

World History III

1900 to Present

Teacher's Guide



J. WESTON

WALCH
PUBLISHER

Social Studies

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To the Teacher

Overview

Power Basics® is a complete textbook program designed to meet the needs of students who are daunted by the length and complexity of traditional textbooks. The goal of all textbook programs is to provide students with important new information. However, in traditional textbook programs, this goal is often overshadowed by other considerations. Many textbooks are written for the above-average reader and cover a wide range of content. They are filled with photographs, illustrations, and other visual elements. For some students, the amount of material is overpowering, the visual elements are distracting, and the rapid pace is unnerving. In *Power Basics*®, we revisited the basic goal, developing a streamlined textbook program that presents the essential content students need to succeed.

Program Components

As with traditional textbook programs, *Power Basics*® includes a core textbook and ancillary products designed to round out the program. The student text provides coverage of the essential content in each subject area. A consumable workbook provides a variety of activities for each lesson, including practice activities, extension activities, and activities designed for different learning styles.

Teacher support materials include a teacher's guide and test pack for each student text. The teacher's guide includes the following: an overview of each unit in the student text; suggestions for extension activities; the student text glossary and appendix; a complete answer key to all practice activities and unit reviews in the student text; classroom record-keeping forms, and graphic organizers for student use.

For more detailed assessments, the test pack offers a pretest, unit tests for each unit in the student text, a posttest, and test-taking strategies for students.

Student Text Organization

The student text is divided into units. Each unit contains a series of lessons on related topics, with

one lesson for each topic. Each lesson begins with a clear, student-centered goal and a list of key words that are introduced in the lesson. The definitions for these words are found in the glossary, located in both the student text and the teacher's guide.

Next comes a brief introduction to the topic of the lesson, followed by instructional text that presents essential information in short, easy-to-understand sections. Each section of instructional text is followed by a practice activity that lets students apply what they have just learned. A unit review is provided at the end of each unit to assess students' progress. The review is followed by application activities that encourage students to extend and apply what they have learned.

The student text also includes several special features. "Think About It" sections ask students to use critical-thinking skills. "Tip" sections give students useful hints to help them remember specific pieces of information in the student text. "In Real Life" sections show students how the material they are learning connects to their own lives.

The reference section at the back of the student text includes an appendix, a glossary (with pronunciation guide) that includes all vocabulary in the Words to Know sections, and an index to help students locate information in the text.

Record-Keeping Forms

To make record-keeping easier, we have provided a reproducible class chart that you can use to track students' progress. Fill in your students' names, and make copies of the chart for each unit in the student text. Add lesson numbers, lesson titles, and practice numbers as needed. We have also provided a generic grading rubric for the application activities in the student text so that these activities may be assigned for credit, if you wish. You may customize the rubric by adding more grading criteria or adapting the criteria on the sheet to fit your needs.

We're pleased that you have chosen to Power Up your Basic Skills Curriculum with *Power Basics*®!

To the Teacher, *continued*

Guide to Icons

Teacher's Guide



Teaching Tip

Practical suggestions help you to engage students in the learning process.



Differentiation

Different approaches to the content give all learners the opportunity to connect to the material.



Thinking Skills

Helpful suggestions increase students' ability to think critically.



Fascinating Facts

These tidbits of information are guaranteed to pique your students' interest.

Student Text



Tip

Tips give helpful hints to boost understanding and retention.



Think About It

These sections develop critical-thinking.



In Real Life

These features connect learning concepts to students' lives.

Workbook



Reinforcement

Reinforcement activities give students additional opportunities to practice what they have learned.



Multiple Intelligences

Different approaches capitalize on different learning styles and interests to help all students connect to the material.



Extension

Deepen and broaden learning with critical-thinking activities, real-life applications, and more.

Classroom Management

Student Name	Lesson No.:		Title:								
	Practice # ____	Practice # ____	Practice # ____	Practice # ____	Practice # ____	Practice # ____	Practice # ____	Practice # ____	Practice # ____	Unit Review Score	
1.											
2.											
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27.											
28.											
29.											
30.											

Application Activity Rubric

Name _____ Date _____

Unit _____ Activity _____

POINTS	4 all of the time	3 most of the time	2 some of the time	1 almost none of the time
followed directions				
organized material well				
used appropriate resources				
completed the entire activity				
showed an understanding of the content				
produced error-free materials				
drew logical conclusions				
where appropriate, listed sources used				

Use Chart

POWER BASICS WORKBOOK

STUDENT TEXT PRACTICE

Unit 1: A New Century and World War I

Activity 1: The Revolution in Communications

Practice 4: The New Industrial World

Activity 2: The Revolution in Transportation

Practice 4: The New Industrial World

Activity 3: The Revolution in Ideas

Practice 4: The New Industrial World

Activity 4: The Alliance System

Practice 7: The Alliances

Activity 5: The Assassination of Archduke
Franz Ferdinand

Practice 9: The War Begins

Activity 6: The Opposing Sides

Practice 10: The Opposing Sides

Activity 7: The Schlieffen Plan

Practice 14: The United States Enters,
and Russia Bows Out

Activity 8: War and Technology

Practice 11: A New Kind of War

Activity 9: The Western Front

Practice 12: The Course of the War

Activity 10: War on the Seas

Practice 13: The Course of the War, continued

Activity 11: T. E. Lawrence

Practice 13: The Course of the War, continued

Activity 12: The United States Enters the War

Practice 14: The United States Enters,
and Russia Bows Out

Activity 13: A New Europe

Practice 18: The Peace Treaties

Activity 14: The Paris Peace Conference

Practice 17: The Paris Peace Conference

Activity 15: The Fourteen Points

Practice 16: The Fourteen Points

Activity 16: Important Events

Practice 19: Problems with the Peace

Unit 2: The World Between the Wars

Activity 17: The Irish Rebellion

Practice 20: Great Britain

Activity 18: The Great Inflation

Practice 21: France

Activity 19: Music of the 1920s

Practice 22: The United States

Activity 20: The Great Depression

Practice 22: The United States

Activity 21: Kemal Atatürk

Practice 23: The Middle East

Activity 22: Mohandas Gandhi

Practice 24: Egypt and India

Activity 23: Sun Yat-sen

Practice 25: China

Activity 24: Dollar Diplomacy

Practice 27: The United States and Latin America

Activity 25: The Rise of the Dictators

Practice 30: Spain and Franco

Activity 26: Mussolini and Italy

Practice 28: Italy and Mussolini

Activity 27: Hitler and Germany

Practice 29: Germany and Hitler

Activity 28: Franco and Spain

Practice 30: Spain and Franco

Activity 29: Geography of Japanese Expansion

Practice 32: Japan

Activity 30: The Russian Revolution

Practice 33: The Russian Revolution

Activity 31: Lenin

Practice 34: The Leadership of Lenin

Activity 32: Stalin

Practice 35: The Leadership of Stalin

Activity 33: Vocabulary Review

Practice 35: The Leadership of Stalin

Unit 1: Geography and Maps

Unit 1 introduces the changes that marked the end of the nineteenth century and then moves on to World War I. Lesson 1 covers new developments in inventions, science, and industry. Lesson 2 identifies the causes of World War I. Lesson 3 follows the course of World War I. Finally, Lesson 4 explores the process of making peace at the end of the war.

Lesson 1—The World Enters the Twentieth Century

Goal: To become familiar with the developments that helped shape the early twentieth century

WORDS TO KNOW

behaviorism

psychoanalysis

theory of relativity

nuclear physics

psychology

unconscious

physics

theory of evolution

NAMES TO KNOW

Alexander Graham Bell

Albert Einstein

Max Planck

Marie Curie

Henry Ford

Ernest Rutherford

Pierre Curie

Sigmund Freud

J. J. Thomson

Charles Darwin

Guglielmo Marconi

John Watson

George Eastman

Gregor Mendel

Wilbur and Orville Wright

Thomas Edison

Ivan Pavlov

Lesson 2—The World Moves Toward War

Goal: To become familiar with the causes of World War I

WORDS TO KNOW

alliance

ally

Central Powers

Allied Powers

Balkan

colony

entente

imperialism

nationalism

neutral

pan-Slavism

Triple Alliance

Triple Entente

Lesson 3—The Great War

Goal: To learn about the nature and course of World War I

WORDS TO KNOW

armistice

Armistice Day

autocrat

Battle of Jutland

Battle of the Marne

Battle of Verdun

blockade

Bolsheviks

civilian

communists

machine gun

propaganda

submarine

tank

tsar

Zimmerman telegram

NAME TO KNOW

Woodrow Wilson

Lesson 4—Searching for Peace

Goal: To become familiar with the process of making peace at the end of World War I

WORDS TO KNOW

Fourteen Points

League of Nations

monarchy

Paris Peace Conference

peace treaty

reparations

Versailles Treaty

Notes on Application Activities in Student Text

Activity	Skills Applied	Products
Twentieth-Century Inventions	gathering and analyzing information	research notes, written description
Current Wars	gathering and analyzing information	research notes, bulletin board
Propaganda Today	gathering and analyzing information	propaganda example and analysis

Additional Activity Suggestions

- Invite students to express an opinion opposing their nation's decision to join in a war. The opinion could be in the form of a letter to the editor, an editorial cartoon, a speech, an essay, or any other medium of the student's choice. Tell them to choose a specific war for their opinion.
- Propaganda was a big part of World War I. Ask students to create their own propaganda poster promoting a country's position in the war or showing the enemy in a negative light.
- Have students create two different maps of Europe. One map should show Europe before World War I, and the other should show the changes after the World War I peace treaties were signed.



Teaching Tip

- Help students to understand that they do not have to memorize every name and date they encounter when studying history. The fear of having to memorize every detail intimidates students and can get them bogged down. Encourage them to look for the bigger picture and concentrate on the most important people and events of history. Tell them, too, that they should know general dates, not exact ones—for example, that World War II was fought in the early 1940s, or that the Great Depression happened in the 1930s.

POWER BASICS

World History III



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Lesson 1: The World Enters the Twentieth Century



Goal: To become familiar with the developments that helped shape the early twentieth century

WORDS TO KNOW

behaviorism

psychoanalysis

theory of relativity

nuclear physics

psychology

unconscious

physics

theory of evolution

NAMES TO KNOW

Alexander Graham Bell

Guglielmo Marconi

Marie Curie

Gregor Mendel

Pierre Curie

Ivan Pavlov

Charles Darwin

Max Planck

George Eastman

Ernest Rutherford

Thomas Edison

J. J. Thomson

Albert Einstein

John Watson

Henry Ford

Wilbur and Orville Wright

Sigmund Freud

Inventions Change the World

The world became modern in many ways during the early years of the twentieth century. (The twentieth century is made up of all the years from 1900 to 1999.) New inventions changed business and industry. They changed people's nonwork lives, too. Advances in science brought new understanding of the world we live in. People also gained new knowledge about human beings and human nature. Many people around the world found their lives changed by this new industrial world.

During the late 1800s, the world began to take on the modern look we are now used to. The first really big change was the use of electricity. The American **Thomas Edison** perfected the lightbulb in 1879. Then he found ways to transmit electric power through a system of lines. An Edison system lit up New York City in 1882. Edison developed the generator, which used electric power to run huge industrial machines. A factory could now be built anywhere, because it no longer needed waterpower. Cities became cleaner as electric trolleys replaced manure-producing horses.

THINK ABOUT IT



We all tend to take things for granted—for example, electric power. How would your home be different without electricity? Write your answer on a separate sheet of paper.

Inventions helped people be in touch with one another much more easily, too. **Alexander Graham Bell** patented the telephone in 1876. (Bell was a Scotsman who lived in the United States.) U.S. President Rutherford B. Hayes had a telephone put in the White House in 1878. Soon, networks of telephones spread across the country and around the world. By 1900, 1.5 million telephones were in the United States alone.

Guglielmo Marconi was a young Italian inventor. He developed a way to send messages using radio waves instead of wires. He sent a wireless telegraph or radio message across the Atlantic Ocean in 1901. In 1904, the vacuum tube was invented. Now radios could play music and human voices in people's homes. During the 1920s, radio broadcasts came into millions of homes worldwide, every day.

Transportation also became modern during this time. Different inventors in both Europe and the United States developed gasoline engines that powered a new vehicle called the automobile. In Germany, Karl Benz and Gottlieb Daimler were auto pioneers. In France, Louis Renault was a pioneer. In America, Charles and Frank Duryea built one of the earliest automobiles in 1893. **Henry Ford** followed in 1896.

Ford had the biggest impact on the automobile industry. First, he designed a simple, reliable, and affordable car. It was called the Model T. (It came in one color only: black.) To make his cars, Ford created the

assembly line. Car frames moved past workers as they put the cars together. Cars were made twice as quickly with assembly lines. Now almost anyone could afford to buy a Model T.

Another huge change in transportation began in 1903. The Americans **Wilbur and Orville Wright** made the first powered and sustained airplane flight that year. The airplane industry was born. Planes played a part in World War I. In the 1920s, they began carrying mail and then passengers.

All these advances in technology had an impact on people's daily lives. Middle-class homes were now safely lit with electric lights. People enjoyed music at home, too. They played recordings on Edison's new invention, the phonograph (record player). Edison added more enjoyment to people's lives when he improved motion picture technology in the 1890s. People around the world flocked to theaters to watch movies in the early 1900s. Movies became even better when sound was added to them in 1927. **George Eastman** brought photography to common people. He put his simple Kodak box camera on the market in 1888.

■ PRACTICE 1: Inventions Change the World

Match each invention or accomplishment in column A with the correct name in column B. Write the letter of the correct name next to each item. (*Hint: One of the names in column B matches three different inventions in column A.*)

Column A

- ___ 1. assembly line
- ___ 2. telephone
- ___ 3. electric power system
- ___ 4. simple box camera
- ___ 5. motion picture (movie)
- ___ 6. wireless telegraph
- ___ 7. phonograph (record player)
- ___ 8. airplane flight

Column B

- a. Thomas Edison
- b. Alexander Graham Bell
- c. Guglielmo Marconi
- d. Henry Ford
- e. Wright brothers
- f. George Eastman

Breakthroughs in Science

During the 1800s, scientists made many scientific discoveries. They learned that matter is made up of tiny particles called atoms. Soon, this idea became part of **physics**, which is the study of matter and energy. Then, in 1897, **J. J. Thomson** of England discovered the electron. An electron is an even tinier particle that is part of an atom. In 1898, **Marie Curie** and **Pierre Curie** of France studied radioactive elements. These elements change all the time by throwing off tiny particles.

Next, **Ernest Rutherford** of England found that the atom has a nucleus, or core. He also found more tiny particles within atoms. He called them protons. He studied atoms by splitting them apart with radioactive particles. All this led to **nuclear physics**. Later, scientists learned more about the nuclear structure of atoms. They were able to create power and bombs by smashing atomic nuclei. (*Nuclei* is the plural of *nucleus*.) By World War II, scientists had built the world's first atomic bomb.

Scientific discoveries did not stop there. Two other men moved physics in new directions. **Max Planck** of Germany showed that energy was released in definite units. He called each of these packages of energy a quantum. This was a very new concept. Another German, **Albert Einstein**, explained how a small mass can become a huge amount of energy. He also came up with the **theory of relativity**. This theory explains atomic events in terms of motion, space, and time. Other scientists used Einstein's ideas to learn more about atomic energy. This source of energy became very important later in the twentieth century.

■ PRACTICE 2: Breakthroughs in Science

Decide if each statement that follows is true (T) or false (F). Write the correct letter on the line before each statement.

- ____ 1. All matter is made up of tiny particles called atoms.
- ____ 2. Physics is the study of plants and animals.
- ____ 3. Marie and Pierre Curie of France discovered the electron.
- ____ 4. Albert Einstein invented the nuclear bomb.

- ___ 5. Einstein had a theory about human relations.
- ___ 6. The study of the nuclear structure of atoms led to the creation of nuclear bombs.

TIP



When you are studying history, some subjects may interest you more than others. Find out more about things that sound especially interesting to you. You can find out more about a topic by looking it up on the Internet or watching a video about it. For example, Marie Curie was an unusual woman for her times. She had a very interesting and also difficult life. She won two separate Nobel Prizes, one for chemistry and one for physics. If Curie sounds interesting to you, you could read more about her on the Internet. Here is one web site you might want to check out: <http://nobelprize.org/physics/laureates/1903/marie-curie-bio.html/>.

New Knowledge About Human Beings

Scientists of the nineteenth and early twentieth centuries also studied living things. **Charles Darwin** had developed his **theory of evolution** in the mid-1800s. This idea explained why living creatures changed over millions of years. A monk in Austria named **Gregor Mendel** wondered about this, too. He studied pea plants in the mid-1800s. Mendel learned a lot about how certain characteristics are passed on from a parent plant to its offspring.

Other scientists finally found out about Mendel's work around 1900. They found threadlike structures, called chromosomes, in plant and animal cells. Mendel had believed that these particles existed but had not been able to find them. These twentieth-century scientists also discovered that each chromosome contains many genes. They discovered that genes give a person (or other animal or plant) his or her own characteristics. Later in the twentieth century, scientists found out much more about chromosomes and genes.

Other scientists learned new things about human and animal behavior. **Ivan Pavlov** was a Russian biologist who studied dogs. He trained dogs to water at the mouth when he rang a bell. This is called a conditioned reflex. Pavlov had conditioned his dogs to respond in a certain way to a particular stimulus. (A *stimulus* is something that prompts a response. The plural is *stimuli*.)

A new science called **psychology** developed in the late 1800s. Psychology is the study of the human mind. The American **John Watson** applied what Pavlov had learned to psychology. Watson called his system *behaviorism*. **Behaviorism** suggests that all human behavior is a response of the nervous system to stimuli from the world that a person lives in.

Sigmund Freud of Austria is probably the world's most famous psychologist. He developed a new idea about human behavior in the early 1900s. Freud studied what he called the **unconscious** parts of the human mind. The unconscious consists of the thought processes that go on without a person being aware of them. Freud called this type of study **psychoanalysis**. Not all of Freud's ideas are accepted today. But they had a huge impact on psychology.

■ PRACTICE 3: New Knowledge About Human Beings

Match each term in column A with a definition from column B. Write the letter of the correct definition on the line before each term.

Column A

_____ 1. theory of evolution

_____ 2. chromosomes

_____ 3. conditioned reflex

_____ 4. behaviorism

Column B

a. a trained response to a certain stimulus

b. the study of a person's unconscious thoughts

c. the structures that contain genes; found in all cells

d. the idea that human behavior is a response of the nervous system to stimuli from the world that a person lives in

___ 5. unconscious

e. the idea that explains why living creatures change over thousands and millions of years

___ 6. psychoanalysis

f. the thought processes that go on in the mind without a person being aware of them

The New Industrial World

It was no accident that so much new technology came out in the early twentieth century. Starting in the late 1800s, companies began setting up research centers. One of the first was in Germany. The German chemical industry wanted to find the best ways to use the latest science. Thomas Edison set up one of the first research labs in the United States. Alexander Graham Bell's telephone company soon did, too.

Science went to work for industry in these research laboratories. Companies paid scientists to work in the labs. In return, the company owned the rights to whatever a scientist might discover while at work.

The people who lived and worked in this new industrial world were much more connected to the outside world than earlier people had been. News from around the world arrived in a flash. Newspapers, radio, and telephone lines kept people informed daily.

THINK ABOUT IT



Newspapers, radio, and telephone lines kept people informed about current events in the early 1900s. Today, news is also transmitted by television and on the Internet. How do you get your information about current events and daily happenings? Write your answer on a separate sheet of paper.

Transportation systems also drew people together. Railroads then crisscrossed North America. In Russia, railroads carried people over great distances between Siberia and Moscow. As more and more people owned cars, networks of highways were built. Families could travel easily. Trucks

could bring more goods to more places. Canals shortened shipping times. Trade between nations increased. Production was up, so manufacturers needed new markets in other nations. They also needed raw materials from other countries.

This modern industrial economy didn't grow at the same rate everywhere in the world. The countries of Western Europe, such as Great Britain and France and Germany, were very industrial. So was the United States. Southern, Central, and Eastern Europe were less developed. Much of their economy stayed rural (based on farming).

The same thing was true in much of Latin America, Africa, and Asia. Nations and colonies in these areas had little industry. Most of their people lived in rural areas and were poor farmers. Japan, however, had begun changing over to a modern economy in the 1880s. By 1910, it was a strong industrial country.

The lives of people in the industrial nations were quite different from those in rural nations. Western Europeans, for example, generally had more and better food, clothing, and shelter than their parents or grandparents had. They could usually change jobs if they wanted to. Rural peasants in countries such as India, however, remained tied to the land. They had few choices about how they could lead their lives. They often did not have enough food, clothing, or shelter.

The lives of women who lived in the industrial nations in the early 1900s changed in extra ways. Little by little, new jobs opened up for women after 1900. More women were able to work in medicine, the law, industry, and other areas. They were no longer as tied to the home as they once had been. They could buy ready-made clothes and other goods at department stores instead of staying home and making them. Prepared foods cut down on cooking chores. During World War I, women worked to keep war-related businesses running. They showed clearly that they were important and capable citizens. Women gained the right to vote in most western democracies during and after the war.

The industrial countries were wealthy and powerful. However, wealth and power can create problems. The industrial nations developed strong military forces. They wanted control of markets in which they sold their

goods and where they bought raw materials. Tensions grew among these strong nations. Weaker and less powerful countries resented them. These problems eventually led to World War I.

■ PRACTICE 4: The New Industrial World

Circle the letter of the correct answer to complete each of the following statements.

1. People in the early 1900s received news from around the world from _____ .
 - a. computers and the Internet
 - b. newspapers and radio
 - c. television news broadcasts
 - d. word of mouth
2. Countries that were industrial included nations in _____ .
 - a. Western Europe
 - b. Latin America
 - c. Africa
 - d. Eastern Europe
3. People in rural nations _____ .
 - a. changed jobs often
 - b. had plenty of food
 - c. remained tied to the land
 - d. moved to the cities
4. After 1900, more women were able to _____ .
 - a. buy ready-made goods
 - b. work outside the home
 - c. work in law and medicine
 - d. all of the above



UNIT 1 • ACTIVITY 1

The Revolution in Communications

In the year 1000 B.C.E., the peoples of the world were only able to travel by low-tech methods, such as walking or riding a horse. These people communicated by writing on materials such as papyrus. Copies of books were made by people called scribes, who copied entire books by hand. All clothing was made from natural fibers, such as cotton or wool. Wars were fought by soldiers armed with swords and spears.

Two thousand years later, nothing much had changed. People still traveled by foot or horseback. They still fought with swords and spears. Clothing was still made from cotton or wool, and books were copied by hand. The pace of change was slow. People were able to adapt to the small changes in their lives.

The pace of change quickened in the 1500s with the printing press, gunpowder, the telescope, and other inventions of the scientific revolution. Still, change was relatively slow.

In the twentieth century, however, change was rapid. People no longer had time to adapt to one invention before another invention came along. To get a sense of the pace of change, make a time line to show some innovations in communications.

On a separate sheet of paper, create a time line. It should start at 3000 B.C.E. and end at 2005 C.E.

Next, find when each of the following happened. Write the date in the right column. Then place each innovation in its correct place on the time line.

Innovation	Date
1. Writing is invented.	_____
2. The printing press is introduced in Europe.	_____
3. Samuel Morse sends messages over the telegraph.	_____
4. Alexander Graham Bell patents the telephone.	_____
5. Guglielmo Marconi develops a way to send wireless messages.	_____
6. Thomas Edison develops an early form of motion pictures.	_____
7. Television first becomes available to many Americans.	_____
8. The Internet becomes a popular means of mass communication.	_____

