

Homework Sheet #1 – Economic and Political Changes in Europe

H.W. #1 - Aim: What were the origins of the Cold War?

See handout for H.W.#1. Record your answers directly on handout.

H.W. #2 - Aim: What were the origins of the Cold War?

Using the information from your notes and handouts, answer the following:

Explain at least (2) reasons why the Soviet Union and the United States did not get along after World War II. Be sure to include specific information and examples in your answer!

H.W. #3 – Aim: What were the origins of the Cold War?

See handout for H.W. #3. Record your answers directly on the handout.

H.W. #4 - Aim: How was the Cold War fought?

Do Part A of DBQ (answer questions for Documents 1-7).

H.W. #5 - Aim: How was the Cold War fought?

Do Part B of DBQ (essay). HAND IN BOTH PART A AND B. THIS WILL COUNT AS A MAJOR QUIZ GRADE!

H.W. #6 - Aim: Will the European Union succeed in uniting Europe?

Read pp. 848-853.

1. Why did the Soviet Union and East Germany build the Berlin Wall? (p. 848)
2. What did the Berlin Wall become a symbol of? (p. 848)
3. Why did the superpowers feel they needed to build up their nuclear arms? (p. 848)
4. How did the “arms race” between the Soviet Union and America affect Germany and Europe? (p. 848)
5. How did the development of a welfare state change life for the Europeans? (p. 849-850)
6. How did the oil crisis affect Europe? (p. 850)
7. What were the goals of the European Union (EU)? (p. 852)
8. What obstacles blocked their goal of unity (coming together as one political unit)? (p. 850)
9. Describe the status of each of the following groups in Europe since the 1950’s:
a) the lower and middle class b) minorities c) women and children (p. 853)

H.W. #7 - Aim: Was the collapse of the Soviet Union inevitable?

Read pp. 863-867

1. Briefly explain how each of the following created problems for the Soviet Union:
 - a) Lack of freedom and suppression of dissidents (p. 863)
 - b) Government controlled “command economy” (p. 864)
 - c) “Arms race” and “space race” with the U.S. (p. 864)
2. Why did the Soviet Union try to pursue “détente” during the 1970’s? (p. 864)
3. What event led to the end of détente? (p. 864)
4. How did Gorbachev try to improve relations with the United States? (p. 865)
5. How did Gorbachev try to use glasnost and perestroika to reform the Soviet economy? (p. 865)
6. Why did Gorbachev’s reform efforts fail? (p. 865)
7. What happened as a result of the failure of Gorbachev’s reforms? (p. 865)

H.W. #8 - Aim: How did the “democracy movement” transform the governments of Eastern Europe?

Read pp. 856-857

1. How was East Germany later reunited with West Germany? (p. 856-857)
2. What problems did reunification create for both West and East Germany? (p. 857)

Read pp. 867-871

3. What role did the Catholic Church play in the downfall of Poland’s Communist government? (p. 868)
4. What were the goals of the Solidarity Movement under Lech Walesa? (p. 868-869)

H.W. #9 - Aim: Should the U.N. and NATO continue to act as peacekeepers in the Balkans?

Read p. 869-871 – begin reading “Revolution and Freedom”

1. What problems did all of the newly independent governments of Eastern Europe face? (p. 869-870)
2. Why did the economic reforms they instituted create more problems and poverty for people? (p. 869)
3. What nationalities existed in Yugoslavia before it broke apart? (p. 870)
4. What were the Serbians trying to do in Bosnia? (p. 870)
5. What actions did the U.N. and N.A.T.O. take to solve the crisis Bosnia? (p. 871)

Vocabulary List – Economic and Political Changes in Europe

Truman Doctrine-an economic and military program of the United States designed in 1947 to help countries resist Soviet aggression.

Marshall Plan-American aid package for Europe proposed in 1947 to strengthen democratic governments and lessen the appeal of communism.

Berlin Airlift-In the 1948, Stalin tried to force the other allies out of Berlin (U.S., France and Britain) by closing all land routes for bringing essential supplies to West Berlin. The allies overcame this blockade by airlifting their supplies into Berlin.

NATO-(North Atlantic Treaty Organization)- a pact between Western nations who pledged to support each other if any member nation is attacked. This was the Cold War alliance between the United States and Western Europe, but includes many other countries since the end of the Cold War.

Warsaw Pact-A defensive alliance among the Soviet Union and its satellite countries of Eastern Europe promising to protect each other from outside threats.

Cold War-a continuing state of tension and hostility between the United States and the Soviet Union after 1945 because of differences in political and economic philosophies. Because both of these superpowers had highly destructive nuclear weapons, they tried to avoid a direct confrontation with each other, but often actual wars broke out in other parts of the world over the political differences between the United States and the Soviet Union. The Cold War ended when the Soviet Union collapsed in 1991.

Berlin Wall-The Soviet Union and East Germany built this wall in 1961 in order to keep democratic West Berlin and communist East Berlin separated. West Berlin had a more successful economy than East Berlin and many people from East Berlin were trying to escape to the West and the wall was built to prevent that from happening. It became a symbol of the Cold War divisions in Europe.

Détente-a period in the 1970's when there was an easing of tension between the United States and the Soviet Union.

Nuclear Test Ban Treaty-A treaty made in 1963 in which the superpowers (the U.S. and Soviet Union) prohibited the testing of nuclear weapons in the atmosphere.

Welfare state-the government still allows capitalism (private ownership) but takes greater responsibility for the needs of the citizens. (i.e. to provide health care, unemployment insurance, old-age pensions and free education to qualified students).

Common Market/European Community – a group of Western European nations established in 1957 to expand free trade in Europe.

European Union (E.U.) – expansion of the European community in the 1980's and 1990's.

Dissident – a person who speaks out against the government.

Sputnik-the first artificial satellite to orbit the Earth – launched by the Soviet Union in 1957. The frightened the U.S. and we soon devoted a lot of resources to the development of math and science.

Glasnost-a period of openness called for in the mid-1980's by Mikhail Gorbachev in the Soviet Union. He allowed Soviet citizens to express their grievances against the government.

Perestroika- a restructuring of the government and the economy under Gorbachev's leadership in order to stimulate greater production by allowing a degree of private ownership.

Gorbachev- (1985-1991)-leader of the Soviet Union who wanted to end Cold War tensions and improve the Soviet Union through perestroika and glasnost.

Yeltsin – Replaced Gorbachev in 1991 and tried to further Gorbachev's reforms by replacing the Communist dictatorship with democracy and capitalism.

Lech Walesa – in the 1980's he organized Polish workers into a union called Solidarity. This union also had a political motive – it wanted to be free of Soviet control. Although it was originally outlawed, it eventually became the political party to win the elections in Poland once it became free of Soviet control in the late 1980's

Solidarity Movement – See Lech Walesa above.

Balkans- a region which includes Yugoslavia and other countries (such as Serbia, Croatia, Bosnia, etc...)

Ethnic cleansing – when you attempt to eliminate (as in kill) an entire group of people based upon their race or religion – also known as genocide.

Milosevic – a Serbian leader who attempted to expand Serbian territory and influence by committing a campaign of ethnic cleansing against the Bosnian Muslims during the 1990's.

H.W. #9 - Aim: **Is the destruction of the environment the inevitable result of economic development?**
Use today's notes to answer this question. Length (1/2-1 page).

H.W. #10 - Aim: **What are the benefits and harms of modern technology?**
Use today's notes to answer this question. Length (1/2-1 page).

LESSONS - UNIT 1 - THE COLD WAR AND ECONOMIC AND POLITICAL CHANGES IN THE MODERN WORLD

Lesson #1 -Aim: What were the origins of the Cold War? (Part I)

Classwork:

Motivation: Discuss “Here you are! Don’t lose it again!” cartoon.

1. Analyze and discuss the “Casualties in World War II” chart on p. 809.
- Read pp. 808-811.
1. What happened to the Nazis at the Nuremberg trials? What did the trials conclude about the accountability of political and military leaders during wartime?
 2. Which two countries were the “superpowers” after World War II?
 3. What was the Cold War?
 4. What were Stalin’s goals in Eastern Europe after World War II? Why was he suspicious and distrustful of the United States and Britain?
 5. According to Roosevelt and Churchill, how were the leaders of the Eastern European governments supposed to be selected once the Nazis were defeated? How did Stalin react to this idea?
 6. What did the Churchill’s expression “iron curtain” mean? Which countries were the “eastern bloc” or Warsaw Pact nations (see map)? Which countries were in the “western bloc” or NATO nations?
 7. Analyze “Cold War” in Europe cartoon.

Lesson #2 -Aim: What were the origins of the Cold War? (Part II)

Read pp. 811-813.

1. How did the NATO countries (U.S. and Britain) view communism?
2. What was the purpose of the *Truman Doctrine*?
3. What was the goal of the *containment* policy?
4. What did the *Marshall Plan* offer the Europeans? Why did Stalin refuse to allow Eastern Europe to receive Marshall Plan aid?
5. When Germany became divided, what happened to West Germany? What happened to East Germany?
6. Why did the Soviets blockade Berlin? How did Allies defeat the *Berlin Blockade*?
7. What was the arms race? What new weapon did both the United States and Soviet Union have by 1949?
8. Analyze the “The Arms Race” visual on p. 813.

Lesson #3 -Aim: How was the Cold War fought?

Activity: Introduce DBQ 22: The Cold War begins.

Lesson #4 -Aim: How was the Cold War fought?

Activity: Discuss how to answer Part B.

Lesson #5 -Aim: Is interdependence likely to make the world more peaceful?

Read pp. 824-830. “Section 1: The Changing Political Climate”.

Define: a) nonaligned b) interdependence c) terrorism d) GATT e) IMF f) Helsinki Agreement (1975)

1. Why did European nations lose their colonial empires after World War II?
2. How did the United States and the Soviet Union use the newly independent countries of Africa and Asia in the Cold War?
3. Why were the **decolonized** nations of Africa and Asia unstable?
4. Besides the peacekeeping functions of the UN, what other roles does the UN play in the world today? (Be sure to discuss WHO in your answer).
5. Since the end of the Cold War, what are two new threats to peace and stability in the world?
6. What are the main “human rights” as outlined in the **Universal Declaration of Human Rights** (1948)?

Lesson #6 - Aim: Can the United Nations be an effective agent for world peace?

Using the “Actions Pertaining to International disputes” handout, students will assess the effectiveness of the U.N. in settling disputes in the world since its creation.

ALL groups will answer the following questions as it pertains to their assigned region:

1. What issue or problem was the U.N. supposed to resolve in your region?
2. Did the U.N. resolve the issue? If so, how? If not, why not?
3. Do you think that it is possible for the U.N. to solve your regions’s issue?

Lesson #7 - Aim: Are the goals in the “Universal Declaration for Human Rights” obtainable?

Motivation: Ask students what they think their rights are. Discuss violations of their rights. Elicit historical examples of people whose human rights were severely denied or current human rights abuses in the world.

1. Read selected articles from the Universal Declaration of Human Rights”.
2. Match up the articles mentioned in the handout with the students responses in the “Motivation”.
3. Do you think that the protection of Human Rights should be an international responsibility?

Lesson #8 - Aim: Does the world have enough resources for us all?

Read pp. 830-8374 “Section 2: Global Economic Trends”

Define: a) multinational corporation b) privatization

1. Which countries are considered to be part of the a) global North and b) global South?
2. How do the *global North* and *global South* differ? (Be sure to discuss population, education and their economies in your answer).
3. Why have the *developing* nations of the Global South had difficulties developing?
4. Discuss and fill in the Chart “Does the World have enough resources for us all?”

Lesson #9 -Aim: Is the destruction of the environment the inevitable result of economic development?

Motivation: Demonstrate littering and failure to recycle. Discuss.

Read pp. 834-837.

Define: a) acid rain b) OPEC c) Chernobyl d) Bhopal e) Earth Summit

1. How has economic development increased the potential for widespread damage to the environment? Give two examples.
2. Describe how each of the following showed *interdependence*: a) the oil crisis of the 1970’s b) the debt crisis of the 1980’s.
3. Analyze the “Global Environmental Challenges Chart” on p. 836.

Lesson #10 - Aim: How have modernization and urbanization affected the lives of people in developing countries?

Read pp. 837-841

Define: a) liberation theology

1. How has **urbanization** affected people in the developing world?
2. Describe two ways in which **women’s** lives have changed in recent decades.

Lesson #11 - Aim: What are the benefits and harms of modern technology?

Read pp. 841-843.

Motivation: Ask students to compare how things were done 100 years ago to how they are done today.

1. Have students compile a list of the pros and cons of modern technology.
2. What are some examples of how technology has increased global interdependence and an international culture.

2/1/02

Aim: What were the origins of the Cold War? (Part I)

1. What happened to the Nazis at the Nuremberg trials? What did the trials conclude about the accountability of political and military leaders during wartime?
2. Which two countries were the “superpowers” after World War II?
3. What was the Cold War?
4. What were Stalin’s goals in Eastern Europe after World War II? Why was he suspicious and distrustful of the United States and Britain?
5. According to Roosevelt and Churchill, how were the leaders of the Eastern European governments supposed to be selected once the Nazis were defeated? How did Stalin react to this idea?
6. What did the Churchill’s expression “iron curtain” mean? Which countries were the “eastern bloc” or Warsaw Pact nations (see map)? Which countries were in the “western bloc” or NATO nations?

Homework Sheet #2 - Economic and Political Changes in Europe

Aim: Could Europe ever become the “United States” of Europe?

H.W. #11 - Read pp. 846-853.

Define: a) Berlin Wall b) Nuclear Test Ban Treaty c) detente d) welfare state e) service industries f) Common Market (1957)

Aim: Is the post-World War II Soviet Union characterized by continuity or change?

H.W.#12 - Read pp. 863-864

Define: a) dissident b) de-Stalinization b) Brezhnev Doctrine

Aim: How did Gorbachev’s reforms bring unforeseen to the Soviet Union?

H.W. #13 - Read pp. 865-867 (Stop at Section 5)

Define: a) glasnost b) perestroika

Aim: Could the Bosnian genocide have been prevented?

H.W. #14 - Read pp. 867-871.

Define: a) satellite nations (name at least 3 satellite nations of the Soviet Union) b) Nagy c) Dubcek d) Lech Walesa b) Solidarity d) Milosavic e) ethnic cleansing

1. How did the Eastern European “satellite” nations feel about being dominated (controlled) by the Soviet Union? Describe what happened in the rebellion to Soviet rule in: a) Hungary b) Czechoslovakia c) Yugoslavia and d) Poland
2. Describe what happened during the 1989 “democracy movement” in Eastern Europe.
3. Since the independence of Eastern Europe from Soviet control, what effect has nationalism had? Consider the role of nationalism in the following countries: a) Poland b) Hungary c) Czechoslovakia and d) Yugoslavia
4. As Yugoslavia broke apart, how did the Serbs create conflict in Sarajevo and Bosnia as a whole?
5. What role did the U.N. and NATO play in Bosnia and the former Yugoslavia?

Homework Sheet 2 - Economic and Political Changes in East Asia

Aim: Why did Mao Zedong's communism appeal to many people in China?

H.W. #10 - Read pp. 751-754.

Look at the following vocabulary words on the back of the H.W. Sheet: A-E

1. Why did Sun Yixian fail to achieve his goals? (p. 751-752)
2. What positive things did Mao and the Communists do for the Chinese peasants? (p. 753)
3. Why did the Long March help improve the reputation and following of the communists?
4. Who eventually won the civil war in 1949? (p. 754)

Aim: Should Mao be praised or condemned for his actions?

H.W. #11 – Read 880-883 – Stop at “China After Mao”.

Look at the following vocabulary words on the back of the H.W. Sheet: F-J.

1. Why did Mao Zedong in the support of the peasants? (p. 880-881)
2. List how Mao Zedong improved the following things: (p. 881-882)
 - a) education
 - b) medicine
 - c) women's lives
3. How did each of the following lead to terrible results for the Chinese people? (p. 882-883)
 - a) the Great Leap Forward
 - b) the Cultural Revolution
4. What was the relationship between China and the Soviet Union by the 1970's? Explain why this was the case. (p. 883)

Aim: Does China pose a danger to the world today?

H.W. #12 - pp. 883-887- Begin with “China After Mao”.

Look at the following vocabulary words on the back of the H.W. Sheet: K-M

1. What was the purpose of Deng Xiaoping's “Four Modernizations”? (p. 883-884)
2. Why did China begin to welcome foreign investment? (pp. 884)
3. Why did the Tiananmen Square massacre shock the world? What does this tell us about the Chinese government? (p. 884)
4. Why does the Chinese government restrict the number of children people can have and where people can live? (pp. 884-885)
5. Why does China want to get control over Taiwan? (pp. 885-886)

Aim: Does North Korea represent a threat to the rest of the world?

H.W.#13 - Read pp. 888-890 – Begin reading with “The Two Koreas”.

Look at the following vocabulary words on the back of the H.W. Sheet: N-P

1. Why was Korea divided in two halves following World War II? (p. 888)
2. Why did North Korea invade South Korea in 1950? What was the outcome of the Korean War? (p. 888)
3. Why has South Korea been so economically successful? (p. 888-889)
4. Why did North Korea fail to prosper the way that South Korea did? (P. 889)
5. What threat does North Korea's nuclear program pose the world? (p. 889)

Aim: What role will Japan play in the 21st century?

H.W. #14 – Read pp. 876-880.

Look at the following vocabulary words on the back of the H.W. Sheet: Q-R

1. List three reforms brought about by Japan's New Constitution, which was written following its defeat in World War II. (p. 876)
2. BRIEFLY explain how each of the following contributed to Japan's post-war “economic miracle”: (877-878)
 - a) High levels of education
 - b) High rates of savings
 - c) Strong “work ethic” (belief that you should work hard)
 - d) High tariffs (taxes on foreign imports)
 - e) Low spending on the military
3. BRIEFLY explain how each of the following is contributing to problems in Japan today: (878-880)
 - a) Inflation (caused by high oil prices)
 - b) Low morale among workers who fear losing their jobs
 - c) Angry voters who think Japan's political parties are corrupt

Aim: How did the Cold War struggles nearly destroy Vietnam and Cambodia?

H.W. #15 – Read pp. 890-893.

Look at the following vocabulary words on the back of the H.W. Sheet: S-V

1. Why was Vietnam divided into two following the end of World War II? (p. 891)
2. Who “won” the Vietnam War? (p. 892)
3. How did the American bombing actually contribute to the success of Pol Pot and the Khmer Rouge? (p. 892)
4. In what sense did the Khmer Rouge commit “genocide” against their own people? (p. 893)

Vocabulary List – Economic and Political Changes in East Asia

A. May Fourth Movement – On May 4, 1919 Chinese students, nationalists and those in favor of learning technology from the West protested in Beijing in order to get the governments attention about the threat of foreign imperialism.

B. Guomindang Party – Chinese nationalist party led by Sun Yixian.

C. Chaing-Kai-Shek (Jian Jieshi) – After the death of Sun Yixian, he took over the Guomindang party. He went on a campaign to crush his opposition (Chinese War lords and the Communists).

D. Mao Tse-Tung (Mao Zedong) – Leader of the Chinese Communists responsible for leading the Long March. He became the first leader of Communist China in 1949.

E. Long March – 1934 retreat by Mao Zedong and his followers from the Guomindang

F. commune – a community of people who live and work together and hold property in common.

G. Great Leap Forward – program begun by Mao Zedong in China in 1958 to increase agricultural and industrial output.

H- Cultural Revolution – program launched in 1966 by Mao Zedong to renew loyalty to communism and purge China of nonrevolutionary tendencies

I - Little Red Book – A book of Mao’ sayings

J – Red Guards – teenagers who were recruited by Mao Zedong to destroy “counterrevolutionaries” or people that Mao felt threatened by – targeted groups were teachers, authority figures, party leaders and factory managers.

K – Deng Xiaoping-Became the leader of Communist China in 1976. His leadership brought more economic freedom, but little political freedom or change.

L – Tiananmen Square Massacre-In May 1989, thousands of Chinese students were killed in Beijing by government troops because they were demonstrating for more rights and freedom.

M – One Child Policy-The Chinese government strongly urged people to have only one child in order to curb the huge population of China. Those who have more children are taxed or denied certain privileges by the government.

N – 38th parallel – the temporary division imposed by the Soviet Union and the United States during the Cold War. The North was influenced by the Soviet Union; The South was influenced by the United States.

O – North Korea – Has a totalitarian communist government. Is currently being watched by the international community because of its nuclear capabilities (which became an evident threat in the early 1990’s). The people here are starving and are denied basic freedom. **Kim Il Sung** led Korea after the Korean war – died in 1994. **Kim Jong Il** (son of Kim Il Sung) is the current leader of North Korea.

P – South Korea – Is a capitalist nation which has received a great deal of aid from the United States and has built a very successful and powerful economy.

Q – gross national product – total value of all goods and services produced by a nation

R – Diet – a group of representatives in the Japanese government

S – Ho Chi Minh – Vietnamese communist leader

T – Pol Pot – the leader of the Khmer Rouge who waged a campaign of terror on fellow Cambodians

U – Khmer Rouge – Cambodian communist guerrillas

V – genocide – an attempt to destroy an entire ethnic or religious group.

Homework Sheet 3 - Economic and Political Changes in South Asia and The Middle East

Aim: How did Gandhi use the strategy of non-violent resistance to win Indian independence?

H.W. #16 - Read pp. 646- beginning with “The Brightest Jewel” to 649. See Vocabulary 1-5.

1. How did British influence change India? (p. 646)
2. What ideas inspired Indian Nationalism? (p. 647)
3. What were the goals of the *Indian National Congress*? (p. 648)
4. Why was the *Muslim League* formed? (p. 649)
Read pp. 747-750
5. How did World War I strengthen Indian nationalism?(P. 747-748)
6. Explain how *Gandhi* resisted British rule. (p. 748-749)
7. How was the *Salt March* an act of *civil disobedience*? (p. 749-750)

Aim: To what extent is the “world’ largest democracy” meeting the needs of its people?

H.W. #17 – Read pp. 900-903. See vocabulary 6-7

1. How did the Green Revolution benefit India? (p. 901-902)
2. What kinds of products are made in India today? (p. 902)
3. Explain one way each of the following has improved in modern India:
 - a) Education (p. 902)
 - b) rights of women (p. 902-903)
 - c) rights of untouchables (p. 902)
4. Explain why each of the following continues to present problems in modern India:
 - d) population growth (p. 902)
 - e) ethnic conflicts – Hindus vs. Muslims and Hindus vs. Sikhs (p. 900-901)

Aim: Do ethnic conflicts in Afghanistan, Pakistan, and India threaten world peace?

H.W. #18 – Read pp. 903-905.

1. Describe the conflict that Hindu fundamentalism created in the 1990’s. (p. 903)
2. What was the result of the Sikh separatist movement? (p. 904-904)
3. Why was Bangladesh formed? (p. 904)
4. What environmental and social problems of India, Pakistan and Bangladesh? (p. 904)
5. What has been the recent relationship of India and Pakistan recently? Why should the world be concerned? (p. 904-905)

Aim: Are cultural or geographic factors more important in creating the conditions for conflict in the Middle East?

H.W. #19 – Read pp. 906-915

1. Explain one reason conflict over water resources has caused conflict between Turkey, Syria and Iraq. (p. 908-909)
2. Where was the Aswan High Dam built? What benefits has it brought? What problems has it created? (p. 913)
3. Which Middle Eastern countries have the most oil? The least? Why could this lead to problems? (p. 907-908)
4. In which countries are the Kurds discriminated against? Why are these countries “ant-curd”? (p. 912)
5. In which countries are traditional Islamic values most strongly defended? What problems has this created? (p. 909-910)
6. Which countries have made the strongest effort to become modernized and “Westernized”? What problems has this created? (p. 915 – See Cause and Effect timeline).

Aim: Can the Arab-Israeli conflict ever be peacefully resolved?

H.W. #20 – See Vocabulary 10-15.

Read pp. 746-747. “Promises in Palestine” and “ A bitter struggle”

1. Why did tensions develop between the Arabs and Israelis during the 1930’s? (p. 746-747)

Read pp. 906-909 - stop at “Islamic Revival”

2. Why did the European created borders of Iraq lead to conflict between Arabs? (p. 906-907)
3. Why did the creation of Israel in 1948 create conflict in the Middle East? (p. 907)

Read p. 916-919 - Stop at “Two Wars in the Persian Gulf”

4. Why was the Arab-Israeli conflict so hard to resolve? (p. 917-918)
5. Look at “Geography and History” on p. 918. Do questions 1-3.
6. How did the Arab-Israeli conflict fuel civil war in Lebanon? (p. 918-919)

Aim: Should the U.S. go to war against Iraq again?

H.W. #21 -Read p. 919 - “Two Wars in the Persian Gulf”

1. What was the cause of the Iran-Iraq War in 1980?
2. Why did Saddam Hussein invade Kuwait in 1990?
3. Why did the U.S. see the invasion of Kuwait as a threat?
4. List (2) outcomes (results) of the Persian Gulf War.

Vocabulary List – Economic and Political Changes in Southeast Asia and the Middle East

1. **Amritsar Massacre** – British soldiers brutally slaughtered Indians gathered in Amritsar for a peaceful protest requesting more self rule. This act of violence by the British convinced many Indians that British rule was evil and needed to be ended.
2. **non-violent resistance (satyagraha)** – a way of gaining rights through personal suffering and love rather than violence.
3. **civil disobedience** – a refusal to obey unjust laws
4. **boycott** – a refusal to buy products from a group who you disagree with
5. **Salt March** – Gandhi organized a march to the sea with other Indians as a statement of protest against the British salt tax (1930). The Indians did not use force to resist the brutality inflicted upon them by the British soldiers who tried to end the Salt March. The event was published around the world and helped to strengthen the Indian's desire for self rule and independence.
6. **Green Revolution** – the introduction of new seeds, fertilizers and irrigation to increase agricultural output in India.
7. **caste system** – in traditional Indian society, unchangeable social group into which a person is born. After Indian's independence (1947) the Indian constitution banned the discrimination of untouchables (the lowest member in the caste system).
8. **Hindu Fundamentalism** – the desire to have a government run by Hindu religious principles. This has incited acts of violence between Hindus and other religious groups and has resulted in the destruction of other religious sites.
9. **Sikh separatism** – the desire of the Sikh population in India to have their own country.
10. **Zionist Movement** – a movement dedicated to building a Jewish state in Palestine.
11. **Balfour Declaration** – Created in 1917 by the British to create a homeland for the Jewish people in Palestine.
12. **refugee** – a person who flees his or her homeland to seek safety elsewhere.
13. **Kibbutzism** – a communal farm in Israel where all members share in the work and child care of the residents.
14. **P.L.O.** – Palestine Liberation Organization. A group of Palestinians who are trying to establish a suitable homeland for the displaced Palestinians. Some of their methods include terrorism against Israel and Israeli sympathizers. They target Israel because Israeli territory used to belong to them before the United Nations created Israel after World War II.
15. **Yassar Arafat** – Leader of the P.L.O.

Homework Sheet 4 - Economic and Political Changes in Africa and Latin America

Aim: What were the major similarities and differences in African nations' struggle for independence?

Read Vocabulary Terms: A, B, O, P, and Q.

H.W. #22 - Read pp. 924-927. Stop when you reach "High Expectations, Dashed Hopes".

1. How did World War II influence nationalists movements in Africa? (p. 924)
2. Why were most African nations able to win freedom peacefully? (p. 924-925)
3. Compare and Contrast the independence movements in the following three countries: a) Ghana b) Kenya and c) Algeria (p. 926-927)

- Read Section 3 pp. 933-937.

4. List four problems Nigeria has experienced since independence. (p. 934-935)
5. Why did Civil War erupt (begin) in Zaire after independence? (p. 935)
6. Why did some Nigerians and some people of Zaire welcome military rule? (p. 935)
7. Describe Nyerere's program of African socialism a success or failure? Explain. (p. 935-936)
8. Why did Africans wage guerilla war in Zimbabwe? (p. 936-937)
9. How did Mugabe try to promote economic growth in Zimbabwe? (p. 937)

Aim: How does the international community affect the domestic situations in modern African nations?

Read Vocabulary Terms: C, D, E, F, R, S and T.

H.W. #23 - Read Chapter 36, Section 4 – p. 938-942

1. How did Apartheid affect South Africa? (p. 939)
 2. What steps were taken to end apartheid? (p. 939-940)
 3. Why were the 1994 elections in South Africa so significant? (p. 940)
 4. Despite the end of Apartheid, what problems do the blacks in South Africa still face? (p. 941)
 5. How did other countries in Southern Africa win their independence? What have been the result of their independence movements? (p. 941-942)

Aim: How did the United States practice *containment* in Latin America?

Read Vocabulary Terms: G, H, I, and U.

H.W. #24 - Read pp. 956-957 (up to "Regional and Global Issues")

1. What were three results of Castro's revolution in Cuba? (p. 956)
2. a) Describe two ways the United States intervened in Latin American affairs. (p. 956-957) b) How did Latin Americans respond? (p. 957)

Aim: Is capitalism and democracy the best solution to Central America's problems?

H.W. #25 - Read pp. 957- 961 (introduction to Section 3- Mexico, Central America, and the Caribbean) and pp. 964-966 - "War and Peace in Central America" and "Struggle in Haiti"

Read Vocabulary Terms: J, K, V, W, and X

1. How do many Latin American countries view the United States? (p. 957-958)
2. What were the goals of revolutionaries in Nicaragua? (p. 964)
3. How did El Salvador's civil war end? (p. 965)
4. Why did democracy have a hard time taking root in Haiti? (p. 965-966)

Aim: To what extent is Mexico achieving true economic and political progress?

H.W. #26- Read pp. 962-964 "Mexico on the Move"

Read Vocabulary Terms: L, M and N.

1. How did Mexico develop its economy? (p. 962-963)
2. What problems did Mexico face in trying to develop its economy? (p. 963-964)

Vocabulary List – Modern Africa and Latin America

Key Terms

- A. **Mau Mau**- the name given to African freedom fighters in Kenya by the British because these Africans used tactics like burning farms and destroying the livestock of white farmers hoping to get them to leave.
- B. **National Liberation Front** – Muslim nationalists from Algeria who used force to try to expel the French in the 1950's.
- C. **Apartheid**-South African government policy which made the separation of the whites from non-whites a law in the late 1940's. Under this system, blacks and whites could not marry and were forced to go to separate schools, houses of worship, etc. Non-whites and whites could not marry or have sexual relations. Non-whites were required to carry identification with them at all times and were restricted as to where they could go.
- D. **African National Congress**-group formed by opponents to apartheid in South Africa that encouraged political activism in blacks.
- E. **Pan-African Movement**-a movement emphasizing the unity of Africans and people of African descent all over the world.
- F. **SWAPO**-South African People's Organization which believes in armed struggle as a way to win independence from white rule in Africa.
- G. **Bay of Pigs**-an attempt by the United States to remove Castro from power with the assistance of Cuban exiles.
- H. **Cuban Missile Crisis** – In 1962, the United States and the Soviet Union almost had a direct confrontation over the issues of the Soviet Union installing missile bases in Cuba. The Soviet Union removed the missile bases as long as the United States promised not to invade Cuba.
- I. **O.A.S.**-The Organization of American States – formed in 1948 to promote democracy, economic cooperation and human rights in the western hemisphere.
- J. **Sandinistas**- a communist government who overthrew the ruling government in Nicaragua in 1979.
- K. **Contras**-a group, funded by the United States, to overthrow the communist Sandinistas. (1980's)
- L. **P.R.I.**-Institutional Revolutionary Party of Mexico which has been the major political group of Mexico since the early 1900's.
- M. **Ejidors**-cooperative farms for the rural poor of Mexico.
- N. **Maquilladoras**-assembly plants for the production of cars and other products which formed along the border of Mexico and America. They are funded by large multi-national corporations who take advantage of the lower labor costs of Mexican employees.

Key People

- O. **Kwame Nkrumah**-an African nationalist leader who won independence from European control and created the newly independent nation of Ghana. (1957)
- P. **Jomo Kenyatta**-Led the Mau Mau fighters and became the first prime minister of an independent Kenya (1963)
- Q. **Robert Mugabe**-Led rebellion against the British in Rhodesia and won independence from British rule. The country was renamed Zimbabwe (1980).
- R. **Nelson Mandela**-Became the first popularly elected black leader of South Africa in 1994 after over 20 years in prison connected with his actions to end white oppression in South Africa.
- S. **Desmond Tutu**-a black Anglican bishop and civil rights leader who helped end apartheid by encouraging foreign nations to stop trading with South Africa.
- T. **F.W. de Klerk**- last white leader of South Africa, he released Nelson Mandela from prison and abandoned the policy of apartheid as well as allowed for the first free election in South Africa.
- U. **Fidel Castro** – took control of Cuba in 1959 and established a communist state.
- V. **The Somoza Family** – the ruling family of Nicaragua until they were removed from power by the Sandinistas
- W. **Francois Duvalier** – “Papa Doc” who ruled Haiti from 1957-1970. He used secret police to destroy his opposition.
- X. **Rigoberta Manchu** – a Guatemalan Indian woman who won the Nobel Peace Prize in 1992 for her efforts to help the Native American cause in her country.

Homework Sheet #5 – Overview of Economic and Political Changes in the Modern World

Aim: Can the United Nations be an effective agent for world peace?

H.W. #27 – Read pp. 809-810 and pp. 828-830. Also see definitions A-F.

1. When was the United Nations founded? What was the original purpose? (p. 809-810)
2. What nations are included as the five “permanent” members of the Security Council? Why do these nations have so much power? (p. 809-810)
3. How has WHO tried to improve health conditions around the world? (p. 828)
4. What actions have GATT and the IMF taken to improve economic conditions in the world? (p. 828)
5. What has the United Nations done to address human rights abuses around the world? (p. 830)

Aim: Should we expect the world to become more dangerous or more peaceful over time?

H.W. #28 – Read pp. 826-830. Also see definitions G-K.

1. How did the Cold War contribute to tensions in Africa, Asia and Latin America? Give some specific examples. (p. 827)
2. How did countries like India avoid being dragged into the Cold War competition? (p. 827)
3. What actions did the U.N. take to promote peace and stability in the world since World War II? (p. 828)
4. What effect have nuclear weapons had on world peace?
5. What are some examples of terrorist acts?
6. According to the *Declaration of Human Rights*, what rights are all people entitled to? (p. 829)

Aim: Does the world have enough resources for us all?

H.W. #29 – Read pp. 830-834. Also see definitions L-P.

1. What nations make up the *global north*? What are the characteristics of these nations? (P. 830-831)
2. What nations make up the *global south*? What are the characteristics of these nations? (p. 831-832)
3. How does the global north help the global south? (p. 832)
4. Why does the global south resent the global north? (p. 832)
5. How did the oil crisis and the debt crisis highlight the disadvantages of *interdependence*?
6. Explain how each of the following were obstacles to modernization in the global south:
 - a. geography (p. 833)
 - b. population and poverty (p. 833-834)
 - c. economic dependence (p. 834)
 - d. economic policies (p. 834)

Aim: Is the destruction of the environment the inevitable result of economic development?

H.W. #30 – Read pp. 834-837. Also see definitions Q -T.

1. Describe the effects of the accidents in Bhopal, India and Chernobyl, Russia. (p. 835)
2. Study the Global Environmental Challenges Chart on p. 836. Describe how rapid population growth has contributed to TWO of the problems shown in the chart.
3. What solutions has the world created to help deal with environmental damage? (p. 837)

Aim: Is “Westernization” a desirable goal for the rest of the world?

H.W. #31 – Read pp. 837-843

1. How has *urbanization* changed traditional village life? (p. 839)
2. Why do certain people reject western influences and culture? (p. 839)
3. Overall, did women’s rights improve since 1945? (p. 839-840)
4. Explain how each of the following forms of technology transformed the world.
 - a. the computer revolution (p. 841)
 - b. the space age (p. 841)
 - c. medical breakthroughs (p. 841)
 - d. the Green Revolution (p. 841)

Key Terms and People

- A. **United Nations** – an international peacekeeping organization created after World War II.
- B. **Security Council** – includes five permanent members who all have the right to veto any UN decisions to take action.
- C. **WHO** – the World Health Organization. They work to improve health conditions throughout the world by giving vaccinations for deadly diseases – such as small pox.
- D. **GATT** – General Agreement on Tariffs and Trade. Discuss world wide economic issues and try to ensure fair trade practices.
- E. **IMF** – International Monetary Fund. Makes loans to developing nations.
- F. **Universal Declaration of Human Rights** – Created in 1948 to ensure that all basic rights of people in the world are protected.
- G. **Nonaligned** – a country that did not take sides during the Cold War (i.e. India)
- H. **Interdependence** – when countries depend on each other for knowledge, resources and goods.
- I. **NPT** – Non-proliferation Treaty. An agreement to stop the spread of nuclear weapons.
- J. **Terrorism** – acts of violence against civilians for the purpose of getting revenge or achieve political goals.
- K. **Helsinki Agreement** – created in 1975 to expand on the Declaration of Human Rights. It added freedom of speech and the right live safely and earn a decent living.
- L. **Developing nations** – those countries that belong to the global south: such as many Asian nations, Latin America and Africa. They lack advanced technology and are generally poor.
- M. **Developed nations** – those countries considered to be part of the global north: such as the United States, Australia, Europe and Japan. They are generally modern and wealthy.
- N. **Multinational corporation** – corporations that have businesses all over the world.
- O. **OPEC** – Organization of Petroleum Exporting countries (formed in 1973). Major oil producing nations decided to set agreed upon prices for oil to avoid competition and therefore keep prices higher.
- P. **Privitization** – selling off state owned businesses to private investors.
- Q. **Acid rain** – when toxic chemicals from pollution fall back to the earth in the rain. It damages lakes, forests and farmland.
- R. **Deforestation** – Cutting down too many trees and destroying the rainforests (i.e. in Latin America)
- S. **Desertification** – the result of overfarming and overgrazing where the soil becomes dry and unusable (i.e. North Africa).
- T. **Liberation theology** – a movement in the Catholic Church in Latin America during the 1960's to get the Church more involved in improving conditions in developing nations.