National Geographic World History Voyages of Exploration Attributes:

- Balance rigor with accessibility
- Establish a global approach to World History by emphasizing diversity and showing empathy for all cultures and traditions
- Empower students by emphasizing learning through inquiry
- Demand real-world content authenticity
- Highlight storytelling through National Geographic Explorers
The Global Perspective is a Special Digital-Only Feature

Each unit in *World History Voyages of Exploration* opens with a student inquiry project, putting the student at the center of learning.

National Geographic Learning conveys the Global Perspective through an historical overview of the topic about to be presented, focusing on contemporary National Geographic Explorers and photographers.

*Students have a real sense of Then & Now!*
World History Voyages of Exploration features National Geographic Explorers in Lessons Tied to Content

Out of Eden: Paul Salopek Walks Through Time

“Everybody has a story. They may tell it in a different language, they may whisper it, they may shout it, but they have a story.” —Paul Salopek

—Paul Salopek
Through the Lens Features Iconic, Authentic National Geographic Images

2.3 Through The Lens

OLIOU Mazzatenta

For over 40 years, National Geographic photographer O. Louis Mazzatenta has traveled extensively and performed many roles at National Geographic Magazine. Though he retired in 1994, he continues to travel and take photographs. Italy and China are two of his favorite countries to work in because of the abundance of archaeological and historical subjects. “Archaeology is ancient history, but it’s made new with the discovery of these things coming out of the earth,” explains Mazzatenta.

One of his most thrilling assignments has been capturing the mystery of China’s terra-cotta warriors. Life-sized clay figures sculpted to stand guard at the tomb of China’s first emperor, Shi Huangdi, and Jing Di, the fifth emperor of China’s Han dynasty. “As I photographed the soldiers coming out of the ground, they seemed like real people,” he says.

What details captured in this photo may have given Mazzatenta that impression?

XIAN, CHINA

About 7,500 clay soldiers, each with unique expressions and features, have been unearthed from the tomb of Shi Huangdi. Although their grey worm, patches of paint suggest the warriors’ clothing was done brightly colored. Armaments have also found swords, arrow tips, and other weaponry.

» Special National Geographic features such as Through the Lens, featuring renowned National Geographic photographers, present history through artifacts from around the globe.
Special Lessons Feature the Research of Culturally-Diverse National Geographic Explorers at Work Around the World

Students will be captivated by interspersed National Geographic Explorer lessons featuring stunning photos displaying their research.

Nora Shawki
National Geographic Explorer
Egyptian Archaeologist

Ella al-Shimani
National Geographic Explorer
Paleoanthropologist and Archaeologist

Danielle Lee
National Geographic Emerging Explorer
Biologist and Outreach Scientist

Keolu Fox
National Geographic Explorer
Geneticist and Indigenous Rights Activist

Anand Varma
National Geographic Explorer
Photographer
Special Topics Relevant to the Study of World History
Engage Students

The Middle East Future
Salam al Kuntar, Aziz Abu Sarah, Ella al-Shimahi, Lynsey Addario

Food Security
Tristram Stuart, T.H. Culhane, Caleb Harper, Anand Varma

Out of Eden Walk
Paul Salopek and John Stanmeyer
The Traveler Concept Leads Students through World History

The sky above is the color of polished lead. The Afar Triangle is dreaded as a wastelands death march, as a moonscape. Temperatures of 127°F (53°C) suffocate so bright they burn the eyes out. Yet today it melted. And I am, I have no waterproof vents. We have an Ethiopian flag, which Almeu weeps himself in. We led the two camels ourselves. (Whose are these? I’m not sure. Almea procured them Afar-style, off the hump?) We inch across an acacia plain darkened to the color of chocolate by the warm wind. We treat on a photoreceptor negative. The camels’ moccasin-like feet push up the trail crust of moisture, leaving behind white circles of dry dust.

HISTORICAL THINKING

READING CHECK: How does Salopek convey both the very real details of life on foot and his thoughts and feelings about his task?

What is a Traveler?

Suntis consetor? Pemio mo qui yi butt race eat eat luit late esp espenam dereh tiitubvendevia et ex era de coris autem est rum est quern cui labos. Ust ut bicidi, voleti velcomquam am fugiam, numqui dolce pois even? Magniae, onmisae non olimo, sic doliorum, consae dolorem et se, ali spuat? Nienissam qua? Lorum isit hit et proes et ali qui penum qui reptates laktorus eit groviti fachabo restrum acscul pattit remitt omitt, allitam quantum endi qui ocaer maxime laces ex eate esquepassa Suntia consenstor laces ex eaita?

Use your History Notebook to comment on what you’ve read.

Salopek’s journey begins in Ethiopia at one of the world’s oldest human fossil sites, Herto Bouri, and unspools across the scalding Afar Triangle, in the Afar Rift Valley. Along this pathway our ancestors headed toward the Gulf of Aden, where they first stepped out of Africa to explore the wider world. As Salopek attests, this ancient pathway remains a conduit of opportunity—and sometimes fatal tragedy—for migrants seeking a better life today.
Exploring History Through Economics Features Salt

2.3 A Global Commodity: Salt

For centuries, salt was a scarce and precious commodity. Traded across continents, it established the wealth of empires for much of human history. You've already read that in the 12th century, merchants traveled to Timbuktu on the Trans-Saharan caravan route to trade a measure of gold for an equal weight of salt. Imagine such an exchange today! Mighty African empires even went to war to control sources of salt.

Although salt is no longer scarce, in present-day Africa, traditional camel caravans still make the 500-mile trek between Timbuktu and the continent’s salt mines to move this simple but vital substance. Today, there are an estimated 14,000 uses for salt: the most important of which is keeping us alive. So wonder it’s a treasured commodity— one that has profoundly shaped and influenced history.

What factors might influence the changing value of a commodity like salt throughout history?

Global commodity lessons are four pages.
This is the first of a series of four-page lessons on global commodities.
A Photograph of Salt Flats in Africa Completes the Lesson

This aerial photograph shows vast salt flats in the African country of Senegal. Pools of mineral-colored saltwater rest in holes dug by salt collectors, awaiting the miracle of evaporation. Evaporation can also give salty water its unique color.

The workers in this photograph appear dwarfed by the task in front of them. Consider the challenges they face each day in an environment such as this. The sweltering heat and the demanding physical tasks involved in processing salt make salt workers do their best to protect their skin from the scorching sunlight and the harsh effects of salt. As they prepare this commodity for transport to markets far and wide.

What do the photos in this Global Commodity lesson reveal about the process for harvesting salt and the impact of the salt industry on human society?
Culture, and Preserving Culture, is a Foundational Theme in *Voyages of Exploration*

### 3.2 Preserving Cultural Heritage

**HERITAGE AT RISK**

By Fred Nebbia

When historians and archaeologists examine past cultures, they turn to monuments from those cultures—the often grand archaeological remains of humanity’s built environment—that still exist today. Those aged remnants can reveal a great deal of information about cultural heritage, the attributes of a group or society inherited from past generations. Historical monuments and artifacts, or human-made objects, that have been protected constitute the **human record**, the story of human life on Earth over the centuries.

Today, the record is at risk. Historical monuments are vulnerable to external forces, such as unchecked human development and harsh climate conditions. In conflict zones, the monuments are sometimes accidental victims of war. And for the same reasons monuments are so beloved by the cultures that produced them, they become a target for those who might attempt to destroy them for political reasons or sell them for profit.

In *Voyages* in World History, you will learn about some of the world’s most significant monuments, the threats to their survival, and the “culture heroes” who work to preserve them.

**HISTORICAL THINKING**

**ANALYZE VISUALS** How do the “before” and “after” photos of Palmyra help explain why that monument might be important to the culture that created it?

**Assyrian Empire, c. 645 B.C.**

Some pieces of cultural identity are preserved in museums. This detail from a gypsum wall panel in King Ashurnasirpal’s palace in Nineveh (near-modern-day Mosul) is housed by the British Museum. The sculpture is a **high relief**, a technique in which most figures are just a bit more prominent than the background.

» Preserving cultural heritage in Palmyra, Syria

» This lesson is accompanied by a video.
The Epic Quest for a Northwest Passage

BY GREG MILLER Adapted from "These Maps Show the Epic Quest for a Northwest Passage," in National Geographic, October 29, 2010

I had to be there: an ocean at the top of the world. The ancient Greeks drew it on their maps, and for centuries, the rest of Europe did too. Beginning in the 1500s, countless men died trying to find it, hoping for a maritime shortcut across the Arctic that would open up new trade routes to Asia. Now, thanks to a warming planet, the long-sought Northwest Passage actually exists—in real part of the year.

The idea of a northern ocean passage dates back at least to the second century A.D. Ptolemy and other ancient Greek geographers believed that Earth had four habitable zones by two uninhabitable frigid zones—often thought to be water—at the top and bottom of the globe. But it wasn't until the early 19th century, after the voyages of Columbus, that the idea of a Northwest Passage really caught on in the popular imagination of Europeans. Columbus, after all, had sailed west looking for a sea route to the East. Instead, he found a continent bisecting the way. The Northwest Passage would be a way around this continent.

Maps from this period are filled with wild imaginations and wondrous theories of the unknown, from nonexistent bays and islands to sea monsters. Early explorers also often experienced voyages that took them far from the coast and toward the interior, as with the Englishman Martin Frobisher in search of the Northwest Passage in the late 1500s. He didn't find it, but he pretended to have discovered more arctic than he did. On one trip, he returned to England with tons of what he claimed was gold-containing ore. It was enough to convince his backers to fund another trip, thought ultimately turned out to be pyrite—gold-colored iron sulfide.

Perhaps the most famous attempt to find the Northwest Passage was the expedition led by Sir John Franklin in 1845. Franklin was a British Navy officer who had led two previous expeditions to the Arctic. But this time the expedition didn't return on schedule, and Franklin's wife, Lady Jane, began pressuring the British government to send a search party, which they did in 1848. The search grew in scope with the addition of more ships and men, and a local habitant an ice cap in the Arctic. As temperatures began to climb toward the end of the 19th century, the long-sought Northwest Passage finally opened up.

The Norwegian explorer Roald Amundsen completed the first journey entirely by boat through the Northwest Passage in 1906. It took three years and four winters on the ice. More recently, it's been getting easier. As polar ice has melted, the route has become more accessible. In 2010, a cruise ship carrying 1,760 people became the first passenger liner to complete the passage. This making

UNIT 8 Design a Conqueror's Toolbox

Staging The Question

In this unit, you learned how and why nations sought to expand their territories and influence through trade, conquest, and exploration. In Africa, Asia, and Russia, land-based empires pushed their borders outward in aggressive quests to control and incorporate new lands. At the same time, European powers vied for supremacy over the seas as a bid to dominate trade and establish colonies in Asia and the Americas. Advances in knowledge and seafaring technology tempted rulers toward plans for expansion into distant realms. How did the most successful empires use the tools at their disposal to explore new territories and expand their

Supporting Questions: Begin by developing supporting questions to guide your research. For example: What new technology can you use to support exploration and expansion of your empire? Research the answers in this unit and in other sources. Both print and online. You might want to use a graphic organizer like this one to record your questions and answers.

Summative Performance Task: Use the answers to your questions to help you determine which items you will include in your conqueror's toolbox. You can include tangible items such as maps or navigational tools. To create tools for implementing ideas and strategies, write instruction sheets or manuals with text and illustrations.

Present: Share your toolbox with the class. You might consider one of these options:

- CREATE A VIRTUAL TOOLBOX
Find images of the tangible items you want to put in the toolbox, and assemble them on a Web page. Write a caption for each item, explaining why it is an essential tool for expanding an empire. Write at least two instruction sheets for expansion strategies, and link them to your Web page.

- HOLD AN ACADEMIC POSTER SESSION
Create a poster featuring images of the tools with captions, and print copies of your instruction sheets. Display your poster and instruction sheets alongside three of your classmates, and take time to respond and comment on each other's toolboxes.

Take Informed Action:

UNDERSTAND: Identify and describe a country in the news today that is using tools such as the ones you described to dominate or conquer other territories.

ASSESS: Examine the consequences of this country's actions and its effects on the territories it is trying to dominate.

ACT: Share your concerns by writing letters or emails to your U.S. senators or representatives, or by researching organizations that oppose such expansions and finding out what types of
State of the World Features a Snapshot of World Activities at a Particular Time

» A video is included.
Reinforcing the Theme of Culture with Artifacts
Differentiates World History

2.4 Material Culture

RENAISSANCES AROUND THE WORLD
You’ve learned about the European Renaissance, in which a rebirth of interest in classical writings sparked innovations in art, literature, and other fields. But that’s not the only renaissance in history. Revivals of past traditions have occurred across time in societies all over the world. Sometimes the work of a previous era inspires just one person or a few people, whose creative work then ignites a general resurgence of interest in a past tradition. A revival may spread from one creative field to another—from musicians to writers to artists—with creative expression exploding in all directions.

A global resurgence of tattoo art has occurred in both places as North and South America, Europe, the Pacific Islands, and Japan, since the 1990s. Today, tattoos are popular body decorations and even the subject of museum exhibitions. The roots of tattooing extend across the globe and back to prehistoric times. The image on the right shows 1,000-year-old tattoos on the arm of a female mummy found in Peru.

The photo on the left shows traditional, elaborate full-body Japanese tattoo art, or irezumi, from about 1800. Tattooing experienced a rebirth in Japan during the Edo period (1603-1868).

In the photo above, Filipino artist Ayo Whang-Od, known worldwide as a master of traditional tattoo art, practices the 1,000-year-old art of tala-i, in which a sharp thorn-tinted wood stick is dipped in black ink and tapped into the skin with a bamboo stick. This form of tattoo art is currently experiencing a revival in popularity in the Philippines, as well as among island cultures in Samoa, Fiji, and New Zealand.

• The revival of Acama Pueblo pottery in New Mexico In the late 1970s, sculptor Laura Lewis. After formal art training, Lewis took her inspiration from ancient pots and pottery shards found in her community, the Acama Pueblo. Known for her black-on-white designs, Lewis specialized in small pots like those shown above.

For more, see National Geographic video “When the pots spoke.”

• The Japanese folk crafts movement of the late 1920s was the brainchild of Japanese philosopher Soetsu Yanagi, who was inspired by Korean pottery. He promoted appreciation of Japan’s folk art, which he called “wabi-sabi,” or “art of the peasants.” Examples of wabi-sabi include the urn below: a 20th-century bamboo tea whisk used to stir powdered green tea, or matcha, into a froth, and this unique 18th-century iron kettle.
World History Includes Cultural Heritage and its Preservation

**China's “Renaissance” or Golden Age** In literature, art, and technology began during the Tang dynasty (618–907 C.E.) as Tang rulers sought to bring back the glory of the Han dynasty (206 B.C.E.–220 C.E.). This glazed horse sculpture demonstrates the artistry and skill of craftsmen in the Tang period. War horses were the pride of the Tang and represented the dynasty's military expansion and artistic achievement.

**A Hawaiian cultural renaissance** in the late 1800s and the 1900s featured renewed interest in traditional Hawaiian music and dance as well as language and voyaging. Traditional Hawaiian musical instruments that might be used during the performance of the hula, a dance, include the stick skin drum and two kinds of ukuleles.

**The Harlem Renaissance** was an explosion of African-American artistic expression in the 1920s and 1930s that began in New York City's Harlem neighborhood and spread across the country. Musicians, writers, and visual artists drew upon earlier African-American traditions and their African heritage to produce distinctive works of music, literature, and art.

For example, musician Louis Armstrong (right) used his trumpet to transform jazz into true art. Artist Aaron Douglas incorporated traditional African imagery into his modern artwork (below, left). And writer Zora Nalee Hurston blended black folklore and dialect in her novel Their Eyes Were Watching God (below, right).

**HISTORICAL THINKING**

1. **READING CHECK** What is a renaissance?

2. **COMPARE AND CONTRAST** How do the renaissances you've read about differ and how are they alike?

3. **MAKE CONNECTIONS** What experience do you have with a contemporary renaissance?
A Look at the Teacher’s Edition: Teacher Resources at a Glance Helps Planning
A Unit Opener in the Teacher’s Edition Illustrates the Wrap-Around Instruction

VIEW OF NAPLES (DETAIL)
This painting by the Dutch painter Gaspar van Wittel shows the bustling port city of Naples as it looked during the early 18th century. Founded by the Greeks in the seventh century B.C.E., Naples is one of the oldest cities in Italy. Its long history includes periods of rule by the Romans, the Byzantines, the French, and the Spanish. During the early Renaissance, the city was a gateway through which Greeks and Asians entered western Europe. At the time of the painting, Naples was governed by the Spanish branch of the powerful Habsburg family.

Direct students’ attention to the painting. Ask: From what location is the artist viewing the city? (from the Synagogue of Saint Anne) How does the artist’s vantage point affect his portrayal of the city? (The artist is able to view the city from a distance, which gives him a broad view of both the buildings near the water and the buildings high up in the hills.)

GASPAR VAN WITTEL
Gaspar Van Wittel was a Dutch painter who immigrated to Italy in the late 17th century. He is known as one of the founders of the Italian veduta, a highly-detailed large-scale painting of a city or some other landscape. Van Wittel spent most of his time in Rome, but in 1699, he moved to Naples and stayed for two years in the service of the viceroy. He painted several views of Naples during this time.
The National Geographic Learning Timeline is a Colorful Story of What is Happening Around the World
Teaching Strategies for Different Populations and Learning Styles Make a Difference

19 | World History Voyages of Exploration
The Consistent Instructional Path Builds Student and Teacher Confidence

KEY VOCABULARY

SECTION 1
- anatomy
- fresco
- palace

SECTION 2
- invention
- patron

SECTION 3
- humanism
- philosophy

SECTION 4
- Protestantism
- Reformation

SECTION 5
- heresy
- schism

SECTION 6
- Christianity
- Reformation

SECTION 7
- intolerance
- persecution

SECTION 8
- Inquisition
- trial

INTRODUCE CHAPTER VOCABULARY

- Introduce key vocabulary

DEFINE CHART

- Define chart

- Key vocabulary

- In our own words

- Bazaar

- Large outdoor market
The Rich Teacher’s Edition Helps Guide Students through the History of the World
World History
Voyages of Exploration

Thank you! We invite you to join us in our World History Voyages of Exploration Journey.