

# TEACHER'S ANSWER KEY TO



## MASTERING THE GRADE 10 GLOBAL HISTORY CURRICULUM Analyzing Evidence-Based Data



Second Edition

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KILLORAN

# — SECOND EDITION —

*Mastering the Grade 10 Global History Curriculum: Analyzing Evidence-Based Data* 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 Constructed-Response and Extended Essay Questions, focus on how well the student answers the question and whether the response supports the student's position with reasons, factual details, and data.

## CHAPTER 2: HOW TO ANSWER EVIDENCE-BASED QUESTIONS

### **Page 5: Finding the Main Idea**

Gandhi is claiming that unrest is growing in India because of the way the Indian people have been treated by the British. He seeks British assurances that the Indian people receive the same rights as British subjects. Gandhi warns that the present situation cannot continue indefinitely.

### **Pages 6-12: Questions on Evidence Based Questions**

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

## CHAPTER 5: THE WORLD IN 1750

### **Page 37: Analyzing Evidence-Based Data**

1. 3	2. 2
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### **Pages 38-39: Analyzing Evidence-Based Data**

3. 2	4. 4
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### **Page 41: Analyzing Evidence-Based Data**

5. 3	6. 3
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### **Pages 42-43: Analyzing Evidence-Based Data**

7. 2	8. 2	9. 4
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### **Page 46: Analyzing Evidence-Based Data**

10. • European Maritime Empires: G-H-I-J-K • China Under the Qing Dynasty: C  
• Russian Empire: E • Japan Under the Tokugawa: F  
• Ottoman Empire: D • West African Kingdoms: A  
• Mughal Empire: B

11. The Mughal Empires controlled the most territory in Southeast Asia. They no longer exist today.
12. The Ottoman Empire was located at the crossroads between Asia and Europe and its location played a key role in all trade between those two areas. The Ottoman Empire no longer exists.
13. Both the Ottoman Empire and the European Maritime Empires were the dominant empires in the Mediterranean region.
14. The Russian Empire, with such a large landmass to govern, has consistently faced problems in governing such a large area. In addition, with a territory extending over so much territory, the Russian people consisted of many different ethnic groups.

**MAJOR CHAPTER HEADINGS**

- 1. THE EURASIAN EMPIRES**
  - A. The Ottoman Empire (1453)-1918)
  - B. The Mughal Empire (1526-1837))
- 2. THE TOKUGAWA SHOGUNS (1603-1868)**
  - A. The Tokugawa Shogunate Seizes Power
  - B. Policy Toward the Outside World
- 3. A COMPARISON OF THE TOKUGAWA SHOGUNATE AND BOURBON DYNASTY**
  - A. Japan Under the Tokugawa Shogunate
  - B. France Under the Bourbon Dynasty
- 4. THE TOKUGAWA AND MUGHAL RESPONSES TO OUTSIDERS**
  - A. The Tokugawa Response to Outsiders
  - B. The Mughal Response to Outsiders

**Pages 49-53: Checking Your Understanding**

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

**Page 54: Constructed-Response Questions**

14. The Tokugawa Shoguns came to power during a chaotic period in Japan’s history. The daimyos were frequently warring with each other creating a very unstable political situation. The Tokugawa Ieyasu seized power in 1603 and founded the Tokugawa Shogunate. The Tokugawa Shogunate produced a code of laws to regulate daimyo conduct, marriage, dress and the types of weapons they could carry. They also required that high-ranking daimyos reside at Edo in alternate years and held daimyo family members hostage to insure that no rebellions would emerge to overthrow the Shogunate.
15. The monarchs of France, including the Bourbon kings, were absolute monarchs that feared being overthrown. Their word was law, and any critic that challenged their authority was punished. They controlled the economic and religious lives of their subjects. 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 from launching any plots.

**Page 55: Extended Essay**

- Document 5: • Impact of Accepting Westernized Customs on Society  
• Tensions Between Traditional Culture and Modernization

Nested Issues encompassed by the enduring issue: Political Authority

- |                       |                           |
|-----------------------|---------------------------|
| ◆ Warfare             | ◆ Separation of Powers    |
| ◆ Rise of Democracy   | ◆ Disputes over Land      |
| ◆ Rise of Nationalism | ◆ Free and Fair Elections |
| ◆ Global Terrorism    |                           |

**CHAPTER 6:  
ENLIGHTENMENT, REVOLUTION AND NATIONALISM**

**Pages 59-60: Analyzing Evidence-Based Data**

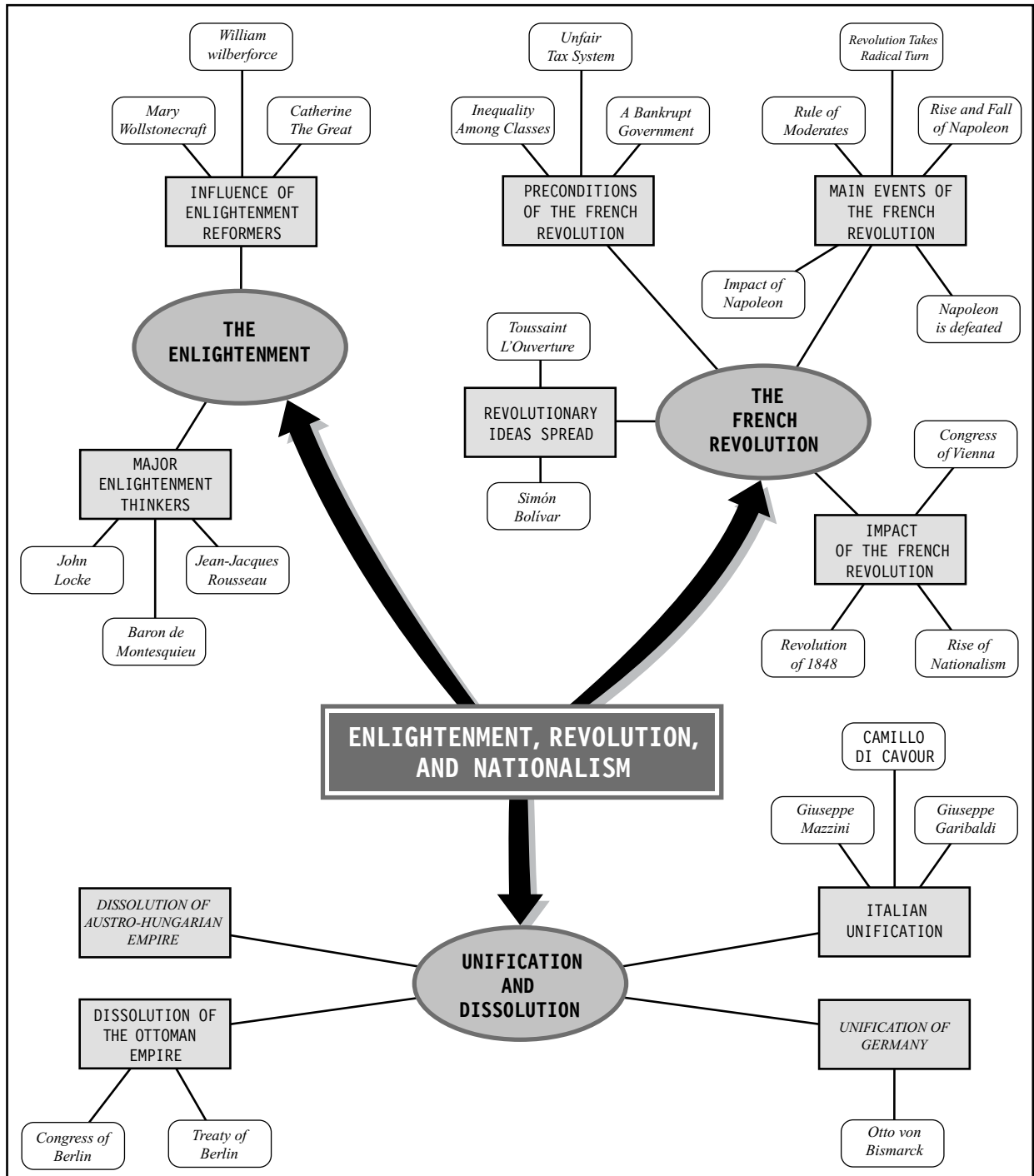
- |      |      |      |      |      |
|------|------|------|------|------|
| 1. 2 | 2. 4 | 3. 2 | 4. 2 | 5. 2 |
|------|------|------|------|------|

**Pages 66-67: Analyzing Evidence-Based Data**

- |      |      |      |      |
|------|------|------|------|
| 6. 3 | 7. 3 | 8. 2 | 9. 2 |
|------|------|------|------|

**Page 70: Analyzing Evidence-Based Data**

10. 3



Pages 73-76: Checking Your Understanding

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

Page 77: Constructed-Response Questions

18. The historical context of document 1 indicates the situation that existed among France’s three estates. Prior to 1789, France was divided into three classes or “estates.” The First Estate was made up of the clergy; the Second Estate was comprised of the nobility. The third and largest estate included almost every French citizen. Although the Third Estate made up 97% of the population, they owned only 55% of the land, and paid almost all of the taxes. The other two estates owned less than half the land, but paid barely any taxes. This imbalance between the estates played a major role in leading to the French Revolution.

19. The author's purpose for this document was to show the conditions that existed for people who were part of the Third Estate and to show how difficult their lives were. This document points out the discontent of a French woman who is poor and made to pay rent and high taxes beyond her means and is barely able to survive.

**Pages 78-79: Extended Essay**

1.
  - Document 2: A-H Empire had a great deal of ethnic and language diversity.
  - Document 3: A-H Empire had five major religious groups, making the empire very diverse.
2. Possible answers: Impact of diversity; Role of ethnic mixture; Interaction of cultures.

## CHAPTER 7: CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION

**Page 83: Analyzing Evidence-Based Data**

1. 2
2. 3

**Page 87: Analyzing Evidence-Based Data**

3. 2
4. 1

**Page 90: Analyzing Evidence-Based Data**

5. 2
6. 3
7. 2

**Page 93: Analyzing Evidence-Based Data**

Change	Description of the Change
<b>Suffrage Reforms</b>	Acts passed by Parliament that gave greater political power to new towns and extended voting rights to the middle class.
<b>Social Reforms</b>	Parliament passed acts to limit child and female labor, limited working hours, and brought about safer working conditions.
<b>Workers Reforms</b>	Workers organized into unions and used the threat of labor strikes to improve their wages and working conditions; health insurance.
<b>Municipal Reforms</b>	City life became cleaner and healthier. Drinking water quality improved and cities created sewer systems to reduce diseases.
<b>Educational Reforms</b>	Free public elementary schools were created to prepare children of working families for adulthood.
<b>New Ideologies</b>	This period saw the rise of communist ideology, put forth by Marx and Engels, two outspoken critics of the capitalist system.

**Page 95: Summarizing Your Understanding**

**Major Inventions that led to the Agricultural Revolution:**

- Jethro Tull's invention of the seed drill and hoe
- Other inventions included the threshing machine, reaping machine, and cast-iron plow
- Charles Townshend's introduction of the four-field system

**Major Inventions that led to the Industrial Revolution:**

- Discovery of cheaper and easier methods to produce cast iron and power
- The invention of the spinning jenny allowed many threads to be spun at once
- Improvements in the steam engine allowed factory construction to be placed anywhere
- The electrical telegraph by Samuel Morse allowed for international communication

**Changes industrialization brought to Victorian England:**

- Family life in Victorian England changed
- Living conditions for workers and families deteriorated

- The size of government in England expanded
- The quality of life for many working families deteriorated

**Changes industrialization brought to Meiji Japan:**

- Japan restored rule of the emperor
- Westernized ways were introduced to Japan
- Japan went from a backward feudal society to an industrialized nation
- New industries were created, such as iron foundries, arsenals, shipbuilding

**Pages 96-99: Checking Your Understanding**

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

**Page 101: Constructed-Response Questions**

16. Before the Meiji came to power, Japan was in large part shut-off from trade with the rest of the world. The emergence of the Meiji rulers opened Japan’s borders to foreign nations and to trade. This opening greatly increased trade between Japan and foreign nations, leading to an increase in Japanese exports and imports. Under the Meiji, Japan became the first non-Western country to successfully imitate the West.
17. The intended audience for document 2 is the general public. The document provides information about this period in Japan’s history. This encyclopedia article points out that when the Meiji came to power, economic and social changes were put in place that transformed Japan’s industries, communications, and banking.

**Pages 101-103: Extended Essay**

- Document 1: Controlling environmental hazards
  - Document 2: Effects of pollution on society
  - Document 3: Effects of pollution on society
- Impact of industrialization on societies
- Nested Issues Involving the Enduring Issue of the Impact of Globalization
  - ◆ Solving Mutual Problems     ◆ Impact of Migration     ◆ Slowing Job Market
  - ◆ Effects of Cultural Diffusion     ◆ Nuclear Proliferation     ◆ Impact of technology
  - ◆ Displacement of Industries

## CHAPTER 8: IMPERIALISM

**Page 109: Analyzing Evidence-Based Data**

1. 4                      2. 3

**Page 112: Analyzing Evidence-Based Data**

3. 4                      4. 2                      5. 3

**Page 115: Analyzing Evidence-Based Data**

6. 3                      7. 1

**Pages 116-117: Comparing and Contrasting Maps of Africa**

- Map 1** shows that prior to the European colonization of Africa in the 1700s there existed a multitude of ethnic-linguistic groups throughout the African continent. Each group indicated a separate ethnic group or tribe.
- Map 2** shows that by 1820 much of the inner African continent was untouched by European imperialism. European contact in Africa was limited to mostly coastal areas.
- Map 3** shows a dramatic change following the Berlin Conference. By 1884, most of Africa had been divided among various European colonial powers.

11. **Map 4** shows that by 1914 nearly every part of Africa had come under the control of some non-African nation — primarily the French and the British.
12. These four maps show Africa moving from a continent dominated by various tribes to a one that was completely under European control and dominance.
13. 2            14. 3            15. 3            16. 2

**Page 119: Summarizing Your Understanding**

**MAJOR CHAPTER HEADINGS**

1. MAIN DIVISION: How Imperialistic Powers Applied Control in Africa and Asia
  - A. Sub-topic: European Powers Gain Control of Africa
  - B. Sub-topic: Forms of Imperialistic Control
2. MAIN DIVISION: RESISTANCE TO IMPERIALISM
  - A. Sub-topic: African Resistance to Imperialism
  - B. Sub-topic: Chinese Resistance to Imperialism
  - C. Sub-topic: Japan Reacts to Imperialistic Threats
3. MAIN DIVISION: PERSPECTIVES ON IMPERIALISM
  - A. Sub-topic: Different Perspectives
  - B. Sub-topic: The Legacy of Imperialism in Africa
4. MAIN DIVISION: COMPARING AND CONTRASTING MAPS OF AFRICA

**Pages 120-125: Checking Your Understanding**

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

**Page 126: Constructed-Response Questions**

22. The geographic context of this cartoon was that most of the continent of Africa was dominated by major European imperialist powers that sought to use the African people and their resources to enrich themselves. These imperialist powers made all the laws for the people of Africa. Rather than teach the Africans the skills needed for self-rule, the Europeans treated the natives as children to be looked down upon. One key example of how the Europeans dealt with Africans is illustrated in the example in the cartoon. The cartoon depicts King Leopold of Belgium as a snake wearing a crown having a stranglehold over the people of the Congo. The natives of the Congo are symbolized by an African native who is shown in the clutches of the king. The native’s arm, torso, and feet are entwined by King Leopold as he seeks to dominate the Congo’s rich rubber resources.
23. The author’s point of view in document 2 is identified by the title of his article “The Butcher of the Congo.” The document depicts King Leopold of Belgium as a cruel and brutal ruler of the Congo. Despite never setting foot in the Congo, Leopold dominated the area and its people. The author is also showing readers that Leopold was not alone in unleashing brutality against the people of Africa.

**Page 128: Extended Essay**

1.
  - Document 1: Lack of natural resources leads to imperialism
  - Document 2: Imperialism allows stronger countries to control weaker countries
  - Document 3: Economic control is a current form of imperialism
2. Impact of imperialism

3. The issue of the impact of imperialism can be defined as changes that result when a country conquers, maintains, or controls another territory. From an examination of these documents, we learn that the impact of imperialism can take various forms. Document 1 shows how Japan turned to imperialism since it lacked certain natural resources needed for industrialization. Document 2 shows European nations greedily looking to “feast” on African and Asian nations for their own benefit. Document 3 shows that even in today’s world, imperialism survives under the guise of corporate capitalism.
4. The issue of imperialism is one that societies have faced across time and has been addressed by different nations with varying degrees of success. Documents 1 and 2 show the impact of imperialism on certain areas in the late 1800s and early 1900s. Document 3 shows that imperialism continues to exist in some areas in the early decades of the 21st century through the use of economic controls.

## CHAPTER 9: UNRESOLVED GLOBAL CONFLICTS, 1914-1945

### Page 134: Analyzing Evidence-Based Data

	WORLD WAR I	WORLD WAR II
<b>Spark Igniting the War</b>	Assassination of Archduke Ferdinand	Invasion of Poland by Germany
<b>Causes</b>	<ol style="list-style-type: none"> <li>1. Rise of Nationalism</li> <li>2. Competition for colonies</li> <li>3. Split Europe into two opposing alliances</li> <li>4. Rise of militarism glorifying war</li> </ol>	<ol style="list-style-type: none"> <li>1. European powers suffered economically</li> <li>2. Widespread despair and distrust</li> <li>3. Number of changes in European governments</li> <li>4. Rise of fascism in Germany and Italy</li> </ol>
<b>Effects</b>	<ol style="list-style-type: none"> <li>1. Rise of extremism in Europe</li> <li>2. Desire to expand by fascist leaders</li> <li>3. Willingness to appease Hitler’s demands</li> <li>4. Attack by Japanese navy on Pearl Harbor, Hawaii</li> </ol>	<ol style="list-style-type: none"> <li>1. Fall of the old great powers in Europe</li> <li>2. Rise of superpowers: U.S. and Soviet Union</li> <li>3. Europe divided into two opposing alliances</li> <li>4. Rise of atomic weapons</li> <li>5. Emergence of Cold War</li> </ol>

### Page 137: Analyzing Evidence-Based Data

	WORLD WAR I	WORLD WAR II
<b>New Weapons</b>	Trench warfare, machine guns, poison gas, flame throwers, U-boats	Atomic bomb, blitzkrieg, radar, bazooka, rocket-based weapons, long-range missiles
<b>Medical Advances</b>	X-rays, new antiseptics, prosthetic limbs, splints for broken bones	Antibiotics (penicillin), blood transfusions, use of sulfa drugs, vitamins and minerals
<b>Economic Cost of War</b>	Most European nations emerged from war nearly bankrupt	\$2 trillion, making it the costliest war in human history
<b>Human Toll</b>	Estimates run to 12 million killed and 20 million injured	Estimates of 70 million killed, making it the deadliest war in history
<b>Aftermath of the War</b>	A destabilized Germany allowed fascist leaders to come to power	Europe’s Great Powers declined as U.S. and Soviet Union became superpowers

### Page 141: Analyzing Evidence-Based Data

1. 4
2. 3



**Page 144: Analyzing Evidence-Based Data**

3. 2                      4. 4

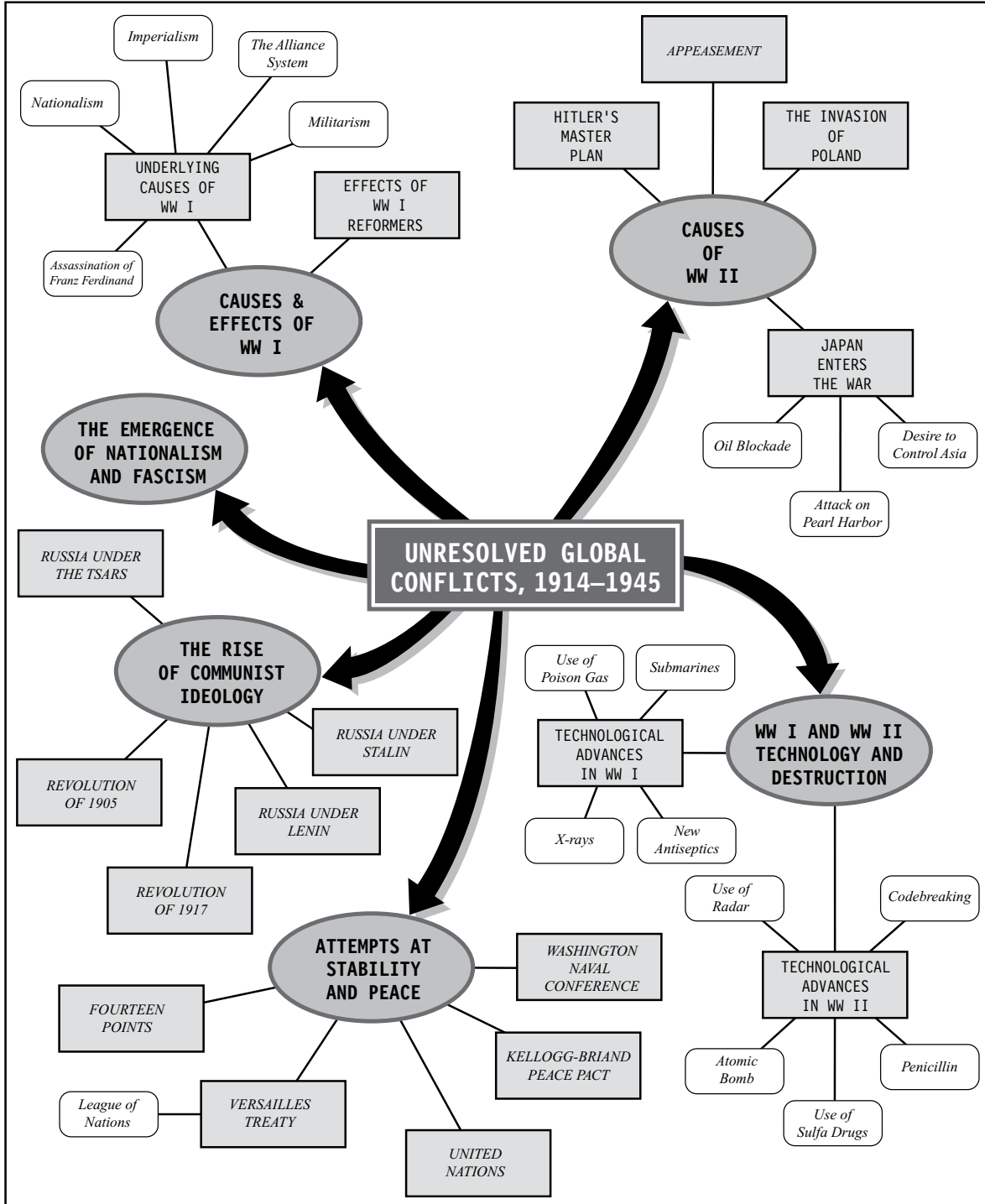
**Page 148: Analyzing Evidence-Based Data**

5. 3                      6. 3                      7. 4

**Page 151: Analyzing Evidence-Based Data**

8. 3                      9. 1

**Page 153: Summarizing Your Understanding**



**Pages 154-159: Checking Your Understanding**

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

**Page 160: Constructed-Response Questions**

21. The Khmer Rouge began as a right-wing military group based in remote jungle and mountain areas. In 1975, the Khmer Rouge seized power in Cambodia under the leadership of Pol Pot, who sought to take Cambodia back to the Middle Ages. Under his leadership, they expelled foreigners, banned the use of foreign languages, closed television stations and curtailed the use of telephones. They forced Cambodians out of the cities to the countryside, killing millions of Cambodians in the process.
22. This photograph is entitled, “The Killing Tree,” and depicts a tree used by the Khmer Rouge to “dash” or kill babies. The purpose of the photograph is to present to those who do not know about the horrors of the Khmer Rouge and show how truly brutal and heartless they were. Each bracelet on the tree represents a child’s death at that tree. Any person examining such a memorial would be horrified by the number of deaths of so many innocent Cambodian children at the hands of the Khmer Rouge.
- 23a. Together both documents are similar in that they depict the horrors and brutality of the Khmer Rouge when they came to power in Cambodia.
- 23b. Both documents are similar in accurately portraying the horrors inflicted on the people of Cambodia by the Khmer Rouge. Document 1 discusses the involuntary expulsion of foreigners, Cambodians forced to leave their homes, and the mandatory marches into the countryside at gunpoint. Document 2 further reveals the Khmer Rouge as ruthless executioners as they dashed babies against a tree, killing them in a most horrific manner. Both documents are similar in creating an image of some of the horror and misery inflicted on the Cambodian people by the Khmer Rouge.

**Pages 161-162: Extended Essay**

1. • Document 1: Effect of new weapons in warfare  
• Document 2: Use of weapons of mass destruction in warfare  
• Document 3: Growth of nuclear weapons
2. Impact of technology in warfare or Impact of technological advances in weaponry
3. The issue of the impact of technology in warfare can be defined as the potential destructive power that newer weapons of war have on people and the environment. From an examination of the following documents, we learn of the impact that advances in weapon technology can have on warfare. Each document deals with a new technological advance at the time in warfare. Document 1 deals with the use of poison gas used during World War I. Document 2 looks at the destructiveness of the atom bomb on Japan in World War II. The table in Document 3 shows the growth of nuclear weapons today as nations compete with each other.
4. The issue of the impact of technology in warfare is one that societies have faced across time and has been addressed by different nations with varying degrees of success. Each of these documents highlights a different time period. Document 1 looks at World War I (1914-1918) and the destructive nature of poison gas in warfare. Document 2 examines the dropping of an atomic bomb in 1945 during World War II and the resultant death of tens of thousands of Japanese citizens. Document 3, the table, looks at modern weapons during the present day. All three of these documents show the impact of technological advances in warfare as an issue that has endured across time.

**CHAPTER 10:  
UNRESOLVED GLOBAL CONFLICT, THE COLD WAR**

**Page 167: Analyzing Evidence-Based Data**

1. 1	2. 3	3. 3	4. 1
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**Page 171: Analyzing Evidence-Based Data**

5. 3	6. 3	7. 2
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**Pages 175-176: Analyzing Evidence-Based Data**

8. 2                      9. 3

**Page 181: Analyzing Evidence-Based Data**

10. 1                      11. 3                      12. 3                      13. 2

**Page 183: Summarizing Your Understanding**

**Roots of the Cold War:**

- Differences between the political systems of democracies and communists
- Differences in view of the basic rights held by ordinary citizens
- Differences in economic systems between capitalism and communism
- NATO formed and Soviets answer with the Warsaw Pact

**Describe Confrontations in Cuba, Vietnam, and Afghanistan:**

- When Castro adopts communism, the United States supports the Bay of Pigs invasion
- The division of Vietnam brought war between North and South Vietnam
- Soviet Union invades Afghanistan
- U.S. support for the Mujahideen with stinger missiles to fight the Soviet Union

**List Foreign Policies of the Soviet Union During the Cold War:**

- Containment                                      • Massive Retaliation
- Collective Security                              • Détente

**State Which Events Brought about the End of the Cold War:**

- Soviet economy suffered from stagflation
- Failure of Gorbachev's policies of Glasnost and Perestroika
- U.S. Buildup of its anti-ballistic defense system
- Workers' strikes in Poland
- Destruction of the Berlin Wall and free elections in Eastern Europe

**Pages 184-186: Checking Your Understanding**

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

**Page 187: Constructed-Response Questions**

- 16.** At the time that Gorbachev assumed power, the Soviet Union's economy was experiencing stagflation, a lack of consumer goods, rising prices with a stagnant economy. Bread lines throughout the nation were a common sight. Part of this economic stagnation had come about as a result of its war in Afghanistan and its excessive military spending in order to compete with the United States. In an attempt to kick start the Soviet economy, Gorbachev recommended various economic and political strategies. Document 1 reviews some of these suggested changes he recommended under glasnost and perestroika.
- 17.** The point of view in document 2 is that Communism sought to destroy capitalism, but in doing so planted the seeds of its own destruction. The Soviet economy was unable to compete with the efficiency and array of goods offered by free market economies of the West. Communism was a flawed system. Despite Gorbachev's reforms, there was nothing that could be done to save it. The author places the blame for the failure to deliver the goods squarely against the communist economic system.
- 18a.** These two documents are similar. Both documents deal with the inadequacies, shortcomings, and failings of communism. Both call for the need for a change to the present communist system.
- 18b.** In document 1, we learn of the radical reforms to communism put forth by Mikhail Gorbachev. The document reviews some of the reforms that were part of his Glasnost and Perestroika program. He wishes to decentralize decision-making, the operation of state-owned farms, and the Communist Party. This is a clear indication that communism has failed the Soviet people. Document 2 points out the shortcomings of communism and how it gave rise to uprisings in Eastern Europe. We also learn that the reforms were unable to save communism. Communism is a flawed economic system that could not prevent Western ideas about freedom and a better way of life from invading from the West.

**Pages 189-191: Extended Essay**

1. • Document 1: Economic role of international organizations  
• Document 2: Military role of international organizations  
• Document 3: Moral role of international organizations
2. Roles faced by international organizations
3. The roles faced by international organizations can be defined as the different roles international organizations take on in their desire to reduce conflict among nations. Document 1 explores the challenges faced by the League of Nations in trying to achieve international peace. Document 2 reveals the military role played by different alliances in order to protect their national interests and goals in the period following World War II reflected by NATO and the Warsaw Pact. Document 3 shows the moral role played by the United Nations in try to achieve international peace in the world.
4. Document 1: Due to the lack of enforcement powers by the League of Nations, many of its sanctions had little effect on nations in its attempt to bring about peace. This came about as a result of it having little actual power to enforce its decisions.  
  
Document 2: NATO and the Warsaw Pact greatly affected people in Europe since they were controlled by the two competing superpowers after World War II.  
  
Document 3: The Universal Declaration of Human Rights was an effort by the UN to establish the idea that all people possess certain inalienable, basic human rights.
5. The issue of the roles faced by international organizations is one that societies have faced across time and has been addressed by different organizations with varying degrees of success. For example, following World War I (1914-1918), the formation of the League of Nations faced challenges since it was provided with weak enforcement abilities except for its use of economic sanctions. Document 2 is dated from the start of the Cold War when military alliances were formed by the two competing superpowers following World War II after 1945. Lastly, the UN Universal Declaration of Human Rights (1948) was an attempt to provide basic rights to people around the globe and in so doing provide a basis for international peace.

**CHAPTER 11: DECOLONIZATION AND NATIONALISM**

**Page 196: Analyzing Evidence-Based Data**

1. 1                    2. 1
3. Students must complete the following chart:

	<b>Mohandas Gandhi</b>	<b>Ho Chi Minh</b>
<b>Major Goals</b>	To achieve independence for India	To achieve independence for Vietnam
<b>Methods Used to Achieve the Goal</b>	Civil disobedience, passive resistance, non-violent opposition to British laws, boycotts of British goods	Guerilla warfare and other ruthless methods against French colonial rule
<b>Other Similarities</b>	Dressed in clothing that was typically worn by modest Indians	Dressed in clothing characteristic of common people in Vietnam
<b>Other Differences</b>	Fasted and led peaceful marches against the British	Used violence and guerilla warfare to achieve independence

**Page 199: Analyzing Evidence-Based Data**

4. 1                    5. 2

**Pages 204-205: Analyzing Evidence-Based Data**

6. 2                    7. 2

**Page 210: Analyzing Evidence-Based Data**

8. 3                    9. 2                    10. 2

## MAJOR CHAPTER HEADINGS

### INDIA AND INDOCHINA'S RESPONSE TO EUROPEAN IMPERIALISM

- The Indian Nationalist Movement
  - India's Struggle for Independence (1947)
  - The Partition of India and Pakistan (1947)
- Independence Movements in Indochina
- Comparing Ideologies: Gandhi and Ho
  - Mohandas Gandhi
  - Ho Chi Minh

### AFRICA'S INDEPENDENCE MOVEMENTS

- Nationalism in North Africa
- Nationalism in Sub-Saharan Africa

### NATIONALISM IN THE MIDDLE EAST

- The Mandate System
- Arab Nationalism
  - A Turkish Nation is Born
  - Nasser and the Pan-Arab Movement
- Zionism and the Balfour Declaration
- The Creation of Israel
  - The Arab-Israeli Conflict
  - The Camp David Accords
- Israel and the Palestinians
- Progress in Arab-Israeli Relations

### THE IMPACT OF COMMUNISM ON CHINA

- The Communist Revolution in China
  - China Becomes a Republic
  - The Warlord Period (1916-1928)
  - Civil War in China
- China Adopts Communism
- A Comparison of Mao Zedong and Deng Xiaoping's Policies
  - The "Great Leap Forward" (1958-1961)
  - The Korean War (1950-1953)
  - The Cultural Revolution
- The Policies of Deng Xiaoping
  - Deng's Four Modernizations
  - Tiananmen Square (1989)

### Pages 213-214: Checking Your Understanding

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

### Page 215: Constructed-Response Questions

11. India is located in Southeast Asia. It was a British mandate for a number of years. The British soon came to realize that granting India its independence in 1947 might lead to a civil war between Hindus and Muslims. Seeking to avoid such a bloodbath, the British partitioned the area of India into separate two nations. India would become a Hindu nation, while Pakistan was divided in two nations. One part of Pakistan would be located in northwest India and the other in North-east India, separated by about 1,000 miles.
12. Varshney Ashutosh's bias in this document is reflected in his belief that in creating a Muslim state in Pakistan, they created a perpetual problem between India and Pakistan. Ashutosh puts the blame about the violence that accompanied the separation of Hindus and Moslem on the Hindu population. He uses words like "ghastly" and "pushed" to describe the actions taken against the Moslem population. He believes that even 30 years later, the loyalty of Muslims living in India is constantly challenged. Ashutosh is strongly biased against the division and sees it as the cause of the ongoing Hindu-Muslim civil war.

**13a.** The turning point of the Hindu-Muslim conflict was the partition of India into two different nations.

**13b.** Documents 1 and 2 show a clear turning point relationship. The first document is the official act that created the partition. This partition became the cause of the civil war and constant religious fighting between Hindus and Muslims. Document 2 shows that as a result of the partition of India, Muslims that chose to continue living in India brought about perpetual conflict with Hindus in India.

**Pages 217-220: Extended Essay**

1.
  - Document 1: Effects of economic imperialism
  - Document 2: Disputes over spheres of influence
  - Document 3: Modernizing a nation’s economy
  - Document 4: Introducing economic reforms
  - Document 5: Changes in economic leadership
2. Impact of changing economic policies
3. The impact of changing economic policies can be defined as the problems and challenges that external and internal forces can have on a country’s economic well-being. From examining the following documents, we learn about the economic challenges faced by China throughout its history and how it affected China’s economy. For example, document 1 portrays China as a nation that was humiliated and taken advantage of by Western imperialistic powers. All trade concessions were made by China to Great Britain. Document 3 depicts a different approach. Sun Yat Sen lays out a plan for China to achieve rapid modernization in order to resist foreign powers that might threaten its sovereignty. Document 4 shows China under Deng Xiaoping’s leadership. He is adopting economic policies in order to bring China out of isolation and into a modern world economy.

4.

Doc.	How the Issue Has Affected People	How the Issue Has Been Affected by People
1	The Chinese people were forced to accept an unequal treaty and were humiliated by many of the treaty provisions.	
2	The people of China faced being divided into spheres of influence by Western imperialistic powers for their own economic gain.	
3		Sun lays out a plan for the Chinese people to prevent poverty and establish a modern economy to prevent foreign threats.
4		Deng transformed China from a communist economy under Mao to a modern economy with limited private ownership.
5		Xi affected China by taking over its leadership and moving his nation forward to ensure it will continue its explosive economic growth.

5. The impact of economic forces on a nation is one that China has faced across time and has been addressed at different periods with varying degrees of success. In document 1, China lacked the power to resist imperialism. They were forced to accept trade policies imposed by Western powers in the Treaty of Nanking in the 1840s. In document 3, China emerged as an independent nation during the early part of the 1900s. Sun Yat-sen’s economic program for the Economic Modernization of China provided a path forward for his nation to achieve economic stability. In document 4, China’s leader, Deng Xiaoping, tried to remake China’s economy into a modern one during the later part of 20th 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.

# CHAPTER 12: TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATIONS

**Page 225: Analyzing Evidence-Based Data**

1. 3                      2. 4

**Page 234: Analyzing Evidence-Based Data**

5. 2                      6. 1

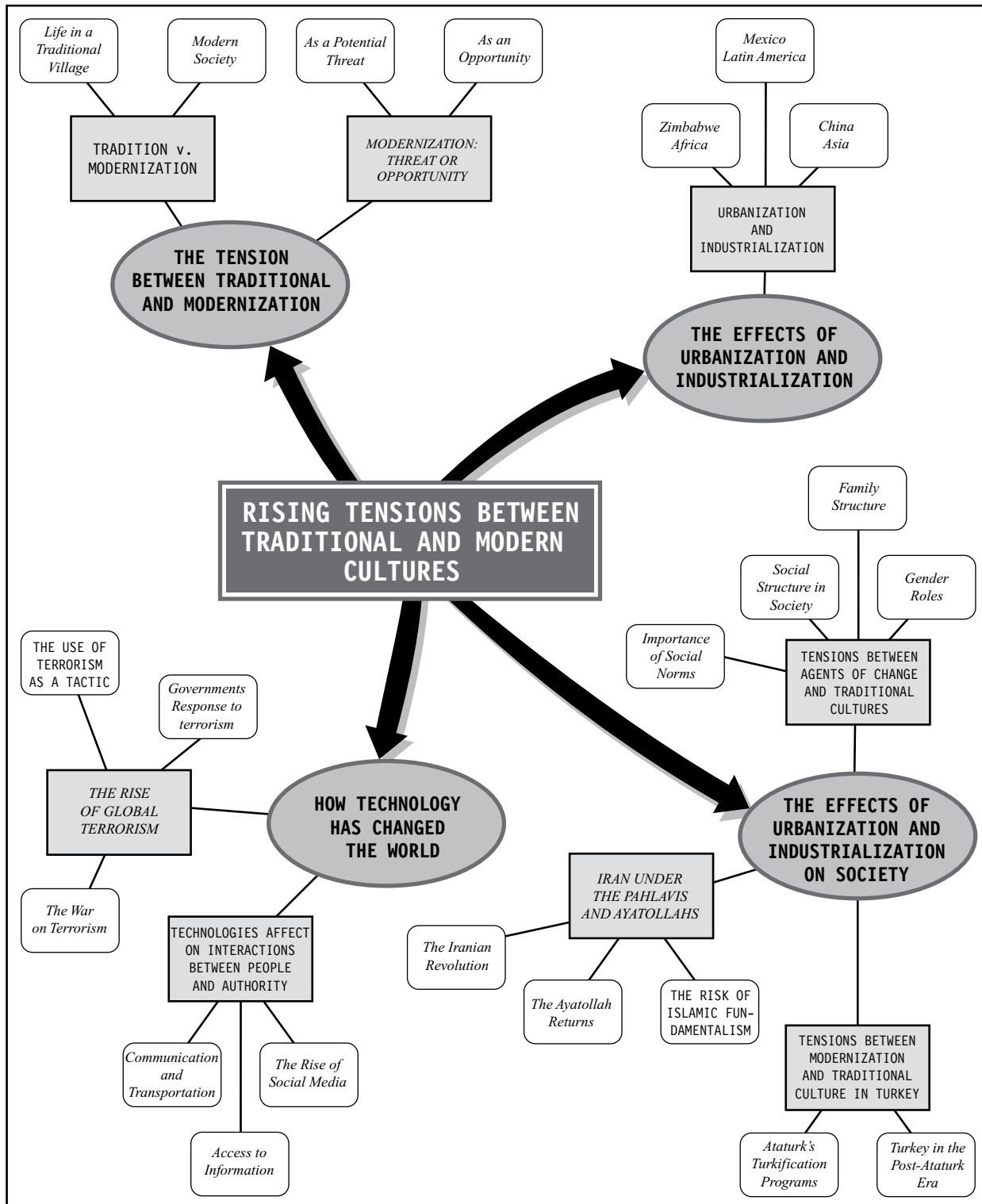
**Page 229: Analyzing Evidence-Based Data**

3. 4                      4. 2

**Page 237: Analyzing Evidence-Based Data**

7. 2                      8. 2

**Page 239: Summarizing Your Understanding**



**Pages 240-243: Checking Your Understanding**

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

**Page 244: Constructed-Response Questions**

- Iran had been ruled by Shah Pahlavi and his father for a number of years. In 1979, during the Iranian Revolution, there was an uprising against the rule of Pahlavi. He and his family fled Iran. This opened the gate for Ayatollah Khomeini to return from exile in France and assume power in Iran. Once in power, Khomeini set about undoing all of the Western changes that Pahlavi had permitted during his reign. This document shows the Ayatollah's belief that only through a close following of Islam can anything be achieved in Iran. Khomeini was a strict Islamic Fundamentalist whose death in 1989 opened the door to gradual democratization in Iran.
- The point of view of this excerpt from Robin Wright is to tell the world that since the death of Ayatollah Khomeini in 1989, Iran was starting to move away from 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 sports utility vehicles driven by young Iranians, the wearing of Planet Hollywood sweatshirts, and their hunger for entertainment and consumer goods.
- The death of Ayatollah Khomeini in 1989 marked a dividing line between a strict adherence to Islamic Fundamentalism in Iran and the resulting introduction of 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 have landed an Iranian in prison.

**Page 245-249: Extended Essay**

- Document 1: Influence of Islam in government
  - Document 2: Change of religious beliefs
  - Document 3: Shifting cultural values
  - Document 4: Dispute involving human rights
  - Document 5: Shifting cultural values
- Conflict between traditional values and modernization
- The conflict between traditional values and modernization can be defined as the problems and challenges that occur in a society when the society undergoes a major change in its cultural values. From an examination of the following documents, we learn about the conflict between traditional values and modernization. In documents 2, 3, and 5 we see how this conflict between traditional values and modernization exists. Document 2 shows how the reforms introduced by Kemal Atatürk changed Turkey from a traditional religious-based society to a more secular society with many Western reforms. In document 3, the timeline shows how different leaders in Iran introduced major cultural reforms that greatly altered the culture and lifestyles of its people. For example, Shah Pahlavi introduced Western reforms, while Ayatollah Khomeini reverted Iranian society back to Islamic cultural traditions. Document 5 is similar to Document 3, in that President Erdogan of Turkey reintroduced many religious traditions replacing a more secular lifestyle.

4.

Doc.	How the Issue Has Affected People	How the Issue Has Been Affected by People
2		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.
3		Government leaders introduced measures that changed the cultural traditions of the Iranian people. Shah Pahlavi introduced Western values and lifestyles. When the Ayatollah came to power, this trend was reversed, moving Iran to more traditional Islamic values.
5		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. This issue of the conflict between tradition and modernization is significant in that it has greatly affected various societies in different time periods. Document 2 shows that Kemal Atatürk in the early 1920s remade Turkey into a modern Westernized nation. This resulted in political rights for women, the introduction of a new legal system, and a new educational system modeled after the West.

Document 3 shows how the dress styles of women in Iran has 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 a veil when out in public.

In document 5, President Erdogan of Turkey in the early part of the 21st century reintroduced many Islamic religious traditions. He replaced a more secular lifestyle in Turkey by changing the science curriculum in its 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 the conflict between tradition and modernization continues to be an issue in the Middle East. In addition, the issue has changed over time depending on who is leading the government.

## CHAPTER 13: GLOBALIZATION AND A CHANGING WORLD

### Pages 253-254: Analyzing Evidence-Based Data

1. 3                      2. 2                      3. 1

### Page 259: Analyzing Evidence-Based Data

4. 4

### Page 264: Analyzing Evidence-Based Data

5. 4                      6. 1

### Page 267: Analyzing Evidence-Based Data

7. 1                      8. 1                      9. 2                      10. 2

### Page 271: Analyzing Evidence-Based Data

11. 4                      12. 3                      13. 2

### Page 273: Summarizing Your Understanding

#### **How has technology brought about a more interconnected world?**

- Telephones, fax machines, televisions, computers, smart phones and the Internet link people more than ever before.
- A small home business in one corner of the globe can sell to anywhere in the world that has internet service.
- Multinational corporations can sell the same products around the globe so that when people travel they feel like they are shopping at home.

#### **What are the positive and negative aspects of globalization?**

##### **Positive**

- Multinational corporations make someone feel like they are at home wherever they go.
- It allows countries to work to cooperate with each other toward common goals.
- It allows underdeveloped countries to save time and money in adopting new technological advances.
- It helps to raise the standard of living in less developed nations.

##### **Negative**

- Diseases can be quickly transmitted around the world more easily.
- Multinational corporations can avoid regulations by moving to other nations.
- As cultures become more globalized, it allows for the loss of uniqueness.

#### **How are some nations dealing with the threat of overpopulation?**

- Some nations have passed laws limiting the number of children a household can have.
- The Green Revolution was introduced to increase crop yield to meet growing populations.
- There has been a greater use of fertilizers and pesticides to increase crop yields to feed more people.
- Irrigation and genetic modifications have advanced to increase crop yields.

**Identify some of the major threats to global security:**

- An increase in the number of nations stockpiling weapons of mass destruction.
- Many nations are building nuclear weapons and more weapons are being deployed globally.
- There has been a large increase in nations involved in cyber warfare.
- Since September 11, 2001 many nations have had to deal with the mounting threat posed by global terrorism.

**Pages 274-277: Checking Your Understanding**

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

**Page 278: Constructed-Response Questions**

15. The geographic circumstances this cartoon is concerned with is the trend of a more common global community. Malls around the globe have become globalized. The idea of this cartoon is that almost anywhere a family travels in the world, they find a large degree of similarity. As the world grows more interconnected through globalization, different cultures and their uniqueness will take on the similarity of a single global culture. The cartoon is satirizing the idea that every town a family might travel to will be like the place back home.
16. The author’s purpose in this document is to challenge the notion that globalization is not a negative, as some have claimed. The author believes globalization serves to enrich people’s culture and provides added variety and diversity. The author believes the interactions among nations helps all cultures since each borrows and contributes to the lifestyles of people around the globe.
- 17a. These two documents are different. They view the issue of globalization from different perspectives.
- 17b. Document 1 indicates that globalization is leading to a “sameness” around the world. The excerpt by Yamamoto challenges the claim that the world is getting similar by showing that each new thing is changed as it comes into contact with different cultures around the world. The author shows how sushi restaurants in New York serve kosher sushi toppings for Jewish people while in South America people dip their sushi in salsa rather than soy sauce.

**Pages 280-283: Extended Essay**

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 the way a society produces agricultural products and its impact on the life of its people. From an examination of these documents, we learn about the impact of technology and science on agriculture. In document 1, we find that the use of machines during the Agricultural Revolution greatly increased food production with the introduction of scientific breeding, experimentation with new crops, and the use of crop rotation. Document 2, describes the impact of industrialization on agriculture. The document shows that the introduction of machinery such as tractors, harvesters, and mechanical plows have led to a transformation in agricultural production. It also led to a migration of farmers to cities. Document 4 shows that the Green Revolution had a positive and negative impact on the farmers it sought to help. 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.

Doc.	How the Issue Has Affected People	How the Issue Has Been Affected by People
1	With the introduction of machinery, traditional agriculture by hand was altered. This revolution led to an increase in crop production and a reduction in human labor. More people left the countryside to move to cities.	
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.	
4	The Green Revolution, designed to raise crop productivity in developing countries, has led to pest infestations that required chemical spraying. This raised environmental and health concerns for people and often required skills not available to poor African farmers.	
<p style="text-align: center;"><b>Outside Information</b></p> <p>The invention of refrigeration has allowed crops to be grown in one part of the world and to be rapidly shipped around the globe without spoiling. There is rising pressure on farmers to take short cuts to grow increasing amounts of food to feed a rising global population. In addition, the use of genetically modified organisms (GMOs) has led to a variety of problems for farmers and consumers that have had to eat these foods.</p>		

5. The effect of technology and science on agriculture is an issue that countries have discussed or debated at different periods with varying degrees of success. The issue of technology and science in agriculture has been an enduring one. In document 1, during the Agricultural Revolution in the mid-1700s, innovations allowed farm machinery to replace many tasks that were done by hand. These innovations allowed farmers to produce more food using machinery. In document 2, during the 19th and 20th centuries, agriculture was again transformed by the use of fertilizers, pesticides, irrigation and genetic food modification. The use of tractors, harvesters, and mechanical plows revolutionized the cultivation of certain crops, especially for countries in the temperate zone. In document 4, we learn that the Green Revolution in the latter 20th century greatly increased crop production. However, the use of pest and weed control chemicals led to environmental and health concerns. These documents support the idea that the impact of technology and science on agriculture is significant and continues to affect societies. The advances of refrigeration, bigger and better ship containers and modern airlines allow consumers to go into a supermarket and be able to buy food produced from around the globe.

## CHAPTER 14: HUMAN RIGHTS VIOLATIONS

### Page 287: Analyzing Evidence-Based Data

1. 1                      2. 2

### Page 289: Analyzing Evidence-Based Data

3. 3                      4. 2

### Page 292: Analyzing Evidence-Based Data

5. 2                      6. 1

### Page 294: Analyzing Evidence-Based Data

7. 2

### Page 296: Analyzing Evidence-Based Data

8. 3                      9. 1

**THE HOLOCAUST AND THE UNIVERSAL DECLARATION OF HUMAN RIGHTS**

- The Holocaust
  - Concentration Camps
  - The Nuremberg Trials (1945-1949)
  - The Tokyo Trials (1946-1948)
- U.N. Universal Declaration of Human Rights

**DEALING WITH HUMAN RIGHTS: TREATIES AND INTERNATIONAL COURT SYSTEMS**

- Treaties and International Court Systems Involved with International Human Rights
  - Regional Human Rights Systems
  - International Court Systems
  - Human Rights Organizations
  - Amnesty International
  - Children’s Defense Fund
  - Human Rights Watch

**HUMAN RIGHTS VIOLATIONS BY KEY LEADERS AND COUNTRIES**

- Atrocities Committed by National Leaders
  - Augusto Pinochet, 1915-2006
  - Deng Xiaoping, 1904-1997
  - Slobodan Milošević, 1916-2006
- Human Rights Violations by Countries
  - Cambodia
  - Rwanda and Burundi
  - Darfur

**SOUTH AFRICA AND APARTEID**

- Apartheid and Uprisings in South Africa
- The Role of Nelson Mandela
- The Post-Apartheid Period

**WOMEN IN THE HUMAN RIGHTS STRUGGLE**

- Mother Teresa, 1910-1997
- Aung San Suu Kyi
- The Mothers of the Plaza de Mayo

**Pages 299-303: Checking Your Understanding**

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

**Page 304: Constructed-Response Questions**

24. When World War I ended, Germany was made to pay a huge reparation to the Allies for starting the war. This helped devastate the German economy. Adolf Hitler rose to power in Germany during the 1930s during a period of runaway inflation and large scale unemployment. He had written 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 all 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 January 1942, he was able to put in place his “Final Solution of the Jewish Question,” which in plain language was a plan to kill all of the Jewish people living in Europe.
25. 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 certain basic principles that all humans are born with and should enjoy. These rights belong equally 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.

26. 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. In document 1 the inhumane treatment of people led nations of the world to prevent such atrocities from reoccurring again by creating the UN Universal Declaration of Human Rights. 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 be an organization that would act to ensure that people's human rights throughout the globe would be protected. 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 305-307: Extended Essay**

- Document 1: Religious discrimination
- Document 2: Genocide
- Document 3: Genocide
- Document 4: Apartheid
- Document 5: Ethnic cleansing

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

**Identify and Define the Enduring Issue.** Human rights violations can be defined as the torture, violence, sexual abuse against women, human trafficking, unfair trials, starvation, executions of innocent individuals and a general restriction in the freedom of expression. This can be seen by an examination of 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 15: A PRACTICE GLOBAL HISTORY REGENTS

### Pages 308-317: Checking Your Understanding

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

### Pages 318-319: Constructed-Response Questions

29. When Stalin decided to turn Russia into a major industrial power, he used money to finance his plan from selling Ukrainian wheat. Stalin ordered Ukrainian farmers to increase their grain production by 44%. When Stalin proposed turning their farms into collectives, Ukrainian farmers refused to go along. Stalin's answer was to starve the Ukrainian farmers into submission. During the 1930s, millions of Ukrainians were starved to death as Stalin forced his policies on them.
30. In document 2, Lana Babij's intended audience was the Western world. She is trying to reveal to people that Stalin's program was brutal, punitive, and fatal to the people of Ukraine. She 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. As their leader, Stalin sought to starve Ukrainians into submission. This was a ruthless policy forced on them by Stalin that led to the death of millions of innocent Ukrainians.
31. There is a definite cause-and-effect relationship between these two documents. The actions described in document 1 led to the effect of the Holodomor that is described in document 2. In document 1 we learn about Josef Stalin's policy to starve the Ukrainians into submission. In document 2, Lana Babij describes the results of that policy on the people of Ukraine — patrolling the border to prevent Ukrainians from crossing into Russia in search of bread. These documents show a cause-and-effect relationship since the policies created by Stalin as described in document 1 directly led to the Holodomor as described in document 2.
32. Fredrick Engels, along with Karl Marx, was a writer whose ideas became the basis of communism. Engels and Marx examined the conditions of workers in Great Britain. They came to realize that rich capitalists took advantage of their workers by taking the wealth created by workers, while paying them the barest of wages needed for survival. They predicated that eventually the workers would rise up and overthrow the capitalists during a violent revolution. This revolution, Engels believed, would first take place in an industrialized nation somewhere in Europe. 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 clearly depicts the hard working laborers who support factory owners, entrepreneurs, and business owners. These capitalists literally are shown sitting atop the backs of the workers with signs spread within the cartoon illustrating how poorly workers are paid on a weekly basis.
- 34a. Both of these documents, although of different formats, are similar in their central idea that the capitalists of industry are getting rich on the backs of their workers.
- 34b. Document 1 describes the harsh living conditions and type of neighborhoods that factory workers lived in during the early part of industrialization in the British city of Manchester. They live in unhealthy slums enduring disgusting living conditions. Document 2, a political cartoon, has a similar theme. This cartoon references the unfair and harsh treatment of factory workers during the early part of industrialization at the hands of rich capitalists, businessowners and entrepreneurs. Both documents present similar themes of capitalists taking advantage of workers.

### Pages 320-322: Extended Essay

- 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 has had a significant impact 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.



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