

**REVIEW PACKET
AMERICAN WORLD STUDIES I
OHIO GRADUATION TEST
HISTORY SECTION**

The History section of the test will cover seven areas of knowledge. They are History, People in Societies, Geography, Economics, Government, Citizenship Rights and Responsibilities, and Social Studies Skills and Methods.

The test will consist of thirty-eight questions; thirty-two will be multiple choice each worth 1 point. The essays will have four short answer essays each worth 2 points and two extended response essays each worth 4 points.

The review packet covers the seven areas of knowledge. Each area is broken down into benchmarks, questions and then information. This packet is a Brief review for the test. It is important you read the questions slowly, break it down and understand what they are asking you, then pick the best possible answer. The essays are asking you for Facts not your opinions. Organize your thoughts in a small outline form and then write your essays.

From now until the test review use your packet and ask your History teacher if you have any questions. If you need any help stop by and see me in room 301B and I will assist you. After the test is over if you would please turn the packet back into me for future use. The next couple weeks are a big challenge for you to prepare for the test and pass it.

Mr. Payne

HISTORY

BENCHMARK A: Explain connections between the ideas of the enlightenment and changes in the relationship between citizens and their government.

ENLIGHTENMENT - was an eighteenth - century philosophical movement of intellectuals who were greatly impressed with the achievement of the scientific revolution?

Intellectuals used the word REASON to apply the scientific method to an understanding of all life.

1. ENLIGHTENMENT EFFECTS ON:

A. Politics -

The study of Natural Law that govern the Social and Political relationship of Human Being.

3 Basic kinds of Governments

- a) Republics - Small states (Elected Official)
- b) Despotism - Large state (Absolute Ruler)
- c) Monarchies - Moderate size (King/Queen)

Separation of Powers (No one Branch gets too powerful)

- 1 - Executive - Enforce Law Checks
- 2 - Legislative - Makes Laws And
- 3 - Judicial - Interpret Laws Balance

B. Economics -

Natural Economic Law where Individuals were free to pursue their own economic self-interest all society would benefit.

The state would not interfere in economics this was known as Laissez-Faire meaning to let people do what they want.

C. Cultural Institutions

Law - Punishment at this time was extreme because state police was too small to capture the criminals.

People of the enlightenment felt punishment should be less brutal, they also opposed Capital punishment (Death Penalty)

D. Religion

Most Europeans were religious Christians

- 1) Roman Catholics
- 2) Protestants - created 16th Century controlled by the state (England)
 - A) Methodism - A movement from the Protestants by John Wesley to serve the lower classes of people.

E. Monarchy and Absolutism

People of the enlightenment believed that All people had Natural Rights.

1. Equality before the Law
2. Freedom of Religious Worship
3. Freedom of Speech
4. Freedom of the Press
5. Right to Assemble, hold property, and pursue happiness.

- * All of these natural rights would go Against Monarchies (Kings & Queens) and Absolutism (Ruler holds total power).
- Some Monarchies and Absolutism tried to use a mixture of their Power and natural rights but they were not successful
 - a) Frederick II of Prussia
 - b) Catherine the Great of Russia

2. ENLIGHTENMENT IDEAS ON:

A. American Revolution 1776-1783

American Colonist had their own Legislatures (Law making bodies) and did not want the British government to run their affairs.

- The Colonist also saw the writings of the Enlightenment dealing with Political, Economics, Religious, and Natural Rights of People.
- The Colonist used these writings in creating the Declaration of Independence, Articles of Confederation, and the U.S. Constitution.

B. French Revolution 1789

- It tried to create a new Political Order and Social Order using the writing on the Enlightenment.

1789 French Society was divided into Three Estates

	Population	Land	Taxes
First Estate - <u>Clergy</u>	.5%	10%	NONE
Second Estate - <u>Nobility</u>	1.5%	25%	NONE
Third Estate - <u>Commoners</u>	98%	65%	100%

Estate General was Frances Law making body with Each Estate having one vote.

- First and Second Estate would control it
- * Third Estate Revolted against it.

The third estate drafted a Constitution (written plan of government) on June 17, 1789 Louis XIV fell from power.

- C. Latin American Wars for Independence
New Political ideals coming from North America would influence countries in Latin America.

Latin America was dominated by two European Nations Spain and Portugal.

Social Classes based on privilege divided Colonial Latin America

- A. Peninsularies (Top) held all important positions
- B. Creoles (Middle) controlled land and business but were considered second class citizens.
- C. Mestizos largest group but worked as servants and laborers.

Creoles were descendants of Europeans born in Latin American and lived there permanently. Creoles deeply resented the Peninsularies.

Peninsularies were Spanish and Portuguese officials who resided temporarily in Latin America for political or economic gain.

These Europeans drained the Americas of their wealth and the Creole Elite soon began to denounce the rule of the Spanish and Portuguese.

1807-1825 A series of revolts took place because of the weakened state of Spain and Portugal as a result of the Napoleonic wars.

Benchmark B: Explain the social, political and economic effects of industrialization.

- 3. Explain causes and effects of the Industrial Revolution with emphasis on:
 - A) How scientific and technological changes promoted industrialization in the textile industry in England?
 - 1. Better food supply.
 - 2. Growth in population.
 - 3. Britain had a supply of money or capital to invest in new machines and factories to house them.
 - 4. Natural resources were plentiful, rivers as water power.
 - 5. A supply of markets gave British manufactures a ready outlet for their goods.

Textile Industry Advancements

- a) Spinning Jenny could produce thread quickly in large amounts.
- b) Water Powered Loom invented by Edward Cartwright 1787
 - *Steam engine improved by James Watt would be used to power these machines.
- B) The impact of growth of population, rural-to-urban migration, growth of industrial cities, and immigration out of Europe.

Growth of cities was directly related to industrialization.

- People moved from the Country to Cities to find Jobs. (Traveling on new Railroads)
- Cities became over crowded and poor living conditions.
- People began to immigrate to North America for land, jobs, and opportunities.

C) The changing role of labor and the rise of the union movement.

The Industrial Middle Class - People who built the factories, bought the machines, and figured out where the market were.

The Industrial Working class - This group of workers faced long hours 12 to 16 daily and six days a week.

Union Movement (Trade Unions) - A force for workers rights.

In Great Britain in the 1870's workers gained the right to strike (work stoppage). Strikes were used to raise wages, improve working conditions, and gain the right of collective bargaining (negotiations between union workers and employers).

D) Changes in living and working conditions for the early industrial working class, especially women and children.

Cities became over crowded, in 1800 40% of Great Britain's population lived in cities, by 1914 80% lived in cities.

Lack of jobs and lack of land drove people to the cities and because living conditions improved people were able to survive.

* Cholera a deadly disease and others stopped making living healthier.

Women and children were the main workers in the textile industry.

Factory Act 1833 set the age of 9 as the minimum age for workers.
Children 9-13 years of age worked 8 hours a day while
Children 13-18 years of age worked 12 hours a day.

E) The growth of industrialization around the world.
- The second industrial revolution, combined with the growth of transportation by steamship and railroads, created a true world economy

BENCHMARK C: Analyze the reasons that countries gained control of Territory through Imperialism and the impact on people living in the Territory that was controlled.

4. Describe the Political, Economic and Social root of Imperialism.

Imperialism - The extension of a nation's power over other lands.

1880's New Imperialism sought nothing less than direct control over vast Territories.

Political - gaining Territories abroad gave European States advantage over their rivals.

Economic - Territories gave these European Countries locations for raw material and a market to sale finished goods.

Social - many Europeans saw themselves as a **Superior** race to the **Inferior** races of native lands around the world.

1880's European Countries were going after lands in **Africa** and **Southeast Asia**.

5. A. **Indigenous Language** - The colonized (Native people) would have to learn a new language to communicate with the Colonizers, while keeping their own Indigenous language to communicate within their own culture.
- B. **Nature Resources** were to be taken out of the Colony and back to the Mother Country for production into manufactured goods. These goods would be resold in the Colonies.
- C. **Labor** - The Colonizer (Imperialist) would use Native labor (Colonized) to benefit the Mother Country and its economy.
- D. **Political Systems** - The Imperial Country could rule their colony one of two ways:
Indirect Rule - Local rulers were allowed to maintain the position of authority and status in a New Colonial setting.
Direct Rule - Local leaders were removed from power and replaced with a new set of officials brought in from the Mother Country.
- E. **Religion** - Many Europeans came to these New Territories with the derive to Christianize the people of the region. The Religion these people already had was not Christian so they were considered not civilized.

6. Explain the Global impact of Imperialism including

A) Modernization of Japan

By 1800 Japan had been isolated for 200 years.

-Opening Japan would benefit all trading Nations as a new market.

Japan had to modernize many parts of their society.

1. New Imperial Army was created - Compulsory military, all men served 3 years.
2. Universal system of education adopted - The American model of Elementary, Secondary schools and Universities.
3. Western practices of daily life was adopted.

B) Political and Social reform in China

Foreign Nations began to create spheres of influence.

-Areas where the Imperial powers had exclusive trading rights.

Open Door Policy - created by Secretary of State John Hay of The United States, all Imperialist powers in China would share areas of trade hoping to keep China intact.

The Qing Dynasty collapsed and the followers of Sun Yat-Sen took over.

Chinese Economy changed in three ways.

1. Introduced modern means of transportation and communications.
2. Create an export market.
3. Integrate the Chinese market into the 19th century world economy.

C) Exploitation of African resources.

Between 1880 and 1900 Great Britain, France, Germany, Belgium, and Portugal placed virtually all of Africa under European rule.

-Economic and intense rivalries were created among these Nations.

-Most all of the continent was direct rule (Local leaders are removed and replaced by leaders of the Mother Country).

-Manufactured products were brought in and raw materials taken back to European Nations.

BENCHMARK D: Connect developments related to World War I with the onset of World War II.

7. Analyze the causes and effects of World War I with emphasis on:

- A. 1. Militarism - Countries around the world created large armies and navies to support their Territories on all Continents.
2. Imperialism - European Nations competed for land around the world making bigger rivalries and bitter enemies.
3. Nationalism - Some small minorities (Slavics in the Balkans, Irish in the British Empire, and Poles in Russia still wanted their Nation States.)

4. Alliances - Europe's great powers formed alliances Germany, Austria-Hungary, and Italy formed the Triple Alliance in 1882 (Later the Central Powers, less Italy and adding the Ottoman Empire) Great Britain, France and Russia created the Triple Entente in 1907 (Later adding Italy and becoming the Allied Powers).

B) The Global Scope, outcomes and Human costs of the war.

The major portion of WWI was fought on the European Continent

1. Western Front
2. Eastern Front
3. Balkans and Middle East

Eastern Front

The front was very Mobile, Russian invaded Eastern Germany and lost two major battles making Russia no longer a threat to invade Germany.

Austria-Hungary had lost some battles and Italy attacked Austria-Hungary betraying the Triple Alliance.

* Italy now joins France, Great Britain, and Russia and forms the Allied Powers.

Western Front

Germany invaded thru Belgium, swept around towards Paris and surrounded most of the French Army.

- The Germans were stopped short of Paris and the front became a stalemate (Trench warfare).

Balkans and the Middle East

The Allies started the Balkan Front landing troops southwest of Constantinople (Black Sea).

- Bulgaria entered the side of the central powers forcing the allies to withdraw.

Middle East - A British officer known as Lawrence of Arabia with the British Army in Egypt helped Arab Princess to revolt over the Ottoman Empire.

Outcomes

1917 Russia pulls out of the war because of a Revolution in their country (Eastern Front).

Germany focused all men and supplies on the Western Front.

1917 United States entered the War on the Allies side.

Supplies and money made a big impact.

1918 Large Army sent to Europe made the difference in the Allies victory.

Germany and the Central Powers surrendered on November 11, 1918.

Close to 10 Million people lost their lives in the war.

- C. The Role of New Technologies and practices including the use of Poison gas, Trench Warfare, Machine guns, Airplanes, Submarines and Tanks.

Military tactics did not change even with the use of these new technologies and practices.

Because of Trench Warfare - Poison gas and Machine produced large casualties on both sides since frontal assaults were being used when attacking the enemy.

Airplane and tanks were being used on a small scale in different roles.

Germany used submarines had some success in sinking allied shipping in the North Atlantic.

- D) The Treaty of Versailles and the League of Nations

The Treaty of Versailles - The final peace settlement of Paris consisted of 5 separate Treaties with Germany, Austria, Bulgaria, Hungary, and Turkey.

The Germans and Austrians were considered to cause the war and had to pay War Reparations - damages from the war.

Alsace and Lorraine was taken from Germany and given back to France.

- Germany's Army and Navy were scaled back and Air Force was eliminated.

League of Nations

International peace keeping organization created after World War I to prevent future wars proposed by Woodrow Wilson President of The United States.

8. Analyze the causes and consequences of the Russian Revolution.

The Lack of Economic, Political, and Social Reforms under the TSARS.
Czar Nicholas II was an Autocratic Ruler (Government of one persons unlimited Power).

Russian was not prepared both Militarily and Technologically for the total war of World War I.

Russian lacked Military leaders and the supplies and equipment for the war.

The Czar relied on the army and bureaucracy to keep him in power.

B) The impact of World War I

1914 to 1916 the Russian Army suffered incredible losses, two million soldiers killed and another four to six million wounded or captured.

- By 1917 the Russians will to fight had vanished making the Czar government that much weaker.

March Revolution 1917 a series of strikes led by working class women in the capital city of Petrograd.

the Dumas (Legislative Body) created a Provisional government made up of Middle class asking the Czar to step down from power.

C) The Emergence of Lenin, Stalin and the Bolsheviks

The Bolsheviks began as a small faction of a Marxist Party called the Russian Social Democrats. The Bolsheviks leader known as Lenin.

Lenin felt a small party of well disciplined professional revolutionaries could overthrow the Provisional government using soldiers, peasants, and workers.

The Bolsheviks promised to:

1. End the War.
2. Redistribution of all lands to the Peasants.
3. Transfer factories and industries from Capitalist to the Committee of Workers.
4. Transfer of government power from the Provisional Government to the Soviets (The People).

Joseph Stalin joined the Bolsheviks in 1903, not a good speaker or writer but he was a good organizer.

Stalin was one of the greatest mass murders in human history.

- As many as 25 million people had been put to death in Russia while he was in power.

D) The Rise of Communism in Russia

The Bolsheviks seized power in Russia and between 1918 and 1921 the Communist Red Army fought against the Whites.

The White army were people who opposed the New Communist Regime that included Liberals and Anti-Leninist Socialist.

The Communist used a policy of War Communism they took control of banks and most industries.

- This ensured the Red Army would have the necessary supplies for war.

By 1921 the Communist were in total command of Russia.

The Communist had transformed Russia into a Centralized State dominated by a Single Party.

Asses the Global impact of post World War I Economic, Social and Political turmoil including:

A) Disarmament

Disarmament was attempted by the Treaty of Versailles and The League of Nations.

- There was some limitations done on Naval Vessels by the Washington Conference 1921-22.

France refused to disarm because of its past with Germany.

B) World Wide Depression

Two major factors played a role in the start of the Great Depression.

- 1) A series of downturns in the economies of individual Nations in the second half of the 1920's (Wheat prices fell because of overproduction).
- 2) International financial crisis involving the U.S. Stock Market.

The year 1931, one of four British workers were unemployed, while six million German workers were without work, forty percent of its workforce.

* Only World War II and the growth of the weapons industries brought most countries out of the depression, especially The United States.

C) Colonial Rebellion

Ottoman Empire was dissolved creating Turkey the countries of Lebanon and Syria - French Mandate (Control over a Territory granted by The League of Nations).

The countries of Iraq, Trans-Jordan, Palestine and Egypt British Mandate and the Kingdom of Saudi Arabia independent.

The Continent of Africa continued to be controlled by Europeans, between 1919-1939. Africans asked for reform and their independence none were granted.

India with the leadership of Mohandas Gandhi continued to Protest and asks for reform from the British Government.

- Gandhi nonviolent protest

India independence would not happen until after World War II.

D) Rise of Militarist and Totalitarian States in Europe and Asia

Totalitarian State - A government that aims to control the Political, Economic, Social, Intellectual, and Cultural lives of its citizens.

Asia - Japan was the dominant military and Totalitarian State in the region.

Military leaders gained power in the 1930's after capturing Manchuria from China with the support of the Japanese people.

- The Emperor Hirohito accepted the military position hoping to keep the Monarchy from being removed.

Europe had three dominant Totalitarian States Italy Russian, and Germany.

Italy their leader Benito Mussolini, took power in 1922 and created the Fascist Party. Type of Government - Fascist
Supported the Catholic Church, Nationalism, Antisocialism, and Anticommunism.

USSR Their leader Joseph Stalin took power in 1929, belong to the Communist Party. Type of Government - Communist
5 year plans for rapid industrialization, and collectivization of farms (State run farms).

Germany Their leader Adolph Hitler took power in 1933 belongs to the Nazi Party. Type of Government - Fascist
Rearmament, public projects to put people to work, Anti-Semitism, Racism, and Extreme Nationalism.

9. Analyze the cause of World War II including:

- A) **Appeasement** - Satisfying demands of dissatisfied powers in an effort to maintain peace and stability.

Great Britain with their Prime Minister Neville Chamberlin followed the foreign policy of Appeasement giving into Hitler's demand and hoping he would be content.

Adolph Hitler continued to demand more and more land until his invasion of Poland. That started World War II September 1, 1939.

- B) Axis Expansion

Axis Countries - Germany, Japan, and Italy.

Germany - Western Europe invaded France April 1940, did not invade Great Britain. Major invasion of Russia Spring 1941. North African invasion 1941.

Italy -invaded into two regions The Balkans (Greece) and North Africa, unsuccessful in both areas.

Japan - Third member to join the Axis Powers attacked Pearl Harbor December 7, 1941. US Naval Base Pacific brought the U.S. into the War.

Japan invaded China, Thailand, Burma, French Indo China, and very large regions of the South Pacific Ocean almost to Australia.

- C) **The Role of Allies**

Allies - the big three United States, Russia and Great Britain and their were many others.

Great Britain 1940 was fighting Germany by itself, Germany controlled all of Europe. -

- Great Britain defeated Germany in a two-month air battle for Britain August-September 1940. The defeat of the Luft Waffe (German Air Force) postponed the invasion of Great Britain indefinitely.

Russia was invaded by Germany on June 22, 1941 along an 1,800 mile front. Russia would become an ally of Great Britain against Germany. The Eastern Front Germany would have to use the majority of their Army 200 divisions fighting the Russians June 1941 - April 1945.

Russia would fight the Japanese in Manchuria during the final months of war.

United States

Became an Allied Power after Japan attacked Pearl Harbor December 7, 1941.

The U.S. would play a major role in both the European Theater and Pacific Theater of Battle.

European Theater

U.S. invasion North Africa November 1942 against German and Italian forces.

-Invasion Sicily and Italy late 1943 early 1944

- Invasion France D-Day June 6, 1944

Germany surrenders April 1945.

Pacific Theater

The U.S. stopped Japanese expansion at the battle of Midway June 1942 Naval Battle and Guadalcanal August 1942 - February 1943.

Allied Forces used the Island hopping tactic - bypassing and isolating Japanese strong holds.

Japan was pushed back to their homeland and the U.S. dropped two Atomic Bombs ending the War August 1945.

Benchmark E: Analyze connection between World War II, the Cold War and Contemporary conflicts.

10. Analyze the consequences of World War II including:

A) Atomic Weapons

The U.S. and Germany were racing to develop the Atomic Bomb.

The U.S. dropped two Atomic Bombs on Japan ending the War in the Pacific. No invasion of the Japanese homeland was needed saving over an estimated 100,000 American casualties.

Now since the U.S. had Atomic weapons it would become a big detriment of countries going to war against the U.S.

B) Civilian and Military Losses:

Civilian Losses - WWII would be the first war in which the Civilian population was attacked, each side tried to break the will of the opposition civilian population.

Estimated 27,372,900 civilians killed.

Military LossesAxis - 6,582,000Allies 14,276,000

Total 20,858,000

- C) **The Holocaust and its impact**
 Holocaust was the wide spread and complete destruction of the Jewish Population on the Europe Continent by SS soldiers of the German Army. This policy was known as the Final Solution. Which was the Genocide (Physical Extermination) of the Jewish people. After WWII large number of Jewish people became displaced to other Nations. Example, United States and Israel.
 - An estimated six million Jewish people were put to death.
- D) **Refugees and Poverty**
 The U.S. implemented the Marshall Plan. Which was designed to rebuild the prosperity and stability of worn torn Europe. Proposed by General George C. Marshall Secretary of State. Eastern Europe under Communist control refused help.
 - After the war millions of people were starving and displaced from their homes.
- E) **The United Nations April 1945**
 Created by President Roosevelt and accepted by Churchill and Stalin. This International organization used as a peace keeping organization, to eliminate the root causes of war. The United Nation created agencies that promoted global education and the well being of children.
 Headquarters for the UN - First San Francisco and then New York City.
- F) **The Establishment of the State of Israel**
 May 14, 1948
 The land of Israel the birthplace of the Jewish people, here their spiritual, religious and national identity was formed.

The United Nations proclaimed the establishment of the Jewish Nation in Palestine, to be called the State of Israel. Because of the Holocaust and the deliberate killing of six million Jews, Palestine was divided into a Jewish State and a Palestinian State.

11. **Analyze the impact of conflicting political and economic ideologies after World War II that resulted in the Cold War.**
- A) **Soviet expansion in Eastern Europe at the end of World War II, Soviet Military forces occupied all of Eastern Europe. All of the occupied States came under Soviet control between 1945 to 1947.**

Between 1948 and Stalin's death in 1953, Eastern European Satellite States directed by the Soviet Union.

Instituted Soviet type Five-year plans with emphasis on heavy industry and not consumer goods.

Collectivize Agriculture and eliminating all non-Communist parties.

B) The Division of Germany

At the end of World War II the Allied Powers had divided Germany into Four Zones each power United States, Great Britain, France and Russia controlled a zone.

Berlin deep in the Soviet zone was also divided into four zones.

All four Nations could not arrive at a final Peace Treaty concerning Germany.

February 1948 the U.S., France, and Great Britain were making plans to unify the three Western sections of Germany (and Berlin) and create a West German Government.

The Soviets opposed the creation of a separate West German State.

The Soviets blockade of Berlin lasted for 15 months until May 1949.

The Western Powers had to airlift all food and supplies into Berlin.

September 1949 the Federal Republic of Germany or West Germany was formally created.

October 1949 a separate East German State, the German Democratic Republic was set up by the Soviets.

C) The Emergence of NATO and the Warsaw Pact

The search for security during the Cold War led to the formation of New Military Alliances.

NATO - North Atlantic Treaty Organization was formed in April 1949. All Western European countries, Canada, and the United States.

- All Powers agreed to provide mutual help if any one of them was attacked.
- A few years later West Germany and Turkey joined NATO.

In 1955 The Soviet Union joined with Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, and Romania in a formal Military Alliance known as the Warsaw Pact.

- Now, Europe was once again divided into hostile Alliance System, just as it had been before World War I.

D) The Chinese Communist Revolution

1945 there were two Chinese Governments Nationalist Government of Chiang Kai-Shek supported by The United States.

Communist Government under the leadership of Mao Zedong (People's Liberation Army).

1946 full scale Civil War broke out and by the spring 1949 the Communist had defeated the Nationalist.

Chiang and two million Nationalist followers fled to the Island of Taiwan off the coast of China.

12. Examine Social, Economic and Political struggles resulting from Colonialism and Imperialism including:

A) Independence movements in India, Indo China and Africa.

India after World War II Great Britain controlled India, but India two major religious groups Muslims and Hindus were bitterly divided.

Two separate countries would have to be created India - Hindu and a divided Pakistan East and West for the Muslims.

This took place August 1947 and Millions of Hindus and Muslims fled across borders to their new homes.

Indo China the countries of Cambodia, Laos and Vietnam was created from the French Colony.

1945 Communist forces led by Ho Chi Minh took over most of Vietnam and was elected President.

France refused to accept the new government and seized the Southern part of the country. France fought the Communist for years and signed a peace settlement dividing the country creating

North Vietnam - Communist (Hanoi) Capital

South Vietnam - Non Communist (Saigon) Capital.

Africa After World War II European countries realized African colonies should have their independence.

The United Nations Charter, which pledged that all colonial people, should have the right of Self - Determination of their government.

13. Explain the causes and consequences of the fall of the Soviet Union and the end of the Cold War.

A) The Arms Build-Up

The Soviet Union kept a large standing army to control its satellite Nations and so it would never be invaded by a foreign power again (20 million deaths in WWII).

Nuclear Arms Race was between the Soviet Union and the United States. Short range and long range missiles keeping a balance of power so one Nation would not attack the other.

B) Ethnic Unrest in The Soviet Union

The Soviet Union covers 12 time zones and population was 288,742,345 in 1988.

More than 92 Ethnic groups and more than 112 languages. Because of the size of its country and many different Ethnic groups when Communism began to decline many of these groups of people wanted their freedom.

C) Independence movements in former Soviet Satellite

Soviet Union exploited Eastern European Countries economically for their benefit and made living conditions harsh for most people.

After Stalin died The Soviet Union made it clear especially in Poland, Hungary, and Czechoslovakia that it's Eastern European Satellite Nations could not gain their independence.

Hungarian revolt 1956 and Czechoslovakia revolt 1968 both were put down by Soviet troops.

D) Global Decline of Communism

With The Soviet Union on decline the spread of Communist was stopped. Today Cuba and Albania still have hard line Communist governments while China is in a State of change.

Today most countries have Democratic forms of governments.

14. Examine Regional and Ethnic Conflict in Post-Cold War Era

- A) Persistent conflict in the Middle East during the 1950's and 1960's the dispute between Israel and other Middle Eastern countries grew, 1967 six day war Israel attacked its neighbors and gained large areas of land.
1973 Egypt attacked Israel ending in a cease-fire agreement (since then no major wars)

1964 the PLO (Palestine Liberation Organization) to represent the interest of the Palestinians.

The PLO leader Yasir Arafat began to launch Terrorist Attacks on Israeli Territory.

1980's Palestinians even became more militant. This militancy led to a movement known as the Intifada (uprising).

1990's Palestinians recognized the State of Israel and in return Yasir Arafat became the head of a semi-independent area known as the Palestinians Authority.

- B) Ethnic Strife in Europe, Africa, and Asia
Europe the Balkans continued to be an area of Ethnic unrest with United Nations peace keeping farces all through the region.

Africa because of all the new independent Nations, new governments took power by the vote (democracy) or Military Force (Dictatorship).

Societies completely changed white Europeans losing land and wealth because of the new governments.

Sometimes Religion as same as Race created change and unrest in many peoples lives.

Asia many revolutions and regional conflicts took place in Asia reshaping many borders in the region.

Korean War 1950-1953, Vietnam U.S. involvement 1964-1973, and many other smaller conflicts that changed society in the region.

PEOPLE IN SOCIETIES

Benchmark A - Analyze the influence of different cultural perspectives on the actions of groups.

1. Analyze examples of how people in different cultures view events from different perspectives.
 - A) Creation of the State of Israel
 Positive - The U. S. and Great Britain would support the creation of The State of Israel because of what happened to the Jewish people in the Holocaust and Jewish population in their own countries.
 Negative - Iran and Indonesia both Nations have a high population of Muslims and displacement of the Palestinians would make them Anti-Israeli.

 - B) Partition of India and Pakistan
 People from Great Britain saw this as necessary because of there past experiences of governing this region and seeing the conflicts between the Muslims and Hindus.

 People from Arab countries with Muslim backgrounds saw the much larger Hindu population punish the smaller Muslim group.

 - C) Reunification of Germany
 Some European countries would see the reunification of Germany as a positive for the economy of the European Continent.

 Some countries around the world might be concerned with the reunification that might give Germany the power to dominate the European Continent in economics, politics and the military.

 - D) End of Apartheid in South Africa
 Black Africans would see the last dominant control of a White Minority over a Black Majority of people within a country.

 Many people of the United States simply saw the Black population of that region gain their Civil Rights and freedoms.

Benchmark B - Analyze the consequences of oppression, discrimination and conflict between cultures.

2. Analyze the results of political, economic, and social oppression and the violation of Human Rights.

- A) **The Exploitation of indigenous peoples.**
 The British government for years controlled the region of India. The people of India had to follow the political, economic, and social system forced upon them by the British.
- B) **The Holocaust and other act of genocide, including those that have occurred in Armenia, Rwanda, Bosnia and Iraq.**

Hitler blamed the Jewish Population for all the problems of the German people of the 1930's. His remedy was to exterminate the Jewish population on the European Continent, which became known as the Holocaust.

Saddam Hussein oppressed and controlled the country of Iraq.

Saddam was a Sunee the smallest of the three groups in Iraq. Saddam genocide and terrorized the other two groups Shiites and Kurds to keep his control of the people of Iraq.

Armenia 1915 over 1 million Armenians were killed by the Ottoman Turks.

Rwanda 1994 the African country had over 800,000 people killed by Ethnic genocide from a warring tribe.

Bosnia 1992 declared it's independence from Yugoslavia.

The Bosnian Serbs supported by neighboring Serbia and Montenegro responded with armed resistance aimed at partitioning The Republic along Ethnic Lines.

Benchmark C Analyze the ways that contacts between people of different culture results in exchange of cultural practices.

3. Explain how advances in communication and transportation have impacted.
- A) **Globalization** - People around the globe are more connected to each other than ever before. Globalization describes the time period of today concerning the political, economic, cultural atmosphere.
- The same forces that allow businesses to operate as if National borders do not exist also allow Social Activists, Labor organizers, Journalist, Academics and many others to work on a global stage.
- B) **Cooperation and Conflict** - Communication and transportation of today gives people the ability to solve their problems on a large scale.

- C) Environment - Issues can be addressed and examined at any level of society. The ability to communicate and the advancement in transportation can help solve issues dealing with the environment.
- D) Collective Security - The ability of the United States to defend itself with other countries like the NATO Nation has improved because of advancements in communication and transportation. Conflicts can be discovered quickly and a response can be made.
- E) Popular Culture is the “Culture of Mass Appeal” popular culture is the key to understanding a society’s Culture and Values during different eras.
- F) Political Systems - People has unlimited resources about Political Parties, Candidates, and Issues because of the advancements in communication.
- G) Religion - People who live in an Authoritarian State (no religious freedom) can experience Religion with the world wide communication capabilities within their homes.

GEOGRAPHY

Benchmark A: Analyze the Cultural, Physical, Economic and political characteristics that define regions and describe reasons that regions change over time.

1. Interpret data to make comparisons between and among countries and regions.
 - A. Birth rates
 - D. Death rates
 - C. Infant mortality rates
 - D. Education levels
 - E. Per capita grosses domestic product (GDP)
2. Explain how differing points of view play a role in conflicts over Territory and resources.

Example: Pakistan and India continue to have conflict over an area known as Kashmir.

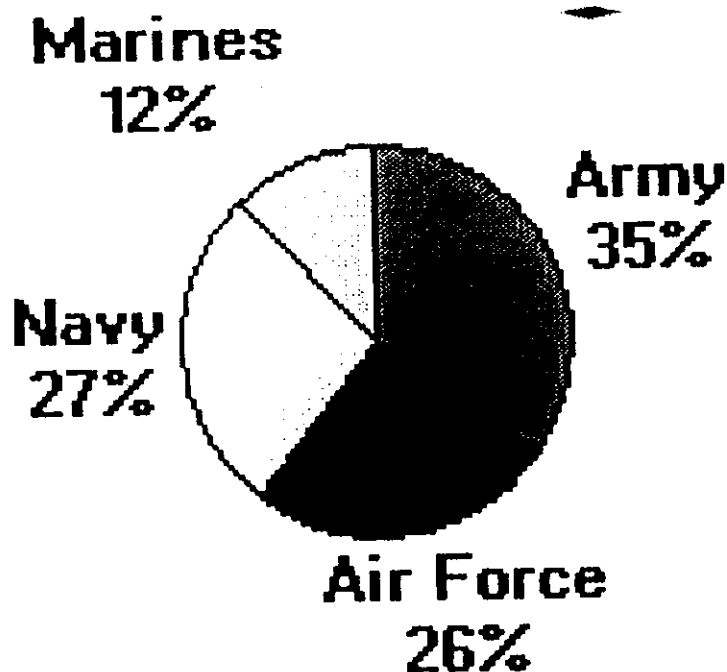
Each country claims the region with no defined borders or answers to solve the conflict.

Example: Some Americans want to drill for oil in the Alaska Wilderness, while others have a conflict because of protecting the environment.

Pie Graph or Circle Graph

1. Find out what the overall graph represents by checking the Title.
2. Find out what each slice means by checking its Label.
3. Know what you are looking for within the graph by Examining the Questions.

Active Duty Personnel, 1998



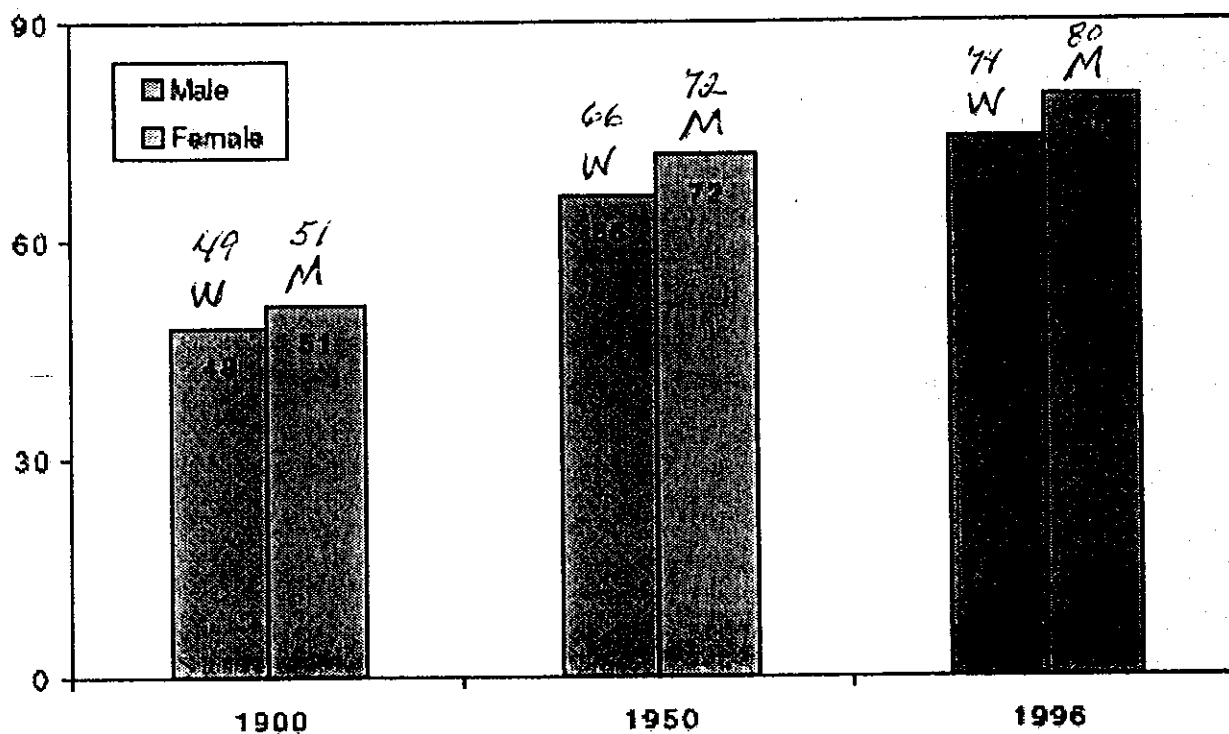
1. What military service is the smallest percentage of active duty personnel in 1998?
A. Navy
B. Air Force
C. Army
D. Marines
2. The Army has what percent of active duty personnel?
A. 12%
B. 37%
C. 35%
D. 26%

Death Rates - Bar Graph

Follow the same procedure as a line graph.

1. Title
2. Horizontal (Flat) axis.
3. Vertical (up and down) axis.
4. Make sure you know what types of measuring units are being used.
5. Read the question and make sure what you are trying to answer.

Longevity of White Americans
Life expectancy at birth in years

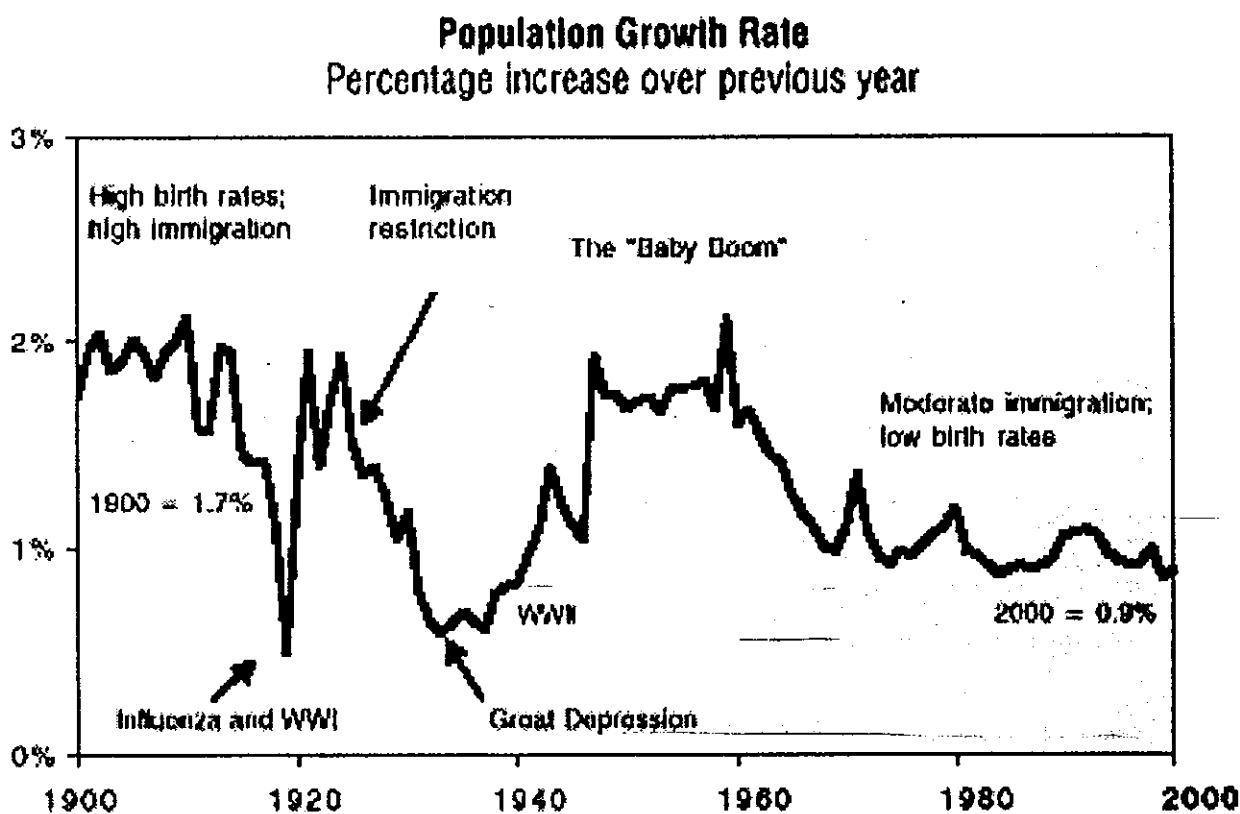


1. The life expectancy of men in 1950 was _____.
 - A. 51
 - B. 80
 - C. 56
 - D. 72

2. What groups life expectancy is below 60%?
 - A. 1996
 - B. 1950
 - C. 1900
 - D. None of the above.

Birth Rate - Line Graph

1. Check Title
2. Make sure you understand what is being marked on the Horizontal Axis or Flat Axis.
3. Make sure you understand what is being marked on the Vertical Axis (one that goes up and down).
4. Make sure you know what types of measuring units (days, feet, or number of people being used).
5. Read the question and make sure what you are trying to answer.



1. In what year did the Influenza cause a low population increase in the United States?

A. 1937	C. 1904
B. 1957	D. 1919
2. What was the highest percent during the baby boom in 1960?

A. 22%	C. 1.2%
B. 2.2%	D. .4%

3. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.
Every Nation no matter how small or large has to be able to respond to different conditions in their society.
 - It could be solving a conflict concerning water resources or working to improve economic conditions.
 - Nations will always face the responsibilities to take care of their citizens on a daily basis.

Benchmark F: Analyze geographic changes brought by human activity using appropriate maps and other geographic data.

4. Explain the causes and consequences of urbanization including economic development, population growth and environmental change.

Urbanization is the degree of or increase in urban character or nature. It may refer to a geographic area combining urban and rural parts, or to the transformation of an individually locality from less to more urban.

Economic development will usually change because of local livelihoods as agriculture or more traditional local services and small scale industry give way to modern industry and urban and related commerce.

Environmental - The environment is exposed to intense pressure from human activities: Urbanization, dense transportation network, industry, air and water pollutions have repercussions for the surrounding area.

Population - instead of a city growing upwards it spreads outwards and engulfs the surrounding regions. This requires additional service transportation, water, sewer and many more that effects the environment.

Benchmark C: Analyze the patterns and processes of movement of people, products and ideas.

5. Analyze the social, political, economic, and environmental factors that have contributed to human migration now and in the past.

The rise of big business, factories, mechanized farming and the labor movement transformed lives of people around the world.

The second half of the 20th Century was characterized by rapid social, political, and economic changes that created new challenges (population growth, diminishing natural resources, human rights issues, technological and scientific advances, shifting political alliances, globalization of the economy).

ECONOMICS

Benchmark A: Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them?

1. **Costs and benefits of trade:**

What is trade?

Trade is when individuals and companies of The United States buy foreign made products and sell American made products to people and companies in other countries.

What are some examples of trade?

Exxon-Mobil buys oil from the Middle East.

Wal-Mart buys shirts for resale that were made in China.

John Deere sells a tractor to a farmer in Argentina.

McDonalds opens a restaurant in Russia.

What is standard of living?

Standard of living is how comfortable we are. It is sometimes measured by the amount of luxuries we have.

How does trade help our standard of living?

Foreign products create competition with American products, which gives us more choices at better prices.

How does trade hurt our standard of living?

When people buy foreign products instead of American made products, American workers suffer. They earn less money and can afford fewer luxuries.

What is productivity?

Productivity is how well we use our limited resources.

What are productive resources?

The three types of resources are natural resources (land, trees, water, oil), human resources (labor), and capital (machines, factories).

How does trade help our productive capacity, usage of productive resources, and infrastructure?

Trade forces American companies to work harder, use their resources more wisely, and keep updated with technology.

How does trade hurt our productive capacity, usage of productive resources, and infrastructure?

Trade hurts our economy when foreign labor is used to produce products that could be produced with our American resources.

2. **Basic Economic Questions:**

What are the three basic questions facing any economy:

1. What will the economy produce?
2. How will it be produced?
3. Who will it be produced for?

How does an economy answer the three basic economic questions?

All economies are limited in the amount of resources they possess. Some economies such as China have a huge amount of human resources (labor). Economies such as Japan rely on capital resources (modern factories). While Saudi Arabia relies on its natural resources (oil).

In a market economy, people make the decisions as to what to produce and how to produce it, and the people get the benefits. The United States is a market economy. In a command economy, government makes the decisions and to what to produce and how to produce it, and the production is done for the government. China is a command economy.

3. **Types of economies:**

What is a traditional economy?

There are very few traditional economies. Maybe a tribe in Africa would still operate in this economy. In this economy, things are produced the way they have been for generations. The property may be owned by the group, and everyone within the group has a role.

What is a market economy?

A market economy is one where the people make the economic decisions. The United States is a market economy. People own the resources and are free to enter into business. Consumers have many choices. The government does not produce resources.

What is a command economy?

A command economy is one where government makes the economic decisions. China, North Korea, and Cuba are command economies. The government owns all the resources and tells its people where they will work. There are limited choices for consumers to pick from. The government controls the distribution of resources.

What is a mixed economy?

One may argue that all economies are mixed. The United States is not a pure market economy because of government's involvement into business. China is moving toward more of a market economy as more businesses are beginning to operate in china.

Benchmark B: Explain how the U.S. Government provides public services, redistributes income, regulates economic activity, and promotes economic growth and stability.

4. Economic costs and benefits of protectionism of American business.

What is a tariff?

A tariff is a tax put on imported goods by The United States.

What is a quota?

A quota is when The United States limits the amount of a product that may be imported.

What is a blockade?

A blockade is when a foreign product is prohibited from entering The United States.

How do tariffs, quotas, and blockades help American business?

Tariffs make the price of cheaper foreign goods competitive with more expensive American products. Quotas limit the amount of a product that can be brought in, thus leaving room for American goods to compete. A blockade would cause only American made products to be sold.

GOVERNMENT

Benchmark B: Analyze the difference among various forms of government to determine how power is acquired and used.

Systems of Government

1. Explain how various systems of government acquire, use and justify there power.

People in Democratic governments acquire their power by being elected or Appointed to represent the people.

Then in most cases they follow a Constitution, which is a Written Plan of government which shows them their responsibilities.

Monarchies individuals acquire their position by birthright, today most Monarchies are more of a figurehead and just represent the government.

Dictatorship an individual or small group acquires power sometimes peaceful but in most cases with use of force.

People within this power structure will often take away the rights of the people.

2. Analyze the purposes, structures and functions of various systems of government.

- A. Absolute Monarchies is a form of government where the ruler has the power to rule his or her country and citizens freely with no laws or legally organized direct opposition telling him or her what to do.

Absolute Monarch has Total Power over his or her people and land.

- B. Constitutional Monarchies is a form of government established under a Constitutional system which acknowledges a hereditary or elected Monarch as head of state.

Though the King or Queen may be regarded as the government symbolic head, it is the Prime Minister, whose power derives directly or indirectly from elections who actually governs the country.

- C. Parliamentary Democracies - is distinguished by the Head of Government being dependent on the direct or indirect support of the Parliament, often expressed through a Vote Of Confidence.

- D. Presidential Democracies is a system of government of a Republic where the Executive Branch is elected separately from the legislature and the President has a fixed term in office. Although the President can be impeached for misconduct.

The Executive Branch is unipersonal. Cabinet members serve at the pleasure of the President and can be removed at any time.

- E. Dictatorships - is government headed by a dictator or more generally any Authoritarian or Totalitarian government. It is considered to be the Polar opposite of a democracy. The term Dictatorship refers to the way the leaders gain and hold power.

- F. Theocracies - is a form of government in which the government rulers are identical with the leaders of the dominant religion, and governmental policies are either identical with or strongly influenced by the principals of the majority religion.

CITIZENSHIP RIGHTS AND RESPONSIBILITIES

Benchmark A: Analyze ways people achieve governmental change, including political action social protest and revolution.

1. Analyze and evaluate the influence of various forms of citizen action on public policy including:

- A. French Revolution 1789 and 1799 in which Democrats and Republicans overthrew the absolute Monarchy.
Peasants, wage earners, and with people of all classes had come under the influence of the enlightenment.
- B. The international movement to abolish the slave trade and slavery.
Two examples: The British Parliament Emancipation Act abolished slavery in all parts of the British Empire.
The Quaker Religion helped to establish and abolition movement to end slavery in The United States.
- C. The Russian Revolution: Two parts
Part one: The people rose up and displaced the Autocracy of Tsar Nicholas II of Russia and sought to establish in its place a Liberal Republic.

Part two: The October Revolution in which the Soviets (The people of Russia) inspired and increasing controlled by Lenin's Bolsheviks party, seized power from the Provisional Government.
- D. The Independence Movement in India
British government controlled India for hundreds of years.
After 1900 protest for self rule became widespread.

Mohandas Ghandi was the leader of the people of India.

They protested by Boycotting British goods and preformed this in a non violet manner. 1947 India and Pakistan became independent.
- E. The Fall of Communism in Europe
People in Eastern Europe had not always been happy with their Soviet style Communist regimes.

Poland workers created a trade union known as Solidarity led by Lech Walesa and it was supported by the Roman Catholic Church. The Communist regime agreed to Parliamentary election. The first free elections in Eastern Europe in forty years.
A new government was elected ending 45 years of communist rule in Poland in 1990.

Czechoslovakia 1988 and 1989 mass demonstration took place and the Communist government collapsed.

Most all Eastern European Nations attained their freedom from 1988-1991 time period.

F. The end of Apartheid

South African whites imposed a system of racial segregation known as Apartheid. 1977 The United Nations urged Nations around the world to enforce economic sanctions.

And an arms embargo against South Africa until Apartheid was lifted.

In 1994 South Africa held its first all-race election.

2. Describe and compare opportunities for citizen participation under different systems of government.

A. Absolute Monarchies Citizens have no power the Monarchy has complete power over the land and the people.

Some Religious authority and customs might be able to discourage the Monarch from some acts.

B. Constitutional Monarchies

Today most Constitutional Monarchies is almost always combined with Representative Democracy which places sovereignty (supremacy of rule or authority) in the hands of the people.

C. Parliamentary Democracies Throughout the common wealth is the increasing push for citizens for a local voice.

Initiatives such as referenda, publicities, and recall have become parts of there governments.

D. Presidential Democracies

Everyone has basic human rights that the state cannot take away.

Being a citizen of a state carries with it rights to Political Participation.

E. Dictatorships the term generally means in reference to a government that does not allow a nation to determine its own political direction by popular elections.

F. Theocracies the government is strongly influenced by the dominant religion of the country.

Typically the government claims to rule on behalf of God or a high power.

3. Analyze how governments and other groups have used propoganda to influence public opinion and behavior.

Propagandist emphasize the elements of information that support their position and de-emphasize or exclude those that do not.

Misleading statements and even lies may be used to create the desired effect in the Public. Audience lobbying, advertising and missionary activity are all forms of Propaganda.

SOCIAL STUDIES SKILLS AND METHODS

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate Social Studies terminology in oral, written or multimedia form and apply what they have learned to Societal issues in simulated or real world settings.

Benchmark A: Evaluate the reliability and credibility of sources.

1. Detect bias and propaganda in primary and secondary sources of information.

Bias - is a prejudice in a general or specific sense, usually in the sense for having a predilection (a natural or habitual preference) to one particular point of view or ideology.

Propaganda - Audience lobbying, advertising and missionary activity are all forms of Propaganda.

2. Evaluate the credibility of sources
 - A. Logical Fallacies - is an error in logical argument which is independent of the truth of the premises.
 - B. Consistency of arguments
 - C. Unstated assumptions
 - D. Bias

Analyze the reliability of sources

- A. Accurate use of facts
- B. Adequate support of statements
- C. Date of Publication

See Example Questions

Voters wishing to determine the reliability of a candidate's campaign advertisement should pay particular attention to:

- A. The appropriateness of the Campaign Slogan.
- B. The number of accusations against the opponent.
- C. How well the candidate has supported his or her position with facts.
- D. How much money the candidate has spent on advertising.

A citizen group wants the local government to approve funding for a new public park in the city's downtown area. What statement could help support the position that the downtown area is an appropriate location for the park?

- A. The city will have to pay to maintain the park.
- B. There are already several public parks in the city.
- C. Many residents have signed a petition supporting the site of the proposed park.
- D. The city could use the proposed location to build government offices.

The answer for both questions is C.

It is important to read the question and understand what they are asking you and eliminate the answers that do not support the issue.