and try to answer basic questions about the past. The following nine themes are especially important. We will meet them again and again in our story.

Politics and History The study of politics seeks to answer certain basic questions that historians have about the structure of a society. These questions include the following: How were people governed? What was the relationship between the ruler and the ruled? What people or groups of people held political power? What rights and liberties did the people have? What actions did people take to change their forms of government? The study of politics also includes the role of conflict. Historians examine the causes and results of wars in order to understand the impact of war on human development.

The Role of Ideas Ideas have great power to move people to action. For example, in the twentieth century, the idea of nationalism, which is based on a belief in loyalty to one’s nation, helped lead to two great conflicts—World War I and World War II. Together these wars cost the lives of over fifty million people. At the same time, nationalism has also led people to work together to benefit the lives of a nation’s citizens. The spread of ideas from one society to another has also played an important role in world history.

Economics and History A society depends for its existence on meeting certain basic needs. How did the society grow its food? How did it make its goods? How did it provide the services people needed? How did individual people and governments use their limited resources? Did they spend more money on hospitals or on military forces? By answering these questions, historians examine the different economic systems that have played a role in history.

Social Life From a study of social life, we learn about the different social classes that made up a society. We also examine how people dressed and found shelter, how and what they ate, and what they did for fun. The nature of family life and how knowledge was passed from one generation to another through education are also part of the social life of a society.

The Importance of Cultural Developments We cannot understand a society without looking at its culture, or the common ideas, beliefs, and patterns of behavior that are passed on from one generation to another. Culture includes both high culture and popular culture. High culture consists of the writings of a society’s thinkers and the works of its artists. A society’s popular culture is the world of ideas and experiences of ordinary people. In an historical sense, the term *popular culture* refers to the ideas and experiences of less educated people, such as peasants and artisans. Although many of these people were illiterate, they passed their culture on orally. Today the media have embraced the term *popular culture* to describe the most current trends and fashionable styles.

Religion in History Throughout history, people have sought to find a deeper meaning to human life. How have the world’s great religions—such as Hinduism, Buddhism, Judaism, Christianity, and Islam—influenced people’s lives? How have those religions spread to create new patterns of culture?

The Role of Individuals In discussing the roles of politics, ideas, economics, social life, cultural developments, and religion, we deal with groups of people and forces that often seem beyond the control of any one person.

Mentioning the names of Cleopatra, Queen Elizabeth I, Napoleon, and Hitler, however, reminds us of the role of individuals in history. Decisive actions by powerful individuals have indeed played a crucial role in the course of history. So, too, have the decisions of ordinary men and women who must figure out every day how to survive, protect their families, and carry on their ways of life.

The Impact of Science and Technology For thousands of years, people around the world have made scientific discoveries and technological innovations that have changed our world. From the creation of stone tools that made farming easier to the advanced computers that guide our airplanes, science and technology have altered how humans have related to their world.

The Environment and History Throughout history, peoples and societies have been affected by the physical world in which they live. They have also made an impact on their world. From the slash-and-burn farming of early societies to the industrial pollution of modern factories, human activities have affected the physical environment and even endangered the very existence of entire societies.

These nine themes will help us to make sense of the past. Of course, these themes do not stand alone. They are connected to one another. Moreover, historians of world history add some special themes that help us to understand our story. In studying world history, we look at the rise, decline, and fall of many civilizations around the world (a civilization, as we will see later, is a complex culture). During much of human history, the most advanced civilizations have been in East Asia or in the Middle East. Only in modern times—in the late nineteenth and early twentieth centuries—did Western civilization dominate the rest of the world. (Western civilization is the civilization of the West—Europe and the Western Hemisphere.) Since the end of World War II, that dominance has gradually faded. In world history, we look at the forces that create civilizations and cause them to fall.

At the same time, world history consists of more than just the study of individual civilizations. From the earliest times, trade served to bring different civilizations into contact with one another. The transmission

of religious and cultural ideas soon followed. *World history can be seen in a broad comparative and global framework*, as peoples and countries come into contact, and often into conflict, with one another. In our own time, people often speak of the world as a global village. They mean that the world can be seen as a single community linked by computers, television, and multinational corporations. (After all, an American who travels abroad can now find a McDonald's restaurant in almost every part of the world.)



▲ Thus far, McDonalds in Moscow has been a capitalist success. Why do you think this very American venture is succeeding in a culture far removed from the United States?

HISTORIANS AND THE DATING OF TIME

In recording the past, historians try to determine the exact time when events occurred. World War II in Europe, for example, began on September 1, 1939, when Adolf Hitler sent German troops into Poland. The war in Europe ended on May 7, 1945, when Germany surrendered. By using dates, historians can place events in the order they occurred and try to determine the development of patterns over periods of time.

If someone asked you when you were born, you would reply with a number, such as 1984. In the United States, we would all accept that number without question. Why? The number is part of the dating system followed in the Western world (Europe and the Western Hemisphere). This system refers to dates in relation to the assumed date of the birth of Jesus Christ (the year 1). An event that took place four hundred years before the birth of Jesus is dated 400 B.C. ("before Christ"). Dates after the birth of Jesus are labeled as A.D. These letters stand for the Latin words *anno Domini*, which mean "in the year of the Lord" (or the year of the birth of Jesus Christ). Thus, an event that took place 250 years after the birth of Jesus is written A.D. 250, or "in the year of the Lord 250." It can also be written as 250. Similarly, you would give your birth year as simply 1984 rather than A.D. 1984.

Some historians now prefer to use the abbreviations B.C.E. ("before the common era") and C.E. ("common era") instead of B.C. and A.D. This is especially true of historians who prefer to use symbols that are not so Western or Christian oriented. The dates, of course, remain the same. Thus, 1950 B.C.E. and 1950 B.C. are the same year.

Historians make use of other terms to refer to time. A decade is ten years, a century is one hundred years, and a millennium is one thousand years. The fourth century B.C. is the fourth period of one hundred years counting backward from 1, the assumed date of the birth of Jesus. The first century B.C. covers the years 100 to 1 B.C. Therefore, the fourth century B.C. is the years 400 to 301 B.C. We say, then, that an event in 650 B.C. took place in the seventh century B.C.

The fourth century A.D. is the fourth period of one hundred years after the birth of Jesus. The first period

of one hundred years is the years 1 to 100, so the fourth hundred-year period, or the fourth century, is the years 301 to 400. For example, we say that an event in 750 took place in the eighth century. Just as the first millennium B.C. is the years 1000 to 1 B.C., the second millennium A.D. is the years 1001 to 2000.

SKILLS FOR BECOMING A BETTER HISTORIAN

If you are interested in your friends, your family, and yourself, then you are an historian. The more effective we are as historians, the more fully we find out about and understand ourselves and the people with whom we share this planet. The following pages are intended to show how you can better understand the information presented in this text. Even more important, however, you can become a better historian of events relevant to your life.

To be a better historian, you will want to use skills that professional historians use to evaluate historical information. These skills are effective for more than helping you to understand this textbook and get a better grade in world history class. These techniques will allow you to become a better consumer, a more informed citizen, and a more enlightened human being. The table on page BH-6 summarizes the basic skills we will then examine in detail.

1. Understanding Geography as a Key to History

William Shakespeare said, "All the world's a stage." Historians who seek to truly comprehend the events of the past must know something about the stage upon which the drama was being played out. When meeting people for the first time, we usually soon get around to asking where they are from. That is because the environment in which we live greatly influences our development, opportunities, and even belief systems. A Seminole Indian, told he had to leave his land in North Florida at the beginning of the nineteenth century, said, "If suddenly we tear our hearts from the homes around which they are twined, our heartstrings

Skills for Becoming a Better Historian

1. Understanding Geography as a Key to History

Understanding where something happened can help you to understand why it happened.

2. Interpreting Maps

Reading maps is an effective way to understand a great deal of information in a short time.

3. Using Time Lines

Time lines are a simple way of putting information in chronological order.

4. Reading Charts, Graphs, and Tables

Charts, graphs, and tables can condense many facts into a more understandable format.

5. Understanding Cause and Effect

Developing an awareness of the relationship of cause and effect is an essential historical technique.

6. Recognizing and Understanding Bias

All historians bring to their studies bias based upon their backgrounds and life experiences. Learn to recognize bias and account for it.

7. Identifying Primary and Secondary Sources

Primary sources are an essential tool for historians, but both primary and secondary sources are important.

8. Comparing and Contrasting

Almost everything we know can be described in terms of how it is either similar to or different from something else.

9. Recognizing Fact versus Opinion

Facts are information that can be verified as being true or untrue. Opinions are open to dispute.

10. Analyzing Information—Drawing Inferences

The ability to reason and reach conclusions based upon evidence is an advanced skill.

11. Looking at Art as a Key to History

The fullness of history is sometimes better realized through art than through words.

12. Studying Economics as a Key to History

How people distribute and use their resources may be the most powerful indicator of their beliefs, traditions, and actions.

13. Making Hypotheses and Predicting Outcomes

By using other social studies techniques, the advanced student historian should be able to predict outcomes based upon evidence presented.

14. Conducting Research

Conducting thorough research on a topic involves the skills of a detective.

15. Writing Research Papers

The research paper is the culmination of all the social studies skills. It can be the most challenging and rewarding of assignments.

will snap.” Native Americans have always strongly felt that people and their environments are intimately connected.

Our modern society is more mobile and more distant from the natural world than were the early cultures of North America. However, we are as closely bound to our environment as they were to theirs. Whether we live in a New York City neighborhood, a farm community in Wisconsin, or a small town in Georgia, we are all products of our surroundings.

Geography is the study of Earth and of our interaction with the environment. There are two basic types of geography: human geography and physical geography. Human geography deals with the various people around the world, including their economic, political, and cultural activities. Physical geography is the study of different regions of the world. It focuses on the climate, resources, and other natural features of these regions. Both types of geography use five basic themes: location, place, people-environment relations, movement, and regions.

Location Location refers to where a place is. Absolute location is the exact position of a city, mountain, or river on Earth and is determined by latitudes and longitudes on a map. Latitudes are distances measured by lines drawn on maps or globes to show distance north and south of the equator. Longitudes are distances measured by meridians, or lines drawn on globes or maps to show distances east or west of the prime meridian. The prime meridian is an imaginary line that runs from the North Pole to the South Pole through the Royal Observatory at Greenwich, England. Longitudes and latitudes are both measured in degrees, represented by the symbol °. By using latitudes and longitudes, any place on Earth can be precisely located. For example, look at the world map on page A-7. What city can you find at 39° N latitude and 116° E longitude? Only one city will be found at that specific location.

These absolute locations, however, are probably less helpful to the historian than are relative locations. *Relative location* refers to the location of one place in relation to other places. The absolute location of Beijing, China, which you have just found, does not tell you that Beijing is located on the North China Plain sixty

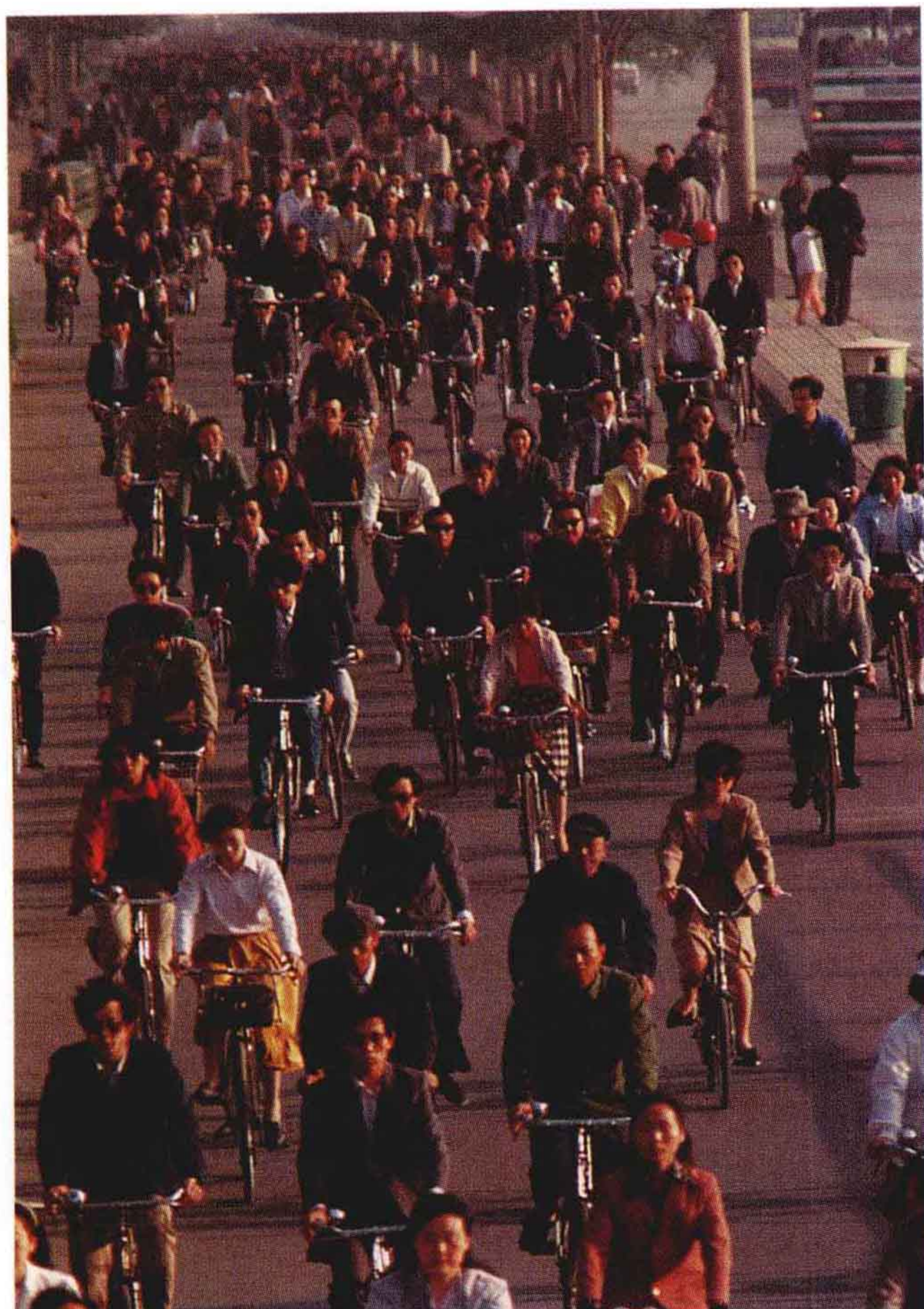
miles from the Yellow Sea and just inside the Great Wall of China. Knowing this relative location helps us to understand why Beijing became an important capital city in Chinese history.

The geographer's theme of location is very useful to the historian. Location helps to show the distribution of climates, vegetation, natural resources, and patterns of human settlement. Where is good farmland? Where are the natural resources that can be used in industries? Answers to these questions help historians to understand where, and even why events take place where they do.

Place A place is a particular city, village, or area with certain physical and human characteristics that make it different from other places. A city such as Beijing, for example, has distinct physical characteristics. It has its own landforms, vegetation, climate, and resources. A city also has distinct human characteristics. What are its different social classes? Where do they live in the city? How are the city's streets laid out? What kinds of dwellings have people built? Together, the physical and human characteristics make up a place's identity. Beijing may be similar to other cities, but it is also its own place. This identity, of course, can change through time. This fact makes the theme of place important to an understanding of history.

People-Environment Relations The study of interactions between humans and their environment helps us to understand why people are where they are, as well as why their cultures developed the way they did. The physical features of a place affect the way people live. A rich soil, for example, means abundant crops and probably a prosperous society. However, people also alter their environments. By cutting down trees, people convert forests into farmlands. By building cities and roads, they change the landscape. The story of how people relate to their environment becomes an important part of a people's history.

Movement The theme of movement encompasses the study of interactions among people located in different places and different environments. Geographers and historians are chiefly concerned with three types of



▲ Chinese people still commute on bicycles, but for some the bicycle of choice has become a Western high speed model, and the clothing has become highly fashionable, as well.

movement: migration, transport, and the spread of ideas.

The movements of people have altered patterns of living and changed environments around the world. Migration has been a constant factor in human history. The migration of Europeans, Africans, Latin Americans, and Asians, for example, brought together a variety of talents and cultures that built the United States into a powerful nation. The movement of goods by transport created trading links that have united many peoples into a global trade network and created a truly global

economy. The spread of ideas through communication and trade has been important to the development of world history. The spread of Christianity from the Middle East to Europe, for example, helped create a new society. The movements of peoples and goods and the spread of ideas thus have transformed the world.

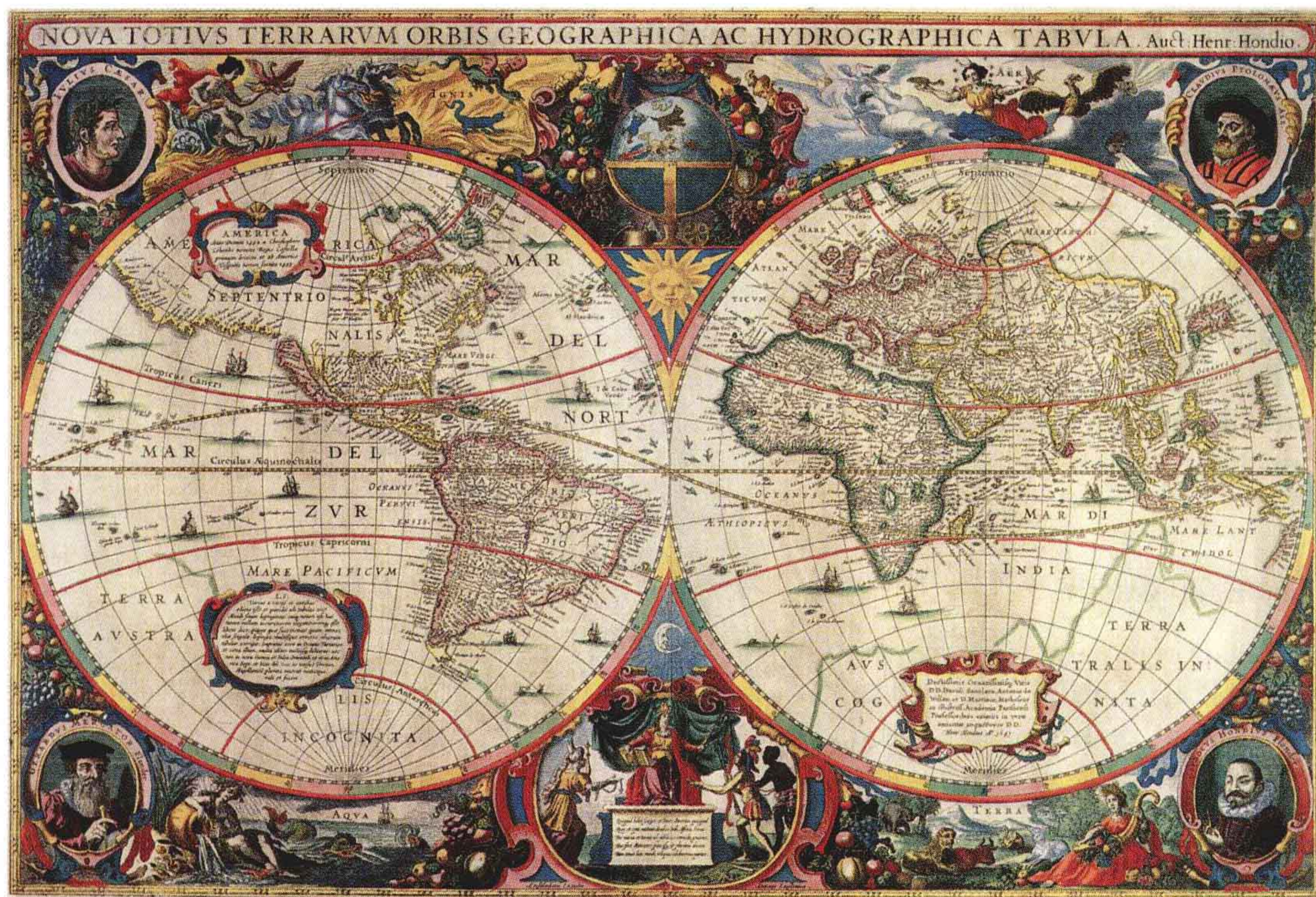
Region Regions are parts of Earth's surface that share one or more characteristics that make them different from other areas. Geographers divide the world into regions to show similarities and differences among areas. Both geographers and historians identify culture regions of Earth that share common characteristics and ways of living that distinguish them from other culture regions. Examples of culture regions are the Middle East, Latin America, Africa, and East Asia.

2. Interpreting Maps

Geographers use a number of tools to examine the five basic themes of geography. Their most basic tools are globes and maps. A globe is a spherical representation of Earth. In effect, it is a model of Earth. It is a true map of Earth because it accurately shows both landmasses and bodies of water. Globes are not always practical to use, however. Imagine carrying a globe around with you as a reference tool. Furthermore, the size of a globe limits the amount of detail it can tell us.

More useful to geographers, and to all of us, are maps. Maps are flat representations of Earth. They have a long history. The ancient Egyptians and Babylonians drew maps to show landholdings. The oldest known map is of Mesopotamia around 2300 B.C. It shows an estate in a valley. The Greeks were the first to make a systematic study of the world, which is reflected in the maps they made in the fourth century B.C.

Ptolemy, a Greek man who lived in Egypt around A.D. 150, was the most famous geographer of ancient times. He made a map of the world as it was known at that time, as well as regional maps of Europe, Africa, and Asia. After Ptolemy, the most accurate maps were made by Arab and Chinese scholars until the voyages of Europeans beginning around 1300 enabled Europeans to make more detailed and accurate maps. During the



◀ This beautiful world map was prepared in 1630 by Henricus Hondius. At the corners are portraits of Caesar, the first-century B.C. Roman statesman, Ptolemy, the second-century A.D. astronomer, Mercator, the sixteenth-century Flemish cartographer, and Hondius himself. Why do you think Hondius included these four figures in his map?

last five hundred years, mapmakers, who are also called *cartographers*, have mapped almost every inch of Earth. Beginning in the 1980s, photos of Earth taken from space satellites added to the accuracy of maps.

By their very nature, however, maps can never be exact. The basic problem is this: How can mapmakers draw the round surface of a sphere on a flat piece of paper? They cannot—at least, not exactly. A map cannot show the exact shapes of lands and bodies of water for an obvious reason: a map is flat, and Earth's surface is curved. You cannot flatten the surface of a round globe without distorting shapes and sizes. Try to flatten the rind of an orange, and you will see the problem.

Mapmakers try to limit the amount of distortion by using different kinds of map projections. A map projection is a method by which Earth's curved surface is projected onto a flat piece of paper. Different kinds of projections can show accurately either area, shape, distance, or direction. No one map, however, can show all four of these qualities with equal accuracy at the same

time. By looking at a few projections, we can see some of the problems involved in mapmaking.

The most famous map projection in history is the Mercator projection. This projection is the work of a Flemish cartographer, Gerardus Mercator, who lived in the 1500s. The Mercator projection is an example of what mapmakers call a *conformal projection*. It tries to show the true shape of landmasses, but only of limited areas. On the Mercator projection, the shapes of lands near the equator are quite accurate. However, the projection greatly enlarges areas in the polar regions, far away from the equator. Look, for example, at the island of Greenland on the Mercator projection. It appears to be larger than the continent of South America. In fact, Greenland is about one-ninth the size of South America. The Mercator projection, however, was valuable to ship captains. Every straight line on a Mercator projection is a line of true direction, whether north, south, east, or west. Before the age of modern navigational equipment, ship captains were very grateful to Mercator.

The Mollweide projection is an example of an equal-area projection. As you can see in the Mollweide map, equal-area projections distort the shapes of land areas but show land and water areas in accurate proportions. The size of one body of land or water is true in comparison with that of others.

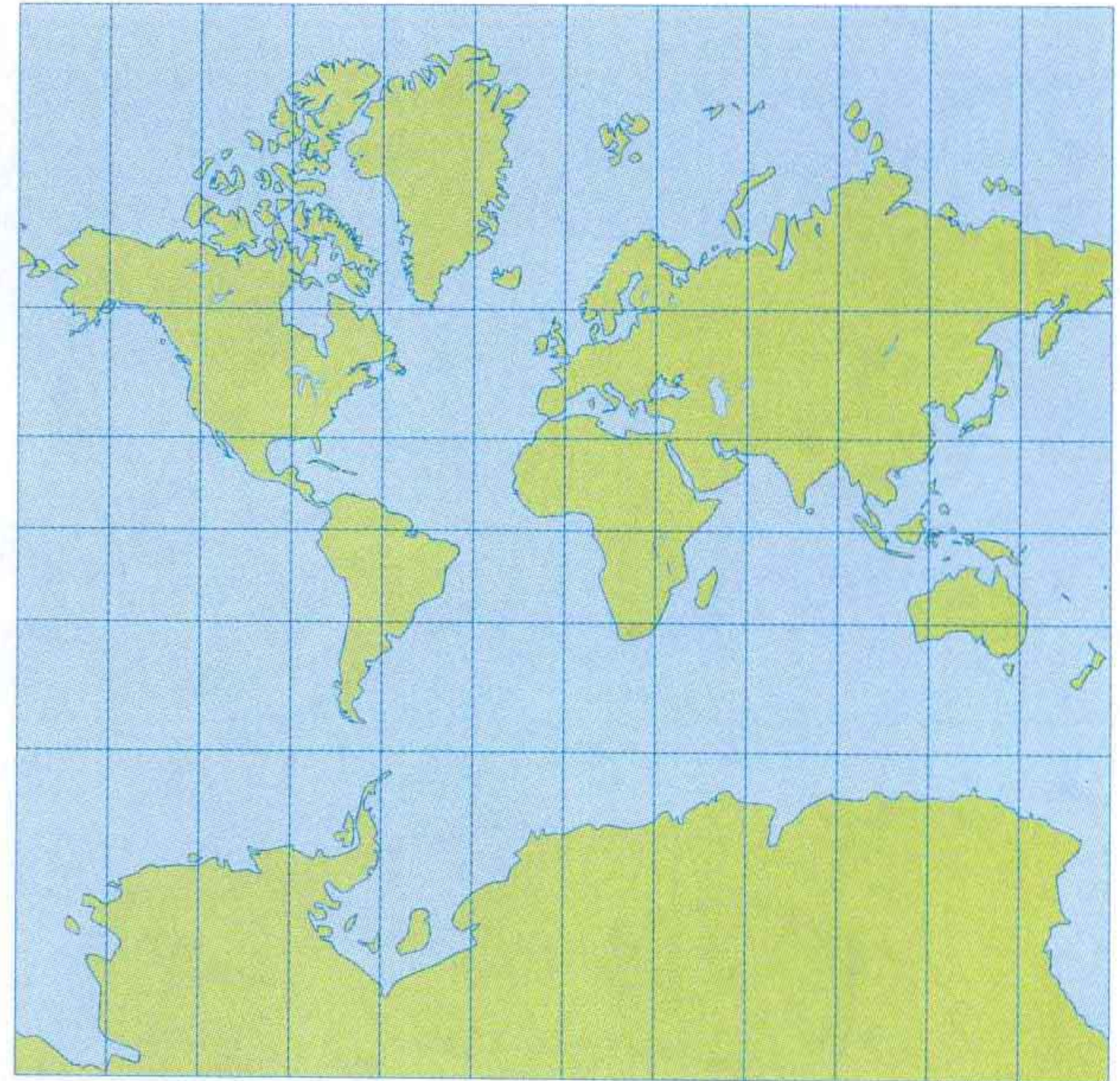
The Robinson projection was created by cartographer Arthur Robinson. In 1988, the National Geographic Society adopted it as its new map projection to portray more accurately the round Earth on a flat surface. As you can see, on the Robinson projection, countries and continents more closely match their true sizes.

Demonstrating Your Historical Skills

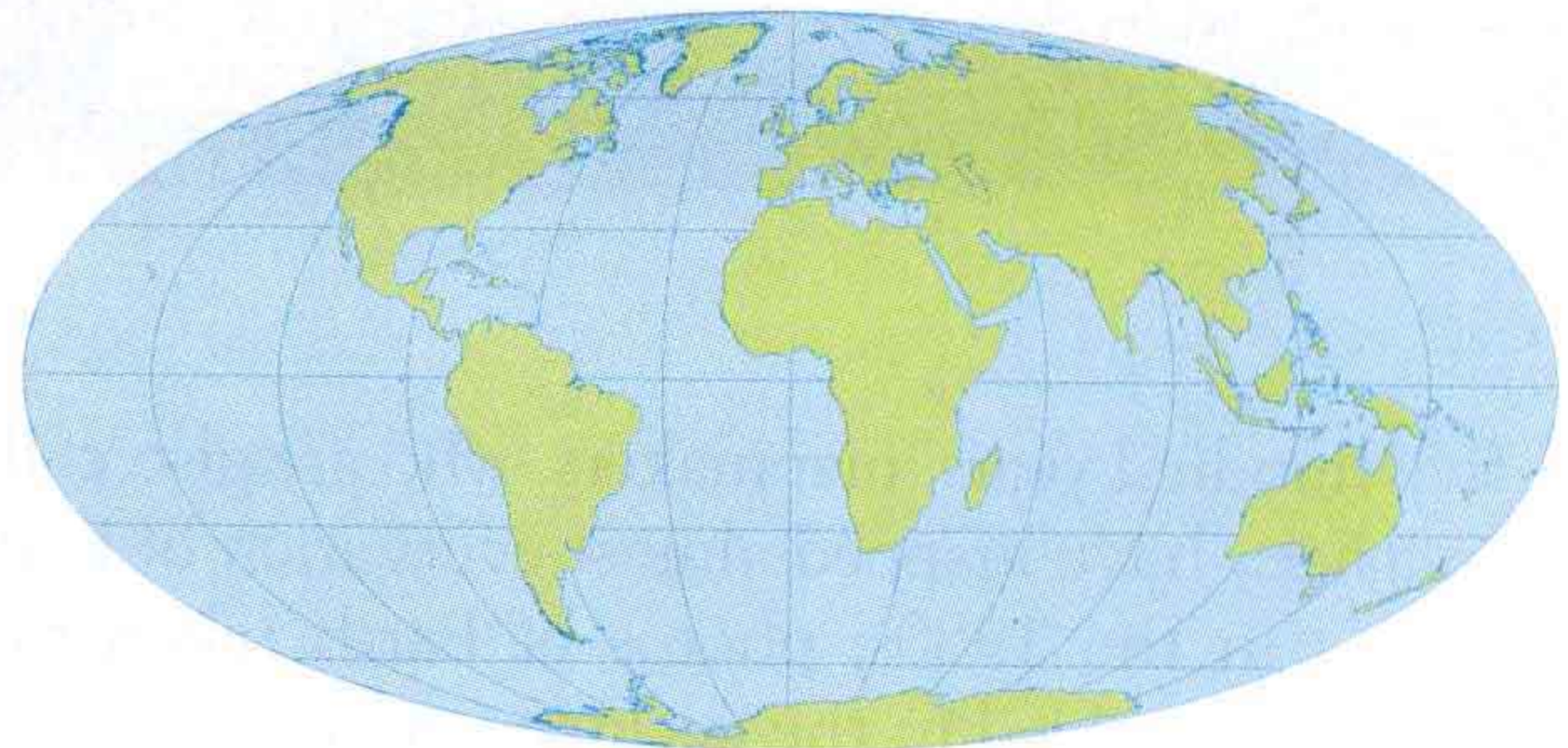
1. Examine the physical map of Poland on page 91. Between 1772 and 1795, Poland was partitioned so often by its neighbors that it ceased to exist as a country until 1919. In 1939 it was again divided, this time by Nazi Germany and the Soviet Union. How can a study of Poland's geography help to explain its recurring problems with its neighbors?
2. Use the following maps to answer questions *a* through *c*: "Early States in Africa" (Chapter 2, Map 3, page 48, "The Industrialization of Europe by 1850" (Chapter 4, Map 1, page 129), and "The States of Eastern Europe and the Former Soviet Union" (Chapter 13, Map 1, page 459).
 - (a) Identify each of the maps as general purpose or special purpose, and describe the focus of each.
 - (b) What symbols are used on each map? What do these symbols represent?
 - (c) Use the scale on the map of the former Soviet republics to determine the distance between the capital of Russia and the capital of Azerbaijan.

Applying Historical Skills to Your World

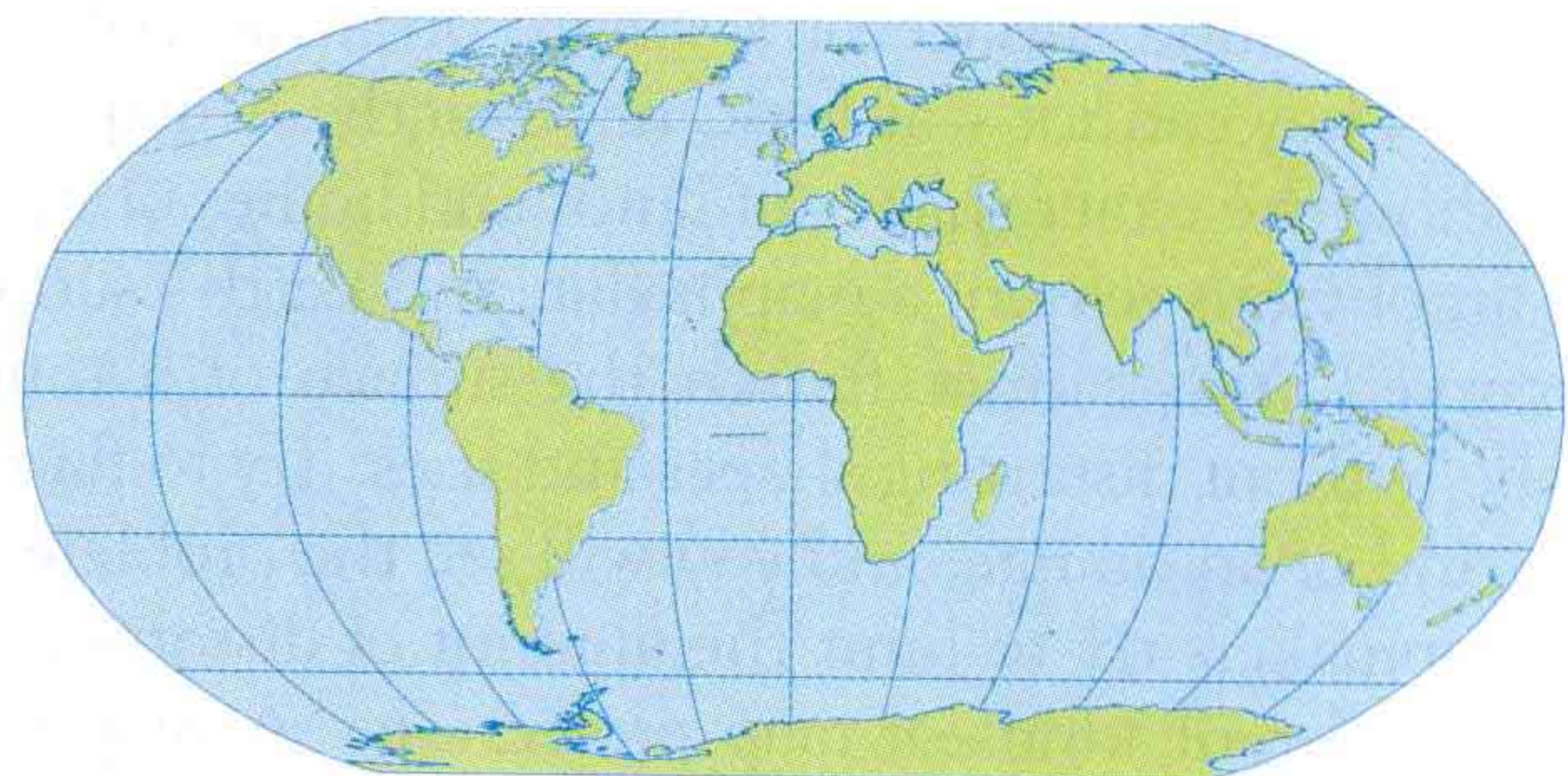
1. List the different aspects of your life that are related to the geography of where you live (for example, snow skiing as a hobby for someone from Colorado). How might your life change if you lived in a region of the world that was radically different?
2. Make a list of the destinations most frequently visited by you and your family (for example, the grocery store, mall, school, or workplace). Use a road



Mercator



Mollweide



Robinson

map to plot the quickest and most efficient way to visit those destinations from your home. Are these the routes you currently use? What factors that are not included on a map do you have to consider when planning a trip?

3. Using Time Lines

In a café in Austin, Texas, the following graffiti can be seen on the wall: “Time is nature’s way of keeping everything from happening all at once.” If that is true, then time lines are a student’s way of avoiding learning everything at once. A time line presents events in chronological order. It is a simple way of comparing events, finding cause-and-effect relationships, and remembering important information.

This text makes use of time lines. Before reading each unit, you should take a few minutes to look at and understand the time line for that unit. The time line provides a chronological framework that should help to make your reading more understandable. The following are some keys to reading time lines:

1. *Understand the time interval.* Each time line uses its own unit of time, ranging from months to hundreds or even thousands of years. The time interval used

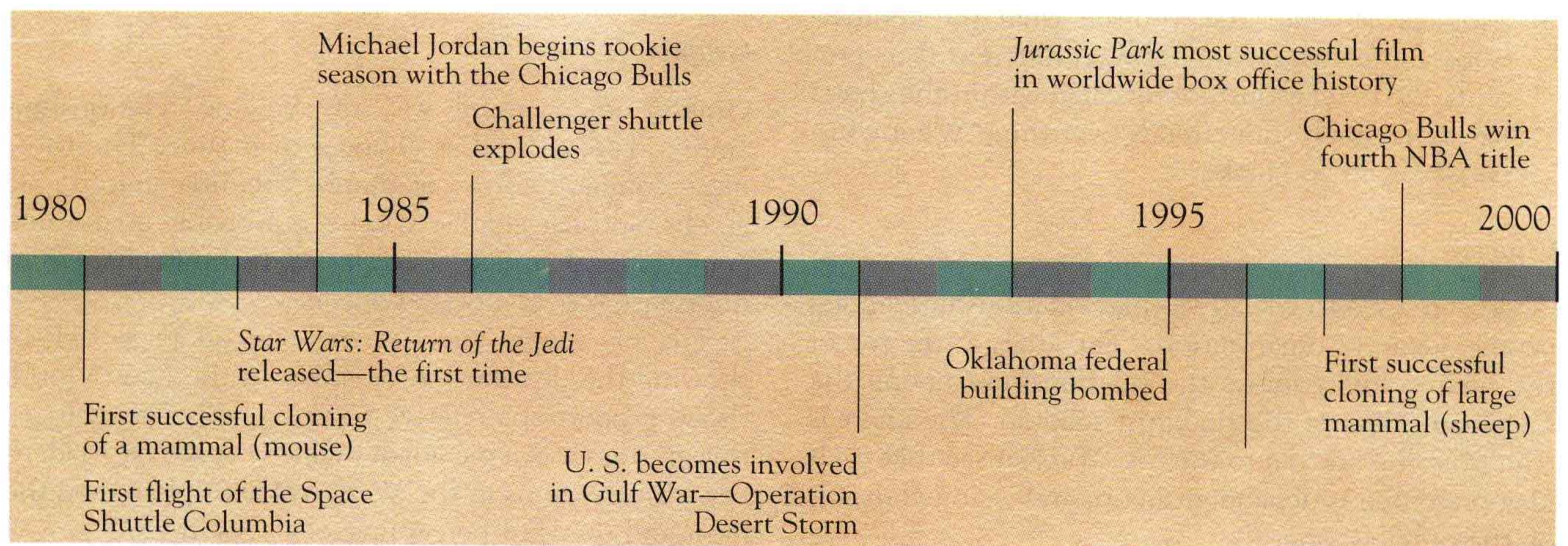
can distort your understanding of how closely connected two events were. For example, events might be only a half-inch apart on a time line, but that half-inch could represent five hundred years.

2. *Note the order of events.* Look carefully at the order in which events are presented on the time line. Also make a mental note of the amount of time between each event.
3. *Try to make connections in time.* See if you can make connections between one event on the time line and another. Often a cause-and-effect relationship can be demonstrated between different historical occurrences. Ask yourself what other events also occurred during a particular time period.

Demonstrating Your Historical Skills

Use the following time line to answer these questions:

1. What is the time interval shown on this time line?
2. What time period is covered by this time line?
3. How long was it between the release of *Star Wars: Return of the Jedi* and *Jurassic Park*?
4. Describe the connections you can make among events on this time line.



Applying Historical Skills to Your World

Using this time line as a reference, create a time line of your own life. Begin with your birth and end with the present year. Fill in the time segments with the events that have been important in your life. Such a time line depicts a chronology of your life. It allows you to place events in the context of their time periods. Where were you when you heard about the Oklahoma City bombing? Do you remember when *Jurassic Park* opened in theaters? What grade were you in when scientists successfully cloned a sheep?

4. Reading Charts, Graphs, and Tables

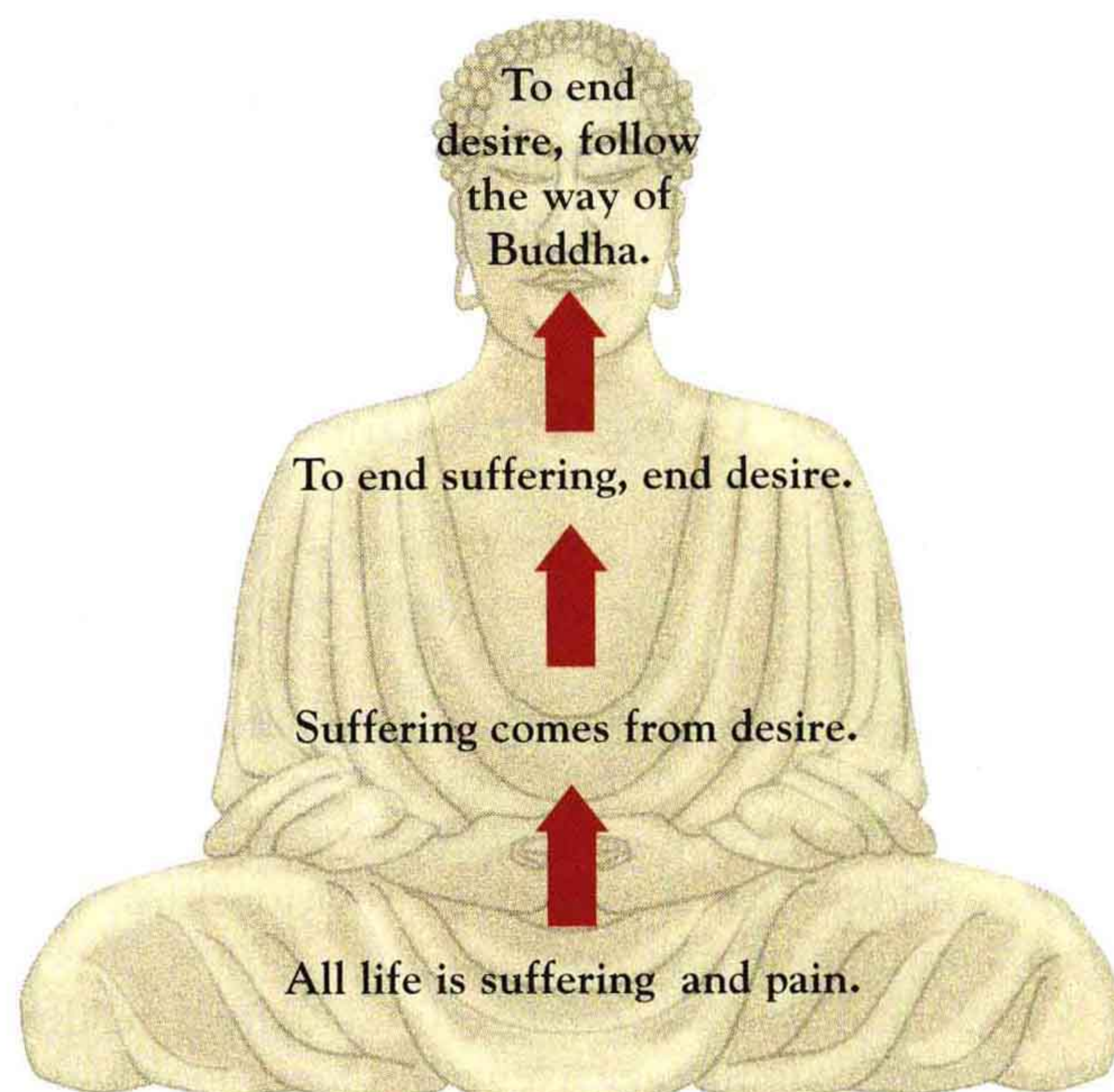
Charts, graphs, and tables, like time lines, are graphic aids that communicate a large amount of information in a simple, straightforward manner. Reading these graphic aids is relatively easy, which is what makes them such useful tools.

Use the following steps to make the best use of any chart, graph, or table:

1. *Determine the type and purpose of the graphic aid.* Is it a graph, chart, or table? Read the title to find out what information is being presented.
2. *Identify the various parts of the graphic aid.* Graphs generally have both horizontal and vertical labels. Charts often show relationships among items. Tables usually have headings explaining the details found within their rows and columns.
3. *Evaluate the data.* Ask yourself what the comparisons and contrasts are between different facts presented. Are relationships revealed within the chart? Does the graph show trends over time? What comparisons can you make?

Charts

Charts are used to visually display relationships among people, ideas, or organizations. The chart at the top of the next column shows the relationships among the four main ideas of the Buddhist religion. The chart is read from the bottom to the top. You can see that each idea presented is dependent upon, and is an extension of, the previous one.



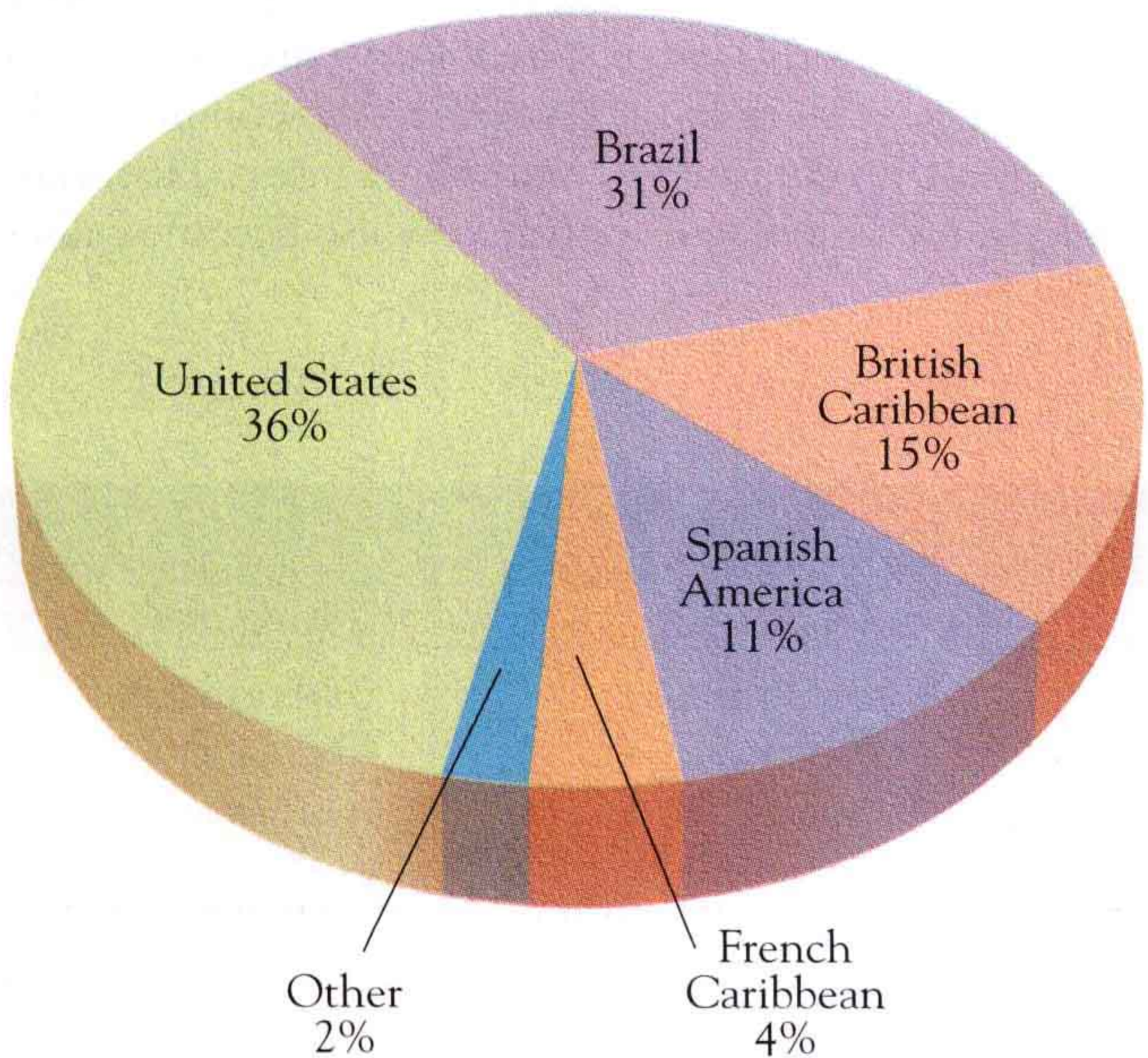
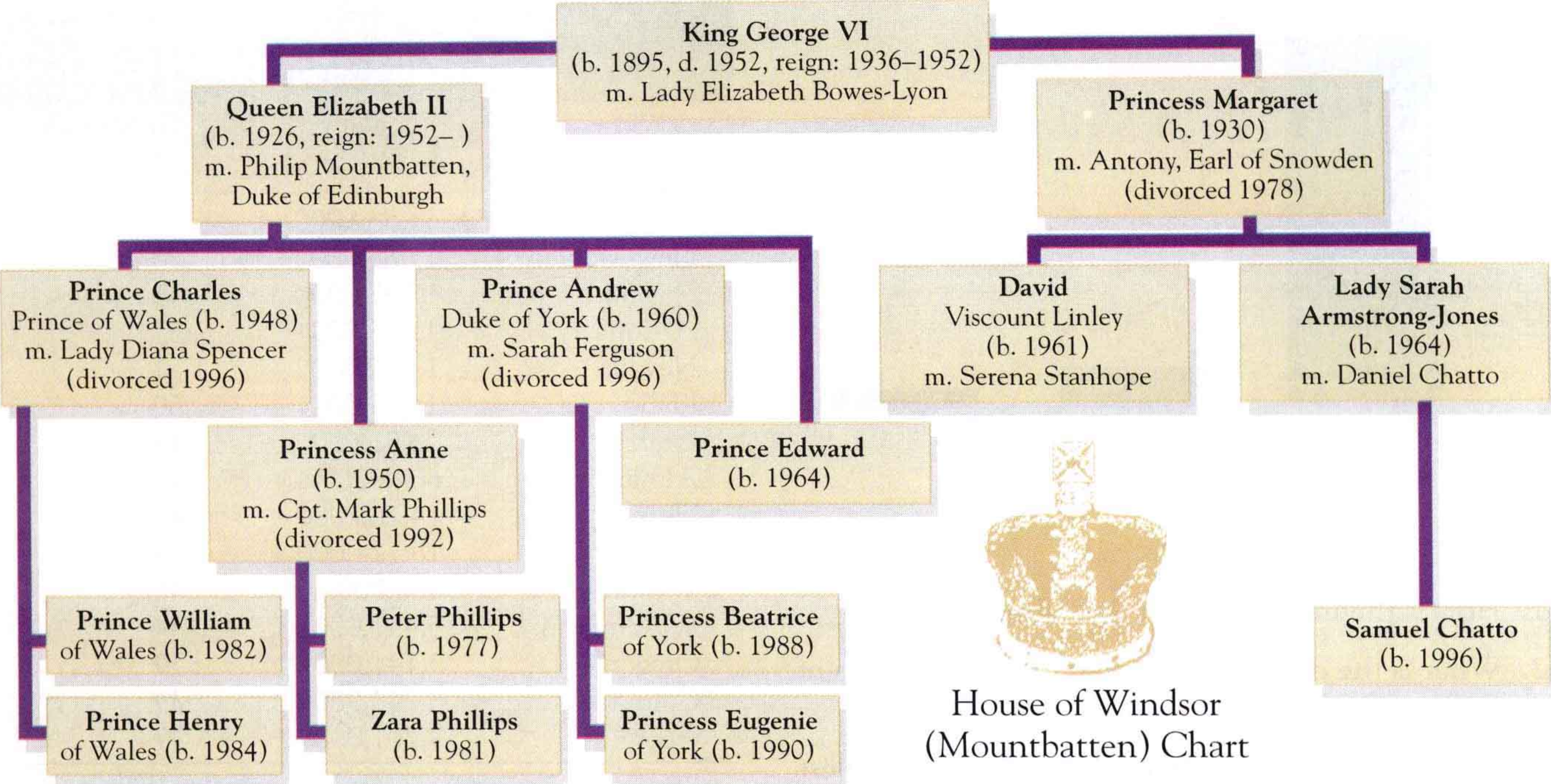
The House of Windsor chart on the next page is another visual representation of information. In this case, the chart shows the succession of the current royal family in Great Britain. Use the chart to determine the following:

1. Who is the current successor to the British throne?
2. What is the relationship of William of Wales to Mark Phillips?

Graphs

Graphs are a useful way of showing relationships among data, as well as changes over time. The three most common forms of graphs are line graphs, pie graphs, and bar graphs. You have probably used a line graph in math and science classes. It shows changes in information over a period of time.

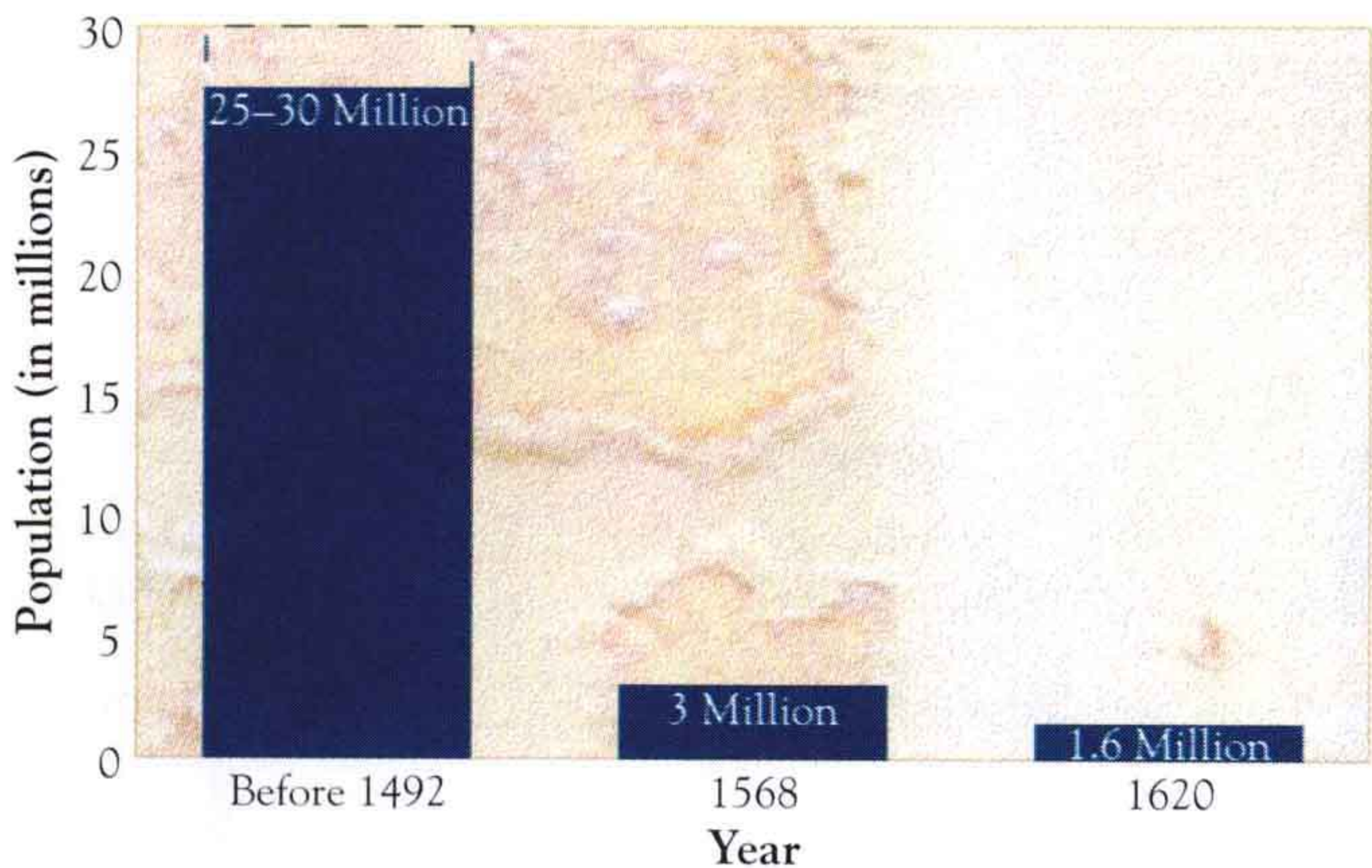
The pie graph, such as the one on page BH-13 showing the distribution of slaves in the New World, shows proportions relative to the whole. You can see that in this case, a pie graph makes it very easy to identify which regions in the Western Hemisphere had the most and the least percentage of slaves in 1825.



Finally, bar graphs are used for making comparisons among numbers. The bar graph on page BH-14 shows what happened to the Indian population of Central America after the arrival of the Europeans. This bar graph gives a graphic representation of the dramatic drop in the Indian population over a relatively short time.

Tables

Tables are compact lists of details that have been arranged in rows and columns. Tables are particularly effective for making comparisons. For example, the table on page BH-14 compares a few words in English and some of the Romance languages. The purpose of this table is to demonstrate that English, in some ways, is similar to, and has borrowed from, the Romance languages. A comparison of the five words presented here makes that obvious. The table of population growth in the United States is also helpful in making comparisons. Look at the table on page B-14, and answer the following questions:



1. How is the information in this table arranged?
2. What is the difference between the growth rates of California and Texas?
3. Which of the states shown here has the smallest population?

Projection of the Fifteen Fastest-Growing States in the United States		
State	Population in 1995	Growth by 2025
California	31,589,000	56%
New Mexico	1,685,000	55
Hawaii	1,187,000	53
Arizona	4,218,000	52
Nevada	1,530,000	51
Idaho	1,163,000	50
Utah	1,951,000	48
Alaska	604,000	47
Florida	14,166,000	46
Texas	18,724,000	45
Wyoming	480,000	45
Washington	5,431,000	44
Oregon	3,141,000	39
Colorado	3,747,000	39
Georgia	7,201,000	37

Source: U.S. News & World Report, November 4, 1996, p. 14.

5. Understanding Cause and Effect

Understanding why something happened is one of the most important and most difficult tasks of any historian. Without this understanding, history becomes an endless jumble of names and dates, selected at random. The principle of cause and effect enables you to connect actions and ideas with their results. Historians look at an historical event in much the same way as a

reporter investigates a story. By asking who, what, why, where, when, and how, the historian begins to understand the actions that resulted in a particular event. What makes this investigative process so complicated is that most events have multiple causes. Historians understand that effects, in turn, can also become causes.

Similarities between English and Some of the Romance Languages				
English	French	Spanish	Italian	Portuguese
fraternity	fraternité	fraternidad	fraternità	fraternidade
liberty	liberté	libertad	libertà	liberdade
society	société	sociedad	società	sociedade
possible	possible	posible	possibile	possível
probable	probable	probable	probabile	provável

Source: Information from Charles Berlitz, *Native Tongues* (New York: Grossett & Dunlap, 1982), p. 28.