

STUDENT  
SOURCE  
AND SKILL  
COMPANION

# WORLD HISTORY

Beginnings to the Present






# GETTING STARTED

## **Welcome to the Traverse Source and Skill Companion!**

In this book, you will find the sources for each chapter as well as detailed instructions for every Chapter Inquiry.



# CHAPTER OVERVIEW

The chapter overview gives you essential information about the chapter. Everything in this book also appears in your digital student account, along with the chapter narratives, Echoes, and multiple types of media.

**1 | Exploring the Distant Past**

An archaeologist unearthing an ancient tomb, Mriya, Egypt, 2020.

**CHAPTER QUESTION**  
How do we understand the prehistoric world?

**CHAPTER OBJECTIVES**

1. Describe the roles of historians, archaeologists, anthropologists, and geographers in understanding history.
2. Explain how early humans interacted with their environments.
3. Describe how the Neolithic Revolution changed life for humans.
4. Gather evidence from a variety of documents in order to support your claims in a class discussion about prehistoric cities.

**CHAPTER CONTENTS**

CHAPTER OVERVIEW	pg. 4
<b>PRIMARY AND SECONDARY SOURCES</b>	
World's Oldest Paints	pg. 8
Historical Reading Skill: Analyzing Artifacts	pg. 8
Lucy: The Beginnings of Humankind	pg. 10
Rock Painting of Neolithic Agriculture	pg. 11
Ruins of Ur	pg. 12
Stone Age Cities	pg. 13
Ruins of Catalhüyük	pg. 14
Was the Neolithic Revolution Good or Bad?	pg. 15
<b>CHAPTER INQUIRY</b>	pg. 16

**CHAPTER QUESTION and Objectives**

*"Suppose all these fitted together? Could they be parts of a single, extremely primitive skeleton? No such skeleton had ever been found—anywhere."*

—Donald Johanson and Maitland Edey, Lucy: The Beginnings of Humankind, 1981

## Chapter Question and Objectives

Refer to these high-level questions and goals when you need a reminder of how the sources and inquiry fit into the chapter as a whole.

## Chapter Contents

Sources in the narrative are listed before sources in the inquiry. If a source is used in both the narrative and inquiry, it will only appear once in this book.

**CHAPTER NARRATIVE**

	<b>HISTORY AND THE SOCIAL SCIENCES</b>   What methods can be used to understand history?
<b>Primary Source</b> World's Oldest Paints	<b>Media</b> Traverse 360: Archaeology 3D Object: Globe
	<b>THE PREHISTORIC AGE</b>   How did humans adapt to their environments in the Paleolithic period?
<b>Primary Source</b> Lucy: The Beginnings of Humankind	<b>Media</b> Flipbook: Unearthing Lucy Explainer Video: The Ice Ages
	<b>THE NEOLITHIC REVOLUTION</b>   How did the Neolithic Revolution transform human society?
<b>Primary Source</b> Rock Painting of Neolithic Agriculture	<b>Media</b> Hotspot: Catalhüyük Home Interior

**CHAPTER INQUIRY ROUTINE**

- 1. COMPELLING QUESTION**  
Did cities improve ancient societies?
- 2. SOURCE SET**
  - Ruins of Ur
  - Stone Age Cities
  - Ruins of Catalhüyük
  - Was the Neolithic Revolution Good or Bad?
- 3. INQUIRY AND RESEARCH SKILL**  
Gathering Evidence to Develop Claims
- 4. COMMUNICATING CONCLUSIONS**  
Analyze Multiple Perspectives: Participate in a Structured Academic Controversy to explore the Compelling Question in a small group. Half the students will be assigned Side A: Cities improved ancient societies. The other half will be assigned Side B: Cities did not improve ancient societies. Each side will prepare and present a claim and evidence gathered from at least two sources. Then you will come together to discuss how the evidence from multiple sources supports each claim. After the discussion, decide which side you agree with. You can also decide to take a position in the middle. Individually, you will submit a brief reflection that explains how you used the discussion and evidence from multiple sources to develop your claim.

## Chapter Narrative

This chapter-at-a-glance table allows you to make connections to the narrative sections and media, which are found entirely online.

## Chapter Inquiry Routine

Preview the steps you will take to complete the Chapter Inquiry. All inquiries include a Compelling Question, a source set, and an Inquiry Prompt. Some also feature skill lessons and simulations.

# SOURCES

Sources in each chapter are a part of the narrative, Chapter Inquiry, or both. In narratives, sources give additional information about the section topics. In Chapter Inquiries, the sources form source sets that you will use to complete each inquiry.

HISTORY AND THE SOCIAL SCIENCES | THE PREHISTORIC AGE | THE NEOLITHIC REVOLUTION | INQUIRY

**PRIMARY SOURCE**  
**ROCK PAINTING OF NEOLITHIC AGRICULTURE**

**Section Question:** How did the Neolithic Revolution transform human society?

**SOURCING INFORMATION**  
Genre: Painting | Creator: Unknown | Date: circa 2000 BCE

**BACKGROUND**  
This rock painting, found in Libya, depicts two human figures, a horse, and a tool likely used for agriculture. This painting, one of many in the area, shows both the cultural and agricultural advancements of the Neolithic period. Humans were not only revolutionizing food production but also they were creating art that expressed details about their lives.



**Online option**

**HISTORICAL READING SKILL | Analyzing Images and Artwork**  
Which of the following details in the painting represent agricultural advancements of the Neolithic period? Select the two correct answers.

A. two human figures  
B. a horse among human figures  
C. a horse that is very large compared to the size of the human figures  
D. a human figure riding a horse  
E. a farming tool with wheels being pushed by a human figure

PRIMARY AND SECONDARY SOURCES 11

## Source Tabs

These tabs make it clear if a source is in a narrative section, Chapter Inquiry, or both. If the source appears in the Chapter Inquiry, you will return to that source page when you work through the source set.

## Sourcing Information and Background

Knowing who created something, when, and why can help you understand and analyze the source.

## Skill Question

Practice social studies skills as you answer questions about the source.

**HISTORICAL READING SKILL**  
**ANALYZING PRIMARY SOURCES**

Primary sources are firsthand accounts or original materials of history that provide information about the experiences and ideas of people in that time period. Primary sources include journals, photographs, newspaper articles, letters, government documents, artifacts, music, and artwork. Analyzing a primary source involves making connections to information you have learned about the time period, identifying important details about who made the source, and assessing when, why, and for whom the source was created.

**1. CHECKLIST**

**Make observations.**

- What information is provided about the source?
  - i. the maker
  - ii. the date of creation
  - iii. the place of origin
  - iv. the intended audience (who it was created for)
  - v. the purpose (why it was created)
- What do you need to know about the historical context in order to analyze this primary source?

**Make inferences.**

- What inferences can you make about any missing sourcing information?
- What message is the maker trying to get across in this source? Is the message stated or implied?
- How does the maker's background, the purpose of the source, and its intended audience impact the source's message?
- What does this source suggest about the topic or time period under study?

**Go beyond.**

- What does this source exclude from the topic or time period under study?
- What other sources could you consult to infer missing information about the source?

**2. SKILL MODEL**

*Here's how one student uses the checklist to analyze Hammurabi's Code.*

**Make observations.**

- This source was written in the Old Babylonian Empire.
- It was created between 1755 and 1750 BCE.

**Make inferences.**

- These laws seem to be explaining the consequences for different crimes committed in the empire.
- This source suggests Hammurabi was a strict king because the crimes he lists have harsh punishments.

**Go beyond.**

- To determine if these laws are fair, I need to know more about what circumstances were like in the Old Babylonian Empire.
- I wonder how crimes were punished before there were clear laws written out.

**3. PRACTICE**

Use the checklist for Analyzing Primary Sources to analyze Hammurabi's Code. Use a table like the one below to record your observations in column 1, your inferences in column 2, and your questions in column 3. The first row has been completed for you as a model.

Make Observations	Make Inferences	Go Beyond
The source was written around 1750 BCE.	These laws describe strict punishments for crimes.	I wonder what life was like in the Old Babylonian Empire before these laws existed.

26 CHAPTER 2

# READING SKILL LESSONS

Reading Skill lessons teach you how to analyze sources. These lessons use a source in the chapter narrative to model the skill.

## Checklist

Each skill lesson includes a checklist with specific steps and questions that you will use to analyze that type of source.

## Skill Model

The skill model provides an example of a source analysis using the checklist.

## Practice

Each Reading Skill lesson ends with a chance to practice the skill using the steps from the checklist.

# CHAPTER INQUIRY

Each Chapter Inquiry is an opportunity to develop a claim based on evidence and to communicate that claim in a variety of ways. You will use a specific set of sources and the skills you are learning to complete each inquiry.

**CHAPTER INQUIRY**

**1 | COMPELLING QUESTION**

**COMPELLING QUESTION**  
What can we learn about Hindu or Buddhist societies from their beliefs about how the world began?

**BACKGROUND INFORMATION**  
What area and state do you live in? What about the neighborhood you live in or the school you attend? Think about the answers to these questions for yourself and other people who are important to you. All of this and much more make up your origin. There is a lot we can learn about a person from their origin. The same can be said about groups of people. Different groups of people and different religions have very different backgrounds, origins, and even beliefs about their origins. In this Chapter Inquiry, you will explore two different religions and their origin beliefs in order to determine what you can learn about these religions from their origin beliefs.

**SUPPORTING QUESTIONS**  
Use the Supporting Questions to prepare for the inquiry:  
• What are the beliefs in Hinduism and Buddhism about how the world began?  
• What makes Hindu and Buddhist beliefs about how the world began unique?  
• How are these beliefs similar?  
• How are these beliefs different?  
As you analyze the source set, gather information to add to your answers.

**GRAPHIC ORGANIZER**  
Track your ideas as you work through the source set. Complete one row for each source.

Source Title	What Does This Tell Us About Hindu/Buddhist Ideals	Evidence
The Hymns of the Rigveda		

**INQUIRY PROMPT**  
**Construct an Argument:** Write a paragraph responding to the Compelling Question. In your paragraph, use examples and details from multiple sources as evidence. Be sure to explain your reasoning of how those details help explain your answer. Before you turn in your paragraph, check for strengths and weaknesses in your explanations.

**2 | SOURCE SET**

<b>THE HYMNS OF THE RIGVEDA</b> Genre: Book Excerpt Author: Unknown (translated by Ralph T. H. Griffith) Date: 1500-1200 BCE PAGE 41	<b>"WHY THE WORLD, WHY THE UNIVERSE?" A BUDDHIST PERSPECTIVE</b> Genre: Essay Author: Paul van der Velden Date: 2016 PAGE 43
<b>HINDU CREATION STORIES</b> Genre: Article Creator: Traverso Date: 2022 PAGE 52	<b>THE PHILOSOPHY OF DEPENDENT ORIGINATION</b> Genre: Article Creator: Traverso Date: 2022 PAGE 54

CHAPTER INQUIRY 55

## Compelling Question

Each Chapter Inquiry starts with a Compelling Question. All the work you do in the inquiry will help you craft an evidence-based response to this question.

## Inquiry Prompt

Your task will vary from chapter to chapter. The Inquiry Prompt always appears on the first page of the Chapter Inquiry to guide your work.

## Source Set

The source set identifies which sources to use for your Chapter Inquiry. Remember that some sources were also part of the chapter narrative, so use the page numbers to locate them.

**3 | COMMUNICATING CONCLUSIONS**

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

**1. REVIEW AND DISCUSS**  
With your partner, review the Supporting Questions. Refer back to the details in the chapter as needed.  
• What are the beliefs in Hinduism and Buddhism about how the world began?  
• What makes Hindu and Buddhist beliefs about how the world began unique?  
• How are these beliefs similar?  
• How are these beliefs different?  
Then use your annotations and graphic organizer to discuss the Compelling Question and Inquiry Prompt with a partner.

**2. PLAN**  
Plan for your paragraph responding to the Compelling Question.

**3. RESPOND**  
Use your graphic organizer, the answers from your discussion with your peers, and your plan to respond to the Inquiry Prompt. An exemplary response meets the following criteria:  
• The response demonstrates a thorough understanding of Hindu and Buddhist beliefs and origin stories.  
• The response presents a clear explanation using strong reasoning, effective examples, and significant details.  
• The response includes relevant evidence gathered from multiple sources. Evidence is used effectively to develop a strong, persuasive claim.

**INQUIRY PROMPT**

**COMPELLING QUESTION**  
What can we learn about Hindu or Buddhist societies from their beliefs about how the world began?

**Construct an Argument:** Write a paragraph responding to the Compelling Question. In your paragraph, use examples and details from multiple sources as evidence. Be sure to explain your reasoning of how those details help explain your answer. Before you turn in your paragraph, check for strengths and weaknesses in your explanations.

56 CHAPTER 3

## Communicating Conclusions

After you've read and analyzed the inquiry sources, you will use the guidance in the Communicating Conclusions section to organize your response. These three steps will help you:

- Review your ideas.
- Organize your ideas into a plan.
- Craft your response to the Inquiry Prompt.

The Compelling Question and Inquiry Prompt are repeated here for easy reference as you prepare your response.

# INQUIRY AND RESEARCH SKILL LESSONS

Many Chapter Inquiries include an Inquiry and Research Skill lesson. These lessons will improve your ability to work with sources, conduct effective research, and craft successful responses.

**3 | INQUIRY AND RESEARCH SKILL**  
**EVALUATING PRIMARY SOURCES**

Examine the "Evaluating Primary Sources" episode of The Beat to understand how one group of students approaches the process of evaluating primary sources. Then read the definition and checklist that students discuss in the video.

**What does it mean to evaluate primary sources?**  
Primary sources are firsthand accounts or original materials of history that provide information about the experiences and ideas of people in that time period. When using a primary source, it is important to identify the source's strengths and limitations as evidence to answer your Compelling Question.

**Why is it important to evaluate a primary source?**  
Evaluating the strengths and limitations of a primary source helps you determine how to use the source as evidence to answer your Compelling Question. For example, you might find that a source includes some, but not all, evidence you need to answer your Compelling Question and needs to be paired with another relevant source to support your argument or explanation. Or you might find that the perspective represented in the source does not fully address your Compelling Question and requires you to adjust your claim or consider other evidence.

**1. CHECKLIST HOW DO YOU EVALUATE PRIMARY SOURCES?**

**Analyze the source's relevance as evidence to answer your Compelling Question:**

- What do you know about the source's maker, time period, purpose, intended audience, and perspective?
- How useful is this source in answering your Compelling Question?

**Analyze the source's credibility as evidence to answer your Compelling Question:**


- Is the evidence in this source supported by evidence in other sources?
- Is there anything about the maker's perspective, the source's purpose, or the intended audience that might impact its credibility?

**Evaluate the source's strengths and limitations for use in your Inquiry Response:**

- Strengths: What makes this source a strong fit for your Inquiry Response? Its credibility? Its relevance? Both?
- Limitations: After analyzing this source, what do you still need to know? How can you address any gaps by adjusting your claim or using additional sources?

**2. SOURCE**

Now it's time to practice evaluating primary sources with CUNEIFORM TABLET: CARAVAN ACCOUNT, the second item in your source set. Use the checklist for Evaluating Primary Sources to evaluate the source and fill in your graphic organizer. Then you'll examine a second episode of The Beat showing how the students used the checklist to evaluate the same source.



CHAPTER INQUIRY 37

## The Beat

Some skill lessons include The Beat, a video in which students practice Inquiry and Research Skills and model collaboration.

## Checklist

Each Inquiry and Research Skill includes a checklist that tells you how to practice the skill. Return to the checklist any time you need to use that skill.

## Source

Use the checklist to analyze some or all of your sources before returning to the skill lesson.

**3. SKILL MODEL**

Examine the second episode of The Beat to learn how the students used the checklist to evaluate the primary source "Cuneiform Tablet: Caravan Account."

Here is how one student took the conversation with their peers and used it to fill out a graphic organizer evaluating the source "Cuneiform Tablet: Caravan Account."

Source	Strengths	Limitations	How Could I Use This Source?
Cuneiform Tablet: Caravan Account	This source shows what writing looked like in Mesopotamia and also gives an example of what writing was used for. This was used to tell about a trading journey.	This does not give us information about who could read and write in this civilization or how useful writing was to most people.	I could use this source to support the idea that writing is an important factor for a civilization. This example shows how writing allowed people to record their histories.

**4. PRACTICE**

Use the checklist for Evaluating Primary Sources to complete the graphic organizer for the rest of the source set in this Chapter Inquiry.

**1 | COMMUNICATING CONCLUSIONS**

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

**1. REVIEW AND DISCUSS**

With your partner, review the Supporting Questions. Refer back to the details in the chapter as needed.

- What are some features that are necessary for a civilization's survival?
- How do these features help a civilization survive?

Then use your annotations and graphic organizer to discuss the Compelling Question and Inquiry Prompt with a partner.

**2. PLAN**

Plan for your paragraph by determining your argument in response to the Compelling Question and choosing quotes or details from one source. You may use this checklist to construct your argument.

- Review the sources to decide which is the most important feature of a civilization.
- Select quotes and details from a source that could serve as evidence to support your claim.
- Consider how this evidence supports your position.
- Write a paragraph in which you answer the Compelling Question and explain how the evidence from the source supports your claim about which feature of civilization is most important.

CHAPTER 2 38

## Skill Model

Using a source from the source set, the skill model provides an example of how you can apply the skill to the Chapter Inquiry.

## Practice

You will have opportunities to practice the skill right away as you work through the inquiry and develop your response.

# TABLE OF CONTENTS

## UNIT 1

### Ancient Civilizations

#### CHAPTER 1

pg. 4

#### Exploring the Distant Past | How do we understand the prehistoric world?

 **Historical Reading Skill:** Analyzing Artifacts

**Inquiry Compelling Question:** Did cities improve ancient societies?

 **Inquiry and Research Skill:** Gathering Evidence to Develop Claims

#### CHAPTER 2

pg. 20

#### Ancient Civilization in the Middle East | How did civilizations emerge and develop in the ancient Middle East?

 **Historical Reading Skill:** Analyzing Primary Sources

**Inquiry Compelling Question:** What is the most important feature of a civilization?

 **Inquiry and Research Skill:** Evaluating Primary Sources

#### CHAPTER 3

pg. 40

#### Ancient Civilization in Asia | How did civilization develop in ancient India and China?

 **Historical Reading Skill:** Analyzing Secondary Sources

**Inquiry Compelling Question:** What can we learn about Hindu or Buddhist societies from their beliefs about how the world began?

#### CHAPTER 4

pg. 57

#### Ancient Greece and the Hellenistic World | How has the cultural, political, and intellectual legacy of ancient Greece influenced the wider world?


**Inquiry Compelling Question:** Was Athenian democracy fair for everyone?

 **Inquiry and Research Skill:** Determining Helpful Sources

#### CHAPTER 5

pg. 71

#### Ancient Rome and the Byzantine Empire | What is the political, cultural, and religious legacy of ancient Rome?

 **Historical Reading Skill:** Analyzing Auditory and Video Sources

**Inquiry Compelling Question:** Was the Pax Romana actually a time of peace?

# UNIT 2

## Medieval Societies

### CHAPTER 6

pg. 92

#### Islamic Civilization and Medieval India

How did Islam influence the medieval world?

**Inquiry Compelling Question:** How did early Islamic medical innovations change the world?

### CHAPTER 7

pg. 107

#### Europe in the Medieval Period

What societal forces shaped the lives of medieval Europeans?

**Inquiry Compelling Question:** How did the Black Death change life for people in Europe?


### CHAPTER 8

pg. 122

#### Asia in the Medieval Period

What were the distinguishing features of East and Southeast Asian societies during the medieval period?

**Inquiry Compelling Question:** How common were women warriors in medieval Japan?

 **Inquiry and Research Skill:** Evaluating Secondary Sources

### CHAPTER 9

pg. 138

#### African Empires and Medieval Trade Networks

What role did trade play in the development of African civilizations?

**Inquiry Compelling Question:** How can we learn about Great Zimbabwe with limited artifacts or written records?

### CHAPTER 10

pg. 150

#### Pre-Columbian Americas

What are the distinct features of the pre-Columbian civilizations of the Americas?

**Inquiry Compelling Question:** Why has the Quechua language become more prominent in mainstream media?

 **Inquiry and Research Skill:** Exploring Evolving Interpretations

# UNIT 3

## The Early Modern World

### CHAPTER 11

#### The Renaissance

| How did the values of humanism shape Renaissance Europe?

pg. 168

⚙️ **Historical Reading Skill:** Analyzing Images and Artwork

**Inquiry Compelling Question:** What scientific achievement from the Italian Renaissance was most historically significant?

⚙️ **Inquiry and Research Skill:** Analyzing Historical Significance

### CHAPTER 12

#### The Reformation and the Scientific Revolution

| In what ways did the Reformation change life in Europe?

pg. 184

**Inquiry Compelling Question:** What role did the printing press play in the Protestant Reformation?

### CHAPTER 13

#### Global Interactions in the Americas and Africa

| How did European exploration during the early modern period impact the lives of people around the world?

pg. 202

⚙️ **Historical Reading Skill:** Analyzing Maps

**Inquiry Compelling Question:** How did enslaved Africans shape the culture of the Caribbean?

### CHAPTER 14

#### Global Interactions in Asia and the Pacific

| How did life in East and Southeast Asia change during the 16th through 18th centuries?

pg. 219

**Inquiry Compelling Question:** How should ancient historical sites, like the Great Wall, be preserved?

⚙️ **Inquiry and Research Skill:** Constructing Explanations

### CHAPTER 15

#### Absolutism and Constitutionalism in Europe

| How did absolutist monarchs shape Europe during the 17th century?

pg. 233

⚙️ **Historical Reading Skill:** Analyzing Time Lines

**Inquiry Compelling Question:** How did Louis XIV use art?

# UNIT 4

## Revolution, Industrialization, and Reform

### CHAPTER 16

pg. 252

#### The Enlightenment

| How did Enlightenment ideas change Europe?

**Inquiry Compelling Question:** Would Diderot accept a modern internet-based encyclopedia?

 **Inquiry and Research Skill:** Searching Effectively Online

### CHAPTER 17

pg. 270

#### Revolutions in North America and France

| What factors motivated the 18th-century revolutions in North America and in Europe?

 **Historical Reading Skill:** Analyzing Political Cartoons

**Inquiry Compelling Question:** Was the Seven Years' War a world war?

 **Inquiry and Research Skill:** Addressing Counterclaims

### CHAPTER 18

pg. 290

#### Independence and Abolition in Latin America

| What motivated Latin American independence and abolition movements?

**Inquiry Compelling Question:** What was the long-term impact of the post-colonial payments Haiti made to France?

### CHAPTER 19


pg. 302

#### The Industrial Revolution

| How did the Industrial Revolution change life in Europe?

 **Historical Reading Skill:** Analyzing Quantitative Data

**Inquiry Compelling Question:** How much did the Industrial Revolution change daily life for young people in Great Britain?

 **Inquiry and Research Skill:** Analyzing Change and Continuity

### CHAPTER 20

pg. 322

#### 19th-Century Revolutions and Reforms

| How did revolutions and reforms in the 19th century reshape Europe and America?

**Inquiry Compelling Question:** How effective was British educational reform in the 19th century?

### CHAPTER 21

pg. 339

#### The Emergence of Mass Society

| How did the second Industrial Revolution contribute to the emergence of mass society?

**Inquiry Compelling Question:** What role did industrialization play in the Meiji Restoration?

 **Inquiry and Research Skill:** Analyzing Cause and Effect

# UNIT 5

## Nation Building, Imperialism, and War

### CHAPTER 22

#### Nation Building and Imperialism in the Americas

How did independence from European rule impact life in Latin America and Canada?

pg. 360

**Inquiry Compelling Question:** How does dance contribute to a nation's identity?

### CHAPTER 23

#### Imperialism in Africa and the Middle East

How did states in Africa and the Middle East respond to European imperialism in the late 19th and early 20th centuries?

pg. 374

**Inquiry Compelling Question:** How did the Zulu people resist colonialism?

### CHAPTER 24

#### Imperialism in Asia and Oceania

How did European imperialism impact nations in Asia and the Pacific?

pg. 388

**Inquiry Compelling Question:** Why was education policy part of the Qing dynasty's Hundred Days of Reform?

### CHAPTER 25

#### World War I and the Russian Revolution

How did World War I change Europe?

pg. 402

**Historical Reading Skill:** Analyzing Propaganda

**Inquiry Compelling Question:** Why are historical perspectives on the Russian Revolution different?

**Inquiry and Research Skill:** Analyzing Historical Perspectives

Opening ceremony of the Suez Canal, 1869.



# UNIT 6

## Global Crises in the Mid-20th Century

### CHAPTER 26

#### The Interwar Period

How did the world change during the interwar period?

pg. 422

**Inquiry Compelling Question:** How can you use literature to title the 1920s?

### CHAPTER 27

#### The Rise of Authoritarianism in the Interwar Period

How did authoritarian governments impact countries in the interwar period?

pg. 439

**Inquiry Compelling Question:** Why does propaganda work?

### CHAPTER 28

#### The Holocaust

How did political and cultural conditions in Europe contribute to the Holocaust?

pg. 457

**Inquiry Compelling Question:** How did young people resist the Nazis in Germany?

### CHAPTER 29

#### World War II

How did World War II impact life around the world?

pg. 470

**Inquiry Compelling Question:** What were African soldiers' experiences of World War II?

**Inquiry and Research Skill:** Using Case Studies to Analyze Outcomes

U.S. B-25s flying near Italy during World War II.



# UNIT 7

## The Cold War Era

### CHAPTER 30

#### The Cold War Begins

| How did the Cold War change the political landscape of the world?

pg. 490

**Inquiry Compelling Question:** Why did Winston Churchill give his speech “The Sinews of Peace”?

**Inquiry and Research Skill:** Analyzing Relationships Between Sources

### CHAPTER 31

#### The Americas in the Cold War Era

| How did the Cold War impact life in the Americas?

pg. 505

**Inquiry Compelling Question:** How effective is the OAS at resolving conflicts between member states?

**Inquiry and Research Skill:** Reading Laterally

### CHAPTER 32

#### Asia in the Cold War Era

| How did the Cold War shape conflict in Asia?

pg. 518

**Inquiry Compelling Question:** How did architecture allow Japan to integrate the old and the new during the Cold War?

**Inquiry and Research Skill:** Identifying and Applying Disciplinary Lenses

### CHAPTER 33

#### End of the Cold War

| How did the Cold War end?

pg. 536

**Inquiry Compelling Question:** What brought Germany back together after the Cold War?

Soviet military parade, May 12, 1965.



# UNIT 8

## Developments in the Modern World

### CHAPTER 34

pg. 552

#### Independence Movements in Asia and Africa

How did Asia and Africa change after World War II?

**Inquiry Compelling Question:** What questions can we ask about Nigerian theater to understand how it reflects their independence?

 **Inquiry and Research Skill:** Constructing Compelling and Supporting Questions

### CHAPTER 35

pg. 570

#### Developments in the Modern Middle East

How did political conflicts impact the Middle East in the postwar era?

**Inquiry Compelling Question:** How much are sister cities an act of diplomacy?

 **Inquiry and Research Skill:** Communicating Conclusions

### CHAPTER 36

pg. 586

#### Latin America in the Late 20th Century

What developments occurred in Latin American societies after World War II?

**Inquiry Compelling Question:** Why was the transfer of the Panama Canal significant?

 **Inquiry and Research Skill:** Writing a Historical Argument

### CHAPTER 37

pg. 601

#### Human Rights and International Cooperation

How did people around the world respond to human rights struggles in the late 20th century?

**Inquiry Compelling Question:** How did the Inuit people in Canada take action to achieve their goals in the late 20th century?

 **Inquiry and Research Skill:** Assessing Options for Action

### CHAPTER 38

pg. 621

#### Globalization and the Digital Revolution

How have globalization and technology shaped the modern world?

**Inquiry Compelling Question:** How did humanitarian aid efforts impact Haiti after the earthquake of 2010?

 **Inquiry and Research Skill:** Critiquing and Improving Arguments

# PRIMARY AND SECONDARY SOURCES LIST

## Unit 1

### Ancient Civilizations

**N** Source appears in Chapter Narrative

**I** Source appears in Chapter Inquiry

#### CHAPTER 1

##### EXPLORING THE DISTANT PAST

<b>World's Oldest Pants</b> <b>N</b>	
Eric A. Powell (Article, 2014) .....	8
<b>Lucy: The Beginnings of Humankind</b> <b>N</b>	
Donald Johanson and Maitland Edey (Book Excerpt, 1981) .....	10
<b>Rock Painting of Neolithic Agriculture</b> <b>N</b>	
Unknown (Painting, circa 2000 BCE) .....	11
<b>Ruins of Ur</b> <b>I</b>	
George Rendel (Photograph, 1937) .....	12
<b>Stone Age Cities</b> <b>I</b>	
Gustav Milne (Article, 2016) .....	13
<b>Ruins of Çatalhöyük</b> <b>I</b>	
Paul Williams (Photograph, 2018) .....	14
<b>Was the Neolithic Revolution Good or Bad?</b> <b>I</b>	
Traverse (Article, 2022) .....	15

#### CHAPTER 2

##### ANCIENT CIVILIZATION IN THE MIDDLE EAST

<b>Hammurabi's Code</b> <b>N</b>	
Hammurabi (translated by Robert Francis Harper) (Document, 1755–1750 BCE) .....	25
<b>Behistun Inscription</b> <b>N</b>	
Darius I (translated by L. W. King and R. C. Thompson) (Engraving, circa 500 BCE) .....	27
<b>The Ten Commandments</b> <b>N</b>	
Unknown (translated by L. N. Dembitz) (Book Excerpt, Unknown) .....	28
<b>Champollion's Hieroglyphic Hand</b> <b>N</b>	
Jean-François Champollion (Document, 1822) .....	29
<b>The Sumerians: Their History, Culture, and Character</b> <b>I</b>	
Samuel Noah Kramer (Book Excerpt, 1963) .....	30
<b>Cuneiform Tablet: Caravan Account</b> <b>I</b>	
Unknown (Artifact, 1888–1876 BCE) .....	31
<b>Baths and Granary of Mohenjo-daro</b> <b>I</b>	
Werner Forman (Photograph, Unknown) .....	32
<b>The Evolution of Culture: The Development of Civilization to the Fall of Rome</b> <b>I</b>	
Leslie A. White (Book Excerpt, 1959) .....	33
<b>Stone Carving of Mesopotamian Feast</b> <b>I</b>	
Unknown (Artifact, 2600–2350 BCE) .....	34
<b>What Is Commensality? A Critical Discussion of an Expanding Research Field</b> <b>I</b>	
Håkan Jönsson, Maxime Michaud, and Nicklas Neuman (Article, 2021) .....	35

#### CHAPTER 3

##### ANCIENT CIVILIZATION IN ASIA

<b>The Indus Civilization</b> <b>N</b>	
Ernest Mackay (Book Excerpt, 1935) .....	45
<b>The Life of the Buddha</b> <b>N</b>	
Unknown (translated and edited by Bhikkhu Ñāṇamoli) (Book Excerpt, circa 100 BCE) .....	47
<b>Pan Chao: Lessons for Women</b> <b>N</b>	
Pan Chao (translated by Nancy Lee Swann) (Book Excerpt, 80 CE) .....	48
<b>The Analects</b> <b>N</b>	
Confucius (translated by Simon Leys) (Book Excerpt, 479–140 BCE) .....	49
<b>The Hymns of the Rigveda</b> <b>I</b>	
Unknown (translated by Ralph T. H. Griffith) (Book Excerpt, 1500–1200 BCE) .....	51
<b>Hindu Creation Stories</b> <b>I</b>	
Traverse (Article, 2022) .....	52
<b>“Why the World, Why the Universe?” A Buddhist Perspective</b> <b>I</b>	
Paul van der Velde (Essay, 2016) .....	53
<b>The Philosophy of Dependent Origination</b> <b>I</b>	
Traverse (Article, 2022) .....	54

#### CHAPTER 4

##### ANCIENT GREECE AND THE HELLENISTIC WORLD

<b>The Athenian Constitution</b> <b>N</b>	
Aristotle (translated by Frederic G. Kenyon) (Document, circa 325 BCE) .....	61
<b>Belling the Cat</b> <b>N</b>	
Aesop (translated by Joseph Jacobs) (Folktale, circa 600 BCE) .....	62
<b>Alexander and Bucephalus</b> <b>N</b>	
Plutarch (translated by Bernadotte Perrin) (Book Excerpt, circa 75) .....	63
<b>Athenian Democracy</b> <b>I</b>	
Peter John Rhodes (Book Excerpt, 2004) .....	64
<b>Ancient Greeks Voted to Kick Politicians Out of Athens If Enough People Didn't Like Them</b> <b>I</b>	
Megan Gannon (Article, 2020) .....	65
<b>Pottery Ostraka Identifying Themistocles</b> <b>I</b>	
Unknown (Artifact, 482 BCE) .....	66

#### CHAPTER 5

##### ANCIENT ROME AND THE BYZANTINE EMPIRE

<b>Friends, Romans, Countrymen, Lend Me Your Ears</b> <b>N</b>	
William Shakespeare (Drama, 1599) .....	76

<b>Roman Food</b> <b>N</b>	
Kevin Hicks, Squaducation (Video, 2015) .....	77
<b>Friends, Romans, Countrymen, Lend Us Your Toilets (Without Parasites)</b> <b>N</b>	
Rae Ellen Bichell (Article, 2016) .....	79
<b>Romans I, Revised Standard Version</b> <b>N</b>	
The Apostle Paul (Book Excerpt, circa 57).....	80
<b>The Code of Justinian</b> <b>N</b>	
Unknown (Book Excerpt, 533) .....	82

<b>Extent of the Roman Empire, 117 CE</b> <b>I</b>	
Traverse (Map, 2024).....	83
<b>What Did the Romans Ever Do for Us?</b> <b>I</b>	
Paul Krugman (Article, 2018).....	84
<b>Pax Romana</b> <b>I</b>	
Adrian Goldsworthy (Book Excerpt, 2016).....	85
<b>The Five Good Emperors</b> <b>I</b>	
Traverse (Article, 2022) .....	86

## Unit 2

### Medieval Societies

#### CHAPTER 6

#### ISLAMIC CIVILIZATION AND MEDIEVAL INDIA

<b>The Qur'an</b> <b>N</b>	
Unknown (translated by J. M. Rodwell) (Book Excerpt, Seventh century) .....	96
<b>Charta Rogeriana</b> <b>N</b>	
Muhammad al-Idrisi (Map, 1154).....	97
<b>The Damascus Room</b> <b>N</b>	
Unknown (Artifact, 1707) .....	98
<b>Two Poems</b> <b>N</b>	
Kabir (translated by Rabindranath Tagore) (Poetry, 15th century) .....	99
<b>Advances in Islamic Medicine and Hospitals</b> <b>I</b>	
Traverse (Article, 2022) .....	100
<b>Why Was the Islamic Golden Age of Science Golden?</b> <b>I</b>	
Sci Show (Video, 2020) .....	101
<b>The Nervous System (From Mansur's Anatomy)</b> <b>I</b>	
Mansur ibn Ilyas (Illustration, circa 1390) .....	102
<b>The Canon of Medicine</b> <b>I</b>	
Ibn Sina (translated by Hakeem Abdul Hameed et al.) (Book Excerpt, 1025) .....	103
<b>Medieval Islamic Surgical Tools</b> <b>I</b>	
Abu Qasim Khalaf ibn Abbas al-Zahrawi (Illustration, circa 1000) .....	104

#### CHAPTER 7

#### EUROPE IN THE MEDIEVAL PERIOD

<b>Letter to Abbot Fulrad</b> <b>N</b>	
Charles the Great (Correspondence, 804–811).....	111
<b>Magna Carta</b> <b>N</b>	
John, king of England (with Stephen Langton) (Document, 1215) .....	112
<b>A Medieval Lesson</b> <b>N</b>	
Agostino di Giovanni (Relief, 14th century).....	114
<b>The Expulsion of Jews from Spain</b> <b>N</b>	
Unknown (Illustration, 1915) .....	115
<b>The Decameron (excerpt 1)</b> <b>I</b>	
Giovanni Boccaccio (translated by W. K. Kelly) (Book Excerpt, 1349–1353) .....	116

<b>The Decameron (excerpt 2)</b> <b>I</b>	
Giovanni Boccaccio (translated by W. K. Kelly) (Book Excerpt, 1349–1353) .....	117
<b>The Decameron (excerpt 3)</b> <b>I</b>	
Giovanni Boccaccio (translated by W. K. Kelly) (Book Excerpt, 1349–1353) .....	118
<b>The Decameron (excerpt 4)</b> <b>I</b>	
Giovanni Boccaccio (translated by W. K. Kelly) (Book Excerpt, 1349–1353) .....	119

#### CHAPTER 8

#### ASIA IN THE MEDIEVAL PERIOD

<b>The Financial Affairs of Widows</b> <b>N</b>	
Yuan Tsai (translated by Patricia Ebrey) (Book Excerpt, 1179) .....	127
<b>The Pillow Book</b> <b>N</b>	
Sei Shonagon (translated by Ivan Morris) (Book Excerpt, circa 1000) .....	128
<b>Inheritance of Slave Status</b> <b>N</b>	
Kim Jong-seo, Jeong In-ji, et al. (translated by Hugh H. W. Kang and Edward Schultz) (Book Excerpt, 1392–1451) .....	129
<b>Standing Boar</b> <b>N</b>	
Unknown (Artifact, 14th century) .....	130
<b>The Female Warrior Hangaku</b> <b>I</b>	
Yoshitoshi Taiso (Illustration, circa 1885).....	131
<b>Samurai Women 1184–1877</b> <b>I</b>	
Stephen Turnbull (Book Excerpt, 2010).....	131
<b>The Naginata</b> <b>I</b>	
Traverse (Article, 2022) .....	133

#### CHAPTER 9

#### AFRICAN EMPIRES AND MEDIEVAL TRADE NETWORKS

<b>The Life and Struggles of Our Mother Walatta Petros</b> <b>N</b>	
Galawdewos (translated by Wendy Laura Belcher and Michael Kleiner) (Book Excerpt, 1672) .....	142
<b>Description of Timbuktu</b> <b>N</b>	
Leo Africanus (translated by John Pory) (Book Excerpt, 1526).....	143

<b>The Swahili City of Kilwa</b> <b>N</b>	
Georg Braun and Frans Hogenberg (Engraving, 1572) ....	144
<b>Zimbabwe's Rulers Use a Monument's Walls to Build a Legacy</b> <b>I</b>	
Norimitsu Onishi (Article, 2017) .....	145
<b>Evidence on Great Zimbabwe</b> <b>I</b>	
Traverse (Article, 2022) .....	146
<b>Soapstone Bird</b> <b>I</b>	
Unknown (Sculpture, 1000–1200).....	147

CHAPTER 10

**PRE-COLUMBIAN AMERICAS**

<b>Ancient Monuments of the Mississippi Valley</b> <b>N</b>	
Ephraim George Squier and Edwin Hamilton Davis (Book Excerpt, 1848).....	154

<b>Mother Culture, or Only a Sister?</b> <b>N</b>	
John Noble Wilford (Article, 2005) .....	155
<b>Fifth Sun: A New History of the Aztecs</b> <b>N</b>	
Camilla Townsend (Book Excerpt, 2019).....	156
<b>Feast of the Inca</b> <b>N</b>	
Felipe Guaman Poma de Ayala (Illustration, 1615).....	157
<b>Peru Airs News in Quechua, Indigenous Language of Inca Empire, for First Time</b> <b>I</b>	
Dan Collyns (Article, 2016) .....	158
<b>Renata Flores Interview</b> <b>I</b>	
AFPTV (Newscast, 2015) .....	159
<b>Google Gets More Multilingual, but Will It Get the Nuance?</b> <b>I</b>	
Franklin Briceño and Matt O'Brien (Article, 2022) .....	160
<b>Prime Minister Guido Bellido</b> <b>I</b>	
Angela Ponce (Photograph, 2021) .....	161

# Unit 3

## The Early Modern World

CHAPTER 11

**THE RENAISSANCE**

<b>Woman as Force in History</b> <b>N</b>	
Mary R. Beard (Book Excerpt, 1947).....	172
<b>The Prince</b> <b>N</b>	
Niccolò Machiavelli (translated by W. K. Marriott) (Book Excerpt, 1532).....	173
<b>Mona Lisa</b> <b>N</b>	
Leonardo da Vinci (Painting, 1503–1519) .....	174
<b>Letter to Giuliano de' Medici</b> <b>I</b>	
Galileo Galilei (translated by Edward Stafford Carlos) (Correspondence, 1610) .....	176
<b>Learning from Leonardo: Decoding the Notebooks of a Genius</b> <b>I</b>	
Fritjof Capra (Book Excerpt, 2013) .....	177
<b>Art and Anatomy of Renaissance Italy</b> <b>I</b>	
Domenico Laurenza (Book Excerpt, 2012).....	178
<b>Studies for the Libyan Sibyl</b> <b>I</b>	
Michelangelo Buonarroti (Artwork, 1510–1511).....	179

CHAPTER 12

**THE REFORMATION AND THE SCIENTIFIC REVOLUTION**

<b>Ninety-Five Theses</b> <b>N</b>	
Martin Luther (translated by Adolph Spaeth, et al.) (Document, 1517).....	189
<b>Thirty-Nine Articles of Religion</b> <b>N</b>	
Church of England (Document, 1563) .....	190
<b>Caroline Lucretia Herschel</b> <b>N</b>	
Eliza Youmans (Article, 1876) .....	192
<b>Brand Luther</b> <b>I</b>	
Andrew Pettegree (Book Excerpt, 2015).....	193
<b>The Ten Commandments by Martin Luther</b> <b>I</b>	
Unknown (Engraving, 1520) .....	195

<b>Satire on the Sale of Indulgences</b> <b>I</b>	
Matthias Gerung (Engraving, circa 1530).....	196
<b>Luther's Letter to the Mayors and Aldermen of All the Cities of Germany in Behalf of Christian Schools</b> <b>I</b>	
Martin Luther (translated by F. V. N. Painter) (Correspondence, 1524) .....	196
<b>Reformation and Society in Sixteenth-Century Europe</b> <b>I</b>	
Arthur Geoffrey Dickens (Book Excerpt, 1966) .....	198

CHAPTER 13

**GLOBAL INTERACTIONS IN THE AMERICAS AND AFRICA**

<b>The Chronicle of the Discovery and Conquest of Guinea</b> <b>N</b>	
Gomes Eanes de Azurara (translated by Charles Raymond Beazley and Edgar Prestage) (Book Excerpt, 1453) .....	206
<b>Casta Painting</b> <b>N</b>	
Unknown (Painting, 18th century) .....	207
<b>Voyages of Exploration and Colonial Empires</b> <b>N</b>	
Traverse (Map, 2024).....	208
<b>A Discourse upon Coins</b> <b>N</b>	
Bernardo Davanzati (translated by John Toland) (Speech, 1588).....	210
<b>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African</b> <b>N</b>	
Olaudah Equiano (Book Excerpt, 1789) .....	211
<b>African Influence on Caribbean Food and Beverages</b> <b>I</b>	
Traverse (Article, 2022) .....	212
<b>An African Work Song Recorded in Barbados</b> <b>I</b>	
Unknown (Song, Unknown).....	213
<b>From Afro-Cuban Rhythms to Latin Jazz</b> <b>I</b>	
Raul A. Fernandez (Book Excerpt, 2006) .....	214

<b>Afro-Caribbean Religions</b> <b>I</b>	
Nathaniel Samuel Murrell (Book Excerpt, 2010) .....	215
<b>Holy Week Gaga Ceremony</b> <b>I</b>	
Erika Santelices (Photograph, 2022) .....	216

CHAPTER 14

**GLOBAL INTERACTIONS IN ASIA AND THE PACIFIC**

<b>The Chaos of Empire: The British Raj and the Conquest of India</b> <b>N</b>	
Jon Wilson (Book Excerpt, 2016) .....	223
<b>Two Birds</b> <b>N</b>	
Bada Shanren (Painting, 1705) .....	224
<b>Precepts for Daily Life in Japan</b> <b>N</b>	
Kaibara Ekken (translated by Mary Evelyn Tucker) (Book Excerpt, 1708) .....	225
<b>Great Wall with Tourists</b> <b>I</b>	
Guang Niu (Photograph, 2008) .....	226
<b>The 2018 Jinshanling Great Wall International Marathon</b> <b>I</b>	
Hou Jiqing (Photograph, 2018) .....	226
<b>China's Great Wall Is Crumbling in Many Places; Can It Be Saved?</b> <b>I</b>	
Anthony Kuhn, Qiao Guohua, Xu Guohua, Dong Yaohui, Steve Inskeep (Radio Program, 2016) .....	227
<b>Great Wall of China to Establish Graffiti Area for Tourists</b> <b>I</b>	
Will Coldwell (Article, 2014) .....	228

## Unit 4

### Revolution, Industrialization, and Reform

CHAPTER 16

**THE ENLIGHTENMENT**

<b>The Social Contract</b> <b>N</b>	
Jean-Jacques Rousseau (translated by G. D. H. Cole) (Book Excerpt, 1762) .....	257
<b>The Wealth of Nations</b> <b>N</b>	
Adam Smith (Book Excerpt, 1776) .....	258
<b>Illustrations from <i>Cobwebs to Catch Flies</i></b> <b>N</b>	
Mrs. Lovechild (Illustration, 1783) .....	260
<b>Exchange of Letters between Maria Theresa and Joseph II</b> <b>N</b>	
Maria Theresa and Joseph II (translated by C. A. Macartney) (Correspondence, 1777) .....	261
<b>Encyclopedia (excerpt 1)</b> <b>I</b>	
Denis Diderot (translated by Philip Stewart) (Book Excerpt, 1755) .....	262
<b>Encyclopedia (excerpt 2)</b> <b>I</b>	
Denis Diderot (translated by Philip Stewart) (Book Excerpt, 1755) .....	263
<b>Encyclopedia (excerpt 3)</b> <b>I</b>	
Denis Diderot (translated by Philip Stewart) (Book Excerpt, 1755) .....	264

CHAPTER 15

**ABSOLUTISM AND CONSTITUTIONALISM IN EUROPE**

<b>Speech to the Troops at Tilbury</b> <b>N</b>	
Queen Elizabeth I (Speech, 1588) .....	238
<b>Introduction to <i>A Frenchman in Virginia</i></b> <b>N</b>	
Fairfax Harrison (Book Excerpt, 1923) .....	239
<b>Peter the Great Deals with a Rebellion</b> <b>N</b>	
Johann Georg Korb (translated by Count Charles MacDonnell) (Journal, 1698–1700) .....	240
<b>English Civil War, 1625–1660</b> <b>N</b>	
(Time Line, 2024) .....	241
<b>Art Patronage under Louis XIV</b> <b>I</b>	
Traverse (Article, 2022) .....	243
<b>Saint-Simon's Portrait of Louis XIV</b> <b>I</b>	
Duc de Saint-Simon (Book Excerpt, 1746) .....	244
<b>Louis XIV in Allegorical Armor</b> <b>I</b>	
Michel Molart (Relief, 1672) .....	245
<b>Portrait of Louis XIV</b> <b>I</b>	
Hyacinthe Rigaud (Painting, circa 1701) .....	246
<b>The Hall of Mirrors, Palace of Versailles</b> <b>I</b>	
Unknown (Photograph, 2011) .....	246

CHAPTER 17

**REVOLUTIONS IN NORTH AMERICA AND FRANCE**

<b>Bill of Rights</b> <b>N</b>	
James Madison (Document, 1789) .....	275
<b>The People under the Ancien Régime</b> <b>N</b>	
Unknown (Political Cartoon, Unknown) .....	276
<b>Declaration of the Rights of Man and of the Citizen</b> <b>N</b>	
The French National Assembly (translated by Caroline Warman) (Document, 1789) .....	278
<b>Political Confession of Faith</b> <b>N</b>	
Klemens von Metternich (translated by Mrs. Alexander Napier) (Correspondence, 1820) .....	280
<b>What Is a World War?</b> <b>I</b>	
Traverse (Article, 2022) .....	281
<b>Battle Sites of the Seven Years' War</b> <b>I</b>	
Traverse (Map, 2024) .....	282
<b>The Battle of Plassey</b> <b>I</b>	
Unknown (Illustration, 1890) .....	283
<b>Treaty of Paris (1763)</b> <b>I</b>	
Britain, France, and Spain (Document, 1763) .....	284
<b>Allegory of the Treaty of Hubertusburg</b> <b>I</b>	
Johann David Schleuen (Engraving, 1763) .....	285

CHAPTER 18

**INDEPENDENCE AND ABOLITION IN LATIN AMERICA**

**Reply of a South American to a Gentleman** **N**  
 Simón Bolívar (translated by Lewis Bertrand)  
 (Correspondence, 1815) ..... 294

**The Haitian Independence Debt** **I**  
 Traverse (Article, 2022) ..... 295

**The Root of Haiti’s Misery** **I**  
 Catherine Porter, Constant Méheut, Matt Apuzzo, and  
 Selam Gebrekidan (Article, 2022) ..... 296

**In Haiti, Two Sides and Bloodshed Between** **I**  
 DeNeen L. Brown (Article, 2004) ..... 297

**Amy Wilentz on Reparations for Haiti** **I**  
 Amy Wilentz and Jon Wiener (Podcast, 2022) ..... 298

**The Haitians** **I**  
 Jean Casimir (translated by Laurent Dubois)  
 (Book Excerpt, 2020) ..... 298

CHAPTER 19

**THE INDUSTRIAL REVOLUTION**

**Richard Arkwright’s Water Frame** **N**  
 Unknown (Illustration, 1878) ..... 307

**Spread of Railways in Four Selected Countries** **N**  
 Traverse (Graph, 2024) ..... 308

**Sadler Report on the Regulation of Child Labor** **N**  
 Matthew Crabtree and Michael Sadler  
 (Interview, 1832) ..... 310

**Oliver Twist** **N**  
 Charles Dickens (Book Excerpt, 1839) ..... 311

**Family Farm** **I**  
 Unknown (Illustration, 1835) ..... 312

**Education in Great Britain** **I**  
 British Information Services (Document, 1952) ..... 313

**Children Attending Schools, England** **I**  
 Traverse (Graph, 2024) ..... 314

**Love Conquered Fear** **I**  
 Auguste Hervieu (Illustration, 1840) ..... 315

**Coal Mining Children** **I**  
 Children’s Employment Commission Report  
 (Illustration, 1842) ..... 316

**Geological Map of England** **I**  
 John Emslie (Map, 1849) ..... 317

CHAPTER 20

**19TH-CENTURY REVOLUTIONS AND REFORMS**

**The Communist Manifesto** **N**  
 Karl Marx and Friedrich Engels (translated by  
 Samuel Moore) (Pamphlet, 1848) ..... 327

**General Instructions for the Members of Young  
 Italy** **N**  
 Giuseppe (Joseph) Mazzini (Book Excerpt, 1831) ..... 328

**German Flags Prior to Unification** **N**  
 William C. Roberston (Illustration, 1870) ..... 330

**Emancipation of the Russian Serfs** **N**  
 Alexander II (Document, 1861) ..... 331

**Factory Act of 1833** **I**  
 British Parliament (Document, 1833) ..... 332

**Letter on the Factory Act** **I**  
 Nassau William Senior (Correspondence, 1837) ..... 333

**Effectiveness of British Education Reform** **I**  
 Traverse (Article, 2022) ..... 334

**Field Lane Ragged Schools** **I**  
 Unknown (Engraving, 1871) ..... 335

CHAPTER 21

**THE EMERGENCE OF MASS SOCIETY**

**An Industrial View of River Irwell** **N**  
 Charles Roberts (Illustration, 1876) ..... 344

**On the Antiseptic Principle of the Practice of Surgery** **N**  
 Joseph Lister (Article, 1867) ..... 345

**The Social Question in France and the Founder of the  
 “Bon Marche”** **N**  
*Harper’s Weekly* (Article, 1880) ..... 346

**The Making of Modern Japan** **N**  
 Naoko Shimazu, Mark Ravina, and Rajan Datar  
 (Podcast, 2018) ..... 347

**Industrialization and Art during the Meiji Restoration** **I**  
 Traverse (Article, 2022) ..... 348

**Visit of the Empress to the Third National Industrial  
 Promotional Exhibition at Ueno Park** **I**  
 Yoshu (Hashimoto) Chikanobu (Illustration, 1889) ..... 349

**Arrival of the Emperor at Shinbashi Station Following a  
 Victory** **I**  
 Kobayashi Kiyochika (Illustration, 1895) ..... 350

**Court Ladies Sewing Western Dresses** **I**  
 Yoshu (Hashimoto) Chikanobu (Illustration, 1887) ..... 351

**Tehidoi Tsubushigata, Pressure from a Heavy Hand** **I**  
 Kobayashi Kiyochika (Illustration, circa 1904) ..... 352

# Unit 5

## Nation Building, Imperialism, and War

### CHAPTER 22

#### NATION BUILDING AND IMPERIALISM IN THE AMERICAS

<b>Facundo: Civilization and Barbarism</b> <b>N</b>	
Domingo Faustino Sarmiento (translated by Mary Tyler Peabody Mann) (Book Excerpt, 1845) .....	364
<b>Monroe Doctrine</b> <b>N</b>	
James Monroe (Document, 1823).....	365
<b>Historical, Cultural, and Social Contexts of Dance</b> <b>I</b>	
Traverse (Article, 2022) .....	366
<b>Origins of the Tango</b> <b>I</b>	
Traverse (Article, 2022) .....	367
<b>El Tango en Broadway</b> <b>I</b>	
Unknown (Poster, circa 1934) .....	369
<b>Tango World Championship 2015</b> <b>I</b>	
Omer Musa Targal (Video, 2015) .....	370
<b>Argentina Rediscovered Its African Roots</b> <b>I</b>	
Michael T. Luongo (Article, 2014) .....	371

### CHAPTER 23

#### IMPERIALISM IN AFRICA AND THE MIDDLE EAST

<b>General Act of the Berlin Conference</b> <b>N</b>	
Representatives of Great Britain, Austria-Hungary, Belgium, Denmark, France, Germany, Italy, The Netherlands, Portugal, Russia, Spain, Sweden-Norway, the Ottoman Empire, and the United States (Document, 1885).....	378
<b>Open Letter to King Leopold on the Congo Free State from George Washington Williams</b> <b>N</b>	
George Washington Williams (Correspondence, 1890) ...	379
<b>The History of the Suez Canal</b> <b>N</b>	
Zachary Karabell and Ari Shapiro (Interview, 2021) .....	380
<b>Early Resistance for Zulu Sovereignty</b> <b>I</b>	
Traverse (Article, 2022) .....	381
<b>Cetshwayo's Dutchman</b> <b>I</b>	
Cornelius Vijn (translated by J. W. Colenso) (Book Excerpt, 1880).....	382
<b>King Cetshwayo's Peace Messengers</b> <b>I</b>	
Godefroy Durand (Engraving, 1879) .....	383
<b>Zulu Victory at the Battle of Isandlwana</b> <b>I</b>	
Traverse (Article, 2022) .....	384
<b>The Ruin of Zululand</b> <b>I</b>	
Frances Ellen Colenso (Book Excerpt, 1885) .....	385

### CHAPTER 24

#### IMPERIALISM IN ASIA AND OCEANIA

<b>Treaty of Portsmouth</b> <b>N</b>	
Delegates from Japan and Russia (Document, 1905).....	392
<b>Execution of Rebellious Sepoys by the English</b> <b>N</b>	
Unknown (Illustration, 1900) .....	393
<b>Treaty of Nanjing</b> <b>N</b>	
Great Britain and China (Document, 1842) .....	394
<b>Emilio Aguinaldo Political Cartoon</b> <b>N</b>	
Louis Dalrymple (Political Cartoon, 1899).....	395
<b>China's Imperial Education System</b> <b>I</b>	
Traverse (Article, 2022) .....	396
<b>Liang Qichao</b> <b>I</b>	
Unknown (Photograph, 1927).....	397
<b>Renewing the People</b> <b>I</b>	
Liang Qichao (translated by Chester Tan) (Essay, 1902–1905) .....	398
<b>Imperial Decrees, 11th June</b> <b>I</b>	
<i>Peking Gazette</i> (Article, 1898) .....	398

### CHAPTER 25

#### WORLD WAR I AND THE RUSSIAN REVOLUTION

<b>Archduke of Sarajevo: The Romance and Tragedy of Franz Ferdinand of Austria</b> <b>N</b>	
Gordon Brook-Shepherd (Book Excerpt, 1914) .....	407
<b>Remember Belgium—Enlist To-day</b> <b>N</b>	
Unknown (Poster, 1915) .....	408
<b>Treaty of Versailles</b> <b>N</b>	
United States, Italy, France, Great Britain, Germany, et al. (Document, 1919) .....	410
<b>All-Ukrainian Peasant Congress on Ukrainian Autonomy</b> <b>N</b>	
All-Ukrainian Peasant Congress (Document, 1917) .....	411
<b>The Working Class under the Bolshevik Dictatorship</b> <b>I</b>	
Menshevik Central Committee (translated by Vladimir Brovkin) (Document, 1918) .....	412
<b>Perspectives on the Russian Revolution</b> <b>I</b>	
Traverse (Article, 2022) .....	413
<b>A Princess in Exile</b> <b>I</b>	
Marie, Grand Duchess of Russia (Book Excerpt, 1932) ...	414
<b>History of the Russian Revolution</b> <b>I</b>	
Leon Trotsky (translated by Max Eastman) (Book Excerpt, 1932).....	415

# Unit 6

## Global Crises in the Mid-20th Century

### CHAPTER 26

#### THE INTERWAR PERIOD

<b>The Dawes Plan</b> <b>N</b>	
The Dawes Committee (Document, 1924) .....	427
<b>Address to Nation about Mexico's Oil</b> <b>N</b>	
Lázaro Cárdenas (Speech, 1938) .....	428
<b>Resolutions Passed at the 1919 Pan-African Congress</b> <b>N</b>	
Pan-African Congress (Document, 1919).....	430
<b>Righteous Republic: The Political Foundations of Modern India</b> <b>N</b>	
Ananya Vajpeyi (Podcast, 2015) .....	431
<b>The Great Road: The Life and Times of Chu Teh</b> <b>N</b>	
Agnes Smedley (Book Excerpt, 1956) .....	432
<b>Literature as History</b> <b>I</b>	
Mario T. García (Book Excerpt, 2016).....	432
<b>What Influenced Literature of the 1920s?</b> <b>I</b>	
Traverse (Article, 2022) .....	433
<b>Envy</b> <b>I</b>	
Yuri Olesha (translated by Marian Schwartz) (Book Excerpt, 1927) .....	434
<b>Days in the Caucasus</b> <b>I</b>	
Banine (translated by Anna Thompson-Ahmadova) (Book Excerpt, 2021) .....	435
<b>Miss Sophia's Diary</b> <b>I</b>	
Ding Ling (Book Excerpt, 1927) .....	436

### CHAPTER 27

#### THE RISE OF AUTHORITARIANISM IN THE INTERWAR PERIOD

<b>Draft of Basic Plan for Establishment of Greater East Asia Co-Prosperty Sphere</b> <b>N</b>	
Total War Research Institute (Document, 1942).....	444
<b>Portrait of Joseph Stalin, Metro Station, Leningrad</b> <b>N</b>	
Unknown (Photograph, 1958) .....	446
<b>Haile Selassie's Appeal to the League of Nations</b> <b>N</b>	
Haile Selassie (translated by the Ethiopian Ministry of Information) (Speech, 1936).....	447
<b>Propaganda in Japan during the Interwar Years</b> <b>I</b>	
Traverse (Article, 2022) .....	448
<b>Manchukuo</b> <b>I</b>	
Ministry of Overseas Affairs (Poster, 1927) .....	450
<b>A Happy Worker Makes a Happy Home</b> <b>I</b>	
Labor Welfare Association (Poster, 1932).....	451
<b>National Defense and Resources Exposition</b> <b>I</b>	
Unknown (Poster, 1936) .....	452
<b>Rise, All Japanese Citizens!</b> <b>I</b>	
Imperial Rule Assistance Association (Poster, 1940) .....	453

### CHAPTER 28

#### THE HOLOCAUST

<b>Warsaw Ghetto Uprising</b> <b>N</b>	
Central Committee of the Jewish Labour Movement, the Jewish National Committee in Poland (Document, 1943).....	461
<b>Axis Rule in Occupied Europe</b> <b>N</b>	
Raphael Lemkin (Book Excerpt, 1944) .....	462
<b>Swing Youth</b> <b>I</b>	
Traverse (Article, 2022) .....	463
<b>The Invisibles Reveals How Some Jews Survived Nazi Germany by Hiding in Plain Sight</b> <b>I</b>	
Hanni Lévy, Barbara Schieb, Claus Räfle, Michael Müller, and Eleanor Beardsley (Radio Program, 2019)....	465
<b>The Girl Who Lived</b> <b>I</b>	
Franklin Foer (Article, 2018) .....	465
<b>Sophie Scholl and the White Rose</b> <b>I</b>	
Tanja B. Spitzer (Article, 2020) .....	466
<b>Third Pamphlet of the White Rose</b> <b>I</b>	
Hans Scholl and Alexander Schmorell (translated by student members of the White Rose Project, University of Oxford) (Pamphlet, 1942).....	467

### CHAPTER 29

#### WORLD WAR II

<b>Underground Station during the London Blitz</b> <b>N</b>	
Unknown (Photograph, 1940) .....	475
<b>Captives: Australian Army Nurses in Japanese Prison Camps</b> <b>N</b>	
Catherine Kenny (Book Excerpt, 1986) .....	475
<b>Opening Statement at Nuremberg</b> <b>N</b>	
Robert Jackson (Speech, 1945).....	476
<b>The Radio Broadcast That Ended World War II</b> <b>N</b>	
Thomas B. Allen and Norman Polmar (Article, 2015).....	478
<b>African Soldiers during World War II</b> <b>I</b>	
Traverse (Article, 2022) .....	479
<b>Our Allies, the Colonies</b> <b>I</b>	
British Commonwealth (Poster, 1939–1945).....	481
<b>"We Were Abandoned": The Kenyan Soldier Forgotten by Britain</b> <b>I</b>	
Jack Losh (Article, 2019) .....	481
<b>Demobilization of African Soldiers</b> <b>I</b>	
Traverse (Article, 2022) .....	482

# Unit 7

## The Cold War Era

### CHAPTER 30

#### THE COLD WAR BEGINS

<b>The Sinews of Peace (excerpt 1)</b> <span style="float:right">N I</span>	
Winston Churchill (Speech, 1946).....	494
<b>The Warsaw Security Pact</b> <span style="float:right">N</span>	
Albania, Bulgaria, Hungary, Germany, Poland, Romania, USSR, and Czechoslovakia (Document, 1955).....	495
<b>The Jones Project: Smuggling Nikita Khrushchev's Memoirs out of the USSR</b> <span style="float:right">N</span>	
Ross Ufberg (Article, 2016).....	496
<b>The Sinews of Peace (excerpt 2)</b> <span style="float:right">I</span>	
Winston Churchill (Speech, 1946).....	497
<b>Churchill's Iron Oratory</b> <span style="float:right">I</span>	
<i>The Guardian</i> (Article, 2006).....	498
<b>Churchill's Legacy</b> <span style="float:right">I</span>	
Alan Watson (Book Excerpt, 2016).....	499
<b>Iron Curtain: From Stage to Cold War</b> <span style="float:right">I</span>	
Patrick Wright (Book Excerpt, 2007).....	500

### CHAPTER 31

#### THE AMERICAS IN THE COLD WAR ERA

<b>Family in a Fallout Shelter</b> <span style="float:right">N</span>	
Unknown (Photograph, 1955).....	509
<b>Cuban Missile Range</b> <span style="float:right">N</span>	
U.S. Department of Defense (Document, 1962).....	510
<b>Jacobo Árbenz Speech on Resignation</b> <span style="float:right">N</span>	
Jacobo Árbenz (Speech, 1954).....	511
<b>The Formation of the OAS</b> <span style="float:right">I</span>	
Traverse (Article, 2022).....	512

### CHAPTER 32

#### ASIA IN THE COLD WAR ERA

<b>Quotations from Chairman Mao Tsetung</b> <span style="float:right">N</span>	
Mao Tsetung (Book Excerpt, 1972).....	523
<b>United Nations Forces in the Korean War</b> <span style="float:right">N</span>	
Australian Government Department of Veterans' Affairs (Article, 2022).....	524

#### Fighting in the Ring and Going to War in Vietnam N

NBC News (Video, 1967).....	525
<b>Alive in the Killing Fields: Surviving the Khmer Rouge Genocide</b> <span style="float:right">N</span>	
Nawuth Keat with Martha E. Kendall (Memoir, 2009).....	526
<b>Something Like an Autobiography</b> <span style="float:right">N</span>	
Akira Kurosawa (translated by Audie E. Bock) (Autobiography, 1982).....	527
<b>Government, Economy, and Architecture in Cold War Japan</b> <span style="float:right">I</span>	
Traverse (Article, 2022).....	528
<b>Japan's Castles</b> <span style="float:right">I</span>	
Oleg Benesch and Ran Zwigenberg (Book Excerpt, 2019).....	529
<b>Hiroshima Castle</b> <span style="float:right">I</span>	
Nobutoshi Akao (Photograph, Unknown).....	530
<b>Hiroshima Peace Memorial Park</b> <span style="float:right">I</span>	
New Zealand Transition (Photograph, Unknown).....	531
<b>Kenzo Tange's Olympic Complex</b> <span style="float:right">I</span>	
Robert Gilhooly (Photograph, 2021).....	531

### CHAPTER 33

#### END OF THE COLD WAR

<b>The Great Gamble</b> <span style="float:right">N</span>	
Gregory Feifer (Book Excerpt, 2009).....	541
<b>Gorbachev, in Finland, Disavows Any Right of Regional Intervention</b> <span style="float:right">I</span>	
Bill Keller (Article, 1989).....	542
<b>Road to Reunification: The Collapse of Communism in East Germany</b> <span style="float:right">I</span>	
Traverse (Article, 2022).....	543
<b>Protestors in East Germany</b> <span style="float:right">I</span>	
Hans-Peter Stiebing (Photograph, 1989).....	544
<b>"The Gates in the Wall Stand Open Wide." What Happened the Day the Berlin Wall Fell</b> <span style="float:right">I</span>	
Albinko Hasic (Article, 2019).....	545
<b>After the Fall of the Berlin Wall</b> <span style="float:right">I</span>	
Unknown (Photograph, 1989).....	546

# Unit 8

## Developments in the Modern World

### CHAPTER 34

#### INDEPENDENCE MOVEMENTS IN ASIA AND AFRICA

##### The Elephant Pass War Memorial in Sri Lanka **N**

Sunil Fernando, supported by Torin Chandrasekara and G. C. N. Perera (Relief, 2010) ..... 556

##### Jacques Foccart Dies at 83; Secret Mastermind in Africa **N**

Craig R. Whitney (Article, 1997) ..... 557

##### Congo Diary: Episodes of the Revolutionary War in the Congo **N**

Ernesto Che Guevara (Book Excerpt, 1997) ..... 558

##### Cultural Expression in Postcolonial Nigerian Theater **I**

Traverse (Article, 2022) ..... 559

##### Theatre and Postcolonial Desires **I**

Awam Amkpa (Book Excerpt, 2004) ..... 561

##### Nigerian Nobel Literature Winner Soyinka Celebrates 80 Years **I**

AFPTV (Video, 2014) ..... 562

##### The Gods Are Not to Blame **I**

Ola Rotimi (Drama, 1968) ..... 563

### CHAPTER 35

#### DEVELOPMENTS IN THE MODERN MIDDLE EAST

##### Balfour Declaration **N**

Arthur Balfour (Correspondence, 1917) ..... 575

##### The 1967 War **N**

Natan Sachs, Tamara Cofman Wittes, and Fred Dews (Podcast, 2017) ..... 576

##### 25 Years Later: Colin Powell Reflects on Lessons of Operation Desert Storm **N**

Colin Powell and David Martin (Newscast, 2016) ..... 577

##### Sister Cities **I**

Traverse (Article, 2022) ..... 578

##### Sister Cities of the Modern Middle East **I**

Traverse (Map, 2022) ..... 579

##### Jinan Park in Marmaris, Turkey **I**

Lilyana Vinogradova (Photograph, 2014) ..... 580

##### Sister Cities of Los Angeles **I**

Unknown (Photograph, Unknown) ..... 581

### CHAPTER 36

#### LATIN AMERICA IN THE LATE 20TH CENTURY

##### Landscape View of São Paulo, Brazil **N**

Mike Goldwater (Photograph, 1991) ..... 590

##### Chilean Exiles Adapt to Mexico but Think of Home **N**

Alan Riding (Article, 1975) ..... 591

##### The Return of the Panama Canal **I**

Traverse (Article, 2022) ..... 592

##### Story of Cities #16: How the U.S.-Run Canal Zone Divided Panama for a Century **I**

Drew Reed (Article, 2016) ..... 593

##### Students Holding Panamanian Flag at a Protest **I**

U.S. Department of State (Photograph, 1964) ..... 594

##### The Panama Canal Expansion: A Driver of Change for Global Trade Flows **I**

Rodolfo Sabonge (Report, 2014) ..... 595

##### Panama City Rising **I**

Tim Neville (Article, 2013) ..... 596

### CHAPTER 37

#### HUMAN RIGHTS AND INTERNATIONAL COOPERATION

##### Universal Declaration of Human Rights **N**

United Nations General Assembly (Document, 1948) .... 606

##### Seal Gut Skin with Figures and Umiq **N**

Unknown (Artifact, 19th century) ..... 607

##### Declaration of the World Conference on Sanctions against Racist South Africa **N**

United Nations Centre against Apartheid (Document, 1986) .. 608

##### Kosovo Crisis: Bill Clinton on NATO Attacks **N**

Bill Clinton (Speech, 1999) ..... 609

##### Declaration on the Rights of the Child **N**

United Nations General Assembly (Document, 1959) .... 610

##### Inuit People Reclaim Territory Using Sustained Action **I**

Traverse (Article, 2022) ..... 612

##### Eskimos Object to Mining Permits **I**

*The New York Times* (Article, 1976) ..... 613

##### On the Side of the Angels **I**

Jose Amaujaq Kusugak (Book Excerpt, 2020) ..... 614

##### Map of Nunavut **I**

Rainer Lesniewski (Map, 2018) ..... 615

##### Flag of Nunavut **I**

Typhoonski (Photograph, Unknown) ..... 616

### CHAPTER 38

#### GLOBALIZATION AND THE DIGITAL REVOLUTION

##### Remarks on the 10th Anniversary of the U.S.-Korea Free Trade Agreement **N**

Katherine Tai (Speech, 2022) ..... 625

##### Saudi Arabia Lifts Ban on Female Drivers **N**

Shannon Van Sant (Article, 2018) ..... 626

##### Eden Project, Cornwall, United Kingdom **N**

Phoebe Secker (Photograph, 2016) ..... 628

##### The History of Computing Is Both Evolution and Revolution **N**

Justin Zobel (Article, 2016) ..... 628

##### The Red Cross and Humanitarian Aid **I**

Traverse (Article, 2022) ..... 631

##### After the Earthquake in Haiti **I**

Independent Television News (Newscast, 2010) ..... 632

##### The NGO Republic of Haiti **I**

Kathie Klarreich and Linda Polman (Article, 2012) ..... 633

##### The Tech Used to Help in Haiti's Earthquake Recovery **I**

Alexis C. Madrigal (Article, 2011) ..... 634



# UNIT 5

## Nation Building, Imperialism, and War



**1850**

China's Qing dynasty is in decline.



1845

1865

**1885**

European leaders discuss the colonization of Africa at the Berlin Conference.

**1857**

Sepoys and British troops engage in armed conflict.



1885

Opening ceremony of the Suez Canal, 1869.

# ENDURING THEMES

## ECONOMICS AROUND THE WORLD

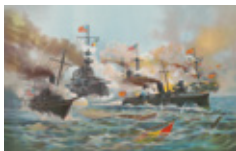
**How do societies work toward economic goals of stability, equity, and growth?**  
Empires stretched their influence in the 19th and early 20th centuries to the far reaches of the world. Many colonies seeking self-governance struggled to break free of the economic dependence on markets and trading opportunities that imperial rule created. Consider how leaders of nations around the world weighed the various economic uncertainties that independence would bring. How did different circumstances emerge over time and in different locations? What are some of the ongoing challenges to economic stability and growth?

## CHANGE

**How can powerful ideas change a nation's identity and history?**  
In the 19th and 20th centuries, many nations around the world faced the consequences of modernization and the widening influence of the West. As countries forged diplomatic arrangements for trade and mutual security, ideas of democracy and industrialization also spread. As you read, continue to consider how notions about government and industry influenced the Americas, Africa, Asia, and the Middle East. Which ideas proved influential during this era? How did different cultures interact with popular ideas and global trends?

## DIPLOMACY AND CONFLICT

**How do times of diplomacy and conflict differ, depending on perspective?**  
In an era of rising nationalism and imperialism, relationships between nations were called into question. Arrangements made for the expansion of empires could enact a heavy toll on subjects. The emergence of coalitions began before World War I, and complex military alliances soon escalated the brutal fighting across the globe. Pay attention to how relationships between nations were impacted by war, trade, and imperialism. In what ways did outcomes of the First World War change the relationships between nations?



**1898**  
The U.S. claims victory at the Battle of Manila Bay.



**1917**  
The Russian Communist Party establishes a new communist state.

1905

1925

**1896**  
The Ashanti fight against the British.



**1910**  
Revolution begins in Mexico.

**1914**  
The assassination of an archduke leads to World War I.

# 25

# World War I and the Russian Revolution



Weapons warehouse during World War I, Nottinghamshire, England.

## CHAPTER OVERVIEW



### CHAPTER QUESTION

How did World War I change Europe?

### CHAPTER OBJECTIVES

1. Identify the causes of World War I.
2. Describe the characteristics and main events of World War I, including the role of technology.
3. Assess the intentions, successes, and failures of the Paris Peace Conference.
4. Explain the changes that came to Russia as a result of the Russian Revolution.
5. Participate in a Socratic Seminar about why historical accounts of the Russian Revolution differ by analyzing historical perspectives and evaluating primary sources.

*“We cannot be separated in interest or divided in purpose. We stand together until the end.”*

—Woodrow Wilson, Fourteen Points, 1918

## CHAPTER CONTENTS

### CHAPTER OVERVIEW

pg. 402

### PRIMARY AND SECONDARY SOURCES

Archduke of Sarajevo: The Romance and Tragedy of Franz Ferdinand of Austria	pg. 407
Remember Belgium—Enlist To-day	pg. 408
Historical Reading Skill: Analyzing Propaganda	pg. 408
Treaty of Versailles	pg. 410
All-Ukrainian Peasant Congress on Ukrainian Autonomy	pg. 411
The Working Class under the Bolshevik Dictatorship	pg. 412
Perspectives on the Russian Revolution	pg. 413
A Princess in Exile	pg. 414
History of the Russian Revolution	pg. 415

### CHAPTER INQUIRY

pg. 416

## CHAPTER NARRATIVE



**WORLD WAR I BEGINS** | How did conditions in Europe contribute to the outbreak of World War I?

**Primary Source**

Archduke of Sarajevo: The Romance and Tragedy of Franz Ferdinand of Austria

**Media**

Hotspot: Bravo Belgium



**FIGHTING THE GREAT WAR** | What factors shaped the events of World War I?

**Primary Source**

Remember Belgium—Enlist To-day

**Media**

3D Object: World War I Tanks: Germany vs. Allies  
Quick Talk: Marie Curie



**END OF THE WAR** | What were the aims of the Paris Peace Conference, and what issues with lasting peace still lingered?

**Primary Source**

Treaty of Versailles

**Media**

Explainer Video: Mandate System  
Flipbook: Women of World War I



**RUSSIAN REVOLUTION** | What led to the Russian Revolution, and what were the results?

**Primary Source**

All-Ukrainian Peasant Congress on Ukrainian Autonomy

**Media**

Interactive Time Line: Tsar Nicholas II  
Explainer Video: Lenin's New Economic Policy

## CHAPTER INQUIRY ROUTINE

**1 COMPELLING QUESTION**

Why are historical perspectives on the Russian Revolution different?

**3 INQUIRY AND RESEARCH SKILL**

Analyzing Historical Perspectives

**2 SOURCE SET**

- The Working Class under the Bolshevik Dictatorship
- Perspectives on the Russian Revolution
- A Princess in Exile
- History of the Russian Revolution

**4 COMMUNICATING CONCLUSIONS**

**Analyze Multiple Perspectives:** Participate in a Socratic Seminar in which you discuss the Compelling Question using evidence from the sources. A Socratic Seminar is a discussion in which you and your peers work together to understand complex ideas by sharing evidence-based claims, asking questions to understand each other's ideas, and generating new ideas based on what you learn from one another. Before the Socratic Seminar, you will prepare a claim and supporting evidence from the sources. Afterward, you will submit a paragraph reflection in which you explain how the discussion deepened your understanding of the complex and interactive factors that shaped perspectives on the Russian Revolution.

## CHAPTER SUMMARY

### BACKGROUND

- In the second half of the 19th century, major political changes strained the Concert of Europe—a series of diplomatic agreements to maintain peace and a balance of power after the fall of Napoleon. Italy and Germany unified after nationalist wars and spurred senses of nationalism in the region.
- European powers began to push for control of colonies in Africa, Asia, and the Middle East, which led to increasing tensions among nations.
- These imperialist and nationalist tensions would continue to build until 1914, when conflict in the Balkans would result in World War I, ending the Concert of Europe and forever changing the face of European politics.

By the early 20th century, Europe had become consumed by imperial and economic rivalry and a growing sense of **militarism**. In this atmosphere of tension, nations formed **alliance systems** for mutual protection against competing nations. Formed for security, these alliances increased the likelihood that regional conflicts could escalate into large-scale war. In the Balkans, fierce nationalism inspired by **Pan-Slavism** and hostility between Russia and Austria-Hungary created a situation so tense it was called the “Balkan powder keg.” The situation exploded in 1914, when Serbian **Gavrilo Princip** assassinated **Archduke Franz Ferdinand**. Austria-Hungary declared war on Serbia, triggering a series of alliances that mobilized nations across Europe. Soon the **Central powers** and the **Allied powers** were at war.

The brutal fighting in the Great War, later called **World War I**, was characterized by new wartime technologies and **trench warfare**. The conflict lasted four years. Most of the fighting took place in Europe, but the war became a global conflict, with fighting around the world. The United States first remained neutral but entered the war after Germany sank the

*Lusitania* and three American ships. A proposed Mexican-German alliance was also instrumental in the decision of the U.S. to enter the war. The United States’ entry boosted Allied morale and helped secure victory, and on November 11, 1918, the **armistice** established a truce. Creating a framework for lasting peace would be difficult. American president Woodrow Wilson’s **Fourteen Points** plan proposed the idea for a **League of Nations** and focused on **self-determination**, an inspiring concept for colonial independence movements but an open question for Europe’s imperialist goals.

In January 1919, 30 nations attended the **Paris Peace Conference** at Versailles. Disputes over how to treat Germany made agreements difficult to reach. The eventual **Treaty of Versailles** placed all the blame on Germany and forced the Germans to pay reparations. A **mandate system** divided Germany’s former territories among the Allies. The war and its aftermath reshaped global politics. European resources were drained, and the United States gained power. Empires collapsed and countries reeled from mass casualties, caused also by the **1918 influenza pandemic**. The devastation challenged the previously optimistic view of European society, and in some areas of Europe, resentment grew.

In Russia before the war, the peasants and the working class rebelled, and though **Tsar Nicholas II** established the **Duma** to support them, he later dissolved it for fear of losing power. **Grigori Rasputin’s** influence on the royal family only worsened the public’s mistrust. In 1917, with the Great War ongoing, the tsarist government collapsed. **Alexander Kerensky** led a provisional government while two socialist revolutionary groups vied for power: the Marxist **Bolsheviks**, or **soviets**, and the more moderate **Mensheviks**. In 1918, the Bolsheviks, led by **Vladimir Lenin**, claimed power and signed the **Treaty of Brest-Litovsk**, leaving the war. Aided by **Leon Trotsky’s** military leadership and the **Cheka**, the Bolsheviks had total control of Russia by 1921. A year later, Lenin’s new Communist Party established the Union of Soviet Socialist Republics, or USSR.

## CHAPTER VOCABULARY

### 1918 influenza pandemic

worldwide outbreak of the influenza virus that began in the last year of World War I

### Alexander Kerensky

Russian revolutionary who led the provisional government after Tsar Nicholas II abdicated the throne

### alliance system

19th-century attempt by European heads of state to partner with one another to ensure peace

### Allied powers (World War I)

a military group comprising Britain, France, Russia, Belgium, Greece, Japan, and Portugal



Franz Ferdinand.

### Armenian Genocide

the mass killing of Armenian people living in the Ottoman Empire by the Young Turk dictatorship during World War I

### armistice

an agreement between opposing forces to cease fighting

### Bolshevik

a member of the radical Marxist party led by Vladimir Lenin; used violent uprising to overthrow the Russian government

### Central powers

a military group comprising Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria

### Cheka

a Soviet police force formed to suppress anti-Bolshevik activity

### David Lloyd George

British prime minister who served in the late stages of World War I, from 1916 to 1922

### Duma

the Russian legislative assembly that met until 1917

### Fourteen Points

a speech to the U.S. Congress by President Woodrow Wilson that outlined conditions for peace after World War I

### Franz Ferdinand

presumed successor to the emperor of the Austro-Hungarian Empire; assassinated by Serbian nationalist Gavrilo Princip in 1914

### Gavrilo Princip

Serbian nationalist who assassinated Archduke Franz Ferdinand in Sarajevo

### Georges Clemenceau

French diplomat whose negotiations at the Paris Peace Conference led to the Treaty of Versailles

### Grigori Rasputin

a Russian Orthodox mystic and self-styled holy man who advised Tsarina Alexandra during World War I

### League of Nations

an intergovernmental organization established after World War I whose principal goal was to maintain world peace



The first meeting of the League of Nations, 1920.

### Leon Trotsky

Soviet military leader, activist, and revolutionary who planned the October Revolution and organized the Red Guard

### Lusitania

a British passenger ship sunk by German U-boats in May 1915

### mandate system

the division of German-controlled territories among Allied nations in the aftermath of World War I

### Menshevik

a member of the Marxist party that favored gradual and moderate reforms of Russia's political system during the revolution

### militarism

an enthusiasm for the military as evidenced by an increase in military spending, the growth of military forces and equipment, and the military's influence on domestic policies



U.S. troops marching in New York, 1917.

### New Economic Policy

a system installed in Soviet Russia by Lenin that combined socialist wealth redistribution with state-controlled free-market capitalism

### Pan-Slavism

a 19th-century movement that sought to unite Eastern Europe's Slavic people in pursuit of common cultural and political objectives

### Paris Peace Conference

the meeting to negotiate the peace terms at the end of World War I; held at Versailles from early 1919 until early 1920

**propaganda**

biased information used to promote a particular point of view or manipulate public opinion; often transmitted by government authorities and the press

**Schlieffen Plan**

a German war strategy for the rapid defeat of France; developed in the lead-up to World War I

**self-determination**

the belief that nations should determine and set their own laws and control their relations with other nations

**soviet**

a political council of workers responsible for governing in the Soviet Union

**Treaty of Brest-Litovsk**

1918 agreement between Russia and Germany that ended Russian participation in World War I

**Treaty of Versailles**

formal agreement that established peace with Germany following World War I; signed by Germany, the United Kingdom, France, and Italy on June 28, 1919

**trench warfare**

a situation in which armies launch attacks from deep, protective ditches; common during World War I

**Tsar Nicholas II**

the last emperor of Russia; killed after the October Revolution

**Tsarina Alexandra**

the wife of Tsar Nicholas II; killed during the Russian Revolution along with her husband and children

**Vladimir Lenin**

the founder of the Russian Communist party who led the country after the Bolshevik revolution

**World War I**

also known as the Great War; a global conflict waged between 1914 and 1918



Vladimir Lenin, Russian communist leader, giving a speech in 1919.

# PRIMARY AND SECONDARY SOURCES

🔗 Online option

Follow your teacher's directions for completing this activity.

WORLD WAR I BEGINS

FIGHTING THE GREAT WAR

END OF THE WAR

RUSSIAN REVOLUTION

INQUIRY

PRIMARY SOURCE

## ARCHDUKE OF SARAJEVO: THE ROMANCE AND TRAGEDY OF FRANZ FERDINAND OF AUSTRIA

Please be advised that the following source contains graphic descriptions of violence.



**Section Question:** How did conditions in Europe contribute to the outbreak of World War I?



### SOURCING INFORMATION

**Genre:** Book Excerpt

**Author:** Gordon Brook-Shepherd

**Date:** 1914

### BACKGROUND

In his book on Archduke Franz Ferdinand, biographer Gordon Brook-Shepherd quotes this first-person account by Count Franz von Harrach of the assassination of the archduke and his wife, Sophie. Harrach was an officer in the Austrian army. The assassination took place in the city of Sarajevo, Bosnia, and is generally regarded as the initial catalyst leading to the outbreak of World War I.

As the car quickly reversed, a thin stream of blood spurted from His Highness's mouth onto my right cheek. As I was pulling out my handkerchief to wipe the blood away from his mouth, the Duchess cried out to him, "In Heaven's name, what has happened to you?" And at that she slid off the seat and lay on the floor of the car, with her face between his knees.

I had no idea that she too was hit and thought she had simply fainted with fright. Then I heard His Imperial Highness say, "Sopherl, Sopherl,<sup>1</sup> don't die. Stay alive for

the children!" At that, I seized the Archduke by the collar of his uniform, to stop his head dropping forward and asked him if he was in great pain. He answered me quite distinctly, "It is nothing!"

His face began to twist somewhat but he went on repeating, six or seven times, ever more faintly as he gradually lost consciousness, "It's nothing!" Then, after a short pause, there was a violent choking sound caused by the bleeding. It stopped as we reached the Konak.<sup>2</sup>

<sup>1</sup>Sopherl: a variation of the name Sophie

<sup>2</sup>Konak: the residence of Franz Ferdinand's family in Sarajevo

🔗 Online option



### HISTORICAL READING SKILL | Analyzing Primary Sources

Which of the following messages was Count Franz von Harrach trying to convey in his account of the assassination?

- A. Sophie's immediate thoughts were for the safety and welfare of her children.
- B. Sophie was in shock and fainted after seeing her husband shot.
- C. The archduke was brave and selfless in his last moments of life.
- D. The archduke held Sophie in his arms until they reached the Konak.

## PRIMARY SOURCE WITH HISTORICAL READING SKILL

## REMEMBER BELGIUM—ENLIST TO-DAY

## SOURCING INFORMATION

**Genre:** Poster**Artist:** Unknown**Date:** 1915

## BACKGROUND

This World War I propaganda poster was published by the Parliamentary Recruiting Committee in Great Britain in 1915. The British government used the poster to persuade volunteers to enlist in the British army by depicting atrocities committed by the Germans during their 1914 invasion of Belgium.



**Section Question:** What factors shaped the events of World War I?



## HISTORICAL READING SKILL

## ANALYZING PROPAGANDA

You just learned about the tactics and technology employed during World War I. You are about to analyze British propaganda from World War I used to maintain support for the war.

People in power create propaganda to persuade an audience to think or do things that advance the goals of a particular person or group, such as the government, a company, or a leader. Propaganda can be shared through posters, leaflets, advertisements, television, radio, film, or digital media. Historians study propaganda to understand and draw conclusions about how people's ideas and opinions were influenced during a particular time period.

## 1. CHECKLIST



### Make observations.

- What information is provided about the propaganda, such as the propagandist who made it, its date, or its intended audience?
- What do you need to know about the historical context in order to analyze this propaganda?
- What techniques did the propagandist use, such as slogans, oversimplifications, appeals to emotions, appeals to personal or universal values, attacks on opponents, or exaggeration?



### Make inferences.

- What was the propagandist trying to persuade people to think or do? How might this propaganda have been used as a tool for manipulation?
- How might the context or circumstances surrounding the creation of this propaganda impact its message, purpose, or trustworthiness?
- What does this piece of propaganda tell you about the ideas and opinions of people at the time?



### Go beyond.

- What new questions do you have about people's ideas, opinions, or experiences during this time period after analyzing this propaganda?
- What information or ideas are missing or not represented by this piece of propaganda?
- What sources or historical evidence could help answer your questions?

## 2. SKILL MODEL

Here's how one student uses the checklist to analyze "Remember Belgium—Enlist To-day."



### Make observations.

- *I can see a woman and child running away from what looks like a dangerous situation.*
- *I need to know that Germany invaded Belgium, a neutral country, to understand why the poster is asking me to remember it.*



### Make inferences.

- *I can infer the propagandist wants readers to think they can avenge the people of Belgium by enlisting.*
- *I think the people of Britain wanted to see themselves as defending innocent people, not British territory.*



### Go beyond.

- *I wonder if Austro-Hungarian propaganda asked citizens to remember Franz Ferdinand.*
- *I wonder if these posters actually increased the number of volunteers.*

Online option

## 3. PRACTICE

Use the checklist for Analyzing Propaganda to analyze "Remember Belgium—Enlist To-day." Use a table like the one below to record your observations in column 1, your inferences in column 2, and your questions in column 3. The first row has been completed for you as a model.

Make Observations	Make Inferences	Go Beyond
<i>I can see that women and children needed protection.</i>	<i>I think the people of Britain wanted to feel like the defenders in World War I.</i>	<i>I wonder if propaganda increased enlistment numbers.</i>

## PRIMARY SOURCE

## TREATY OF VERSAILLES



**Section Question:** What were the aims of the Paris Peace Conference, and what issues with lasting peace still lingered?



## SOURCING INFORMATION

**Genre:** Document | **Signatories:** United States, Italy, France, Great Britain, Germany, et al.

**Date:** 1919

## BACKGROUND

The Treaty of Versailles was signed by representatives of 32 countries on June 28, 1919, outside of Paris, officially ending World War I. The Allied powers of the United States, Italy, France, and Great Britain dominated the creation of the peace agreement, forcing Germany to assume all responsibility for the war and to pay reparations.

## PART VIII. REPARATION.

## SECTION I

## GENERAL PROVISIONS

## ARTICLE 231.

The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.

## ARTICLE: 232.

The Allied and Associated Governments recognise that the resources of Germany are not adequate, after taking into account permanent diminutions of such resources which will result from other provisions of the present Treaty, to make complete reparation for all such loss and damage.

The Allied and Associated Governments, however, require, and Germany undertakes, that she will make compensation for all damage done to the civilian population of the Allied and Associated Powers and to

their property during the period of the belligerency<sup>1</sup> of each as an Allied or Associated Power against Germany by such aggression by land, by sea and from the air, and in general all damage as defined in Annex I hereto.

In accordance with Germany's pledges, already given, as to complete restoration for Belgium, Germany undertakes, in addition to the compensation for damage elsewhere in this Part provided for, as a consequence of the violation of the Treaty of 1839,<sup>2</sup> to make reimbursement of all sums which Belgium has borrowed from the Allied and Associated Governments up to November 11, 1918, together with interest at the rate of five per cent (5) per annum on such sums. This amount shall be determined by the Reparation Commission, and the German Government undertakes thereupon forthwith to make a special issue of bearer bonds to an equivalent amount payable in marks gold, on May 1, 1926, or, at the option of the German Government, on the 1st of May in any year up to 1926. Subject to the foregoing, the form of such bonds shall be determined by the Reparation Commission. Such bonds shall be handed over to the Reparation Commission, which has authority to take and acknowledge receipt thereof on behalf of Belgium.

<sup>1</sup>belligerency: the state of being at war

<sup>2</sup>Treaty of 1839: recognized Belgium as an independent and neutral nation

 Online option


## HISTORICAL READING SKILL | Analyzing Primary Sources

Determine whether each item is supported (S) or not supported (N) by evidence in the text.

1. The Reparation Commission has until May 1, 1920, to define the amount of damage caused by Germany.
2. Germany will compensate for all damages done to the civilian population of the Allied Nations and Associated Powers.
3. This section of the treaty includes the formation of a League of Nations.
4. A Reparation Commission will draw up a schedule of payments.
5. The Reparation Commission will decide the amount of the damage for which compensation has to be made.
6. Germany can appeal any part of this agreement.

## PRIMARY SOURCE

## ALL-UKRAINIAN PEASANT CONGRESS ON UKRAINIAN AUTONOMY

**Section Question:**

What led to the Russian Revolution, and what were the results?

**SOURCING INFORMATION**

**Genre:** Document

**Author:** All-Ukrainian Peasant Congress

**Date:** 1917

**BACKGROUND**

In June 1917, following the February Revolution in the Russian Empire, delegates from across Ukraine met in Kyiv. Members elected a 133-member All-Ukrainian Peasant Congress, who passed this resolution calling for greater Ukrainian autonomy and a more democratic Russian state. The English translation of this document is taken from *The Russian Provisional Government 1917*, a collection of government documents compiled by Alexander Kerensky, a Russian lawyer and revolutionary.

Having heard a report on negotiations between the delegation of the Ukrainian Central Rada<sup>1</sup> and the Russian Provisional Government, the First All-Ukrainian Peasant Congress acted as follows:

1. It resolved to join the Ukrainian Central Rada in its solicitation stated in its declaration and to demand of the Provisional Government the immediate satisfaction of these solicitations.
2. Taking into consideration the fact that the region can be saved from ruin only by the establishment in Russia of a federative-democratic republic with the national and territorial autonomy of the Ukraine and a guarantee of rights to national minorities, the Congress commissioned the Ukrainian Central Rada in conjunction with the All-Ukrainian Rada of Peasants' Deputies: a) to work out immediately a proposal for a statute on the autonomy of the Ukraine and a federative-democratic organization of the Russian republic; b) to convene immediately a congress of representatives from other peoples and regions who aspire to federative-democratic order; c) to exert all efforts to hasten the organization of a Ukrainian territorial assembly.
3. The Congress resolved that all self-governments and institutions in our Ukraine must be immediately Ukrainianized. Consequently it invites all public (peasant, zemstvo, and other) organizations and administrative institutions, as well as military organizations of the Ukraine, to come to the aid of the Ukrainian Central Rada and All-Ukrainian Rada of Peasants' Deputies in preliminary work for the autonomous order in the Ukraine.

<sup>1</sup>Rada: a council, assembly, or parliament of representatives

**Online option****HISTORICAL READING SKILL | Analyzing Primary Sources**

Determine whether each item is a demand (D) of the First All-Ukrainian Peasant Congress or a proposed action (A) it wants the Ukrainian Central Rada to take.

1. autonomy for Ukraine
2. draft a statement on autonomy
3. recognition of Ukrainian territory
4. invite all public organizations to work towards Ukrainian autonomy
5. convene a congress of representatives from other regions interested in democracy
6. recognition of minority rights

## PRIMARY SOURCE

## THE WORKING CLASS UNDER THE BOLSHEVIK DICTATORSHIP



**Close Reading:** Identify the Menshevik Central Committee's central claim about Leninist Russia, and explain the evidence used to support it.



## SOURCING INFORMATION

**Genre:** Document

**Author:** Menshevik Central Committee (translated by Vladimir Brovkin)

**Date:** 1918

## BACKGROUND

Written during the start of the Russian Civil War, this 1918 Menshevik Central Committee report to the Second International and Western Socialist parties highlights the repressive policies of Vladimir Lenin's Soviet Communist government, which took control of the country in 1917. The Menshevik Party, like the Bolsheviks, contained members of the socialist proletariat but felt they were being silenced by Lenin's monopolization of communication.

News of what is really happening in Russia reaches Western Europe with great difficulty. This news is often incomplete and even distorted. The Bolshevik authorities have monopolized all means of communication and do everything they can to present to Western Europe, especially the international proletariat,<sup>1</sup> the "Soviet Republic" as a flourishing Socialist oasis amid the desert of the world war, a country in which socialism has been half-realized and in which the working class has won political hegemony.<sup>2</sup> That is why the European Socialist parties have seriously misjudged the situation in Russia. They perceive the Bolshevik rule in a way that has nothing to do with how this rule manifests itself within Russia.

Under these circumstances we consider it our debt of honor, dictated to us by our Socialist conscience, to bring to the attention of our West European comrades and brothers the true picture of what is happening in Russia. It is our duty to show how this supposedly Socialist government brings disgrace on the very word *socialism* and discredits the proletariat in whose name it performs its outrages and whose will it ostensibly fulfills. The international proletariat must be familiar with the true state of affairs in Russia both in the interests of its own struggle and in the interests of the Russian Revolution and the Russian working class.

<sup>1</sup>proletariat: members of the working class

<sup>2</sup>hegemony: the dominance of one party's economic or political ideologies over another's

 Online option


## INQUIRY AND RESEARCH SKILL | Analyzing Historical Perspectives

Match the correct sourcing information to each source analysis element. Then, considering the Compelling Question, explain the significance of each element.

## Source Analysis Element

1. date of creation
2. creator
3. audience
4. what this source provides
5. what this source does not provide

## Sourcing Information

- A. the Second International and Western Socialist parties
- B. 1918
- C. Menshevik Central Committee
- D. evidence that supports the claims being made by the Menshevik Central Committee
- E. the idea that alternative perspectives to Russia's leadership existed in significant numbers

## SECONDARY SOURCE

## PERSPECTIVES ON THE RUSSIAN REVOLUTION



**Close Reading:** Identify the article's central claim about studying the past, and explain the evidence used to support it.



## SOURCING INFORMATION

**Genre:** Article

**Creator:** Traverse

**Date:** 2022

## BACKGROUND

When studying an event as complex and nuanced as the Russian Revolution, it is necessary to consider not only a variety of firsthand perspectives but also the political, social, and economic climate that fostered them. This source explores expert assessment of the two notable political parties to emerge in Russia during its revolution.

When historians study accounts of the past, they may find that discovering what really happened is not always a simple task. In his book *The Russian Revolution: A New History*, Sean McMeekin argues that many accounts of the Russian Revolution created since the fall of the Soviet Union have been overly influenced by modern politics. Historians who want to understand the revolution, McMeekin suggests, should read sources written by people who took part in the events—people who “did not know, as they acted, how the story would turn out.” Historians must then evaluate these sources in the context of their own biases and perspectives.

One influential organizer of the Russian Revolution was Leon Trotsky (1879–1940). Trotsky's political activism began when he was a teenager. During the Russian Civil War (1918–1920), Trotsky served as commissar of war, a leadership position in the Communist Party. Trotsky helped the revolutionary Bolshevik political party and its leader Vladimir Lenin (1870–1924). The party used military force to take control of the government. However, Trotsky worried about the revolution's consequences. According to Geoffrey Swain, author of *Trotsky and the Russian Revolution*, Trotsky wanted to empower Russia's working class, or proletariat. But he also wanted to give peasants a role in the revolution.

Otherwise, Trotsky feared, the peasants would rebel against the proletariat and cause additional conflict.

Another view of the revolution comes from the Mensheviks, a Russian socialist political party. The Mensheviks supported democracy in Russia, but they wanted a parliamentary democracy that achieved socialism gradually. The Bolsheviks, by contrast, wanted a Communist government led by revolutionaries, Vladimir N. Brovkin writes in *Dear Comrades, Menshevik Reports on the Bolshevik Revolution and the Civil War*. The Mensheviks joined the Bolsheviks in 1905, but divisions between the parties created conflict, and they officially split in 1912. In *Dear Comrades*, Brovkin notes that all left-wing political parties in Russia that were not Bolsheviks were considered socialist parties, including the Mensheviks. In 1918, the Bolshevik party renamed itself the Russian Communist Party.

While both Trotsky and the Mensheviks participated in the revolution and wanted changes in the Russian government, their accounts reflect differences in their backgrounds and perspectives on the revolution's goals. Including these and other diverse firsthand views is, McMeekin suggests, necessary for gaining a more accurate view of the past.

## Online option



## HISTORICAL READING SKILL | Analyzing Historical Perspectives

Identify each ideology as either Bolshevik (B) or Menshevik (M).

1. hoped to achieve socialism gradually under a parliamentary democracy
2. hoped to unite and empower the working classes through revolutionary acts
3. Communist Party within Russia
4. Socialist Party within Russia

## PRIMARY SOURCE

## A PRINCESS IN EXILE



**Close Reading:** Identify examples of how the memoir's date of creation shapes its content, and explain how these examples impact how it is understood.



## SOURCING INFORMATION

**Genre:** Book Excerpt

**Author:** Marie, Grand Duchess of Russia

**Date:** 1932

## BACKGROUND

Marie, Grand Duchess of Russia, wrote this reflection while in exile from Russia during the Russian Revolution. As first cousin to Nicholas II, the last emperor of Russia, Marie was a member of Russia's upper class. In this source, Marie recounts her exile from Russia during the period following the armistice that formally ended the fighting in World War I.

The first impression to reach me from the outside world after my illness was the report of the Armistice. The news was momentous for many more reasons than one. In the first place the blind slaughter, which had lasted for so long that it had grown into a habit, had at last come to an end. But also for us personally the end of the war might be of tremendous importance. What was going on in Russia was bound to call forth some reaction on the part of the civilized nations; it was too dangerous a situation to be disregarded. On the other hand, elsewhere a general readjustment would now begin to take place; the world would be returning to conditions of peace. But in what manner would this readjustment affect us, our personal lives; how could we return to peaceful conditions? Little did we realize then that peace would hardly mean anything to us and that our struggles for existence were only just beginning.

Now was the time to call the attention of the Allies to the suffering of those in Russia who had remained true to them. My first thought was always of my father, over whom I never for a moment ceased worrying. At the bottom of my heart I knew that, once he was in a Bolshevik prison, there was little chance for him to get out, but still I hoped. I was sure, moreover, that the Allies, when they heard my story, could not refuse their assistance. I knew, of course, that the Kerensky government, the last recognized by the Allies, had done its utmost to discredit my family in the eyes of the world and had frowned on every gesture of sympathy which might have been extended towards the fallen dynasty. And yet I hoped, but it was a miracle I was hoping for.

## Online option



## INQUIRY AND RESEARCH SKILL | Analyzing Historical Perspectives

Match each event with the effect it had on Marie, the Grand Duchess of Russia.

## Event

- Alexander Kerensky and the provisional government discredited Marie's extended family on the world stage.
- The Bolsheviks placed members of the opposing party in prisons and gulags.
- The First World War ended in an armistice, and both sides agreed to a ceasefire.

## Effect on the Grand Duchess of Russia

- Marie hoped that a return to peace would turn the world's attention to the turbulent conditions within Russia.
- Marie feared that foreign nations would not extend sympathy to members of her family.
- Marie worried about the welfare and location of her imprisoned father.

## PRIMARY SOURCE

## HISTORY OF THE RUSSIAN REVOLUTION



**Close Reading:** Identify Trotsky's central claim about studying revolutionary epochs, and explain the evidence used to support it.



## SOURCING INFORMATION

**Genre:** Book Excerpt

**Author:** Leon Trotsky (translated by Max Eastman)

**Date:** 1932

## BACKGROUND

*History of the Russian Revolution* is Leon Trotsky's 1932 reflection on the revolutions that led to the fall of Imperial Russia and the beginning of socialism and communism in Russia. Trotsky, a communist theorist and leader in the Russian Revolution of 1917, served as commissar of foreign affairs under Lenin. He was ousted by Joseph Stalin and exiled in 1929.

The difficulties which stand in the way of studying the changes of mass consciousness in a revolutionary epoch are quite obvious. The oppressed classes make history in the factories, in the barracks, in the villages, on the streets of the cities. Moreover, they are least of all accustomed to write things down. Periods of high tension in social passions leave little room for contemplation and reflection. All the muses—even the plebeian muse of journalism, in spite of her sturdy hips—have hard sledding in times of revolution. Still the historian's situation is by no means hopeless. The records are incomplete, scattered, accidental. But in the light of the events themselves these fragments often permit a guess to the direction and rhythm of the hidden process. For better or worse, a revolutionary party bases its tactics upon a calculation of the changes of mass consciousness. The historic course of Bolshevism demonstrates that such a calculation, at least in its

rough features, can be made. If it can be made by a revolutionary leader in the whirlpool of the struggle, why not by the historian afterwards?

However, the processes taking place in the consciousness of the masses are not unrelated and independent. No matter how idealists and the eclectics rage, consciousness is nevertheless determined by conditions. In the historic conditions which formed Russia, her economy, her classes, her State, in the action upon her of other states, we ought to be able to find the premises of both of the February revolution and of the October revolution which replaced it. Since the greatest enigma is the fact that a backward country was the first to place the proletariat in power, it behooves us to seek the solution of that enigma in the peculiarities of that backward country—that is, in its differences from other countries.

## Online option



## INQUIRY AND RESEARCH SKILL | Analyzing Historical Perspectives

Which of the following perspectives would Leon Trotsky most likely agree with?

- A. The Russian Empire was a “backward” state because it placed the proletariat in power when they lacked any real plan for social reconstruction.
- B. Oppressed classes are typically too busy working long hours in order to serve the interests of the capitalist class, so they have no time to record their thoughts.
- C. It is the destiny of the oppressed classes to rise up against unjust social and economic conditions instituted by exploitative leaders.
- D. Many of the available records from past revolutions are unreliable and incomplete, making the work of the historian difficult if not impossible.



## COMPELLING QUESTION

Why are historical perspectives on the Russian Revolution different?

## 1 | COMPELLING QUESTION

### BACKGROUND INFORMATION

Every person has their own unique perspective. Our perspectives shape how we view the world, the music we listen to, the books we read, and even how we remember something. The memories we have of an event can be completely different when compared to those of another person who was also there. Memories get even more muddled when the event is a major societal change, such as a revolution or a war. In this Chapter Inquiry, you will explore why historical perspectives on the Russian Revolution are different.

### SUPPORTING QUESTIONS

Use the Supporting Questions to prepare for the Chapter Inquiry:

- What historical perspectives are there on the Russian Revolution?
- What factors shaped perspectives on the Russian Revolution?

As you analyze the source set, gather information to add to your answers.

### GRAPHIC ORGANIZER

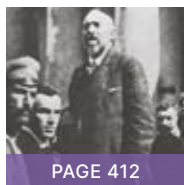
Track your ideas as you work through the source set. Complete one row for each source.

Source Title	Factors Influencing Author's Perspective	Author's Perspective	Connection to Compelling Question
<i>The Working Class under the Bolshevik Dictatorship</i>			

### INQUIRY PROMPT

**Analyze Multiple Perspectives:** Participate in a Socratic Seminar in which you discuss the Compelling Question using evidence from the sources. A Socratic Seminar is a discussion in which you and your peers work together to understand complex ideas by sharing evidence-based claims, asking questions to understand each other's ideas, and generating new ideas based on what you learn from one another. Before the Socratic Seminar, you will prepare a claim and supporting evidence from the sources. Afterward, you will submit a paragraph reflection in which you explain how the discussion deepened your understanding of the complex and interactive factors that shaped perspectives on the Russian Revolution.

## 2 | SOURCE SET



### THE WORKING CLASS UNDER THE BOLSHEVIK DICTATORSHIP

**Genre:** Document  
**Author:** Menshevik Central Committee (translated by Vladimir Brovkin)  
**Date:** 1918

PAGE 412



### A PRINCESS IN EXILE

**Genre:** Book Excerpt  
**Author:** Marie, Grand Duchess of Russia  
**Date:** 1932

PAGE 414



### PERSPECTIVES ON THE RUSSIAN REVOLUTION

**Genre:** Article  
**Creator:** Traverse  
**Date:** 2022

PAGE 413



### HISTORY OF THE RUSSIAN REVOLUTION

**Genre:** Book Excerpt  
**Author:** Leon Trotsky (translated by Max Eastman)  
**Date:** 1932

PAGE 415

**What are historical perspectives?**

Historical perspectives are the unique viewpoints of people living in a particular time or era on a specific issue or event. These viewpoints are shaped by personal factors, such as an individual's cultural background, social position, and lived experiences, as well as societal factors, such as historical events and political, social, and economic developments.

**Why is it important to analyze historical perspectives?**

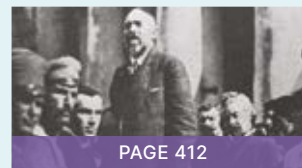
By analyzing the many factors that influenced people's perspectives during different historical eras, you can avoid using your own values or a modern lens to draw conclusions about the past. Analyzing historical perspectives allows you to construct complex interpretations that reflect various points of view of those who experienced the events and developments you are studying.

**1. CHECKLIST****HOW DO YOU ANALYZE HISTORICAL PERSPECTIVES?**

- How might personal factors have shaped this author's perspective on the specific issue or event? Consider the author's**
  - profession,
  - cultural background,
  - social position,
  - lived experiences,
  - gender, and
  - beliefs.
- How might societal factors have shaped their perspective? Consider**
  - local, regional, national, or global events that occurred before or during the time in which they created the source; and
  - political, social, and economic developments from before or during the time in which they created the source.
- How might these factors have contributed to influencing their perspective?**
- What perspective or point of view does the author express in the source?**

**2. SOURCE**

Now it's time to practice analyzing historical perspectives with **THE WORKING CLASS UNDER THE BOLSHEVIK DICTATORSHIP**, the first item in your source set. Use the checklist for Analyzing Historical Perspectives to read and analyze the source and fill in your graphic organizer. Then you'll examine a skill model showing how a student used the checklist to analyze the same source.



### 3. SKILL MODEL

Here is how a student used the conversation with their peers to fill out a graphic organizer to help analyze the Menshevik Central Committee's perspective in the source "The Working Class under the Bolshevik Dictatorship."

Source Title	Factors Influencing Author's Perspective	Author's Perspective	Connection to Compelling Question
<i>The Working Class under the Bolshevik Dictatorship</i>	<i>Personal: The authors are experiencing the Russian Revolution as a group opposed to it.</i>  <i>Societal: The creators of this source held socialist political beliefs.</i>	<i>The authors' perspective is that they do not support the Russian Revolution due to their experience and because of how they viewed the conflict politically.</i>	<i>This connects to the Compelling Question because a Bolshevik account of the Revolution might be different from this Menshevik account.</i>

### 4. PRACTICE

Use the checklist for Analyzing Historical Perspectives and annotation instructions to complete the graphic organizer for the rest of the source set in this Chapter Inquiry.

## 4 | COMMUNICATING CONCLUSIONS

After evaluating the sources in the source set, prepare to communicate your conclusions about the Compelling Question. Use the process below to plan and develop your response to the Inquiry Prompt.

### 1. REVIEW AND DISCUSS

**With your partner, review the Supporting Questions. Refer back to the details in the chapter as needed.**

- What historical perspectives are there on the Russian Revolution?
- What factors shaped perspectives on the Russian Revolution?

**Then use your annotations and graphic organizer to discuss the Compelling Question and Inquiry Prompt with a partner.**

### 2. PREPARE

**Prepare for your Socratic Seminar. You may use the following sentence starters to participate in the Socratic Seminar:**

To share your claim:

- Historical perspectives on the Russian Revolution are different because . . .
- Evidence from the source \_\_\_\_\_ supports this claim because. . .

To respond to a peer:

- It sounds like you are saying \_\_\_\_\_. Did I understand you correctly?
- I (agree / disagree) because \_\_\_\_\_. Evidence shows . . .
- Could you share some evidence that makes you think that?
- Your idea made me (reconsider / think again about / change) my idea . . .

### 3. RESPOND

Use your graphic organizer, the answers from your discussion with your peers, and your plan to respond to the Inquiry Prompt. An exemplary response meets the following criteria:

- The response demonstrates a thorough understanding of historical perspectives on the Russian Revolution.
- The response thoroughly analyzes the historical perspectives of multiple people and accurately identifies various factors that influenced their points of view.
- The response thoroughly evaluates the usefulness and credibility of a primary source and successfully corroborates details using other sources. The evaluation incorporates significant information about the source, such as its maker, intended audience, and purpose.
- The student presents thoughtful and well-reasoned questions, claims, arguments, and conclusions in the Socratic Seminar. The student demonstrates a wide range of strong discussion skills, including respect, listening, clear reasoning, and supporting claims with evidence.

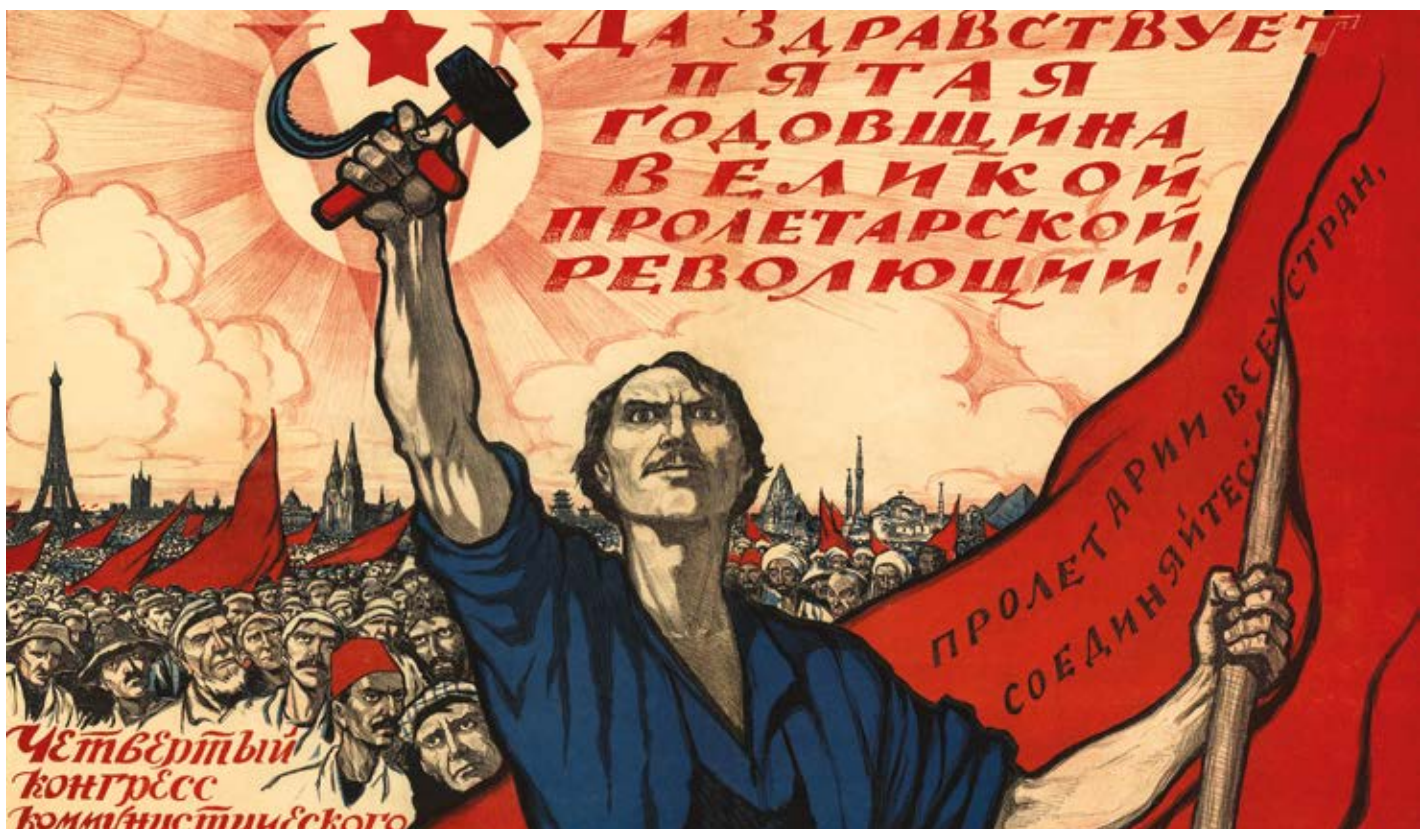
#### INQUIRY PROMPT



#### COMPELLING QUESTION

Why are historical perspectives on the Russian Revolution different?

**Analyze Multiple Perspectives:** Participate in a Socratic Seminar in which you discuss the Compelling Question using evidence from the sources. A Socratic Seminar is a discussion in which you and your peers work together to understand complex ideas by sharing evidence-based claims, asking questions to understand each other's ideas, and generating new ideas based on what you learn from one another. Before the Socratic Seminar, you will prepare a claim and supporting evidence from the sources. Afterward, you will submit a paragraph reflection in which you explain how the discussion deepened your understanding of the complex and interactive factors that shaped perspectives on the Russian Revolution.



Poster commemorating the Russian Revolution and celebrating the Fourth World Congress of the Communist International, 1922.