



# Teacher Guide and Student Activities



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# TIME REPORTS



## Our Shrinking World

THEME: CULTURE AND SOCIETY

### Guide To Teaching With This Unit

**Inside This Unit** The three activity masters linked to “Our Shrinking World” are designed to help your students explore globalization, one of the most significant trends of our time.

- **Activity Master 1:** A graphic organizer requires students to categorize some of the benefits and challenges of globalization.
- **Activity Master 2:** Students rank a list of multinational corporations in terms of revenues, transferring data as they do so.
- **Activity Master 3:** A grid provides a structure for graphing imports in students’ homes.

**Getting Started** Begin by asking students if they think it is a good idea for companies to do business all over the globe. After they register their answers, you might point out that often a person’s response reflects where they live. Globalization may mean one thing to people in a nation like the United States, where industry has been developed for hundreds of years. It may mean something entirely different just south of the border in Mexico, a country that is still developing its industries.

**Background** In his book *The Lexus and the Olive Tree*, Thomas Friedman, the foreign-affairs columnist for *The New York Times*, writes of globalization as a system. He says that the emergence of a single world market creates enormous opportunities for wealth.

He also points out that the creation of a global market for businesses that must make profits also carries risks—for the environment, for example, and for those countries whose businesses do not have the technology to compete. There’s also a risk of cultural homogenization. For now, Friedman sees that risk being held in check by the human need for identity and community.

Culture is largely determined by people’s values, and it is expressed in their behavior. Invite students to identify and discuss the cultural values they share but may not be aware of. What is “American culture”? What do Americans value most? Is it fashion and celebrities and the ability to accumulate things? Or is it something deeper? How much of our culture is represented by the value we place on liberty—on moving about, earning a living, expressing our opinions, and practicing religion without restrictions? Why is it important to understand other cultures, especially in a shrinking world?

Globalization is a heady concept for young learners. The *TIME Reports* activity masters have been designed to help your students grasp the concept and understand its impact on their lives.

### Using the Reproducibles

**Categorizing Data** asks students to place listed issues on a simple graphic organizer. Before students begin the exercise, ask them to help you brainstorm a list of benefits and challenges. After they

do the exercise, discuss their choices. (Because globalization looks different to different people, some students may be able to successfully defend their choice of a “wrong” answer.) Invite them to give concrete examples of each benefit and challenge.

**Ranking Data** shows just how big some global companies have become. When students complete the exercise, ask them to discuss the pros and cons of such large companies. Some of the largest companies make either automobiles or the fuel for them. How does modern society create the needs for these products?

**Creating a Bar Graph** can be done by students alone or as a family exercise. You may want to model a bar graph for them. When the graphs are completed, have students compare them. Does one type of room (the kitchen, the living room) have more imported products than another? If so, why? Why aren’t more of the imported goods made in the United States? (Answer: high labor costs.)

### Answers

**Categorizing Data** Possible benefits: a, c, e, f, g. Possible challenges: b, d, h.

**Ranking Data** Ranked by revenue (1.j 2.f 3.c 4.h or a 5.a or h 6.d 7.b 8.i or e 9.e or i 10.g). Grouped by product: Automobiles (f, d, b, i); Oil and Gas (c, h, a); Retail Goods (j); Goods for Trade (g); Manufactured Goods (e).

# Categorizing Data



Globalization promises to lift millions of people out of poverty. But it has also created some problems—challenges yet to be overcome.

This exercise will help you tell the difference between the benefits and the challenges of globalization. These issues are mixed up in the list below. Read the list. Decide which issues are benefits, and which ones are challenges. Then write the letter identifying each issue in the circle where you think it belongs.

## Benefits and Challenges

- a. New jobs for developing countries.
- b. Loss of jobs in industrialized countries.
- c. Lower prices for consumers.
- d. Environmental damage in developing countries with lax standards.
- e. Higher profits for businesses.
- f. Added pressure for international cooperation.
- g. Increased communications between people and countries.
- h. Possibility that the gap between rich and poor countries will widen.

**GLOBALIZATION**

BENEFITS

CHALLENGES

THINKING CRITICALLY

W

hich benefit is most important to you? Why? Which challenge do you think will be hardest to overcome? What would you recommend that corporations and governments do to overcome it?

# Ranking Data



In baseball, teams keep score by adding up runs. In business, companies keep score by adding up the year's revenues. Revenues are the money companies collect for what they sell.

This activity isn't about baseball. (Sorry.) It's about 10 companies that sell their products all over the world. In the year 2003, these 10 companies led the pack in revenues. Every other company in the world took in less money than they did.

That's a very big deal. To see how big, rank the companies according to the size of their revenues. Then group the companies by the products they make or sell.

## Top 10 Global Companies (in alphabetical order)

- (a) BP — British oil and gas company, \$179 billion
- (b) DaimlerChrysler — German automaker, \$141 billion
- (c) Exxon Mobil — U.S. oil and gas company, \$182 billion
- (d) Ford Motor — U.S. automaker, \$164 billion
- (e) General Electric — U.S. manufacturer and finance company, \$132 billion
- (f) General Motors — U.S. automaker, \$187 billion
- (g) Mitsubishi — Japanese trading company, \$109 billion
- (h) Royal Dutch/Shell Group — Netherlands oil and gas company, \$179 billion
- (i) Toyota — Japanese automaker, \$132 billion
- (j) WalMart Stores — U.S. retailer, \$247 billion

Source: *Fortune Magazine*

## Top 10 Global Companies: Who Makes More?

### RANKED BY REVENUE

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### GROUPED BY PRODUCT

- Automobiles \_\_\_\_\_
- \_\_\_\_\_
- Oil and Gas \_\_\_\_\_
- \_\_\_\_\_
- Retail Goods \_\_\_\_\_
- \_\_\_\_\_
- Goods for Trade \_\_\_\_\_
- \_\_\_\_\_
- Manufactured Goods \_\_\_\_\_
- \_\_\_\_\_

## THINKING CRITICALLY

Countries measure their yearly wealth through gross national product (GNP). A nation's GNP is the total dollar value of all goods and services it produces at home

and abroad in one year. In the year 2003, the GNPs of more than 170 nations were smaller than Toyota's annual revenues. What does that tell you about big companies that operate around the world?

# Creating a Bar Graph



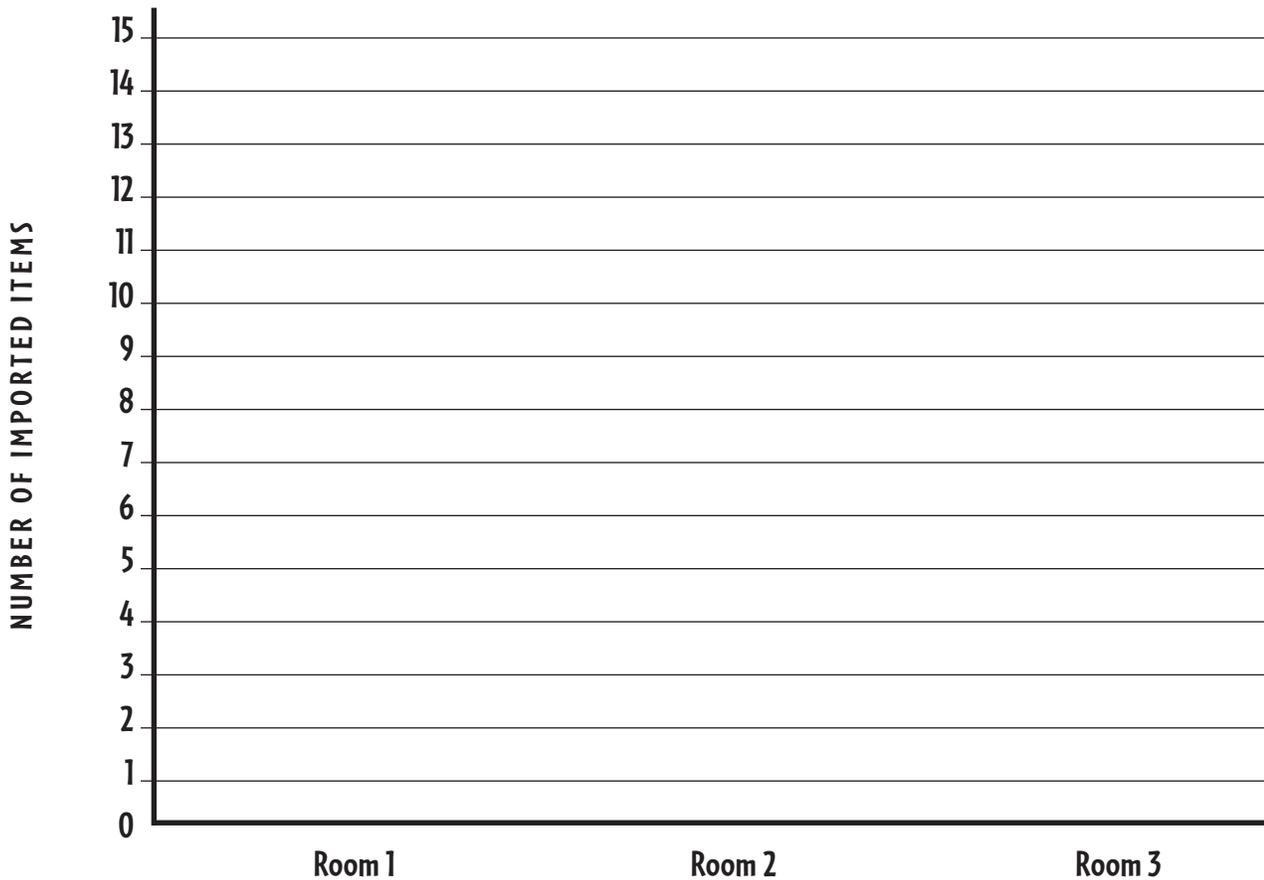
Which room in your home contains the most things made outside of the United States? This exercise will help you find out.

Select three rooms in your home. (Don't include a bedroom.) Write those rooms at the bottom of the grid below. Guess which of those three rooms you think will contain the most imported items and write that room at the top of the grid.

Second, take an inventory of all three rooms. Write down the name of each imported item you find. When you're finished, count the imported items in each room. Then, on the grid below, draw a bar graph for each room based on your count. Share your graph with your family and classmates.

## By the Numbers: Imported Goods in Three Rooms

The Room I Think Contains the Most Imported Items \_\_\_\_\_



Room Names: \_\_\_\_\_

### THINKING CRITICALLY

W

ere you surprised by the results of your survey? Why or why not? What do your results tell you about the type of products likely to be made overseas?

# TIME REPORTS

THE  
UNITED STATES  
AND  
CANADA



## Protecting America's Freedoms from Terror

THEME: CONFLICT AND CULTURES

### Guide To Teaching With This Unit

**Inside This Unit** Three activity masters are designed to help students think analytically about the threat of terrorism.

- Activity Master 1: A Venn diagram helps students weigh the balance between liberty and security.
- Activity Master 2: Two pie graphs detail terrorist attacks in 2002.
- Activity Master 3: A political cartoon zeroes in on the effect of terrorism on our sense of security.

**Getting Started** Some experts have characterized modern terrorism as a violent clash between two opposing cultures. In one, political freedom and capitalism give rise to a pluralistic society whose power, and even its flaws, are open for all to see. In the other, leaders justify tight state control over a nation's economy and people's lives by claiming that God ordains it. Ask students what characteristics of each culture might trouble the other. For example, members of the more traditional culture might worry that Western fashions and pop culture could "infect" their way of life. Westerners might feel frustrated by their inability to reason with people who are certain that only they have God's will on their side. Which culture is more likely to give rise to terrorism, and why?

**Background** The term *terrorism* has its origins in the Reign of Terror and bloodshed that followed the French Revolution. Prior to the Revolution, the power of the French monarchs was absolute. In

the chaotic days that followed the royal family's execution, however, rival factions fought for power and no one seemed safe from the guillotine. Today nations face threats from many different groups within and outside their borders. The United States, a symbol of modernity and power, has been the target of attacks from those who see its wealth, freedoms, and global influence as an affront to their way of life.

### Using the Reproducibles

**Categorizing Concepts** helps students visualize the challenge of terrorism in a free society. Before starting, have students help you make a list of the "Liberties" they enjoy now and "Security Measures" that existed before September 11, 2001. Liberties could include those guaranteed by the Bill of Rights and the right to privacy; and human rights, such as the right to shelter, education, and economic security, that are enumerated in the United Nations' Declaration of Human Rights. Security measures in place before the 2001 attacks included luggage inspection at airports, normal law enforcement activities, and funding of the nation's defense force. Ask: How do these security measures protect our freedoms? How do they limit them? Do students think the nation has struck the right balance between liberty and security? Make sure that all voices are heard. There are no right or wrong answers.

**Interpreting Pie Graphs** gives some particulars on anti-U.S. attacks around the world in 2002. The statistics include only those

attacks in which U.S. citizens suffered casualties. The data in the first graph is organized by regions. (Do students notice that North America is not one of them?) The data in the second graph is organized by the type of attack.

Your students might be interested to learn that from 1997 to 2002, the number of all terrorist attacks (not just those against Americans) declined in every region except South and East Asia, where it rose from 21 to 99. The 1997–2002 tally in other regions: Africa, 11 to 5; Eurasia, 42 to 7; Latin America, 128 to 50; Southwest Asia, 37 to 29; North America, 13 to 0; Western Europe, 52 to 9. (These statistics exclude the 9/11 attacks.)

**Interpreting a Political Cartoon** gives students an opportunity to deal with a form of political commentary, the cartoon. Its focus is the change in the U.S. perception of security that followed the September 11, 2001, attacks on the Pentagon and the World Trade Center. You might want to extend the discussion by having students take the activity home. Back at school, make a master list of the ways terrorist threats have changed the behavior of the members of your students' families.

### Answers

**Categorizing Concepts** No right or wrong answers. Students should be able to clearly defend their decisions.

**Interpreting Pie Graphs** 1.b 2.b. 3.a 4.b. 5.c 6.a 7.c 8.b. 9.a 10.c

**Interpreting a Political Cartoon** 1.F 2.T 3.F 4.T 5.F

# Categorizing Concepts



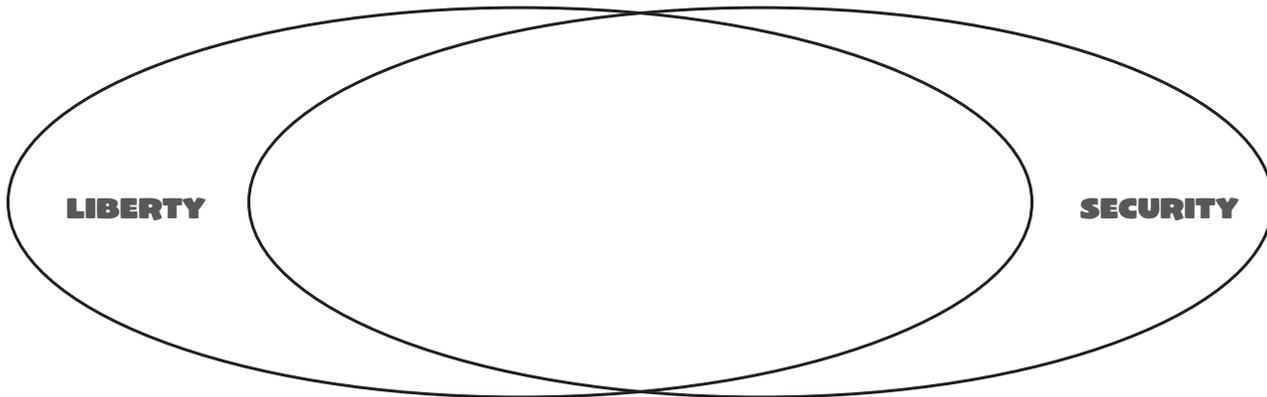
The U.S. Constitution allows Americans to say what they want, print what they want, and worship as they want. The U.S. government is also required to respect Americans' privacy.

The Constitution, for example, restricts police from searching just anyone. Police must have a reason *and* court permission to search someone.

But the government can limit these and other rights in order to protect your right to safety. Required baggage checks at airports violate the right to privacy, for example. During wartime, Americans have accepted limits on freedoms of the press.

What limits would you accept to be safe from terrorism? This exercise will help you find out. Read the list of limitations below. Cross out any that you wouldn't be willing to accept. Put the number of any limitation you would accept in the area where "Liberty" and "Security" overlap.

## FINDING A BALANCE



### Which limits would you accept?

1. Home searches without permission from a court.
2. Police eavesdropping on telephone conversations without a court's okay.
3. Sending away all immigrants found to be in the United States illegally.
4. Having to carry a national identity card that contains your fingerprints.
5. Government monitoring of citizens' use of the Internet.
6. A requirement that Americans worship only at sites approved by the government.
7. A limit on the number of weapons a family can keep.
8. A limit on the amount of gasoline each household can buy.
9. A law that would require government approval of all travel to a foreign country.
10. Forcing people with a particular ethnic or religious background to live in specified areas.
11. Required licensing of cell phones.
12. Surveillance cameras on every block.
13. Censorship of all newspaper articles that the government considers dangerous.
14. Random searches of all backpacks, brief cases, and purses carried on any type of public transportation.
15. The imprisonment of people who criticize the government.

THINKING CRITICALLY

H

ow might new security measures you find acceptable affect the freedoms you enjoy today?

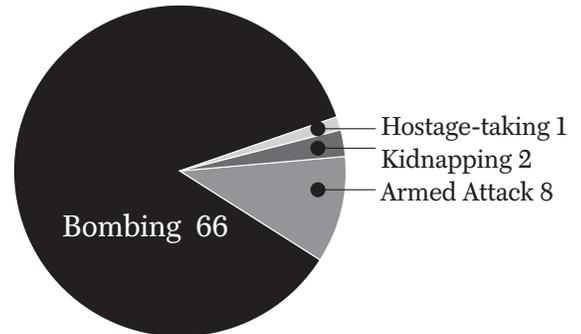
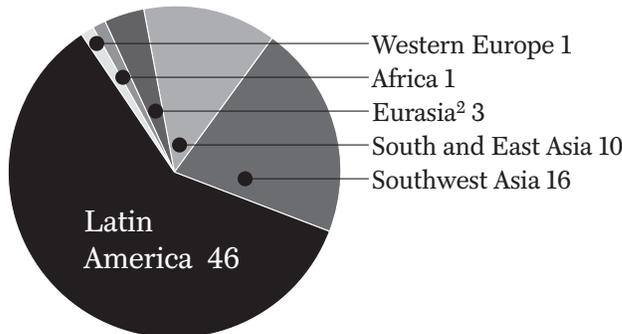
# Interpreting Pie Graphs



In 2002, international terrorists committed 77 acts that injured or killed Americans. None of these attacks took place in North America. Where did they occur? What did the terrorists do? To learn the answers, study the two graphs and complete the sentences below.

## ONE YEAR OF TERROR

Where Terrorists Attacked Americans in 2002<sup>1</sup>...      ... And What Those Terrorists Did



<sup>1</sup>Attacks in 2002 against U.S. business and government targets in which U.S. citizens got hurt or killed

<sup>2</sup>Includes nations carved out of the former Soviet Union, which collapsed in 1991.

Source: U.S. State Department

Circle the option that best completes each sentence.

- Both pie graphs contain information about terrorist attacks
  - in the United States.
  - against U.S. targets.
  - in 12 regions of the world.
- Those attacks took place during
  - 2001.
  - 2002.
  - 2003.
- The first pie graph shows that most anti-American attacks occurred in
  - Latin America.
  - Southwest Asia.
  - Western Europe.
- The second pie graph gives information about
  - people killed and wounded.
  - what terrorists did.
  - the number of terrorist groups.
- Most anti-American attacks involved
  - kidnapping.
  - Asia.
  - bombings.
- The statistics suggest that terrorists believe bombs are more effective than
  - guns.
  - thefts.
  - both.
- There were more attacks against Americans in Eurasia than in
  - Western Europe.
  - Africa.
  - both regions.
- In 2002, terrorists bombed U.S. targets
  - twice.
  - 66 times.
  - 77 times.
- In 2002, the safest place for North Americans concerned about terrorists was
  - North America.
  - Southwest Asia.
  - Eurasia.
- In 2002, the number of Americans wounded or killed by terrorists was
  - 66.
  - 77.
  - can't tell from the graph.

### THINKING CRITICALLY

**H**ow might these graphs persuade some Americans that it is unnecessary to exchange freedom for security at home?



Michael Thompson, *The Detroit Free Press/Copley News Service*

# Interpreting a Political Cartoon



No one will forget the morning of September 11, 2001, when 19 terrorists hijacked four jumbo jets and used them to murder 2,976 innocent people. Most of the victims died after two of the jets exploded inside two buildings at the World Trade Center in New York City.

The attacks changed the way Americans lived. Americans had been proud of their open society. Now that openness was being challenged. Ugly concrete barriers were placed around public buildings. Armed members of the National Guard patrolled train stations and airports. Luggage inspections and body searches made air travel a chore.

The political cartoon on this page is a comment on changes like those. Study it and decide whether the statements about it are true (T) or false (F).

## TRUE OR FALSE?

- \_\_\_ 1. The people in the cartoon are in an auditorium.
- \_\_\_ 2. The cartoonist probably added barbed wire and extra soldiers to make the setting look like a war zone.
- \_\_\_ 3. The soldier is joking.
- \_\_\_ 4. The woman would like to travel to a happier time.
- \_\_\_ 5. The cartoonist probably believes that life in America improved after September 10.

## THINKING CRITICALLY

**H**ow did the attacks on September 11 change the way members of your family thought and acted? Ask them. Write their answers on the back of this sheet of paper and share them with your classmates.

# TIME REPORTS



## Waging War on Drugs

THEME: ECONOMICS AND GOVERNMENT

### Guide To Teaching With This Unit

**Inside This Unit** Three activity masters are designed to help your students grasp some of the complexities of the cocaine trade, whose roots are in the Andes.

- **Activity Master 1:** A flow chart lets students trace key steps in the cocaine trade, from farmers to drug abusers.
- **Activity Master 2:** A graph on Colombia's legal exports is a reminder that the Andean nation has much to offer.
- **Activity Master 3:** A word search is designed to inspire discussion about the dangers of drugs.

**Getting Started** You might begin by showing students the Andes, the world's longest mountain chain, on a map. Only the Himalayas in Asia are taller. Four Andean nations—Colombia, Peru, Ecuador and Bolivia—have a special trading pact (the Andean Trade Agreement) with the United States. The Andean nations, slow to industrialize, all have grappled with the trade in illegal drugs. Ask: How might a mountainous country with an economy based mainly on farming be particularly vulnerable to the drug trade? Remind students that the terrain and economy of Afghanistan, a supplier of heroin, are in some ways like those of Andean nations.

**Background** South America has had great difficulty recovering from its colonial past. Even today, the population is spread unevenly across the land, and differences between rich and poor are extreme. Colombia, the focus of a *TIME Report* on the war against drugs, has a

democratic government and a solid middle class. Yet leftist guerrillas have plagued the country for 40 years. Two guerrilla armies, together earning more than \$1 million a day on the cocaine trade, promise to redistribute the nation's land to the poor. Not surprisingly, landowners have hired their own soldiers, paramilitary forces that act as if repression is the only answer to Colombia's problems. Ordinary people are caught in the crossfire. In the meantime, the cocaine trade continues to destabilize legal businesses and the government. And as coca farmers push farther into the rain forest, they destroy more and more of this irreplaceable resource.

### Using the Reproducibles

**Following a Sequence** lets students examine the many hands that touch a gram of cocaine before it reaches the street. Make sure that students understand that every step of the process requires a decision. For example, a Colombian farmer decides to grow coca rather than coffee. Thousands of miles away, U.S. citizens decide to sell or buy cocaine. After students decide which statements about the flow chart are facts and which are opinions, have them discuss what measures might be taken at each step to slow or stop the flow of drugs.

**Interpreting a Pie Graph** helps students realize that Colombia trades many legal goods with the rest of the world. Before beginning this activity, make sure students understand the difference between exports and imports. Point out

that Colombia trades legal goods not just with other South American nations, but with Japan, European Union nations, the United States, and many others as well. After students complete the exercise, have them name specific items in each of the nine categories of exports that their families use. Why don't Americans make all those items in the U.S.? (Some items—coffee, for instance—don't grow easily in our climate. Many manufactured goods are far cheaper to make abroad, in low-wage countries like Colombia.)

**Recognizing Words** gives students an opportunity to search for the names of commonly abused drugs and related words. Use the words as a springboard for a discussion on the dangers of drugs.

### Answers

**Following a Sequence** 1. F 2. F 3. O 4. F  
5. O 6. F 7. O 8. F 9. O 10. O

**Interpreting a Pie Graph** 1. Colombia  
2. United States 3. 2000  
4. Machinery and Transport Equipment  
5. 1,505,000,000 6. Oils, Fats, and Waxes  
7. Food and Live Animals  
8. Miscellaneous Factory Products  
9. \$3.69 billion 10. illegal

**Recognizing Words** HORIZONTAL: *marijuana, counter, pills, the, tobacco, police, unhealthy, needle, moody, heroin, ruin, in-halant, abuses, D.O.A., prescription.*  
VERTICAL: *diet, alcohol, over, LSD, cocaine, lost, crack, crime, drugs.* Diagonal: *amphetamine, law.*

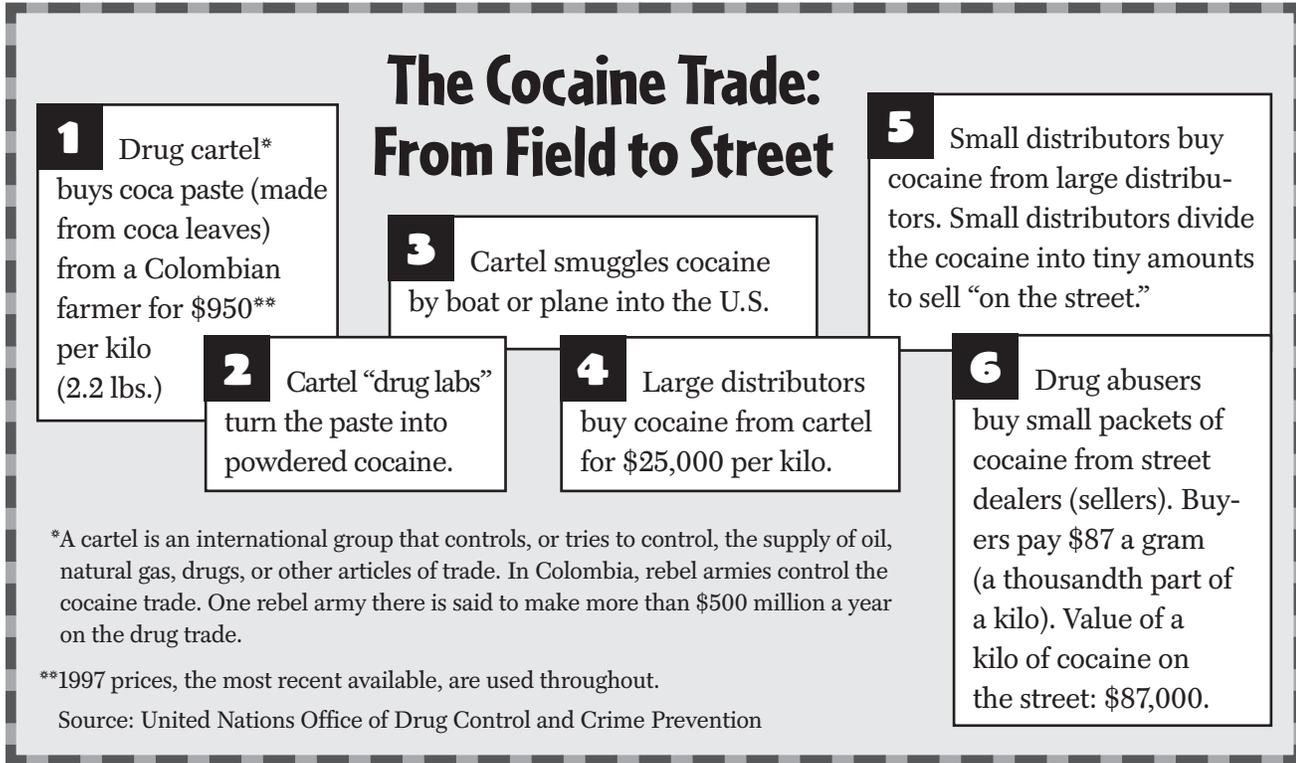
SECRET MESSAGE: *Just say no to drugs!*

# Following a Sequence



The cocaine trade involves many steps. One step is the manufacturing stage. Another is the distribution stage, involving smugglers and big-time drug dealers. A third stage is the marketing, or selling, of the drug. Each stage is a crime, and for good reason. Cocaine kills tens of thousands of people every year.

The flow chart below gives you a rough picture of how the cocaine trade works. Study it. Then decide whether the statements that follow are facts (F) or opinions (O).



- \_\_\_\_\_ 1. Drug cartels try to control the supply of cocaine.
- \_\_\_\_\_ 2. Drug cartels manufacture cocaine and smuggle it into the United States.
- \_\_\_\_\_ 3. Farmers who grow coca plants can't tell right from wrong.
- \_\_\_\_\_ 4. Large U.S. cocaine distributors paid about \$25,000 for a kilo of cocaine in 1997.
- \_\_\_\_\_ 5. Small distributors paid too much for the drug.
- \_\_\_\_\_ 6. Drug abusers buy cocaine from street dealers.
- \_\_\_\_\_ 7. All street dealers are drug addicts.
- \_\_\_\_\_ 8. A packet of cocaine on the street sells for many times the cost of coca paste.
- \_\_\_\_\_ 9. People can easily stop using and growing cocaine.
- \_\_\_\_\_ 10. Jailing street dealers won't stop the cartels from producing cocaine.

### THINKING CRITICALLY

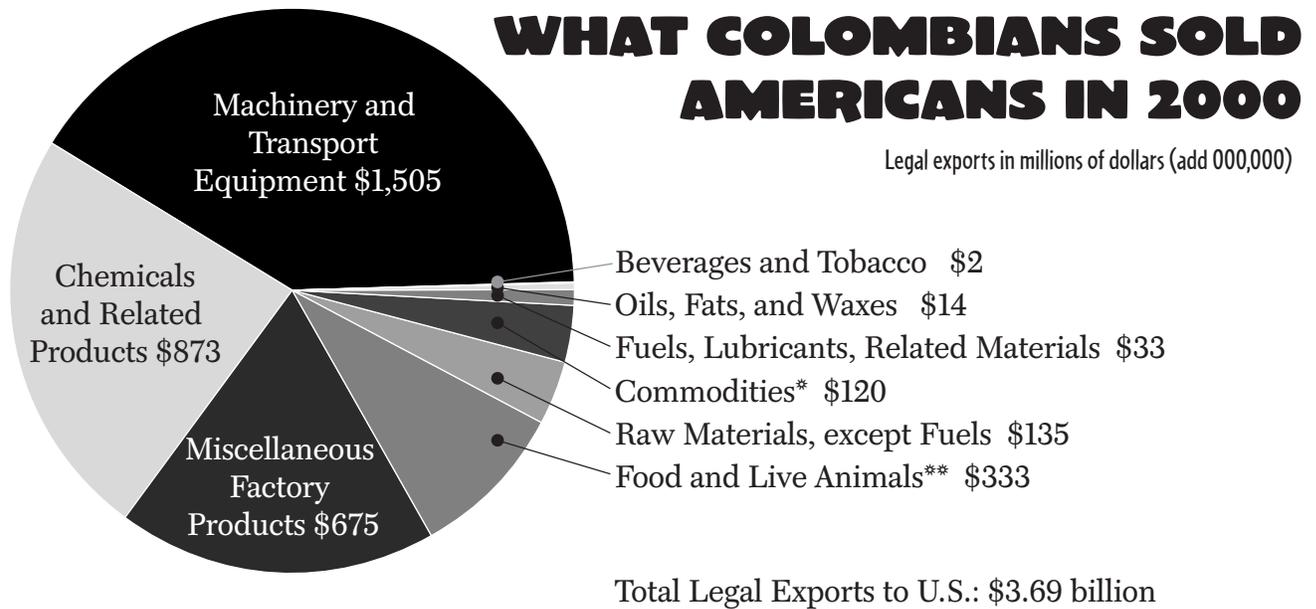
**S**uppose you were in charge of the war on drugs. How might this flow chart help you decide how to attack the cocaine trade?

# Interpreting a Pie Graph



Every year, Colombian cocaine producers export illegal drugs worth about \$7 billion. But Colombians also trade legal goods with other countries. The United States imports billions of dollars of legal Colombian products every year.

The graph below groups Colombia's legal exports to the United States into nine categories. Study the graph and complete the sentences that follow.



\*Farm products such as coffee beans and asparagus  
 \*\*Mostly cattle  
 Source: U.S. Bureau of the Census, Foreign Trade Division

### Write the correct words in the blank spaces.

The graph shows categories of legal goods exported from (1) \_\_\_\_\_ to (2) \_\_\_\_\_ in the year (3) \_\_\_\_\_. The largest category of these exports included (4) \_\_\_\_\_, and it was worth (5) \$ \_\_\_\_\_. The second-smallest category of legal exports was animal and vegetable (6) \_\_\_\_\_. In 2000, Colombians sold Americans in the United States \$333 million worth of (7) \_\_\_\_\_. Clothing exports are most likely grouped under (8) \_\_\_\_\_. The value of all legal exports from Colombia to the United States was (9) \_\_\_\_\_. Exports of cocaine and heroin are not listed on the graph because they are (10) \_\_\_\_\_ items.

### THINKING CRITICALLY

Colombia is the world's second-largest coffee producer. In 2001, coffee exports from Vietnam were so big that coffee prices dropped worldwide. How might this event make the problem of illegal drugs worse?

# Recognizing Words



What's in a word? Plenty. Most of the words listed below spell danger. They are all hidden in the grid. Some of them run up and down. Others run from side to side. Still others run diagonally or even backwards. (See *OVER*, in the example.) When you find a word, circle it, and cross it off the list.

Which items on the list are problems in your community? After you complete this exercise, you might want to discuss that question with your classmates, with your family, or both.

## WORD LIST

- Abuses
- Alcohol
- Amphetamine
- Cocaine
- Crack
- Crime
- D.O.A.
- Diet pills\*
- Drugs
- Heroin
- Inhalant
- Law
- Lost
- LSD
- Marijuana
- Moody
- Needle
- Over-the-counter\*
- Police
- Prescription
- Ruin
- Tobacco
- Unhealthy

D	A	J	M	A	R	I	J	U	A	N	A
I	R	M	C	O	U	N	T	E	R	U	L
E	E	D	P	I	L	L	S	S	T	S	C
T	V	S	E	H	T	O	B	A	C	C	O
P	O	L	I	C	E	S	A	Y	R	C	H
U	N	H	E	A	L	T	H	Y	A	O	O
E	N	E	E	D	L	E	A	N	C	C	L
M	O	O	D	Y	O	A	T	M	K	A	O
I	H	E	R	O	I	N	W	D	I	I	R
R	U	R	U	I	N	H	A	L	A	N	T
C	G	S	G	D	O	A	B	U	S	E	S
P	R	E	S	C	R	I	P	T	I	O	N

\*Appear as separate words in puzzle.

**Secret Message:** Sixteen letters will be left over. In order, reading left to right, they spell:

\_\_\_\_\_

\_\_\_\_\_ !

### THINKING CRITICALLY

W

hat problems can drugs cause that are easy to see? Which can often remain hidden?

# TIME REPORTS

EUROPE



## The European Union

THEME: REGIONAL INTERDEPENDENCE

### Guide To Teaching With This Unit

**Inside this Unit** Three activity masters are designed to help your students understand the complexities of creating the European Union (EU).

- **Activity Master 1:** A graphic organizer helps students make sense of the transition from 12 national currencies to a common currency, the euro.
- **Activity Master 2:** A table contains comparative economic data on the U.S. and the EU.
- **Activity Master 3:** A document-based activity asks students to locate similarities between two preambles—that of the U.S. Constitution and of the EU's Charter of Fundamental Rights.

**Getting Started** Begin by having students inspect a dollar bill. What languages are used? (English and Latin) What color is the bill? What size? What symbols are used? (The pyramid with the eye is a symbol of the Masons, an organization popular in early America.) What purpose do these symbols serve? Why is George Washington's picture on the bill? What does he stand for? (Peace, liberty, justice, generosity, strength, and stability, among other things.) Do we share those values today? What might be lost if the United States adopted a common currency with other nations in the Americas?

**Background** Euro bills and coins began circulating in January 2001. The bills

are "nation-neutral," expressing openness, communication, and cooperation. Each bill features a particular style of architecture, but no specific buildings. But the only word that appears on the bill is *euro*, in both Roman and Greek letters.

The coins are different. One side shows the euro's symbol, a variation of the Greek character for epsilon. Stamped on the reverse side is the symbol of the country that issued the coin. The German euro coin, for example, features the famous Brandenburg Gate. Like the dollar, the euro is worth 100 cents.

### Using the Reproducibles

**Classifying Data** reinforces students' knowledge of the euro while demonstrating the value of graphic organizers. Students are asked to write the names of those currencies traded in for the euro in 12 bubbles encircling the euro symbol. Three currencies remain outside of the circle: the Danish krone, the Swedish krone, and the United Kingdom's pound. The three nations using those currencies decided not to adopt the euro on January 1, 2002, as the 12 other EU members did. Discuss the list of currencies before students begin the exercise. Quiz them orally after they do the exercise to check on whether the graphic organizer helped them remember which nations stayed outside the Eurozone in 2002.

**Interpreting Tables** presents comparative statistics on the United States and the EU. Students decide whether statements about the data are either facts or opinions. Talk the students through the data before they begin. Make sure they understand what a GDP is.

**Analyzing Documents** invites students to compare two preambles—the U.S. Constitution's and that of the EU's Charter of Fundamental Rights. Students will find some striking similarities. Before they begin, make sure they can handle some tricky terms: *domestic tranquility*, *common defense*, *general welfare*, *posterity*, *values*, *solidarity*, *indivisible*, and *entail*. After students complete the activity, ask them which terms they think might be different if our Preamble were written today.

### Answers

**Classifying Data** 1. francs 2. escudo  
3. pounds 4. euros 5. krone  
6. krona 7. the euro 8. the euro  
9. Sweden 10. 12, 12

**Interpreting Tables** 1.F 2.F 3.O 4.F 5.F  
6.F 7.O 8.F 9.O 10.O

**Analyzing Documents** 1.b 2.b 3.c 4.c 5.c  
6.a

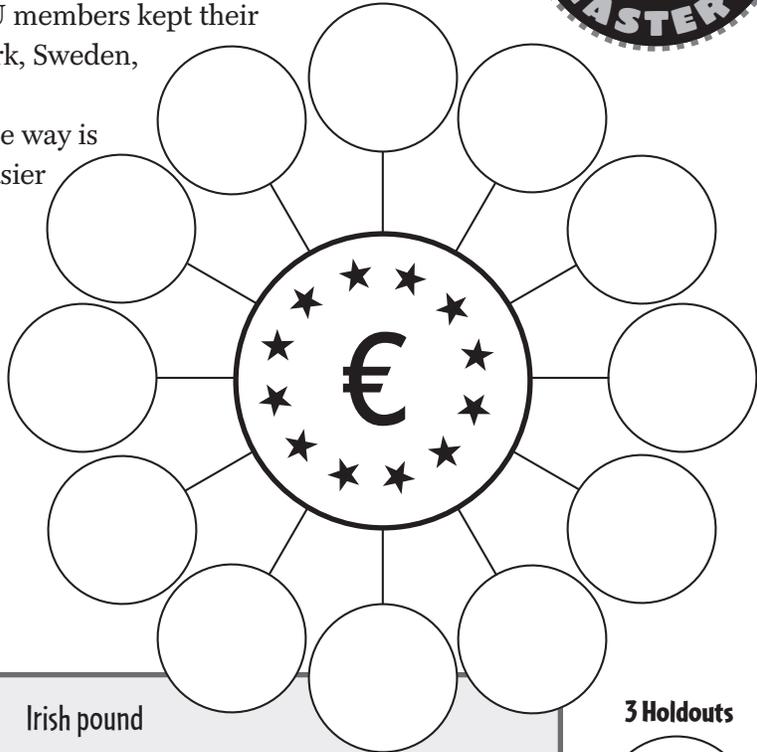
# Classifying Data



Fifteen countries belonged to the European Union (EU) in 2002. That year, 12 of them stopped using their national currencies (bills and coins). They switched to the new EU currency, the euro. Three EU members kept their own currencies. The holdouts were Denmark, Sweden, and the United Kingdom.

How can you remember those facts? One way is to use a graphic organizer. Sometimes it's easier to remember pictures than words. Graphic organizers help you picture facts.

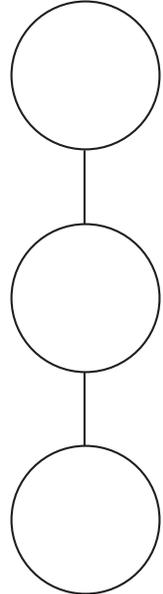
We've drawn a graphic organizer on this page. Put the names of each nation's currency in the appropriate circle. Then complete the sentences below.



## NATIONAL CURRENCIES

Austrian schilling	Finnish markka	Irish pound	
Belgian franc	French franc	Italian lira	Spanish peseta
Danish krone	German mark	Luxembourg franc	Swedish krona
Dutch guilder	Greek drachma	Portuguese escudo	United Kingdom pound

### 3 Holdouts



- Three countries used to call their money \_\_\_\_\_.
- Portugal's money was called the \_\_\_\_\_.
- People who visited Ireland in 2001 used money called \_\_\_\_\_.
- People who visited Ireland after 2001 used money called \_\_\_\_\_.
- Before 2002, Danes used money called the \_\_\_\_\_.
- During 2002, the Swedes bought things with the \_\_\_\_\_.
- After 2002, Spanish people bought things with \_\_\_\_\_.
- In 2002 and 2003, the Italians used money called \_\_\_\_\_.
- The three nations that refused to use the euro were Denmark, the U.K., and \_\_\_\_\_.
- The E.U. flag has \_\_\_\_\_ stars.  
Exactly \_\_\_\_\_ members adopted the euro in 2002.

### THINKING CRITICALLY

**W**hy might it be a good idea for the United States to switch from dollars to noamas— North American currency shared with Mexico and Canada? What problems might the switch bring?

# Interpreting Tables



Although the European Union (EU) isn't a single nation, the table below treats it as one. That's because the EU's 15 member nations form a single economic bloc. That bloc is big enough to challenge the world's strongest economy—that of the United States. The table suggests why. Read it. Then react to the statements that follow.

## The United States and the European Union in 2000\*

	European Union	United States
Area (in 1,000 square miles; add 000)	1,249	3,718
Population (in millions; add 000,000)	378	284
People per square mile	302	77
GDP** (in billions; add 000,000,000)	\$7,837	\$9,896
Value of all imports (in billions)	\$959	\$1,258
Value of all exports (in billions)	\$855	\$782
People with jobs (in millions; add 000,000)	171	139
Average hourly pay, including benefits	\$26	\$22

\*2000 is the most recent year all of the comparative data is available.

\*\*GDP (gross domestic product) is the dollar value of all goods and services produced within a country's borders in one year.

Are the statements below facts (F) or opinions (O)?

- \_\_\_ 1. The United States covers 3,718,000 square miles of land.
- \_\_\_ 2. The population of the 15 nations that make up the European Union is 378 million.
- \_\_\_ 3. GDP is just a number, something no one worries about.
- \_\_\_ 4. EU nations together have about 100 million more people than the United States does.
- \_\_\_ 5. With fewer workers than the EU, the U.S. produces more goods and services.
- \_\_\_ 6. On average, EU countries are more crowded than the United States is.
- \_\_\_ 7. Workers in EU countries are overpaid.
- \_\_\_ 8. The United States imports goods worth more than those it exports.
- \_\_\_ 9. EU nations are smart to export more than they import.
- \_\_\_ 10. If you don't know a nation's GDP, you don't know much about its economy.

**THINKING CRITICALLY**

**W**hat is the most interesting comparison this table makes? Why does that comparison interest you?

# Analyzing Documents



The European Union (EU) has no constitution. The “glue” that holds its member countries together is several treaties, or agreements. The basic ideas that guide the EU are spelled out in the EU Charter of Fundamental Rights.

Some people say that the EU Charter echoes the Preamble (introduction) to the U.S. Constitution. Does it? You decide. Read both preambles below. Then answer the questions that follow.

**DOCUMENT A**

**Preamble to the U.S. Constitution**

**W**E, THE PEOPLE OF THE UNITED States, in order to form a more perfect Union, establish justice, insure domestic tranquility [peace among our people], provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

- The opening words of both documents make it clear that the documents speak for
  - just the preambles’ authors.
  - all Americans or all Europeans.
  - neither.

- Underline “a more perfect Union” and “an ever-closer union.” These two phrases say
  - different things.
  - the same thing.
  - nothing.

- Put a check mark on the terms “domestic tranquility” in Document A and “peaceful future” in Document B. These terms show that the authors of each document hoped to ensure
  - equality.
  - war.
  - the opposite of war.

- Circle the words “justice” and “liberty” in Document A, and “freedom, security and justice” in Document B. The words show that the authors hoped their unions would create
  - a free society.
  - a fair society.
  - both.

**DOCUMENT B**

**Preamble to the EU Charter**

**T**HE PEOPLES OF EUROPE, IN CREATING AN EVER-closer union among them, are resolved to share a peaceful future based on common values. . . .

The Union is founded on the indivisible, universal values of human dignity, freedom, equality and solidarity. It is based on the principles of democracy and the rule of law. It places the individual at the heart of its activities, by establishing the citizenship of the Union and by creating an area of freedom, security and justice. . . .

Enjoyment of these rights entails responsibilities and duties with regard to other persons, to the human community and to future generations.

The Union therefore recognizes the rights, freedoms and principles set out hereafter.

- Put dotted lines under “posterity” in Document A and “future generations” in Document B. (Look up “posterity” in a dictionary, if you aren’t sure what it means.) Here the authors were referring to
  - themselves.
  - people they knew.
  - people they didn’t know.

- The United States is based on the main ideas of democracy. Is the EU?
  - yes
  - no
  - maybe

**THINKING CRITICALLY**

**W**hat do these documents tell you about the purpose of a preamble?

# TIME REPORTS



## The New Russia

THEME: CONTINUITY AND CHANGE

### Guide To Teaching With This Unit

**Inside this Unit** Three activity masters will help your students understand the many changes that have taken place in Russia and the ways in which traditional values endure.

- Activity Master 1: A flow chart shows how the Russian government works.
- Activity Master 2: A table contains comparative data for Russia and four other nations.
- Activity Master 3: A matching activity lists Russian holidays, revealing how they reflect Russian culture.

**Getting Started** You might ask students what would happen if suddenly a dictatorship took hold in the United States and began managing the economy. How would they adjust to having their actions controlled? How long would it take businesses to get used to being told what and how much to produce? Now tell them that exactly the opposite has happened in Russia. People, as well as the government itself, are struggling with change.

No one expects the struggle to be short. The habits of decades die slowly. Moving from a planned to a market economy has probably been the hardest part of the transition, especially for people over 40. Before 1991, no one had to look hard for a job. Now, with the privatization of government-owned enterprises, efficiency rules the day. Millions of excess workers have lost their jobs. Few of them have skills that are marketable in the new economy.

Freedom has clearly been a wrenching experience for Russians. The three

activities in this unit will be more meaningful to your students if they understand why.

**Background** Since 1991, Russia has worked to stabilize its government and open up its economy. Now, as the nation struggles to create a viable parliamentary democracy, many different voices are making themselves heard. The Communist Party no longer dictates government policy. Yet it still competes for a seat at the table and in fact got one in Vladimir Putin's government. After several years of negative growth, Russia's economy posted gains in 1999 and 2000. But the road ahead remains uncertain.

Russia-watchers say one reason for the uncertainty is the average Russian's inexperience with the workings of a civil society, in which citizens take full responsibility for creating and maintaining democratic institutions. Another reason is the corruption that riddles government at all levels. A third reason is a longing among many Russians for the security provided by the Communist system. One sign of this nostalgia is the retention of the holiday that celebrates the Bolshevik victory in October 1917. The reproducibles raise each of these issues.

### Using the Reproducibles

**Creating a Flow Chart** shows students how power flows in Russia today. On paper, the government looks something like that of the United States, with its two-house legislature and its elected president. In operation, however, the president is far more powerful than the U.S. chief exec-

utive. The legislature, in part appointed by political parties and regional governments, is less directly responsible to the people. After they complete the exercise, invite students to point out differences between the U.S. and Russian systems.

**Analyzing a Table** compares various aspects of Russia's culture with those of the United States, France, the D.R.C., and China. Before starting, ask students to rank all five nations according to the quality of their citizens' lives. Afterwards, have them redo their ranking based on what they learned.

**Organizing Data** lists Russian holidays that shed light on Russian culture. Before beginning, have students explain what American holidays say about American values—what we feel important. After the exercise, ask the same question about Russian holidays and values.

### Answers

**Creating a Flow Chart** Arrows point: 1. from political parties to Duma, as shown | 2. from citizens to Duma | 3. from citizens to president | 4. from president to FA | 5. from FA to president | 6. from president to citizens | 7. from citizens to state and local governments | 8. from state and local governments to FC | 9. from FA to citizens | 10. from FA to state and local governments | 11. from state and local governments to citizens.

**Analyzing a Table** 1.F 2.T 3.F 4.T 5.T 6.F 7.T 8.T 9.F 10.T

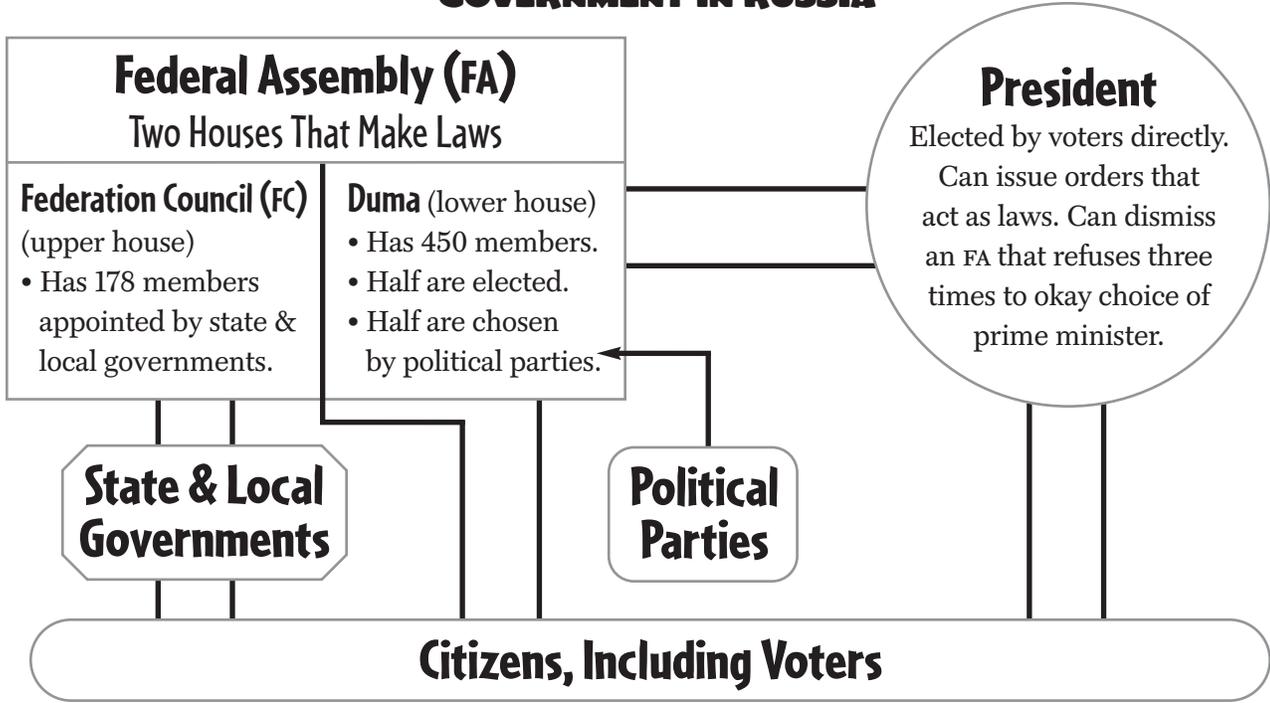
**Organizing Data** 1.g 2.e 3.a 4.f 5.c 6.d 7.i 8.j 9.h 10.b

# Creating a Flow Chart



Study the chart below. Notice the lines that connect the groups. Those lines are missing arrowheads that show which way power flows in the Russian government. Add those arrowheads after you read each explanation on the list that follows. We've drawn the first arrowhead for you. When you're finished, you'll know where Russian officials get their power. And you'll know whom they can affect with that power.

## GOVERNMENT IN RUSSIA



### WHICH WAY SHOULD THE ARROWHEADS GO?

1. Political parties choose half the members of the Duma.
2. Citizens elect half the Duma.
3. Citizens elect the president.
4. The president can dismiss the Federal Assembly (FA) when it fails to okay three of the president's choices for prime minister.
5. The FA can dismiss the president for wrong-doing
6. The president can sometimes issue orders that affect citizens.
7. Citizens elect officials of state and local governments.
8. State and local governments appoint members of the Federation Council.
9. The FA passes laws that affect citizens directly.
10. Some laws the FA passes affect state and local governments.
11. Actions of state and local governments affect citizens.

### THINKING CRITICALLY

**R**ussians directly elect only 225 of the 628 lawmakers in the Federal Assembly. Is this better or worse than the way Americans elect U.S. Senators and Representatives? Why?

# Analyzing a Table

How can you get a sharper picture of life in Russia? One way is to compare numbers that describe Russia with those that describe other countries. The table on this page does just that. Read it. Then decide whether statements about the chart are true or false.



## How Five Nations Measure Up

	China	D. R. Congo*	France	Russia	U.S.
People (in millions; add 000,000)	1,288	57	60	146	291
% of population who live in cities	30%	29%	73%	76%	75%
Years a person can expect to live	70	51	76	67	72
% of population with jobs	58%	36%	43%	50%	50%
% of pop. age 15+ who are able to read	82%	77%	99%	98%	97%
Calories eaten by one person per day	2,741	1,879	3,588	2,928	3,603
Corruption ranking**	57	Not avail.	23	79	16
Freedom compared with other nations***	7.6	6.5	1.2	4.5	1.1

\* Democratic Republic of the Congo

\*\* Out of 91 countries. Corruption occurs when government officials give special treatment to people who give them gifts. Researchers say Finland (1) has the least corruption, Bangladesh (91) the most. Source: Transparency International (2001).

\*\*\* Based on the amount of rights each nation allows. Rights include freedom to vote, speak out, worship as one wants, live where one wants, etc. Scoring: 1.0–2.5 (Free), 3.0–5.5 (Partly Free), 5.5–7.9 (Not Free). Source: Freedom House (2001).

Other sources: *Encyclopedia Britannica* (2001), *UN Human Development Report* (1999), *World Desk Reference 2000*, *World Population Reference Bureau Data Sheet* (2003).

### TRUE OR FALSE?

- \_\_\_ 1. This chart compares six countries.
- \_\_\_ 2. There are fewer Congolese than Americans.
- \_\_\_ 3. On average, a person in Russia can expect to live five years longer than a person in China.
- \_\_\_ 4. The percentage of Russians 15 years old and older who can read is higher than the percentage of Chinese who can read.
- \_\_\_ 5. On average, the Congolese eat about 1,000 fewer calories every day than Russians.
- \_\_\_ 6. Russians are less likely to live in cities than Chinese people are.
- \_\_\_ 7. Russians are more likely to have jobs than French people are.
- \_\_\_ 8. Corruption involves government officials giving people special treatment in exchange for gifts.
- \_\_\_ 9. Researchers believe that China has more corruption than Russia.
- \_\_\_ 10. According to this chart, Russians have more freedom than people in China.

### THINKING CRITICALLY

**W**hich country on this chart seems to be doing the best? Which seems to be doing the worst? Why?

# Organizing Data



If you lived in Russia, you'd get to celebrate many holidays. Some are new ones, added after 1991 to celebrate Russia's new democracy. Others, such as White Nights, are old ones. Still others, such as religious holidays, have been brought back to life. All of them provide you with a glimpse of Russia's values—what Russians find important.

Listed below are ten Russian holidays and the dates on which they were celebrated in 2004. Match them with the correct description on the right.

## 10 Russian Holidays

- \_\_\_\_\_ 1. January 1–2,  
New Year's
- \_\_\_\_\_ 2. January 7, Russian  
Orthodox Christmas
- \_\_\_\_\_ 3. February 23,  
Defender's Day
- \_\_\_\_\_ 4. March 8, International  
Women's Day
- \_\_\_\_\_ 5. May 2–4,  
Spring Festival
- \_\_\_\_\_ 6. May 9,  
Victory Day
- \_\_\_\_\_ 7. June 12,  
Independence Day
- \_\_\_\_\_ 8. June 21–30,  
White Nights
- \_\_\_\_\_ 9. November 7, Day of  
Harmony and Reunion
- \_\_\_\_\_ 10. December 12,  
Constitution Day

## Holiday History

- a. This holiday replaces Red Army Day, a celebration of the military might of the Soviet Union, which collapsed in 1991.
- b. Hooray for the 1993 document that lays down the law on what Russia's government can and can't do.
- c. This early May holiday replaces a Communist holiday called International Workers' Solidarity Day.
- d. World War II in Europe ended on this day in 1945, and the Allies won. Russians use the day to remember the millions who died.
- e. On this day good children open presents from Father Frost. Russia's Communist government outlawed this holiday for more than 70 years.
- f. This is the day when Russian men shower women with flowers, praise, and presents.
- g. On this holiday calendars are turned. Many Russians celebrate it twice. They repeat the fun on January 14, the holiday's date on the "old calendar."
- h. On this day Russians celebrate the Communist victory over Russia's czar (king) in 1917. The Communists are gone, but the holiday lingers on.
- i. This is Russia's newest holiday. It celebrates the 1991 declaration that created the Russian Federation. That move put Russia on its own path, separated from the other former republics of the Soviet Union.
- j. It's light almost all night in St. Petersburg. Stars disappear, and the city doesn't even turn on its street lights. Let's celebrate with a ten-day party!

### THINKING CRITICALLY

**H**ow do holidays in Russia reveal what Russians think is important?

# TIME REPORTS

NORTH  
AFRICA AND  
SOUTHWEST  
ASIA



## The Fight for Peace in Southwest Asia

THEME: CONFLICT AND COOPERATION

### Guide To Teaching With This Unit

**Inside This Unit** Three student activity masters will help students understand some of the conflicts that affect Southwest Asia and how nations in the region are both alike and different.

- Activity Master 1: A diagram helps students understand some of the beliefs shared by Christians, Jews, and Muslims.
- Activity Master 2: A table shows some ways individuals fare in both open and closed societies.
- Activity Master 3: A media log helps students to record evidence of conflict and cooperation in Southwest Asia.

**Getting Started** Begin by asking students to cite examples of conflict and cooperation. At its most basic, conflict involves people working in opposition; cooperation involves people working together. Is it possible to be involved in both at the same time? Students might point to two siblings teaming up to oppose a curfew imposed by their parents, or members of an army unit working together to fend off an attack.

**Background** This *TIME Reports* feature explores the struggle to find peace in Southwest Asia. While its main focus is Iraq, the unit also examines the Arab-Israeli conflict and internal pressures for democracy in the Persian Gulf states.

The Iraq and Arab-Israeli situations are the most problematic. Persuading Sunnis, Shi'ites, and Ba'athists in Iraq to live in harmony is no easy task. The vio-

lent quarrel between Israelis and Palestinians has resisted a solution for more than half a century.

Like nations everywhere, those in Southwest Asia experience internal conflicts. Israel's parliamentary system guarantees clashes between political parties. Elsewhere in the region, demands for political rights have borne fruit. Political rights for women (Kuwait, Oman, Qatar), the right of men and women to vote in local elections (Kuwait, Saudi Arabia) and even to elect members of parliament (Bahrain, Oman, Kuwait) are only a few of the changes prompted by increasingly vocal citizens. It remains to be seen whether the fall of Saddam Hussein in 2003 will trigger more democratization in the region.

It's the peacemaker's role to nurture areas of cooperation among people in conflict. Two of Israel's neighbors, Jordan and Egypt, signed treaties with their one-time foe. In 2003, the Palestine Liberation Organization and the Israeli government agreed on a plan for cooperation, but this "roadmap for peace" collapsed shortly afterward.

What gets warring factions to cooperate? Practiced negotiators say it's the realization that cooperation will be to each party's advantage. Do your students agree?

### Using the Reproducibles

**Comparing and Contrasting** contains a Venn diagram and a list of 13 items. Each item describes a characteristic of at least one of three world religions: Christianity, Judaism, and Islam. The religions that

embrace each characteristic are noted between parentheses.

Invite students to place the number of each characteristic where it belongs—alone, or in areas of agreement. In what ways is the completed diagram a surprise to students? How might they explain why these three religions have so much in common?

**Interpreting Tables** enables students to compare the delivery of healthcare, the economic strength, and attitudes toward education in Afghanistan, Iraq, and Israel. Before distributing photocopies of the exercise, have students discuss whether or not they would expect the quality of services to be the same in democracies and dictatorships. After they complete the exercise, ask them what conditions besides the form of government—attitudes toward women, lack of natural resources, and the like—might help determine the level of services each nation provides its citizens.

**Keeping a Log** instructs students to scan news reports, either in print or on TV, looking for stories about conflict and cooperation in Southwest Asia. This is an adaptable exercise—students can do it alone, in teams, or with their families. Invite your students to share their discoveries with their classmates.

### Answers

**Interpreting Tables** 1.T 2.T 3.F 4.T 5.F 6.F 7.T 8.F 9.F 10.T

# Comparing and Contrasting

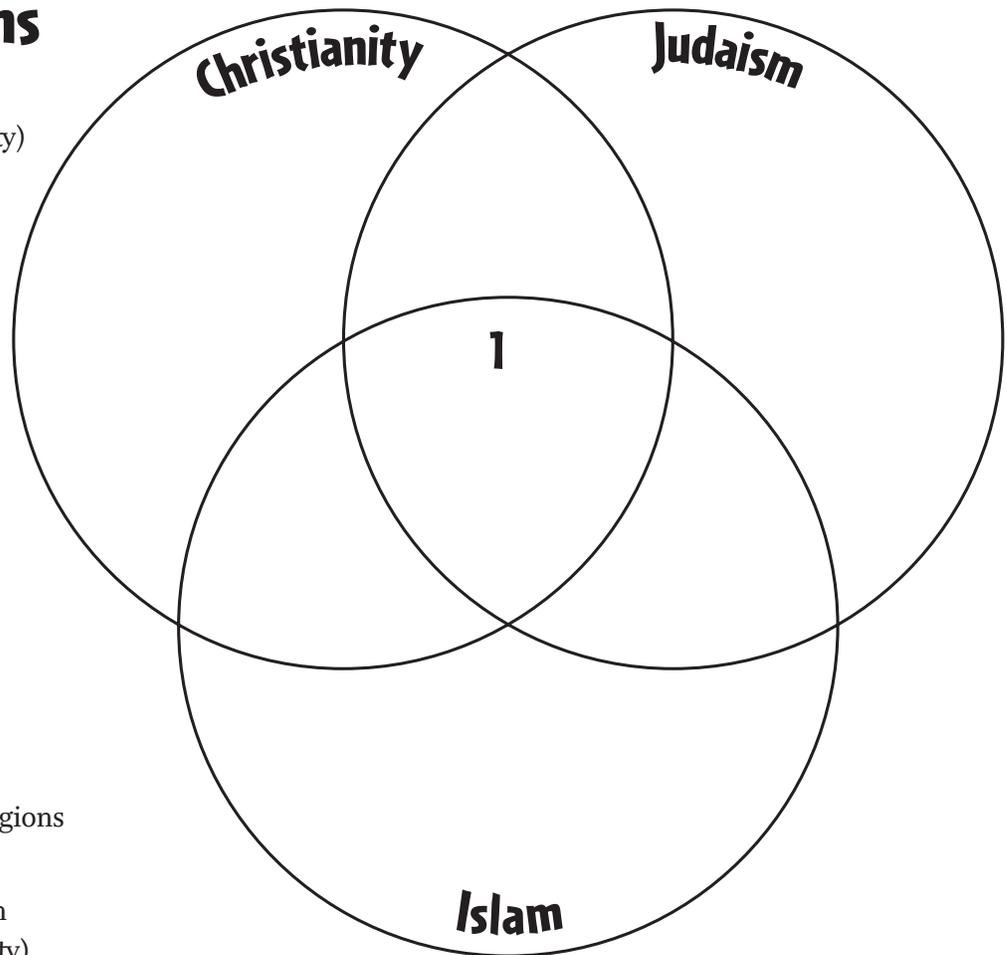


Judaism, Islam, and Christianity all started in Southwest Asia. These three world religions share many beliefs and traits. Some traits are part of only one religion. Others are part of two or three.

Place the numbers that precede each trait where they belong on the diagram. A number might belong in the space occupied by a single religion. Or it might belong in the space where two religions overlap, or where three do. We've done the first one for you.

## Some Traits of Three World Religions

1. Worships One God  
(Judaism, Islam, Christianity)
2. Believes Jesus is divine (Christianity)
3. Bases at least some beliefs on Jewish holy writings (Judaism, Islam, Christianity)
4. Often follows special dietary laws (Islam and Judaism)
5. Seeks converts from other religions (Christianity and Islam)
6. The youngest of the three religions (Islam)
7. The oldest of the three religions (Judaism)
8. Has holy sites in Jerusalem (Judaism, Islam, Christianity)
9. Honors Moses and Abraham (Judaism, Islam, Christianity)
10. Regards Muhammad as the last prophet (Islam)
11. Honors the New Testament (Christianity and Islam)
12. Its holy scripture is the Quran (Islam)
13. Its believers often disagree with one another (Judaism, Islam, Christianity)



**THINKING CRITICALLY**

**W**hat does your completed diagram tell you about these three world religions? Sum up what you learned in a brief paragraph.

# Interpreting Tables



What can you learn when you compare facts about Afghanistan, Iraq, and Israel? A lot, as you will see when you examine the table below. The table shows whether the nations are dictatorships, democracies, or “in transition”—in between. It compares the strength of their economies, the effectiveness of their healthcare systems, and the emphasis they place on education. Study the table and decide whether the statements about it are true (T) or false (F).

## How Healthy Are Three Southwest Asian Nations?

	Afghanistan	Iraq	Israel
<b>Government</b>	In transition (former dictatorship)	In transition (former dictatorship)	Democracy
<b>Population</b>	28,717,213	24,683,313	6,116,533
<b>Median age<sup>1</sup></b>	19 years	19 years	29 years
<b>GDP<sup>2</sup></b>	\$19 billion	\$58 billion	\$122 billion
<b>Hospital beds</b>	0.4 per 1,000 persons	1.5 per 1,000 persons (1998)	6 per 1,000 persons (1994)
<b>Infant mortality<sup>3</sup></b>	142 out of 1,000	55 out of 1,000	7 out of 1,000
<b>Life expectancy</b>	male, 48 years female, 46 years	male, 67 years female, 69 years	male, 77 years female, 81 years
<b>Years in school (average)</b>	unknown	male, 10.3 female, 7.7	male, 14.3 female, 15.2
<b>Literacy<sup>4</sup></b>	male, 51% female, 21%	male, 56% female, 24%	male, 97% female, 94%

1 Half of the population is older, half is younger  
2 Gross Domestic Product (GDP). The GDP is the value, in dollars, of all the goods and services a nation produces within its borders in one year.

3 Number of deaths in every 1,000 live births of infants less than one year old  
4 Percentage of the population older than 14 who can read and write

Sources: CIA World Factbook, World Health Organization, World Bank, United Nations

Label the following statements True (T) or False (F).

- \_\_\_ 1. The table presents facts about nine topics.
- \_\_\_ 2. Until recently, two of the nations examined here were once dictatorships. One is a democracy.
- \_\_\_ 3. Of the three nations, Israel has the weakest economy.
- \_\_\_ 4. Judging by the number of hospital beds, Afghanistan has the worst healthcare system of the three nations.
- \_\_\_ 5. More Iraqi infants die before their first birthday than Afghani infants.
- \_\_\_ 6. Men live longer than women in both Iraq and Israel.
- \_\_\_ 7. On average, Israeli girls stay in school about twice as long as Iraqi girls.
- \_\_\_ 8. More women than men are able to read and write in both Iraq and Afghanistan.
- \_\_\_ 9. Half of all Israelis are less than 29 years old, as are half of all Afghans.
- \_\_\_ 10. Judging by the facts given here, women seem to be better off in Israel than in either Afghanistan or Iraq.

### THINKING CRITICALLY

**H**ow does this table suggest that people are more apt to thrive in a free society than under a dictator?

# Keeping a Log



What can you learn by keeping track of a subject over time? This activity will help you find out. It provides you with a way to store information you collect over a five-day period.

For five days, keep an eye out for stories about Southwest Asia. Browse through newspapers and newsmagazines. Check out TV news shows. Every day, jot down notes about one of the stories you find.

Finally, decide whether the story is more about conflict or cooperation. Then put a check mark next to either “More about conflict” or “More about cooperation.” If you wish, you can share this assignment with your family.

## Stories About Southwest Asia

<b>DAY 1</b>	Date _____	Source _____
Title _____		
Summary:		
<input type="checkbox"/> More about conflict <input type="checkbox"/> More about cooperation		

<b>DAY 4</b>	Date _____	Source _____
Title _____		
Summary:		
<input type="checkbox"/> More about conflict <input type="checkbox"/> More about cooperation		

<b>DAY 2</b>	Date _____	Source _____
Title _____		
Summary:		
<input type="checkbox"/> More about conflict <input type="checkbox"/> More about cooperation		

<b>DAY 5</b>	Date _____	Source _____
Title _____		
Summary:		
<input type="checkbox"/> More about conflict <input type="checkbox"/> More about cooperation		

<b>DAY 3</b>	Date _____	Source _____
Title _____		
Summary:		
<input type="checkbox"/> More about conflict <input type="checkbox"/> More about cooperation		

### THINKING CRITICALLY

**D**uring these five days, did you find more examples of cooperation or of conflict? What does this balance tell you about Southwest Asia today? What does it tell you about the type of news likely to appear in print or on TV?

# TIME REPORTS

AFRICA  
SOUTH OF THE  
SAHARA



## Refugees on the Move

THEME: CONFLICT AND MOVEMENT

### Guide To Teaching With This Unit

**Inside this Unit** Three activity masters are designed to help your students understand the plight of millions of people who have lost their homes because of war or fear of persecution.

- Activity Master 1: A pyramid shows three categories of people on the move.
- Activity Master 2: Two tables show the destinations of many refugees.
- Activity Master 3: An oral history exercise helps students understand movement as a common human theme.

**Getting Started** You might tell students that 14 percent of the world's refugees are under five years old. Another 31 percent are under 18, making young people nearly half of the refugee population. In what ways are young refugees even more helpless than other refugees? What strengths might they also have? What might they lose if forced to grow up outside the countries of their birth? What might they gain?

**Background** The United Nations defines refugees primarily as people who have fled their countries because of a well-founded fear of persecution for reasons of their race, religion, nationality, political opinion or membership in a particular social group, and who cannot or do not want to return to their home country. Recently another category has been added to this definition—that of people fleeing the ravages of war.

The United Nations High Commissioner on Refugees (UNHCR) coordinates

international action for the protection of refugees and for the resolution of refugee problems. Another UN agency, the Relief and Works Agency for Palestine Refugees in the Near East, provides services to 3.8 million Palestinian refugees.

The United States resettles more refugees than any other nation. But some small countries, such as Armenia and Guinea, have taken in more refugees in proportion to their size.

### Using the Reproducibles

**Classifying Data** invites students to sort people in a fictional country into three categories: refugees, internally displaced persons (IDPs), or migrants. Two of the cases described (3 and 7) involve people moving about their own country solely to find work. Because their movement is internal, those two people are not migrants, who by definition must have crossed national borders. Because they move voluntarily, they are not IDPs, who by definition have been forced to flee their homes. In a democracy with a free market economy, people are free to move about internally.

**Interpreting Tables** asks students to work with statistics about repatriation and resettlement, the two most desirable ways that refugee cases are resolved. (The least desirable “solution” is placement in a refugee camp.) Although millions of people seek asylum as a temporary measure, their ultimate goal is to find permanent homes.

In regions of little stability, permanence is relative. Point out the statistic in the table dealing with returnees that shows hundreds of thousands of Afghans returning home in 2000. Not noted is the fact that hundreds of thousands of Afghans fled to Pakistan the next year to avoid the fighting prompted by the hunt for the terrorist Osama bin Laden. Have students bring the Afghans' story up to date by digging up the latest figures on Afghan refugees. Discuss: Which would be more difficult, returning home to a devastated land, or resettling elsewhere?

**Recording Oral History** Living in a nation largely populated by immigrants and the descendants of enslaved people, students may find that the issues discussed in *TIME Reports'* “Refugees on the Move” are not as distant historically as they might imagine. Students' oral histories should focus on the part movement played, over four generations, in their living where they do today.

When students bring their finished work to class, you might write common themes on a master chart. Do their stories share any threads with today's refugees? What role does economic change play in the movement of peoples?

### Answers

**Classifying Data** Refugees: 1, 6. Migrants: 2, 4. IDPs: 5, 8. Other: 3, 7. (People who move within their own countries solely to find work fit none of the three main categories.)

**Interpreting Tables** 1.a 2.c 3.a 4.c 5.b 6.c 7.a

# Classifying Data



In the year 2000, about 170 million people around the world had left their homes to find safety or a better life. About 12 million of them were refugees. Another 8 million were internally displaced persons (IDPs). The remaining 150 million were migrants.

Can you tell the difference? Here's a chance to find out.

Pretend you are working in the fictional country of Laonam. Laonam and its neighbors have been hit hard by war, hunger, and poverty. Every day people stream into the U.S. Embassy, where you work. Before you can help them, you must classify them—sort them into groups.

Read the cases below. Decide whether they involve refugees, IDPs, or migrants. Then write their “case numbers” in the spaces where they belong on the pyramid.

Some cases won't fit into any of the three categories.

Write their numbers in the box marked “Other.”

**CASE 1.** This woman fled her country with her children. She had to. Living there had become dangerous for anyone who shared her religious beliefs.

**CASE 2.** This computer programmer couldn't find a job in his own country. He came to Laonam hoping to find a job there.

**CASE 3.** This man is a citizen of Laonam. He moved his family 300 miles from their farm to Laonam's capital city, where he hopes to find work.

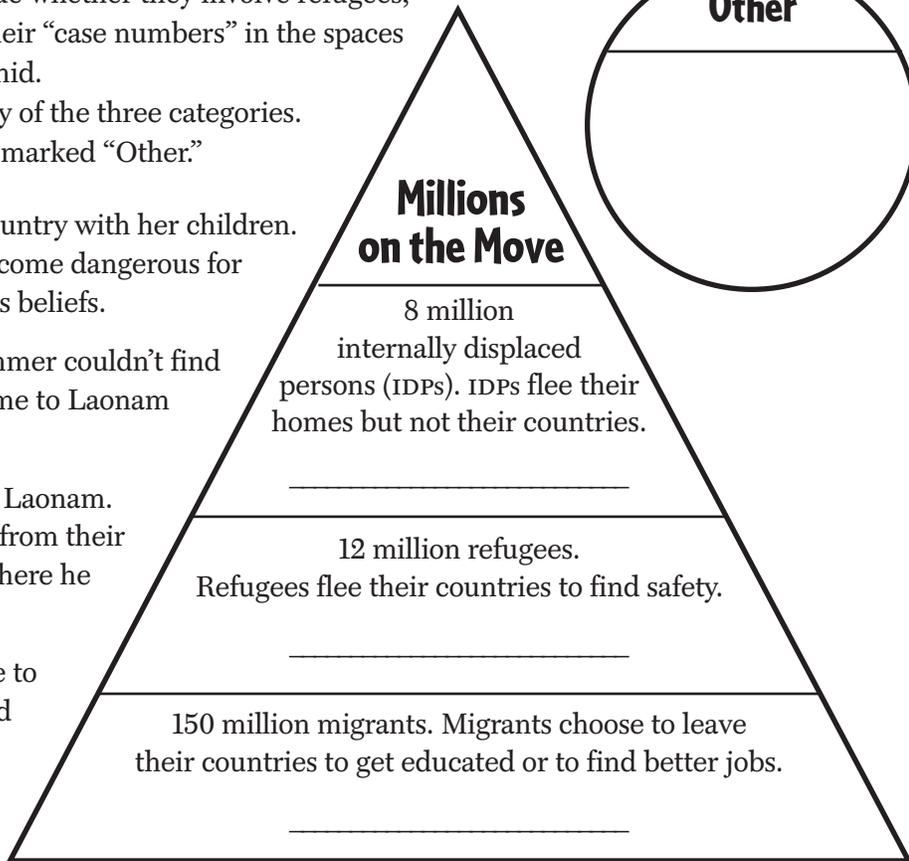
**CASE 4.** This teenager has come to Laonam to go to high school and maybe college. In her country, only rich families can afford to send their children to high school.

**CASE 5.** Deadly floods forced this woman's family to flee their home in another part of Laonam and come to the city.

**CASE 6.** When a civil war began to rip his country apart, this man and his family sought safety in Laonam.

**CASE 7.** This man is a veteran of Laonam's civil war. When peace came, he went to his village. But the village no longer existed. It had been destroyed in the war. He decided not to help rebuild the village. Instead, he has come to the city looking for work.

**CASE 8.** This woman fled the same village during the war, when it was under attack. She moved to a tent village outside Laonam's main city. Now that the war has ended, she wants to return to the village and help rebuild it.



Sources: *Refugees by Numbers* (2001) and *Migrants Rights International* (December 2001)

**THINKING CRITICALLY**

**W**hat situations make it hard to classify people living away from their homes? Which situations make it easiest?

# Interpreting Tables



What happens to refugees after conflicts end? Many refugees become repatriated—they return home. Refugees who can't return home often resettle in another country. They prefer putting down roots in a new country to living in a refugee camp or other temporary home.

The charts below show where refugees either returned or resettled in 2000. Analyze the charts, and then answer the questions. Circle the correct answers.

1. The chart that provides information about returnees involves
  - a. people who returned to their own countries.
  - b. people who found new homes in a foreign country.
  - c. people with no home to return to.

2. The country that took in the most returnees in 2000 was
  - a. the United States.
  - b. Bosnia-Herzegovina.
  - c. Afghanistan.

3. The country that welcomed the most resettlers in 2000 was
  - a. the United States.
  - b. Bosnia-Herzegovina.
  - c. Afghanistan.

4. The number of countries that appear on both tables is
  - a. one.
  - b. two.
  - c. zero.

5. The table shows that refugees returned to five African countries in 2000: Eritrea, Somalia, Liberia, Sierra Leone, and Rwanda. How many refugees resettled in Africa?
  - a. 240
  - b. none
  - c. 13,400

Where Many Refugees Went in 2000			
Main Countries Refugees Returned To		Main Countries Where Refugees Resettled	
COUNTRY	RETURNEES	COUNTRY	RESETTLERS
Afghanistan	292,500	United States	72,500
Yugoslavia	124,700	Canada	13,500
Eritrea	68,000	Australia	6,600
East Timor	48,500	Norway	1,500
Somalia	42,900	Sweden	1,500
Liberia	42,400	Finland	760
Sierra Leone	40,900	New Zealand	700
Rwanda	26,300	Denmark	460
Croatia	20,700	Japan	240
Bosnia-Herzegovina	18,700		
Total, Top Ten: 725,600		Total, Top Nine: 97,760	
Sources: <i>Refugees by Numbers</i> (2001), UN High Commission on Refugees			

6. In 2000, two North American nations resettled refugees. How many refugees were returnees to these two countries?
  - a. 72,500
  - b. 86,000
  - c. none
7. Altogether, the number of returnees and resettlers accounted for on both tables was
  - a. less than a million
  - b. more than a million
  - c. half a million

**THINKING CRITICALLY**

**M**any countries admit refugees temporarily. But only a few countries allow refugees a place to resettle permanently. Why do you think this is so?

# Recording Oral History



You don't live where you do by chance. Someone—a parent, a grandparent, or even a great-grandparent—decided to move there.

Who made that decision? Where did that person's ancestors live? This activity will give you an opportunity to find out. It shows you how to piece together a brief oral history of your family. Simply ask a family member to help you trace the path your family took to where you live now.

There are only two rules. First, trace the ancestors of only one adult member of your family. Second, don't go back any farther than four generations. That would take you back to the great-grandparents of the adult providing the information.

Try to get as many answers as you can to the questions on this page. You may want to ask other questions, too. Write those questions and their answers on the back of this sheet of paper. Finally, share your oral history with your classmates.

1. What year did your family move to your town or city? .....

2. Who made the decision to move there? .....

3. What was the reason for moving to your town or city? (to be close to work, to live near relatives, etc.)  
.....

4. Where did the person you are interviewing grow up? .....

5. Who made the decision to move there? .....

6. Where did the person who made that decision grow up? .....

7. Why was that person's family there? .....

8. Were any national boundaries crossed in any of the moves talked about in your interview? .....

If yes, which boundaries? .....

9. What is the main difference between your town and the one the adult you're talking to grew up in? (Or, if this person grew up in your town, how has the place changed the most since he or she was your age?)  
.....  
.....  
.....

10. What was the most difficult thing that person had to learn when he or she moved to your town or city?  
.....  
.....  
.....  
.....  
.....

**THINKING CRITICALLY**  
**O**n average, Americans move six or seven times during their lives. What do you think the main reasons are for moving so much?

# TIME REPORTS



## East Asia: Report Card on Democracy

THEME: CAPITALISM AND DEMOCRACY

### Guide To Teaching With This Unit

**Inside This Unit** Two activity masters are designed to help your students understand the impact of capitalism and democracy—or their absence—in East Asia. A third looks ahead to the 2008 Olympic Games, which will take place in Beijing.

- **Activity Master 1:** A time line permits students to explore a chronology of economic growth in China.
- **Activity Master 2:** A table offers students the opportunity to compare statistics on the two Koreas.
- **Activity Master 3:** China's preparations for the 2008 Olympic Games inspire a page on Olympic history.

**Getting Started** Help students understand the difference between an economy and a government. Point out that free enterprise, or capitalism, is a type of economy—a system in which goods and services are produced and consumed. Japan and South Korea have capitalist economies, as does the United States. The means of production and distribution are in the hands of private individuals and corporations. North Korea has a command economy, planned and controlled (poorly) by a central administration. China has a mixed system. Part of China's economy is centrally planned. Since 1976, an ever-increasing part of China's economy has become capitalist.

A government is the power center of a political unit. A democracy derives its power from voters. Japan, South Korea, and Taiwan are democracies. China and North Korea are one-party dictatorships with self-appointed leaders. Economic

freedom—capitalism—often breeds political freedom, as it did in Taiwan and South Korea. How might capitalism lead to democracy in China? Have your students suggest answers.

**Background** Democracy took a long time to reach East Asia. Japan's first democratic constitution was written after World War II. The Taiwanese were under military rule from 1949–1987; they were not able to elect national leaders until 1996.

South Korea has a similar history. After the Korean War (1950–53), North Korea became an austere, militarized, and highly regimented Communist state.

South Korea was ruled by a succession of authoritarian civilian and military governments from 1953 until 1987. One leader (Syngman Rhee) was driven into exile in 1960; another (Park Chung Hee) was assassinated; and another (Chun Doo Hwan) was forced in 1987 to allow constitutional reforms that guaranteed political freedom, civil rights, and the direct election of the president. Through all this turmoil, South Korea's economy chugged along, helped by government policies that encouraged private entrepreneurs to manufacture and export consumer goods. One indicator of an economy's strength, per capita GDP, was roughly \$100 in 1963. It rose to \$19,400 in 2002. The 2002 per capita GDP in North Korea was roughly \$1,000.

Have students read and discuss the sidebar, "What Is a Democracy?," and then follow the journey of Kang Kil-Ok from North Korea to South Korea. How do her experiences reveal differences in the political and economic systems of North Korea, China, and South Korea?

### Using the Reproducibles

**Using a Time Line** traces the ups and downs of China's economy since 1949. How does a time line help readers "see" change over time? What changes triggered China's explosive growth? (Note the events of 1976, 1978, and 1979.) How is job growth a good measure of economic growth?

**Comparing Statistics** invites students to understand some of the variables that explain the differences between a capitalist, democratic society and one with a command economy and no political freedom. What do statistics on infant mortality and life expectancy suggest about a country's economy and healthcare system? What do statistics on military expenditures tell us about a nation's priorities? How might the number of telephones reflect the level of personal income in a nation?

**Classifying Data** is an exercise that requires students to label data on sports history with the names and symbols of sports. At least three of the eight sports (a, e, and f) have military origins. How might military training exercises and hunting evolve into sports?

### Answers

**Using a Time Line** 1.T 2.F 3.T 4.F 5.T 6.F 7.T 9.F 10.T

**Comparing Statistics** 1.b 2.c 3.c 4.b 5.a 6.c 7.b

**Classifying Data** 1.d 2.h 3.e 4.f 5.a 6.g 7.c 8.b

# Using a Time Line



When the Communist Party took over China in 1949, it had a big job ahead of it. Most Chinese were desperately poor. Many were starving. The Communists thought they knew how to fix things. They put all private enterprises—farms, factories, and other businesses—into the government’s hands.

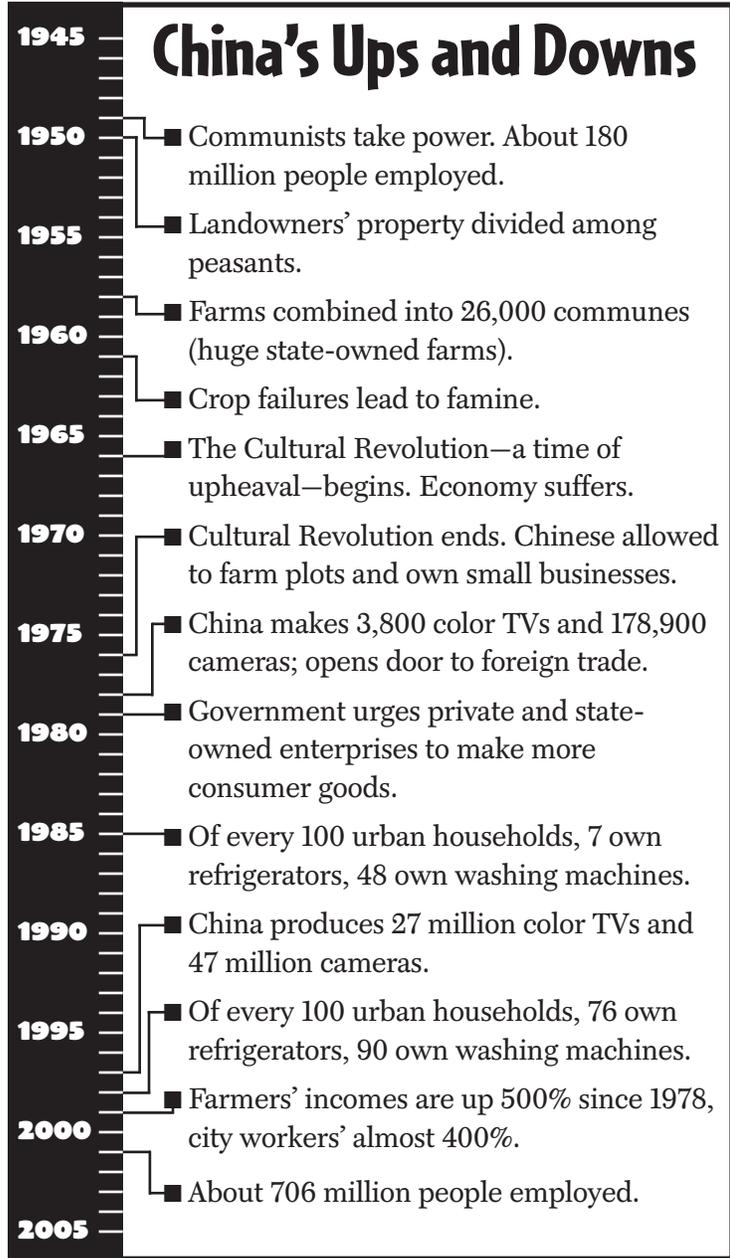
By the 1970s, China’s economy was still floundering. It became clear that the Communist road was a dead end. The solution this time? Let individuals own businesses!

The decision to bring back free enterprise made all the difference. In 2002 about half the economy was still in government hands. Yet thanks to free enterprise, the Chinese now produce about six times more goods and services than they did in 1980.

Study the time line of China’s economy. Then label the statements below either true (T) or false (F).

## True or False?

- \_\_\_\_\_ 1. This time line runs from 1945 to 2005.
- \_\_\_\_\_ 2. In 1949 the Democrats took power.
- \_\_\_\_\_ 3. In 1950 and 1958, the government changed farmers’ lives.
- \_\_\_\_\_ 4. The Cultural Revolution helped the economy grow.
- \_\_\_\_\_ 5. In 1978 China invited foreign businesses to trade with it.
- \_\_\_\_\_ 6. In 1979 China urged enterprises to stop making consumer goods.
- \_\_\_\_\_ 7. Between 1978 and 1997, China’s output of TVs and cameras skyrocketed.
- \_\_\_\_\_ 8. Ownership of washing machines rose after 1985.
- \_\_\_\_\_ 9. By 1972 farmers’ incomes had risen by 500%.
- \_\_\_\_\_ 10. Between 1949 and 2001, China’s economy created about 526 million new jobs.



**THINKING CRITICALLY**

**W**hat does the growth in the number of families owning refrigerators say about the impact of economic growth on the Chinese people?

# Comparing Statistics



North Korea and South Korea share the same peninsula. Until World War II (1939–1945), they shared the same history. The northern half of the Korean Peninsula, protected by the Soviet Union and China, came under Communist control after the war. Under the new government, North Koreans could no longer own their own businesses. They were told where to work and what to make. The government jailed and even put to death people who dared to disagree with it.

South Korea, protected by the United States, took another path. The nation didn't become a real democracy until the late 1980s. But South Koreans were able to own their own businesses. Those businesses prospered, and so did South Korea.

What was the impact of these choices on South Koreans and North Koreans? The table and the questions about it will provide some answers. Complete each sentence by circling the correct choice.

A TALE OF TWO NATIONS		
	North Korea	South Korea
Population	22,466,000	48,289,000
Infant mortality <sup>1</sup>	26/1,000	7/1,000
Life expectancy	71 years	75 years
Adult literacy <sup>2</sup>	100%	98%
GDP <sup>3</sup>	\$22 billion	\$931 billion
Military spending	\$5 billion	\$13 billion
Military spending as a percent of the GDP	34%	3%
Number of telephones	1.1 million	24 million

<sup>1</sup>Deaths of babies under one year old per 1,000 births  
<sup>2</sup>Percentage of population 14 years old or older who can read and write  
<sup>3</sup>The Gross Domestic Product (GDP) is the dollar value of all the goods and services a nation produces within its borders in a year.  
 Source: CIA World Factbook 2003, UNICEF

- South Korea's population is
  - smaller than North Korea's.
  - about twice as large as North Korea's.
  - about half as large as North Korea's.
- For every 1,000 live births, seven South Korean babies die before their first birthday. The infant mortality rate in North Korea is
  - seven out of every 1,000 births.
  - 1,000 babies out of every 26 births.
  - 26 babies out of every 1,000 births.
- Children born today can expect to live
  - 71 years in North Korea.
  - 75 years in South Korea.
  - both.
- The dollar value of the goods and services North Korea produces in a year is
  - far larger than South Korea's.
  - far smaller than South Korea's.
  - about the same size as South Korea's.
- South Korea's spending on its military is
  - more than twice the size of North Korea's.
  - about a third the size of North Korea's.
  - about equal to the amount of North Korea's.
- North Korea spends about 34 percent of its GDP to maintain
  - its telephone system.
  - its school system.
  - its military.
- South Koreans are more likely than North Koreans to
  - be able to read.
  - use a telephone.
  - go to bed early.

**THINKING CRITICALLY**

**W**hat does the table suggest about the quality of life in North Korea and South Korea?

# Classifying Data



The Chinese are working hard to get their country ready to host the 2008 Summer Olympic Games. Here's a chance for you to learn about the history of some summer and winter Olympic sports.

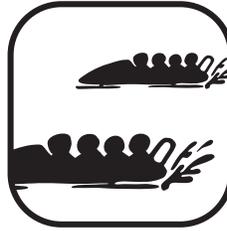
Match each sports history fact with the picture of the sport that it describes. Write the letter of the picture beside the fact. You might want to try this Olympic challenge on your family. Go for the gold!



a. Archery



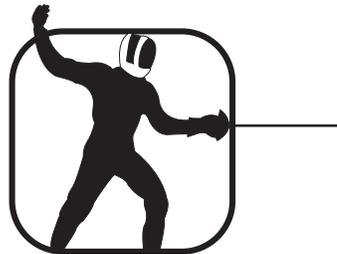
b. Baseball



c. Bobsled



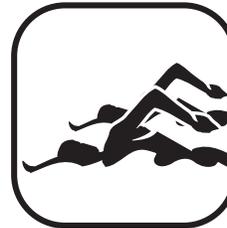
d. Canoe/Kayak



e. Fencing



f. Modern Pentathlon



g. Synchronized Swimming



h. Water Polo

## Sports History Facts

- \_\_\_ 1. The raft is probably the only form of transportation older than the form this sport uses.
- \_\_\_ 2. This sport got its name from a game played more than 100 years ago. Players would paint floating barrels to look like horses. Then they would sit on the barrels and use sticks to hit a ball toward a goal.
- \_\_\_ 3. This sport began as a way of training young men to fight wars and duels.
- \_\_\_ 4. This sport is based on a fictional story about a military courier. To deliver a message, he had to ride a horse, fight a duel, use his pistol, swim across a river, and run through the woods.
- \_\_\_ 5. Only Native Americans practiced this sport in America until 1828. That year an American painter who had lived with the Plains Indians taught it to some friends in Philadelphia.
- \_\_\_ 6. This sport got its start in 1916. That year a student convinced the University of Wisconsin to add underwater stunts to its physical education program for women.
- \_\_\_ 7. Early competitors in this sport believed that by bobbing up and down, they could make their vehicles move faster. They were wrong, but the name they gave the sport stuck.
- \_\_\_ 8. This sport's best-known ancestor was the game of rounders, played in England as early as 1744.

**THINKING CRITICALLY**

**W**hich of the sports shown here would you expect to find in China at the 2008 Olympics?

# TIME REPORTS

AUSTRALIA,  
OCEANIA, AND  
ANTARCTICA



## Closing the Gap

THEME: CULTURAL DIVERSITY AND DIFFUSION

### Guide To Teaching With This Unit

**Inside This Unit** Three activity masters are designed to build an understanding of New Zealand and Australia and of the status of indigenous people living there.

- **Activity Master 1:** A time line traces the Maori culture's origins and decline, and some of the milestones in the recent efforts to revive the culture.
- **Activity Master 2:** A statistical comparison highlights differences between Australia and New Zealand.
- **Activity Master 3:** A dialogue helps students practice using a specialized vocabulary—12 Maori terms.

**Getting Started** You might begin by asking students why they think English is spoken on island nations south of Indonesia in the Pacific Ocean. What do they have in common with the United States and Canada? (All were once British colonies.) What do the native peoples in these lands have in common? (Rich cultures that were systematically weakened.) What can native peoples teach those from the dominant, English-speaking culture?

**Background** Students may be surprised to learn that Australia and New Zealand became British colonies long after North America was colonized. And just as in North America, the newcomers found other people inhabiting those lands when they arrived. Today Australia's Aborigines comprise 1 to 2 percent of the nation's population. The Maoris represent 10 percent of New Zealand's population, and their population is increasing faster than

that of the Pahekas (non-Maoris). Recent attempts to increase educational achievement, health, and economic opportunities for Maoris have met with some success. Many poor Paheka and Polynesian New Zealanders criticize these efforts. They believe the government's focus on Maoris ignores their plight. So it's likely that New Zealand, like all modern nations, will continue to work toward a balance.

### Using the Reproducibles

**Reading a Time Line** traces the history of New Zealand back to the arrival of the first inhabitants. They migrated in double-hulled canoes from Polynesian islands in the north. They called the land Aotearoa ("Land of the Long White Cloud"). Europeans didn't arrive until 1642, when the Dutch explorer Abel Tasman discovered but did not land on New Zealand. Despite attempts to co-exist with the Maoris in the early 1800s, the British who colonized New Zealand eventually conquered and subjugated them. In recent years, efforts have been made to compensate Maori *iwi* (tribes) for generations of mistreatment. Ask students: What makes a time line a useful tool for tracking changes over time? In what ways might Maoris and Pahekas react differently to the time line?

**Using Comparative Data** presents parallel data for Australia and New Zealand. Students are asked to compare data on each nation and note differences and similarities in a brief essay. Encourage students to think in categories, such as area, size, government, population, and so forth. Which

data show that the two nations are alike? Which show they are different?

**Building a Specialized Vocabulary** employs an unfinished fictional conversation to encourage students to select the appropriate Maori words from context clues. Of course, learning words is only the first step in acquiring a language. Ask students: What besides words must students know to make themselves understood in English? (grammar, correct pronunciation, idiomatic expressions, etc.) Why might many New Zealanders want all students to be required to take Maori language courses in school? Why might the schools have trouble recruiting enough teachers for the task? (Only about 145,000 New Zealanders speak the language well.) Tell students that of hundreds of languages spoken when Columbus arrived in 1492, only 198 North American languages survive. Only 33 of those languages are still taught to children and thus considered living languages. Ask students: How might learning a Native American language enrich your lives? How would your life change if Maoris took over your city and required you to speak only Maori and use only Maori textbooks?

### Answers

**Reading a Time Line** 1.T 2.T 3.F 4.F 5.T 6.T 7.F 8.F 9.T 10.F

#### **Building a Specialized Vocabulary**

Mere: *Kia ora, Aotearoa, pouhiri, ngeri, marae, iwi, te reo Maori, Maori tanga.*  
Paul: *Kia ora, taonga whakata, poto, Ingarangi, kura.*

# Reading a Time Line

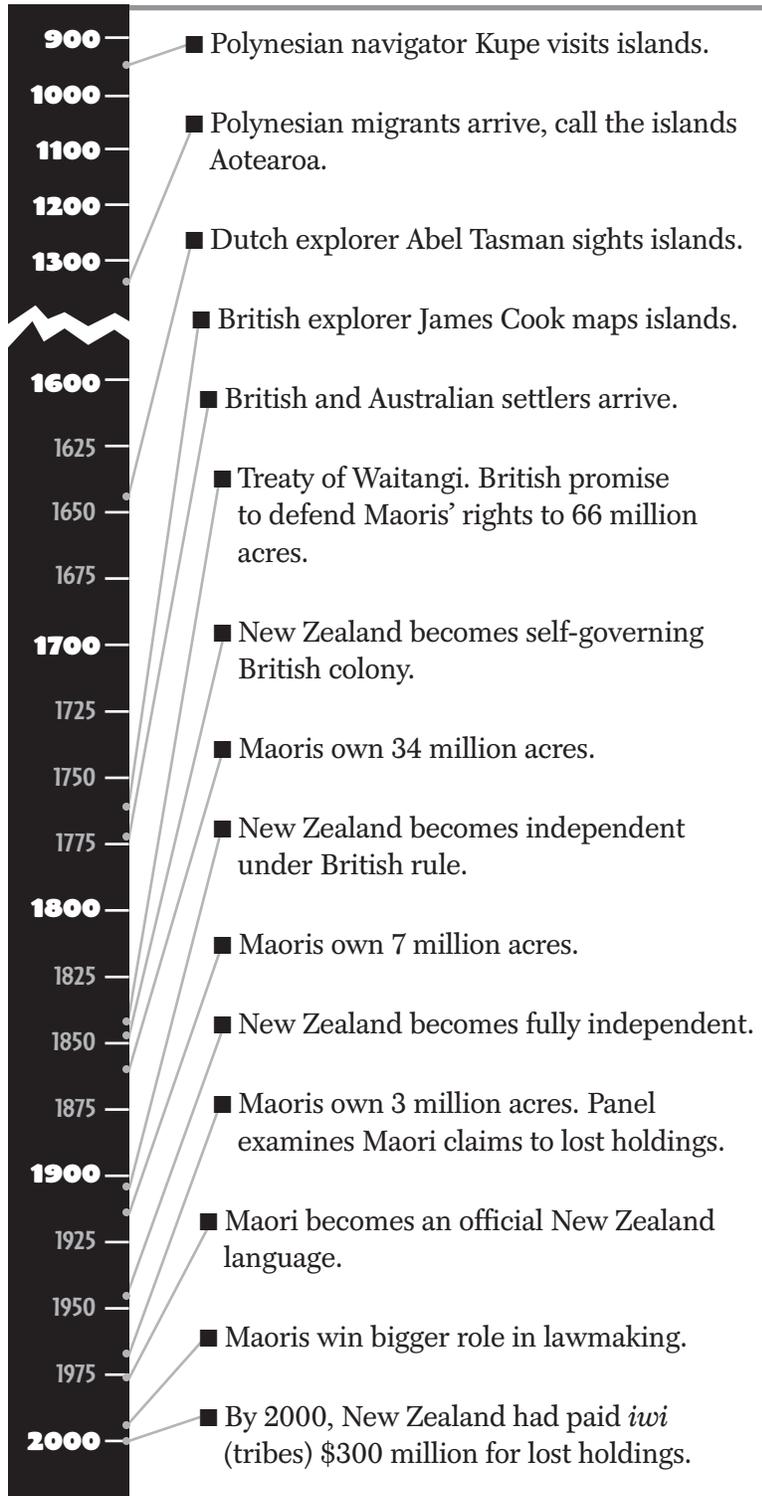


What's the quickest way to "see" how events take place over time? This time line will give you an answer. Study it. Then decide whether the statements about it are true (T) or false (F).

## TRUE OR FALSE?

- \_\_\_ 1. All the events on the time line took place in Aotearoa/New Zealand.
- \_\_\_ 2. These events took place over a period of more than 1,000 years.
- \_\_\_ 3. The longest period of time in which no events are listed is 1350 to 1642.
- \_\_\_ 4. The first people to find the land were British.
- \_\_\_ 5. An explorer whose nation did not take over the land was Abel Tasman.
- \_\_\_ 6. The group whose culture was strongest in 1769 was Maori.
- \_\_\_ 7. The group whose culture appears to have had the upper hand in 1856 was Maori.
- \_\_\_ 8. New Zealand became fully independent of Great Britain in 1907.
- \_\_\_ 9. Between 1840 and 1975, the amount of land owned by Maoris declined by 63 million acres.
- \_\_\_ 10. Maori gains occurred in the following order:
  - a. The Maori language gained new respect.
  - b. A panel began looking into Maori claims.
  - c. Maoris won a bigger role in parliament, New Zealand's lawmaking body.

## Aotearoa/New Zealand Across Time



## THINKING CRITICALLY

Suppose the British had honored the promise they made in 1840. How might this time line be different?

# Using Comparative Data

How are Australia and New Zealand alike? In what ways are they different? The information on this page will help you find out. Put a check mark next to those items that might make it fun to visit each country.



## Quick Facts About Two Nations Down Under

	<b>AUSTRALIA</b>	<b>NEW ZEALAND</b>
<b>Land area</b>	Slightly smaller than mainland U.S.	About the size of Colorado
<b>Lowest point</b>	Lake Eyre (52 ft. below sea level)	Pacific Ocean (0 ft.)
<b>Highest Point</b>	Mt. Kosciuszko (7,310 ft.)	Mt. Cook (12,316 ft.)
<b>Population (2000 approx.)</b>	19 million	4 million
<b>Pop. Under 15 years old</b>	4 million	864,000
<b>Nickname for Citizens</b>	Aussie	Kiwi
<b>Ethnic Background</b>	European 92%, Asian 7%, Aborigine and other 1-2%	European 79%, Maori 10%, Pacific Islander 4%, Asian, others 7%
<b>Government</b>	Parliament, prime minister	Parliament, prime minister
<b>Chief Executive</b>	British monarch	British monarch
<b>2000 GDP*</b>	\$445.8 billion	\$67.6 billion
<b>Sheep population</b>	120 million	47 million
<b>Visitors from U.S. in 2000</b>	471,000	197,000
<b>Miles from New York City</b>	to Sydney: 9,935	to Auckland: 8,818
<b>Communications</b>		
Line phones	9.56 million	1.84 million
Cell phones	6.4 million	588,000
Radios	25.5 million	3.75 million
Televisions	10.15 million	1.9 million
Internet users	7.77 million	1.34 million
<b>Natural features</b>	Ayers Rock, world's biggest rock; Great Barrier Reef, world's largest coral reef	Mt. Ruapehu, an active volcano; Franz Josef Glacier, a "river of ice"
<b>Unique animals</b>	koala, platypus, kangaroo	kiwi, kia, yellow-eyed penguins, tuataras

\*Gross Domestic Product (GDP). GDP is the dollar value of all goods and services produced within a country's borders in one year.

**Following Up** Imagine that you are a travel agent. One of your clients can't decide whether to visit New Zealand or Australia. On the back of this sheet of paper, write her a 350-word letter. Using only the data on this page, explain what makes the two countries alike, different, and worth visiting.

### THINKING CRITICALLY

**A**ustralia and New Zealand are far away from most other nations and from each other. How might a nation's remoteness shape its economy and its people's view of the world?

# Building a Specialized Vocabulary



For most of its history, the Maori language—*te reo Maori*—was only spoken. In the early 1800s, Christian missionaries changed that. They turned the language’s sounds into letters.

That written language is taught today. About 120,000 Maoris and 25,000 Pahekas (non-Maoris) can speak Maori really well. That’s less than 4 percent of New Zealand’s population.

Can you speak *te reo Maori*? To find out, finish the conversation between Paul and Mere (Maori for Mary). Paul has come from England for a visit. Fill in the blanks by selecting Maori words and phrases from the glossary. You might want to share this activity with your family.

## Welcome to My Country

Mere: \_\_\_\_\_, Paul. Welcome to \_\_\_\_\_. While you are visiting, maybe you can see a \_\_\_\_\_, an exciting ceremony, or hear an elder chant an \_\_\_\_\_.

Ancestors are very important to Maoris. In the past, Maoris felt their ancestors’ spirits when they visited their \_\_\_\_\_. But today, many Maoris are uncertain which \_\_\_\_\_ they

belong to. We hope that learning \_\_\_\_\_ will stir interest in our traditional way of life, which we call \_\_\_\_\_.

Paul: \_\_\_\_\_, Mere. I learned a little about Maori tanga on \_\_\_\_\_.

I’m really sad that my visit to New Zealand is so \_\_\_\_\_. Sadly, I must return to \_\_\_\_\_ before \_\_\_\_\_ starts.

### GLOSSARY

- Aotearoa* Land of the Long White Cloud (Maori name for New Zealand)
- Ingarangi* England
- iwi* tribe
- kia ora* hello
- kura* school
- marae* a meeting place where members of an *iwi* gather
- poto* short
- powhiri* welcome ceremony
- ngeri* a recited chant with no fixed tune or pitch
- taonga whakata* television
- te reo Maori* the Maori language
- Maori tanga* Maori culture

**Pronunciation tip:** Say the words exactly as they are written. Say “ng” like “ing.”

### THINKING CRITICALLY

**M**any Native American words have become a part of American English. Among them: *raccoon, coyote, barbecue, moccasin, pow-wow, squash, succotash, tomato, tobacco,* and *hammock*. Why are so many of these words names for things that Europeans had never seen before coming to America?