SOCIAL STUDIES
READING AND WRITING ACTIVITIES

CORRELATED TO THE
SOCIAL STUDIES
COMPETENCY-BASED CURRICULUM

GRADE 9
World History

Division of Social Sciences
Miami-Dade County Public Schools
The School Board of Miami-Dade County, Florida

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SOCIAL STUDIES READING AND WRITING ACTIVITIES

The Division of Social Sciences has developed this reading and writing activity packet to provide support for social studies teachers with instructional program delivery including enrichment activities for addressing the Reading Sunshine State Standards Benchmarks.

The activity packet contains the following:

• Matrix containing listing of activities with correlations to the Social Studies Competency-Based Curriculum and the tested Reading Sunshine State Standards Benchmarks;

• Readings with follow up questions and activities correlated to the Social Studies Competency-Based Curriculum and the tested Reading Sunshine State Standards Benchmarks;

• Scoring Rubric for Short Response Tasks;

• Grade 9 Social Studies Competency-Based Curriculum for World History;

• Social Studies Topics for FCAT, Grades 9-10;

• Reading Content Assessed by FCAT and Item Formats by Benchmark, Grades 9-10;

• FCAT Reading Performance Task Specifications for Grades 9-10; and

• Sample Ninth Grade Reading Passages from Florida DOE with Benchmark Clarification Follow-up.
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GRADE LEVEL/COURSE: Grade 9 - World History

TITLE: Ancient Greece

CBC COMPONENT: I Geographic Understanding
II Historical Awareness
V Cultural Awareness
VI Global Perspective

COMPETENCY: IB, IIB, VA, VC

OBJECTIVE(S): IB3 Trace the origin and development of classical Greek civilization, placing emphasis on the role of geography in its development.

IB4 Map the expansion of Rome and suggest reasons for its successful expansion.

IB8 Explain the significance of geography in the development of civilizations and nation states.

IIB5 Discuss and analyze factors which discouraged unification among the Greek city-states.

VA2 Give examples of cultural diffusion throughout history.

VA3 Explain how cultural diffusion impacts civilizations, past and present.

VC1 List the major cultural achievements of early civilizations.

VC2 Identify the major contributions of classical Greece and their effects on the development of Western civilization.
VC7 Understand how contemporary civilizations utilize contributions of past civilizations.

VIA1 Analyze the influence of selected cultures on world civilizations.

VIA4 Recognize that literature and art reflect the inner life of a people.

**LANGUAGE ARTS/READING BENCHMARK:**

LA.A.2.2.7 Recognizes the use of comparison and contrast in a text

LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. (Applies to fiction, nonfiction, poetry, and drama.)

**READING:**

*Ancient Greece* (found on following pages)

**SOURCE:**

Newfield Publications, Inc.

**MULTIPLE CHOICE ANSWERS:**

1. C
2. B
3. A
4. B
Directions: Read the passage and answer the questions that follow.

Ancient Greece

For many centuries, Greece was the center of the ancient world. The Greeks did not acquire their power only through military conquests. Their greatness was largely the result of the achievements of their artists, scientists, and philosophers. Everywhere Greek traders went, they took Greek ideas with them. People throughout the ancient world were influenced by Greek thought and culture. We can still see and feel that influence.

Ancient Greece covered most of the same land as modern Greece, including several islands in the Ionian and Aegean seas. It was a small, mountainous land, with beautiful blue seas and skies. Most of the people were farmers who grew olives and raised sheep. The first great civilization in the area of the Aegean Sea was on the island of Crete. This was the powerful Minoan civilization, which began around 3000 B.C. The Minoans were a peaceful and artistic people. They were also prosperous traders. The wealth and beauty of their capital city, Knossos, was widely famed. About 1450 B.C., the Mediterranean island of Théra (also called Santorini) exploded. Huge waves battered Crete. Debris from the explosion wrecked Crete’s agriculture. The Minoan civilization was at an end.

The Mycenaeans, a people from mainland Greece, took over Crete. The Mycenaeans then became the major power in the Aegean area. They developed a civilization in Greece and built magnificent palaces and tombs in their chief city, Mycenae. The Mycenaeans were a warlike people, and they traveled far in search of new lands to conquer. The Trojan War was probably fought between the Mycenaeans and the city of Troy in Asia Minor (now Turkey). The Mycenaean civilization was invaded by savage tribes from the north, the Dorians, in about 1100 B.C. These invasions of Greece lasted until 750 B.C. This was a violent time of fighting, poverty, and misery for the Greek people. During these difficult years, Greeks began to form colonies in other regions.

Many Greeks sailed to islands in the Aegean Sea. Others settled along the coast of Asia Minor and called their colonies Ionia. Other Greeks founded colonies in lands around the western Mediterranean. The people who stayed in Greece built fortified cities to protect themselves. Several of these cities became so powerful that they formed their own governments and became self-ruling city-states. A city-state included the city itself and the land and small villages surrounding it. Although they did not have one central government, the people of the Greek city-states had a deep national pride. At this time they called themselves Hellenes, and their country Hellas. They spoke the same language, shared the same customs, and believed in the same gods. They loved their country and felt immensely...
superior to the rest of the world. Many of the city-states built fleets of ships, and soon the Greeks became the most powerful traders in the Mediterranean.

The two greatest city-states were Sparta and Athens. Sparta was a military state. Its citizens led a harsh existence. All boys were trained to be soldiers, and all children were taught to be physically tough. The men lived in military barracks until they were 30 years old. Athens became famous as an artistic and cultural center. The architecture, drama, sculpture, and poetry produced in Athens are still admired today.

Pericles (about 495-429 B.C.), the ruler of Athens, was a brilliant man and a famed orator (speaker). Under his leadership, Athens became the foremost city of the ancient world. Some of the greatest artists, writers, and philosophers of all time gathered there. Many of the most beautiful temples were built on the Acropolis, a mountain rising above Athens. The Athenians developed a system of government known as democracy, which gave every free man a vote and the right to hold office. Other Greek city-states became jealous and resentful of Athens' power.

In 431 B.C., war broke out between Sparta and Athens. This was the Peloponnesian War, named for the peninsula on which Sparta was built. The other city-states chose sides, and Greece was divided. The war ended in 404 B.C. with the defeat of Athens. Much unrest followed, as the victorious city-states fought for power.

In 338 B.C., Macedonia, a country north of Greece, invaded the land. Alexander the Great of Macedonia became ruler two years later. Alexander deeply admired everything that was Greek and carried Greek ways throughout the enormous empire that he built. The two centuries following Alexander's death, in 323 B.C., are called the Hellenistic Period. The city-states tried to revive their former power during this time. But Greek culture had lost much of its earlier strength and beauty. The Romans conquered Greece between about 146 and 27 B.C., and made it into a Roman province. The city-states were broken up, and the history of Greece then became merged with that of the Roman Empire.

The Greeks believed in many gods. Delphi was the holiest Greek city. Delphi had a magnificent temple dedicated to the god Apollo and a famous oracle, a priestess who was believed to speak Apollo's words. She would fall into a trance and make strange sounds, which the priests interpreted (explained) to the people.

The Greeks enjoyed all kinds of festivals. Their most famous were the Olympic Games. Athletes competed in discus-throwing, running, chariot-racing, and many other contests. Today's Olympic Games are loosely based on the ancient Greek games. Theater was
another favorite entertainment. Poor people were often allowed to attend free. The theaters were huge outdoor arenas with seats carved out of stone.

The Greeks developed the study of many sciences, including geography, botany, zoology, and geometry. A Greek doctor, Hippocrates, is regarded as the “Father of Medicine.” The great philosophers, Aristotle and Plato, developed principles of conduct that people still respect and try to live by today. Greek architects developed a style of architecture based on towering columns and spacious courts. For the first time, sculptors began to portray the human body more realistically. They also sculpted beautiful, idealized human figures. The fine work of Greek painters can still be seen in museums on vases painted with graceful and lively figures.

The achievements of the ancient Greeks formed the basis of our Western civilization. The Romans copied and preserved much of Greek culture. During the period called the Renaissance, people in Europe rediscovered the arts and ideas of ancient Greece. To this day, the Western world has been deeply influenced by Greek ideas in architecture, art, science, philosophy, and literature. Today, the governments of many modern nations are based on the Greek ideals of democracy.

SOURCE: Newfield Publications, Inc.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

1. Which was a difference between Sparta and Athens?

(A) Sparta produced many artisans, while Athens was a farming community.
(B) Sparta was in Italy, while Athens was in France.
(C) Sparta was a military center, while Athens was a cultural center.
(D) Sparta was peaceful, while Athens was constantly at war.

2. How did the explosion of the island of Thééra put an end to the civilization on Crete?

(A) The explosion caused the island of Crete to sink into the sea.
(B) Debris from the explosion ruined the Minoan’s agriculture.
(C) Ashes from the explosion blocked out the sun.
(D) Debris from the explosion destroyed the Minoan village.

3. The Athenians developed a system of government which gave every free man a vote and the right to hold office. This system of government is known as

(A) democracy.
(B) socialism.
(C) feudalism.
(D) communism.

4. What relationship is being referred to in the statement “The achievements of the ancient Greeks formed the basis of our Western civilization?”

(A) Ancient sailing skills contributed to contemporary sailing skills.
(B) Many of the ideals of contemporary western government, art, and architecture originated with the Greeks.
(C) The Trojan War established the standard for modern warfare.
(D) The city-states of ancient Greece established the basis for the 50 states within the United States.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

5. Explain the important role played by the Greeks in world history.

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6. How has Ancient Greek society influenced today’s culture and ideas?

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GRADE LEVEL/COURSE: Grade 9 - World History

TITLE: The Anglo-Saxons

CBC COMPONENT: V Cultural Awareness

COMPETENCY: VA

OBJECTIVE(S):
VA2 Give examples of cultural diffusion throughout history.

VA3 Explain how cultural diffusion impacts civilizations, past and present.

LANGUAGE ARTS/READING BENCHMARK:
LA.A.1.4.2 Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

LA.A.2.4.2 Determines the author's purpose and point of view and their effects on the text. (Includes LAA2.4.5 Identifies devices of persuasion and methods of appeal and their effectiveness.)

READING: The Anglo-Saxons (found on following pages)


MULTIPLE CHOICE ANSWERS:
1. D
2. B
3. A
4. B
SOCIAL STUDIES
READING AND WRITING ACTIVITY

Directions: Read the passage and answer the questions that follow.

The Anglo-Saxons

Our language, English, is based on theirs. We remember their name in a country: England.

But what do we really know, what do we really remember, of the Anglo-Saxons, the people who once called themselves Angles, Saxons and Jutes?

Let’s take a trip back in time and meet these distant ancestors. Even those of us who have no English blood still use the baggy, rich and strange English language.

First of all you have to imagine a world dominated by Rome. Two thousand years ago the Roman Empire covered an area of about 6.5 million square kilometres. Rome ruled a quarter of Europe, a good deal of the Middle East, and the entire northern coastal area of Africa.

And that was the time the Roman general Julius Caesar invaded Britain.

The people who lived in Britain at that time were Celts. There were many rebellions. But eventually, they worked out an accommodation with Rome, which managed to preserve their own culture whilst using the better elements of Roman civilisation too. And for hundreds of years there was peace—the "Roman peace"—among the tribes of Britain.

But the tribes of Germany and Scandinavia—wild peoples of the deep forests—never became a part of the Roman Empire. Among these tribes were the Angles, the Saxons and the Jutes.

About 300 years after the Romans landed in Britain, the Roman Empire began to break up. But it did not fully die in Western Europe till the legions were pulled out of Britain another 200 years after that. The Roman peace was then ended, and the tribes of Britain were soon slugging it out between themselves, each attempting to gain domination. This gave the Germanic tribes, including the Angles, Saxons and Jutes, an opportunity.

Some were in Britain already. Others came later, with their families. Still others came as mercenary soldiers for various Romano-British lords. One way or another they poured into Britain, and soon occupied a great deal of the country—an area they called England (or land of the Angles)—though the edges still stayed Celtic: Cymru, which eventually became known as Wales; Scotland; Cornwall. The Germanic tribes never made it to Ireland.

After that warlike start, the Angles, Saxons and Jutes settled down in England. In time, they became Christians like the British, and their culture, a rich mix of their own ancestral heritage, as well as native elements, became known as English.
So what were these Old English like? They were great farmers, warriors, poets, writers, priests, lords, musicians, artists—like the people they had displaced and intermarried with. They had divided England up into separate kingdoms, such as Wessex and Mercia, which in turn were divided into shires and ridings. They had a highly-developed legal system, from which many of our own laws are descended. Like most people in those days, they were believers not only in Christianity, but also in a magical realm based on the myths of their German and Scandinavian ancestors. People used charms and spells and cast runes (a kind of fortune-telling).

Not all that the Anglo-Saxons wrote was solemn poetry or magical stories or earnest histories: they also loved jokes and riddles. There is a wonderful manuscript which still survives from those times, The Exeter Book, which is full of extraordinary, silly and sometimes rude riddles!

Old English culture flourished in this way for hundreds of years; but it came to an abrupt end in 1066, as a result of the Norman Conquest. The Normans, who were originally of Norse—or Viking—anxiety but who had settled in France the century before and intermarried with the French, came to England under the lion banner of their duke, William, soon known as the Conqueror.

William said he had been promised the crown of England by his cousin, Edward, the previous king of England, who was part Norman. But Edward had changed his mind on his deathbed, and the Witan, or assembly of the Anglo-Saxon nobles, had voted for the English lord Harold Godwinson as their King. In a jealous fury, William invaded, with thousands of troops—Norman, French and Breton. He landed at a very bad time indeed for Harold. The English, weakened already by constant fights with other Norse raiders, had to face two enemies in the same week: first the Viking king Harold Hadradda, and then William. They defeated the Vikings completely, but then had to march straight to the field of Hastings to take on the Normans. They lost, and Harold was killed in battle, by an arrow through his eye which went straight to his brain.

William declared that all those who fought against him at Hastings were traitors, and that all their lands would be taken from them, and their families destroyed. There was to be no mercy. The Normans moved with ruthless efficiency, stamping out rebellion wherever they found it, and killing people or putting them to flight. They attacked not the ordinary people in general, but the leaders of the Anglo-Saxon community—warriors, lords and priests—because they knew that a leaderless people would find it much harder to resist.

But the Normans did not hesitate to kill even the most vulnerable. All those who resisted Norman rule were made into outlaws, to be killed on sight. The few lords who had survived, and who attempted to conduct a guerilla-style campaign against them, often hiding in the forests, were quickly dealt with. When the North, both lords and people, rose up, the Normans acted with swift brutality, burning all the villages, killing all the people and animals, and spreading salt on the ground so that no crops could be grown for years. After that, no one dared seriously oppose them.
The Normans' own language, Norman French, was installed as the official Court language and for a time English all but vanished as a written language except in a few monasteries, though of course most people still spoke it. The Normans also bad-mouthed the English past, accusing the English of having been bad Christians, and of being mere barbarians. Indeed, they even started praising the pre-English British, and took on the legendary Anglo-Saxon King Arthur as one of their heroes!

The Normans were not all bad, of course. They did do some good things, such as ending slavery; and their careful record-keeping and documentation have given us a wonderful picture of life at the time. Some of the Norman lords were reasonably kind to their new people, and did not interfere with their ways.

Strangely, the thing that united both the ordinary English people and their new lords was their common hatred of King William's forest laws. The forests, which in Anglo-Saxon times had belonged to all, and where everyone had been free to hunt game and gather wood, were made into game preserves. Only the King, and the King's officers such as the Sheriffs, were allowed to touch anything in them. Not even the lords or the knights were supposed to do anything there without the Sheriff's permission. Anyone caught poaching was severely punished, either executed or blinded. William did not just do this because he was a tyrant. He thought the forests and their wildlife were endangered!

But of course the forests were deep and vast, and it was difficult for the Norman King to control them. And so they became home to outlaw bands: not just rebel lords, and not just ordinary criminals, but also people—not only English, but others as well—who did not wish to live under the harsh forest laws, and thought that the forest should be free to all, as before. They kept many of the old English ways alive, in the forests and the villages. And that, of course, is the beginning of the great English legend of Robin Hood, the outlaw who fights all the time against the wicked Sheriff of Nottingham!

The Norman Conquest destroyed much Old English, or Anglo-Saxon culture, which is why we know so little about it now. Indeed, you could even say that the Anglo-Saxons disappeared after 1066. But this story doesn't have a totally sad ending: the old English lords might have gone, but many of the old English ways and stories survived, as did the English language—still itself, but enriched by Norman French. Indeed, English soon became dominant again. And in time, the descendants of the conquerors forgot that they had ever been Normans, and began to think of themselves as English.

1. From the reading what inference can we make concerning the withdrawal of Roman soldiers from occupied England?

(A) They withdrew because they were tired of fighting.
(B) Their French conquerors had better weapons.
(C) They were tired of being far from home.
(D) They were called back to save Rome.

2. Which word best describes William the Conquerer?

(A) merciful
(B) vindictive
(C) kind
(D) sympathetic

3. What sentence best describes the attitude of the author towards Norman invaders of England?

(A) Their contributions, while important, were very small in number.
(B) They civilized the savage Germanic tribes.
(C) Their contributions were the basis for modern English society.
(D) They taught the Germanic tribes to speak English.

4. What can we conclude about the English language?

(A) It is older than the Roman Empire.
(B) It contains both French and Germanic influence.
(C) It was brought to England by early Christians.
(D) Only people in England still speak the language.
5. In what ways are Americans today similar to the Germanic tribes which conquered England? Be sure to use details and information from the article.

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GRADE LEVEL/COURSE: Grade 9 - World History

TITLE: Aztec Soccer

CBC COMPONENT: V Cultural Awareness

COMPETENCY: VC

OBJECTIVE(S): VC7 Understand how contemporary civilizations utilize contributions of past civilizations.

LANGUAGE ARTS/READING BENCHMARK:

LA.A.1.4.2 Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

LA.E.2.4.1 Analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

READING: Aztec Soccer (found on following pages)

SOURCE: Soccer Jr., October/November 2000.

MULTIPLE CHOICE ANSWERS:

1. D
2. C
3. B
Directions: Read the passage and answer the questions that follow.

**Aztec Soccer**

*Imagine If Your Parents Bet Everything They Owned on Your Game!*

Huanco (wan-co) wiped sweat from his brow, breathing heavily. His back ached where the hard rubber ball had smacked him. He licked his dry lips, tasting dust and sweat, and passed his hand over his itchy eyes. He watched as his teammate Tlamil (tlah-meel) prepared to launch the ball again.

He tensed as the ball (about the size of a volleyball) came toward him. He got behind it and leaped to slam his knee into it. It sailed in a graceful arc over all but one of the opposing team's players, toward the wide end zone. Huanco held his breath. The last opponent butted the ball with his hip, preventing the score and pushing it back into play.

Huanco groaned and shook his head. A member of the opposing team elbowed the ball into the air, setting it up. Huanco threw his body in front of an opponent to prevent him from reaching the ball. He was shoved roughly for his trouble. His opponent kneed the ball, and it soared high over Huanco's team. Score.

The crowd around the I-shaped stone court pressed closer and cheered loudly, a few booing and throwing rocks or dirt. Their brightly colored clothing, some with feathers woven into the cloth, reminded him of jungle birds. Huanco imagined he could hear his father's proud voice telling of the honor Huanco was bringing his family by playing the game of tlachtli (t-lock-tlee). He knew that many of the crowd, like his father, had bet everything they owned on the outcome of the game. Huanco's father had seen the shaman, who had forecast good luck for Huanco's team.

Huanco grunted. The other team was winning 5-2. Usually, the shaman was more accurate.

He shifted his shoulders under the leather pads he wore. Sweat trickled from his thick black hair into his eyes. He wiped his brow again and ground his teeth in frustration. Then he took a deep breath and released it slowly. "Only the moment matters," his tlachtli master had drilled into him. "Don't dwell on mistakes."

Tlamil launched the ball again. Huanco watched as it neared and swung his leg heartily to knee it upward, then smashed his elbow into it. The ball hurtled against the wall, bounced off and scraped through one of the iron rings mounted 20 feet up.

Huanco stopped dead, his mouth hanging open. No matter what the score, the team that gets the ball through one of the rings wins the game. The game was over! His teammates gathered around him, pumping his arms and pounding his back. The crowd, suddenly quieter, melted quickly away. Only a few disgusted spectators who had lost their bets stayed a moment longer to hurl angry words and handfuls of dirt at the players.
"Come on," Tlamil urged, pulling at Huano's elbow. He grinned widely. "They're getting away!"

Huanco followed his friend through the end zone and around the wall to the street. The citizens of Tenochtitlan (ten-ok-tee-tlan) were running wildly in all directions. Shopkeepers were closing their stalls. Mothers were catching their children and dragging them quickly away.

Huanco spotted a fat merchant in a tunic with red and orange trim and pointed him out to Tlamil. Tlamil's grin matched his own. They hurried through the crowds, stalking him with single-minded greed.

The merchant hadn't spotted Huanco and Tlamil yet. He was walking quickly, occasionally casting a glance over his shoulder but not running. Huanco tripped over a fruit cart, barely noticing the ripe melons scattering beneath his feet. He reached his prey just as the merchant reached the doorway of his shop. Tlamil arrived on his heels.

The shopkeeper cursed at them and tried to argue, but they laughed as they relieved him of his tunic and small purse. It was Huanco's right, having scored in the ring, to steal whatever he wanted from any spectator he and his teammates could catch. Lastly, they took his loincloth.

The poor man was so embarrassed Huanco and Tlamil turned their backs and shielded him from view until he was safely inside his shop. Then they burst out laughing and ran to see who else their team had caught.

THE TRUE STORY

The story of Huanco isn't true, but it could be. The Aztecs were a real people who lived long ago in the area that is now Mexico. They rose to power in the early 1400s and ruled for almost a century before being conquered by the Spanish. The Aztec city Tenochtitlan was located where present-day Mexico City stands.

Archaeologists have learned much about Aztec culture, including the popular game of tlachtli. It was sort of like a violent mix of soccer, volleyball and the Spanish game of pelota (pay-loh-tah). There weren't any fouls in the Aztec game; players were often injured and some were even killed. Only members of the Aztec nobility played tlachtli, but anyone could (and did!) bet on it. Major decisions and whole fortunes could be influenced by the outcome of a single game. One Aztec emperor lost the marketplace of Tenochtitlan when he lost a bet on a game!

What would soccer be like if we played like the Aztecs did? And what if the winning team got to chase people and take their things? Can you imagine the chaos if the World Cup winners were allowed to raid the crowd?
SOCIAL STUDIES
READING AND WRITING ACTIVITY

You can play soccer the Aztec way. The rules are simple: only the knees, elbows and hips can be used to hit the ball. Have fun! Just one warning: your friends will probably appreciate it if you let them keep their clothes and money when you win!

SOCIAL STUDIES
READING AND WRITING ACTIVITY

1. What does “shaman” mean?
   (A) coach
   (B) king
   (C) ruler
   (D) psychic

2. How did Huanco win the match?
   (A) He scored several goals.
   (B) He kicked the ball through a goal.
   (C) He put the ball through a ring.
   (D) He ran over the finish line.

3. How is tlachtli different from soccer?
   (A) Players cannot use their hands.
   (B) Players may behave more violently.
   (C) Players move the ball down the field.
   (D) Players may use their knees.
4. Explain the rules of tlachtli. Be sure to use details and information from the article.
GRADE LEVEL/COURSE: Grade 9 - World History

TITLE: Black Sea Artifacts Point to an Ancient Flood

CBC COMPONENT: I Geographic Understanding
IV Economic Understanding

COMPETENCY: IC & IVA

OBJECTIVE(S): IC1 Identify the major reasons for world exploration and discuss its results.
IVA8 Understand the interaction of science, society, and technology in historical development

LANGUAGE ARTS/READING BENCHMARK: LA.A.2.4.1 Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

READING: Black Sea Artifacts Point to an Ancient Flood (found on following pages)


MULTIPLE CHOICE ANSWERS:
1. A
2. C
3. B
4. B
Black Sea Artifacts Point to an Ancient Flood

Off Turkey's Coast, the Man Who Found the Titanic Has Found What Some Say Could Be a Link to the Story of Noah.

WASHINGTON--Explorers said yesterday that they had discovered signs of human habitation hundreds of feet below the Black Sea, providing new evidence of a 7,000-year-old catastrophic flood that some scientists say could be linked to the biblical story of Noah.

Robert Ballard, famous for discovering the wreck of the Titanic, said his expedition had found rectangular foundations for two Stone Age structures along an ancient riverbed that once had been rolling countryside.

"To go into a large region and find where people had been living and had to abandon it, leave rapidly or drowned...and no one has been there since is very rare in the archaeological world," Ballard said by satellite phone from his research ship.

The team's chief archaeologist, Fredrik Hiebert of the University of Pennsylvania's Museum of Anthropology and Archaeology, described the find, about 12 miles off the coast of Turkey in 311 feet of water, as the "Pompeii of landscapes."

"This is a major discovery that will begin to rewrite the history of cultures in this key area between Europe, Asia and the ancient Middle East," he said.

Many ancient Middle Eastern cultures have legends of a great flood, including the Bible story of Noah. Columbia University geologists William Ryan and Walter Pitman speculated in their 1997 book, Noah's Flood, that when the European glaciers melted 7,000 years ago, the Mediterranean Sea overflowed into what was then a smaller freshwater lake to create the Black Sea.

The two geologists believe Noah's flood took place not in the Middle East, as might be assumed from reading the Bible, but in the area around the Black Sea. Their theory was based on their discovery of a drowned landscape as seen in seismic profiles and sediment cores.

Pitman said he had never been so excited in his life as he was with the finding announced yesterday.

Ballard, a National Geographic Society explorer-in-residence, was more cautious about linking his discoveries with the Bible. "That is not my expertise," he said. "We are gathering facts."
Ballard earlier had found indications of an ancient coastline miles out from the current Black Sea coast. He also had found two types of shells along the ancient coastline—saltwater shells dating back 6,500 years and freshwater species dating to 7,000 years or more. His new discovery provides evidence that people once lived in that now-inundated region.

"So," he said yesterday, "we know that there was a sudden and dramatic change from a freshwater lake to a saltwater sea 7,000 years ago.

"And we know that as a result of that flood a vast amount of land went underwater.

"And we now know that that land was inhabited. What we don't know is who these people are. We don't know how broad their settlements were...but we're expanding our studies to try to determine that," he said.

Ballard said his team, using remote-controlled underwater vessels with cameras, located a former river valley beneath the sea and in that valley were two collapsed structures, including some preserved wooden beams that had been worked by hand.

Hiebert said they possibly were houses, and were "absolutely" man-made.

The archaeologist said his "jaw dropped" when he saw the first images of one of the structures. "It was one of the most remarkable experiences of my life," he said. "To be almost out of sight of land, and...see something familiar to a land archaeologist. To see fragments of wood is remarkable."

The artifacts were captured three days ago by sonar and on pictures taken by a roving vehicle called Argus that is about the size of a washing machine and attached by fiber-optic cable to the research ship.

One of the structures measures about 12 feet in width and is 45 feet long, with carved wooden beams, wooden branches and tools—a stone chisel and two other stone tools with holes drilled through them—collapsed among the mud matrix.

Ballard said nothing had been removed. The group is mapping the site and looking for other structures.

"This is a work in progress," Ballard said. "It is critical to know the exact era of the people who lived there, and to that end we hope to recover artifacts and wood for carbon dating so we can figure out what sort of people lived there and the nature of their tools."

"It belongs to a separate Black Sea world," added Hiebert. "The quest is to discover who the people were."

The discovery occurred within Turkey's coastal waters, and that country's Directorate of Monuments and Museums has a representative on the research vessel.
The expedition is sponsored by the National Geographic Society, which is planning a book and TV programs on Ballard's Black Sea research.

SOCIAL STUDIES
READING AND WRITING ACTIVITY

1. Another term for “catastrophic” flood is
   (A) disastrous
   (B) enormous
   (C) ancient
   (D) past

2. From the information presented in the article we may assume that
   (A) the explorers are Christians trying to prove the story of Moses.
   (B) Turkey is trying to prevent the exploration of the Black Sea.
   (C) the explorers probably used the same equipment to find the Titanic.
   (D) the explorers removed artifacts in order to study them.

3. How is the story of Noah different from this discovery?
   (A) The story of Noah took place in the mountains.
   (B) Noah was not from the same region.
   (C) Noah was not from the stone age.
   (D) There were no cities in the time of Noah.

4. Which statement best expresses the main idea of the article?
   (A) There is a clear link between the biblical story of Noah and scientific evidence.
   (B) National Geographic Society geographers have discovered evidence of an ancient flood.
   (C) Many ancient Middle Eastern cultures have evidence of a great flood.
   (D) The man who discovered the wreck of the Titanic has now found evidence of an ancient civilization beneath the sea.
5. What evidence is there to support that the discovery in the Black Sea means there was once people living there? Use details from the article to support your answer.

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6. What connection is there between the discovery in the Black Sea and the story of Noah? Include details and information from the article in your answer.

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FCAT-Style Reading and Writing Activities in Social Studies. Developed by the Division of Social Sciences.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 9 - World History

TITLE: Rachel Carson, Environmentalist

CBC COMPONENT: IV Economic Understanding

COMPETENCY: IVA

OBJECTIVE(S): IVA8 Understand the interaction of science, society, and technology in historical development.

LANGUAGE ARTS/READING BENCHMARK:

- LA.A.1.4.2 Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
- LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. (Applies to fiction, nonfiction, poetry, and drama.)

READING: Rachel Carson (1907-1964), Environmentalist (found on following pages)


MULTIPLE CHOICE ANSWERS:

1. A
2. D
3. B
4. C
5. A
SOCIAL STUDIES
READING AND WRITING ACTIVITY

Directions: Read the passage and answer the questions that follow.

Rachel Carson (1907-1964) Environmentalist

Rachel Carson was born in a small rural Pennsylvania community near the Allegheny River, where she spent a great deal of time exploring the forests and streams around her 65-acre farm. As a young child, Carson’s consuming passions were the nature surrounding her hillside home and her writing. She was first "published" at the age of 10 in a children’s magazine dedicated to the work of young writers. Other youngsters who first saw their words in print in St. Nicholas included William Faulkner and F. Scott Fitzgerald.

In 1925, Carson entered Pennsylvania College for Women as an English major determined to become a writer. Midway into her studies, however, she switched to biology. Her first experience with the ocean came during a summer fellowship at the U.S. Marine Laboratory in Woods Hole, Massachusetts. Upon graduation from Pennsylvania College, Carson was awarded a scholarship to complete her graduate work in biology at Johns Hopkins University in Baltimore, an enormous accomplishment for a woman in 1929.

Carson's distinction in both writing and biology won her a part-time position with the U.S. Bureau of Fisheries in 1935 where she was asked to create a series of seven-minute radio programs on marine life called "Romance Under the Waters." Meantime, she continued to submit writings on conservation and nature to newspapers and magazines, urging from the very beginning the need to regulate the "forces of destruction" and consider always the welfare of the "fish as well as that of the fisherman." The Baltimore Sun and others of its syndicated papers published her articles regularly.

In 1936, Carson was appointed a junior aquatic biologist with the Bureau of Fisheries and became one of only two women then employed with the Bureau at a professional level. Her work allowed her to visit often the Chesapeake Bay region, where she spoke with watermen and toured commercial plants and conservation facilities in an effort to understand the economics and culture of the area. During World War II, Carson participated in a program to investigate undersea sounds, life and terrain designed to assist the Navy in developing techniques and equipment for submarine detection.

Carson's first book, Under the Sea-Wind, published in 1941, highlighted her unique ability to present deeply intricate scientific material in clear poetic language that could captivate her readers and pique their interest in the natural world. In 1943, Carson was promoted to the position of aquatic biologist in the newly created U.S. Fish and Wildlife Service, where she authored many bulletins directed at the American public. One series, known as "Conservation in Action," was devoted to exploring wildlife and ecology on national wildlife refuges in laymen's terms. Another series was entitled "Food from the Sea" and offered information on the proper preparation as well as the advantages of a diet including fish and shellfish to a public unused to eating freshwater fish.
Carson was moved to the position of assistant editor and then editor-in-chief of all Fish and Wildlife Service publications, where her work included reviewing manuscripts as well as overseeing the Fish and Wildlife Service library and its staff, preparing congressional testimony and writing speeches for Fish and Wildlife Service personnel.


Carson had become interested in the danger of pesticides while still associated with the Fish and Wildlife Service. Her concern was accelerated with the introduction of DDT in 1945. Although she had left the Service to work on *Silent Spring*, her marine studies while there had provided her with early documentation on the effects of DDT on marine life. Since abnormalities always show up first in fish and wildlife, biologists were the first to see the effects of impending danger to the overall environment.

Carson had long been aware of the dangers of chemical pesticides but was also aware of the controversy within the agricultural community, which needed such pesticides to increase crop production. She had long hoped someone else would publish an expose on DDT but realized finally that only she had the background as well as the economic freedom to do it. She made the decision to produce *Silent Spring* after years of research across the United States and Europe with the help of Shirley Briggs, a former Fish and Wildlife Service artist who had become editor of an Audubon Naturalist Society magazine called Atlantic Naturalist. Clarence Cottam, another former Fish and Wildlife Service employee, also provided Carson with support and documentation on DDT research conducted but not generally known.

As expected, her book provoked a firestorm of controversy as well as personal attacks on her professional integrity. The pesticide industry mounted a massive campaign to discredit Carson even though she did not urge the complete banning of pesticides but rather that research be conducted to ensure pesticides were used safely and alternatives to dangerous chemicals such as DDT be found. The federal government, however, ordered a complete review of its pesticide policy and Carson was asked to testify before a Congressional committee along with other witnesses. As a direct result of the study, DDT was banned. With the publication of *Silent Spring*, Carson is credited with launching the contemporary environmental movement and awakening concern by thinking Americans about the environment.
In a television interview, Carson once stated that "man's endeavors to control nature by his powers to alter and to destroy would inevitably evolve into a war against himself, a war he would lose unless he came to terms with nature." She died from cancer in 1964 at the age of 57. The Fish and Wildlife Service named one of its refuges near Carson's summer home on the coast of Maine as the Rachel Carson National Wildlife Refuge in 1969 to honor the memory of this extraordinary woman.

1. What is DDT?
   (A) It is a pesticide.
   (B) It is a substance used by fishermen.
   (C) It is an environmental publication.
   (D) It is a chemical that gave Rachel Carson cancer.

2. Read this excerpt from the reading.
   "... a clear poetic language that could captivate her readers and pique their interest..."
   What does the word *pique* mean?
   (A) promote
   (B) postpone
   (C) dampen
   (D) arouse

3. What was the intended purpose of pesticide use?
   (A) to kill fish
   (B) to kill insects
   (C) to fertilize crops
   (D) to control weeds

4. Who were the main users of DDT?
   (A) biologists
   (B) fishermen
   (C) farmers
   (D) students

5. What was one direct consequence of Rachel Carson’s book, *Silent Spring*?
   (A) The use of DDT was forbidden.
   (B) People began eating more fish.
   (C) Farmers produced larger crops.
   (D) Other children’s writers were published.
6. Explain how Rachel Carson became America’s first leading environmentalist.
7. Explain how farmers and environmentalists saw the use of DDT differently.

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 9 - World History
TITLE: Confucius: Teacher and Statesman
CBC COMPONENT: VI Global Awareness
COMPETENCY: VIB
OBJECTIVE(S):
VIB3 Identify significant individuals and the effect each had on Chinese religion.
VIB10 Compare and contrast the contributions and influences of religious leaders; e.g., Buddha, Confucius, Moses, Jesus, Muhammad.

LANGUAGE ARTS/READING BENCHMARK: LA.A.1.4.2 Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

READING: Confucius: Teacher and Statesman (found on following pages)


MULTIPLE CHOICE ANSWERS:
1. B
2. C
3. D
4. A
5. C
6. D
7. D
Confucius was such an inspiring teacher that his fame and influence have lasted for centuries.

Historians write that his concern for education led him to open a school. At the time, most upper-class Chinese, including daughters, learned how to read and write at home. Young men who had government positions received on-the-job training from their superior officers.

Confucius' school was not like your school today. The students (young men, not boys or girls) had no classroom or textbooks, no written homework or weekly tests. Confucius taught by the example of his own personality. He considered a virtuous character even more important than knowledge itself. His personal conduct was the model his students tried to copy, but he also wanted his students well versed in history, philosophy, poetry, and ritual.

Confucius preferred to teach through conversations, either in a small group or with just one student. He asked the questions and expected students to find their own answers. He wanted them to think and understand, not merely memorize facts. For motivation, he used encouragement rather than punishment or embarrassment. He insisted on honesty, alertness, and hard work.

Although a member of the upper class, Confucius admitted to his school any young man who showed ability and a desire to learn. He conducted classes in his home, and some of his poorer students lived with him. According to legend, he taught a total of three thousand pupils, but he rarely had more than 20 or 25 at any one time.

Besides learning to imitate Confucius' example, students also studied rituals, music, archery, calligraphy, arithmetic, and charioteering. Some of these subjects sound familiar today; others do not. However, a gentleman at that time was expected to be balanced, that is, he should be as good an archer as a scholar. Confucius believed that music perfected morality, and that rituals and ceremonies helped establish good behavior. For Confucius, a knowledge of literature and mathematics was essential if a person wished to be considered well educated—this is also true today.

Confucius had two goals for his students. First, he wanted them to develop "jen," compassion and respect for other people. Confucius defined "jen" in this way: "At home, to be courteous; in business, to be considerate; among friends, to be honest."

His second goal was to prepare his students for government service. In Confucius' time, the various states often warred among themselves. Confucius believed that good officials would create good government and that good government would make for a peaceful society with happy people.
Confucius suggested a system of examinations. Whoever passed these tests would qualify for government service. Hereditary officials would hand over power to men chosen for their wisdom and virtue. China’s leaders did not accept this idea immediately. Eventually, they did, and Confucius is given credit as the inspiration behind China’s examination system. It was this system that made it possible for able men of most social classes (merchants and artisans were not included) to become government officials.

Even though Confucius thought government service was the highest calling, he himself was less than successful. As a young man, he held only minor offices in his home state of Lu. However, he could expect nothing more, as important jobs were reserved for powerful aristocrats and he was only a "gentleman."

When the lawful Duke of Lu was overthrown by Qi Pingze, Confucius opposed the usurper and had to leave Lu for a few years. He traveled to the state of Qi, where he planned to advise the Duke of Qi on how to establish a better government. Although he was well received at court, and the duke encouraged him to stay, Confucius thought his advice was too often ignored, and he returned to Lu. Affairs did not go well there either, and the Duke of Lu dismissed him. It was at this time that he decided to devote his life to teaching.

After teaching for 15 years, Confucius, who was now 50 years old, finally received his first important political appointment. He became the chief magistrate of the town of Zhongdu in Lu. His rank was Senior Officer and, for the first time, he played a meaningful role in government affairs. He did so, however, not so much because of his high office, but because of his reputation for honesty and wisdom.

After about five years, Confucius resigned and began a life as "wanderer." He spent almost 14 years traveling about China. Most likely he believed that he could achieve his goal of stable government rule and a united China through teaching leaders who believed in his ideas.

6. What was the main theme of Confucius’ teachings?
   (A) intellectual enlightenment
   (B) character development
   (C) artistic appreciation
   (D) civic understanding

7. Why was China’s examination system established?
   (A) To assess students at the Confucius school
   (B) To establish well educated citizens
   (C) To qualify citizens for government service
   (D) To prepare students for “jen”

8. What did Confucius consider the highest calling?
   (A) teaching children
   (B) musical ability
   (C) personal sacrifice
   (D) government service

9. Which of Confucius’ ideas had the most long term effect on China’s government?
   (A) The concept of an examination system
   (B) The philosophy of teaching by example
   (C) The idea of leaving home for school
   (D) The system of hereditary officials

5. Where did most upper-middle class citizens of China learn to read and write prior to Confucius?
   (A) in the market place
   (B) in one-room schools
   (C) in their homes
   (D) in their churches
6. From this reading, what may we conclude about the Chinese government at the time of Confucius?

(A) Government officials were stealing money.
(B) A democratic system was in place.
(C) All classes of society could serve as government officials.
(D) There was a problem with bad government.

7. Read the following sentence from the article.
   When the lawful Duke of Lu was overthrown by Qi Pingze, Confucius opposed the usurper and had to leave Lu for a few years.
   What does “usurper” mean?

(A) not having popular support
(B) lacking in competence
(C) known enemy
(D) without legal authority
8. To what extent did Confucius break established social and gender roles in recruiting students? Support your answer with details and information from the article.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

9. Compare and contrast Confucius’ school curriculum with the curriculum in schools of today.

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 9 - World History

TITLE: Dias Rounds the Cape of Good Hope

CBC COMPONENT: I Geographic Understanding  
II Historical Awareness

COMPETENCY: IC, IIB

OBJECTIVE(S): IC1 Identify the major reasons for world exploration and discuss its results.
IIB3 Identify/Describe people and events of time periods in history.

LANGUAGE ARTS/READING BENCHMARK: LA.A.1.4.2 Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. (Applies to fiction, nonfiction, poetry, and drama.)

READING: Dias Rounds the Cape of Good Hope (found on following pages)


MULTIPLE CHOICE ANSWERS:  
1. A  
2. C  
3. A
Directions: Read the passage and answer the questions that follow.

**Dias Rounds the Cape of Good Hope**
August, 1487 - December, 1488

Principal Personages

*Henry, the Navigator*, Prince (1394 - 1460), Portuguese ruler who initiated exploration of the coast of Africa

*John, II*, King of Portugal 1481-1495

*Diogo Cão*, Portuguese explorer who had gone furthest along the coast of Africa before the Dias expedition

*Bartholomeu Dias de Novaes* (1450-1500), Portuguese commander of the voyage of discovery

Summary of Event

The Dias expedition, one of the most important events in maritime history, was the final phase of over a century of voyages of exploration initiated by Prince Henry the Navigator. At his headquarters at Sagres in southern Portugal, Henry gathered the finest minds and collected extensive geographical data. Stimulated by crusading zeal and a desire for wealth, expeditions were sent south along the African coast almost annually beginning in 1418. Henry sought to open communication with the fabled kingdom of Prester John (modern Ethiopia), develop trade, and eventually discover a sea route to India. From 1418 to 1460, Portuguese explorers cautiously proceeded southward, discovering and occupying the Madeira, Azores, and Canary islands, doubling Cape Bojador, and rounding Cape Verde.

Immediate results were realized with the increase of geographical knowledge and the development of trade along the coast of Guinea of which the infamous black slave trade was an unfortunate result. With the accession of John II (1481-1495), voyages of exploration were continued, and by 1486, Diogo Cão had reached Cape Cross and Cape Negro in Southwest Africa.

At the command of King John, an expedition headed by Bartholomeu Dias de Novaes set sail from Lisbon early in August, 1487, in the belief "that ships which sailed down the coast of Guinea might be sure to reach the end of land by persisting in a southward direction."

The expedition was made up of three caravels, one of which was a store ship to allow the others greater mobility. Most of the officers, including Dias, were veterans of previous African voyages. Besides the Portuguese, there were six blacks on board who had been kidnapped by Cão. They were outfitted in European dress and eventually landed along the
coast in the hope that they would reach Ethiopia and spread the news of Portugal's intentions.

Through most of the autumn the expedition sailed southward, landing at Angra Pequena (modern Lüderitz Bay) early in December. The store ship was anchored in the bay and the two remaining caravels continued southward. They were soon caught in a storm which lasted for thirteen days and tossed them around the Cape of Good Hope without their knowledge. Their first landfall beyond the Cape was at Mossel Bay in February. As the ships headed in a northeasterly direction Dias realized that Africa had been rounded and that India lay ahead.

However, he was unable to continue much farther since the crew, distressed by the length of the voyage, demanded to return. The two ships turned westward probably close to Great Fish River, having travelled 520 miles eastward from the Cape. After remaining in the Capetown area for a few months they rendezvoused with the store ship and arrived in Lisbon in December, 1488.

The return of the Dias expedition provided the Portuguese with a wealth of knowledge. Of primary value was the fact that they believed that an all-water route to India had been discovered, so King John broke off his talks with Columbus who proposed a western route to Asia. The voyage of Dias greatly added to the geographical knowledge of the day, with the Cape of Good Hope appearing soon afterwards on an Italian map (c.1489-1492). The Portuguese realized that their caravels were too low and frail to survive south Atlantic storms and too small for satisfactory "pay loads." Vasco da Gama's ships were made larger. King John realized the importance of the voyage when he renamed Dias' Cabo Tormentoso (Stormy Cape) to Cabo da Boa Esperanza, or Cape of Good Hope.

1. A “fabled kingdom” is a kingdom that
   (A) did not really exist.
   (B) did not have much wealth.
   (C) was very distant.
   (D) had many princesses.

2. What is another term for “caravel?”
   (A) store
   (B) caravan
   (C) ship
   (D) country

3. What was an immediate result of Prince Henry’s school?
   (A) exploration of the New World
   (B) Christianization of India and Africa
   (C) new coastal maps of Africa
   (D) discovery of Prester John
4. What things were learned from Dias’ voyage? Why was each of these important?

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 9 - World History

TITLE: Emancipation of the Serfs

CBC COMPONENT: II Historical Awareness

COMPETENCY: IIB & IIC

OBJECTIVE(S):

IIB3 Identify/Describe people and events of time periods in history.

IIC18 Identify causes and effects of various changes in historical development.

LANGUAGE ARTS/READING BENCHMARK:

LA.A.2.4.1 Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

READING:

Emancipation of the Serfs (Russia), March 3, 1861 (found on following pages)

SOURCE:

Discovering World History. Miami-Dade County Public Schools Education Portal.

MULTIPLE CHOICE ANSWERS:

1. D
2. C
3. D
4. A
Directions: Read the passage and answer the questions that follow.

Emancipation of the Serfs (Russia), March 3, 1861

Principal Personages

Alexander, II, Tsar of Russia 1855-1881

Filaret, Metropolitan Patriarch of Moscow, coauthor of the emancipation decree

Yurii Samarin, coauthor of the emancipation decree

Helen, Grand Duchess, liberal reform-minded widow who worked for emancipation of the serfs

Summary of Event

Serfdom developed in Russia as an integral part of the Russian political system. Serfdom meant that the peasant belonged to the land; when title to the land changed hands, the peasant went with it. The landowners, by law and by custom, gained powers over the peasant which made him the owner’s chattel. The peasant discharged his formal obligations either by paying cash (obrok) or by giving the owner a stipulated amount of work (barshchina). The owner was expected to maintain the peasant in famine times, to watch over his health and welfare, and in all ways to be a father to him. In practice these conditions meant that the landowner had acquired the power of life and death over his serfs, for whom there was neither recourse nor protection.

Serfdom became the foundation of the Russian economy, and from 1649 until the middle of the nineteenth century the government preserved the principle, although the institution did not go entirely unchallenged. A growing chorus of criticism developed as enlightened landlords and bureaucrats joined the new intellectual classes in condemning serfdom as the most stultifying and barbarous influence in a stagnant country. Moreover, as Russia entered the nineteenth century, inadequacy of serfdom for an industrial society was clearly demonstrated. Even Tsar Nicholas I (1825-1855), whose concept of official nationality made serfdom an essential element in the autocratic order, established commissions to study the peasant problem. He also made it easier for individual landlords to release serfs from bondage. His son and successor, Tsar Alexander II, benefited from the demand for reform which followed defeat in the Crimean War, and he began his reign by announcing that he intended to change Russia from above in order to avoid change from below.

Alexander II was a conservative who saw that it was necessary to reform the autocracy in order to preserve it. Thirty-seven years of age at his accession, he had wide experience in government, and had already decided on the need for emancipation. In 1856, he invited
the gentry to formulate reform proposals, and in January, 1857, a private committee was formed to pursue the question. The committee was dominated by the reactionary, Prince Orlov, but other more enlightened persons pressed for progress. These included the Grand Duke Constantine Nikolaevich and the Grand Duchess Helen, as well as Count P. D. Kiselev, Count Nicholas Miliutin, Count Rostovtsev, and the Minister of the Interior, Count Sergei and Chernyshevsky in Petersburg urged action and for a brief period conservatives and radicals seemed united in bringing a new era into being.

Three years of intensive work produced the emancipation decree which was drafted by Yurii Samarin and the Metropolitan Patriarch of Moscow, Filaret. The decree was signed on March 3 (O.C.: February 19), 1861, and two weeks later it was read out in all the churches of Russia. Serfdom had been abolished. The decree destroyed the landlord's power over the peasant and made the mir, or commune, the basic unit with which the government dealt. The gentry retained more than half of the arable land, and the peasant communes divided the remainder among their members. The gentry were paid immediately for the land which they gave up, while the peasants were committed to "redemption payments" for forty-nine years. The amount of land assigned to the peasant communes varied from province to province, but in no case was it equivalent to the land the peasant worked under serfdom. Individual peasants, however, were granted the right to contract leaseholds, and they could also work as laborers. In this way it was possible to make up a portion of the deficit which the smaller allotments created.

The flaws in the emancipation were only too obvious. The peasant, though freed from the landlord's control, was still not a legal personality, for the mir had been interposed between the peasant and society. Even more crushing was the realization that the peasants' economic situation was actually worse than before, because the government had substituted economic bondage for legal bondage, and a new outcry against the injustice of the peasants' lot began. When it became clear that Alexander II had not instituted the peasant reform as the first step toward liquidating the autocracy, and as the conservative character of the peasant reform became clearer, a new generation of radicals turned their back on government-sponsored reform, opened new attacks on the Tsar, and began to organize political circles for action. The liberal-minded men of the 1830's and 1840's found themselves out of touch with the new radical generation, and even the venerated Herzen was distressed to discover that he had been by-passed, if not forgotten. Emancipation was only a milestone on Russia's road to modernity, not the end of the journey as many had believed.

1. Why did Alexander II decide to end serfdom?

(A) He believed it was cruel and barbaric.
(B) He needed to gain political support from the serfs.
(C) He intended to introduce revolutionary reform in Russia.
(D) He knew the system would not last without changes.

2. What does “arable land” mean?

(A) land with minerals
(B) natural resources
(C) farm land
(D) pasture land

3. What was one result of emancipation of the Russian serfs?

(A) They were able to join a mir for protection.
(B) They were able to negotiate their own wages.
(C) They were able to buy land for themselves.
(D) Their economic situation was worse.

4. What does the author mean when he says, “Emancipation was only a milestone on Russia’s road to modernity”?

(A) one of many events
(B) an insignificant event
(C) a half way marker
(D) the finish line
5. Explain why the author believes the serfs did not profit from emancipation? Support your answer with details and information from the article.
6. Write a summary of how the serfs were eventually emancipated in Russia. Use specific details and information from the article to support your answer.

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GRADE LEVEL/COURSE: Grade 9 - World History

TITLE: Hammurabi, Ruler of Mesopotamia

CBC COMPONENT: I Geographical Understanding
II Historical Awareness
V Cultural Awareness

COMPETENCY: IB, IIB & VC

OBJECTIVE(S):
IB1 Give examples of the types of governments, societies, economies, and religions that developed among the river valley civilizations.

IIB3 Identify/Describe people and events of time periods in history.

VC1 List the major cultural achievements of early civilizations.

VC7 Understand how contemporary civilizations utilize contributions of past civilizations.

LANGUAGE ARTS/READING BENCHMARK:
LA.A.1.4.2 Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

LA.A.2.4.1 Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written materials.

READING: Hammurabi, Ruler of Mesopotamia (found on following pages)
SOCIAL STUDIES
READING AND WRITING ACTIVITY

SOURCE:
Discovering World History. Miami-Dade County Public Schools Education Portal.

MULTIPLE CHOICE ANSWERS:
1. D
2. B
3. C
4. A
SOCIAL STUDIES
READING AND WRITING ACTIVITY

Directions: Read the passage and answer the questions that follow.

Hammurabi, Ruler of Mesopotamia

Principal Personages

Hammurabi, ruler of Mesopotamia, c. 1790 B.C.-1750 B.C.

Summary of Event

That Hammurabi's laws are neither the oldest extant laws nor even a law code as popularly thought does not alter the fact that their promulgation and preservation constitute a landmark in history.

Hammurabi, who ruled from about 1790 to 1750 B.C., was the sixth Amorite king of a Semitic dynasty which had imposed its rule on the native Sumerian population of the territory within about a fifty-mile radius of Babylon some two hundred years earlier. Hammurabi himself, late in the course of a forty-three-year reign, extended his rule in the direction of Assyria and northern Syria. It was, at least in part, as a means of unifying this heterogeneous society that Hammurabi published what has come to be known as his code of laws.

An almost complete copy of the laws, engraved on a diorite column or stele about eight feet tall, was discovered in Susa in 1901. This stele is now in the Louvre, Paris. Apparently the laws were engraved on diorite, the most durable substance known to the Babylonians, so that a copy of the laws would stand as a public reference. Many fragments of other copies have been discovered and transcribed, and it is by comparing these that gaps in the Susa stele have been filled, providing a reasonably complete and accurate version of the laws promulgated close to the end of Hammurabi's reign.

The laws are introduced by a prologue in which Hammurabi, in the first person singular, describes his efforts to make law prevail in his lands. He states that the gods Anim and Enlil had appointed him, as a god-fearing prince, to advance the welfare of the people by promoting justice. He was to destroy the wicked and curtail the oppression of the strong over the weak. This divine commission would cause him "to rise like the sun over the black-headed people, and to light up the land."
Following the prologue, 282 articles or laws treat personal property, real estate, business, trade, agriculture, marriage, inheritances, adoption, contracts, and leases. The law also details penalties for injuries both to person and property. Finally, an epilogue recounts in detail Hammurabi’s achievements and concludes with a list of blessings for those who keep the laws, and for those who violate them a much longer and more elaborate set of curses.

The collection of laws is not a code, but a set of amendments of existing laws. In the prologue, Hammurabi never calls himself a codifier or legislator. Instead, his aim seems to be to promote public order by making easily available current interpretations and applications of the existing law. This becomes clear when his laws are compared with earlier laws in use in Mesopotamia. Of these there remain sizable fragments of at least three antecedents of Hammurabi’s work. The threefold division into prologue, the laws themselves, and an epilogue glorifying the lawgiver, was a conventional form in Hammurabi’s time.

Hammurabi’s laws provide material for reconstructing the evidence of a remarkable civilization. What emerges is the picture of a society with a defined class system, well-developed agriculture, a viable economy based on foreign as well as internal trade, and a government with a strong judiciary.

At least three social classes are discernible in Babylonian society as reflected in the code: the highest class, including the king, civil and military officials, priests, landed proprietors, rich merchants, and manufacturers; a lower class comprising laborers and farmers, including many tenant farmers; and finally, a slave class made up of those captured in war, together with men who had lost their freedom through debt. Here it should be noted that in Babylon, as in Israel, a slave was not a mere chattel, as he became later in Roman law and practice. In the ancient Near East, there was little difference between the hired workman and the slave. Indeed, the Hebrew noun for “slave” means simply a “worker.”

The role of women was significant in that the law accorded women marriage and property rights in advance of other societies of a considerably later time. Women could divorce, transact business, and inherit or bequeath property. The law recognized a clear distinction between the legitimate wife and the concubine. “If a man take a wife and does not draw up a contract with her, that woman is not his wife.” However, even the harlot was protected from wanton exploitation, as were slaves and children. If a man handed over his wife, his son, or his daughter to the service of another, they must work only three years in the house of their purchaser or master; in the fourth year they secured their freedom.
In many respects the laws of Hammurabi appear excessively harsh. Criminal law follows the lex talionis, the vengeful principle of an eye for an eye. "If a man destroy the eye of another man, they shall destroy his eye. If he break a man's bone, they shall break his bone."

Undergirding the individual laws was an exalted ideal of justice and concern for the vulnerable members of society who were referred to in ancient literature collectively as "the widow and the orphan." In the prologue of his laws, Hammurabi declared that he was the agent of the gods, appointed to protect the weak by enforcing just laws. Again in the epilogue he stated that his purpose was to hinder the strong from oppressing the weak, to protect widows and orphans from injustice, and to affirm every man's right to equitable treatment.

The laws of Babylonia are significant because of the light they throw on the ways of life of an ancient civilization. However, in the case of Hammurabi's redaction, the importance transcends the geographic and historical boundaries of the ancient Near East. Hammurabi's laws coincide with the period which saw a considerable expansion of Babylonian civilization, though recent research shows that the influence was more by commerce than by conquest. Not only Egypt and the Eastern Mediterranean, but also the Aegean lands knew the influence of the Babylonian culture. A chief means of transmission of this culture was the law.

It was especially in the case of the Hebrews that this influence was felt, and it was primarily through the Hebrews that some of the political and legal concepts of Hammurabi's laws have become a fundamental part of the heritage of Western civilization and ultimately of the world. In some respects the Babylonian laws reveal a civilization in advance of that of the Hebrews; certainly this is true on the material and economic side. On the other hand, the Hebrew law implies a recognition of a fundamental human equality premised on a recognition of creation by one God, and from this developed a system of ethics far in advance of anything in the Babylonian law. Nevertheless, the historical connections between the two are direct and intimate, and Hammurabi's laws continue to be seen rightly as an early crystallization of some of man's deepest aspirations for social justice and public order, and ultimately for the good life, conceived in much more than economic or even legal terms.

1. What does “curtail” mean?

   (A) encourage  
   (B) introduce  
   (C) standardize  
   (D) reduce

2. Why were “the widow and the orphan” mentioned in Hammurabi’s Code?

   (A) They were recruited as slaves.  
   (B) They had no one to protect them.  
   (C) They were protected by gods.  
   (D) They were entitled to “an eye for an eye.”

3. Why is Hammurabi’s legal code important?

   (A) It was the first set of written laws.  
   (B) It was spread throughout the world.  
   (C) It represents the first attempt at social justice.  
   (D) It was based on Judeo-Christian teachings.

4. Which statement best expresses the main idea of the article?

   (A) Hammurabi’s code of laws are a landmark in history.  
   (B) Hammurabi’s code of laws is only a set of amendments to already existing laws.  
   (C) Hammurabi’s code of laws are excessively harsh by today’s standards.  
   (D) Babylonian civilization was much more advanced than Hebrew civilization.
5. Explain how Hammurabi’s Code provided protection to different members of society. Be sure to use details and information from the article.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 9 - World History

TITLE: Knighthood

CBC COMPONENT: II Historical Awareness
V Cultural Awareness

COMPETENCY: II B, IIC, VA

OBJECTIVE(S):
IIB3 Identify/Describe people and events of time periods in history.
IIB4 Compare major individuals, events, and characteristics of historical periods; e.g., Renaissance, Reformation, Enlightenment.
IIC1 Discuss the causes and effects of the Crusades.
VA2 Give examples of cultural diffusion throughout history.

LANGUAGE ARTS/READING BENCHMARK:
LA.A.1.4.2 Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
LA.A.2.4.1 Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

READING: Knighthood (found on following pages)

SOURCE: Young Students Learning Library, January 1, 1996.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

MULTIPLE CHOICE
ANSWERS:
1. B
2. D
3. B
4. A
Knighthood

In early medieval times in Europe, military battles were fought between soldiers on horseback. These mounted warriors fought each other with swords and lances. They carried shields and wore armor to protect themselves. These warriors were called knights in English, chevaliers in French, ritters in German, and caballeros in Spanish. The French chevalier Bayard, who lived from about 1474 to 1524, was one of the most famous. Known as "the brave and virtuous knight," he was fearless in battle and generous to all persons.

In the early days, knights were landowners who owed allegiance (pledged loyalty) to a lord-a king, a prince, or a nobleman. The lord protected the landowner from bandits and robbers. In return, the landowner agreed to fight against his lord's enemies. This arrangement was part of the organization of society known as the feudal system.

The landowners could not stay away at war for a very long time, since they had to look after their lands and families. But a nobleman fighting a long war needed soldiers he could depend upon. Gradually the custom developed that a landowner's youngest son would serve in his father's place in the nobleman's army.

A young man first had to prove that he knew how to ride a horse and use a sword. Contests were held in which young men fought against each other in a mock battle. These contests were called tournaments, or tourneys. If a young man proved he was a good fighter, he was knighted. In this ceremony, the young man would kneel before the nobleman. The nobleman would touch him on the shoulder with a sword and say, "I dub thee Sir John" or whatever the young man's first name was. "Sir" was the English title of knighthood.

After a great many years, a complicated system developed for training young men to be knights. At age 7 or 8 a boy would leave his family. He would become a page at a nobleman's castle. He waited on tables, ran errands, and was brought up in the castle as if he were a distant relative of the nobleman. He also began to learn the things a knight had to know to be a good and brave warrior.

When the boy was a teenager, he became a squire, or servant, to a knight. The knight taught him how to ride a horse and how to fight with weapons. The squire took part in tournaments. Whenever the knight rode through the countryside, the squire rode with him and carried the knight's sword and armor. The squire helped the knight put on his armor before a battle. He followed the knight into battle, carrying his banner. If the squire proved
himself brave and faithful, he was knighted at a special ceremony. He spent the whole night before the ceremony in prayer before the altar of a church. This was called a vigil. In the morning, he was dressed in a white robe and knightly armor. His lord then dubbed him knight.

The knights were expected to be more than just warriors. When they were knighted, they swore to obey certain rules of behavior called the code of chivalry—although not all knights kept to their oaths. Knights were expected to be courteous and helpful to women. A knight would wear his lady's scarf into battle. The greatest honor for a knight was to be sent on a dangerous quest, or mission.

During the Crusades (holy wars), knights formed religious orders. They took an oath of poverty and obedience, as if they were monks. They also swore to fight and free the Holy Land from the Muslims. The most famous orders of knights were the Knights Templars and the Knights Hospitalers (or St. John).

Methods of warfare began to change about 500 years ago, and warrior knights were no longer needed. The order of knighthood is now an honor given for outstanding accomplishment. Leading politicians, writers, scientists, or other professionals may be given a knighthood in recognition of their achievements.

SOURCE: Young Students Learning Library, January 1, 1996.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

1. What is a “mounted warrior?”
   (A) excellent, brave soldier
   (B) soldier riding a horse
   (C) fictitious soldier in a story
   (D) foot soldiers who fight with swords

2. It may be inferred from the article that
   (A) any ambitious boy could be a knight.
   (B) all boys wanted to become knights.
   (C) boys who became knights were captured in battle.
   (D) knights were from the aristocracy.

3. The Crusades were holy wars against
   (A) Christians.
   (B) Muslims.
   (C) Jews.
   (D) Athiests.

4. What is the main idea of this article?
   (A) Knighthood involved young men in a complicated system of preparation.
   (B) Early medieval society in Europe was based on the feudal system.
   (C) Knights swore to certain rules of behavior called the code of chivalry.
   (D) Crusading knights freed the Holy Land from the Muslims.
5. Describe the steps a boy had to go through in order to become a knight.

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 9 - World History

TITLE: Toussaint L’Ouverture

CBC COMPONENT: II Historical Awareness

COMPETENCY: IIB

OBJECTIVE(S): IIB3 Identify/Describe people and events of time periods in history.

LANGUAGE ARTS/READING BENCHMARK: LA.A.2.4.1 Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

READING: Toussaint L’Ouverture 1743-1803 (found on following pages)


MULTIPLE CHOICE ANSWERS:
1. C
2. B
3. D
**SOCIAL STUDIES**

**READING AND WRITING ACTIVITY**

**Directions:** Read the passage and answer the questions that follow.

**Toussaint L'Ouverture 1743-1803**

A Biographical Essay

The present-day island of Hispaniola, the second largest in the Caribbean Sea, is divided between the Dominican Republic on the east and Haiti on the west. Over 500 years ago, this island was inhabited by the Arawak, a native people who had migrated from South America. They were eventually destroyed with the arrival of Europeans, led by Christopher Columbus in 1492. The Spanish soon controlled Hispaniola and established the colony of Santo Domingo on the eastern half of the island. They ignored the mountainous western half, allowing French pirates to build settlements there. In 1697, Spain signed the Treaty of Ryswick and surrendered the eastern half of the island to the French, who called it Saint Domingue.

The soil in Saint Domingue was fertile, and French colonists brought in slaves from Africa to work on vast coffee and sugar plantations. By the time the French Revolution began in 1789, almost 500,000 slaves worked strenuously in the heat of the Caribbean sun. As the Revolution's cry of "Liberty, Equality, Fraternity" grew, so did the slaves' own desire for freedom. In 1791, they revolted. Led by Toussaint L'Ouverture, this army of ex-slaves fought successfully against Spanish, English, and French forces. Although he failed to gain full independence for his people, Toussaint ended slavery on the island and came to symbolize the dream of liberty. In 1804, less than a year after his death, Hispaniola became the independent Haiti (Arawak for "land of mountains").

**Reading and Writing Self-Taught**

Toussaint was born in 1743 in Saint Domingue on a plantation near the present-day seaport of Cap-Haïtien. Because he was very intelligent, he did not work as a slave in the fields but served as a coach driver and waiter. Allowed use of the plantation library, he taught himself to read and to write. Shortly before 1791, he was freed from slavery. Toussaint now joined the ranks of the over 50,000 free blacks and mulattoes (those born of mixed races) who still had hardly any rights in the local society.

At the outbreak of the French Revolution, the mulattoes of Saint Domingue lobbied for representation in the National Assembly, France's new legislative body. Denied, they revolted in 1790 under the leadership of Vincent Ogéé. One year later Ogéé was defeated and executed. Out of this crisis rose a general slave revolt, led by Toussaint. When France
and Spain went to war in 1793, he and his army joined the Spanish. He quickly won a series of victories over the French and became known as L'Ouverture (French for "the opening").

**Helps Drive English from Hispaniola**

England invaded Hispaniola late in 1793 on the side of the Spanish. Fearing that England would restore slavery if it gained control of the island, Toussaint switched allegiance to France. In 1795, Spain gave rule of Santo Domingo to the French, but the English remained on Hispaniola. Because France was busy with battles overseas, Toussaint's army remained the principal fighting force against the English. His military operations, along with tropical diseases, quickly ravaged the European enemy. In 1798, England withdrew from the island.

This departure did little to end the fighting in Saint Domingue. Toussaint's main goal had always been to unify the island under the control of a free black population. This was threatened, however, by Andréé Rigaud, a mulatto who had previously been allied with Toussaint. He declared a separate mulatto state in the southern province of Saint Domingue shortly after the English had left. Toussaint defeated Rigaud by 1800, but the campaign had been marked on both sides by massacre and inhumanity.

**Gains Control of Entire Island**

Since there was no effective French government in place on the island, Toussaint sought to realize his goal. Invading the eastern portion of Hispaniola, he destroyed any opposition. In January 1801, he conquered the capital of Santo Domingo and became master of the entire island. He wrote to the French leader Napoleon I Bonaparte, claiming that the island had been united in the name of the French Republic. Both Toussaint and Napoleon knew this was not true.

Toussaint reorganized the government and declared himself governor general for life. He then selected a six-man convention to draft a new constitution. Even though it outlawed slavery on the island, the constitution dictated a strict system of labor. Everyone was forced to work on the plantations; those who did not work or who did poor work were often harshly punished. Toussaint explained to his people that these measures were necessary to improve Hispaniola and to keep it safe from outside threat. Indeed, living conditions did improve. Schools, bridges, and roads were built and foreign trade increased.
Tricked by the French

Napoleon, however, would not let this French colony slip out of his grasp. Early in 1802, he sent his brother-in-law General Charles Victor Emmanuel Leclerc and over 20,000 troops to reconquer the island. Awed by this army's size, many of Toussaint's military leaders quickly surrendered. With his remaining followers, Toussaint resisted the French for some months before he could only make simple raids in the island's interior. Leclerc was still unable to overtake him, and offered to sign a peace treaty if he surrendered. When Toussaint laid down his arms, however, Leclerc did not do the same. He had Toussaint arrested, placed in heavy chains, and sent to Fort de Joux, high in the French Alps. Unaccustomed to the cold climate, Toussaint died in a dungeon there on April 7, 1803. His followers carried on his goal, resuming their revolt. Less than a year later, they were free from French domination.

1. What caused slaves in Haiti to desire freedom?
   (A) cruel treatment
   (B) the American Revolution
   (C) the French Revolution
   (D) learning to read

2. According to the article, which country had to withdraw its troops from Hispaniola because of tropical diseases?
   (A) France
   (B) England
   (C) Spain
   (D) Santo Domingo

3. How were the French able to capture Toussaint?
   (A) by sending a large army headed by Napoleon’s brother-in-law
   (B) by quickly capturing his military leaders
   (C) by making raids on the island’s interior with local citizens
   (D) by tricking him into thinking they would sign a peace treaty
4. How did Toussaint work to reach his goal of unifying the island of Saint Domingue? Support your answer with details and information from the article.
5. How was Toussaint's system of labor similar to slavery? Support your answer with details and information from the article.

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6. Write a summary of the process by which Haiti gained independence. Use specific details and information from the article to support your answer.

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GRADE LEVEL/COURSE: Grade 9 - World History

TITLE: Malthusianism

CBC COMPONENT: II Historical Awareness
IV Economic Understanding

COMPETENCY: IIB & IVA

OBJECTIVE(S):

IIB3 Identify/Describe people and events of time periods in history.

IVA1 Trace the origins and the development of the Industrial Revolution.

IVA4 Describe how philosophers responded to the problems created by industrialization and "laissez-faire" economics.

IVA8 Understand the interaction of science, society, and technology in historical development.

LANGUAGE ARTS/READING BENCHMARK:

LA.A.1.4.2 Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. (Applies to fiction, nonfiction, poetry, and drama.)
SOCIAL STUDIES
READING AND WRITING ACTIVITY

READING: Malthusianism (found on following pages)

SOURCE: SIRS Digest, Fall 1996. Miami-Dade County Public Schools Education Portal, SIRS.

MULTIPLE CHOICE ANSWERS:
1. D
2. B
3. C
4. C
5. B
Directions: Read the passage and answer the questions that follow.

Malthusianism
“Population Grows Geometrically–Food Supply Increases Arithmetically”

The brutish conditions of the workplace and the squalor of the tenements where people lived aroused the sympathy and intellectual curiosity of Thomas Malthus, an English clergyman. Malthus' concern and interest provoked him to write a Book, Essays on the Principles of Population, published in 1798. This book established him as one of the first professional economists in history and earned him a reputation as "an architect of the ‘dismal science.'"

The Industrial Revolution

Malthus lived and formed his ideas during the early years of the Industrial Revolution. During this period, machines were invented to perform the work that had been done by hand tools and muscle, by wind and water power. Later, modernized methods of agriculture produced larger harvests with fewer farmers. Thousands of workers left the land and flocked to the towns and cities that appeared wherever there were mines and factories.

The population of the British Isles began its explosive rise during Malthus' lifetime. He foresaw that it would continue to grow at an ever-increasing rate. The population more than tripled during the 19th century. The demand for food, clothing and housing rose proportionately.

The Poor Were Getting Poorer

The "bourgeoisie"--the capitalistic middle class who were the owners of the mines and factories, the bankers and the businessmen--became wealthy and powerful. The "proletariat," the working class, were generally downtrodden and abused. Wages were at a bare minimum--sometimes the equivalent of 50 cents for a seven-day week of 18-hour days. Small children often worked in factories from dawn to dusk, frequently chained to their machines. If they fell behind in production, they were beaten.

Inhumanely long hours, subsistence wages and subhuman working conditions marked the first phase of the Industrial Revolution. It has been said that living conditions for the early industrial proletariat were the most dismal in recorded history.
The Breach was Getting Greater

The breach between rich and poor was very great. The doctrine of "laissez faire"--the policy of allowing the owners of industry and business to make their own rules regarding competition and labor without government regulation--was the economic policy of the time.

A Theory

Malthus observed the wretchedness of the poor. He developed a theory of population growth to explain the conditions that he saw. He explained that the population of the world grows at a geometric rate--that is, by doubling: 2, 4, 8, 16, 32. He noted that the food supply increases at a slower, arithmetic rate: 2, 4, 6, 8, 10. Therefore, it is a basic law, claimed Malthus, that population will outstrip food production.

Important Implications

Malthus' law was widely interpreted to have two major implications. One, nothing should be done to help the poor. If their lot is improved, they will have more children who will consume more food, thus threatening the welfare of everyone. Two, the rich have no responsibility to the poor. The destitute are themselves to blame for their condition. Therefore, no one is obliged to aid them.

Some scholars claim that Malthus' great concern was to stimulate people to control their numbers, and thereby improve the quality of life. They believe that the Essay on Population was not meant to be a prophecy of doom as much as a guide for how to avoid disaster. However, the pessimistic interpretation has prevailed. Neo-Malthusians, as they are called, advocate "abandoning the poor." It is futile, they say, for developed nations to assist the developing world.

Technology Intervened

Malthus did not anticipate that science and technology would expand agricultural output significantly. Nor did he foresee that methods of birth control and family planning would be available to curb population growth. These advances have been widely employed in some regions of the world, which now have comfortable living standards. If such advances were employed on a large scale throughout the world, overpopulation and poverty might be eliminated--or at least drastically reduced.
Thomas Malthus' theories on population and food production have stimulated discussion for almost 200 years. Even today, he is widely quoted when people write or talk about population.

"A Global Shame"

Hiyat, 11, works in a Moroccan factory knotting rugs. She loops a strand of wool to the loom, wraps it, pulls it and slices it with a sharp knife. To keep up with production, she is supposed to finish one knot every 2.5 seconds. The tiny fibers of wool in the air make it difficult to breathe. She has been working 55 hours a week in the factory for two years, earning about 15 cents an hour. The monotony of the work gets to her. "I wanted to remain in school," she told a visitor, "not work here."

The United Nations estimates that hundreds of millions of children in the developing world, some as young as four, work full time instead of going to school. Most nations ban abusive employment of children. But, when overpopulation is a problem, some nations ignore the laws. One inspector explained that the children have nowhere else to go. There are too few schools in his country. He said that the children will starve if they do not work. According to a nine-month study by Cox Newspapers in 1987, many factories are dangerous places for children. Calling the problem "a global shame," the report compares today's conditions for children to those Malthus described in the 1700s.

SOURCE: SIRS Digest, Fall 1996. Retrieved from Miami-Dade County Public Schools Education Portal, SIRS.
1. What caused Malthus to write *Essays on the Principles of Population*?
   
   (A) overcrowding in the countryside of England  
   (B) child labor problems in Morocco  
   (C) the lack of population growth and dwindling towns  
   (D) horrible working conditions and filthy tenements

2. Which of the following could be considered the “bourgeoisie?”
   
   (A) a farm worker  
   (B) a company president  
   (C) a building janitor  
   (D) a factory worker

3. What was the economic policy during Malthus' time?
   
   (A) Communism  
   (B) Socialism  
   (C) Laissez faire  
   (D) Strict control

4. According to Malthus which will happen first?
   
   (A) Population growth will slow.  
   (B) Workers will strike for higher pay.  
   (C) Food sources will run out.  
   (D) The gap between the classes will decrease.
5. Read the following sentence from the article.
   Inhumanely long hours, subsistence wages and subhuman working
   conditions marked the first phase of the Industrial Revolution.
   What does “subsistence” mean?

   (A) extremely adequate
   (B) barely enough
   (C) minimum wage
   (D) cruel and mean
6. How is Hiyat’s work in the factory similar to factory work in the 1700s? Support your answer with details and information from the article.

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7. According to Malthus, explain how and why population will increase faster than food supply and why this theory on population growth failed to occur.

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 9 - World History

TITLE: Mansa Musa

CBC COMPONENT: I Geographic Understanding
II Historical Awareness

COMPETENCY: IB & IIB & C

OBJECTIVE(S):
IIB3 Identify/Describe people and events of time periods in history.

IIC4 Trace the major developments in African civilizations (including European imperialism).

LANGUAGE ARTS/READING BENCHMARK:
LA.A.1.4.2 Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

READING: Mansa Musa, A Biographical Essay (found on following pages)


MULTIPLE CHOICE ANSWERS:
1. B
2. A
3. C
4. B
5. D
6. A
Directions: Read the passage and answer the questions that follow.

**Mansa Musa (1280 - 1337)**

**A Biographical Essay**

**Early Life**

Mansa Musa (also known as Kankan Musa) was a member of the powerful Keita clan, whose members ruled the West African empire of Mali from around 1250 until some two centuries later. According to the Muslim historian Ibn Khaldun, Musa was the ninth ruler of Mali and a grandnephew of its founder, Sunjata. ("Mansa" is an honorific title analogous to "highness" or "excellency" in Europe.)

Almost nothing is known about Musa's childhood, since the various chronicles that mention him are little more than dynastic narratives. It is reasonable to suppose that he was educated as a Muslim, a matter of importance in assessing his later achievements. Mali was the first large Islamic polity in West Africa, and the Keita dynasty was generally Islamized by Musa's time. There is considerable disagreement over whether Sunjata, the founder of the line, was a Muslim; he is usually depicted as a pagan sorcerer-king. For a time, the use of Arabic names for the Keita rulers was observed only indifferently, but by Musa's reign, the practice was firmly established.

**Life's Work**

Historians generally identify Musa's reign with the height of Malian prestige and cultural achievement. This tendency is, in part, a result of the fact that much more is known about Musa than about others of his clan. Ibn Khaldun covers Mali, particularly the career of Musa, extensively, despite the empire's position on the edge of the Islamic world, and the historian is effusive in his praise. Shortly after Musa's death, the accomplished traveler Ibn Battutah made his way to Mali and passed on a detailed and positive account of its culture. Musa also made himself more accessible to posterity by undertaking the hajj, the pilgrimage to Mecca, together with an enormous entourage. In 1324-1325, his party passed through Cairo, where he was interviewed by Egyptian government secretaries, and in 1338, some of these interviews were recorded by Ibn Fadl Allah al-'Umari, whose work still survives.

Evidence suggests that Musa was a devout Muslim, in contrast to the rather nominal piety of some of his predecessors. Although he was the third ruler of the Keita dynasty to
undertake the *hajj*, the first two did not take Arabic names, and one of them died en route under mysterious circumstances. Musa appears to represent the growing Islamic influence in Mali, but local traditions about him also imply that pagan religious and political elements resented this development and on occasion may have resisted it.

Musa was the builder of a strong and growing empire, rather than the caretaker of a kingdom in its golden age as some popular accounts suggest. Even during his pilgrimage, Malian armies were active, and the capture of the enormous Songhai principality of Gao, east of the great bend of the Niger River, may have forced the king to end his travels early and hasten back to Mali. By the end of Musa's reign, Mali extended from the Atlantic coast, near modern Senegal, close to the borders of contemporary Nigeria in the east, and far into the Sahara Desert in the north. Only the forest fringe of the West African coast from Liberia to Benin remained outside direct Malian authority. Some historians describe Mali as being substantially larger than all Europe. Though probably accurate as far as area is concerned, these estimates imply a far larger population than actually existed. A fairer comparison of the size and population of Mali would be to the Inca Empire in South America.

Mali's livelihood derived principally from the export of gold across the Sahara to entrepôts on the Mediterranean, where it was purchased by European merchants. The trade itself began as early as Roman times, but during Mali's period of development and greatest strength, it expanded by at least an order of magnitude. In the thirteenth and fourteenth centuries, many European governments, pressed by expanding economies and currency demands, returned to minting gold coins after a hiatus of many centuries. The frantic demand for gold drove prices up and encouraged the systematization of gold production in Mali. Under Musa and other Malian kings, the gold trade became a state monopoly, and the revenue doubtless was critical to the ability of the empire to expand and consolidate in Musa's time. In this sense, Musa and the Keita clan were as much a part of the medieval economic surge in the Mediterranean world as any European family of bankers or princes.

It was in religion and culture, however, that Musa may have had his greatest impact. He actively encouraged the spread of Islam and the development of Islamic institutions. His efforts included a campaign for the construction of mosques throughout his domain. Among the intellectuals who accompanied Musa back to Mali after his pilgrimage was Abu Ishaq al-Sahili, possibly the most outstanding architect of medieval Islam. His varied talents included not only architecture and city planning but also poetry and music, and they indicate the richness of Islamic culture with which Musa seeded his kingdom. Abu Ishaq perfected techniques of mosque construction using West African materials, including the difficult task of building minarets out of mud brick. Some of his mosques still stand in the cities of modern Mali.
Musa also encouraged the development of systematic study and education. At the Sankore mosque in the fabled city of Timbuktu, near the northernmost part of the Niger's course, theologians, geographers, mathematicians, historians, and scientists gathered into a community which continued to publish until well into the eighteenth century. Just as Christian thinkers collected around cathedrals and thus began the European university tradition, Muslim intellectuals congregated around mosques, and Sankore was one of the best. Its fame spread as far as Egypt and Morocco. Professors summoned to teach in Timbuktu from some of the intellectual hotbeds of Islam often became the students of the Timbuktu scholars rather than their instructors. Mansa Musa probably died in 1337.

Summary

Under Mansa Musa, Mali achieved a level of wealth and international prestige never before experienced in West Africa. It carried on diplomatic relations with Egypt, North African kingdoms, and other African states, and occasionally came to the notice of Europeans. Malian administrative and economic elaboration was crucial to driving the forces of medieval European expansion, trade, and capital accumulation. Thanks to Musa's determination, Islam was able to sink its roots deeply into West African culture.

There was, however, a tragic element in Mansa Musa's story. His was a tempestuous family; no firm rules of succession could be established. Musa himself may have come to the throne in circumstances of intrigue: He told the Egyptians a story of his predecessor having disappeared on an ocean voyage. Owing in part to this dynastic instability, much of the cultural efflorescence under Musa did not survive.

Nor did a substantial amount of his contrived Islamic influence. Underneath the struggles for power in Mali and the Keita clan lay a network of pagan priests and other royal families who regarded Islam as an adversary. Later, the Songhai broke away from Mali and eventually overwhelmed it. They were more disposed to paganism, and in the Songhai period, many elements of Islamic culture and influence in West Africa vanished or were seriously diminished. Most historians, more familiar with recent African history than with the medieval period, consequently have undervalued the influence of Islam in West African history.

The greatest irony of Musa's career is something he himself could not have known. When his pilgrimage entourage arrived in Cairo in 1324, it brought so much gold that it dumbfounded local observers. In obedience to Muslim piety, the pilgrims distributed incredible amounts of wealth throughout Egypt, so much that some medieval historians believe that the gold standard in the eastern Mediterranean nearly collapsed. Inevitably,
news of this phenomenon traveled along the commercial intelligence network in the Mediterranean, until it reached the famous guild of Jewish cartographers in the Balearic Islands. By 1375, Musa's likeness was appearing on European maps of West Africa, where previously there had been only fabulous beasts to conceal Europe's ignorance of the region. On those maps, Musa was shown seated on a throne of gold. It was the beginning of the end. Almost at the same time as the pagan Songhai began to run amok, Portuguese mariners began probing their way down the African coast, electrified by tales of unbelievable wealth: Mali was doomed.

1. What religion did Mansa Musa practice?

   (A) Christianity  
   (B) Islam  
   (C) Paganism  
   (D) Judaism

2. Which of the following statements is correct about Mali during Musa’s reign?

   (A) The empire expanded.  
   (B) The empire struggled.  
   (C) Most people were discontented.  
   (D) Invaders took control.

3. What was the most lasting and visible influence of Islamic culture on Mali?

   (A) religion  
   (B) education  
   (C) architecture  
   (D) trading

4. In what area of society did Musa have the most impact?

   (A) learning and economics  
   (B) religion and culture  
   (C) government and politics  
   (D) industry and agriculture

5. What happened to some professors when they arrived in Timbuktu?

   (A) They took over the university.  
   (B) No students wanted their class.  
   (C) Students disliked them.  
   (D) They became the students.
6. Read the following sentence from the article.

In the thirteenth and fourteenth centuries, many European governments, pressed by expanding economies and currency demands, returned to minting gold coins after a hiatus of many centuries.

What does “hiatus” mean?

(A) pause
(B) participation
(C) spread
(D) relief
7. What impact did Mansa Musa have on Mali?

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8. What factors contributed to the decline of Mali? Support your answer with details and information from the article.
GRADE LEVEL/COURSE: Grade 9 - World History

TITLE: The Murders of Russia’s Czar and His Family

CBC COMPONENT: II Historical Awareness

COMPETENCY: IIC

OBJECTIVE(S):

IIC15 Discuss the conditions in Russia that led to the March 1917 revolution.

IIIA7 Discuss the changes brought to Russia by Lenin and Stalin.

LANGUAGE ARTS/READING BENCHMARK: LA.A.2.4.1 Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

READING: The Murders of Russia’s Czar and His Family Still Spark Curiosity After More Than 80 Years (found on following pages)

SOURCE: Miami-Dade County Public Schools Education Portal, SIRS Knowledge Source.

MULTIPLE CHOICE ANSWERS:

1. B
2. D
3. C
SOCIAL STUDIES
READING AND WRITING ACTIVITY

Directions: Read the passage and answer the questions that follow.

The Murders of Russia’s Czar and His Family Still Spark Curiosity
After More Than 80 Years

In the summer of 1918, former Russian Czar Nicholas II and his family were imprisoned in a house in Siberia. Before going to bed at 10:30 p.m. July 16, Empress Alexandra wrote in her diary about the boy who worked in the kitchen and played with her 11-year-old son: "Suddenly, Leonka Sednyov was fetched to go and see his Uncle and flew off—wonder whether it’s true and we shall see the boy back again!"

A few hours later, the imperial family was ordered into a downstairs room, where they were murdered. It took 20 minutes for the gunmen, recruited by the local Bolshevik commandant, to kill Nicholas, Alexandra, their son, four beautiful daughters, four servants and the girls' little spaniel.

"Everyone says there were no survivors in that house. But there was," says award-winning Minneapolis author R.D. Zimmerman.

"Leonka, the kitchen boy, got out with his life. Some of the guards remembered seeing him sitting on a cot, crying. He’s mentioned by Nikolai Sokolov, who investigated the murders in 1918. And then he vanishes. Nobody had done a fictionalization about a survivor, and there’s still huge interest in the Romanovs. I wanted to jump on it before anyone else."

That’s why Zimmerman, whose 13 previous novels have been mysteries or thrillers, makes his historical fiction debut with The Kitchen Boy. He wrote it under the pen name Robert Alexander (a homage to the Scottish side of his mother's family) to distinguish it from his other work.

"This is a mystery, although it's being marketed as historical fiction," he says.

The story is narrated by Mikhail "Misha" Semyanov, who is writing a letter to his granddaughter. Misha says he was the kitchen boy, and he gives an eyewitness account of the last days of the imperial family.

He tells of how the heir to the throne was often in unbearable pain because he suffered from hemophilia, and of how the empress and her daughters spent long days sewing about 19 pounds of jewels into vests they planned to wear if they were rescued.
He describes how the windows were nailed shut, despite the heat, so the family couldn't signal would-be rescuers, and the arrival of four mysterious notes that indicated the family might be rescued. And he watched through a window when the gunmen, choking on gunpowder, killed the family that once ruled one-sixth of the world. A mystery at the heart of the book—and real life—is what happened to two of the victims. When the bodies were discovered in 1991, buried under railroad ties, there was no trace of Grand Duchess Maria or her brother.

Another real-life mystery, which is part of the plot, is what happened to a trunk of jewels worth millions of dollars.

A third mystery is whether Misha is a reliable narrator.

"I wanted to be true to the Russian soul in how Misha tells the story," Zimmerman says. "When you open the page, there is no doubt a Russian is speaking. Regret and remorse are true to Russian orthodoxy. The Russian thing is that you commit a sin, repent, find forgiveness and go back to God. But Misha does not want to be forgiven."

Zimmerman was probably destined to write a book about the last days of the Romanovs. After all, the 50-year-old author has been going to the Soviet Union/Russia for more than 25 years and has owned businesses there since 1990.

A native of Chicago, Zimmerman attended Macalester College for two years and graduated from Michigan State University with a degree in Russian language and creative writing. After studying at Leningrad State University, he returned in 1978 to work on an exhibition sponsored by the U.S. Information Agency (which earned him a KGB shadow for five months).


Zimmerman has lost track of the number of times he has been to St. Petersburg, where he visited all the royal palaces to research *The Kitchen Boy*. By coincidence, the city on the Neva River will celebrate its 300th birthday in May.

"St. Petersburg is a beautiful city," he says. "Every noble family in Russia had to have a palace there. Russia was so amazingly, filthy rich. In one palace, there were 500 servants taking care of three people. Bowls of gems sat on tables. Alexandra was very fond of pearls. Her millions of dollars in jewelry could have fed the nation for years. Meanwhile, the
peasants were treated like dogs." Still, he has sympathy for the czar and his wife, who ruled by divine right and were called "mother" and "father" by their subjects.

"After the revolution of 1905, Russia was bungling its way to a constitutional monarchy," Zimmerman says.

Nicholas wanted what was best for his country. He thought if he abdicated, which he did in 1917, he would prevent bloodshed. The tragedy is that it led to civil war. What floors me is that he and his wife could not see the storm coming. Only in their last days did they seem to gain some wisdom."

As for the often-reviled czarina, Zimmerman points out that fate dealt her a terrible blow with the birth of a son who had a debilitating disease.

"Alexandra's only job in life was to give birth to an heir, and he turned out to be a bleeder, which was a state secret," Zimmerman points out. "The boy would scream in pain for hours, and since the doctors refused to give him morphine, the empress could only hold him. I don't know why they didn't go crazy."

That resonates with Zimmerman, whose mother died a painful death from bone cancer last year.

"Seeing my mother in pain was terrible," he says. "I can't imagine what it would be like to sit with a child who doesn't understand what is happening. No wonder Alexandra turned more and more to religion." Zimmerman sees another parallel to his life in the dissolution of the Romanovs.

"Everybody is fascinated by the fall of kings," he says. "The king of my universe was my dad, who drank himself to death. In 'shrinky-dink' terms, I am forever trying to figure out how this happened. How can you have the kindest, nicest dad and still have so much chaos?"

Eighty-five years have passed since the Romanovs were so brutally killed, and people still ask why they had to die.

"There was a directive from Moscow saying, in effect, that it wasn't possible to go backward and the only way was to get rid of the family," Zimmerman says, pointing out that 60 members of the extended royal family were eventually killed.
"The Bolsheviks were losing the revolution, and they were saying, 'OK, we are going to go, but we're going to slam the door so hard nobody will forget us.' The czar was the symbol of the country. But, as in the French Revolution, when you take the lid off, it explodes."

The house in Siberia where the family died was torn down by order of Boris Yeltsin, who feared it would become a shrine. Ironically, Yeltsin attended the 1998 service during which the bodies were reburied in Sts. Peter and Paul Fortress.

1. What would indicate that Leonka was a possible survivor of the Czar’s massacre?
   (A) He was found crying in the streets.
   (B) Empress Alexandra wrote in her diary that he went to see an uncle.
   (C) Zimmerman interviewed him in St. Petersburg.
   (D) He led the police to the missing trunk of jewels.

2. What is meant by the statement that “fate dealt the czarina a terrible blow?”
   (A) Her family was one of the richest in the world.
   (B) She was tortured by her captors before being shot.
   (C) She lost all of her jewels to thieves.
   (D) Her son, the heir to the throne, was born with hemophilia.

3. Boris Yeltzin had the czar’s house torn down because he feared that
   (A) the people would scavenge for jewels.
   (B) the structure was unsafe for tourists.
   (C) the house would become a shrine.
   (D) the house was haunted.
4. Cite examples from the article where the writer identifies with the family problems of the Romanovs.
5. Using details and information from the article, summarize the article’s main points.

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 9 - World History

TITLE: The Mysterious End of a Rain Forest Civilization

CBC COMPONENT: I Geographic Understanding
II Historical Awareness

COMPETENCY: IB & IIC

OBJECTIVE(S): IB8 Explain the significance of geography in the development of civilizations and nation states.
IIC18 Identify causes and effects of various changes in historical development.

LANGUAGE ARTS/READING BENCHMARK: LA.E.2.21 Recognizes cause-and-effect relationships in literary texts (Applies to fiction, nonfiction, poetry, and drama.)

READING: The Mysterious End of a Rain Forest Civilization (found on following pages)


MULTIPLE CHOICE ANSWERS:
1. C
2. A
3. A
Directions: Read the passage and answer the questions that follow.

The Mysterious End of a Rain Forest Civilization

What would cause people to abandon wealthy cities with magnificent temples, palaces, and monuments? To leave farmland they'd taken centuries to carve out of forests and swamps? To turn their backs on a trade network that brought them luxury goods from neighboring lands? Ever since archeologists began excavating ancient Maya ruins, they've pondered these questions, because the remarkable cities of the Classic Maya all show signs of sudden death.

At Copan, in present-day Honduras, the moment of the community's demise can be dated. A sculpture honoring a new ruler carries the last recorded date at that site: 10 February 822. While studying the artwork, archeologists realized the inscription was incomplete.

"In other words," explained Dr. Linda Schele, a specialist in Maya writing, "one day the sculptor picked up his tools, walked away, and never came back to finish the job. For me that single episode marks the end of royal Copan."

What happened? No one knows for sure.

A thousand years before Columbus came to America, the Maya were building cities in the lowland rain forests of Mexico, Guatemala, Belize, Honduras, and El Salvador. By the eighth century, hundreds of settlements had transformed dense jungle into a landscape of scattered farms and sprawling towns linked by raised roads.

Tall temples towered over palaces and ball courts, where ritual games were played. Stone monuments, or "stelae," etched with the most advanced writing system in pre-Columbian America, displayed the history of each city. Maya astronomers created a highly accurate calendar and became whizzes at math by inventing the zero. Traveling merchants brought shells from the seacoast and jade and obsidian from the highlands. Population, building, trade, and farming boomed. Then, at a peak of prosperity, the major centers of Classic Maya culture collapsed.

Centuries of development and growth skidded to a halt. Construction of temples and palaces ceased. Artists and sculptors stopped recording the great deeds of rulers. Cities became ghost towns. As the population thinned, the forest crept stubbornly back, toppling monuments, covering buildings with vines, and hiding all but the tallest temples under a thick canopy of leaves.
Why did this apparently successful civilization crash? Archeologists have proposed many theories, but even after a hundred years of digging for evidence and discussing their finds, they've reached no agreement.

One theory argues that the cause was political. Maya civilization came apart because nobles battled each other for power and status.

Maya hieroglyphs show that warfare played an important role in the culture. At first, armed combat was brief and involved only the ruling class. Opponents were not killed in battle but captured and sacrificed in religious ceremonies.

During the eighth century, however, warfare increased. Not only are there more frequent mentions of war on the stelae, but archeologists have found evidence of fortifications around cities. War was no longer limited to nobles but affected whole populations.

The story of Dos Pilas is a good example of how war destroyed a Maya city. According to hieroglyphs, nobles from Tikal founded Dos Pilas in the 600s. For a century, rulers built impressive temples and monuments and conquered nearby towns. By 741, Dos Pilas controlled a major trade route along the Pasion River.

But in 761, their defeated neighbors struck back and lay siege to Dos Pilas. In a desperate attempt to save the city, people took stones from the temples to build defensive walls. Monuments celebrating earlier triumphs became barricades. Their efforts, however, failed. Their ruler was killed, and surviving nobles fled.

Archeologists found crude huts among the ruined temples—apparently farmers camped out for a time inside the walls. "It was like finding a squatters' village on the White House lawn," said Dr. Arthur Demarest, the director of excavations at the site. By the early ninth century, even those farmers had left, and Dos Pilas was deserted.

Recent digs show that many other Maya cities and even villages erected fortifications during the last years of the eighth century. Some stone walls have postholes deep enough to support wooden palisades forty feet high. At Punta de Chimino, an entire peninsula was cut off from the mainland by a canal dug to defend the city.

But not every Mayanist agrees that war destroyed Classic Maya civilization. Some scholars maintain that abuse of the fragile environment brought on the decline.
"Who cuts the trees as he pleases cuts short his own life," says a modern Maya proverb. The Maya may have learned that lesson at Copan. Situated in a valley along the Copan River in western Honduras, Copan city overlooked a fertile, well-watered plain. When its population swelled in the eighth century, farmers cleared land on surrounding hills, creating terraced fields. The city kept growing, and farms pushed the tree line ever higher.

Trees were also cut for building materials and fuel to cook meals, heat homes, and fire kilns for making lime plaster and pottery. Scholars calculate that over a period of two hundred years, the number of trees cut down far exceeded natural regrowth. Above Copan, broad swaths of woodland vanished. Without trees to hold it, acidic forest soil washed down onto farms, making them less productive. The lack of trees perhaps triggered changes in climate, bringing less rainfall to the valley and reducing harvests even more.

Bones of ancient Maya buried at Copan reveal that in the early 800s, many people suffered from malnutrition and disease. Evidently, food was becoming scarce. The once-rich fields around Copan could no longer feed everyone, and during that century, the population decreased.

The Copan valley was not the only area affected by overpopulation. Dr. T. Patrick Culbert, an expert on Maya population history, describes the population density of the Maya lowlands in the 800s as "staggering." At 200 people per square kilometer (about 500 people per square mile), the region was more thickly settled than modern China.

"Farmers had to pull out all the stops to feed the people," said Dr. Culbert. The result, he argues, was an ecological disaster.

Which theory is right? Perhaps both. War can damage the environment and create food shortages, and a lack of resources can lead to political turmoil. Modern research shows that civilizations rarely perish owing to one simple cause. Usually the fall is a slow and complex process. Work did stop abruptly in most Maya cities—as with the unfinished sculpture at Copan. But the people did not all suddenly disappear.

Although we may never know all the answers, the search continues. Teams of scientists at dozens of sites study hieroglyphs, soil samples, artifacts, and bones. The more we can learn about Maya daily life in the eighth and ninth centuries, the closer we will come to understanding why their civilization failed so dramatically, and whether its collapse holds lessons for our own booming civilization.
For, as Dr. Demarest says, the real excitement of archeology is not about finding treasures: "That's where the Indiana Jones stuff has it all wrong. It's about finding out what happened. It's a sharp, clear mystery. You feel it when you stand there among the ruins and wonder, 'What happened?'"

1. Read the following sentence from the article.
   “…The moment of the community’s demise can be dated…”
   What does “demise” mean?
   (A) founding
   (B) excavation
   (C) extinction
   (D) discovery

2. We may infer from the article that Mayans suffered from disease because
   (A) they over farmed the land.
   (B) they didn’t irrigate the crops.
   (C) the crops were attacked by pests.
   (D) the farmers were killed by enemy attacks.

3. What was one way that the Mayans recorded their history?
   (A) hieroglyphs
   (B) papyrus texts
   (C) bronze tablets
   (D) stone disks
4. What were the accomplishments of the Maya?

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5. Explain why historians believe that war and environmental abuse contributed to the decline of the Maya. Support your answer with details and information from the article.
GRADE LEVEL/COURSE: Grade 9 - World History

TITLE: Our Man in Paris

CBC COMPONENT: II Historical Awareness

COMPETENCY: IIA, IIB & IIC

OBJECTIVE(S):
IIA5 Understand current and historic events from the perspective of diverse cultural and national groups.
IIB3 Identify/Describe people and events of time periods in history.
IIC11 Suggest reasons for the French Revolution, Napoleon’s rise to power and the Napoleonic Wars.

LANGUAGE ARTS/READING BENCHMARK:
LA.A.1.4.2 Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. (Applies to fiction, nonfiction, poetry, and drama.)

READING: Our Man in Paris (found on following pages)

SOURCE: Humanities, July/August 2002.

MULTIPLE CHOICE ANSWERS:
1. D 4. A
2. C 5. C
3. B
SOCIAL STUDIES
READING AND WRITING ACTIVITY

Directions: Read the passage and answer the questions that follow.

Our Man in Paris
How Benjamin Franklin Wooed the French to Win Our War

It can be argued that if Benjamin Franklin had not gone to Paris in 1776, Americans might still speak with a British accent. By winning the hearts of the French people and the heads of the French court, Franklin parlayed a domestic squabble between Great Britain and one of its wayward colonies into a transatlantic melee among the European powers of the day. The American patriots needed shiploads, literally, of money, military help, and supplies from France to win their independence, and Franklin delivered.

Franklin was almost seventy when he sailed to France in 1776 on the young nation’s rather desperate business. He was already considered an elder statesman in the colonies, having recently signed the Declaration of Independence and presided at the Pennsylvania Constitutional Convention. During his seven and a half years in Paris, Franklin argued the patriot cause, using his considerable diplomatic talents to secure loans, buy war materiel, and orchestrate shipments. Sometimes he was part of a negotiating team, but more often he worked alone as Minister Plenipotentiary, a title Congress bestowed in 1779.

"French support was due entirely to Franklin," says Ellen Cohn, editor of The Papers of Benjamin Franklin, a mammoth project sponsored by the American Philosophical Society and Yale University. "In terms of world fame, there is no question that during this time Franklin was the most famous American in the world. The French adored him. There were many images of Franklin circulating at this time; there was hardly a house in France that didn’t have one. Franklin himself had a part in popularizing his image when he arrived. I believe this was part of his plan to win the French over, a bit like an early spin campaign." Part of that campaign involved exchanging the early image of Franklin in a fur hat with a much more dignified portrait to reflect the gravitas of his mission.

Jonathan Dull, senior associate editor at the project, agrees that Franklin was the major proponent for America in France during this period. "Franklin basically trusted the French, which made him very effective," Dull explains. "He was treated as a professional diplomat; the other American representatives were considered amateurs."

"Primarily he was there to get supplies sent to the American army and that consumed an immense amount of time," Cohn says. "During this period we see him struggling to find merchants to assemble these items—guns, uniforms, shoes—and then finding the ships and convoys to send them to America." All this required money, of which Congress didn't have
enough, so it looked to the French government for loans. Franklin was frequently pestered
to find more funding. "It was complicated and terribly frustrating for Franklin," adds Cohn.
"He kept writing back to Congress telling it not to ask for more money."

Though Franklin was often busy with diplomatic work, he found time to engage in his
lifelong loves of science, philosophy, and printing. He even learned French. "He had a
really wonderful group of close friends in Passy, the suburb of Paris where he lived," Cohn
explains. "Learning French with them was like a big parlor game--he would write things and
they would correct them."

Franklin's lively personality worked to his advantage, according to Claude-Anne Lopez, a
scholar who has worked on the project since it started in 1954. "He was a very positive
man. He didn't want to appear sad or depressed. I can see why he could charm the French
because at that time, in the Enlightenment, laughing was the thing."

"Franklin was active in almost every aspect of French culture," Lopez says. "He was
interested in papermaking. He got very interested in [hot air] balloons. He was interested
in insane asylums, making them a bit better. He was involved in making a better oven for
prisoners that could bake better bread. Among his inventions was the foreign service--he
was the pioneer. He got along with everybody. He was a Protestant but he gave money to
the local church because he felt it was doing good work. He was able to do many
unexpected things because he didn't know he wasn't supposed to....This was his approach:
'Make them like you. Make them your ally. We need their ships, we need their troops.'"

Franklin's approach was a calculated one. "Though he could be frivolous, Franklin was not
a frivolous person," Dull says. "He was a patriot. He was consumed with rage at George
III about the way he was conducting the war. Underneath, Franklin was a very serious
person and a very angry person. His friendship with France was a means to an end, though
he enjoyed his time there."

Franklin's accessibility, affability, and clear affinity with the French were not popular in all
quarters. John Adams, a fellow negotiator, criticized Franklin's approach and implied that
what he viewed as Franklin's excessive civility was not necessary on either personal or
political levels.

"It was Adams' opinion that the French needed us more than we needed them," explains
Dull. The future president found the French court insufferable. He believed that the French
would reap considerable benefits from an American victory, which they should be eager
to assure. France could expect to pick up an important new trading partner in an independent America no longer confined to trading with Britain. And a defeat for Britain would also reduce its power among the premier European nations. The American victory over British forces at Saratoga, New York, in October 1777 was often cited as proof that the patriots could manage without the French.

But the renegade colonies were not quite as self-sufficient as some liked to think, says Dull. "Most of the muskets used at Saratoga by the Americans were French, as were the cannon." There was little manufacturing capacity in the colonies, and America could not produce the military equipment and supplies it needed. Economic capacity was severely limited as well. By October 1781, American currency was being used as wallpaper, and the Continental Congress was so broke it could not pay for General Washington and his troops to get to Yorktown, Virginia. Once again, the French fronted money and military strength to win the battle, and this time, the war.

The news of the victory at Yorktown arrived at Franklin's house in Passy about midnight on November 19, 1781, exactly one month after the British surrender. The diary of Elkanah Watson, an American merchant who happened to be visiting, tells the sequence of events. On the evening of November 19, before hearing of the British surrender, Franklin and his visitors discussed what they had heard about "the grand military combination of America and France to subdue the army of Cornwallis, in Virginia....We weighed the probabilities--balanc'd vicissitudes--dissected the best maps....As Franklin's great influence at the Court of France was the primary cause of producing this bold enterprize; it can be easily conceived how strong must have been his excitements in our alternate views of probable results."

After the Yorktown victory, it seemed increasingly likely that Britain would negotiate. All that was needed was a way to open the talks. As Franklin notes in his journal about the negotiations, "Great Affairs sometimes take their Rise from small Circumstances." In this particular case, the small circumstance was a letter in March 1782 from Franklin to the Earl of Shelburne, an old acquaintance in England whose political star was on the rise. Sandwiched between a detailed reference to some gooseberry bushes sent by the earl to Franklin's neighbor and his congratulations on the favorable change in the British government's attitude toward American independence, Franklin plays his hand. "I hope it will tend to produce a general Peace, which I am persuaded your Lordship, with all good Men, desires, which I wish to see before I die, & to which I shall with infinite Pleasure contribute every thing in my Power."
"That was how the peace negotiations got started," says Dull. "It didn't need much more than a hint. Franklin knew that Shelburne was an advocate of better relations with America." Negotiations were under way, though the situation was far from clear. The new British government headed by the Marquess of Rockingham was favorably disposed to American independence, but two ministers claimed jurisdiction over the talks. The Earl of Shelburne was minister for home affairs. Because America was still a colony, he believed that the talks were a domestic issue. Charles James Fox, minister of foreign affairs, assumed that independence negotiations would fall under his control.

"There was considerable rivalry," Dull says. "Franklin was negotiating simultaneously with two representatives of the British government on different issues." Franklin kept up this subterfuge for weeks, stringing Fox along while talks progressed with Shelburne. When the Marquess of Rockingham died suddenly in the early summer, Shelburne succeeded him as prime minister. Franklin had backed the right horse.

"Franklin started the negotiations on his own," Cohn explains. "You can see his immense skill in manipulating these situations." The Europeans admired this talent. The other American peace commissioners, who took up their posts in the late summer of 1782, did not have this degree of skill, and Franklin felt they often bungled their tasks. "Franklin navigates all of this and ultimately is very frustrated at having others threaten to undo all the things he's been trying to do." The talks were not undone and concluded in the general peace of January 1783 with very favorable terms for the new nation.

France, however, fared less well from the treaty. Despite Adams' insistence that an alliance with America was heavily weighted in France's favor, the expected economic and political benefits never materialized, according to Dull. "France didn't pick up that much trade from the United States," he says, "and Britain was not significantly weakened by American independence. These were major disappointments in France. A few years later, France went bankrupt, which precipitated the French Revolution. That bankruptcy happened, in part, because of the earlier French support of America."

The Franklin charm never wore off in France, though. On news of Franklin's death in 1790, the National Assembly went into mourning for three days, says Lopez, making it "the first political body in the world to pay homage to a simple citizen from another land."

SOCIAL STUDIES
READING AND WRITING ACTIVITY

1. Read this sentence from the article.

   *It can be argued that if Benjamin Franklin had not gone to Paris in 1776, Americans might still speak with a British accent.*

   What does the author mean?
   
   (A) Franklin wrote a dictionary with clear pronunciations for Americans.
   (B) Franklin learned how to speak properly while in Paris.
   (C) Franklin was able to convince the British not to fight the Americans.
   (D) Franklin’s trip was important in winning independence for the Americans.

2. Why did the French offer aid to the Americans?

   (A) They believed in democracy and freedom.
   (B) They wanted to capture the American colonies for themselves.
   (C) They believed that they could increase trade.
   (D) They hoped to inspire revolutions throughout the Americas.

3. What was one of the consequences of French aid to the Americans?

   (A) war with Spain
   (B) French bankruptcy
   (C) loss of Quebec
   (D) valuable trade with Britain

4. Read the following excerpt from the reading.

   “… A *transatlantic melee among the European powers of the day.*”

   What is a “*transatlantic melee*?”

   (A) a fight on both sides of the ocean
   (B) a long distance discussion
   (C) a peace conference in mid ocean
   (D) a terrible misunderstanding

5. What character trait was important for Franklin’s role in France?

   (A) stubborn
   (B) generous
   (C) charming
   (D) argumentative
6. What did both the French and the Americans hope to gain through their alliance?
7. Using details from the article, explain how Benjamin Franklin immersed himself in French culture.
SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 9 - World History

TITLE: The Power of Oil

CBC COMPONENT: II Historical Awareness
IV Economic Understanding
VI Global Perspective

COMPETENCY: IIA, IVB, & VIA

OBJECTIVE(S):

IIA5 Understand current and historic events from the perspective of diverse cultural and national groups.

IVB3 Research and analyze the interdependent nature of current economic issues and problems.

VIA5 Describe the major global issues facing the world today and suggest possible solutions; e.g., substance abuse, health issues/AIDS, environment, hunger, human rights.

LANGUAGE ARTS/READING BENCHMARK:

LA.A.1.4.2 Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

LA.A.2.4.1 Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

LA.A.2.4.2 Determines the author’s purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 Identifies devices of persuasion and methods of appeal and their effectiveness.)
SOCIAL STUDIES
READING AND WRITING ACTIVITY

READING: The Power of Oil (found on following pages)

SOURCE: Pickerill, M., Time for Kids, Feb 21, 2003, v8 i18 p4+

MULTIPLE CHOICE
ANSWERS:

1. C
2. A
3. C
4. C
5. D
Directions: Read the passage and answer the questions that follow.

The Power of Oil
It’s Costly, It’s Polluting and Other Countries Control Most of It.
Is Oil Worth the Trouble?

Deep beneath the earth’s surface, nature’s most powerful substance lies in shiny, sticky pools. Oil began forming hundreds of millions of years ago as plants and animal remains were covered with layers of rock. Over the ages, those remains decayed to form the mighty black brew from which we make gasoline and other fossil fuels. Oil's energy powers our cars, trucks, trains, planes, automobiles, factories and electrical plants. Oil is used to make tires, crayons, even bubblegum.

Oil can also make trouble. Some nations sit atop vast underground lakes of oil. Other places–Japan and most European nations, for example–have little, if any, oil of their own. The nations that need oil must buy it from oil-rich countries that control the oil market. This imbalance of power can make relations between nations tricky, says energy expert Robert Ebel of the Center for Strategic and International Studies.

"Four countries–Saudi Arabia, Iraq, Iran and Russia–control almost 70% of world oil reserves," says Ebel. "The greater our dependence on foreign oil, the greater the risk that events in oil-producing countries will interfere with our supply."

Lately, that risk has grown clearer. A strike in Venezuela, the fifth-biggest oil producer, caused oil prices to jump. The threat of war in oil-rich Iraq has also made prices go up. The United States produces oil, but it also imports about 59% of what it needs. So when foreign oil prices rise, we pay more.

A Nation Hooked On Oil

The U.S. uses more oil than any other nation. Most is pumped into our 200 million cars in the form of gasoline. On average, an American burns through 25 barrels of oil a year. Compare this with 15 barrels for a citizen of Japan or 12 for a Frenchman.

High costs and sticky foreign relations are not the only drawbacks of our oil habit. Oil is also one messy fuel. When fossil fuels burn, they release carbon dioxide and other polluting gases. The gases are bad for our health and our planet. They can trap heat near the Earth’s surface, contributing to the rise in temperatures known as global warming.
addition, ships carrying oil have accidentally spilled millions of gallons, polluting our oceans and killing sea life.

Is There Another Way?

If oil is so bad, why do we depend on it? For starters, nearly all of our cars and factories are designed to use oil and gas. Changing them to use other fuels would be very costly. Besides, oil does its job. "We continue to look for a practical oil replacement," says Ebel. "We just haven't found one."

Still, it's possible to be less wasteful. In fact, we've done it before. In 1973, a few oil-producing nations got angry at the U.S. and tripled oil prices in just a few months. Gasoline was in short supply, and there were long lines at gas stations. U.S. leaders vowed to cut our reliance on foreign oil. New rules forced auto companies to build cars that use less gas. In 1975, the average car could go just 12 miles on a gallon of gas. By 1990, some got more than 30 miles per gallon.

But in recent years, with low oil prices, Americans have gone back to buying big gas-guzzlers. About one of every four cars now sold is a sport utility vehicle (SUV), which get as little as 10 or 11 miles per gallon.

"Right now, consumers don't value fuel efficiency," says Eron Shosteck of the Alliance of Automobile Manufacturers. "Anytime gas is cheaper than designer bottled water, it's not a big deal."

Last month, President Bush called for a $1.2 billion program to develop a pollution-free, hydrogen-powered car. Such a car would solve many problems, but it's at least 20 years away. Other options are available right now. Hybrid cars that run on both electricity and a little gas, like the Honda Insight, are already on the market. And if consumers demanded it, "the average SUV could go from 20 miles per gallon to 40 miles per gallon using available technologies," said Jason Mark of the Union of Concerned Scientists. If world events keep driving up the price of oil, Americans may once again rethink what they're driving.

SOURCE: Pickerill, Martha, Time for Kids, Feb 21, 2003
1. Read this sentence from the article.

_Hybrid cars that run on both electricity and a little gas, like the Honda Insight, are already on the market._

What does the word “hybrid” mean?

(A) old or antique  
(B) foreign imports  
(C) a combination of types  
(D) too expensive for most families

2. The main idea of this article is that

(A) the U.S. consumes too much oil.  
(B) the U.S. needs to lower taxes on imported oil.  
(C) oil is used to produce many consumer items.  
(D) Japan and Europe should explore for oil.

3. Compared to the average Frenchman, how much more oil does the average American use?

(A) The average American uses one-third as much as the average Frenchman.  
(B) The average American uses one half as much as the average Frenchman.  
(C) The average American uses twice as much as the average Frenchman.  
(D) The average American uses three times as much as the average Frenchman.

4. Why does the author say that “sticky foreign relations” is a drawback for our dependence on oil?

(A) Our allies produce sufficient oil to meet our current needs.  
(B) Countries are reducing their oil production because it is too hard to export it.  
(C) The U.S. might depend on oil from countries with whom we have conflicts.  
(D) Many countries will not want to buy oil from the U.S.
5. In the author’s opinion, what is likely to be the only reason the U.S. will cut back on our oil consumption?

(A) our concern for the environment
(B) laws that will regulate car mileage
(C) continued difficulty in transportation
(D) foreign governments’ raising the price
6. How does the price of oil affect American oil consumption? Support your answer with details and information from the article.

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READ
THINK
EXPLAIN
7. Why is the consumption of vast quantities of oil dangerous for the United States? Support your answer with details and information from the article.

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 9 - World History

TITLE: Royal Africa Company Founded, 1672

CBC COMPONENT: II Historical Awareness

COMPETENCY: IIC

OBJECTIVE(S): IIC4 Trace the major developments in African civilizations (including European imperialism).

LANGUAGE ARTS/READING BENCHMARK:

LA.A.1.4.2 Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

LA.A.2.4.1 Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

READING: Royal Africa Company Founded, 1672 (found on following pages)


MULTIPLE CHOICE ANSWERS:

1. B
2. D
3. A
4. C
Directions: Read the passage and answer the questions that follow.

**Royal Africa Company Founded, 1672**

Summary of Event

England's slave trade, which existed as a government-supported commercial enterprise for roughly 150 years, arose primarily to fulfill the economic needs of the growing English colonies in the West Indies and America. Despite the social changes that resulted by 1811 in the effective abolition of the practice, it must be acknowledged that in the seventeenth and eighteenth centuries the slave trade was viewed by England as essential to the empire's prosperity. An anonymous English essayist, writing in 1749, may have spoken for the majority of Englishmen who had not witnessed firsthand the horrors of slavery: "The trade of Africa," he observed, "is the branch that renders our American Colonies and Plantations so advantageous to Great Britain, that traffic affording our planters a constant supply of Negro servants for the culture of their land." With regard to slavery, however, England is not historically unique. Ancient civilizations, including those of Rome, Greece, Asia, and the Americas, saw slavery as an acceptable institution. The African slave trade is recorded on the walls of ancient Egyptian temples, and the more advanced coastal peoples of sub-Saharan Africa possess a long history of raiding the interior for salable human commodities. Yet while it cannot be said that European slave traders created the practice, the slave trafficking already in place in Africa was certainly encouraged by the introduction of European colonial markets for slaves.

Early English forays into Africa focused on the quest for ivory and gold, and until the 1600s slave trading was of only minimal scope. British Africa companies chartered in 1588 and 1618 led private explorers up the Gambia River, from which Richard Jobson brought back accounts of a "golden mountain." Even as post-Restoration England awakened to the potential value of slave labor in the colonies, a 1660 charter to Prince Rupert's company, the Royal Adventurers of England, was expressly granted for the purpose of "discovering the golden mines." When the charter was renewed in 1683, however, a new priority appeared: the company was to supply the colonies with three thousand slaves per year. The company immediately pursued the slave trade with great enthusiasm, but by 1672 a series of difficulties–bad debts with the colonies, war with the Dutch, and rival privateers–forced the Royal Adventurers out of business. Their charter was relinquished for £34,000 to the Royal Africa Company, which survived for seventy years despite inheriting many of the Royal Adventurers handicaps.
One of the main obstacles the Royal Africa Company faced was competition from unsanctioned slave traders. In principle, Charles II had granted the company a monopoly, but in practice such an arrangement was unenforceable. The West African coast had few ports or cities and no great slave trading markets. Early trade was conducted in small vessels wherever tribal chiefs could arrange a transaction, and as a result traders from Bristol and Liverpool, who ignored the king's favoritism toward the London-based Royal Africa Company, were able to infringe substantially on the company's market. In addition, pirates from the West Indies exacted an enormous toll. The greatest of these swashbucklers, Bartholomew Roberts, is thought to have plundered four hundred of the company's ships in only four years. To combat the threat from pirates as well as from the Dutch and French, the company was responsible for maintaining British forts along the coast. The cost of this, coupled with the effective lack of a monopoly, resulted in the company's failure to show a profit over even the most prosperous period of its existence. In 1713 Parliament lifted the monopoly, granting trading rights to a limited number of rival English groups, but still charged the company with maintaining the coastal defenses with revenues from a ten percent import duty. This amount proved too little, and that year the Royal Africa Company was forced to contract the South Sea Company to provide the shipping of slaves to the West Indies. In 1750, Parliament deregulated the slave trade almost entirely, allowing any company to operate and ushering in the most lucrative period of slave trading, from 1750 to 1807. The act crippled the Royal Africa Company, which existed after 1750 merely to maintain the forts.

Though the Royal Africa Company initially exported five thousand slaves per year, a total of 140,000 were traded between 1680 and 1700. During this time an additional 160,000 were shipped by privateers and unsanctioned companies. Between 1700 and 1786, 610,000 slaves were imported to the English colony of Jamaica, and the total number of slaves brought to the American colonies by all parties between 1680 and 1786 has been estimated at 2,130,000. During the slave trade's peak year just before the American Revolution, a total of 47,160 slaves were transported on 192 ships from three English ports alone.

Customary African codes determined the methods of obtaining slaves along the coast. The slaves were provided at auction by African middlemen, who bought them from African slave hunters. Most slaves were prisoners of war, though many were captives of inland raiders who burned villages and kidnapped those trying to escape. At auction, three pounds a head was an average purchase price for a healthy man or woman. The same slave might be sold for four or five times that much in the West Indies. This price reflected the risk involved in shipping slaves from Africa to the colonies. During this deadly "middle passage," humans
were transported seven hundred to a ship, shackled shoulder-to-shoulder in what was known as "the slave hole." The prisoners suffered from disease and rough handling in storms, and the mortality rate was high. After the average nine-week journey from Africa to the West Indies, seventeen percent of the slaves had perished and another fifty percent had been rendered incapable of working on plantations.

When the conditions of slave trading and slavery itself became known to the English public, a movement against the practice organized rapidly to press for its end. Acts in 1807 and 1811 effectively ended the slave trade, and by 1833 the abolition of slavery itself became a reality in all English possessions. In the end, the slave trade contributed substantially to the growth of the colonies but generated issues that have impacted the past 350 years of history. The moral, ethical, and societal problems stemming from the imprisonment and displacement of vast numbers of peoples are ones that remain with us to this day.

SOCIAL STUDIES
READING AND WRITING ACTIVITY

1. Read the following from the article.
   “...the slave trade was viewed by England as essential to the empire’s prosperity.”
   How important was the slave trade to England’s wealth?

   (A) It was a minor aspect of England’s prosperity.
   (B) It was a major source of wealth.
   (C) It was important, but not a major source of wealth.
   (D) It was of no importance to the wealth of the empire.

2. What was the purpose of early English expeditions into Africa?

   (A) They went to sell ivory and gold.
   (B) They were making maps of the continent.
   (C) They were trying to establish colonies.
   (D) They were looking for ivory and gold.

3. Read the following sentence from the article.
   With regard to slavery, however, England is not historically unique.
   What is meant by this sentence?

   (A) England’s attitude towards slavery was typical of other countries.
   (B) England had its own special method of capturing slaves.
   (C) Only England sent slaves to the New World.
   (D) England treated its slaves better than other countries.

4. Which statement best expresses the main idea of the article?

   (A) Ancient, as well as more recent, civilizations participated in trading in slaves.
   (B) The mortality rate for slaves was extremely high, resulting in increased costs.
   (C) Until its abolition, slavery was regarded as essential to England’s economic prosperity.
   (D) The Royal Africa Company suffered financially from decisions made by the British Parliament.
5. Describe the methods used to capture and transport slaves.

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6. What obstacles did England face in trying to establish the slave trade? Support your answer with details and information from the article.

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 9 - World History

TITLE: The Stones of Machu Picchu

CBC COMPONENT: II Historical Awareness
             V Cultural Awareness

COMPETENCY: IIB & VC

OBJECTIVE(S): IIB3 Identify/Describe people and events of time periods in history.
             VC1 List the major cultural achievements of early civilizations.

LANGUAGE ARTS/READING BENCHMARK: LA.A.1.4.2 Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
LA.A.2.4.1 Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

READING: The Stones of Machu Picchu (found on following pages)


MULTIPLE CHOICE ANSWERS:
1. A
2. D
3. B
4. B
The Stones of Machu Picchu

On a steamy July afternoon in 1911, American explorer Hiram Bingham pushed aside a tangle of undergrowth and stared. For long weeks he had scoured the sweltering jungles of eastern Peru for clues. A casual remark from a native farmer...the hint of a trail long unused...a glimpse of pale stone through the trees...all were "ghosts" of an ancient Inca city lost among the soaring peaks of the Andes Mountains long ago. Now, some two thousand feet above the rushing Urubamba River, Bingham was at last face-to-face with the find he had been seeking.

"Suddenly I found myself confronted with the walls of ruined houses built of the finest quality of Inca stonework," he recorded later. "It was hard to see them, for they were partly covered with trees and moss, the growth of centuries." Bingham stared in amazement at the "walls of white granite ashlars [stone building blocks] carefully cut and exquisitely fitted together." The larger stones appeared to weigh 10 to 15 tons. How had they been moved? Did they stay together without the application of mortar?

Bingham, his nine-year-old native guide, and his military escort swarmed over the ruins. The explorer gaped in awe at a huge altar carved from the mountainside itself--the "intihuatana," or "hitching post of the sun." He marveled at "El Torreon"--a graceful semicircular "tower." A pair of three-sided temples with triple windows held him "spellbound." Bingham methodically snapped photos, scribbled notes, and sketched maps. All the while his hopes rose. Had he found it? Could these long-forgotten ruins be the remains of Vilcabamba, the last capital of the Inca?

Bingham was not the first white man to examine the Inca civilization. After its takeover by the Spanish conqueror Francisco Pizarro in the 1530s, men like Pedro Cieza de Leon, a soldier, and Father Bernabe Cobo, a Jesuit missionary, recorded their impressions of Inca rituals, social structure, and engineering. Bingham's fascination had begun as a professor of Latin American history at Yale University in New Haven, Connecticut. The present expedition had been funded by his former classmates, who wanted to solve a 400-year-old mystery: the location of Vitcos, or Vilcabamba. This city was the secret stronghold built by the Inca ruler Manco II after he fled the Spanish Conquest in 1535.

Bingham now believed that he had found it--but not for long. Only a few days later, he came upon a larger set of ruins, some 60 miles away. This site, Bingham decided, must really be Vilcabamba. His earlier discovery was dubbed Machu Picchu, after the mountain...
over whose ridge it sprawled. Soon afterward, Bingham uncovered a third set of ruins, called Vilcabamba Viejo ("the old"), at Espiritu Pampa.

The following summer, Bingham returned to Machu Picchu with an expedition co-sponsored by the National Geographic Society. Careful digging around its ruins yielded scores of Inca graves, some stone dishes, and several bronze implements. Tantalizing clues, yes, but intriguing questions remained. What Inca chief had built Machu Picchu? When? Why? Bingham himself died uncertain as to which of his three discoveries had been the "lost" Inca capital.

Despite the mysteries surrounding it, Machu Picchu is recognized as one of the world's great archaeological wonders. Nestled in a breathtaking natural setting, the city's lasting beauty comes from the careful blending of its striking architecture with its mountaintop environment. Each year, thousands of fascinated visitors come to the "city in the clouds" to look, to reflect, and to wonder.

THE INCAS

Like the Andean peaks crowned by clouds, the origins of the Incas are obscured by the mists of legend. Scientists believe that tribal ancestors of the Incas migrated to the Americas from Asia thousands of years ago. Much later, around A.D. 1200, groups of them settled in the Cuzco valley of Peru. Legend has it that Manco Capac, reputedly the first Grand Inca, established the location of his capital city by plunging a magical golden staff into the earth--which promptly swallowed it.

In its history, this remarkable civilization--called "Tahuantinsuyu," "Land of Four Quarters"--showed a genius for nearly everything. Though it lacked a writing system, it still devised a highly organized government. The Incas never utilized the wheel for transportation, yet they engineered an advanced network of roads, tunnels, and bridges. They also demonstrated a talent for conquest. In their turn, Roca Yupanqui, Mayta Capac, and other Inca leaders swept through neighboring regions adding tribes and territories to the realm. By the end of Viracocha's reign early in the 1400s, the empire stretched more than 2,000 miles along the Andes mountain range and included Peru, Ecuador, Bolivia, and surrounding areas. It remained only for Viracocha's son and grandson, Pachacuti, to bring the empire to its summit of glory.

SOCIAL STUDIES
READING AND WRITING ACTIVITY

1. Read the following sentence.
   For long weeks he had scoured the sweltering jungles of eastern Peru for clues.
   Sweltering means
   (A) steamy.
   (B) beautiful.
   (C) enormous.
   (D) overgrown.

2. Read the following sentence.
   The explorer gaped in awe at a huge altar...
   Another way to say this could be that the explorer
   (A) climbed on top of the large altar.
   (B) fell to his knees to pray at the altar.
   (C) screamed with joy when he saw the altar.
   (D) stared with amazement at the altar.

3. From what area of the world did the Inca originate?
   (A) Spain
   (B) Asia
   (C) Africa
   (D) United States

4. Which statement best expresses the main idea of the article?
   (A) The National Geographic Society provided funding for Hiram Bingham’s exploration of Machu Picchu.
   (B) Machu Picchu is recognized as one of the world’s great architectural wonders.
   (C) The Inca were a highly developed civilization even though they did not utilize the wheel or a system of writing.
   (D) Machu Picchu, the “city in the clouds,” hosts thousands of visitors each year.
5. Explain how the Inca civilization was technologically limited, yet advanced. Support your answer with details and information from the article.

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SOCIAL STUDIES
READING AND WRITING ACTIVITY

GRADE LEVEL/COURSE: Grade 9 - World History

TITLE: Walls

CBC COMPONENT: I Geographic Understanding
II Historical Awareness
VI Global Perspective

COMPETENCY: IIA & VIA

OBJECTIVE(S):
IB4 Map the expansion of Rome and suggest reasons for its successful expansion.

IIA5 Understand current and historic events from the perspective of diverse cultural and national groups.

VIA2 Determine how the movements of people and their resulting interaction affect the economic, social, and geopolitical institutions of society.

LANGUAGE ARTS/READING BENCHMARK:
LA.A.1.4.2 Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

LA.A.2.4.1 Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts. (Applies to fiction, nonfiction, poetry, and drama.)
SOCIAL STUDIES
READING AND WRITING ACTIVITY

READING:  
**Walls** (found on following pages)

SOURCE:

MULTIPLE CHOICE

ANSWERS:

1. C
2. C
3. B
4. D
5. C
Directions: Read the passage and answer the questions that follow.

Walls

Walls demarcate frontiers, deter predators, and protect people and their families and possessions. Stone walls punctuated by towers and gates have surrounded cities in the Middle East and North Africa since biblical times, when fortifications were often built in concentric rings and outlined by a ditch or a moat for added protection. Walls were a prominent feature of many medieval and early modern cities; from Baku to Delhi to York to San Juan, visitors still relive a past when constant vigilance and strong defenses were a feature of daily life by walking these walls.

In their empire-building days, the Romans erected walls to keep out barbarians. Much of one of their best-known efforts, Hadrian’s Wall, is still standing. Built across northern England at its narrowest point, the wall was intended to serve as a barrier to large, swift enemy troops and to block small parties of raiders. Protection was afforded by ditches on both sides of the wall and by troops garrisoned in forts at intervals along its length. It was briefly superceded as a boundary marker of Roman imperialism by the Antonine Wall 100 miles to the north, across southern Scotland; this subsequent effort was abandoned, however, after a revolt by lowland tribes forced a withdrawal of Roman forces back to Hadrian’s Wall.

The longest and most famous defensive wall ever constructed, the Great Wall of China, was built in the 3rd century B.C. along China’s northern boundary. Rubble, tamped earth, and masonry sections were intended to thwart Mongol and Tatar raiders. In the succeeding century, China confirmed its supremacy in central Asia by extending the wall westward across the Gobi desert. The establishment of safe caravan routes, known as the Silk Road, soon followed, bringing Western traders to the market towns that grew up around the gates of the Great Wall and facilitating the exchange of cultural practices, knowledge, and ideas as well as material goods. Some historians contend that the Great Wall of China was also an indirect cause of the fall of Rome: the Mongol hordes repulsed by the Great Wall crowded the Visigoths, leading the latter to invade Roman-occupied lands.

Walls are still built to bolster security and effect segregation during times of political upheaval. Morocco, which has occupied Western Sahara since 1976, emphasized its intent to annex the former Spanish colony by constructing a 1,550-mile wall of sand, barbed wire, and land mines along the length of the border with Algeria. Besides enclosing approximately 80% of Western Sahara, including most of its towns, mineral resources, and coastal fisheries, the wall isolated guerrillas pursuing self-determination for Western Sahara from their alleged constituency, the Saharan tribes now living inside the wall under de-facto Moroccan rule.
The summer of 2002 saw the beginning of yet another wall. Israel, a nation already set apart from its neighbors by religious and cultural differences, began construction on a proposed 215-mile-long fence along its border with the Palestinian West Bank, the goal of which is to stop suicide bombers from entering Israel. This unilaterally determined border, if completed, may reduce the number of terrorist incidents, but its impact on long-term peace in the Middle East remains to be seen.

Modern-day warfare has made fortifications such as walls considerably less effective at keeping out intruders; however, the issues of peace and security remain pressing. Attempting to achieve protection by building a wall may now be compared to living in the eye of a hurricane——that is, living under a transient and dangerous illusion of calm and tranquility. Perhaps today, a more effective strategy might involve tearing down barriers to understanding rather than building walls.

SOURCE:
(A) According to the reading, what is one purpose of walls?

(A) to support the roof of a house  
(B) to provide shelter from the environment  
(C) to keep predators from attacking  
(D) to provide decoration around farmland

(B) What is a “Mongol horde”?

(A) a long gate in the Great Wall of China  
(B) a wall built by Visigoths from China to Rome  
(C) a large group of people from Mongolia  
(D) a caravan route across the Gobi Desert

(C) Why are modern walls not as effective as ancient walls?

(A) They can be blown up.  
(B) They present a false sense of safety.  
(C) They can be torn down too easily.  
(D) They can be gone over or around easily.

(D) What was an effect of the extension of the Great Wall of China?

(A) increased attacks on China by the Visigoths  
(B) decreased China’s supremacy in central Asia  
(C) political upheaval in areas surrounding the wall  
(D) establishment of the Silk Road caravan routes

5. Which statement best expresses the main idea of the article?

(A) Walls have been built since the 3rd century B.C. and are still being built today.  
(B) Walls are not very effective for keeping out intruders in modern times.  
(C) While walls are built for many reasons, historically they have been built primarily to provide security.  
(D) Walls that provide protection are modeled after the Great Wall of China.
6. Why has Israel begun construction on a 215 mile long fence along the length of its border with the Palestinian West Bank?
7. Explain the various reasons for and effectiveness of countries building walls and fortifications throughout history. Support your answer with details and information from the article.

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# Scoring Rubric for Short Response Tasks

## 2 Points
The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate and complete and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.

## 1 Point
The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.

## 0 Points
The response is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.
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