



WORLD HISTORY

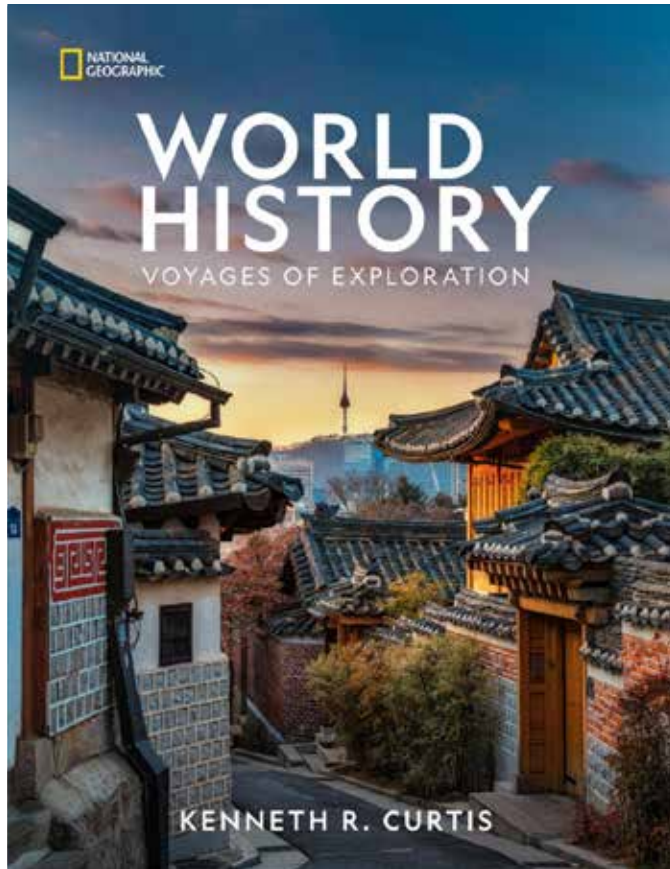
VOYAGES OF EXPLORATION

KENNETH R. CURTIS



World History

Voyages of Exploration



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

1.4 NATIONAL GEOGRAPHIC EXPLORER AND TRAVELER

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



Embarking on what may well become a historic journey, Paul Salopek and guide Ahmed Alena Hessian leave the Ethiopian village of Bour.

From the earliest moments of human history, our ancestors were on the move. National Geographic Fellow and Pulitzer-Prize winning journalist Paul Salopek has become a traveler himself, retracing the path of human migration by walking 21,000 miles over the course of several years. Starting in Ethiopia, his journey will take him through the Middle East, Central Asia, Asia, North America, and end at the tip of South America. Along the way, Salopek is practicing what he calls "slow journalism," relying on personal interaction with people who reveal compelling stories about their lives in an ancient land.

PRIMARY SOURCE

JANUARY 2013—ETHIOPIA. TO WALK THE WORLD

I am on a journey. I am in pursuit of an idea, a story, a chimera (something imaginary), perhaps a folly. I am chasing ghosts. Starting in humanity's birthplace in the Great Rift Valley of East Africa, I am retracing, on foot, the pathways of the ancestors who first discovered the Earth at least 60,000 years ago. This remains by far our greatest voyage. Not because it delivered us the planet. No. But because the early Homo sapiens who first roamed beyond the mother continent—these pioneer hominids numbered, in total, as few as a couple of hundred people—also bequeathed us the subtlest qualities we now associate with being fully human: complex language, abstract thinking, a compulsion to make art, a genius for technological innovation, and the continuum of today's many races. We know so little about them. They straddled the strait called Bab el Mandeb—the "gate of grief" that cleaves Africa from Arabia—and then exploded, in just 2,500 generations, a geological heartbeat, to the remnant habitable fringe of the globe.

Using fossil evidence and the burgeoning science of "genography"—a field that sifts the DNA of living populations for mutations useful in tracking ancient dispersals—I will walk north from Africa into the Middle East. From there my antique route leads westward across the vast gravel plains of Asia to China, then north again into the mint blue shadows of Siberia. From Russia I will hop a ship to Alaska and inch down the western coast of the New World to windswept Tierra del Fuego, our species' last new continental horizon. I will walk 21,000 miles.

If you ask, I will tell you that I have embarked on this project, which I'm calling the Out of Eden Walk, for many reasons: to relearn the contours of our planet at the human pace of three miles an hour. To slow down. To think. To write. To render current events as a form of pilgrimage. I hope to repair certain important connections burned through by artificial speed, by inattentiveness. I walk, as everyone does, to see what lies ahead. I walk to remember.

Out of Eden Walk, Planned Route



- » The first two pages of a four-page National Geographic Explorer Lesson ties storytelling to World History.
- » Each four-page Explorer lesson is accompanied by a video.

“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

Through the Lens Features Iconic, Authentic National Geographic Images

2.3 Through The Lens



O. LOUIS 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 tombs 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?

XI'AN, CHINA



About 7,000 clay soldiers, each with unique expressions and features, have been unearthed from the tomb of Shi Huangdi. Although faded gray now, patches of paint suggest the warriors' clothing was once brightly colored. Archaeologists have also found swords, arrow tips, and other weapons.



» 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

Salopek's journey begins in Ethiopia at one of the world's oldest human fossil sites, Herfo Bouri, and unspools across the scalding Afar Triangle, in the African 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.

PRIMARY SOURCE

JANUARY 2013—GREAT RIFT VALLEY: BABY STEPS

"Where are you walking?" the Afar nomads ask.

"North. To Djibouti." (We do not say Tierra del Fuego [in South America]. It is much too far—it is meaningless.)

"Are you crazy? Are you sick?"

In reply, Ahmed Alema Hessian—wiry and energetic, the ultimate go-to man, a charming rogue, my guide and protector through the blistering Afar Triangle—doubles over and laughs. He leads our micro-caravan: two skinny camels. I have listened to his guffaw many times already. This project is, to him, a punch line—a cosmic joke. To walk for seven years! Across three continents! Enduring hardship, loneliness, uncertainty, fear, exhaustion, confusion—all for a rucksack's worth of ideas, palaver, scientific and literary conceits. He enjoys the absurdity of it. This is fitting. Especially given our ridiculous launch.

We broke camp this morning in darkness at Bouri, Alema's smoky home—a village of hackers, of coughers—at the western foot of the Great Rift Valley, in the arid northeast of Ethiopia.

I awoke and saw snow: thick, dense, choking, blinding. Like plankton at the bottom of a sea, swirling white in the beam of my headlamp. It was the dust. Hundreds of village animals churned up a cloud as fine as talc. Goats, sheep, cows, donkeys, and camels—but, sadly, not our camels.

The cargo animals I had requisitioned last October (a key arrangement in a project that has consumed thousands of hours of planning) were nowhere to be found. Their drivers were absent, too. They never showed up. So we sat in the dust, waiting. The sun rose. It began to grow hot. To the east, across the Rift, which is widening by the year by a quarter of an inch, lay our first border: Djibouti.

Are you crazy? Are you sick? Yes? No? Maybe?

The sky above is the color of polished lead.

The Afar Triangle is dreaded as a waterless death march, as a moonscape. Temperatures of 120°F. Salt pans so bright they burn the eyes out. Yet today it rained. And Alema and I have no waterproof tents. We have an Ethiopian flag, which Alema wraps himself in. We lead the two camels ourselves. (Whose are they? I'm not sure. Alema procured them Afar-style, off the cuff.) We inch across an acacia plain darkened to the color of chocolate by the warm raindrops. We tread on a photographic negative. The camels' moccasin-like feet pull 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 trek?

What is a Traveler?

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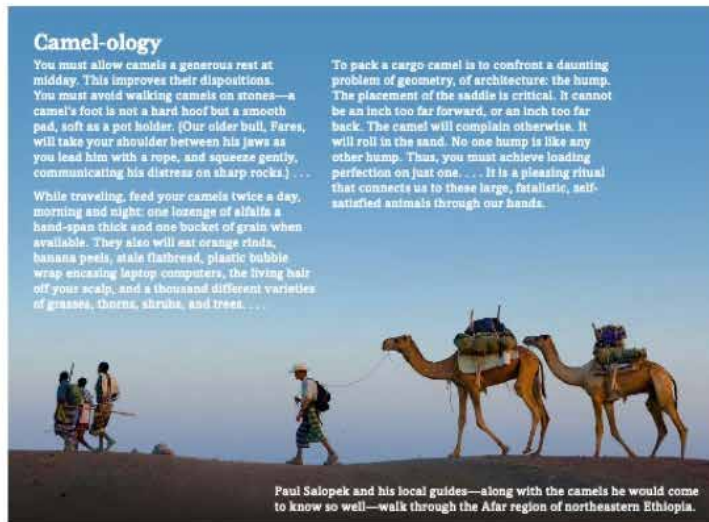
Use your History Notebook to comment on what you've read.

Camel-ology

You must allow camels a generous rest at midday. This improves their dispositions. You must avoid walking camels on stones—a camel's foot is not a hard hoof but a smooth pad, soft as a pot holder. (Our older bull, Pares, will take your shoulder between his jaws as you lead him with a rope, and squeeze gently, communicating his distress on sharp rocks.) . . .

While traveling, feed your camels twice a day, morning and night: one lozenge of alfalfa a hand-span thick and one bucket of grain when available. They also will eat orange rinds, banana peels, stale flatbread, plastic bubble wrap encasing laptop computers, the living hair off your scalp, and a thousand different varieties of grasses, thorns, shrubs, and trees. . . .

To pack a cargo camel is to confront a daunting problem of geometry, of architecture: the hump. The placement of the saddle is critical. It cannot be an inch too far forward, or an inch too far back. The camel will complain otherwise. It will roll in the sand. No one hump is like any other hump. Thus, you must achieve loading perfection on just one. . . . It is a pleasing ritual that connects us to these large, fatalistic, self-satisfied animals through our hands.



Paul Salopek and his local guides—along with the camels he would come to know so well—walk through the Afar region of northeastern Ethiopia.



Nearly hidden in the swirling dust, goats make their way back from a day of grazing to their Ethiopian village.

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. No wonder it's a treasured commodity—and one that has profoundly shaped and influenced history.

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



BACK TO THE SALT MINES

A salt miner in Uganda displays a handful of salt harvested from Lake Katwe. Work in salt mines can be dangerous and physically demanding, as evidenced by the film of salt covering this worker's skin. The modern expression "back to the salt mines," a reference to reluctantly returning to one's job after time away, acknowledges the unpleasantness of salt mining and possibly the fact that some countries forced prisoners to toil in salt mines as a punishment.



SALT AT A GLANCE

LIFE	• Life-sustaining salt consists of two important elements: sodium and chloride.	• Sodium aids communication between cells and allows muscle and nerve function.	• Chloride regulates blood pressure and acidity, and is used to make stomach acid.
VALUE	• Salt exists only in small amounts on Earth's surface, but is no longer scarce because it is inexpensive and easy to produce.	• Salt is used to preserve food and in medication, although too much salt can be unhealthy. It's also a key ingredient in PVC plastic.	• Production of salt has increased to meet worldwide demands. China and the United States produce the most salt.
PRODUCTION	• Salt can be mined from underground deposits left behind by ancient seas and harvested from the ocean through evaporation.	• Solution mining injects water into salt deposits, removes the solution, and evaporates the water to yield salt.	• Solar recovery methods use energy from the sun to produce salt. The sun and wind provide energy to evaporate water from salt.
HISTORY	• The camel was introduced to Saharan trade around 200 C.E., marking the start of the salt trade.	• Ancient Rome's Via Salaria, or "salt road," was one of the oldest salt trade routes.	• Wagons of "white gold" made the 62-mile journey along the Old Salt Road across Europe during the Middle Ages.
ECONOMICS	• The salt trade built the wealth of countries and empires and financed the construction of the Great Wall of China.	• Salt was used to pay Roman soldiers and traded for slaves in ancient Greece—a lazy slave was "not worth his salt".	• Today, China leads the world in salt production, and international trade of this commodity is minimal due to global availability.

- » 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



Culture, and Preserving Culture, is a Foundational Theme in *Voyages of Exploration*

3.2 Preserving Cultural Heritage

HERITAGE AT RISK

By Fred Hebert



Dr. Fred Hebert is the archaeologist in residence at National Geographic's History Preserving Cultural Identity to what his job is all about.

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 collected contribute to the **human record**, the story of human life on Earth over the centuries.

Today, that 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 crossfire. 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 Ashurbanipal's palace in Nineveh (near modern-day Mosul, Iraq) is housed in the British Museum. The sculpture is a **bas-relief**, a technique in which raised figures are just barely more prominent than the background.

PALMYRA

A thriving trade center, Palmyra or "city of palm trees," was an ancient city built between the Mediterranean Sea and the Euphrates River in south-central Syria. The small photo, taken in March 2014, shows the Temple of Baal, the center of religious life in Palmyra. The larger photo shows the temple after it was destroyed by Islamic State militants in September 2015, as a show of force in a war-torn region.



- » Preserving cultural heritage in Palmyra, Syria
- » This lesson is accompanied by a video.

The National Geographic Connection and a Student Project End Each Unit

NATIONAL GEOGRAPHIC CONNECTION

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 20, 2016

It 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 ... at least for 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 balanced 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 16th century, after the voyages of Columbus, that the idea of a Northwest Passage really took hold 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 blocking the way. The Northwest Passage would be a way around this continent.

Maps from this period are filled with the wild imaginings and wishful thinking of mapmakers, from nonexistent bays and islands to sea monsters. Early explorers also occasionally played fast and loose with the facts. The Englishman Martin Frobisher made three voyages in search of the Northwest Passage in the late 1500s. He didn't find it. But he pretended to have discovered more straits 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, though it ultimately turned out to be pyrite—fool's gold.

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 pressing the British government to



This 1872 map erroneously shows the Gulf Stream and other warm currents feeding an open sea around the North Pole.

send a search party, which they did in 1848. The search grew to include more ships over the coming years, and newspaper reports on the hunt for the missing expedition gripped the British public.

Ultimately, though, all the searchers found were several graves of men who'd died early on and a few scattered notes and other relics. The two boats in the expedition had become trapped in ice, and all 129 men, including Franklin, perished. The second of his two boats, the H.M.S. *Terror*, was finally located 168 years later—in 2016.

Unbeknownst to Franklin and other explorers, their expeditions coincided with what scientists call the Little Ice Age, a period of several centuries of unusual cold 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 two winters on the ice.

More recently, it's been getting easier. As polar ice has melted, the route has become more accessible. In 2016, a cruise ship carrying 1,700 people became the first passenger liner to complete the passage. The melting

For more from National Geographic check out "Valorat fortibussu si Nulles Assim" online.

UNIT INQUIRY

UNIT 6 Design a Conqueror's Toolbox

Staging The Question

In this unit, you learned about 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 in 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

ASSIGNMENT

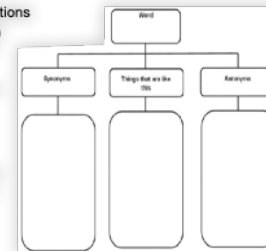
Choose three nations in this unit that successfully expanded their territory and influence.

Evaluate the methods used by the nations' rulers to promote exploration and expansion.

Think about how each nation used the resources at its disposal.

Based on your analysis of the most effective strategies for expansion, create a conqueror's toolbox of items and ideas that would allow a nation to most efficiently become an empire.

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 navigation 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 those of your classmates, and take time to review 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 representative, 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.

3.3 State of the World

C. 1400 C.E.

INTER-REGIONAL TRADE NETWORKS

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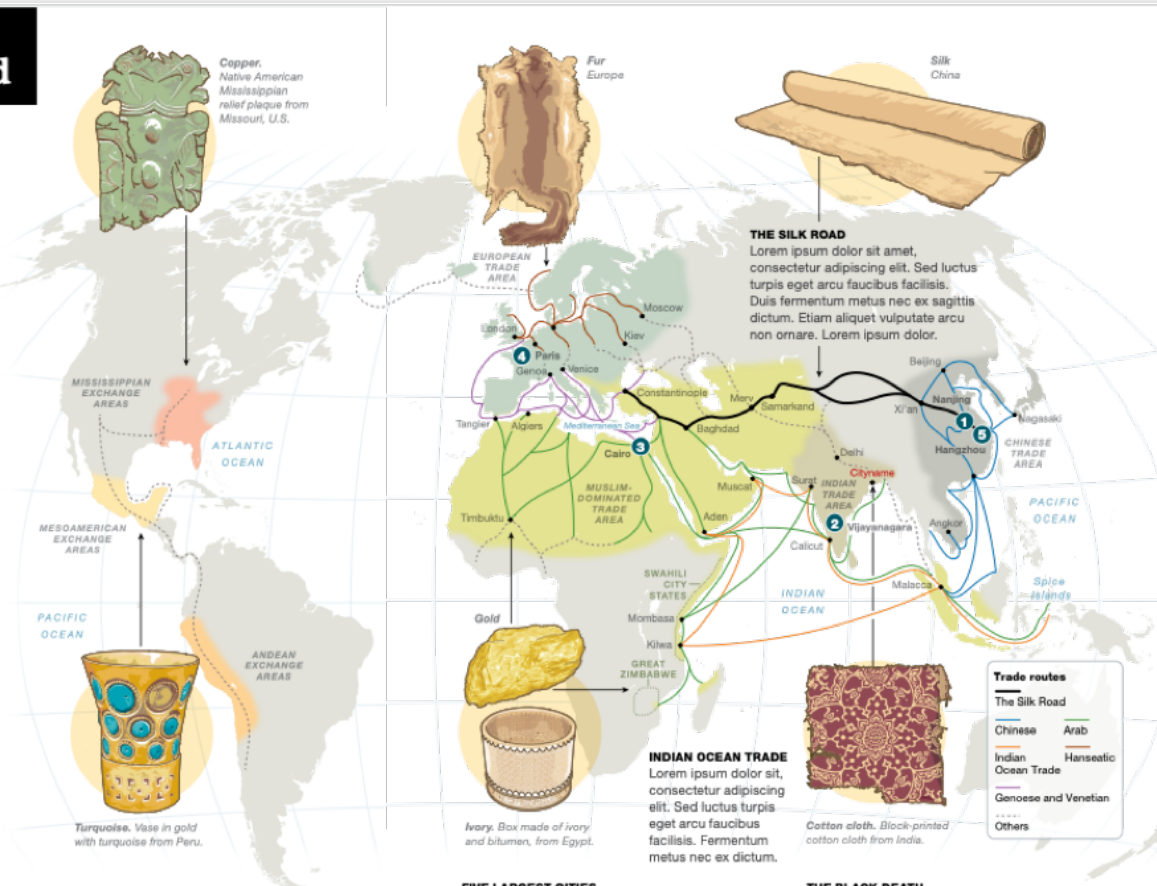
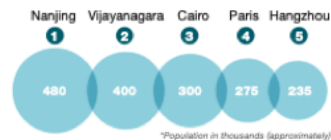
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HISTORICAL THINKING

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FIVE LARGEST CITIES



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 such 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 1,600-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 1880. Tattooing experienced a rebirth in Japan during the Edo period (1603-1868).



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

24 CHAPTER 15



▲ **The revival of Acoma Pueblo pottery in New Mexico** In the late 1900s resulted largely from the work of one potter, Lucy Lewis. Lacking formal art training, Lewis took her inspiration from ancient pots and pottery shards found in her community, the Acoma Pueblo. Known for her black-on-white designs, Lewis specialized in small pots like those shown above.

■ For more from National Geographic check out "When the Past Inspires" online.

▼ **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 *mingei*, or "art of the people." Examples of *mingei* include the items below: a 20th-century bamboo tea whisk used to whip powdered green tea, or matcha, into a froth, and this unique 18th-century iron kettle.



Renaissance and Reformation 229

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 craftspeople in the Tang period. War horses were the pride of the Tang and represented the dynasty's military expansion and artistic achievement.

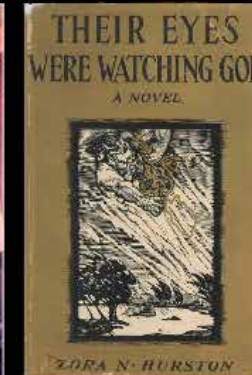


▼ **A Hawaiian cultural renaissance** in the late 1960s and the 1970s featured renewed interest in traditional Hawaiian music and dance as well as language and voyaging. Traditional Hawaiian musical instruments that might be used during the performance of the hula, a dance, include this shark-skin drum 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 fine art. Artist Aaron Douglas incorporated traditional African imagery into his modern artwork (below, left). And writer Zora Neale 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

UNIT 6
CHAPTER 15

UNIT 6 RESOURCES

UNIT INTRODUCTION

UNIT TIME LINE

UNIT MAP

GLOBAL PERSPECTIVE: Seafarers: Life on the World's Oceans

- National Geographic Explorers: Brian Skerry, Sylvia Earle, Robert Ballard, Eric Gale, and Grace Young
- On Your Feet: Fishbowl

NG Learning Framework: Write a Biography

UNIT WRAP-UP

National Geographic magazine Adapted Article

- "The Epic Quest for a Northwest Passage"

Unit 2 Inquiry: Design a Conqueror's Toolbox

Unit 2 Formal Assessment

CHAPTER 15 RESOURCES

Available in the Resources menu

TEACHER RESOURCES & ASSESSMENT

Reading and Note-Taking

Vocabulary Practice

Document-Based Question Template

Social Studies Skills Lessons

- Reading: Compare and Contrast
- Writing: Argument

Formal Assessment

- Chapter 15 Pretest
- Chapter 15 Pretests A & B
- Section Quizzes



Chapter 15 Answer Key

ExamView® One-time Download

STUDENT DIGITAL RESOURCES

Available in the Student eEdition

- eEdition (English)
- Handbooks
- National Geographic Atlas
- History Notebook
- Biographies
- Literature Analysis

SECTION 1 RESOURCES

THE EUROPEAN RENAISSANCE

LESSON 1.1 p.422

The Rise of Italian City-States

- On Your Feet: Jigsaw Strategy

NG Learning Framework: Write a Biography

LESSON 1.2 p.424

A Cultural Rebirth

- On Your Feet: Card Responses

NG Learning Framework: Create a Marketing Plan

LESSON 1.3 p.426

Renaissance Arts

- On Your Feet: Tell Me More

NG Learning Framework: Explore Renaissance Art

Biography

- Michelangelo [GO ON](#)

LESSON 1.4 p.430

NATIONAL GEOGRAPHIC EXPLORER MAURIZIO SERACINI

Finding a Lost da Vinci

- On Your Feet: Think, Pair, Share

NG Learning Framework: Research Renaissance Art

SECTION 2 RESOURCES

THE RENAISSANCE IMPACT

LESSON 2.1 p.432

Renaissance Humanism

- On Your Feet: Create a Team Word Web

NG Learning Framework: Research European Universities

LESSON 2.2 p.434

- Raphael's School of Athens
- On Your Feet: Become an Expert

NG Learning Framework: Analyze Art Techniques

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DOCUMENT-BASED QUESTION

Humanist Writings

- On Your Feet: Host a DIBQ Roundtable

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MATERIAL CULTURE

Renaissances Around the World

- On Your Feet: Research Artistic Movements

SECTION 3 RESOURCES

THE PROTESTANT REFORMATION

LESSON 3.1 p.442

Martin Luther

- On Your Feet: Inside-Outside Circle

NG Learning Framework: Explore Perspectives

Biography

- Martin Luther [GO ON](#)

LESSON 3.2 p.444

Reforms Across Europe

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SECTION 4 RESOURCES

GLOBAL IMPACT OF RELIGIOUS REFORMS

LESSON 4.1 p.446

Challenges to Habsburg Dominance

- On Your Feet: Roundtable Discussion

NG Learning Framework: Mapping Habsburg Influence

LESSON 4.2 p.448

The Catholic Reformation

- On Your Feet: Team Word Webbing

NG Learning Framework: Discuss Ethical Standards

LESSON 4.3 p.450

Global Christianities

- On Your Feet: Roundtable

NG Learning Framework: Chart Religious Pluralism

CHAPTER 15 REVIEW

A Unit Opener in the Teacher's Edition Illustrates the Wrap-Around Instruction

UNIT 6
GLOBAL EXPLORATIONS AND EXPANSIONS 1296–1850

INTRODUCE THE PAINTING

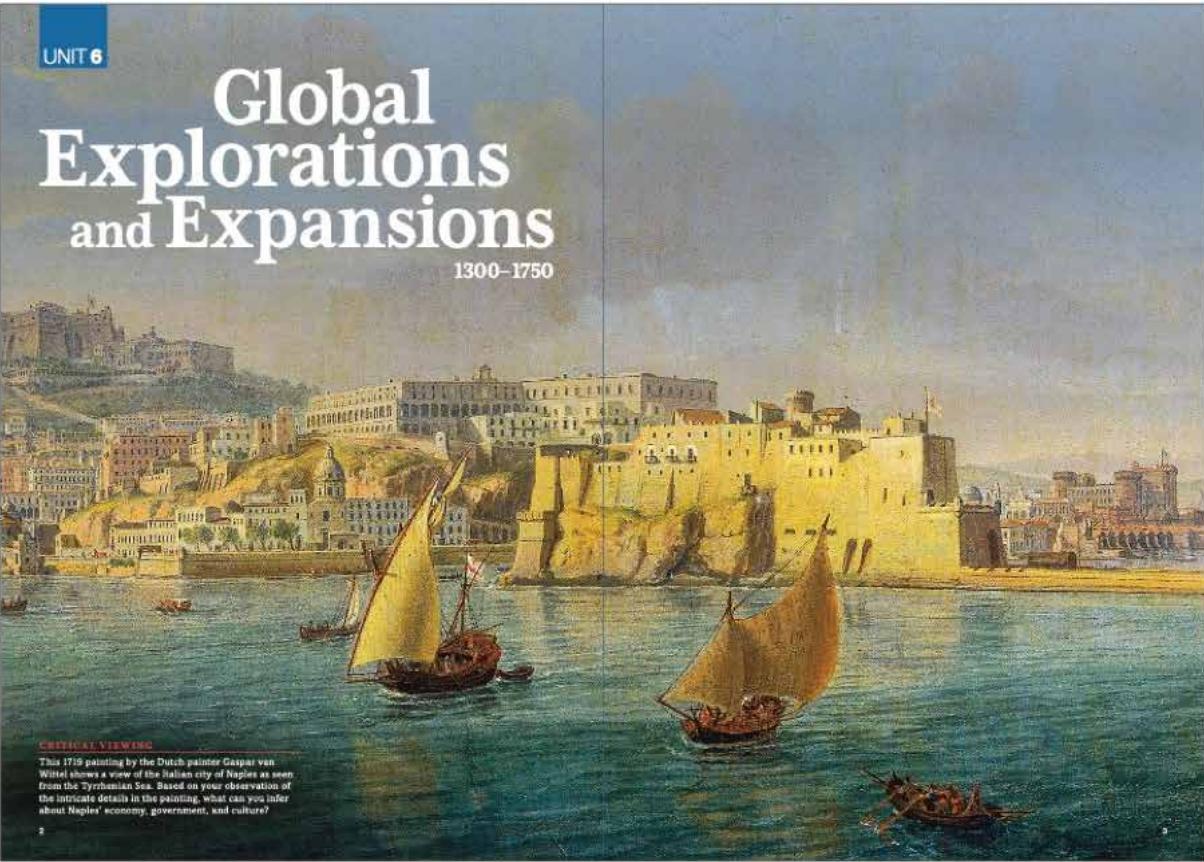
VIEW OF NAPLES (DETAIL)

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 also 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 Greek and Arab learning 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 Tyrrhenian Sea*) 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 higher 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.



Global Explorations and Expansions

1300–1750

CRITICAL VIEWING
This 1719 painting by the Dutch painter Gaspar van Wittel shows a view of the Italian city of Naples as seen from the Tyrrhenian Sea. Based on your observation of the intricate details in the painting, what can you infer about Naples' economy, government, and culture?

CRITICAL VIEWING Based on the city's location on the water and the number of boats sailing there, the economy is probably based on either trade or fishing. The many castle-like buildings that dot the landscape suggest that there is some type of royal government, and the domed building that looks like a church suggests that religion is important to the culture.

2 UNIT 6
INTRODUCTION 3

The National Geographic Learning Timeline is a Colorful Story of What is Happening Around the World

UNIT 6

GLOBAL EXPLORATIONS AND EXPANSIONS 1296–1850

INTRODUCE TIME LINE EVENTS

IDENTIFY PATTERNS AND THEMES

Have volunteers read aloud each of the world events in the time line. ASK: What are some common themes or patterns that you notice with regard to these events? (Possible responses: Some common themes or patterns include exploration, expansion, powerful empires, conquest, religious reform, and technological innovation.) Sort the themes and patterns into categories and put them in a chart like the one shown here.

Exploration and Conquest	Innovation and Reform	Growth of Empires

As students read the lessons for each chapter in the unit, have them add the lesson titles to the appropriate column in the chart. Advise students that they may also add or revise categories as necessary. At the end of the unit, revisit students' charts and create a final list of categories to summarize the historical themes students encountered as they read each chapter.

HISTORICAL THINKING FOR CHAPTER 15

Determine Chronology

Christopher Columbus's four voyages to the Americas helped make the founding of Jamestown possible. Before his voyages, Europeans had had little knowledge of what lay to the west across the Atlantic Ocean.

UNIT 6 Global Explorations and Expansions

WORLD EVENTS 1300–1750



1405 ASIA Chinese explorer Zheng He makes the first of seven voyages to India, Arabia, and Africa. He says of a map of the world drawn by Zheng He in 1429 after his voyages.

1492 THE AMERICAS Christopher Columbus embarks on the first of his four voyages to the Americas. He compares possibly used by Columbus!



1455 EUROPE The printing press developed by Johann Gutenberg is used to print a Bible.



1464 AFRICA The Songhai Empire begins in West Africa under ruler Sunni Ali. (Third of Sunni Ali or Timbuktu, West.)

1501 ASIA The Safavid Empire rises in Persia under Shah Ismail I.

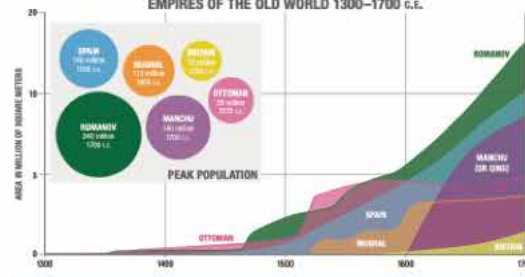


1532 THE AMERICAS Spanish soldiers led by Pizarro conquer the Inca Empire. gold heart (c. 1400–1420)

HISTORICAL THINKING

DETERMINE CHRONOLOGY What earlier event might have helped make the founding of Jamestown possible?

EMPIRES OF THE OLD WORLD 1300–1700 C.E.



1586 ASIA Mughal leader Akbar the Great expands his empire in Muslim India. (Mughals, c. 1500)



1607 THE AMERICAS Jamestown, located in the colony of Virginia, becomes the first permanent English settlement in North America. (Over-seeker)

1613 EUROPE The Romanov dynasty begins in Russia and rules until 1917.

1300 c. 1300 EUROPE The Renaissance begins in the city-state of Florence in Italy. It is later led by Italian artist Leonardo da Vinci, c. 1470.

1317 EUROPE Martin Luther nails his 95 Theses to a church door in Wittenberg, Germany, triggering the Reformation.

1332 THE AMERICAS Spanish soldiers led by Pizarro conquer the Inca Empire. gold heart (c. 1400–1420)

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1613 EUROPE The Romanov dynasty begins in Russia and rules until 1917.

1650 AFRICA More than 40 trading posts in West Africa provide avenues for the Atlantic slave trade. (Near from slave port of Senegal port in Ghana, West Africa)

Teaching Strategies for Different Populations and Learning Styles Make a Difference

CHAPTER 15 STRATEGIES FOR DIFFERENTIATION

STRIVING READERS

STRATEGY 1

Read and Recall

Arrange students in pairs. First have each student read the lesson independently. After reading, direct students to meet without the text, share ideas they recall, and take notes. Then tell students to use the text to review the lesson and decide what to add or change in their notes.

Use with All Lessons

STRATEGY 2

Use a Sorting Activity

Write the following terms on the board and tell students to sort them into four groups of three related terms. Then instruct students to write a paragraph that shows how each set of terms are related.

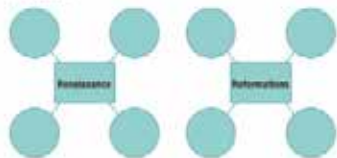
piety	sonnet	satire
heretic	naturalism	blasphemy
disident	frecco	dialogue
liturgy	ritual	linear perspective

Use with All Lessons. You may use this activity at the beginning of the chapter and again after students study the lessons.

STRATEGY 3

Create Idea Webs

Have students summarize the chapter by creating two idea webs, one for the Renaissance and one for the Reformation (Protestant and Catholic). Tell students to complete each web with relevant information as they read the lessons.



Use with All Lessons

INCLUSION

STRATEGY 1

Use Supported Reading

Tell students to work in pairs and read the chapter about lesson by lesson. Instruct them to stop at the end of each lesson and use these sentence frames to monitor their comprehension of the text:

- This lesson is mostly about _____.
- Other topics in this lesson are _____.
- One question I have about the lesson is _____.
- One of the vocabulary words is _____, it means _____.
- One word I do not recognize is _____.
- I don't think I understand _____.

Use with All Lessons

STRATEGY 2

Use Echo Reading

Point out that the Main Idea statements all relate to important aspects of the Renaissance or Reformation. Pair each student with a proficient reader. Ask the proficient reader to read aloud the Main Idea statement at the beginning of a lesson. The less proficient partner will "echo" by reading the same statement.

Use with All Lessons

ENGLISH LANGUAGE LEARNERS

STRATEGY 1

Use Visuals to Predict Content

Direct students at the Emerging and Expanding levels to read the lesson title and look at the visuals. Then ask them to write a sentence predicting how the visuals will relate to the lesson. After reading, you may wish to have students verify their predictions and reread sentences if necessary.

Use with All Lessons. Encourage students at the Emerging level to ask questions if they have trouble writing a prediction. Students at the Bridging level could help students at the Emerging and Expanding levels write their predictions.

STRATEGY 3

Pair Partners for Dictation

After reading a lesson, direct students at All Proficiencies to write in their own words a sentence expressing an important idea from the lesson. Pair students and let them take turns dictating their sentence to each other. Then encourage them to work together to check spelling and accuracy.

Use with All Lessons

STRATEGY 3

Use Pronunciation Keys

Preteach the meaning and pronunciation of key vocabulary terms for students at All Proficiencies. Model pronunciation and help students create a pronunciation key on note cards. Encourage students to use the words to write sentences about the lesson and read them aloud, encourage students at the Bridging level to develop more complex sentences for each word and to share their sentences with the group.

Use with All Lessons

GIFTED & TALENTED

STRATEGY 1

Create a Graphic Biography

Tell students to conduct online research about one of the important artists, writers, or reformers in this chapter. Examples include Leonardo da Vinci, Michelangelo, Petrarch, Desiderius Erasmus, Martin Luther, John Calvin, Ignatius of Loyola, or Teresa of Avila. Ask students to then create a graphic biography, encouraging them to interpret the person's thoughts and actions based on their research. Invite students to share their completed work and answer any questions.

Use with All Lessons

STRATEGY 3

Write a Historical Dialogue

Tell students to write a fictional dialogue between pairs of figures in this chapter, such as Leonardo da Vinci and Michelangelo, Martin Luther and the pope, or John Calvin and Erasmus, for example. Dialogues should convey each character's philosophy and views on art or religion as appropriate. Students should conduct online research to flesh out their dialogues. Encourage students to perform their completed dialogues for the class and answer questions.

Use with All Lessons

PRE-AP

STRATEGY 1

Create an Annotated Timeline

Instruct students to create and annotate a time line of events of the Renaissance and Reformation. Encourage students to illustrate their time line with thumbnail portraits of people or of buildings or details of art. Ask students to share their completed time line with the class and to explain in depth the connection—causal and otherwise—between one event and a larger artistic or religious development that came later.

Use with All Lessons


STRATEGY 3

Extend Knowledge

Ask students to conduct online research to find out more about a topic, a person, or an event introduced in Chapter 15. For example, students might choose to research the Medici, the northern Renaissance, early critics of the Catholic Church, Henry VIII, the Holy Roman Empire, the Ottoman Empire, the Inquisition, or the Jesuits. Have students present their findings in an oral report to the class or in a digital report posted on a class blog.

Use with All Lessons

The Consistent Instructional Path Builds Student and Teacher Confidence



15 Renaissance and Reformation
1296-1600

INTRODUCE THE PHOTOGRAPH
BAROQUE ART

Have students study the fresco of the Virgin Mary that appears at the beginning of the chapter. Direct students to focus on the central image and the details around it. **ASK:** What is happening in this painting? (Possible response: The Virgin Mary, surrounded by angels, is rising up into heaven while a variety of people look on in awe.) Explain that this style of painting is known as Baroque and that Baroque artists tried to create a sense of drama, exuberance, and grandeur through the use of ornate details and saturated richness.

SHARE BACKGROUND

Baroque art served as a tool of outreach for the Roman Catholic Church after the Protestant Reformation. The Baroque appeal to emotions and senses was meant to evoke a spiritual or mystical experience. Naturalistic techniques allowed viewers to identify with and feel a connection to religious figures, while drama and illusion were used to evoke a heavenly or divine splendor. As in the fresco of the Virgin Mary, paintings often depicted holy figures against a backdrop of heavenly glory.

CHAPTER 15 RENAISSANCE AND REFORMATION 1296-1600

Group 1 Section 1 is about the European Renaissance. **ASK:** How do artistic styles reflect the concerns of a culture or society?

Group 2 Section 2 is about the impact of the European Renaissance and the intellectual movement known as humanism. **ASK:** What goals and expectations do we have for education and educated people today?

Group 3 Section 3 is about the Protestant Reformation. **ASK:** How do people express disagreement with mainstream views and what happens when they do so?

Group 4 Section 4 is about the global impact of religious reforms. **ASK:** What causes religious ideas to spread to new areas?

INTRODUCE THE READING STRATEGY
COMPARE AND CONTRAST

Explain to students that comparing and contrasting can help them more deeply understand concepts and events. Go to the Chapter Review and preview the Venn Diagram with students. As they read the chapter, have students compare and contrast aspects of events pertaining to the European Renaissance and religious reformations.

KEY DATES FOR CHAPTER 15

1436	Brunelleschi's dome completed in Florence
c. 1450	Gutenberg's printing press
1508	Michelangelo begins work on Sistine Chapel ceiling
1511	<i>The Praise of Folly</i> by Desiderius Erasmus
1511	Raphael paints <i>School of Athens</i>
1517	Martin Luther publicizes his 95 Theses
1530	Charles V crowned Holy Roman Emperor
1538	John Calvin flees to Geneva
1545	First meeting of Council of Trent
1582	Mattan Ricci travels to China

INTRODUCE CHAPTER VOCABULARY
KEY VOCABULARY

SECTION 1

anatomy	bazaar	commission
fresco	movable type	naturalism
pageantry	patron	virtuoso

SECTION 2

dialogue	humanism	linear perspective
prodigy	satire	secular
sonnet		

SECTION 3

annul	blasphemy	heretic
idol	insubordination	liturgy
Protestant	Protestant Reformation	thesis

SECTION 4

abdicate	canonize	Catholic Reformation
centralize	clergy	dissonant
domain	excommunicate	inquisition
mystic	order	piety
ritual		

DEFINITION CHART

As they read the chapter, encourage students to complete a Definition Chart for Key Vocabulary terms. Instruct students to list the Key Vocabulary terms in the first column of the chart. They should add each term's definition in the center column as they encounter the term in the chapter and then restate the definition in their own words in the third column. Model an example on the board, using the graphic organizer shown.

Word	Definition	In my Own Words
bazaar	a large outdoor market	like an outdoor flea market or grant yard sale

The Rich Teacher's Edition Helps Guide Students through the History of the World

1.1

Rise of Italian City-States

Imagine a new nation grows to power based on the growth of cities. Italy was divided into smaller kingdoms, city-states, and principal territories. Business helped the land and movement of local trade. Working together built the medieval world.

LEARNING OBJECTIVES

Read and analyze primary sources to understand the rise of Italian city-states. Identify the causes and effects of the rise of Italian city-states. Analyze the role of the Medici family in the rise of Italian city-states. Evaluate the impact of the Renaissance on Italian city-states.

BACKGROUND FOR THE TEACHER

Objective: Students will understand the rise of Italian city-states and the role of the Medici family. **Key Concepts:** Italian city-states, Renaissance, Medici family, Florence, Republic of Venice, Republic of Genoa, Republic of Lucca, Republic of Siena, Republic of Pisa, Republic of Pistoia, Republic of Arezzo, Republic of Prato, Republic of Carrara, Republic of Grosseto, Republic of Livorno, Republic of Pisa, Republic of Siena, Republic of Pistoia, Republic of Arezzo, Republic of Prato, Republic of Carrara, Republic of Grosseto, Republic of Livorno.

CHAPTER 15 RENAISSANCE AND REFORMATION

INTRODUCE & ENGAGE

DISCUSS MONUMENTAL ARCHITECTURE

Direct students to look at the diagram and photographs of *il Duomo* that appear in the lesson. Explain that structures such as this cathedral often come to symbolize a city's identity. Ask volunteers to name other cities and the key architectural features that defines them—including the local community. (Possible responses might include the Empire State Building for New York City, the Willis Tower for Chicago, or the Space Needle for Seattle.) Tell students that in this lesson they will learn about the Italian city of Florence and how it became a center of artistic achievement.

TEACH

GUIDED DISCUSSION

- 1. Categorize** Why do you think the bankers' and silk weavers' guilds had more power than the stone masons' or saddle makers' guilds? (The fields of banking and silk weaving probably involved more money than stone masonry or saddle making, and money is often linked to power.)
- 2. Form and Support Opinions** Do you think Lorenzo de Medici deserved the title "the Magnificent"? Why or why not? (Possible responses: Yes, because of his support for art and learning; no, because he and his family brought an end to the republican government and the conditions that made Florence a center of achievement.)

ANALYZE VISUALS

Have students look again at the diagram showing the structure of *il Duomo*. **ASK:** Based on the diagram, how did Brunelleschi keep the heavy structure from collapsing in on itself? (Possible response: He created an inner shell and an outer shell with a wooden skeleton between them.)

ACTIVE OPTIONS

On Your Feet: Jigsaw Strategy Organize students into four "expert" groups and have students from each group research the Italian cities Venice, Milan, Rome, and Naples during the 15th and 16th centuries. Have each group work create a simplified summary of what they learned about the city they researched. Then have students in each group count off using A, B, C, and D. Regroup students into four new groups so each group has at least one person from each of the four expert groups. Have students in the new group take turns sharing the simplified summary they created in their "expert" groups.

NG Learning Framework: Write a Biography
ATTITUDE: Empowerment
SKILL: Problem-Solving

Have students write a short biography or profile of Filippo Brunelleschi using information from the chapter and additional source material. Suggest students focus on Brunelleschi's approach to problem-solving.

DIFFERENTIATE

STRIVING READERS

Understand Main Ideas Check students' understanding of the main ideas in the lesson by asking them to correctly complete statements such as the following:

- Italian city-states built empires based on technology or trade. (trade)
- Florence was governed by guilds or nobles. (guilds)
- To succeed, bankers did business only with the rich or spoke many languages. (spoke many languages)

PRE-AP

Analyze a Paradox Have students analyze the paradoxical effect of the Medici family on Florence. On the one hand, the Medici supported the arts, founded a library, and promoted the city with building projects. On the other hand, they seized power and brought an end to the conditions that once made Florence a center of artistic achievement. Direct students to conduct online research to analyze the paradox and write an essay to explain their thoughts. Invite students to share their essays on a class blog.

See the Chapter Planner for more strategies for differentiation.

HISTORICAL THINKING

ANSWERS

1. Florence stood out from other city-states because it was a republic ruled by members of guilds.
2. Engineering was important to the design of the dome because a crane and a giant hoist, as well as a structure that would not collapse, were required for its success.
3. Possible response: Banking was essential because trade was carried out over wide areas involving different languages and currencies.

PLAN: 2-PAGE LESSON

OBJECTIVE

Identify the causes and effects of Florence's influence in the 15th and 16th centuries.

CRITICAL THINKING SKILLS FOR LESSON 1.1

- Identify Problems and Solutions
- Draw Conclusions
- Categorize
- Form and Support Opinions
- Analyze Visuals

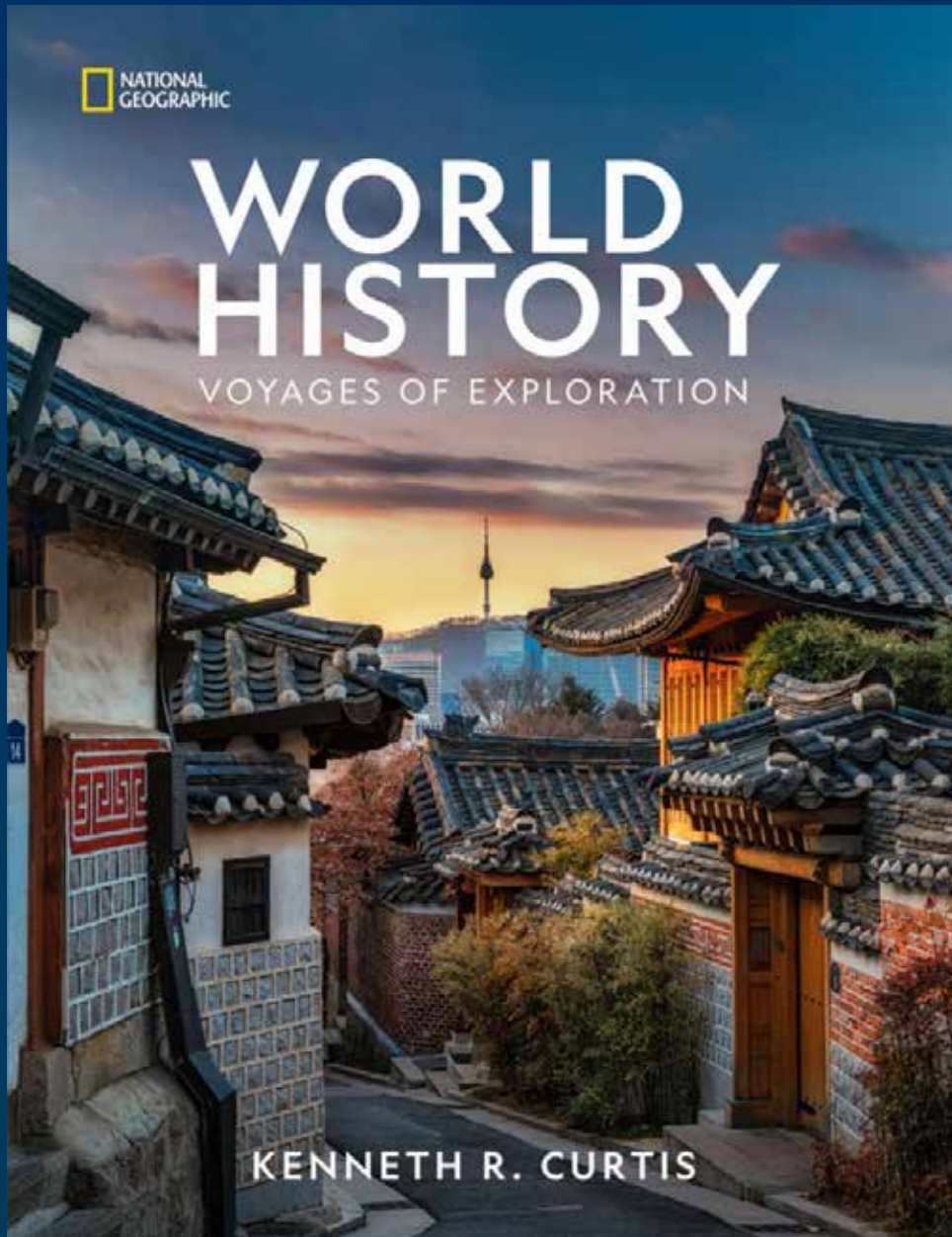
HISTORICAL THINKING FOR CHAPTER 15

Can tradition coexist with transformation?

The growth of Italian city-states predated the events now known as the European Renaissance. Lesson 1.1 discusses the city-states' rise to power with a special focus on Florence and the ruling Medici family.

1.2 CHAPTER 15

LESSON 1.1 13



NATIONAL
GEOGRAPHIC
LEARNING



World History

Voyages of Exploration

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