

TEACHER'S ANSWER KEY TO

\$7.95



LEARNING ABOUT THE GRADE 10 GLOBAL HISTORY CURRICULUM

An Evidence-Based Approach



ZIMMER
KILLORAN



CLIO PUBLISHING COMPANY
LEARNING IS OUR PASSPORT TO THE FUTURE

This guide to *Learning About the Grade 10 Global History Curriculum* 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 Constructed-Response and Extended Essay Questions, focus on how well the student answers the question and if the response supports the student's position with reasons, factual details, and data.

CHAPTER 2: HOW TO ANALYZE HISTORICAL DOCUMENTS

Page 7: The Main Idea of the Documents

The main idea of this document was that Dr. Thackrah sought to improve the working conditions in British factories. In order to reform child labor in factories, it was necessary to deal with adult labor since they were inseparably linked. As a result, Oastler came up with an objective to limit the workday of children. This required that adults be limited to working only ten hours.

Pages 8-9: Testing Your Understanding, Multiple-Choice Questions

- | | | | |
|------|------|------|------|
| 1. 2 | 3. 1 | 5. 1 | 7. 2 |
| 2. 2 | 4. 1 | 6. 3 | 8. 4 |

CHAPTER 3: HOW TO ANSWER DATA-BASED QUESTIONS

Pages 11-19: Testing Your Understanding, Multiple-Choice Questions

- | | | | | |
|------|-------|-------|-------|-------|
| 1. 1 | 6. 3 | 11. 1 | 16. 2 | 21. 4 |
| 2. 2 | 7. 1 | 12. 2 | 17. 4 | 22. 1 |
| 3. 3 | 8. 4 | 13. 4 | 18. 3 | 23. 4 |
| 4. 1 | 9. 2 | 14. 2 | 19. 3 | 24. 3 |
| 5. 2 | 10. 1 | 15. 2 | 20. 3 | |

CHAPTER 4: DEVELOPING A SENSE OF TIME AND PLACE

Pages 29-30: Testing Your Understanding, Multiple-Choice Questions

- | | | | | |
|------|------|------|------|-------|
| 1. 3 | 3. 3 | 5. 3 | 7. 1 | 9. 3 |
| 2. 3 | 4. 4 | 6. 2 | 8. 2 | 10. 4 |

CHAPTER 6: THE WORLD IN 1750

Page 44: Completing an Outline

- | | |
|---|-------------------------------------|
| A. The World In 1750 | E. The Mughal Response to Outsiders |
| B. The Mughal Empire (1526-1837) | F. European Maritime Empires |
| C. Japan Under the Tokugawa Shogunate | G. China Under the Qing Dynasty |
| D. How the Bourbons Controlled their Nobles | |

Pages 49-50: Testing Your Understanding, Multiple-Choice Questions

- | | | | | |
|------|------|------|------|------|
| 1. 3 | 3. 1 | 5. 2 | 7. 3 | 9. 4 |
| 2. 2 | 4. 3 | 6. 3 | 8. 2 | |

Page 52: Testing Your Understanding, Constructed-Response Questions

The monarchs of France, including the Bourbon kings, were absolute monarchs that feared being overthrown. To prevent uprisings, French kings moved their residence to Versailles, located outside the city of Paris. Once there, they established various strategies to prevent any rebellions or uprisings against them. For example, they created an elaborate etiquette system to keep their nobles distracted and too busy to launch any plots against the monarchy.

Page 53: Testing Your Understanding, Extend-Essay Question

Here student answers may vary. However, a sample answer might be:

- A. Concept: Fruit Examples: apple, orange, grape, watermelon
- B. Concept: Empire Examples: Ottoman, Mughal, Tokugawa Shogunate, Bourbons

CHAPTER 7: ENLIGHTENMENT, REVOLUTION AND NATIONALISM

Page 67: Completing an Outline

- A. Enlightenment, Revolution, and Nationalism
- B. John Locke
- C. Baron de Montesquieu
- D. Enlightenment Ideas on Reform
- E. William Wilberforce
- F. Enlightened Despots
- G. Enlightenment Ideas and their Impact on the World
- H. The Impact of the French Revolution
- I. The Revolution Spreads to Latin America
- J. German Unification, 1863-1871

Pages 70-73: Testing Your Understanding, Multiple-Choice Questions

- | | | | | |
|------|------|------|-------|-------|
| 1. 2 | 4. 3 | 7. 1 | 10. 1 | 13. 4 |
| 2. 3 | 5. 1 | 8. 1 | 11. 3 | |
| 3. 1 | 6. 1 | 9. 2 | 12. 1 | |

Page 74: Testing Your Understanding, Constructed-Response Questions

The defeat of Napoleon’s army during the invasion of Russia in 1812 was as a result of several geographic factors. From Königsberg to Moscow, the French army had to travel over 500 miles. This stretched French supply lines longer than could be handled efficiently. The Russians burned everything in sight, making it impossible for Napoleon’s soldiers to take advantage of Russian homes or crops. This denied the French army food and shelter. When the army was forced to retreat, it was during a brutally cold Russian winter. As a result, Napoleon lost a sizable portion of his army to these weather conditions and to starvation.

Page 75: Testing Your Understanding, Extended-Essay Question

- A. B
- B. C
- C. C
- D. D

CHAPTER 8: CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION

Page 90: Completing an Outline

- A. Causes and Effects of the Industrial Revolution
- B. The Enclosure Movement
- C. The Industrial Revolution
- D. Transportation
- E. Industrialization in Meiji Japan (1868)
- F. The Meiji Restoration (1868-1912)
- G. The Rise of Reform Movement
- H. Worker’s Unions
- I. Educational Reform

Pages 94-97: Testing Your Understanding, Multiple-Choice Questions

- | | | | |
|------|------|-------|-------|
| 1. 2 | 5. 2 | 9. 2 | 13. 2 |
| 2. 1 | 6. 2 | 10. 4 | 14. 3 |
| 3. 2 | 7. 1 | 11. 1 | 15. 2 |
| 4. 3 | 8. 2 | 12. 3 | 16. 4 |

Page 98: Testing Your Understanding, Constructed-Response Question

The author’s point of view is to justify the wages paid to workers in factories during the Industrial Revolution. Although the wages were low, they were higher than workers could earn at another job. The author contends that no one forced them to work in factories. They worked because they needed to feed their families. The author is justifying the low wages paid to workers.

Pages 99: Testing Your Understanding, Extended-Essay

- A. A
- B. A, D, E, F, and J
- C. Possible Responses: Impact of slavery, denial of voting rights, lack of a free press

CHAPTER 9: IMPERIALISM

Page 112: Comparing and Contrasting Maps of Africa

According to these four maps, the major change between 1700 and 1914 is that Africa at one time was made up many ethno-linguistic groups. This showed that tribal life dominated the continent. However, by 1914 Africa had become a continent dominated by European colonial powers.

Page 113: Completing an Outline

- | | |
|----------------------------------|-----------------------------------|
| A. Imperialism | E. Forms of Imperialistic Control |
| B. The Role of Missionaries | F. Direct Control |
| C. Merchants and Business People | G. Indirect Control |
| D. Impact on Indigenous People | H. Boxer Rebellion |

— *This chapter is divided into four major topics* —

Pages 116-119: Testing Your Understanding, Multiple-Choice Questions

- | | | | | |
|------|------|-------|-------|-------|
| 1. 1 | 5. 2 | 9. 3 | 13. 1 | 17. 2 |
| 2. 3 | 6. 2 | 10. 2 | 14. 1 | 18. 3 |
| 3. 4 | 7. 2 | 11. 1 | 15. 1 | |
| 4. 2 | 8. 3 | 12. 3 | 16. 3 | |

Pages 121: Testing Your Understanding, Constructed-Response Questions

- **Cause:** Belgium King Leopold's desire for riches and wealth led to his stranglehold on the land and people of the Congo. He greatly enriched himself at the expense of the Congolese people.
- **Effect:** By exploiting the people of the Congo to work under brutal conditions on his rubber plantations, the effect was that millions of Congolese people lost their lives. They worked on Leopold's rubber plantations under brutal and cruel conditions. They were exploited and brutalized to satisfy the greed and benefit of King Leopold.

Pages 122-123: Testing Your Understanding, Extended-Essay Questions

• Document 2:

Area of Concern: Economics Specific Topic: Effect of Industrialization

• Document 3:

Area of Concern: Economics Specific Topic: Impact of Trade with other Countries

• Document 4:

Area of Concern: Economics Specific Topic: Impact of Technology

CHAPTER 10: UNRESOLVED GLOBAL CONFLICT, 1914-1945

Page 142: Completing an Outline

- | | |
|--|---|
| A. Unresolved Global Conflict: 1914-1945 | F. New Weapons |
| B. Underlying Causes of World War I | G. The Environmental Impact |
| C. Hitler's Master Plan | H. Technological Advances in World War II |
| D. World War II Starts | I. The Environmental Impact |
| E. The Effects of World War II | J. Treaty of Versailles (1919) |

Pages 145-148: Testing Your Understanding, Multiple-Choice Questions

- | | | | | |
|------|------|-------|-------|-------|
| 1. 1 | 5. 4 | 9. 3 | 13. 2 | 17. 1 |
| 2. 2 | 6. 3 | 10. 2 | 14. 3 | 18. 1 |
| 3. 2 | 7. 3 | 11. 2 | 15. 4 | 19. 3 |
| 4. 2 | 8. 4 | 12. 4 | 16. 1 | 20. 2 |

Pages 150: Testing Your Understanding, Constructed-Response Questions

- 3a.** Although both documents are about bombs, the destruction each caused is what makes them different. In document 1, we learn of the bombs dropped on London during the 1940 blitz. As frightening as these bombs were, few people were killed and the damage was more localized. In document 2, we learn of the power of the atomic bomb on the cities of Hiroshima and Nagasaki, and how both cities were destroyed impacting a wide area of destruction.
- 3b.** In document 1, an eyewitness tells us about the bombs dropped on London during the 1940 blitz. Although several buildings were destroyed and many windows knocked out, and ceilings and walls collapsed the bombs did not kill any civilians. This differed greatly from the impact of the atomic bombs that destroyed the cities of Hiroshima and Nagasaki. Many more people were killed in the atomic explosion and the damage was far more extensive and impacted a wider area. Almost one-third of the buildings in Nagasaki were destroyed. Even the hillside in Nagasaki was scorched at an elevation of 8,000 feet, illustrating the enormous power of the atomic bomb.

Pages 151-153: Testing Your Understanding, Extended-Essay Question

- **Document 1:** The lens is political, and the specific topic deals with impact of conflict or impact of technology.
- **Document 2:** The lens is political, and the specific topic deals with impact of conflict or impact of technology.
- **Document 3:** The lens is political, and the specific topic deals with impact of conflict or impact of technology.

Looking at these three topics, the general concept that encompasses all of these might be the impact of conflict or the impact of technology on warfare.

CHAPTER 11: UNRESOLVED GLOBAL CONFLICT, 1945-1991

Page 168: Completing an Outline

- | | |
|---|--|
| A. Unresolved Global Conflict, 1945-1991 | G. The War in Vietnam, 1954-1975 |
| B. The Yalta and Potsdam Conferences | H. The Tet Offensive (1968) |
| C. An “Iron Curtain” Falls | I. The War in Afghanistan, 1979-1989 |
| D. U.S. Involvement | J. The American Response |
| E. Cuban Missile Crisis | K. Non-Proliferation of Nuclear Weapons |
| F. Significance of the Crisis Treaty | |

Pages 171-173: Testing Your Understanding, Multiple-Choice Questions

- | | | | | |
|-------------|-------------|-------------|--------------|--------------|
| 1. 4 | 4. 1 | 7. 1 | 10. 2 | 13. 1 |
| 2. 3 | 5. 2 | 8. 3 | 11. 3 | 14. 4 |
| 3. 1 | 6. 3 | 9. 3 | 12. 3 | |

Pages 175: Testing Your Understanding, Constructed-Response Questions

- 3a.** Documents 1 and 2 are associated with a major turning point. Document 1 is about Mikhail Gorbachev’s attempts to make the Soviet Union into a more open society. He proposed policies such as decentralizing the decision-making in state-owned enterprises and state-owned farms. He hoped to introduce free-market incentives to get the Soviet economy out of stagnation. Gorbachev also introduced democratic features, such as greater freedom of political dissent. In document 2, we see the result of these moves. It led to the tearing down of the Berlin Wall, long a symbol of Soviet oppression in Eastern Europe.
- 3b.** The events discussed above created a major turning point in global history. Gorbachev’s reforms forever changed the Soviet Union. The reforms were a turning point in that it led to the ouster of the Communist Party in Eastern Europe, the Communist Party was removed from power, and the former Soviet Union dissolved. In its place the Commonwealth of Independent States was created. The Soviet Union, which had ruled since 1917, was no longer in existence. These events were a major turning point in not only the Soviet Union’s history but in the history of the world.

Pages 176: Testing Your Understanding, Extended-Essay Question

(Answers may vary from one student to another.)

- **Document 1:** The lens is political, and the specific topic deals with League of Nations sanctions. The time period involved in document 1 is after World War I around 1918.
- **Document 2:** The lens is political, and the specific topic deals with the creation of NATO. The time period involved in document 2 is at the early stages of the Cold War around 1949.
- **Document 3:** The lens is political, and the specific topic deals with is the Universal Declaration of Human Rights. The time period involved in document 3 is after World War II around 1948.
The enduring issue is dealing with other nations.

CHAPTER 12: DECOLONIZATION AND NATIONALISM: 1990-2000

Page 197: Completing an Outline

- | | |
|--|--|
| A. Decolonization and Nationalism: 1990-2000 | E. The Communist Revolution in China |
| B. Comparing Ideologies: Gandhi and Ho | G. A Comparison of Mao Zedong and Deng Xiaoping's Policies |
| C. Nationalism in Sub-Saharan Africa | H. The Policies of Deng Xiaoping |
| D. Nationalism in the Middle East | |
| E. Israel and the Palestinians | |

Page 199: Answering Relevant/Irrelevant Questions

- 2

Pages 200-203: Testing Your Understanding, Multiple-Choice Questions

- | | | | | |
|------|------|-------|-------|-------|
| 1. 1 | 5. 2 | 9. 4 | 13. 1 | 17. 4 |
| 2. 3 | 6. 4 | 10. 1 | 14. 2 | 18. 2 |
| 3. 3 | 7. 1 | 11. 1 | 15. 1 | 19. 3 |
| 4. 4 | 8. 2 | 12. 1 | 16. 2 | |

Pages 204-205: Testing Your Understanding, Constructed-Response Questions

- Documents 1 and 2 are similar. In both documents the focus is on the negative aspects of British rule in India. Both documents point to the time of colonial rule as destructive.
- In document 1, Gandhi calls the time under British rule a curse for India. He points to the impoverishing of millions of Indians under a system that exploited the people. Gandhi further claims that the British sapped their culture and degraded their people. He concludes that the British reduced the people to a state of cowardly helplessness.

In document 2, Nehru points to the British control as a time when India was ruined economically. He says that economic factors the British used hurt India. High British taxes fell most heavily on the people. Industries that use to sustain its people, such as hand-spinning, were destroyed by the British. British manufactured goods were given preference and the high taxes were used not to help the Indian people but to pay for an extravagant British administration.

Pages 205-208: Testing Your Understanding, Extended-Response Question

The enduring issue of the impact of changing economic policies is significant since it has had an important effect on the people of China across different time periods. For example, in document 1, which occurred in 1911, had a significant impact in that China emerged as an independent nation. Sun Yat-sen's economic program provided a path forward to achieve economic stability.

In document 2, China's leader, Deng Xiaoping, tried to remake China's economy into a modern one during the late stages of twentieth century. He adopted some limited aspects of capitalism to bring about a modernization of China's economy after the repressive years under Mao Zedong's leadership.

In document 3, under Xi Jinping's current leadership, he is adopting economic policies to bring China out of isolation into a modern world economy. Given the fact that he has been made leader for life, he is trying to bring China to surpass its chief rival — the United States.

CHAPTER 13:

TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION

Page 223: Completing an Outline

- | | |
|--|---|
| A. Tensions Between Traditional Cultures and Modernization | F. Iran Under the Pahlavis and Ayatollahs |
| B. Modernization: Is it a threat or an opportunity? | G. The Rise of Islamic Fundamentalism |
| C. Case Study: Mexico, Latin America | H. Communication and Transportation |
| D. The Importance of Social Norms | I. The Rise of Social Media |
| E. Turkification Program | J. Governments Respond to Terrorism |

— *There are four sections in this chapter* —

Pages 226-229: Testing Your Understanding, Multiple-Choice Questions

- | | | | | |
|------|------|-------|-------|-------|
| 1. 3 | 5. 2 | 9. 2 | 13. 4 | 17. 2 |
| 2. 4 | 6. 2 | 10. 2 | 14. 3 | 18. 1 |
| 3. 4 | 7. 1 | 11. 1 | 15. 3 | 19. 3 |
| 4. 2 | 8. 2 | 12. 1 | 16. 3 | 20. 1 |

Pages 230: Testing Your Understanding, Constructed-Response Questions

- Iran had been ruled by Shah Pahlavi and his father for many years. In 1979, during the Iranian Revolution, there was an uprising against the rule of Shah Pahlavi. He and his family fled Iran. This allowed for the return Ayatollah Khomeini from exile in France and to assume power in Iran. Once in power, Khomeini set about undoing all of the Western changes that Shah Pahlavi had permitted during his reign. Document 1 shows the Ayatollah's belief that only through following Islam can anything be achieved in Iran.
- The point of view of Robin Wright is to tell the world that since the death of Ayatollah Khomeini in 1989, Iran has begun to move away from a strict adherence to Islamic Fundamentalism. Each time the author visited Iran, he was surprised by the pace of change taking place. Iranian youths were again moving closer to Westernization. This can be seen in the sport utility vehicles driven by young Iranians, the wearing of Planet Hollywood sweatshirts, and their hunger for entertainment and consumer goods.
- The relationship between document 1 and 2 is a cause-and-effect relationship. Document 1 deals with the death of Ayatollah Khomeini in 1989. This marked a dividing line between a strict adherence to Islamic Fundamentalism in Iran and the resulting introduction of some aspects of Western culture. The Ayatollah's death was the cause of this change that took place in Iran as reflected in document 2. In document 2, we learn of the use of Western automobiles, Western dress, and Western music being openly displayed in Iranian society. Formerly under the leadership of the Ayatollah, such behavior would not have been tolerated.

Page 233: Testing Your Understanding, Extended-Essay Question

(Answers may vary from one student to another.)

- **Document 1:** Reforms introduced under Atatürk
 - **Document 2:** Reforms introduced under Pahlavi
 - **Document 3:** Reforms introduced by Erdogan
- Changes that came about due to changes in leadership.
- The changes that come about due to changes in leadership can be defined as the challenges that often occur in a society when a society undergoes a major change in its cultural values. From an examination of these documents, we learn about what can come about due to a leadership change and how the issue has affected people. In documents 1, 2, and 3 we see the changes brought about as each leader came to power.

Document 2 shows the reforms introduced by Kemal Atatürk in Turkey as he moved the nation from a traditional religious society to a more secular one based on Western ideas. In document 2, the timeline shows how different leaders in Iran introduced major cultural reforms that altered the culture and lifestyle of its people. For example, Shah Pahlavi introduced Western reforms, while Ayatollah Khomeini reverted Iran back to Islamic traditions. In document 3, we learn that Turkish President Erdogan reintroduced many religious traditions replacing a secular lifestyle in Turkey.

4. How the Issue Has Been Affected by People

Document 1: Atatürk had an enormous impact on the issue. Under his rule, many of the Islamic influences in Turkish society were eliminated in favor of Western values in government and society.

Document 2: Government leaders introduced measures that changed the cultural traditions of the Iranian people. Shah Pahlavi introduced Western lifestyles. When the Ayatollah came to power, this trend was reversed, moving Iran to more traditional Islamic values.

Document 3: President Erdogan introduced changes to Turkish society limiting the influence of Westernization. He increased the role of traditional Islam in what was taught in schools and how marriages are performed and who can conduct marriage ceremonies.

5. The issue of societal changes due to a change in leadership is significant since it has affected some societies in different time periods. Document 1 shows that Kemal Atatürk in the early 1920s remade Turkey into a Westernized nation. This led to political rights for women, the introduction of a new legal system, and an education system modeled after the West.

Document 2 shows how women’s dress styles in Iran changed due to policy changes. For example, in the latter part of the 20th century, Shah Pahlavi introduced Western reforms to Iran, while Ayatollah Khomeini and his successors demanded that women wear veils in public.

In document 3, President Erdogan of Turkey reintroduced many Islamic customs in the early part of the 21st century. He replaced a secular lifestyle by changing the science curriculum in schools and making changes to how marriages are performed, despite women’s rights groups opposing the measure.

From an examination of these three documents, we see that the issue of changes that come about due to changes in leadership continues to be an issue.

CHAPTER 14:

GLOBALIZATION AND A CHANGING GLOBAL ENVIRONMENT: 1990-present

Page 252: Completing an Outline

- | | |
|---|---|
| A. Globalization and a Changing Global Environment: 1990-Present | F. Environmental Threats: Industrialization and Urbanization |
| B. Causes, Effects and Responses to Diseases | G. Deforestation |
| C. HIV/ AIDS | H. WMDs and the Threat to the Globe |
| D. Positives v. Negatives of Globalization | I. The War on Terrorism |
| E. Ethnic Diversity v. Homogenization | |

Pages 255-259: Testing Your Understanding, Checking Your Understanding

1. 1	5. 1	9. 3	13. 2	17. 3	21. 3
2. 3	6. 1	10. 2	14. 4	18. 4	22. 2
3. 3	7. 1	11. 2	15. 1	19. 1	
4. 2	8. 2	12. 3	16. 3	20. 4	

Page 260: Testing Your Understanding, Constructed-Response Questions

- 23.** The historic circumstances in the cartoon shows concern for the trend to a common global community. Malls around the globe have become globalized. Almost anywhere a family travels in the world, they will find a large degree of similarity to malls back home. As the world becomes more interconnected through globalization, different cultures will take on the similarity of a uniform culture. The cartoon is satirizing the idea that any town a family might travel to will be just like the one back home.
- 24.** The author’s purpose is to challenge the notion that globalization is a negative as some people contend. The author believes globalization serves to enrich people’s culture and provides variety and diversity. Yamamoto believes the interactions among nations helps all cultures since each borrows and adds to the lifestyles of people around the globe.
- 25a.** These two documents are different. Document 1 implies that globalization is leading to “sameness” around the world, while document 1 challenges the claim that the world is becoming too similar.

25b. The cartoon mocks the idea that a family traveling to different locations is welcomed by a mall that is the same as back home. The sign points this out it is a “place like every other place.” The Yamamoto passage shows that each new thing is altered as it comes into contact with different cultures in the world. The author points to how a sushi restaurant in New York serves kosher sushi toppings for its Jewish patrons, while in South America people dip their sushi in salsa rather than soy sauce. Yamamoto’s point is that each culture borrows from others and adds its unique aspects of its own culture.

Pages 262-264: Extended Essay

(Answers may vary from one student to another.)

1. • **Document 1:** Impact of technology on agriculture
• **Document 2:** Mechanization in agriculture
• **Document 3:** Relationship between population and agricultural production
• **Document 4:** Concerns about innovations in agriculture
• **Document 5:** Negative impact of technology on agriculture
2. Impact of technology and science on agriculture
3. The issue of the impact of technology and science in agriculture can be defined as the transformation in how a society produces agricultural products and its impact on the life of its people. From these three documents, we learn about the impact of technology and science on agriculture. In document 1, the use of machines during the Agricultural Revolution increased food production with the use of scientific breeding, experimenting with new crops, and the using crop rotation. Document 2 describes the impact that machinery, such as tractors, harvesters, and mechanical plows had on the transformation in agricultural production. Document 4 shows that the Green Revolution had a positive and negative impact on the farmers. The document reveals it has sometimes led to counterproductive farming methods and a lack of skills by some farmers in underdeveloped areas such as Africa.
4. **How the Issue Has Affected People.** In document 1, With the introduction of machinery, changed traditional agriculture by hand. This revolution led to an increase in crop production and a reduction in human labor. People left the countryside to move to cities. In document 2, People living in various temperate zones have been impacted by the transformation of agriculture. In tropical zones, crops are now processed in factories leading to larger manufacturing plants. In document 4, the Green Revolution, designed to raise crop production has led to pest infestations that required chemical spraying. This has raised environmental and health concerns for people and often required skills lacking to poor African farmers.
5. The effect of technology and science on agriculture is an issue that countries have dealt with at different times with varying degrees of success. This issue has been an enduring one.

In document 1, during the Agricultural Revolution in the mid-1700s, innovations allowed farm machinery to replace many agricultural tasks that were formerly done by hand. These innovations allowed farmers to produce considerably more food at a lower cost.

In document 2, during the 19th and 20th-century, agriculture was transformed with the use of fertilizers, pesticides, irrigation and genetic food modification. The use of tractors and mechanical plows revolutionized the cultivation of many crops, especially for countries that were located in the temperate zone.

In document 4, the Green Revolution in the latter part of the 20th-century greatly increased crop production. However, the use of pest and weed control chemicals created certain environmental and health concerns.

Conclusion: These documents support the idea that the impact of technology and science on agriculture has been significant and continues to affect societies. The advances of refrigeration, ship containers, and modern airlines have allowed consumers to go into a supermarket and buy food produced in distant lands from almost everywhere in the globe.

CHAPTER 15: HUMAN RIGHTS VIOLATIONS

Page 277: Completing an Outline

- | | |
|-------------------------------|---|
| A. Human Rights Violations | F. Human Rights Violations by Countries |
| B. The Holocaust | G. The Post-Apartheid Period |
| C. Tokyo Trials (1946-1848) | H. Women in the Human Rights Struggle |
| D. International Court System | I. Mothers of the Plaza de Mayo |
| E. Human Rights Violations | |

Pages 280: Sharpening Your Test-Taking Skills

1. 4 2. 2

Pages 281-284: Testing Your Understanding, Checking Your Understanding

1. 3 5. 1 9. 4 13. 1 17. 1 21. 4
2. 4 6. 2 10. 2 14. 1 18. 3
3. 3 7. 3 11. 2 15. 4 19. 3
4. 1 8. 2 12. 2 16. 1 20. 2

Page 285: Testing Your Understanding, Constructed-Response Questions

22. Adolf Hitler rose to power in Germany in the 1930s during a period of runaway inflation and large-scale unemployment. He wrote about his hatred for Jewish people in his book, *Mein Kampf*. When he came to power, he sought to implement his hatred for Jewish people by exterminating Jews living in Europe. He saw the Jewish people as an inferior race, and a threat to German racial purity. As the Nazis conquered each European nation, Hitler’s plan took shape. By 1942, Hitler was able to put in place his “Final Solution of the Jewish Question,” that was his plan to kill all the Jewish people living in Europe.
23. Since the Holocaust, human rights violations have generated worldwide concern. The Universal Declaration of Human Rights was created in 1948. The purpose of this document was to provide a set of principles to guide all nations that there are basic principles that all humans are born with and that countries had to respect. These rights belong to every individual and form the basis of a democratic society. This document was to serve as a yardstick through which all historical occurrences of oppression could be measured.
24. The horrific treatment of Jewish people and others in Nazi occupied Europe ended with the end of the World War II. This treatment of people by the Nazis created a cause-and-effect relationship as shown in these two documents. As a result, the world set about to prevent such atrocities from reoccurring. Nations regarded the treatment of certain groups by the Nazis as a main cause that led to the creation of the Universal Declaration of Human Rights. The creation of the United Nations in 1948 was to establish an international organization that would act to ensure people’s human rights throughout the globe. From these two documents we see that the genocide of Jewish people and others was a direct cause of the creation of the UN Universal Declaration of Human Rights.

Pages 287-288: Testing Your Understanding, Extended-Essay

(Answers may vary from one student to another.)

- **Document 2:** Genocide
- **Document 3:** Genocide
- **Document 5:** Ethnic cleansing

The Enduring Issue. An enduring issue raised in documents 2, 3, and 5 is that of human rights abuses.

Identify and Define the Enduring Issue. Human rights violations can be defined as the torture, violence, human trafficking, unfair trials, starvation, executions of innocent individuals and limits on freedom of expression. This can be seen in the following documents 2, 3, and 5.

Document 2 explores human rights violations that took place in Ukraine. During the 1930s, Soviet leader Joseph Stalin sought to collectivize Ukraine’s agricultural sector between 1928 and 1940. When Ukrainian farmers refused to go along with his plan, Stalin sought to crush opposition. He ordered that Ukraine be sealed off and prevented any food from entering the area. He destroyed all resistance to his order. Although precise numbers are hard to come by, it is estimated that several million Ukrainians starved to death or were executed by firing squads.

Document 3 describes a setting that took place in Cambodia during the 1970s when the Khmer Rouge came to power. Led by Pol Pot, leader of the Khmer Rouge, soldiers forced Cambodian citizens at gunpoint from their homes, shops and shelters. They were made to leave the city and march to the countryside. Anyone that could potentially resist their take-over of Cambodia was killed. Doctors and their staff were killed, hospital patients too weak to leave their beds were executed.

Document 5 also deals with human rights violations similar to that of the Nazis in Europe against the Jewish people. This document describes the actions taken by Serbian leader Slobodan Milošević against Bosnians. In his attempt to bring about ethnic cleansing and to achieve a Serbian dominated state, Milošević conducted a massacre in 1995 at Srebrenica, a Bosnian dominated town. Milošević’s human rights violations included forced relocations, rape, castration, imprisonment in concentration camps and killings. His Bosnian massacre caused the death of 7,000 men and boys, making it the largest single massacre in Europe since the Holocaust. After the war ended, Milošević was arrested and imprisoned. However, he died of a heart attack before he could be tried for his “crimes against humanity.”

How the Issue has Affected People. In each of these examples, we see how the issue of human rights violations has affected people. The issue of human rights violations is significant in that it has greatly affected various societies in different time periods. For example, Document 2 shows that during the 1930s Josef Stalin unleashed genocide in Ukraine. He forced over 10 million Ukrainians into collective farms. Ukrainian historians state that 25 percent of Ukrainians population was exterminated. Document 3 points out that in the 1970s Pol Pot’s goal as leader of the Khmer Rouge was to turn Cambodia into a communist state. He forced millions of people from the cities to labor camps where they were starved and abused. Document 5 points out that in the summer of 1995 Serbian leader Slobodan Milošević sent thousands of Bosnians to concentration camps where they were tortured and many were killed. More recently, in 2017, the Myanmar government has forced the Muslim minority to flee across their border into Bangladesh.

How the Issue has Continued to Be an Issue. This issue of human rights violations has greatly affected various societies at different time periods. From these documents we see that the issue of human rights abuses has remained a serious issue that has continued over a span of three-quarters of a century. Thus, although the locations differ, the one thing that links these abuses is that innocent civilians in Ukraine, Cambodia, and Bosnia experienced serious human rights violations that impacted many aspects of a society’s lifestyle.

CHAPTER 16: A PRACTICE GLOBAL HISTORY REGENTS

Pages 291-300: Checking Your Understanding

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

Pages 301-302: Constructed-Response Questions

29. When Stalin decided to make Russia into a major industrial power, he used money from selling Ukrainian wheat to finance his plan. Stalin ordered Ukrainian farmers to increase their grain production by 44%. When Stalin proposed turning Ukrainian farms into collectives, farmers refused to go along. Stalin’s response was to starve the farmers in Ukraine into submission. During the 1930s, millions of Ukrainians were starved to death as Stalin forced his policies on them.
30. Lana Babij’s intended audience was the Western world. She seeks to reveal that Stalin’s program was brutal, punitive, and fatal to the people of Ukraine. Babij tried to inform the nations around the world of the viciousness of Stalin’s policies and their impact on the people of Ukraine. She brings into focus the human rights abuses of Stalin’s policies. Stalin was ruthless in forcing his policies, and they led to the death of millions of innocent Ukrainians.
31. There is a cause-and-effect relationship between these two documents. In document, Stalin’s policy against Ukraine and the use of his policies to starve the Ukrainians into submission. In document 2, Babij describes the results of Stalin’s policy on the people of Ukraine — patrolling the border to prevent Ukrainians from crossing into Russia to find bread. This is a cause-and-effect relationship since Stalin’s policies in document 1 led to the Holodomor as in Ukraine as described in document 2.
32. Friedrich Engels, along with Karl Marx, examined the conditions of workers in Great Britain. They believed that wealthy capitalists took advantage of their workers by taking the wealth created by workers, while paying workers the barest of wages needed for survival. Marx and Engels predicted that eventually the workers would rise up and overthrow the capitalists during a violent revolution. Of course, this never came to pass. This document supports Engels’ view of capitalism as he walks with this “middle-class gentleman” who saw the unfortunate circumstances of factory workers as a place to make “a great deal of money.”
33. This political cartoon’s purpose is to show the impact of early industrialization on workers. The cartoonist depicts hardworking laborers supporting factory owners, entrepreneurs, and business owners on their backs. These capitalists are shown sitting atop the backs of the workers with signs stating how poorly workers are paid on a weekly basis.
- 34a. Both documents are similar in their central idea that the capitalists of industry are getting rich on the backs of their workers and care little about the workers who labor for them.

- b. Document 1 describes the harsh living conditions and type of neighborhoods that factory workers lived in during the early part of industrialization in the city of Manchester. They live in unhealthy slums enduring deplorable living conditions. Document 2, a political cartoon, has a similar theme. This cartoon references the harsh treatment of factory workers during the early part of industrialization at the hands of wealthy capitalists, businessowners and entrepreneurs. Both documents present similar themes of capitalists taking advantage of their workers.

Pages 303-305: Extended Essay

(Answers may vary from one student to another.)

- **Document 1:** Problems caused by industrialization
- **Document 2:** Problems caused by industrialization
- **Document 3:** Effect of industrialization on the environment
- **Document 4:** Sources of pollution
- **Document 5:** Need for renewable energy sources

Identify and define the enduring issue. An enduring issue that is raised in documents 1, 2, and 3 is the impact of industrialization on a society. This issue can be defined as how advances brought about by industrialization can impact a society. From an examination of the following documents, we learn of the impact of industrialization.

Document 1 deals with the steam engine and its impact on society, leading to increased pollution. The passage attributes the use of the steam engine to a rise in the use of fossil fuels, especially coal. Cities such as Birmingham, Leeds, Manchester, Chicago, Pittsburg, and St. Louis were forever impacted by the acrid smoke released into the environment. This led to a stinging of people’s eyes and a harming of their ability to breathe.

Document 2, the “The Silent Highwayman” cartoon, shows the impact that industrialization had on London, especially the Thames River, a key source of drinking water for the city. The cartoon uses, as its main symbol, death rowing in the river with dead objects floating in the polluted water. The implication being that the pollution has come about as a result of industrialization, which contaminated the drinking water, leading to people dying.

Document 3 deals with the impact of industrialization on conditions that exist in Mexico City. Industrialization and modernization have led to smokestacks and congested highways, greatly impacting the people of Mexico City. As the city has become more developed, it has led to factories and environmental pollution. The image along with the reading shows just how much “fog” there is in the city’s atmosphere due to this pollution.

Why the Issue is Significant. An examination of documents 1, 2, and 3 shows that industrialization has had an impact on society. In each document, people have been negatively impacted by the changes brought about by industrialization. In documents 1 and 2, we learn that Londoners, the atmosphere, and drinking water have been harmed by industrial advances. In document 1, people had to deal with acrid smoke that stung their eyes and impeded their breathing. In document 2, Londoners faced contamination of their drinking water, leading in some cases to deathly illnesses. In document 3, smokestacks and congested highways have led to pollution of Mexico City’s atmosphere.

How the Issue has Continued to be Enduring. The impact of industrialization on societies is significant since it has greatly affected various societies during different time periods. In document 1, we see the impact of industrialization during the 1750s on the people of London. As countries became more industrialized and their populations grew, the air, water and other resources posed an increased threat to people’s survival. In document 2, occurring about a century later, the drinking water in London had become contaminated. This occurs when raw sewage is dumped into the river, contaminating the drinking water and causing threats to people’s health. In document 3, taking place in the 1990s, industrialization has led to smog and pollution in Mexico City’s atmosphere. Several times in the 1990s, the ozone layer, which protects the Earth from the harmful effects of the sun’s radiation, has reached “very dangerous” levels. This has exposed millions of Mexicans to danger from all sorts of breathing disorders.

Conclusion. From an examination of these documents, we see that industrialization has had an impact on societies. Although the impact has changed over time, what is common in these documents is that industrialization has brought about serious environmental challenges to each society.