

THE WORLD

HISTORY AND GEOGRAPHY

Updated
edition

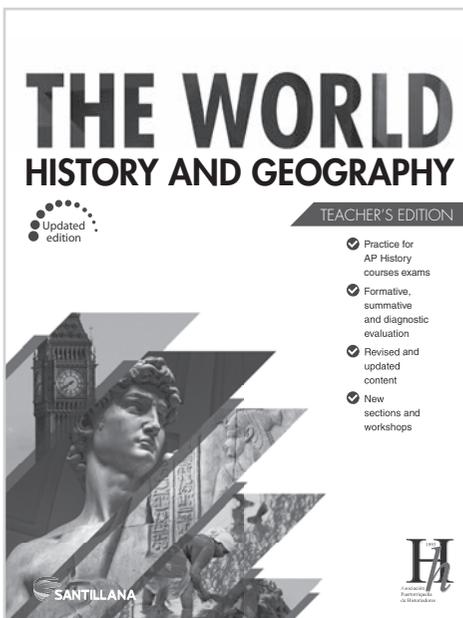
TEACHER'S EDITION

- ✓ Practice for AP History courses exams
- ✓ Formative, summative and diagnostic evaluation
- ✓ Revised and updated content
- ✓ New sections and workshops



 **SANTILLANA**

1993
Hh
Asociación
Puertorriqueña
de Historiadores



THE WORLD

HISTORY AND GEOGRAPHY

The Teacher's Edition of the textbook *The World*, part of the History and Geography series, is a collective work conceived, designed, and created by Ediciones Santillana Inc.

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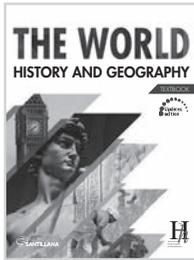
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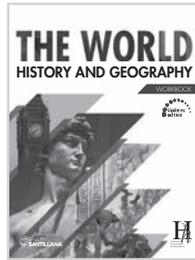
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The Teacher's Edition Structure

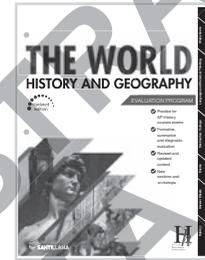
The Teacher's Edition of the revised series History and Geography of Santillana offers the methodological recommendations for the teaching of History, and it is part of the academic project that includes the textbook and the workbook. This guide includes an Evaluation Program, which consists of a series of worksheets, assessments and tests that the teacher can administer to students.



Textbook



Workbook



Evaluation Program

Curricular Profile

1 The Modern Age

Topics	
The Modern Subject Modern Economy	Modern Politics Religion in the Modern Age

Concepts		
Modern Age bourgeoisie Renaissance Patronage humanism Copernican theory caravel astronomy	post- classicism mercantilism absolute monarchies modern states city-states inquisition heresy magistracy	indulgences Protestant Reformation precocious Calvinism Anglicanism Counter Reformation Huguenots

Norman Webb's Depth of Knowledge Levels	
Recall	Strategic Thinking
	Classify
Skills and Concepts	Extended Thinking
Justice	Evaluate Judge

Evaluation	Component	Pages
Study Guide	Textbook	10-81
Workshops	Evaluation Program	5-14
Literacy and Historical Thinking	Evaluation Program	69-73
Destination College	Evaluation Program	87-90
Exam	Evaluation Program	127-128
Reinforcement Activities	Workbook	30-41

Special Sections	
Language and Historical Thinking: Reading Ethics	Historical Document: Renaissance Fighting Last Monarchy
Our World Europe	

Learning Objectives	
<ul style="list-style-type: none"> Understand the changes of the period of the world through cultural diversity, religion, race and social groups. Examine and compare political systems in the world's collective life. Use concepts such as mercantilism, absolute monarchy, and inquisition to explain the historical development of the people of the world. Recognize historic changes through a comparison of European countries with cultures in America. 	

Curricular profile

Each chapter includes a curricular profile. These four pages include: the chapter's topics, concepts, standards and expectations, lesson objectives and skills according to Doctor Norman Webb's Depth of Knowledge Levels. It also includes the evaluations aligned to each chapter's content.

1 The Modern Age

Opening

1. Discuss the changed opening image of Michelangelo's David. It is a marble sculpture that represents the hero's victory over Goliath. The left hand of the statue is a sign of the work. This work was created three years before Michelangelo to finish the work. This work shows movement, physical beauty and the perfection of the human body. Nowadays it is located in the Accademia Gallery Museum in Florence, Italy. The Piazza della Signoria has a replica that represents the place where it was located until 1527.

2. Have students observe the image of David pages 62 and 63. Ask students to describe what they observe and what they believe. This sculpture represents David. Develop conversation about this Renaissance sculpture. Present the chapter's topic.

Notes

Development

1. Ask students if anyone knows about Michelangelo Buonarroti. Emphasize that he was one of the most representative characters of the Renaissance. Show some pictures of his work.

2. Have students to investigate other characters that stood out in the Renaissance period. Request that they write a short report about their findings.

3. Divide the class in pairs. Allow them enough time to answer the questions of the 'Think about it' section. Ask for volunteers to present their profiles in front of the class.

4. Read the study objectives together. Explain and comment the objectives with the students. Motivate students to develop questions about them.

5. Have students to investigate the role of women during the Middle Ages and if there were changes or not current society. Ask them to investigate who were the women that stood out in culture and politics (many were from the nobility), and what opportunities women had when they were poor.

6. Tell students to investigate who were the most artists of the Renaissance. Divide the class in groups. Assign one of these artists to each group. Ask them to do a dialogue with their work and also to present the class with biographical information of the assigned artist.

7. Organize a field trip to one of the museums in Florida. Recor or present a virtual visit to a museum. Tell students to compare the work that they observe with the Renaissance art that they have studied.

Notes

1. Leonardo DaVinci
2. Isaac Newton
3. Miguel de Cervantes Saavedra
4. Rafael Sanzio
5. Galileo Galilei
6. Niccolò Machiavelli

Guide's Content

The textbook is reproduced in the Teacher's Edition. All chapters include recommended instructional activities for each lesson's opening, development and closure phase. These activities aid the teacher's methodology in the classroom. It also includes the answer keys for the Study Guide and Workshops' sections.

Educational foundations

Santillana's History and Geography series is a project designed to strengthen thinking skills and the integration of social sciences and humanities through the study of the past. The analysis of facts, causes and effects, as well as the study and interpretation of societies and their culture are embedded in the following educational foundations:

- **Academic Standards and Expectations**
- **Social Studies Skills**
- **Historical Thinking Skills**
- **Technology Integration**
- **Multidisciplinary Approach**
- **Environmental Awareness – Environment**
- **Civic and Ethic Education – Humanity**
- **World's Heritage Appreciation – Heritage**
- **Depth of Knowledge Levels**

In these series we have incorporated doctor Norman L. Webb's pedagogical model: Depth of Knowledge Levels. This model assigns four levels of knowledge to the educational objectives while considering the content standards and the assessment. This model also incorporates Bloom's taxonomy.

Recall

Demonstrates knowledge in the same way or in a similar manner as the student learned it. In Bloom's taxonomy, it is equivalent to Knowledge and Comprehension levels. In this level, the students remember facts, terms, concepts or theories. Also, they recognize or identify specific information in images or graphics. This level requires that the student identify, numbers or defines concepts. Usually, the exercises ask: who?, what?, when?, and how?

Strategic Thinking

Demonstrates knowledge based in complex and abstract thinking. In Bloom's taxonomy it is equivalent to the Analysis stage. This level requires reasoning based on evidence and a high level of thinking. The students go beyond explaining or describing how and why, to justify their approaches with evidence. In this level students apply concepts to new situations to solve problems, compare, contrast and propose and evaluate solutions. Also, they establish connections between time and space (place) to explain topics and concepts.

Skills and Concepts

Demonstrates knowledge that requires some basic mental reasoning of ideas, concepts and skills beyond memorization. In Bloom's taxonomy it is equivalent to the Application phase. This level requires that the student compares and contrast people, places, events and concepts. It also establishes that information could be manipulated in some way or another while providing examples, classifying or describing and interpreting situations or problems, patterns, reasons or relations of cause and effect. This level requires to describe or explain information or results and to answer: how?, and why?

Extended Thinking

Extends their knowledge to more broad contexts. In Bloom's taxonomy this is equivalent to Synthesis and Evaluation.

This level incorporates greater methods, like planning and investigating. In this level, the cognitive demand is higher and the work, more complex. The student relates ideas and concepts between disciplines as product of his cognitive processes. It requires that the student analyzes and synthesizes information from multiple sources.

References:

Instituto Nacional para el Desarrollo Curricular (2003). *Marco curricular: Programa de Estudios Sociales*. Departamento de Educación de Puerto Rico.
Webb's Depth of Knowledge Guide (2009). *Career and Technical Education Definitions*. <http://www.mde.k12.ms.us>, <http://redesign.rcu.msstate.edu>.
Bloom, B., et al. (1956). *Taxonomy of Educational Objectives: Handbook I, The cognitive domain*. Nueva York, David McKay & Co.

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The Transitional Chapter provides review topics for students to reinforce the content acquired in previous years.

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The Birth of Venus, by Florentine artist Sandro Botticelli, in which the central figure is the goddess of love, Venus.

Navigators created maps and more precise navigation instruments. Technical advances in navigation, in turn, generated new trade routes. Thus, a new social class was born: the **bourgeoisie**, and ancient medieval towns opened their walls.

The fear and superstition that dominated the Middle Ages began to disappear. A new, modern subject was born, one who believed in culture, science, technology, and merchandise. This subject questioned papal authority; wanted universal knowledge; sought to change things; had dreams and tried to achieve them; admired Greek culture and Roman antiquity; and considered himself the center of the universe.

The Renewal of Art: The Renaissance

A clear expression of the changes taking place in the life and collective consciousness of the people of the Modern Age was the **Renaissance**. This broad cultural and artistic movement originated in Italy in the late fourteenth century, but in some places lasted until the sixteenth century. Its name comes from the idea of renewing all aspects of life, and its importance lies in divinity being replaced by humanity as the center of the creative impulse.

The simple shapes and harmonious proportions of the Classical Antiquity inspired the period's manifestations of painting, architecture, and sculpture. The evolution of Renaissance art had two phases: the *Quattrocento* (1400), which covered the fifteenth century and whose

Closure

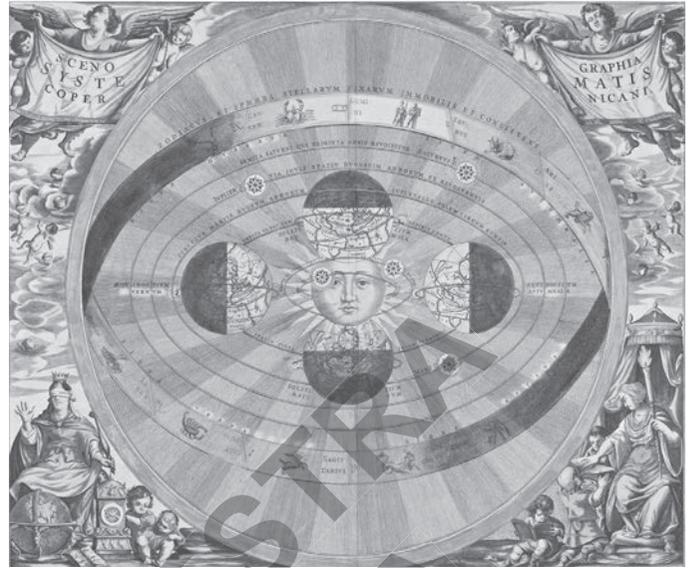
1. Urge students to discuss how the female figure was portrayed in these paintings. Ask students to compare the image of the Renaissance woman to the ideal of the modern woman, who appears on fashion magazines today. Ask them to investigate the beauty rituals of Renaissance women.
2. Draw a Venn diagram on the board with two circles: "Theocentrism" and "Anthropocentrism". Encourage students to define and compare these concepts.
3. Ask students to reflect on how important education is for understanding everything that surrounds us, for knowing each other, and for learning about oneself. Clarify that they should write the reflection in their notebooks and explain some of the implications of having a society with low levels of academic achievement (such as unemployment, poverty, violence, crime, etc.). Let them present their reflections in class.

Notes

Opening

1. Ask students to define the heliocentric theory based on the topic's reading material.
2. Show a chart or video about the geocentric theory that prevailed before Copernicus presented his heliocentric theory. Ask students to explain why they believe the geocentric theory surfaced. Ask that they explore how Copernicus reached his conclusion that the Earth was not the center of the universe.

Heliocentric model of the universe, as proposed by Nicolaus Copernicus in 1543.



reason should be considered as doubtful. Descartes' and Bacon's contributions allowed for experimentation and testing to become the fundamental criteria of scientific research at the time. One of the most significant discoveries of the modern era took place in the field of astronomy. The prominent Polish scientist Nicolaus Copernicus and the Florentine Galileo Galilei changed the way humans saw themselves in regards to the universe and God. On one side, Copernicus proposed the **heliocentric theory** in 1543, which postulated that the Earth and the planets revolved around the sun. Until then it was believed that the Earth was the center of the universe and that the sun revolved around it. Moreover, Galileo Galilei built a telescope that allowed him to test Copernicus' theory. The Catholic Church criticized and rejected this new conception of the universe. In fact, Galileo was persecuted and had to recant before ecclesiastical authority.

Classify

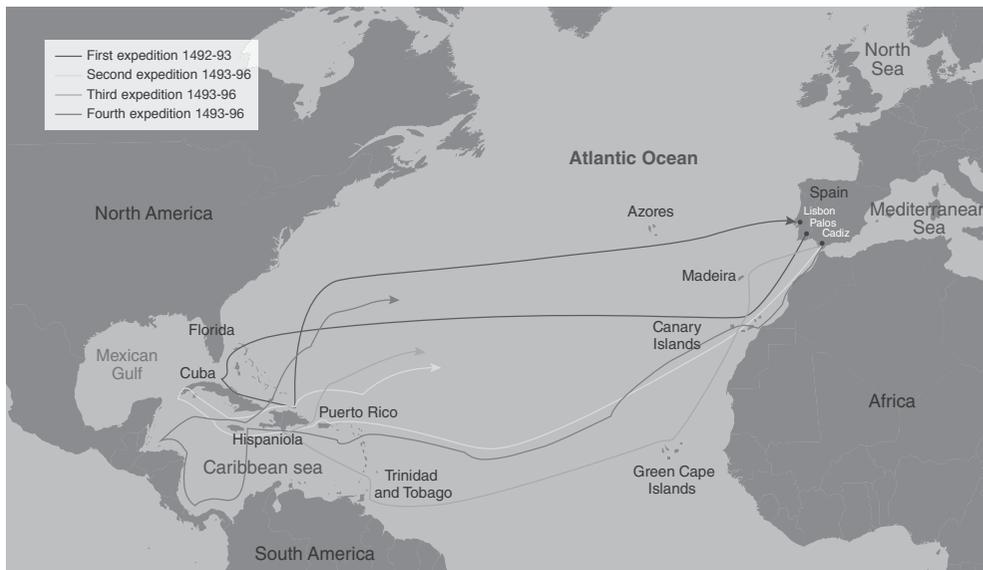
Strategic Thinking ●●●●

Make a table of the characteristics of the Middle and Modern Ages. Contrast them.

Notes

Development

1. Split the class up in pairs. Have them read subtopic "The Advance of Scientific Thought", on page 68. Ask them to organize the information using an outline, a summary, or a concept map.
2. Divide the class into four groups. Assign each group one of the thinkers and philosophers of this time period: Francis Bacon, Rene Descartes, Copernicus, and Galileo Galilei. Tell students to research their biographies and theories. Then, the groups will present their findings in class.
3. Ask students to carry out the activity on page 68 and discuss their answers. Then, ask that they draw a single chart with the information of every student on the board.
4. Run a brainstorming exercise on the board for students to demonstrate what they remember about the European exploration voyages.



The new treaty determined that Portugal was entitled to the lands in Africa and Asia, as well as Brazil. Meanwhile, Spain established that most American soil, as well as the Philippines, were under its authority.

Other European nations also made expeditions and conquests. The Dutch stormed the Spanish colonies in the West Indies, settling in the Lesser Antilles (Curaçao) and in parts of Brazil, from which they were expelled. Finally, they entered the Portuguese Empire and settled in Guyana.

The British formed colonies on the east coast of North America. Their domination was also felt in some Caribbean islands.

The French also established colonies in North America. As a result, European economic activity shifted from the Mediterranean to the Atlantic. This caused the decline of Mediterranean ports and the flourishing of Atlantic ports, such as Seville, Lisbon, and London.

After the success of his first voyage, Columbus made three more: in 1493, 1498 and 1502. During his third trip, he finally reached the continent's shores.

Mercantilism

The colonization of America changed Europe's economic landscape. Gold and silver that Spain brought from their colonies circulated throughout the Old World.

Closure

1. Ask students to identify in a map of America the territories occupied by the various European countries. They should consult a historical atlas or the Internet for this activity.
2. Divide students into three groups. Have one group represent Spain and the other represent Portugal. Both groups should talk amicably and suggest different ways to distribute American land. Clarify that the third group will be the referee during the discussion. At the end, its members will meet and decide which of the treaties will be followed.
3. Have students look into the leaders of Portugal, France, and England's voyages. Each student must choose one of these leaders and look for further information on his life and accomplishments. They should wrap up their report with images of these Europeans lives and explorations.

Notes

- d. Which country managed to establish the greatest empire of the region? Why?
 - e. What do you think was the importance of these these voyages of exploration and geographical discovery?
3. Tell students to write a story about the first and second voyages of Christopher Columbus. Make clear that they will be using the information from the topic's text and map. The story must include a short discussion on the relationship between the spirit of the Renaissance, the technical advances, and the voyages.
 4. Start a discussion based on the following question: When talking about Columbus' historical achievement, is it more accurate to say that it was a discovery or an encounter? Why?

Opening

1. Have students carefully look at the images on pages 72 and 73. Ask that they read the footnotes. Then, ask:
 - a. What social classes are exhibited in both images?
 - b. What elements can be seen that represent the richness of the bourgeoisie?
 - c. How do you think the bourgeoisie managed to amass such riches?
2. Let students briefly review the feudal economic system and what it has in common with capitalism's.
3. Make a matching exercise with the following terms and their definitions: *bourgeoisie*, *capitalism*, *mercantilism*, *the textile industry*, *mining*, *banking* and *cooperatives*. Hand out the match sheet and ask students to complete the exercise.



This sumptuous Renaissance residence, commissioned by Cosimo de Medici, had to reflect the growing power of this family of bankers.

The accumulation of precious metals increased trade and laid the groundwork for the emergence of a new economic system known as mercantilism. For absolute monarchs, mercantilism was an instrument to control the economy of nations.

Within mercantilism, the wealth of a country depended on the amount of accumulated precious metals. It is from this accumulation that each country imposed rates and established business with other countries.

The Rise of the Bourgeoisie

The bourgeoisie came along with the development of medieval cities, and prospered economically until they eventually outdid the nobles. Composed of merchants, bankers, and owners of craft workshops, this new social class was wielding the most money in Europe.

The bourgeoisie demanded greater freedom in the development of their economic activities and received the support and protection of monarchs who sought to strengthen their authority over the nobility.

So members of the bourgeoisie were elected to fulfill important government functions, especially those related to the administration of finances.

Notes

Development

1. Have students read subtopic "Mercantilism", on page 72. Ask that they explain what mercantilism is and how it manifested itself in Europe.

Ask:

 - a. How did mercantilism influence the development of capitalism?
2. Have students read subtopic "The Rise of The Bourgeoisie". Encourage them to make an outline that includes the reasoning behind the bourgeoisie's growth, those who belonged to it, what their relation to the arts was, and their chief economical activities.
3. Ask students to draw a comparative table on the board where they can compare the economical activities of the bourgeoisie with those of industries today.
 - a. Who belongs to the upper class today? How can you make this distinction?

from the beginning, determines who will be saved and who will be condemned. Calvin held that personal successes were signs that God sent to the elect. **Calvinism** was established in France, the Netherlands, Scotland, and in Central and Eastern Europe. Over time, it overtook Lutheranism. Meanwhile, **Anglicanism** arose in 1534, when the King Henry VIII of England broke the country's ties with the Catholic Church and obedience to the pope. The monarch was established as head of the new Church of England, the Anglican Church. At first, the Church of England retained the same characteristics as Catholicism, but it soon adopted some Calvinist traits.

■ **The Counter Reformation** -The response of the Catholic Church to the reform proposed by Luther is known as the **Counter Reformation** (1545-1563). To this end, an urgent council was convened in the small town of Trento, in the Alps. The meeting consisted of a group of cardinals, archbishops, bishops, priests, and theologians. Among the main resolutions of the Council of Trent were reaffirming the Church as the only entity that could interpret the Bible; maintaining the practice of selling indulgences; defending the seven sacraments; keeping clerical celibacy; continuing the use of Latin as the only language allowed for Bible translation; creating a list of books banned for Catholics; and developing new media for Catholicism, such as the catechism. A strengthened Catholic Church emerged from the Council of Trent.

■ **Religious struggles of the sixteenth and seventeenth centuries** - Despite their agreement on tolerance, religious leaders engaged in a merciless war in which both sides committed great atrocities and massacres. Nobles, the bourgeoisie, and kings were murdered in the name of religion. Wars mostly occurred in Spain and France. In Spain, the Inquisition maintained its intense activity of prosecuting anyone who departed from Catholic dogma. Indexes of banned books were published, and blood purity regulations were established in order to obtain access to certain posts. In France, the Calvinists, known as the **Huguenots**, faced the Catholics. The king remained Catholic, but many of the nobles were Calvinists. The nobles thought that if they triumphed in the war of religion, they could regain power. In 1598, King Henry IV of France ended the massacres when he signed the Edict of Nantes, which granted freedom of religion.

Humanity

The religiously motivated wars were cruel and bloody. For example, in the slaughter of St. Bartholomew in France, thousands of people were killed just because they were Protestants. For three days, the French people toured Paris to kill Calvinists. After this experience, governments around the world established policies to encourage religious tolerance. These policies consider respect and unconditional acceptance of the beliefs of others, even though they may not share the same ideas. These are believed to be indispensable as a means to achieve communication and maintaining the sense of national unity among the region's inhabitants.

Closure

1. Have students read section "Humanity" and write an essay about the importance of religious tolerance.
2. Ask students to imagine they are priest in the 16th century, fore-runners of the Protestant Reformation. Instruct them to write a sermon in which they identify all the misdeeds and excesses a sector of the Catholic Church had fallen to. Let them present their work.
3. Tell students to investigate King Henry IV of France, what moved him to end the massacres caused by religious wars, and how he approved the Edict of Nantes to grant the people freedom of religion.

Judge

Extended Thinking

Analyze the Catholic Church's actions and the criticisms of Martin Luther. Then, evaluate how Luther's actions enabled the growth of Calvinism and Anglicanism. Support your response.

Notes

4. Encourage discussion about the closing activity's proposal.
5. Draw a graphic organizer with the concepts *lutheranism*, *calvinism*, and *anglicanism*. Ask students to expand on this graphic in their notebooks. Have them name the sources, founders, and beliefs of each movement.
6. Divide the class into groups and assign them to one of the Protestant religions in Puerto Rico today. Let them look for information about these and present their work in class. Ask all of the groups: Why do you think so many Protestant sects exist?

Reading

■ Ethics

The first ethical ideas in Greece were based on harmony, beauty and reason to reach goodness and justice as supreme ideals. Two thinkers and Greek philosophers that developed their reflections and ideas about ethics, or morals, were Plato and Aristotle.

Aristotle's outstanding thoughts:

The world of ideas affects the physical world; think about it and do the right thing. Where command is coveted and contested there cannot be good governance and harmony cannot prevail.

In seeking the good of others, we find our own. Where love reigns, there is no need for law.

A legislator should not aim only for the happiness of certain citizens and excluding others, but for the happiness of all.

Three faculties are found in man: reason clarifies and dominates; courage or *anima* encourages acting, and the senses, obedience.

We must have the courage to tell the truth, especially when speaking of truth.

Committing an injustice is worse than suffering it. The only solid state is one in which all citizens are equal before the law.

I count braver he who overcomes his desires than he who conquers his enemies, for the hardest victory is over self.

The punishment of the liar is to not be believed even when telling the truth.

Moral excellence comes about as a result of habit. We become just performing just acts, temperate by performing temperate acts, brave by performing brave acts.

Happiness, then, is something perfect and self sufficient, being the end to which our actions are directed.

Before reading

1. **What values do you think an ethical person should possess? Justify your answer.**

Answers will vary: Honesty, transparency, truth, justice, etc.

2. **Search for information about Plato and Aristotle. Write a sentence about each one of these Greek philosophers.**

Answers will vary: Socrates was Plato's teacher. Plato's ideas are presented in written dialogues, which is unique. Aristotle was the youngest of the famous Greek philosophers. He is considered to be the first scientific researcher.

While reading

1. What did the Greek philosophers consider to achieve the ideal of justice?

Harmony, beauty, and reason.

2. Explain briefly Aristotle's second quote presented in the reading.

Answers will vary: Showing kindness and performing loving actions brings us happiness.

3. What verbs does Aristotle use to describe these three faculties of the human being: reason, anima and the senses? Present an example.

Reason: clarifies and dominates; courage or anima: leads to action; the senses: obey. Answers will vary.

Example: Reason tells us that we need to study before taking a test. Courage or anima causes us to take out the time to study. The senses (sight, touch, taste, sound, and smell) obey this process, allowing us to study effectively.

After reading

1. Write three sentences to summarize Aristotle's main arguments presented in the reading.

Individual responses. Love, justice, and truth lead to happiness. What we do to others will be done to us.

Equality results in justice and harmony.

2. Write your own thoughts about ethics to achieve goodness and justice.

Creative work.

Listen and discuss

1. Choose one of Aristotle's quotes presented in the reading to either support or reject it. Discuss your viewpoint with a partner. Present examples to support it. Then, listen to your classmates' choice.
2. Read to the rest of the class the quote that you wrote for activity 2 in the *After Reading* part. Explain and elaborate on your ideas.

KNOW

1

Renaissance painting: *Las Meninas*

Las Meninas, by Diego Velázquez, is a painting that contains tricks of gaze and reflections; a sort of game between the viewer, the painting, and the painter. In the center, the observer finds *Infanta Margaret*, attended to by maids and servants, and surrounded by other characters. What becomes ambiguous is that to the left –and against a canvas of which we only see the end– is Velázquez, the author of the work, looking for someone we cannot see. Who is Velázquez painting? Apparently, Velázquez was painting the monarchs Philip IV and Mariana of Austria, who are reflected in a mirror at the bottom of the painting, while, in turn, facing the princess from the viewer's position.



CONTEXTUALIZE

2

In what year Diego Velázquez painted *Las Meninas*? Who were Spain's monarchs at the time? What historical events were taking place in Spain?

Diego Velázquez painted "Las Meninas" in 1656, during the reign of the Spanish monarchs Philip IV and Mariana of Austria. The Thirty Years' War had just ended in Europe. This war was preceded by the Eighty Years' War, through which the Habsburg rulers had attempted to retain their hegemony. In the end, they were defeated.



Europe has the most ancient cities of the Western world. Some of these are Athens, Greece; Rome, Venice (above), and Florence, Italy; Paris, France; Cologne, Germany; and Toledo, Granada, and Cordoba, Spain.



European Christians are mostly Catholic, Protestant, and Orthodox. In the picture, you can see St. Peter's Cathedral Plaza, an architectural symbol of Vatican City, in Rome.



The European continent has four natural regions: Atlantic, Mediterranean, Central, and Oriental. It has a wide variety of landscapes, like the tundra (above), to the north; Atlantic forests, to the center; and the Mediterranean forest, to the south.



Historically, the Mediterranean ports of the south of Europe have served as a cradle for civilization and as a cultural and commercial link. The Romans called the Mediterranean Sea Mare Nostrum ("our sea").

RESEARCH

Look up information about the civilizations that thrived and conquered Europe throughout history, and that left their cultural influences. Relate the languages that are spoken in Europe with those processes.

Closure

1. Bring white craft paper to put on the wall. Tape it on the wall. Provide them with paintings, crayons, brushes, and markers. Tell them to create a mural representing the cultural diversity of Europe. Ask the school community to see the mural.
2. Ask them to complete the Research section on page 87. Discuss their findings.
3. Tell them to research the following points:
 - a. What languages are spoken in Europe?
 - b. Which one is the largest country? Which one is the smallest?
 - c. Which one is the richest country? Which one is the poorest?

Notes

5. Ask them to point out how the members of the European Union are chosen. Tell them to list the names of the nations that are part of the European Union and which countries are waiting to be part of it and which could be left out and why.
6. Tell them to imagine that the Latin American and Caribbean countries decide to create a union similar to the European. Ask:
 - a. Do you think it would be possible for the Latin American and Caribbean countries to have a single citizenship and a single currency? Why?
 - b. What would be the advantages and disadvantages of such an union?
 - c. What other agreements already exist between Latin American countries? (For example: NAFTA, FTAA, etc)