

TEACHER'S ANSWER KEY TO



EXPLORING THE GRADE 10 CURRICULUM IN GLOBAL HISTORY

A Transition to Analyzing Evidence-Based Data



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Exploring the Grade 10 Global History Curriculum provides the best preparation for students taking the new *Global History and Geography Regents*. This booklet provides answers to the questions in the book. In some cases, there may be no single correct answer to the question. In evaluating student responses to Thematic and Document-Based Questions, we suggest you focus on how well the student answers the question and whether the student supports his or her position with reasons, factual details, and data.

CHAPTER 2: HOW TO ANSWER EVIDENCE-BASED QUESTIONS

Page 8: Applying What You Have Learned

The paragraph's main idea is that the Bantus spread their culture across the African continent leading to important changes to its language and culture.

Page 8: Paragraph Summary and Multiple-Choice Questions

What Gandhi is saying in this paragraph is that there is a feeling of unrest growing in India because of the way Indians are being treated by the British. He is seeking assurances from the British that Indians should receive the same basic rights as British subjects. Gandhi is warning the British that this situation cannot continue indefinitely.

1. 2	7. 1	13. 4	19. 4	25. 2
2. 4	8. 2	14. 2	20. 2	26. 3
3. 3	9. 3	15. 3	21. 1	27. 3
4. 2	10. 1	16. 2	22. 2	28. 3
5. 3	11. 1	17. 4	23. 2	29. 3
6. 1	12. 2	18. 3	24. 3	

CHAPTER 5: THE EMERGENCE OF THE MODERN WORLD

Page 45: Applying What You Have Learned

- Finding Locations on a Map: K, E, D, C, J, B
- Completing A Table:

Name	Time Period	Location	Major Achievements
OTTOMAN	1453–1918	Central Asia	Conquered large area around Mediterranean Sea, united the Muslim world, well organized
SAFAVID	1500s–1700s	Asia	Encouraged trade, fine arts flourished, study of literature, medicine and astronomy thrived
MUGHAL	1526–1837	Indian Subcontinent	United most of India, built palaces and mosques throughout India, built the Taj Mahal
QING	1644–1800s	China	Built roads and canals, promoted scholarship and education, isolated China

Pages 46-51: Testing Your Understanding

1. 2	6. 3	11. 3	16. 3	21. 1	26. 1
2. 4	7. 2	12. 3	17. 3	22. 3	27. 1
3. 2	8. 2	13. 1	18. 4	23. 3	28. 4
4. 2	9. 1	14. 3	19. 2	24. 2	29. 3
5. 2	10. 2	15. 3	20. 3	25. 4	30. 1

CHAPTER 6: REVOLUTION, INDUSTRIALIZATION AND NATIONALISM

Page 83: Applying What You Have Learned

- Completing A Table:

Event	When it Began	Where it Began	Description
FRENCH REVOLUTION	1789	France	The French Revolution began as a struggle for power between the king and nobles. It soon became a struggle with the king and his nobles against the bourgeoisie.
INDUSTRIAL REVOLUTION	1750s	Britain	The Industrial Revolution brought about a basic change in society by introducing the large-scale production of goods in factories and the use of new sources of power to meet human wants.
RISE OF NATIONALISM	mid-1800s	Italy and Germany	Industrialization led to the rise of the middle class, which demanded national independence and unity in Italy, Germany, Ireland, and Turkey.
IMPERIALISM	1870s-1900	Asia and Africa	In the 1880s, interest in imperialism was renewed when newly independent European countries like Belgium, Germany, and Italy sought colonial empires of their own. Even the older imperialist nations like Britain and France joined in the pursuit of gaining new colonies.

- Interpreting a Bar Graph:

1. The Industrial Revolution changed the way goods were produced, from in the home by one or two workers, to mass production of goods in factories using machines operated by a large number of workers.
2. The approximate value of world trade in 1900 was 18 billion dollars.
3. One change that came about as a result of the Industrial Revolution was that trade between nations increased dramatically.

Pages 84-90: Testing Your Understanding

1. 3	6. 2	11. 1	16. 2	21. 2	26. 2
2. 2	7. 3	12. 3	17. 2	22. 2	27. 3
3. 2	8. 2	13. 1	18. 1	23. 2	28. 3
4. 2	9. 3	14. 2	19. 4	24. 1	29. 2
5. 3	10. 2	15. 3	20. 3	25. 1	30. 1

CHAPTER 7: THE WORLD AT WAR

Pages 121-122: Applying What You Have Learned

• Completing A Table:

Person	Nation	Significance
SUN-YAT SEN	China	He led the fight to overthrow dynastic rule in China. He introduced his policies in this three principles: “Democracy, Nationalism, and the People’s Livelihood.” Sun was never able to bring all of China under control.
VLADIMIR LENIN	Russia	Lenin led the revolution against the government in Russia. He and his fellow Bolsheviks promised the people “Peace, Bread, and Land.” Once in power he established a Communist dictatorship.
JOSEPH STALIN	Soviet Union	Stalin came to power after Lenin died. He established a totalitarian government in the Soviet Union where the rights of free speech and dissent were denied. He was a brutal dictator who introduced five-year plans to move the nation from an agricultural to an industrial power.
ADOLF HITLER	Germany	Hitler used the unhappiness of the German people, following the harsh terms imposed on Germany by the Versailles Treaty, to take power. Once in power, he and his Nazi Party established a fascist dictatorship that controlled every aspect of German life. They brought about World War II and the death of millions of Jewish people and others in the Holocaust.

• Completing a Graphic Organizer:

1. Causes:

- A. The rise of the alliance system that divided Europe into two hostile camps.
- B. Militarism brought about a philosophy that it was better to attack first than wait to be attacked.
- C. Competition among nations for colonies led to economic threats.

2. Effects:

- A. Millions of people lost their lives.
- B. People in many parts of the world suffered famine and malnutrition.
- C. The imperial governments of Germany and Russia ceased to exist.

• Interpreting a Bar Graph:

- 1. The nation that had the most soldiers killed by Germany.
- 2. The United States had the least number of casualties because it entered the war late, and the war was fought in Europe, not in the United States.
- 3. The Russians suffered heavy casualties because their armies were poorly trained and poorly equipped, often going into battle lacking ammunition.

Pages 123-129: Testing Your Understanding

1. 2	6. 3	11. 2	16. 1	21. 4	26. 1
2. 4	7. 2	12. 2	17. 2	22. 4	27. 3
3. 3	8. 4	13. 3	18. 2	23. 1	28. 4
4. 3	9. 1	14. 3	19. 3	24. 1	29. 2
5. 3	10. 3	15. 1	20. 1	25. 3	30. 2

CHAPTER 8: THE COLD WAR AND DECOLONIZATION

Page 155: Applying What You Have Learned

• Completing A Table:

Event	Years	Main Causes	Main Effects
DIVISION OF GERMANY	1949 -1991	Germany was defeated in W.W. II and three of the Allied powers merged their zones of occupation into a new West German state.	Germany was split between the Allied powers and the Soviets, who turned their zone into East Germany.
CHINESE REVOLUTION	1949	Mao Zedong and the Communists drove the Nationalist forces from China and made China into a Communist nation.	China became a Communist nation under the strict rule of Mao Zedong. He established himself as China's leader and introduced many changes to China.
CUBAN REVOLUTION	1960s	Fidel Castro overthrew the existing dictatorship in Cuba and seized power.	Castro executed opponents, nationalized all industries, and turned Cuba into a Communist nation.
VIETNAM WAR	1960s	When Vietnam was divided after France left, it set off a civil war between Communist North Vietnam and pro-Western South Vietnam.	After decades of fighting, North Vietnam united the nation under its control and turned Vietnam into a pro-Communist country.
DECOLONIZATION	1950s- 1960s	Decolonization refers to the end of European imperialism in Southeast Asia, the Middle East, Africa and Asia.	Many former colonies achieved independence after W.W. II. Once independent, they faced periods of poverty, instability, and economic chaos.

• Completing a Graphic Organizer:

1. Causes:

- A. The U.S. and Soviet Union opposed each other since they were the lone superpowers following World War II.
- B. Both superpowers had competing ideological systems; one favored Communism while the other favored democracy.
- C. Both superpowers sought to extend their influence around the world.

2. Effects:

- A. Conflicts around the globe occurred over competing ideologies: Korea, Vietnam.
- B. Led to division of Germany into a West and East Germany.
- C. Both superpowers created competing alliances to protect against each other.

Pages 156-162: Testing Your Understanding

1. 1	6. 4	11. 2	16. 1	21. 2	26. 1
2. 3	7. 3	12. 4	17. 4	22. 2	27. 3
3. 3	8. 2	13. 1	18. 3	23. 3	28. 2
4. 3	9. 2	14. 3	19. 1	24. 1	29. 2
5. 4	10. 4	15. 2	20. 4	25. 3	30. 1

CHAPTER 9: THE TWENTIETH CENTURY, 1970s–2000

Page 190: Applying What You Have Learned

• Completing A Table:

Event	Description	Main Effects
APARTHEID IN SOUTH AFRICA	A policy introduced by the white Afrikaner Nationalist Party that discriminated against blacks.	Apartheid created two societies where blacks could not marry whites, and had to use separate parks, beaches, and schools.
CREATION OF ISRAEL	In 1947, the British gave control of Palestine to the U.N., which created two states: a Jewish Israel and a Palestine in the West Bank and Gaza Strip.	Arab countries used Israel's creation to launch an attack on Israel. U.N. division of land set in motion a conflict that still continues today.
IRANIAN REVOLUTION	In 1979, the Iranian people overthrew their corrupt government under Shah Pahlavi. When the Shah fled, they brought back Ayatollah Khomeini from exile.	When the Ayatollah Khomeini came to power, he rejected all Western customs and ideas. He instituted a strict policy of Islamic Fundamentalism throughout Iran.
GREEN REVOLUTION	This was an attempt to raise farm production in India by introducing modern technology to agriculture.	Through the use of “miracle seeds” and other strategies, India's total grain crop and food production increased greatly.
REFORMS BY DENG XIAOPING	Deng believed that the economic policies under Mao Zedong were destroying China's economy and that it was falling further behind the West.	When Deng came to power, he instituted a variety of reforms, such as replacing state-run factories, allowing businesses to keep profits, and introducing merit pay.

• Analyzing a Document:

1. The Green Revolution was an attempt to introduce modern technology to farming in an attempt to raise crop production. The program proved to be wildly successful.
2. The author takes a negative view of the Green Revolution, claiming it did not produce more food and needed excessive amounts of fossil fuels, water and toxic chemicals to achieve its high crop yields.
3. The author supports his point of view by indicating some of the negativity associated with the Green Revolution. For example, the author points to the excessive use of fossil fuels, water and toxic chemicals. Also, he indicates the negative impact the Green Revolution had on traditional farming methods which required little external input.

Pages 191-196: Testing Your Understanding

1. 4	6. 3	11. 4	16. 4	21. 1	26. 2
2. 2	7. 3	12. 1	17. 4	22. 2	27. 1
3. 3	8. 3	13. 4	18. 2	23. 2	28. 4
4. 2	9. 2	14. 1	19. 3	24. 1	29. 1
5. 1	10. 3	15. 1	20. 3	25. 1	30. 4

CHAPTER 10: GLOBAL CONNECTIONS AND INTERACTIONS, 2000-Present

Page 223: Applying What You Have Learned

- Completing A Table:

Event	Years	Description / Effects of the Event
ARAB-ISRAELI CONFLICT	1948-Present	Since Israel's creation, there have been wars between Israel and its Arab neighbors. The main issue is the problem with the Palestinian refugees that fled Israel in 1948. In Gaza and the West Bank, terrorist groups have become more influential in destroying the relationship with Israel.
RISING THREAT OF TERRORISM	1970s-Present	The major source of terrorism has been emanating out of the Middle East. Since September 11, 2001, there has been a sharp rise in terrorism directed against Western democracies, especially in Europe.
ARAB SPRING	2011	Starting in Tunisia, there was an uprising by college educated young people to bring about improvements in the lives of people in the Middle East. The uprising swept through most of the Middle East nations, some with positive results, while in some it has led to chaos, disorder and turmoil.
RISE OF IRAN	1979-Present	Since the overthrow of the Shah, Iran has become a leading supporter of terrorism in the world. Their current leaders see the West with suspicion and distrust. Of late, Iran has been developing their nuclear program. In 2013, they signed a treaty that limits their ability to build nuclear bombs.
CREATION OF THE EUROPEAN UNION	1957-Present	In 1957, Germany and France began the Common Market. Since then most nations in Europe have joined this organization. It became the European Union in 1993. The EU seeks to eliminate customs duties to allow goods to flow freely between member nations. In 2016, Great Britain voted to leave the EU. There is fear that other members will also seek to leave the EU in the future, due their burdensome rules and regulations.

- Analyzing a Bar Graph:

1. The second bar shows a sharp rise in China's share of the world GDP and it rises to between 9 and 10 percent.
2. The main idea of the bar graph is that China's GDP, which is the measure of all the goods and services produced by an economy in a single year, has risen dramatically. In 1979 it stood at about 1.5%. By 2010, it had risen to about 9.3%.
3. China is a Communist nation with much of its economy controlled by its government. If China continues to grow to become an even larger part of the world's economy, it might seek to influence or pressure smaller, less successful nations in the world with their brand of Communism.

Pages 224-229: Testing Your Understanding

1. 2	6. 4	11. 3	16. 4	21. 1	26. 3
2. 2	7. 1	12. 4	17. 1	22. 2	27. 2
3. 3	8. 3	13. 1	18. 1	23. 2	28. 1
4. 1	9. 4	14. 1	19. 4	24. 3	29. 2
5. 4	10. 2	15. 1	20. 1	25. 2	30. 1

CHAPTER 11:

A PRACTICE GLOBAL HISTORY AND GEOGRAPHY REGENTS

Pages 236-243: PART I: MULTIPLE-CHOICE QUESTIONS

1. 4	6. 2	11. 4	16. 1	21. 2	26. 3
2. 2	7. 1	12. 2	17. 3	22. 1	27. 4
3. 2	8. 4	13. 4	18. 3	23. 3	28. 4
4. 3	9. 2	14. 1	19. 2	24. 3	29. 2
5. 2	10. 2	15. 2	20. 2	25. 2	30. 4

Scoring Notes:

1. This thematic essay has a minimum of **six** components (for **each** of **two** political leaders, discussing the historical circumstances that brought **each** leader to power, one policy or practice put into effect under each leader, **and** the effect of this policy or practice on a specific group of people, society, or region).
2. Both leaders may be from the same society or region although treatment of each should differ in facts, examples, and details, e.g., Vladimir Lenin and Vladimir Putin from Russia.
3. The policy or practice put into effect under a leader may or may not be identified as long as elements of the policy or practice are explained, e.g. elements of capitalism under Lenin's Communism (NEP) or controlling parts of Europe as Napoleon's troops advanced (expansion of empire).
4. The discussion of a policy or practice put into effect under a leader may also include the effect of this policy or practice on a specific group, society, or region.
5. The effects of a policy or practice may be immediate or long term.
6. A political leader may be associated with a political movement, but may not be the head of a government, e.g. Mohandas Gandhi.
7. If more than two leaders are discussed, only the first two leaders may be scored.
8. The way in which the policy or practice of this leader affected a specific group of people, society, or region may be discussed from a variety of perspectives as long as the position taken is supported by accurate historical facts, examples, and details.



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