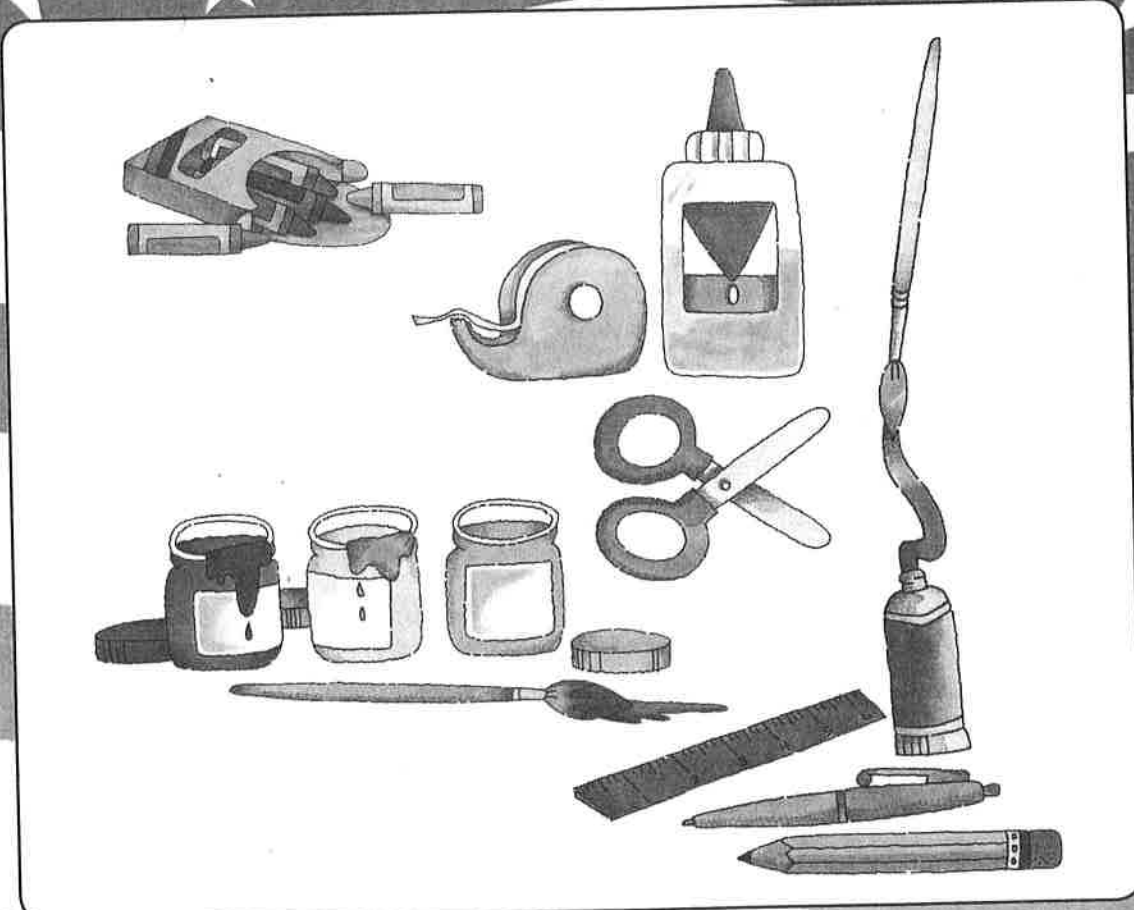


Section 4



Appendix

WRITING PROMPTS

Chapter 1

CC.6-8RH2; CC.6-8WHST4

You are a travel agent updating your travel guides on Africa. You want to include not only a map of the physical features of Africa, but also a brief description of each feature. Complete the third map activity in the chapter. Using information from the text, write a one-sentence description of each of the physical features listed. Remember to summarize the information using your own words.

Chapter 2 (A)

Link - via Georgia Experience Portal to Primary & Secondary Sources

CC.6-8RH1; CC.6-8WHST2; CC.6-8WHST7

Your school newspaper is publishing a special section on environmental problems in Africa. Research the water pollution problem in the Niger Delta. Using the text and other resources, write an article describing the water pollution situation, the causes, recent events, and your proposal for a solution.

Chapter 2 (B)

CC.6-8RH4; CC.6-8WHST1; CC.6-8WHST9

Briefly define desertification. Then, explain the causes of desertification and how it is affecting the environment from the Sahel to the rainforest. Take a position for or against clearing the rainforests, and write an argument. Use textual evidence and logical reasoning to support your position.

Chapter 3

CC.6-8RH1; CC.6-8WHST2; CC.6-8WHST4

Complete the comparison chart in the chapter to explain how the characteristics of the regions in Africa affect where people live, the type of work they do, and how they travel. Use the information gathered to create a brochure with four panels. Dedicate one panel to each of the regions. Organize the information, using headings and bullet points. Decorate the brochure with maps, photographs of people of the regions, and illustrations of art or cultural aspects of the regions, if desired.

Chapter 4 (A)

CC.6-8RH2; CC.6-8WHST2; CC.6-8WHST4; CC.7SL4

Pick one of the following ethnic groups: Arab, Ashanti, Bantu, or Swahili. Imagine you are a member of that group, and have just moved out of your native land. Write a speech introducing yourself to your new class. Be sure to explain the origin of your ethnic group, important beliefs you embrace, and how your religion affects your beliefs and your life.

Chapter 4 (B)

CC.6-8RH2; CC.6-8WHST4; CC.6-8WHST9

Write an acrostic poem using the term LITERACY. Your goal is to use each letter to describe how being able to read improves your standard of living.

Chapter 5 (A)

Link - via Georgia Experience Portal to Primary & Secondary Sources

CC6-BRH1; CC6-BWHST1; CC6-BWHST4

Choose a way that governments distribute power: unitary, confederation, or federal. Write an e-mail to your friend to persuade him or her that your choice is the best way for a government to distribute power. Support your argument with evidence from the text and other resources.

Chapter 5 (B)

CC6-BRH1; CC6-BWHST2

Some government systems allow very little citizen participation, while others depend a great deal on citizen support. Using textual evidence, summarize how these types of governments—autocratic, oligarchic, or democratic—determine citizen participation. Next, decide which type of government expects the least from its citizens. Explain why.

Chapter 6 (A)

CC6-BRH1; CC6-BWHST2; CC6-BWHST4

Imagine that a local radio talk show features two teenagers from Kenya and South Africa talking about their respective country's government. Use the text to help you write a transcript of the conversation. Compare leadership, voting rights of citizens, and personal freedoms.

Chapter 6 (B)

Link - via Georgia Experience Portal to Primary & Secondary Sources

CC6-BRH1; CC6-BWHST2

Write an article for the school newspaper on the 2011 independence of South Sudan. Summarize the political, economic, and social conflicts that resulted in the independence of South Sudan. As you conclude the article, include a brief description of the challenges South Sudan faces today. Use the text and another resource.

Chapter 7 (A)

CC6-BRH3; CC6-BWHST1; CC6-BWHST7

Research the gender gap in education in Kenya or Sudan. How do you feel about girls having less opportunity for education than boys? Write an editorial for your local newspaper, stating your opinion on the issue. Be sure to support your opinion with evidence from the text and other sources.

Chapter 7 (B)

CC6-BRH1; CC6-BWHST2; CC6-BWHST4

Write a poem with at least three stanzas about the sadness of famine in Africa. Your poem can be free verse; it does not have to rhyme. Be sure your poem reflects the facts. Use your text and another source if necessary.

Chapter 8 (A)

CC6-BRH1; CC6-BWHST2; CC6-BWHST7

Research how a traditional economy in Africa operates. Use the text and several additional resources. Then, imagine you are a young teen living in a traditional African economy. Introduce yourself and describe how you live. Include how you obtain food and clothing, and how you trade to get other things you need.

Chapter 8 (B)

CC6-BRH1; CC6-BWHST2; CC6-BWHST9

Most economies of the world are not purely traditional, command, or market economies. Drawing on textual evidence and other research, describe the form of most economies today and explain why you think this is the case.

Chapter 9 (A)

Link - via Georgia Experience Portal to Primary & Secondary Sources

CC.6-8RH1; CC.6-8WHST2; CC.6-8WHST7

Many experts say that Africa could feed itself if trade barriers were removed. Research why trade is so difficult in Africa. Summarize your findings, citing evidence from the text and at least one other resource.

Chapter 9 (B)

CC.6-8RH2; CC.6-8WHST4

Write an acrostic poem using the term CURRENCY. Use the letters to describe foreign exchange, the system for exchanging currencies between nations. For example, you might write "currency converts from one country to another" for the letter "C."

Chapter 10 (A)

CC.6-8RH1; CC.6-8WHST.8.2

Compare and contrast the investment in human capital and capital resources made by South Africa and Nigeria. Explain how that investment or lack of investment has affected the economies of both countries.

Chapter 10 (B)

CC.6-8RH1; CC.6-8RH7; CC.6-8WHST6

Although Africa is rich in natural resources, those resources alone cannot sustain the economies of African countries. Create a digital presentation describing each major natural resource (diamonds, gold, oil, and uranium) and how it affects the economic development of Africa.

Chapter 11 (A)

CC.6-8RH1; CC.6-8WHST1

Complete the Critical Thinking activity in the chapter to show how best to pay for selected goods and services. Choose a mode of payment that would be your second choice, if possible. Explain both choices for each of the goods or services.

Chapter 11 (B)

CC.6-8RH4; CC.6-8WHST9

Research and define the investment terms in the chapter: stocks and bonds, collectibles, real estate, natural resources, and business. Give an example of each after the definition. Which investment vehicle looks most attractive to you, and why?

Chapter 12 (A)

Link - via Georgia Experience Portal to Primary & Secondary Sources

CC.6-8RH1; CC.6-8WHST2

Using textual evidence and at least one other source, explain what Europe failed to consider when making artificial political boundaries in Africa. Outline what their goals were for dividing up the continent. Then, explain what the consequences were for the native African people.

Chapter 12 (B)

CC.6-8RH1; CC.6-8WHST1; CC.6-8WHST9

Choose one of the following: a Tutsi man, a Hutu man, a grandfather from Nigeria, the prime minister of the Belgian Congo, or a diamond trader from Angola. Write a journal entry explaining the conflicts in your country after independence, and argue whether your country was better off before or after independence. Support your opinion with evidence from the text and another source.



Chapter 13

CC.6-BRH1; CC.6-BRH7; CC.6-BWHST4

You work for a travel agency. Put together an itinerary for a customer who wants to see (and experience) the physical features of the Middle East in an imaginative way! For example, you could suggest, "Take a hot air balloon ride across the Tigris River." Use the maps and the text in the chapter to help you plan the trip.

Chapter 14

CC.6-BRH1; CC.6-BRH7; CC.6-BWHST2

Choose one of the countries discussed in the chapter and research the water issues in that country. Then, imagine you are visiting that country. Using the text and at least one other resource, write a letter to your parents explaining the water problems in that country and describing what is being done to improve the situation.

Chapter 15 (A)

CC.6-BRH1; CC.6-BWHST2

Imagine you have interviewed an elderly Middle Eastern man who remembers what it was like before the oil boom. Ask him to describe when oil was first discovered in the Middle East, which countries were affected by the discovery of oil, and how those countries developed as a result. Use textual evidence for information. Write the interview in Q&A format.

Chapter 15 (B)

CC.6-BRH1; CC.6-BWHST3; CC.6-BWHST4

Write a realistic narrative about a Middle Eastern family living as nomadic herders in the desert. Include how the family lives and how they travel. Mid-story, there is a turn of events that changes the family's life, and they move to the city. Write about what the family does in the city and how the crowded city life differs from their previous life. Be creative, yet draw on facts from the text.

Chapter 16 (A)

CC.6-BRH1; CC.6-BWHST3; CC.6-BWHST9

Imagine three Middle Eastern teenagers are in a coffee shop in New York, talking about their religions. Aaron, from Israel, is Jewish and practices Judaism. Ayisa, from Saudi Arabia, is a Muslim. Jonathan, who is an Armenian Christian, is from Iran. You introduce yourself and ask if you can take notes for a social studies paper. Write a dialog among the group comparing and contrasting the three religions.

Chapter 16 (B)

CC.6-BRH9; CC.6-BWHST2

Literacy rates in the Middle East are low by United States' standards, but they are improving. Choose one of the countries mentioned in the text and research literacy there. Use the text and at least one other source to describe the current situation and what is being done to improve it.

Chapter 17

CC.6-BRH2; CC.6-BWHST1; CC.6-BWHST9

Compare and contrast the three types of government in Israel, Saudi Arabia, and Iran. Include the forms of leadership, voting rights, and personal freedoms of the citizens. Once you've completed the comparison, decide which form of government you would prefer to live under. Support your opinion with textual evidence.

Chapter 18

CC.6-8RH2; CC.6-8RH7; CC.6-8WHST2

Use the completed chart in the chapter with information about the economies of Israel, Saudi Arabia, and Turkey to make a brochure, featuring the three Middle Eastern economies. On the final panel, describe the best thing each country did (or plans to do) to move its economy in the right direction.

Chapter 19 (A)

CC.6-8RH1; CC.6-8WHST1; CC.6-8WHST2

Define specialization and explain how it encourages trade between the Middle East and other countries. Then, answer the question: Can “over specialization” be a bad thing? Support your opinion with evidence from the text and at least one other resource.

Chapter 19 (B)

CC.6-8RH4; CC.6-8WHST2; CC.6-8WHST7

Research trade barriers in place against Middle Eastern countries today. Identify the sanctions, explain their purpose, and describe their effects.

Chapter 20 (A)

CC.6-8RH1; CC.6-8WHST2; CC.6-8WHST6

Oil plays an important role in the Middle East. Create a digital presentation to compare and contrast oil's role in the economies of Israel, Saudi Arabia, and Iran.

Chapter 20 (B)

CC.6-8RH3; CC.6-8WHST2; CC.6-8WHST7

Research the state of entrepreneurship in Israel, Saudi Arabia, or Iran. Imagine you are an entrepreneur in that country. Write a letter to your friend in the United States explaining the process you had to go through to start a business, including any obstacles you encountered. What personal traits helped you achieve success?

Chapter 21 (A)

CC.6-8RH3; CC.6-8RH7; CC.6-8WHST2

Use the map in the chapter to describe what the Ottoman Empire used to look like before World War I ended. Using textual evidence, explain when and how the Ottoman Empire was partitioned, who was responsible for the breakup of the area (and for what purpose), and what conflicts arose as a result.

Chapter 21 (B)

CC.6-8RH3; CC.6-8WHST7

Research the causes of the Persian Gulf War in 1990-1991. Decide whether or not you think an international force led by the United States should have intervened in the conflict between Iraq and Kuwait. Support your opinion with details from your research.

Chapter 22

CC.6-8RH3; CC.6-8WHST2; CC.6-8WHST9

Create a magazine article that explains and visualizes the historical reasons for the establishment of the modern State of Israel in 1948. Explain the historical significance of these issues in forming a modern state: Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe. Dedicate one page to each of the four issues; include a heading for each page and a title for the magazine article. Draw information from the text. Include maps and photos if desired.

Chapter 23 (A)

CC.6-BRH3; CC.6-BWHST2; CC.6-BWHST4

Compare and contrast the reasons why the United States military entered Iraq and Afghanistan. Include the events and activities in those countries that prompted the United States to take action. Also compare and contrast the planning stages before entering each country.

Chapter 23 (B)

Link - via Georgia Experience Portal to Primary & Secondary Sources

CC.6-BRH1; CC.6-BWHST2; CC.6-BWHST4

From the point of view of an Iraqi man or woman, write a letter to a relative living in the United States and describe the changes that have occurred since the invasion of Iraq. Use the text and at least one other resource to support your observations.

Chapter 24

CC.6-BRH2; CC.6-BRH7; CC.6-BWHST2; CC.6-BWHST6

Choose a landform listed in the chapter. Research that landform and write a blog about it as if you have visited that landform. Describe it in detail, and explain its importance to the people living in the region. Include photos and/or maps.

Chapter 25 (A)

CC.6-BRH1; CC.6-BWHST1; CC.6-BWHST2

Choose either the Yangtze River or the Ganges River. Explain the causes and effects of pollution in that river, and write your recommendations about what can be done to alleviate that pollution. Use the text and at least one other source.

Chapter 25 (B)

CC.6-BRH1; CC.6-BWHST2; CC.6-BWHST4

Draw evidence from your text to write an article for your school newspaper about flooding in India. Add quotes from a fictional family that you have interviewed. Include the positive and negative aspects of flooding.

Chapter 26 (A)

Link - via Georgia Experience Portal to Primary & Secondary Sources

CC.6-BRH2; CC.6-BWHST2

Why do people live where they live? Draw from your text and at least one other source to analyze and explain the impact climate and location have on where people live in Southern and Eastern Asia. Summarize your findings.

Chapter 26 (B)

CC.6-BRH1; CC.6-BWHST2; CC.6-BWHST4

Choose a form of transportation common to Southern and Eastern Asia, like the rickshaw in India, high-speed train in Japan, or motorcycle in any crowded Asian city. Research your choice. Imagine you have taken a ride on it, and write a letter to your parents about your experience, describing the sights, smells, sensations, etc. Also, explain why that means of transportation is popular in that part of the world.

Chapter 27

CC6-8RH1; CC6-8WHST6

Imagine that you interview five people for a project on different religions and philosophies. You interview a Buddhist boy named Ghalib from India; a Hindu girl named Madhuri from India; a Muslim boy named Abdul from Indonesia; Keiko, a Japanese mother who practices the Shinto religion; and Bao-Zhi, a student from China who practices Confucianism. Create a digital presentation detailing the main points of each person's religion/philosophy, using information from the text. Add photos.

Chapter 28

CC6-8RH1; CC6-8WHST1; CC6-8WHST9

Write your opinion as to which of the three governments you have studied (India, China, Japan) is most like that of the United States, and which government differs the most. Consider government leaders, voting rights, and personal freedoms. Support your opinion by citing evidence from the text.

Chapter 29

CC6-8RH1; CC6-8WHST1

You are interested in investing in a company in one of four countries: China, North Korea, Japan, or India. Analyze the information in the text and another source to determine which country would be the best fit for your investment. Explain your choice.

Chapter 30

CC6-8RH3; CC6-8WHST1; CC6-8WHST2

Choose an Asian country you have studied. Imagine belonging to a group of financial advisors in charge of setting up trade barriers for your country. Describe case-by-case scenarios in which you would advise restricting trade. Next, explain at what point you would advise easing these same trade restrictions. Be sure to support your recommendations with facts.

Chapter 31 (A)

[Link - via Georgia Experience Portal to Primary & Secondary Sources](#)

CC6-8RH1; CC6-8WHST1; CC6-8WHST9

Alfred Marshall (1842-1924), an influential economist, was quoted as saying, "The most valuable of all capital is that invested in human beings." Analyze this statement as it relates to India's investment in education. What do you anticipate will happen to the country's GDP in the future? Support your response with textual evidence.

Chapter 31 (B)

CC6-8RH1; CC6-8WHST2; CC6-8WHST4

Make a bookmark that features either India or China. Research the natural resources in the country and describe how they are used (domestically, exported, etc.). Then, list the natural resources they lack and the countries they import from. Use bullet points and headings to organize your information.

Chapter 32 (A)

CC6-BRH1; CC6-BRH9; CC6-BWHST1

Mohandas Gandhi said, "Be the change that you wish to see in the world." Research his life and India's independence movement. Explain how that quote exemplified his devotion to nonviolent protests. Then, write your opinion on the use of nonviolent protests as a method for creating change, using examples from his life to support your opinion. What techniques did he not use? Were his techniques effective? Support your opinion with evidence from your research.

Chapter 32 (B)

Link - via Georgia Experience Portal to Primary & Secondary Sources

CC6-BRH1; CC6-BRH9; CC6-BWHST1

Read the letter from Ho Chi Minh to the American people written in 1966. Research the unpopularity of the Vietnam War at that time. Using what you have learned from the text and your research, write your opinion as to why Ho Chi Minh wrote the letter. Explain what you think he was trying to achieve and why.

Chapter 33

Link - via Georgia Experience Portal to Primary & Secondary Sources

CC6-BRH3; CC6-8RH3; CC6-BWHST2

Using textual evidence and at least one other source, describe how the United States helped rebuild Japan after World War II. Be sure to include General MacArthur's role in overseeing the rebuilding of Japan.

Chapter 34 (A)

CC6-BRH1; CC6-BWHST1; CC6-BWHST9

After learning about Mao Zedong and his policies, write your opinion as to why his time in power was so devastating to the Chinese people and the Chinese economy. Consider what you have learned about types of economies and how people and economies respond to complete governmental control. Support your opinion with evidence from the text.

Chapter 34 (B)

CC6-BRH1; CC6-BWHST2; CC6-BWHST7

Research the Vietnam conflict. Using textual evidence, describe the pros and cons of America's foreign involvement in Vietnam. Analyze the text and explain why South Vietnam eventually reunited with North Vietnam.

Glossary

agriculture: the growing of crops and rearing of animals

authenticity: a term generally used to show that something is original and honest, that it is what it appears to be

biological weapon: use of any bacteria, virus, or other disease-causing organism as a weapon of war

chronic hunger: hunger that occurs over a long period of time

civil war: a war between opposing groups of citizens in the same country

civilian: a person who is not on active duty with a military service or the police force

corrupt: lacking integrity; dishonest; immoral

discrimination: unfair treatment of a person or group

diversified economy: an economy based on a variety of things, like manufacturing, agriculture, and trade, instead of just one of those things

erosion: wearing away of land or soil by the action of wind, water, or ice

human rights organization: group dedicated to protecting basic rights of people

humanitarian: involved in improving people's lives and reducing suffering

hydroelectricity: electricity generated by falling water

industrialized: a society or country that has developed growing industries

infertile soil: poor soil or land in which crops won't grow well

infrastructure: services and facilities people need including roads, highways, water, sewerage, power plants, etc.

irrigation: providing water to crops through pipes, ditches, or streams

manufacturing byproducts: things produced (often toxic or dangerous) as a result of a manufacturing process

negotiate: to discuss an issue in order to come to an agreement

Glossary

nomad: someone who does not lead a settled life but moves from place to place, usually seeking pasture for herds of grazing animals

nuclear weapon: a weapon of mass destruction whose explosive power comes from a nuclear reaction

oasis: a green spot or fertile area in a desert fed by underground water

petroleum: a dark oil consisting mainly of hydrocarbons that is processed into lubricants (grease and oil) and liquid fuels such as kerosene, heating oil, and gasoline

political: having to do with politics, that is, with the government, control, and/or leadership of human societies

political prisoner: someone who is imprisoned simply because of their political views

pollution: contamination of the water, soil, or air by chemicals or waste materials

private enterprise: people running their own businesses with no participation by government

prosperous: characterized by success; comfortable financially

refugee: a person who flees his or her country to escape violence, war, or persecution

rural: characteristic of farming or country life

sabotage: a deliberate act of destruction or disruption in which equipment is damaged

slum: a district of a city marked by poverty and bad living conditions

surplus: excess; more than is needed

telecommunications: the exchange of information over a distance via any cable, wire, radio, optical, or other electromagnetic system

treason: the crime of betraying one's government

urban: related to a city or city life

Index

A

Afghanistan 72-74, 77-81, 83-84, 87, 95, 97, 112, 119, 185
anti-Semitism 109-110, 119, 184
apartheid 27, 38-39, 41, 58-59, 66, 119
Arabian Sea 69-71, 78, 121
Atlas Mountains 8-11
autocratic system 27

B

Bantu 22-24, 58, 64, 180
Bay of Bengal 122, 124-125
Bible 85, 142
bin Laden, Osama 112, 115, 119
Botswana 8, 15, 34, 46-48, 65
Buddhism 117, 142-145, 176

C

China 47, 83, 100, 121-138, 140-141, 144-145, 147-156, 159-162, 168-170, 174-178, 186
Christianity 22, 84-86, 117
command system 37, 151
communism 166, 168-173, 178
Communist Party 148-149, 165, 168-170, 178
confederation 26, 64, 181
Confucianism 144-145, 176, 186
Congo River 7, 9-11, 15
credit 50-52, 54, 102, 164
Cultural Revolution 170, 178
currency 42-43, 97, 118, 155, 177, 182

D

deforestation 16, 18, 64, 132
de Klerk, FW. 66
Democratic Republic of the Congo 7, 12-14, 16, 46, 56
democratic system 27
desertification 19, 64, 180
diamonds 40-41, 45-47, 56, 91, 94, 182

E

Egypt 12-14, 20-21, 23, 65, 69, 95, 105
embargo 41-42, 66, 95, 111-112, 118, 154, 177
entrepreneurs 49, 102-103, 118, 161-162
Euphrates River 68, 70-71

F

famine 35, 65, 169, 181
Fertile Crescent 79

G

Ganges River 121-122, 124-125, 129-130, 175, 185
Gaza Strip 69-71, 86-87, 105-106, 116
GDP 43-45, 48, 98-101, 103, 156, 159-160, 177, 186
gender 33, 181
Gobi Desert 122, 125, 137, 139, 175, 178
Great Leap Forward 169-170, 178

H

Himalayan Mountains 121-122, 124-125, 175
Hinduism 117, 143-145, 176
Hitler, Adolf 27, 107, 119
Holocaust 107-108, 110, 119, 184
Huang He 121, 124-125, 132, 175
human capital 43-44, 98-101, 118, 156-159, 182
Hutu 56, 182

I

India 69, 100, 121-123, 126-136, 138, 142-143, 146-147, 149-155, 157-158, 160-165, 174-178, 185-187
 Indian Ocean 16, 24, 69, 121-125
 Indonesia 126-128, 136-137, 141, 143-145, 177, 186
 Indus River 121, 124-125
 Iran 69, 72-74, 77-83, 86-90, 94-96, 98, 101-104, 106, 112, 116-117, 119, 183-184
 Iraq 68, 71-74, 76-81, 83, 86-87, 94-96, 104-106, 111-113, 115-116, 119, 184-185
 irrigation 16-18, 76-77, 79, 91, 121-123, 188
 Islam 22-24, 84-86, 89-90, 117, 144-145, 176
 Israel 68-69, 72-74, 76-78, 81, 83-84, 87-96, 98-99, 102-103, 105-109, 112, 116-117, 119, 183-184

J

Japan 26, 122-128, 131, 135, 137-138, 144-147, 149-154, 156, 159-162, 167-168, 174-178, 185-187-189
 Jews 83-84, 86, 105, 107-110, 115-117, 119
 Jordan 104-105, 116
 Jordan River 68, 70-71, 76-77
 Judaism 83-85, 117, 183

K

Kalahari Desert 8-11
 Kenya 7-8, 12-14, 24, 26, 30-31, 33-34, 57, 60, 65-66, 181
 Korean Peninsula 122, 124-125, 173
 Kurds 83-86, 104-105, 116-117

L

Lake Chad 15, 17-18
 Lake Tanganyika 8-11, 15, 21, 63
 Lake Victoria 8-11, 15-16, 63
 Lebanon 68-69, 104-105
 literacy 1, 23, 25, 33, 64, 87, 99, 101, 117, 146, 157-158, 180, 183

M

Mandela, Nelson 59, 61, 66, 178
 Mekong River 122, 124-125, 175
 Minh, Ho Chi 165-166, 178, 187
 mixed economy 38-39, 92-93, 151
 Mumbai 136, 138
 Muslim 22, 24, 31, 64, 84, 86, 104-105, 142-144, 183, 186

N

Nationalism 57, 66, 166
 Nazi 27, 109-110
 Nazis 109-110
 Nigeria 12-14, 16-17, 21, 39, 42-45, 47, 49-50, 56, 58, 65-66, 182
 Niger River 8-11, 15
 Nile River 7-11, 15, 21
 Nobel Peace Prize 59
 nomads 21, 137
 North Korea 37, 122, 126-128, 136, 151-152, 172-173, 177, 186

O

oligarchic system 27
 OPEC 96, 118
 Ottoman Empire 104-108, 118, 184

P

Palestine 88, 104-105, 107-109, 119
 Pan-African movement 60, 66
 parliamentary system 28, 117, 147, 149, 174
 Pearl Harbor 167-168
 Persian Gulf 68-71, 80, 111, 113, 116, 119, 184
 Persian Gulf War 106, 111, 119
 Persians 83, 85-86, 116-117
 presidential system 28

Q

quotas 41, 95, 118, 153-154, 177
 Quran 23, 142, 144-145

R

Red Sea 7, 23, 69-71, 80, 100, 115-116

S

Sahara 7-11, 15-18, 20-22, 63, 175
 Sahel 7, 9-11, 18-22, 62-63, 180
 Saudi Arabia 23, 72-74, 77-80, 87-88, 90, 92-96,
 98, 100, 102-105, 112, 116-117, 183-184
 saving 52
 Sea of Japan 122-125
 separation of powers 28-29
 Shias 86
 Shiite 105, 119
 Shintoism 117, 144-145, 176
 South Africa 8, 12-17, 27, 29-31, 38-39, 41-49,
 58-59, 61, 65-66, 164, 181-182
 South China Sea 122, 124-125
 South Korea 26, 100, 122, 126-128, 171-173
 specialization 40-41, 94, 152-153, 177, 184
 Strait of Hormuz 69-71, 116
 subsistence farming 20-21
 Sudan 12-14, 16, 23, 31-34, 65-66, 181
 Suez Canal 69-71, 73
 Sunnis 86, 105-106, 116-117
 Swahili 22, 24, 64, 180
 Syria 68-69, 76, 79, 104-105

T

Taklimakan Desert 122-125, 137, 175
 Taliban 87, 112
 tariffs 40-41, 95, 153-154, 177
 theocracy 89-90, 117
 Tiananmen Square 170, 178
 Tigris River 68, 70-71, 183
 Tokyo 135-136, 175
 trade barriers 41, 95, 153, 182, 184, 186
 Turkey 68, 72-74, 76-83, 87, 93-94, 97, 103-104,
 116-117, 119, 184
 Tutsi 56, 182

U

unitary system 88, 90
 United Nations 25, 47, 87-88, 95, 107, 111-112,
 136, 173
 uranium 21, 45-46, 48-49, 182

V

Vietnam 119, 122-123, 126-128, 135, 141-142,
 154, 165-166, 171-173, 175, 178, 187

W

World War I 104, 108, 110, 118-119, 184
 World War II 60, 88, 107, 110, 119, 167, 173, 187

Y

Yangtze River 122, 125, 130, 132-133, 140, 185
 Yellow River 121, 124-125, 175
 Yellow Sea 121-125

Z

Zedong, Mao 148, 168-170, 178, 187
 Zionism 108-109, 119, 184

