

WORLD HISTORY SHORTS 2

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Introduction

It is important for students to have a general understanding of how events of the past helped create the world that exists today. Every student should have the opportunity to understand how the countries of our world developed over time. This knowledge expands students' appreciation of the world in which they live.

The stories of world history are fascinating, exciting, and interesting. However, students sometimes get overwhelmed by the volume of information in their textbooks. Unfortunately, some students might “give up” and miss out on significant concepts that are being taught. This binder is not intended to replace students' world history texts. Rather, it is meant to complement existing materials.

This unique, reproducible binder was designed for students of any age who need help learning the basic concepts covered in world history classes. In order to help struggling readers understand complex historical events and issues, the lessons are written at a 3.0–4.5 reading level. These short, high-interest passages and activities are effective teaching tools for students with learning differences, attention or behavior problems, and limited reading skills. This binder is also helpful for at-risk and ESL students.

World History Shorts 2 features 30 one-page stories, or shorts, followed by activity sheets that reinforce the information. The shorts focus on key historical concepts and may be used in two different ways. You can use each one-page short as an introductory lesson and then use other resources to teach the topic in greater depth. The short can also serve as a brief overview for topics that you need to cover more quickly than others.

Following each short are four activity pages. These activities allow students to practice reading-comprehension skills while answering content area recall questions; interpreting maps, charts, graphs, and time lines; researching significant historical people, places, and events; and expressing opinions through writing. The activities include multiple-choice questions, crossword puzzles, short-answer questions, and extension activities. Each short is also accompanied by a visual activity, which consists of a map, chart, graph, or time line.

A quiz follows the four activity pages. The one-page quiz tests students' comprehension and knowledge of the most important information in the short and includes questions that are written in standardized-test format.

Each standards-based short covers a significant person, place, or event in world history. Included in this binder are lessons on the Scientific and Industrial Revolutions; the American, French, and Russian Revolutions; European imperialism in Africa and Asia; the rise of Nazism and fascism in Germany, Italy, and Japan; World Wars I and II; the Holocaust; the rise and fall of communism; the Cold War; the Arab-Israeli Conflict; modern Latin America, India, and Japan; terrorist attacks of the 20th and early 21st centuries; and more.

Objectives

The student will be able to:

- explain the importance of the following dates: 1789, 1914–1918, and 1939–1945.
- identify turning points in world history such as the Scientific and Industrial Revolutions; the political revolutions of the 18th, 19th and 20th centuries; and the world wars of the 20th century.
- describe the political beliefs of Enlightenment thinkers John Locke, Thomas Hobbes, and Baron de Montesquieu.
- identify the causes and effects of the Seven Years' War.
- identify causes and effects of the American, French, and Russian Revolutions.
- explain the political philosophies of conservatism and nationalism.
- summarize the causes and effects of European economic and cultural imperialism in Africa and Asia.
- describe the social class system of Spanish colonies in Latin America.
- explain the causes and effects of World Wars I and II, specifically the rise of Nazism and fascism in Germany, Italy, and Japan; the rise of communism in the Soviet Union; and the Cold War.
- summarize the worldwide political and economic effects of the spread and fall of communism.
- describe the totalitarian regime of the Communists in China.
- describe the worldwide effects of Japanese militarism.
- explain the significance of the Manhattan Project.
- analyze the influence of significant individuals, including Napoleon Bonaparte, Winston Churchill, Woodrow Wilson, Adolf Hitler, Benito Mussolini, Vladimir Lenin, Mao Zedong, Harry S Truman, Mohandas Gandhi, and Nelson Mandela.
- explain the reasons for the Arab-Israeli Conflict.
- describe Latin America and Japan in the 20th century.
- define the word “apartheid.”

Objectives (Continued)

- describe the tensions heightened by India becoming independent.
- identify examples of political, economic, and social oppression and violations of human rights throughout history, including the Holocaust and politically motivated mass murders in China.
- summarize the terrorist attacks of the 20th and early 21st centuries.
- put historical events in chronological order.
- use maps, charts, graphs, and time lines to interpret data.
- locate important places in the world.
- explain the influence of geography on historical events.

How to Use

Each lesson includes the following components: a one-page short, four activity pages, and a quiz. The lessons are in chronological order and were designed so that the teacher can either use all the shorts or choose only certain lessons.

Shorts

Each of the 30 lessons begins with a one-page short. Give a copy of the short to each student. The short can be read aloud as a class or in small groups, or it can be read silently by individual students.

Activity Sheets

Each short has a set of four corresponding activity sheets. Students can refer to the short while answering the questions. The multiple-choice and crossword-puzzle activities are made up of reading-comprehension and recall questions. The visual activity provides students the opportunity to practice reading maps, charts, graphs, and time lines. The extension activity is intended to make history relevant to real life and asks students to do two tasks. One task that some questions require is conducting research. Other questions ask students to think critically. Students can work on the activity sheets individually, in pairs, or in small groups.

Quizzes

Each short is accompanied by a one-page quiz. The quizzes include true/false, multiple-choice, and short-answer questions. As a modification for students with special needs and learning differences, you might wish to have students use the short as a reference while they complete the quiz.

Answer Key

For your convenience, an answer key is provided at the end of the binder for the multiple-choice, crossword-puzzle, visual, and quiz activities. The answer key shows the correct answers for each of these activities. An answer key for the extension activity pages is not included since responses to these questions are based on individual students' research or opinions and will vary.

Research and Standards

Research on teaching content to students with special needs and reading difficulties has shown that modified instructional strategies are critical to improving comprehension. Sousa notes that teachers should “consider modifying instructional strategies to meet the various learning styles and abilities of students with learning problems.” Among the strategies he suggests are to “break the assignment into smaller tasks, adjust the reading level of the classroom material, relate the new learning to students’ experiences, reduce the number of concepts presented at one time, ... and provide practice test questions for study” (2001). Waldron states “students with learning differences often have short attention spans and are so easily distracted that concentration is eroded. They simply cannot handle the same amount of information as students with longer attention spans. For these students, briefer assignments with frequent breaks work best to sustain their on-task behaviors” (1992).

Each of these research-based strategies has been integrated into *World History Shorts 2*. Students will find the short passages easy to understand due to the controlled 3.0–4.5 reading level. Extension activities for each section often include personal connection questions. Each six-page set of worksheets breaks the content into small chunks, so the information is easier to understand for students with learning differences.

World History Shorts 2 meets both state and national social studies standards (including the Expectations of Excellence: Curriculum Standards for Social Studies developed by the National Council for the Social Studies). As students read the short passages and complete the worksheets and quizzes, they will meet many of the requirements of the ten social studies strands identified by NCSS, particularly the following:

- Strand II: Time, Continuity, and Change
- Strand III: People, Places, and Environments
- Strand V: Individuals, Groups, and Institutions
- Strand VI: Power, Authority, and Governance
- Strand VII: Production, Distribution, and Consumption
- Strand IX: Global Connections

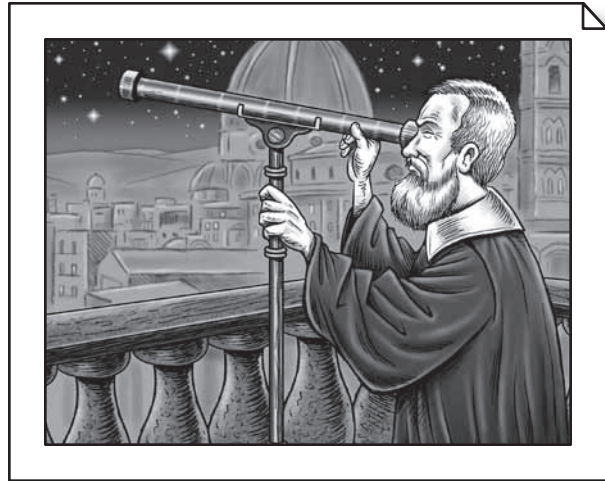
Sousa, D.A. (2001). *How the Special Needs Brain Learns*. Thousand Oaks, CA: Corwin Press, Inc.

Waldron, K.A. (1992). *Teaching Students With Learning Disabilities*. San Diego, CA: Singular Publishing Group, Inc.



The Scientific Revolution

Until the mid-1500s, scientists agreed that the Earth was the unmoving center of the universe. The ancient Greek astronomer Ptolemy had come up with this theory in the second century A.D. His theory was accepted because it seemed like common sense and went along with the Church's views. The Church taught that God put Earth in the middle of the universe. However, scholars made discoveries in the 1500s and 1600s that changed the way people thought about science. This time in history is called the Scientific Revolution.



In 1543, Nicolaus Copernicus published a book that said Ptolemy's theory was wrong. Copernicus said that the Sun was the center of the universe, not the Earth. He also wrote that Earth was just one of several planets that revolved around the Sun. Most scholars did not believe Copernicus's theory. At that time, all scientific knowledge was based on ancient theories like Ptolemy's. If Ptolemy's theory was wrong, all scientific knowledge could be wrong!

Over the years, scientists looked for evidence of Copernicus's theory. In 1609, an Italian scientist named Galileo built a powerful telescope. It had a special lens that let him see things that had never been seen before. He saw mountains on the Moon, dark spots on the Sun, and four moons around Jupiter. The four moons revolved around Jupiter just like Copernicus said the Earth revolved around the Sun.

Galileo was not praised for his amazing discoveries. Instead, the Church was angry. Galileo's ideas clashed with the Church's belief that the heavens did not move. The Church did not want people to question its teachings. In 1633, Galileo was put on trial. Church officials told him to take back what he said or he would be put to death. Galileo agreed to say that he was wrong and that the Earth was the center of the universe. Legend says that Galileo muttered, "And yet Earth does move!" as he walked out of the court.

Scientists like Copernicus and Galileo started a new way of scientific thinking. Following their example, scholars like Sir Isaac Newton, Sir Francis Bacon, and René Descartes used a logical approach to solving problems. By the early 1600s, scientists used a process called the scientific method to study the natural world. Scientists collected and measured data and came up with a hypothesis, or possible explanation for the data. Then, they tested the hypothesis by observing or experimenting. Developed over many years, this step-by-step process is still used today.



The Scientific Revolution

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Until the mid-1500s, scientists agreed that _____ was the unmoving center of the universe.

A. the Sun
B. the Earth
C. the Moon
D. heaven

2. In 1543, _____ published a book that said the Sun was the center of the universe.

A. Ptolemy
B. The Church
C. Copernicus
D. Galileo

3. Through his telescope, Galileo saw _____.

A. mountains on the Moon
B. dark spots on the Sun
C. four moons around Jupiter
D. all of the above

4. When the Church heard about Galileo's discoveries, it _____.

A. praised Galileo for his work
B. included Galileo's discoveries in its teachings
C. put Galileo on trial
D. agreed publicly with Galileo's findings

5. By the early 1600s, scientists used a process called the _____ to study the natural world.

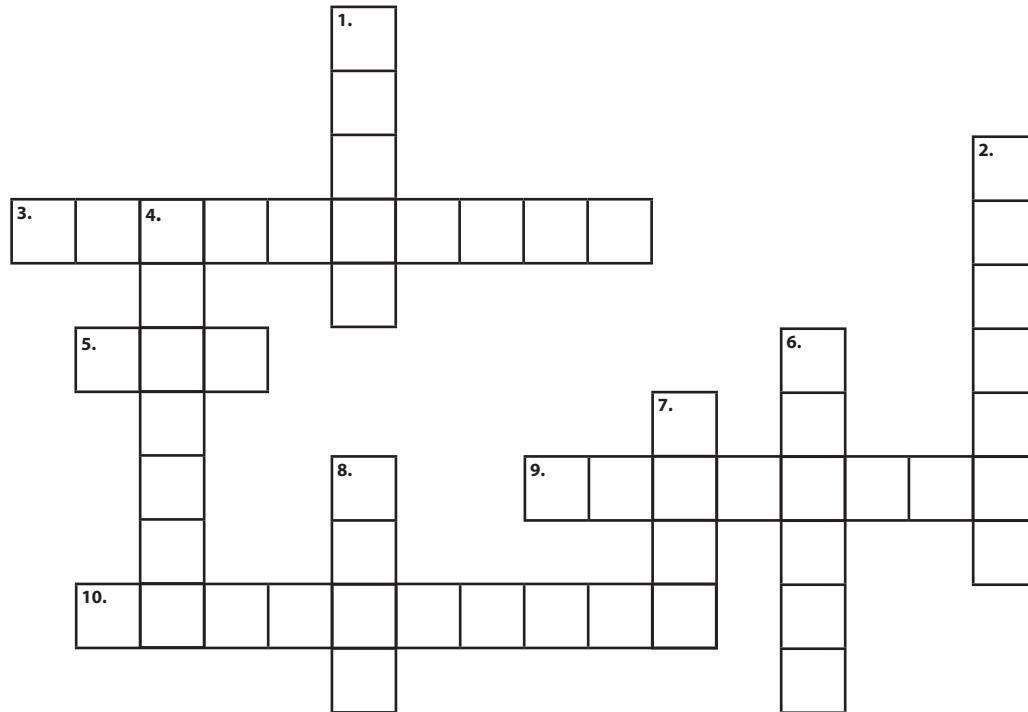
A. scientific method
B. science fair
C. Scientific Revolution
D. international method



The Scientific Revolution

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

3. _____ said that Earth was just one of several planets that revolved around the Sun.
5. The Church taught that _____ put Earth in the middle of the universe.
9. The Church did not want people to _____ its teachings.
10. A/an _____ is a possible explanation for measured data.

DOWN

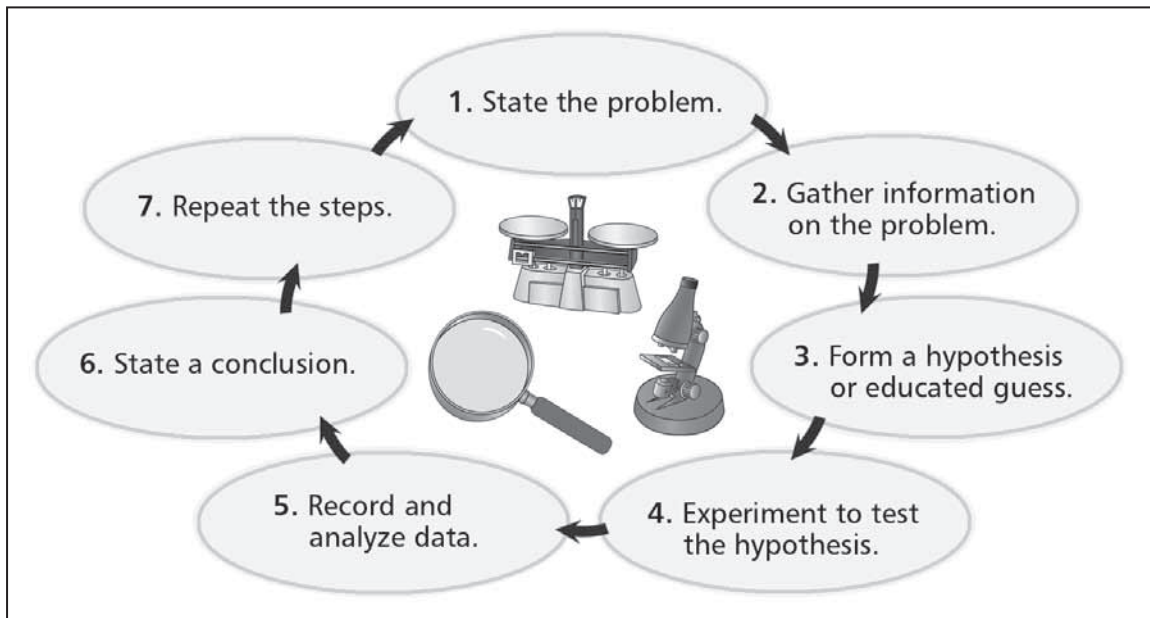
1. If Ptolemy's theory was _____, all scientific knowledge could be wrong!
2. The Church taught that the _____ did not move.
4. Before Copernicus's theory, all scientific knowledge was based on ancient theories like _____'s.
6. The scientific _____ is still used today.
7. Galileo's telescope had a special _____ that let him see things that had never been seen before.
8. Scientists collected and measured _____.



The Scientific Revolution

Diagram – The Scientific Method

Use the diagram to answer the following questions. Write the answers in complete sentences.



1. What should a scientist do before he or she forms a hypothesis?

2. What should a scientist do after he or she experiments?

3. Why do you think step 7 is included in the scientific method?



The Scientific Revolution

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. Sir Isaac Newton made some important discoveries. Look in your textbook, on the Internet, or at the library to find out three facts about Sir Isaac Newton.
2. What would you have done if you were Galileo? Would you have taken back what you said or stood by your discoveries? Explain your answer.
3. How might the world be different today if the Scientific Revolution had never happened? Explain your answer.



Quiz: The Scientific Revolution

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Copernicus published a book that said the Earth was the center of the universe.
- _____ 2. By the early 1600s, scientists used a process called the scientific method to study the natural world.
- _____ 3. The Church praised Galileo for his discoveries.
- _____ 4. Ptolemy was an ancient Greek astronomer.
- _____ 5. The scientific method is still used today.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. A/an _____ is a possible explanation for measured data.
- A. question
 - B. method
 - C. experiment
 - D. hypothesis

7. The Church taught that God put the _____ in the center of the universe.
- A. Sun
 - B. Moon
 - C. Earth
 - D. Ocean

Short Answer

Answer the following question in complete sentences.

8. List four of the steps in the scientific method.



The Age of Reason

The Scientific Revolution helped start a new era called the Enlightenment, or the Age of Reason. People believed reason and logic could be used to study all areas of life, not just science. Scientists talked about the laws that govern nature, so philosophers looked for laws of human behavior. Some Enlightenment thinkers studied government and politics.

Thomas Hobbes and John Locke were two English political thinkers who started the Enlightenment. Both men had seen the Civil War and political changes of England in the 1600s. However, they came up with two very different ideas about government and human nature.



After seeing the violence of the English Civil War, Thomas Hobbes believed that all humans were naturally selfish. He thought that the best government was one with total control over the people. Hobbes thought that people needed government to keep law and order. Without it, they would fight each other all the time. To avoid this type of life, people invented government and gave up their rights to a strong ruler. Hobbes said that this agreement was a social contract.

John Locke had different ideas about government. He thought that people were responsible beings who had the natural ability to govern themselves. Locke said all people were born equal and had three natural rights: life, liberty, and property. He believed that a government's job was to protect these rights. The best government had limited power and was accepted by all people. If a government did not protect its citizens' rights, citizens could overthrow the government. Locke's idea that a government's power came from its people was the beginning of modern democracy.

In France in the mid-1700s, the Enlightenment reached its height. The Baron de Montesquieu, a French writer, studied politics. He admired Britain's government and spent a lot of time studying it. In his book, *The Spirit of Laws*, Montesquieu wrote about the British system of government. The book talked about the ideas of executive, legislative, and judicial branches of government; separation of powers; and checks and balances. Later, Americans used these ideas to write the U.S. Constitution.

The thinkers of the Age of Reason did not like old beliefs. They thought things like the divine right of kings and strict class systems were unreasonable. Enlightenment thinkers came up with new ideas about government, religion, economics, and society. These theories inspired the American and French Revolutions and other revolutions of the 1800s.



The Age of Reason

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Philosophers of the Enlightenment wanted to use _____ in all areas of life.

- A. government
- B. economics
- C. politics
- D. reason

2. _____ believed that without government, people would fight each other all the time.

- A. Locke
- B. Hobbes
- C. Montesquieu
- D. Smith

3. Locke believed that a government's power came from its _____.

- A. army
- B. power
- C. people
- D. science

4. Americans used _____'s ideas to write the U.S. Constitution.

- A. Montesquieu
- B. Hobbes
- C. Rousseau
- D. Voltaire

5. Enlightenment thinkers and theories inspired _____.

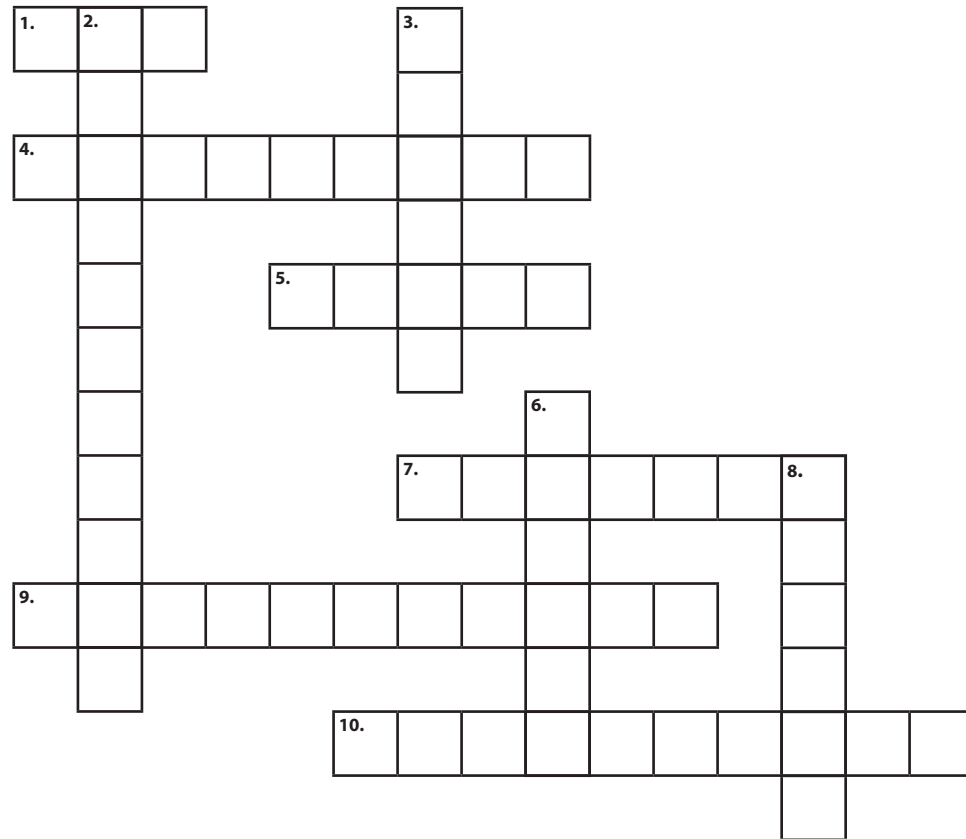
- A. the French Revolution
- B. the American Revolution
- C. other revolutions of the 1800s
- D. all of the above



The Age of Reason

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

1. Thomas Hobbes and John Locke had both seen the violence of the English Civil _____.
4. Locke's idea was the beginning of modern _____.
5. _____ thought the best government had limited power and was accepted by all the people.
7. Montesquieu wrote about the _____ system of government.
9. _____ described branches of government, separation of powers, and checks and balances.
10. Locke and Hobbes had different ideas about _____.

DOWN

2. The Enlightenment is also called the _____.
3. The Enlightenment reached its height in _____ in the mid-1700s.
6. Ideas like the _____ right of kings and class systems were considered unreasonable.
8. _____ thought that the best government was one with total control over the people.



The Age of Reason

Chart – Ideas of the Enlightenment

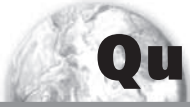
Use the chart to answer the following questions. Write the answers in complete sentences.

| Thinker | Idea | Effect |
|----------------|--|---|
| Locke | natural rights: life, liberty, property | basic point of U.S. Declaration of Independence |
| Montesquieu | separation of powers | France, the United States, and Latin American countries use separation of powers in their new constitutions |
| Voltaire | freedom of thought and expression, freedom of religion | guaranteed in the U.S. Bill of Rights and the French Declaration of the Rights of Man and Citizen |
| Wollstonecraft | women's equality | women's rights groups form |

1. What was the effect of Locke's idea?

2. Which thinker wrote about women's equality?

3. What ideas led to rights being guaranteed in the U.S. Bill of Rights and the French Declaration of the Rights of Man and Citizen?



Quiz: The Age of Reason

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

- _____ 1. Montesquieu used American ideas to write the U.S. Constitution.
- _____ 2. Locke believed that a government’s power came from its people.
- _____ 3. Hobbes believed that without government, people would govern themselves peacefully.
- _____ 4. The Enlightenment reached its height in England in the 1600s.
- _____ 5. Thinkers of the Age of Reason believed that the divine right of kings was a good idea.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Montesquieu described _____.
- A. branches of government
 - B. separation of powers
 - C. checks and balances
 - D. all of the above

7. _____’s idea was the beginning of modern democracy.
- A. Hobbes
 - B. Locke
 - C. Montesquieu
 - D. Wollstonecraft

Short Answer

Answer the following question in complete sentences.

8. What political event in England had a strong effect on Thomas Hobbes and John Locke?

War on Four Continents

European nations like England, France, Spain, and the Netherlands started colonies all over the world. They competed for power in Europe, Africa, and Asia. More colonies meant more wealth for the European nations. Often, the countries fought each other for land. By the 1600s, all four nations had set up colonies in North America. France and England would eventually control the largest areas of this continent.



In North America, England had colonies along the Atlantic coast and in part of northern Canada. Thousands of settlers moved to the British colonies. They set up farms and built towns in places like New York, Pennsylvania, Massachusetts, and Georgia.

The French owned more territory in North America than the British. France's North American empire stretched from Canada down the Mississippi River to the Gulf of Mexico. The cold climate made French North America unappealing to farmers. So, France did not have as many colonists living in North America as the British did. However, the French did a lot of business in fur, leather, and other trade. They had many trading posts and forts in North America.

By the 1700s, England and France were enemies. Both nations wanted to build up their empires and have the most power around the world. In 1754, the French and Indian War broke out in North America. The war started because English trappers, traders, and farmers began moving west into French territory. The French had made alliances with local Native Americans. Together, the French and the Native Americans fought to keep the British out. For this reason, the war was called the French and Indian War in North America.

In 1756, the war between Britain and France spread from North America to other places. Fighting began between Britain and France and their allies in Europe. Then, the fighting spread to India and Africa. Because the war lasted for seven years, Europeans called the worldwide struggle the Seven Years' War. In 1760, the British won control of Canada.

A paper called the Treaty of Paris brought an official end to the war in 1763. The treaty said that France lost most of its land in North America. England now owned Florida, the Ohio Valley, Canada, and all the lands along the Atlantic coast. France also lost its land in India. Because of the Seven Years' War, Britain gained a huge empire and increased its worldwide power.



War on Four Continents

Multiple Choice

Circle the best answer, and write the letter in the box.

1. _____ started colonies all over the world.
- A. England
 - B. France
 - C. Spain
 - D. All of the above

2. _____ competed for power in Europe, Africa, Asia, and North America.
- A. European nations
 - B. The United States
 - C. Asian countries
 - D. South American states

3. _____ had colonies along the Atlantic coast of North America and in part of northern Canada.
- A. France
 - B. England
 - C. Spain
 - D. The Netherlands

4. The _____ and the Native Americans fought to keep the British out of their territory.
- A. Spanish
 - B. Africans
 - C. French
 - D. Dutch

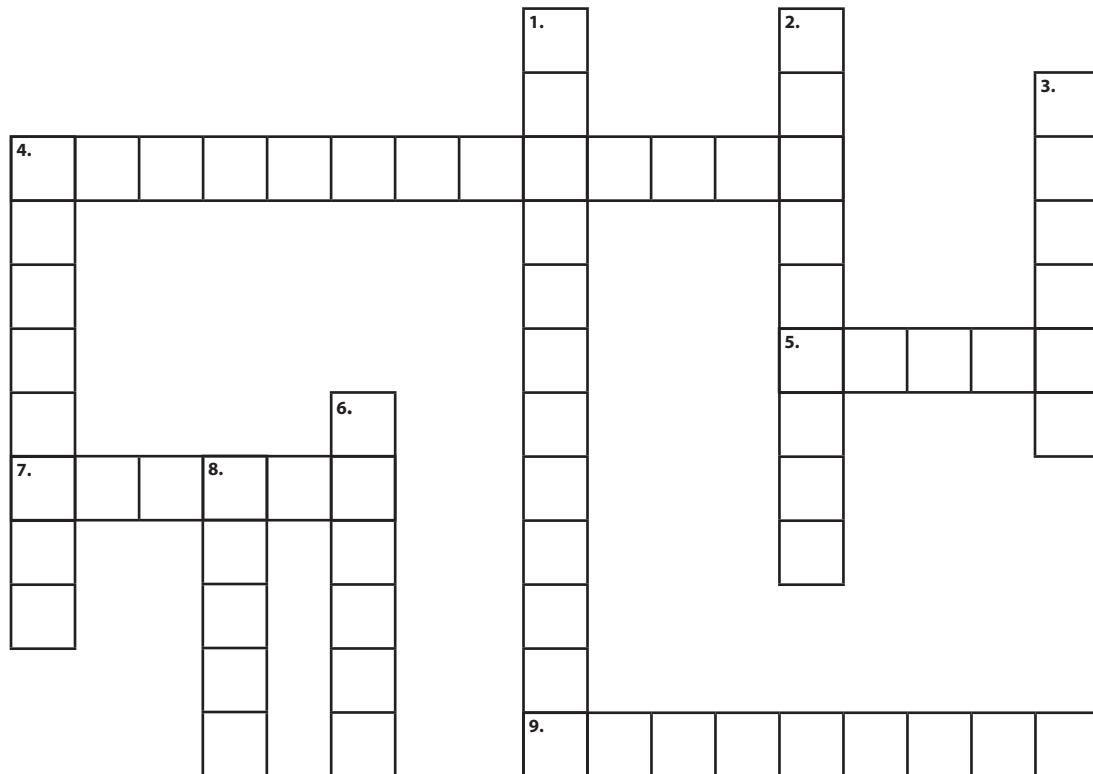
5. _____ was the paper that officially ended the war.
- A. Magna Carta
 - B. The English Bill of Rights
 - C. The Declaration of Independence
 - D. The Treaty of Paris



War on Four Continents

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

4. The _____ was fought on four continents.
5. The French did a lot of business in fur, leather, and other _____.
7. The Treaty of Paris gave England a huge _____.
9. The French made _____ with the Native Americans.

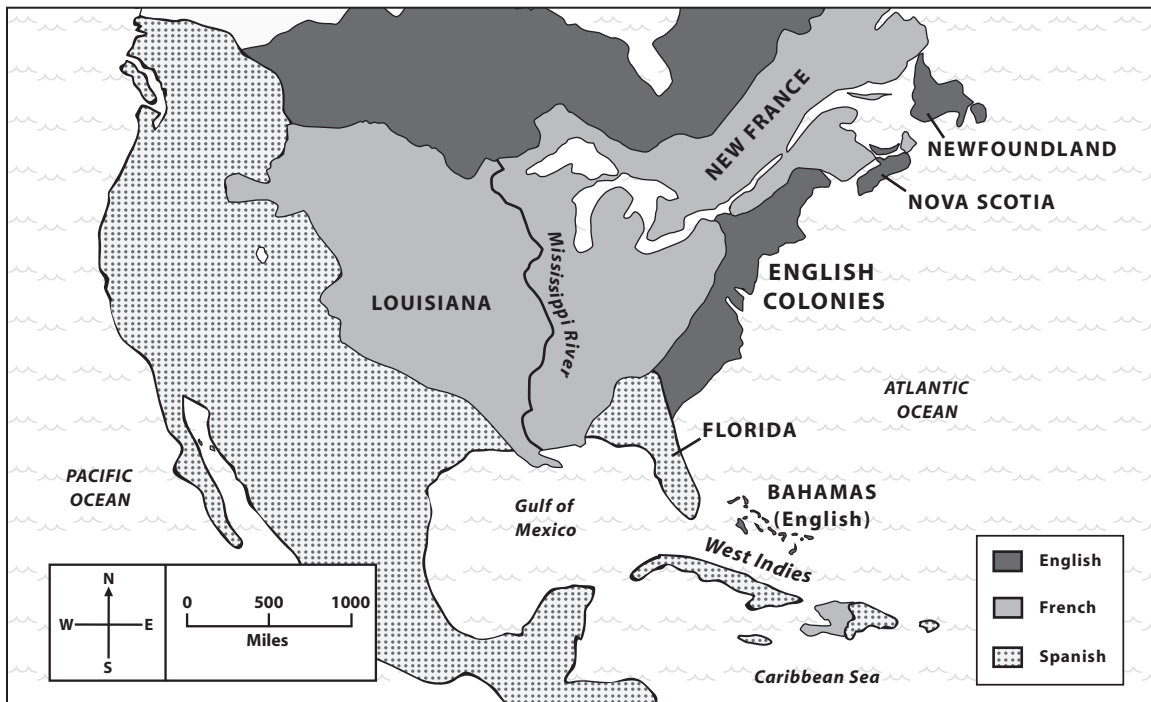
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1. French lands in _____ stretched from Canada to the Gulf of Mexico.
2. The war started because English trappers, traders, and farmers began moving west into French _____.
3. The French and British and their _____ fought in Europe.
4. Thousands of _____ moved to the British colonies.
6. More colonies meant more _____ for the European nations.
8. France lost its land in _____.

War on Four Continents

Map – Land Claims in North America, 1700s

Use the map to answer the following questions. Write the answers in complete sentences.



1. What nation owned Louisiana?

2. What nation owned Florida?

3. Name two places that were owned by England.

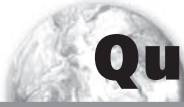


War on Four Continents

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

- 1. George Washington led British troops into battle during the French and Indian War. Where did he lead the troops? Look on the Internet or at the library to find out.
- 2. What might be different today if the French had won the French and Indian War?
- 3. Which European countries had landholdings in South America in the 1700s? Look in your textbook, on the Internet, or at the library to find out.



Quiz: War on Four Continents

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

- _____ 1. France had colonies along the Atlantic coast of North America.
- _____ 2. The Treaty of Paris officially started the Seven Years’ War.
- _____ 3. France fought against Mexico in the Seven Years’ War.
- _____ 4. The British and the Native Americans fought against the French.
- _____ 5. The war spread to India and Africa.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Thousands of settlers moved to the _____ colonies in North America and built farms and towns.

A. French
B. British
C. Spanish
D. Portuguese

7. The Treaty of Paris gave _____ a huge empire.

A. England
B. France
C. Spain
D. the Netherlands

Short Answer

Answer the following question in complete sentences.

8. Name two of the continents where the Seven Years’ War was fought.



The American Revolution

When King George III took the British throne in 1760, Britain's 13 American colonies were doing well. The colonies were making a lot of money trading with Europe, and the population was growing. Colonists were beginning to think of themselves less as British citizens and more as Americans. However, the colonists still had to obey British laws. After the French and Indian War, the British government had to pay for the war. The British government thought the colonies should help pay its war debts. After all, the colonies were part of the British Empire.



Parliament passed several laws that said the colonists must pay new taxes. The colonists did not think the new laws were fair. Nor did the colonists get to vote for Parliament members. They had no representatives in Parliament to speak for them. Therefore, the colonists had no say in Parliament's decision to tax them. If the colonies were not represented in Parliament, why should Parliament be able to tax them? Many colonists said "No taxation without representation!" and refused to pay taxes.

Britain sent soldiers to the colonies. Several incidents happened between British soldiers and the colonists in Massachusetts. A group of colonial leaders voted to raise an army and defend the colonies against Britain. This group was called the Second Continental Congress.

Patrick Henry, John Adams, Benjamin Franklin, and other American leaders talked about what the colonies should do. They liked the ideas of Enlightenment thinker John Locke. Locke had written that all people are born equal and have natural rights. He said that if a government does not protect its citizens' rights, the people can overthrow the government.

Colonial leaders asked King George III for the same political rights that the people in England had. The leaders sent a letter asking the king to help the colonists get these rights. The king ignored their polite letter. For this reason and others, the colonists thought King George was an unjust ruler. They decided that the colonies had the right to get rid of the British government. The colonists would form their own country.

On July 4, 1776, the American leaders adopted the Declaration of Independence. Written by Thomas Jefferson, this paper was based on John Locke's ideas. It included a list of complaints about how the king had treated the colonies badly. The Declaration of Independence said that the colonies were breaking all ties with their mother country. The colonies were officially at war with Britain.



The American Revolution

Multiple Choice

Circle the best answer, and write the letter in the box.

1. The 13 American colonies were part of the _____ Empire.
- A. Spanish
 - B. French
 - C. Dutch
 - D. British

2. Many colonists refused to _____.
- A. join the British army
 - B. pay taxes
 - C. vote
 - D. go to work

3. The _____ voted to raise an army and defend the colonies against Britain.
- A. Second Continental Congress
 - B. British Parliament
 - C. First Continental Congress
 - D. Committee of Correspondence

4. American leaders liked the ideas of Enlightenment thinker _____.
- A. King George III
 - B. Thomas Hobbes
 - C. John Locke
 - D. Ptolemy

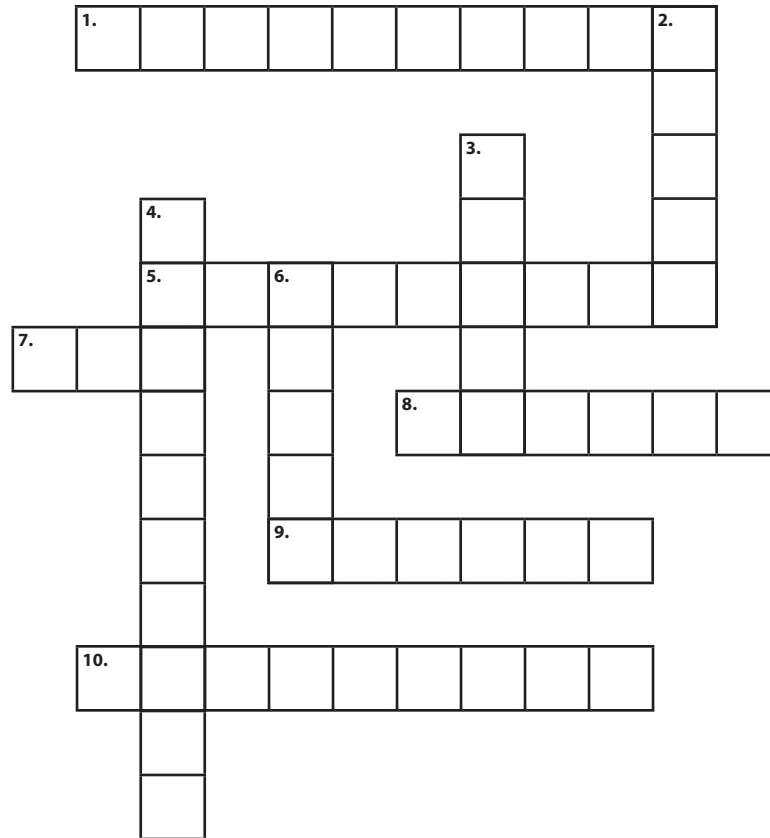
5. The _____ included a list of complaints about the king.
- A. letter to the king
 - B. Declaration of Independence
 - C. Articles of Confederation
 - D. Stamp Act



The American Revolution

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- Locke said that if a government does not protect its citizens' rights, the people can overthrow the _____.
- Colonists were beginning to think of themselves as _____ instead of British citizens.
- The colonies went to _____ with Great Britain.
- The colonists thought King _____ III was an unjust ruler.
- The colonists sent a/an _____ to King George III asking for the same political rights that the people in England had.
- _____ wrote the Declaration of Independence.

DOWN

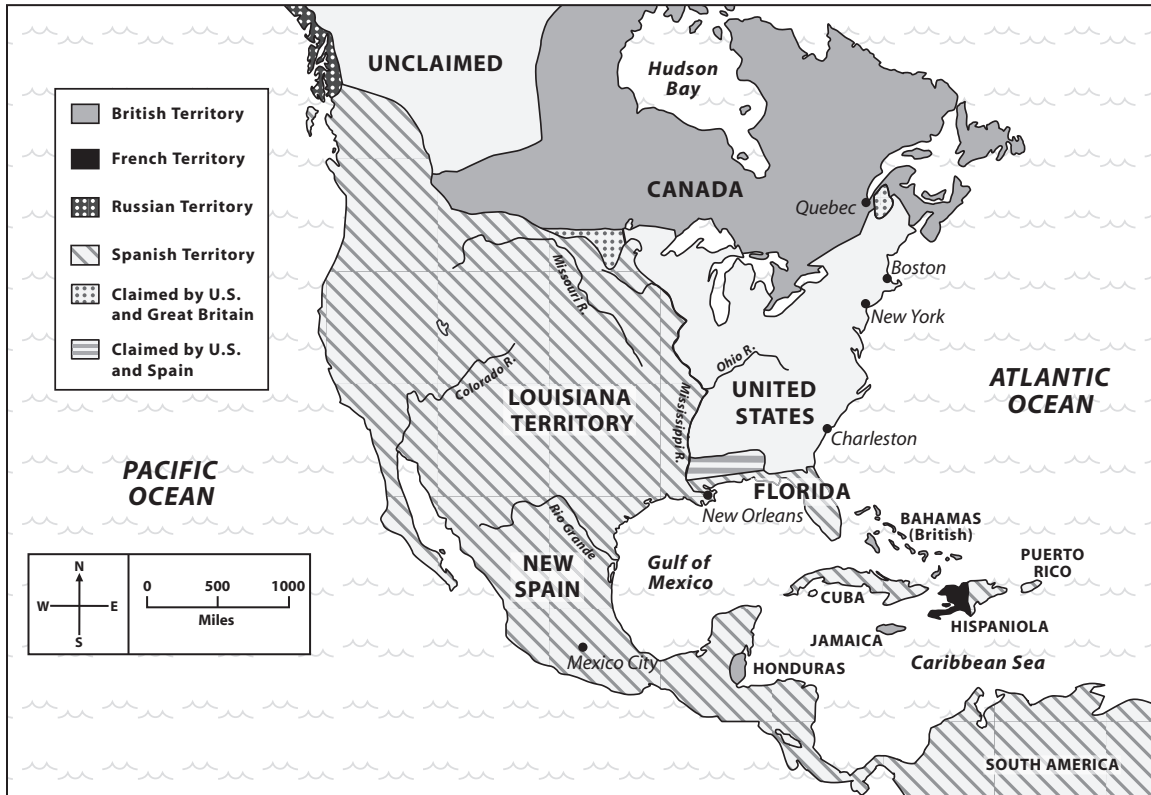
- Parliament passed laws that said the colonists must pay new _____.
- Adopted on July 4, 1776, the Declaration of Independence was based on _____'s ideas.
- The colonists had no representatives in _____.
- John Locke had written that all people are born _____.



The American Revolution

Map – North America in 1783

Use the map to answer the following questions. Write the answers in complete sentences.



1. Which country had the largest amount of land in North America?

2. In which country's territory was your state located in 1783?

3. What area did Great Britain own after the American Revolution?



The American Revolution

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. In a pamphlet called *Common Sense*, Enlightenment writer Thomas Paine wrote that the colonies should declare their independence. Look in your textbook, on the Internet, or at the library to find out three facts about Thomas Paine.

2. What was the Boston Massacre? Look in your textbook, on the Internet, or at the library to find out.

3. What were three of the grievances, or complaints, against the king listed by Jefferson in the Declaration of Independence? Look in your textbook, on the Internet, or at the library to find out.



Quiz: The American Revolution

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

- _____ 1. American leaders liked the ideas of John Locke.
- _____ 2. The colonists had no representatives in the Second Continental Congress.
- _____ 3. The colonists thought King George III was a good ruler.
- _____ 4. The colonists went to war with France.
- _____ 5. The Declaration of Independence included a list of complaints about the king.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. _____ wrote the Declaration of Independence.

A. Thomas Jefferson
B. King George III
C. John Locke
D. Thomas Paine

7. Locke said that citizens have a right to overthrow their government if _____.

A. the government raises taxes
B. the government does not protect its citizens' rights
C. the people are bored with the government
D. all of the above

Short Answer

Answer the following question in complete sentences.

8. When did the Americans adopt the Declaration of Independence?



The French Revolution Begins

In 1789, the French were divided into three social groups called Estates. The First Estate was made up of Church leaders, and the Second Estate was made up of nobles. The Third Estate included everybody else, and more than 95 percent of the French people belonged to it. Like in other European countries, a king who had absolute power ruled the country. France also had a group of representatives called the Estates-General. That group was made up of representatives from each Estate.



France was having serious money trouble. The government had huge war debts to pay. Prices of goods were rising, and many people were out of work. Because of a bad harvest, there was very little food. In 1789, the country's economy was about to fall apart. King Louis XVI called the Estates-General to meet and come up with a solution.

At the meeting, representatives from the Third Estate said the best solution would be to change the government. Although the poorest people made up the Third Estate, it was the only one that had to pay taxes. The representatives thought France could start a constitutional government like the one the United States had just started. The new government would make the First and Second Estates pay taxes too. This would raise money for the country.

The First and Second Estates did not like this idea. By tradition, each Estate got one vote. So, the Third Estate was outvoted two to one by the other Estates. Third Estate representatives argued that, to be fair, each member should get a vote instead of each Estate. In the current government, the largest group of people had nearly no say in the government. King Louis said no to the proposed change.

Set on making changes, the Third Estate voted to rename itself the National Assembly on June 17, 1789. This action was the symbolic end of absolute monarchy and the beginning of representative government. Members of the National Assembly planned to write a constitution. But when they arrived at the meeting hall three days later, the doors were locked. Determined to meet, the delegates moved to a nearby tennis court. They swore to keep meeting until they had written a constitution. This famous pledge is called the Tennis Court Oath.

The king had to give in. He told the other two Estates to join with the Third Estate in the National Assembly. At the same time, however, King Louis was getting troops ready. He would tell the troops to force the National Assembly to stop meeting. The French Revolution had begun.



The French Revolution Begins

Multiple Choice

Circle the best answer, and write the letter in the box.

1. The _____ Estate included more than 95 percent of the French people.

A. First
B. Second
C. Third
D. Fourth

2. France's _____ was made up of representatives from each Estate.

A. Parliament
B. Estates-General
C. Congress
D. Senate

3. France was having money trouble because _____.

A. the government had huge war debts to pay
B. prices of goods were rising
C. many people were out of work
D. all of the above

4. The _____ Estate voted to rename itself the National Assembly.

A. First
B. Second
C. Third
D. none of the above

5. National Assembly members made a famous oath called the _____.

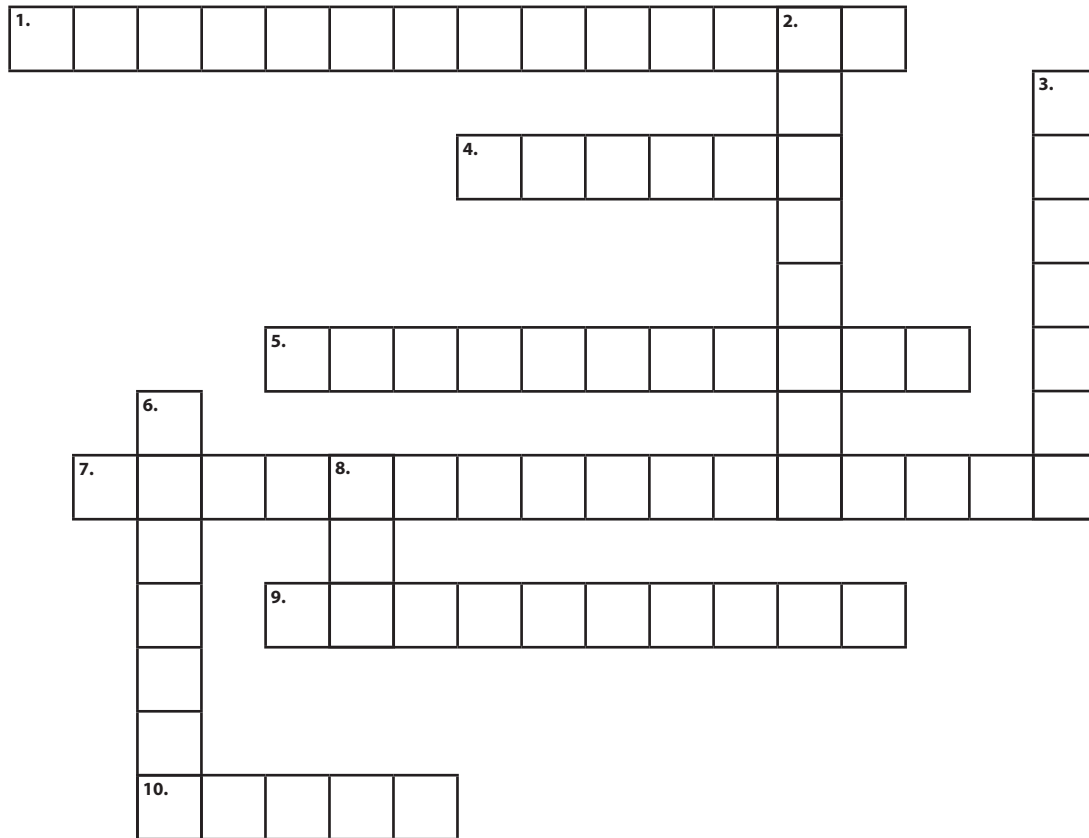
A. Tennis Court Oath
B. Racquetball Court Oath
C. Squash Court Oath
D. Constitution Hall Oath



The French Revolution Begins

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

1. The Third Estate representatives thought France could start a/an _____ government like that of the United States.
4. The king was getting _____ ready to force the National Assembly to stop meeting.
5. With the _____ Oath, the National Assembly delegates swore to keep meeting until they had written a constitution.
7. The king told the other two Estates to join the _____.
9. The French _____ started in 1789.
10. The Third Estate was the only one that paid _____.

DOWN

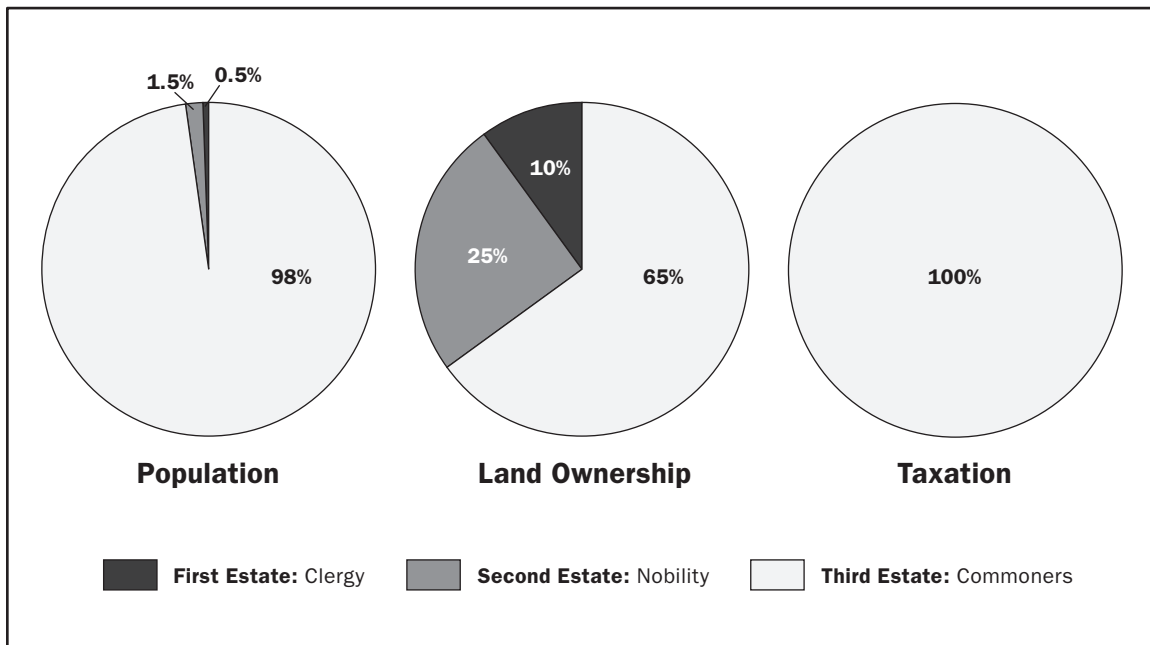
2. King Louis XVI had _____ power.
3. In 1789, France's _____ was about to fall apart.
6. The _____ group of people had nearly no say in the government.
8. By tradition, each Estate got _____ vote.



The French Revolution Begins

Pie Chart – The Three Estates

Use the pie chart to answer the following questions. Write the answers in complete sentences.



1. What percentage of the population was made up of the First Estate?

2. Which Estate owned 25 percent of the land?

3. What percentage of the taxes were paid by the Third Estate?



The French Revolution Begins

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. The *bourgeoisie* was a part of the Third Estate. What was the *bourgeoisie*? Look in your textbook, on the Internet, or at the library to find out.
2. Pretend you are a member of the Third Estate. Write a journal entry describing a day in your life.
3. The National Assembly wrote the Declaration of the Rights of Man and Citizen. What was this document based on? Look in your textbook, on the Internet, or at the library to find out.



Quiz: The French Revolution Begins

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. The Estates-General was made up of representatives from each Estate.
- _____ 2. The National Assembly voted to rename itself the Third Estate.
- _____ 3. The Tennis Court Oath was a promise to lower taxes.
- _____ 4. King Louis XVI had absolute power.
- _____ 5. The largest group of people made all the government decisions.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The _____ Estate was the only one that paid taxes.

A. First
B. Second
C. Third
D. all of the above

7. In the Estates-General, each Estate got _____.

A. one vote
B. one vote for each member
C. 33 votes
D. 1,789 votes

Short Answer

Answer the following question in complete sentences.

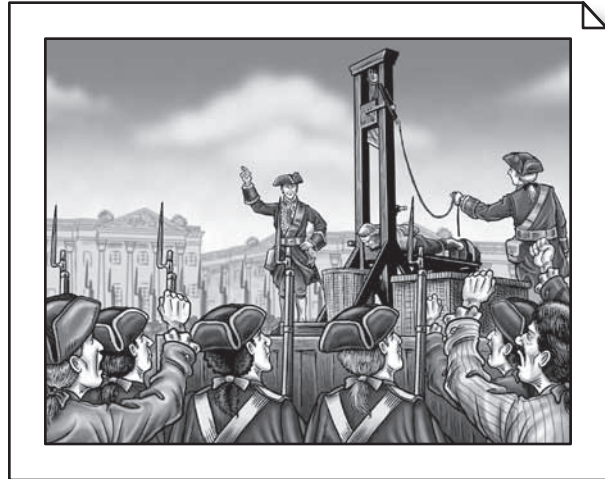
8. List one reason that France was having money problems.



Execution of a King

In 1792, as the French Revolution continued, a group met in Paris at the National Convention. At this meeting, revolutionary leaders decided that France would no longer be ruled by a king. France was now a republic.

For some people, it was not enough to take away the king's power. Many blamed the country's problems on the king. The National Convention put King Louis XVI on trial as a traitor to France. They found him guilty of treason, or betraying his country, and sentenced him to death.



On January 21, 1793, Louis walked calmly to the guillotine. The guillotine was a machine that chopped a person's head off with a huge blade. It was on a platform in a public square. A large audience watched and cheered as Louis climbed to the top of the platform. He was put under the blade of the guillotine. With one stroke, it cut off his head. One of the guards picked up the king's severed head and showed it to the crowd. The audience cheered and shouted, "Long live the republic!"

Not everyone was happy about the king's death. People in some areas of France did not accept the National Convention's authority. They had been loyal to the king. Also, other countries were angry that French revolutionaries had killed the king. A group of countries, including Austria, Prussia, Spain, Portugal, Britain, and the Dutch Republic, joined together. They got ready to invade France. Their goal was to stop the French Revolution.

To protect the revolution, the National Convention started the Committee of Public Safety. Its job was to defend France from foreign threats and from threats at home. The way that the Committee of Public Safety dealt with the crisis became known as the Reign of Terror. The Committee arrested, imprisoned, and killed anyone it thought might be against the revolution. In one year, more than 30,000 people were killed. Of these, about 16,000 people were beheaded by the guillotine. Others died in prison or were killed when their towns were raided.

The Committee faced the international threat by raising a huge army. With over one million soldiers, France's army was the largest in European history. It pushed back the invaders and defeated most of its foreign enemies.

Maximilien Robespierre led the Committee. He was very powerful, and some leaders thought he went too far. In 1794, the National Convention voted to execute Robespierre. He was beheaded. A more moderate set of leaders took over the Committee, and the Reign of Terror ended.



Execution of a King

Multiple Choice

Circle the best answer, and write the letter in the box.

1. The National Convention decided that France would no longer be ruled by a/an _____.

A. king
B. president
C. committee
D. assembly

2. Louis XVI was found guilty of _____.

A. stealing
B. murder
C. treason
D. assault

3. The job of the Committee of Public Safety was to _____.

A. defend France from foreign threats
B. defend France from threats at home
C. protect the revolution
D. all of the above

4. During the Reign of Terror, more than _____ people were killed.

A. 300
B. 3,000
C. 30,000
D. 300,000

5. Maximilien Robespierre was the leader of the _____.

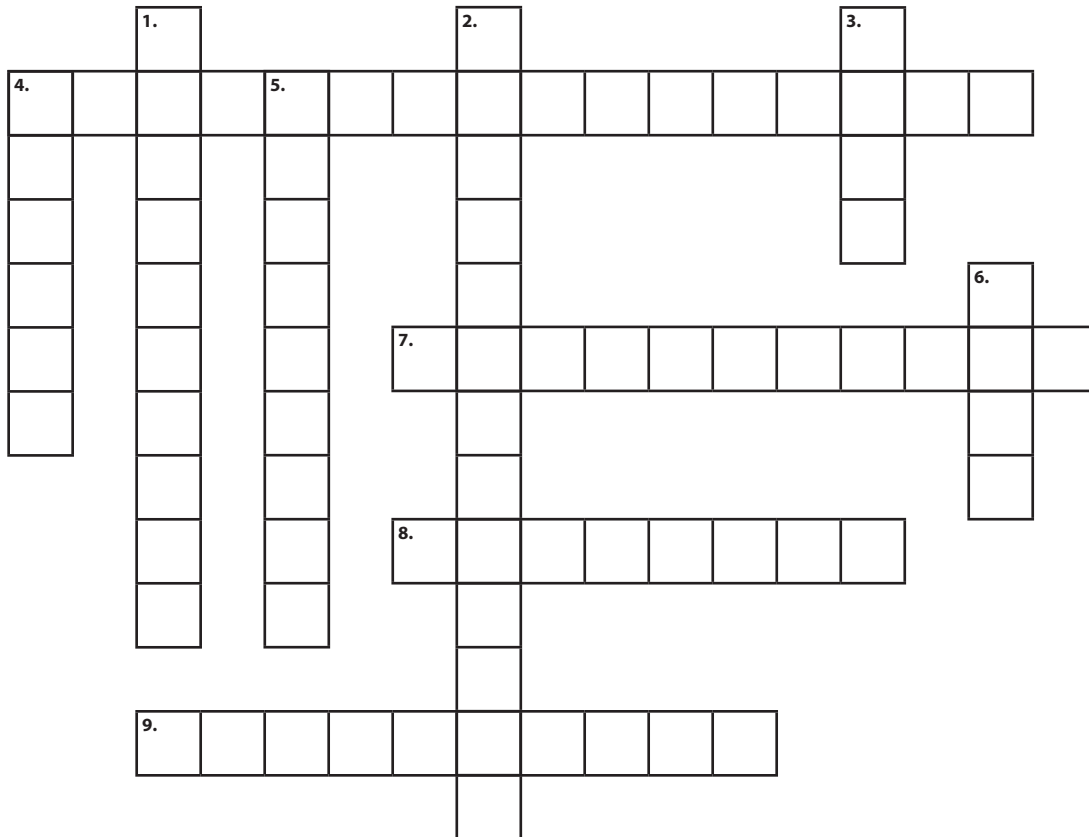
A. government
B. Committee of Public Safety
C. National Convention
D. international coalition



Execution of a King

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

4. A group of European countries got together to stop the _____.
7. Some leaders thought _____ went too far.
8. During the Reign of Terror, about 16,000 people were _____.
9. A/an _____ was used to kill Louis XVI.

DOWN

1. The French _____ started in 1792.
2. The _____ ended when a more moderate set of leaders took over.
3. People in some areas of France stayed loyal to the _____.
4. _____'s army was the largest in European history.
5. The _____ of Public Safety arrested anyone it thought might be against the revolution.
6. The Committee raised a/an _____ of over one million soldiers.



Execution of a King

Time Line – The French Revolution

Use the time line to answer the following questions. Write the answers in complete sentences.

| | |
|-------------------|--|
| 1789 | <ul style="list-style-type: none">• The French Revolution begins.• Delegates of the Estates-General take the Tennis Court Oath.• People storm the Bastille, a prison in Paris. |
| 1792 | <ul style="list-style-type: none">• The National Convention establishes the French Republic. |
| 1793 | <ul style="list-style-type: none">• King Louis XVI is executed.• The Reign of Terror starts. |
| 1794 | <ul style="list-style-type: none">• Maximilien Robespierre, the leader of the Committee of Public Safety, is arrested and executed.• The Reign of Terror ends. |
| 1795 | <ul style="list-style-type: none">• A new constitution sets up a five-man Directory and a two-house legislature in France. |
| 1799 | <ul style="list-style-type: none">• Napoleon Bonaparte, a great military leader, overthrows the Directory and takes control of France. The Age of Napoleon begins. |

1. List two things that happened in 1789.

2. What did the constitution of 1795 do?

3. In what year did Napoleon Bonaparte take control of France?



Execution of a King

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. The French Revolution is a very complicated topic. Choose one event from the French Revolution, and do some research on the Internet or at the library. List five facts about that event.
2. When did France stop using the guillotine for executions? Look in your textbook, on the Internet, or at the library to find out.
3. Who was Marie Antoinette? Look in your textbook, on the Internet, or at the library to find out three facts about Marie Antoinette.



Quiz: Execution of a King

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

- _____ 1. King Louis XVI was convicted of treason and was beheaded.
- _____ 2. The National Convention wanted France to be led by a king.
- _____ 3. France’s army was the largest in European history.
- _____ 4. The Reign of Terror happened during the American Revolution.
- _____ 5. About 3,000 people were killed during the Reign of Terror.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. _____ was the leader of the Committee of Public Safety.

A. Maximilien Robespierre
B. Napoleon Bonaparte
C. King Louis XVI
D. Marie Antoinette

7. The _____’s job was to defend France from foreign threats and from threats at home.

A. National Convention
B. Legislative Assembly
C. Committee of Public Safety
D. Reign of Terror Committee

Short Answer

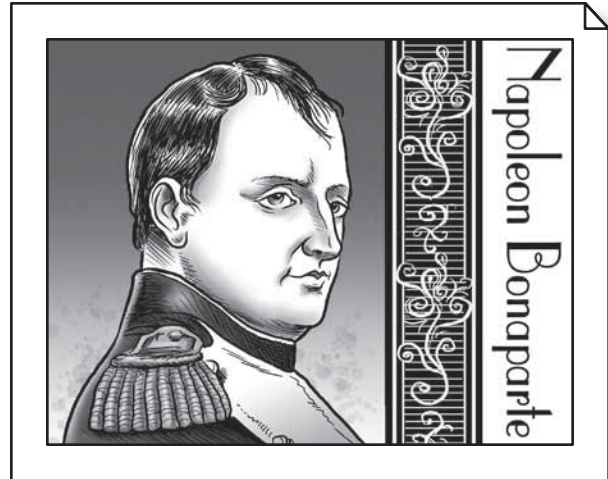
Answer the following question in complete sentences.

8. What was the guillotine?



Napoleon

Near the end of the French Revolution, a group called the Directory ruled France. Not everybody liked the Directory, and it had enemies who plotted against it. Also, France was fighting wars with several European nations, including Russia, Great Britain, and Austria. For these reasons, the Directory depended on the military to help keep its power. This dependence would lead to the end of the Directory. In 1799, a military leader named Napoleon Bonaparte led a coup d'état. A coup d'état is a sudden overthrow of a government. Napoleon, a popular general, overthrew the Directory and took control of France.



The general had worked his way up the ranks in the French army. Napoleon won several victories as commander of the French armies and gained the support of his men. After the coup, Napoleon started a new government called the consulate. He said it was a republic, but by 1802, he had absolute power over the government. In 1804, Napoleon named himself emperor.

As France's leader, Napoleon did many things. He came up with the Napoleonic Code, a new set of laws. It included Enlightenment ideas like equality before the law and religious tolerance. Napoleon built a strong central government. He also made peace with the Catholic Church.

Napoleon was best known for his military leadership. In a series of battles, Napoleon's Grand Army defeated armies that stood up to him. These armies included the Austrian, Prussian, and Russian armies. Piece by piece, Napoleon took control of Europe. He planned to build a Grand Empire.

Soon, Napoleon's Grand Empire became a reality. Napoleon annexed some areas, or peacefully made them a part of France. His armies forced other countries to become French allies. The Grand Empire included France and parts of Italy, Spain, Holland, the Swiss Republic, Prussia, and Austria. One country France could not defeat was Great Britain.

European countries did not want to be part of Napoleon's Empire. Europe was in a state of continuous warfare. It was hard for Napoleon's armies to control such a large area. France constantly had to fight to maintain power. On June 18, 1815, the French army met a combined British and Prussian army at Waterloo, Belgium. The French army was completely defeated at the Battle of Waterloo. After this loss, France's Parliament forced Napoleon to step down as leader of France. He was sent away to a small island in the South Atlantic where he died in 1821.



Napoleon

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Napoleon overthrew the government of _____.
- A. France
 - B. Great Britain
 - C. the United States
 - D. Canada

2. A coup d'état is a _____.
- A. type of emperor
 - B. sudden overthrow of a government
 - C. special weapon developed by the French
 - D. fighting technique

3. Napoleon was best known for his _____.
- A. set of laws
 - B. peacemaking skills
 - C. military leadership
 - D. strong central government

4. Napoleon could not defeat _____.
- A. Italy
 - B. Russia
 - C. Great Britain
 - D. all of the above

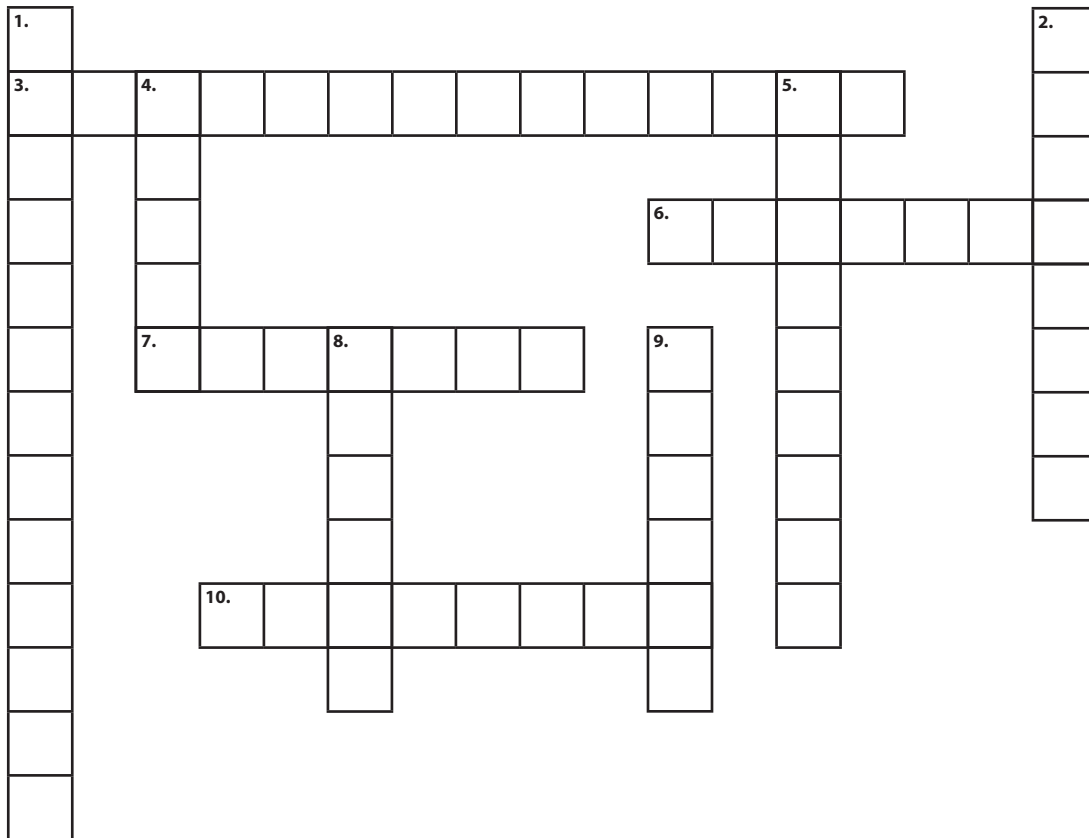
5. The French army _____ the Battle of Waterloo.
- A. won
 - B. lost
 - C. tied
 - D. refused to fight



Napoleon

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

3. Napoleon came up with a new set of laws called the _____.
6. Europe was in a state of continuous _____.
7. Napoleon named himself _____ of France.
10. _____ built a strong central government for France.

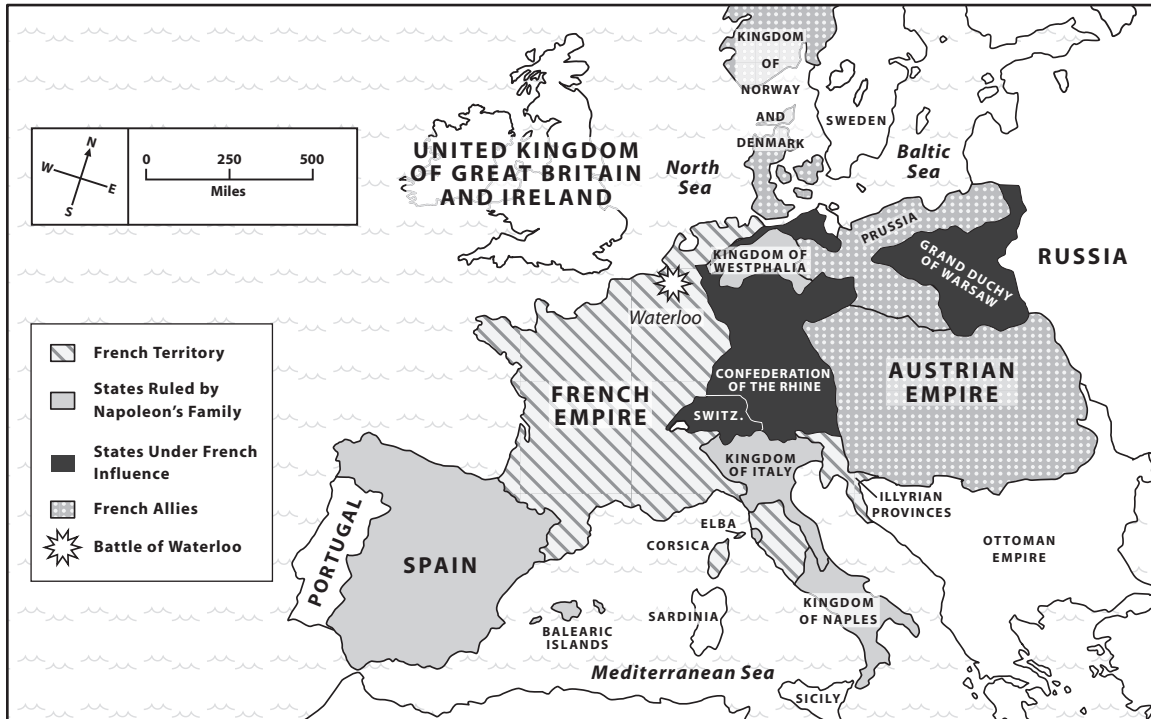
DOWN

1. The Napoleonic Code included _____ ideas.
2. After the Battle of _____, France's Parliament forced Napoleon to step down as leader of France.
4. Napoleon made _____ with the Catholic Church.
5. The _____ depended on the military to help keep its power.
8. Piece by piece, Napoleon took control of _____.
9. Napoleon was sent away to a small _____.

Napoleon

Map – Napoleon’s Grand Empire, 1812

Use the map to answer the following questions. Write the answers in complete sentences.



1. Name two countries that were not part of Napoleon’s Grand Empire in 1812.

2. Name two countries that were ruled by Napoleon’s family.

3. List two of France’s allies.



Napoleon

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

- 1.** Out of 50 U.S. states, 49 have law systems based on British Common Law. One state's law system is based on the Napoleonic Code. Look on the Internet or at the library to find out which state has a law system based on the Napoleonic Code. Why do you think this state has a law system that is based on French law?
- 2.** When people today talk about Waterloo, they use it as a symbol of complete defeat. Look in your textbook, on the Internet, or at the library to find out three facts about the Battle of Waterloo.
- 3.** Napoleon had an interesting life. Look in your textbook, on the Internet, or at the library to find out three facts about Napoleon's life.



Quiz: Napoleon

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Napoleon built a strong central government for France.
- _____ 2. After the Battle of Waterloo, Napoleon became emperor of France.
- _____ 3. Napoleon fought a war against the Catholic Church.
- _____ 4. Great Britain was one of the first nations Napoleon conquered.
- _____ 5. Napoleon was best known for his military leadership.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. A sudden overthrow of the government is called a _____.

A. Napoleonic Code
B. coup d'etat
C. Waterloo
D. Directory

7. _____ was defeated at the Battle of Waterloo.

A. Napoleon's army
B. The British army
C. The Prussian army
D. All of the above

Short Answer

Answer the following question in complete sentences.

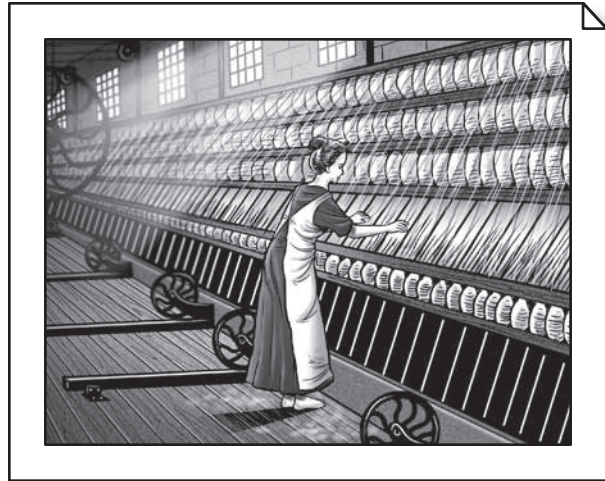
8. Name two things Napoleon did as ruler of France.



The Industrial Revolution

For thousands of years, people lived in small farming villages. Villagers had always grown their own food and made all the goods they needed, like clothes. Beginning in the mid-1700s in Great Britain, the Industrial Revolution changed everything. People started to buy food, clothes, and other goods from stores, just like we do today.

Over the years, farming in Europe had been changing. People had invented new ways to farm that made farming easier and more efficient. As a result, it took fewer workers to grow more food. During the same time period, Europe's population grew. It was no longer possible for everyone to earn a living working on a farm. So, many people moved to cities looking for work.



The Industrial Revolution started in Britain's textile, or cloth, industry. British merchants had been importing cotton from India since the 1600s. This raw cotton was spun into thread and then woven into cloth. The merchants wanted to expand the cotton industry in England. They developed a system in which raw cotton was sent out to peasant families. Workers would spin and weave the cotton and then send it back to the merchants. Because the families worked in their homes, this production method was called cottage industry.

Under this system, production was slow. Inventors came up with ways to make spinning and weaving cloth faster. They invented tools like the spinning jenny, which spun many threads at one time, and the water-powered loom, which wove cloth quickly. With the invention of these machines, it did not make sense for people to work at home. Some machines were powered by water, so they had to be built next to rivers. Others were too big to be kept in people's homes. So, manufacturers built large sheds where they kept the machines. Spinners and weavers came to work in these factories instead of working at home.

From Great Britain's textile industry, the Industrial Revolution spread to other industries. It also spread to other countries. For example, Belgium, France, and Germany all experienced the Industrial Revolution. The ideas also crossed the Atlantic Ocean to the United States.

In industrialized nations, people's lives became very different than they had been a hundred years before. The majority of people in these nations now lived in cities instead of small farming villages. People bought food and clothing from stores. Instead of working on farms, many people worked in factories. The Industrial Revolution had changed the world forever.



The Industrial Revolution

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Before the Industrial Revolution, most people lived in _____.
- A. cities
 - B. factories
 - C. small farming villages
 - D. apartments

2. The Industrial Revolution started in _____'s textile industry.
- A. Britain
 - B. Belgium
 - C. Italy
 - D. Germany

3. An early production method was called cottage industry because workers _____.
- A. built cottages
 - B. worked in their homes
 - C. lived in factories
 - D. made cottage cheese

4. The spinning jenny _____.
- A. wove cloth quickly
 - B. was powered by water
 - C. made production slow
 - D. spun many threads at one time

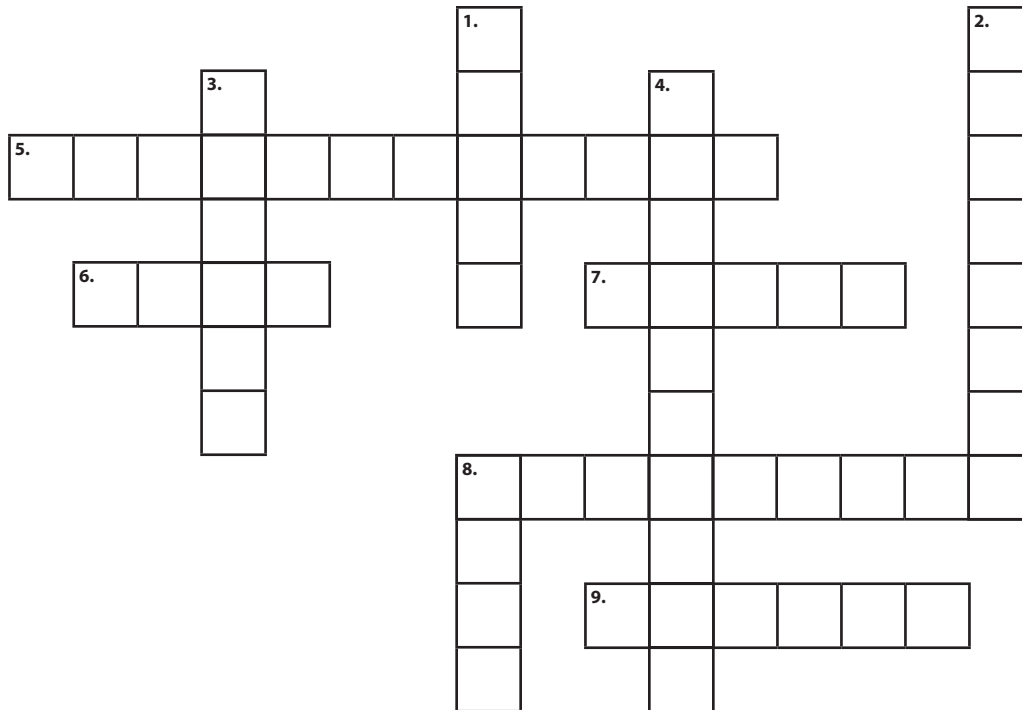
5. After the Industrial Revolution, people _____.
- A. bought food and clothing from stores
 - B. worked in factories
 - C. lived in cities
 - D. all of the above



The Industrial Revolution

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

5. The Industrial Revolution spread to other European countries and the _____.
6. People moved to cities looking for _____.
7. At first, people spun and wove cotton in their _____.
8. Spinners and weavers later worked in _____ instead of their homes.
9. Raw _____ was spun into threads and then woven into cloth.

DOWN

1. Some machines were powered by _____.
2. _____ were invented to make spinning and weaving cloth faster.
3. After the Industrial Revolution, people bought goods in _____ instead of making them.
4. The Industrial _____ began in the mid-1700s.
8. Before the Industrial Revolution, people grew their own _____.



The Industrial Revolution

Chart – Inventions of the Industrial Revolution

Use the chart to answer the following questions. Write the answers in complete sentences.

| Invention | Patent Date | Inventor | Purpose |
|----------------|-------------|-------------------|--|
| Flying Shuttle | 1733 | John Kay | doubled the amount of work a weaver could do in a day |
| Spinning Jenny | 1764 | James Hargreaves | allowed one spinner to spin eight threads at a time |
| Water Frame | 1769 | Richard Arkwright | harnessed water power from streams to fuel spinning machines |
| Spinning Mule | 1779 | Samuel Crompton | made thread that was stronger than earlier spinning machines |
| Power Loom | 1785 | Edmund Cartwright | harnessed water power from streams to speed up the weaving process |

1. Who invented the water frame?

2. In what year was the power loom invented?

3. What was the purpose of the spinning mule?



The Industrial Revolution

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. In Britain in the 1800s, the minimum age to be a factory worker was nine years old. Children aged 9 to 13 could work a maximum of nine hours per day. Children aged 13 to 18 could work a maximum of twelve hours per day. How many hours per day do you spend in school? Do you think the rules about children factory workers were fair? Explain your answer.
2. Working conditions were often unsafe. Look in your textbook, on the Internet, or at the library to find out three facts about working conditions in factories in the 1800s.
3. Would you rather work on a farm or in a factory? Explain your answer.



Quiz: The Industrial Revolution

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Before the Industrial Revolution, most people worked in factories.
- _____ 2. The Industrial Revolution started in Great Britain.
- _____ 3. The spinning jenny was a farming technique.
- _____ 4. People moved to small farming villages looking for work.
- _____ 5. The Industrial Revolution started in the mid-1700s.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Under the production method called cottage industry, people worked _____.

A. in factories
B. at home
C. on farms
D. for free

7. After the Industrial Revolution, people _____.

A. made their own clothes
B. grew their own food
C. bought goods in stores
D. lived mostly on farms

Short Answer

Answer the following question in complete sentences.

8. In what industry did the Industrial Revolution start?



New Ideas in Politics

After Napoleon was defeated, order had to be brought back to Europe. European leaders met at the Congress of Vienna in September of 1814. Prince Klemens von Metternich of Austria led the meeting. He thought Europe should go back to how it was before the French Revolution. The Congress tried to create peace and a balance of power. The group gave monarchs back their thrones and redrew national boundaries. However, Metternich warned that a “revolutionary seed” had been planted in Europe.



Metternich was a conservative. Conservatism is a political philosophy that is based on tradition. Conservatives thought the Congress was right to give back the thrones that Napoleon had taken away from monarchs. They also believed in having an established church. Conservatives felt that protests and rebellions should be stopped, with help from the military, if necessary. Most conservatives were monarchs, nobles, and church leaders.

Not everyone agreed with the conservatives. Liberals were inspired by the ideas of the Enlightenment. They did not like divine-right monarchy. They said governments should have written constitutions, or rules for governing. Liberals liked the idea of republican government, or government run by the people. They thought that if a government had a monarch, the monarch should at least be limited by a constitution. They also believed that government should protect people’s basic freedoms, like freedom of speech and freedom of religion. Liberals spoke for the *bourgeoisie*, or middle class. This class included business owners, bankers, lawyers, and writers.

Another group that disagreed with conservative views was the nationalists. For years, European leaders had gained or lost land because of wars, treaties, and marriages. As a result, Europe had several empires that each included many nationalities. Nationalists thought that groups who shared common heritage, language, and customs should have their own countries. For example, the Greeks wanted independence from the Ottoman Empire, which had ruled them for centuries.

Inspired by liberal and nationalist ideas, a wave of revolutions broke out in Europe. In 1830 and 1848, street protests in Paris, France, turned into revolts against the government. These revolts spread to other countries, such as Belgium, Poland, Austria, the Italian States, and the German States. Rulers used military force against the revolutionaries. Most of the revolts were unsuccessful. However, in the following years, liberal and nationalist ideas would have growing influence on European politics.



New Ideas in Politics

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Prince Klemens von Metternich was a _____.
- A. conservative
 - B. liberal
 - C. nationalist
 - D. all of the above

2. The Congress of Vienna _____.
- A. tried to create peace and a balance of power in Europe
 - B. returned European monarchs to their thrones
 - C. redrew national boundaries
 - D. all of the above

3. _____ thought groups who shared common heritage, language, and customs should have their own countries.
- A. Customists
 - B. Conservatives
 - C. Nationalists
 - D. Liberals

4. Liberals spoke for the bourgeoisie, or _____.
- A. monarchs
 - B. middle class
 - C. church leaders
 - D. nobles

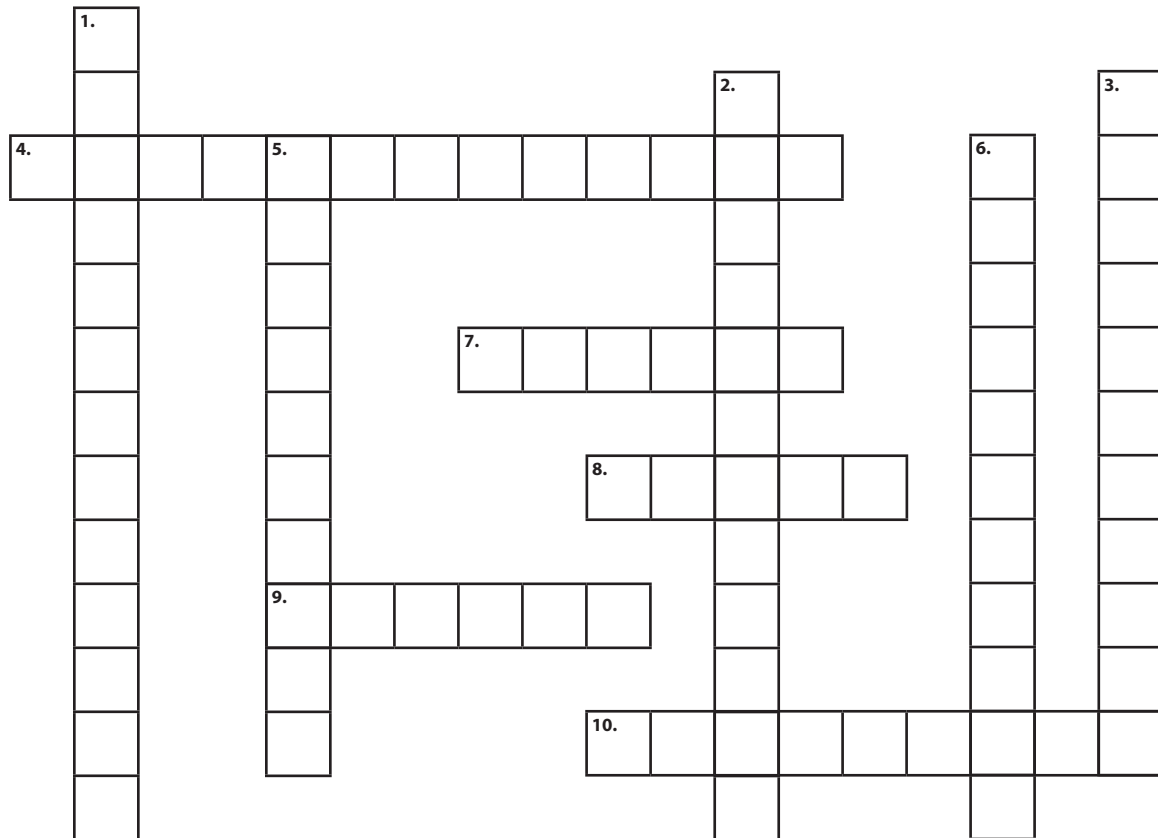
5. Revolts in 1830 and 1848 started in _____ and spread to other countries.
- A. France
 - B. Belgium
 - C. Greece
 - D. Poland



New Ideas in Politics

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

4. Liberals were inspired by ideas of the _____.
7. Conservatives believed in having an established _____.
8. Liberal and nationalist _____ had an influence on European politics.
9. After Napoleon was defeated, order had to be brought back to _____.
10. Nationalists thought that groups who shared common heritage, language, and customs should have their own _____.

DOWN

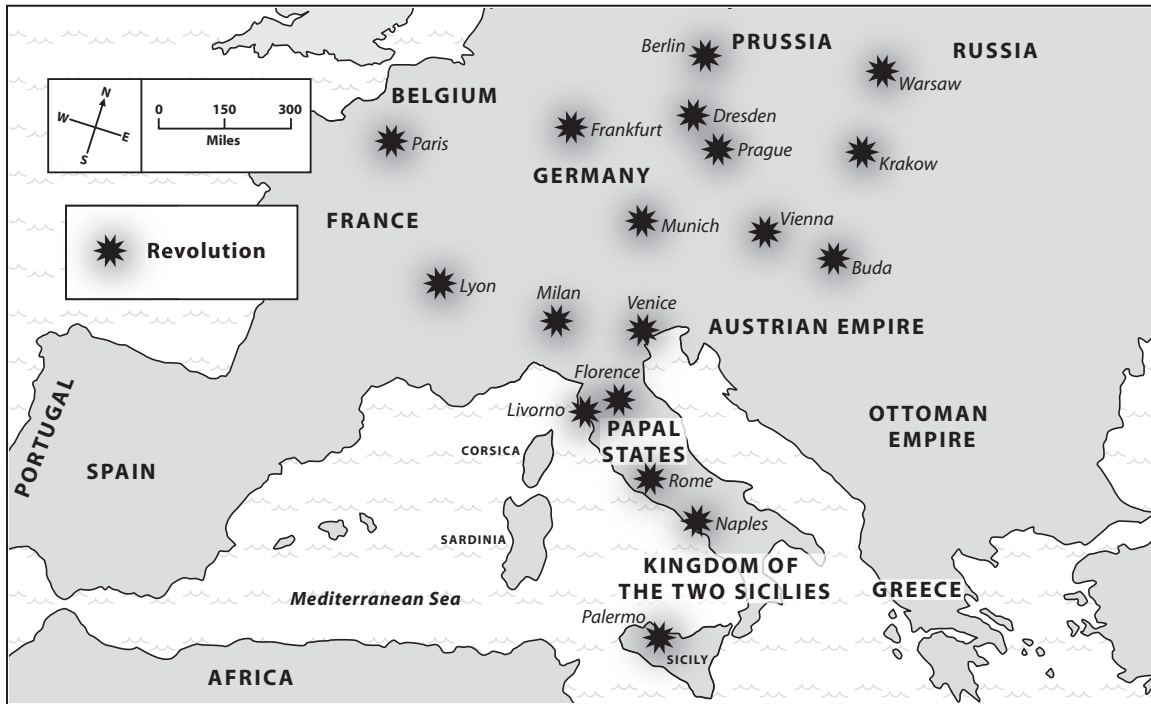
1. Liberals said governments should have written _____.
2. Most revolts were _____.
3. Liberal and nationalist ideas inspired a wave of _____ in Europe.
5. In 1830 and 1848, street protests turned into revolts against the _____.
6. The _____ is the middle class.



New Ideas in Politics

Map – Revolutions in Europe, 1848–1849

Use the map to answer the following questions. Write the answers in complete sentences.



1. List three cities in which revolutions took place.

2. Which empires still existed in 1848–1849?

3. Did any revolutions take place in Greece in 1848–1849?



New Ideas in Politics

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

- 1.** Nationalists believed that people who shared common bonds, like heritage, language, and customs, should unite under a single government. Do you think the nationalist point of view makes sense? Explain your answer.
- 2.** Liberals believed that one of government’s top responsibilities was to protect the freedoms of its citizens, like freedom of speech and freedom of religion. Why do you think monarchs disagreed with liberal ideas? Explain your answer.
- 3.** Prince Klemens von Metternich of Austria was an interesting conservative diplomat. Look in your textbook, on the Internet, or at the library to find out three facts about Metternich.



Quiz: New Ideas in Politics

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

- _____ 1. Conservatives thought that groups who shared common heritage, language, and customs should have their own countries.
- _____ 2. Liberals spoke for the bourgeoisie.
- _____ 3. Revolts started in Paris, France, and spread to other countries.
- _____ 4. Most revolts were successful.
- _____ 5. Liberals said governments should have written constitutions.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Liberals were inspired by ideas of the _____.
- A. Enlightenment
 - B. Congress of Vienna
 - C. Catholic Church
 - D. all of the above

7. Nationalists thought that groups who shared common _____ should have their own countries.
- A. heritage
 - B. language
 - C. customs
 - D. all of the above

Short Answer

Answer the following question in complete sentences.

8. List one thing the Congress of Vienna did.



The West Moves East

By the late 1800s, European nations like Great Britain and France were growing more powerful. One way to gain power was to take control of other parts of the world. Europeans had set up trading posts in Africa and Asia in earlier centuries. However, European countries were no longer happy to just trade with foreign lands. They wanted to own and control the areas. In the 1880s, European imperialism increased in Africa and Asia. Imperialism is when a country rules over foreign lands.



Although African and Asian armies fought the Europeans, they could not stop the invaders. The armies and navies of the Western countries were too powerful. Also, several old civilizations like the Ottoman Empire in Africa and Asia were losing power. Because the areas were weakened, it was easier for Europeans to take control of them. The Europeans took over the places they conquered in Africa and Asia and set up colonies.

There were several economic reasons why Western powers wanted to control foreign lands. Manufacturers needed new places to get natural resources, like rubber and oil. They also wanted new markets to sell their goods in. In addition, military and merchant ships needed places around the world to refuel.

European nations thought that ruling colonies all over the world increased a nation's worth. Countries competed with each other to become the most powerful nation. For example, when France moved into West Africa, Britain and Germany quickly invaded nearby areas. They took the lands to build up their own empires while slowing down the French.

Many Westerners thought they were helping the people in Africa and Asia. Some believed they had a duty to spread the blessings of Western civilization to other lands. These blessings included medicine, law, and Christian religion. Many Europeans thought Westerners had a humanitarian responsibility to bring civilization to primitive people. Missionaries, doctors, and colonial officials worked to spread European ideas in the foreign lands.

Not all Westerners liked the idea of imperialism. Anti-imperialists said that Westerners were hypocrites. Western nations were moving toward democratic government at home but ruling colonies in an undemocratic way. The anti-imperialists did not think it was fair. They also said that imperialism helped Europeans get rich at the expense of native peoples. However, the imperialists were the stronger voice. By 1900, most parts of Africa, India, and Southeast Asia were governed by European imperialist powers.



The West Moves East

Multiple Choice

Circle the best answer, and write the letter in the box.

1. In the 1880s, European imperialism increased in _____.
- A. Africa and Asia
 - B. Africa and South America
 - C. North America and Asia
 - D. Africa and Antarctica

2. _____ was losing power in the late 1800s.
- A. Great Britain
 - B. France
 - C. The Ottoman Empire
 - D. Germany

3. Western powers wanted to take over foreign lands because _____.
- A. they needed new places to get natural resources
 - B. they wanted new markets to sell their goods in
 - C. ships needed places around the world to refuel
 - D. all of the above

4. _____ said that the way Western nations were ruling colonies was unfair.
- A. Imperialists
 - B. Anti-imperialists
 - C. Westernists
 - D. Psychologists

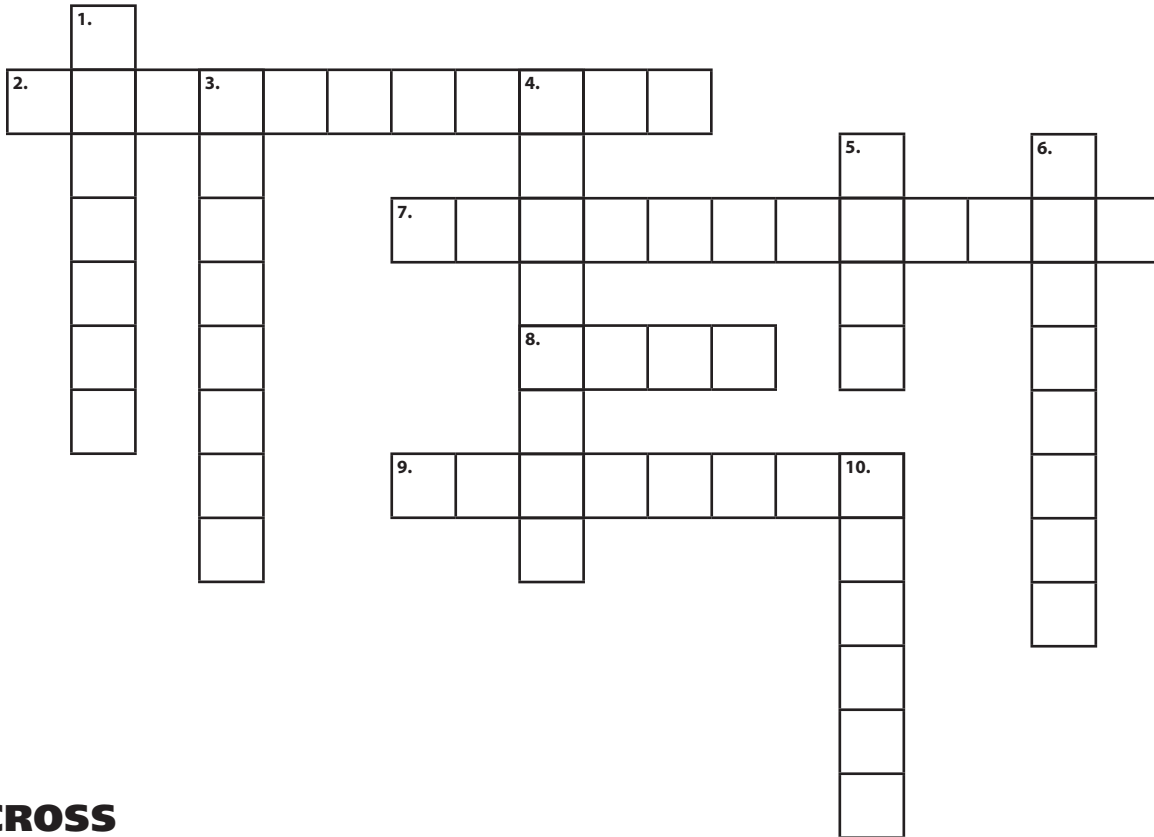
5. By _____, most parts of Africa, India, and Southeast Asia were governed by European imperialist powers.
- A. 1850
 - B. 1880
 - C. 1900
 - D. 1980



The West Moves East

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

2. _____ is when a country rules over foreign lands.
7. Many Europeans thought they had a responsibility to bring _____ to primitive people.
8. Some Westerners believed they had a/an _____ to spread the blessings of Western civilization to other lands.
9. By 1900, most parts of Africa, India, and Southeast Asia were ruled by _____ imperialist powers.

DOWN

1. France, Britain, and Germany wanted to build up their own _____ while slowing the expansion of their rivals.
3. European countries wanted to take over foreign lands for _____, political, and humanitarian reasons.
4. Although African and Asian armies fought the Europeans, they could not stop the _____.
5. Anti-imperialists thought imperialism was not _____.
6. The armies and navies of the Western countries were _____.
10. Anti-imperialists said that Europeans were getting rich at the expense of _____ peoples.



The West Moves East

Chart – Types of Imperialism

There are several types of imperialism. Use the chart to answer the following questions. Write the answers in complete sentences.

| Types of Imperialism | Definition | Example |
|----------------------|--|---|
| Colony | a country or area ruled by a foreign power | The 13 British colonies in North America were colonies of Great Britain. |
| Protectorate | a country that has its own government but is controlled by an outside power | Uganda in Africa was a protectorate of Great Britain. |
| Sphere of Influence | an area that an outside power has exclusive investment or trading privileges over | The United States claimed Latin America as its sphere of influence. |
| Economic Imperialism | an independent nation that is controlled by the business interests of an outside power | The American Dole Food Company controlled pineapple trade in Hawaii, which was an independent nation at the time. |

1. What company controlled pineapple trade in Hawaii?

2. What area did the United States claim as its sphere of influence?

3. What is the difference between a colony and a protectorate?



The West Moves East

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. Parts of the United States were once colonies that belonged to Great Britain. However, before Hawaii became a state, American businesses practiced imperialism in Hawaii. How do you think Americans felt about imperialism in the late 1800s? Explain your answer.
2. What might happen to the culture in a country or area that is taken over by a foreign power? Explain your answer.
3. A writer wrote that “the sun never sets” on the British Empire. What do you think the writer meant?



Quiz: The West Moves East

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. European imperialism decreased in Africa and Asia in the 1800s.
- _____ 2. Imperialists wanted to take over foreign lands.
- _____ 3. By 1900, most parts of Africa, India, and Southeast Asia were governed by European imperialist powers.
- _____ 4. France, Britain, and Germany wanted to keep their empires small.
- _____ 5. Anti-imperialists thought imperialism was fair.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. European countries wanted to take over foreign lands for _____ reasons.

A. economic
B. political
C. humanitarian
D. all of the above

7. Many Europeans thought they had a responsibility to bring _____ to primitive people.

A. civilization
B. food
C. armies
D. children

Short Answer

Answer the following question in complete sentences.

8. List two economic reasons European nations wanted to take over areas in Africa and Asia.



Dr. Livingstone, I Presume?

Europeans made contact with Africans in the 1400s and traded along Africa's coasts for centuries. However, Europeans had never traveled very far beyond the coasts of the continent. In the mid-1800s Europeans began exploring Africa's interior. One of the most famous explorers was Dr. David Livingstone, a Scottish minister.

Livingstone began exploring Africa in 1841. For 30 years, he went back and forth across the continent.

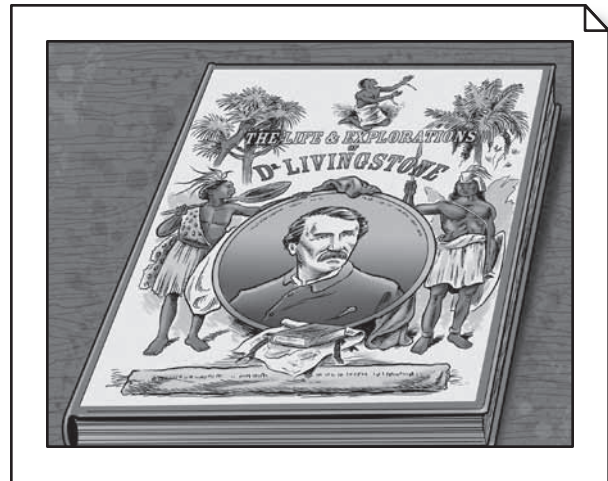
Livingstone's goal was to find places to set up Christian missions. He traveled by foot, canoe, and mule. During his years in Africa, Livingstone had many adventures. For example, he was attacked by a lion and fought African warriors. He got to know the native languages and cultures of the regions he explored. Livingstone fell in love with Africa.

In best-selling books, Livingstone wrote about his adventures and the beauty of Africa. Compared to his peers in Europe, Livingstone wrote about the African people with sympathy and respect. He was against the slave trade, which was still legal at the time of his travels. Livingstone thought opening Africa's interior to Christianity and trade would help to end the slave trade. He said Europeans should send missionaries and merchants to Africa in order to bring civilization to the continent.

During the late 1860s, Livingstone went into central Africa looking for the source of the Nile River. Nobody heard from him for several years, and people thought he had died. A journalist named Henry Stanley went looking for Livingstone, and in 1871, found him. Stanley greeted Livingstone with a phrase that is now famous: "Dr. Livingstone, I presume?"

Stanley did not share Livingstone's sympathy for Africans. He went on to work for King Leopold II of Belgium. Leopold hired Stanley to explore the Congo River Basin and arrange trade treaties with African leaders. The Congo was home to valuable natural resources, like copper and rubber. Leopold said he wanted to make life better for Africans. But, he was most interested in conquering areas and making a profit. When Leopold claimed the Congo, other European countries raced to start their own colonies in Africa.

By 1914, Africa had been divided up by Great Britain, Belgium, France, Italy, Germany, Spain, and Portugal. Africans were given little or no control over the governments of the colonies. Liberia and Ethiopia were the only free states left.





Dr. Livingstone, I Presume?

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Europeans began exploring Africa's interior in the _____.
- A. mid-1400s
 - B. late 1400s
 - C. early 1800s
 - D. mid-1800s

2. One of the most famous explorers was _____.
- A. Henry Stanley
 - B. Dr. David Livingstone
 - C. King Leopold II
 - D. Napoleon Bonaparte

3. Livingstone's goal in exploring Africa was to _____.
- A. put an end to the slave trade
 - B. find natural resources, like copper and rubber
 - C. find places to set up Christian missions
 - D. become familiar with native African languages

4. King Leopold II claimed _____.
- A. the Congo
 - B. Liberia
 - C. Ethiopia
 - D. the Nile River Valley

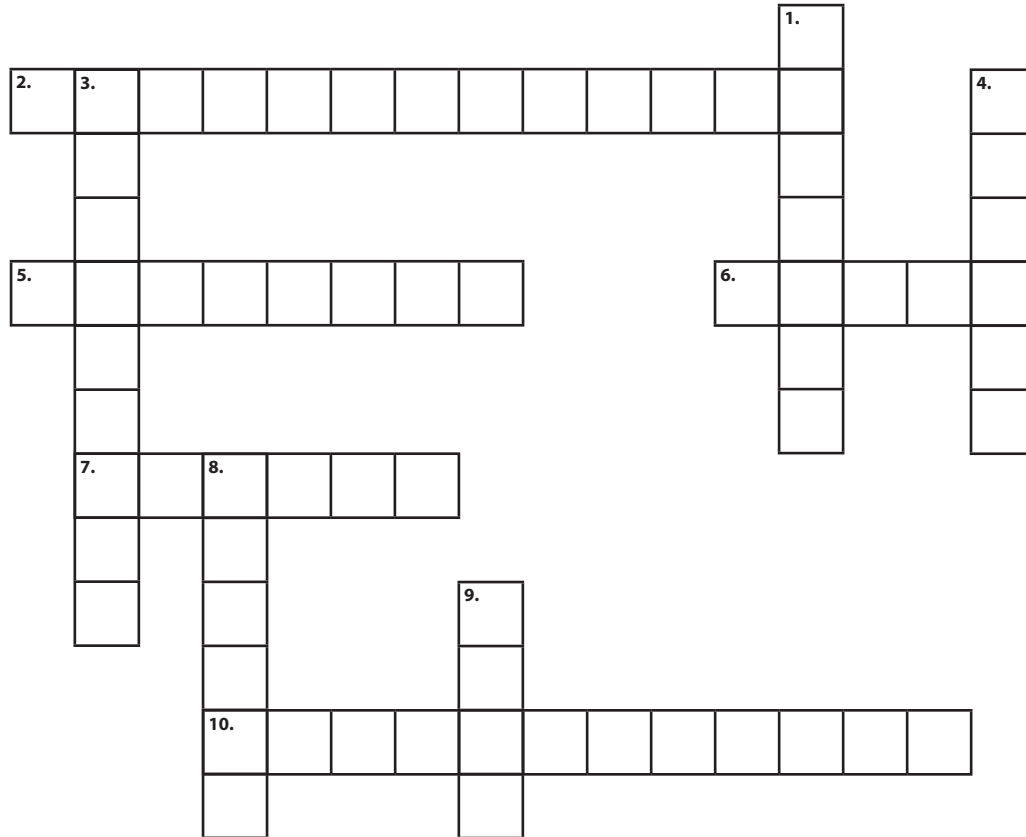
5. By _____, Africa had been divided up by European powers.
- A. 1400
 - B. 1800
 - C. 1880
 - D. 1914



Dr. Livingstone, I Presume?

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- _____ was attacked by a lion and fought African warriors during his travels.
- When Leopold claimed the Congo, other European countries raced to start their own _____.
- Stanley was hired to explore the _____ River Basin.
- Until the 1800s, Europeans had never traveled far beyond the _____ of Africa.
- Livingstone said Europeans should send missionaries and merchants to Africa in order to bring _____ to the continent.

DOWN

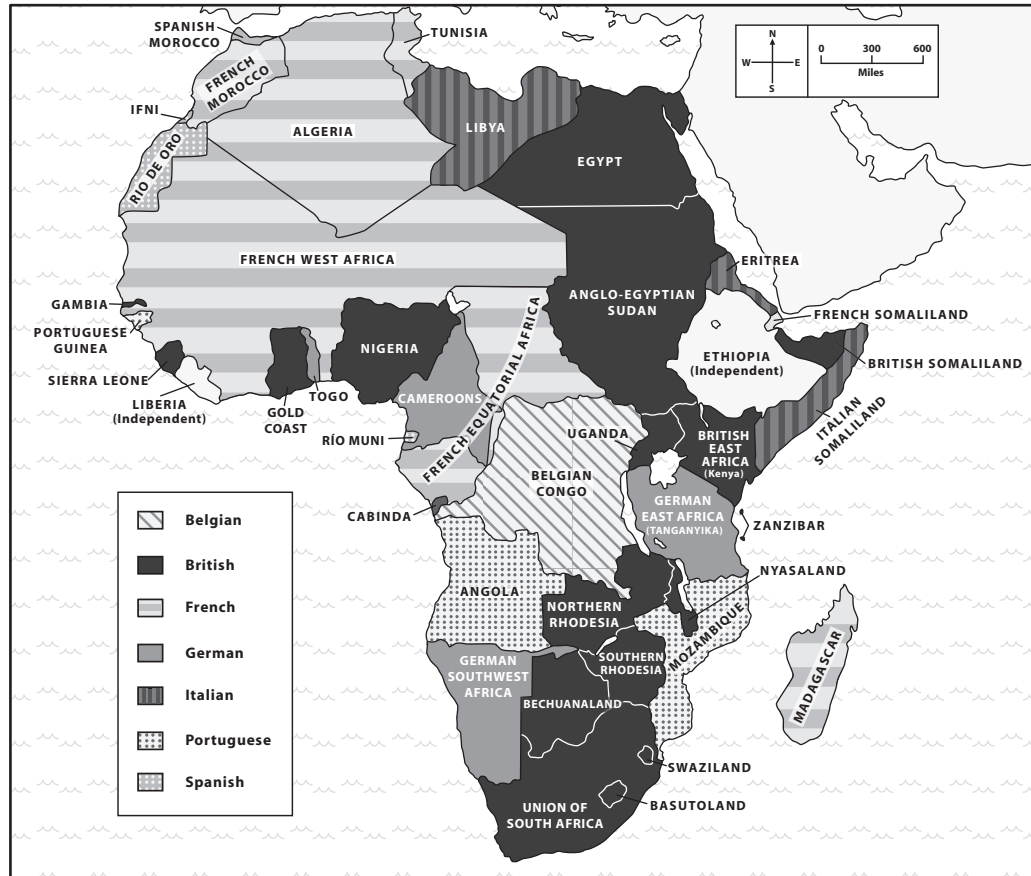
- _____ was most interested in conquering areas and making a profit.
- Africa was home to natural _____, like copper and rubber.
- Compared to his peers in _____, Livingstone wrote about the African people with sympathy and respect.
- Livingstone wrote about the beauty of _____.
- Livingstone went into central Africa looking for the source of the _____ River.



Dr. Livingstone, I Presume?

Map – Imperialism in Africa

Use the map to answer the following questions. Write the answers in complete sentences.



1. Which European country controlled most of northwest Africa?

2. Which European country controlled Egypt?

3. What do Ethiopia and Liberia have in common?

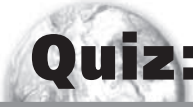


Dr. Livingstone, I Presume?

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

- 1.** Dr. David Livingstone viewed Victoria Falls in 1855. What is Victoria Falls? Look in your textbook, on the Internet, or at the library to find out three facts about Victoria Falls.
- 2.** Ethiopia was one African nation that successfully stood up to the Europeans. Look in your textbook, on the Internet, or at the library to find out three facts about Ethiopia.
- 3.** Dr. David Livingstone explored Africa for 30 years. Would you like to spend that much time learning about something? Explain your answer.



Quiz: Dr. Livingstone, I Presume?

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

- _____ 1. Livingstone’s goal in exploring Africa was to find places to set up Christian missions.
- _____ 2. King Leopold II claimed the Congo.
- _____ 3. By 1914, Africa had been divided up among several European powers.
- _____ 4. Until the 1800s, Europeans had only traveled in the African interior.
- _____ 5. Africa had many natural resources, like copper and rubber.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. _____ was hired by King Leopold II to explore the Congo River Basin.
- A. David Livingstone
 - B. Henry Stanley
 - C. Prince Klemens von Metternich
 - D. Prince Henry the Navigator

7. While in Africa, David Livingstone _____.
- A. became familiar with native African languages
 - B. was attacked by a lion
 - C. fought African warriors
 - D. all of the above

Short Answer

Answer the following question in complete sentences.

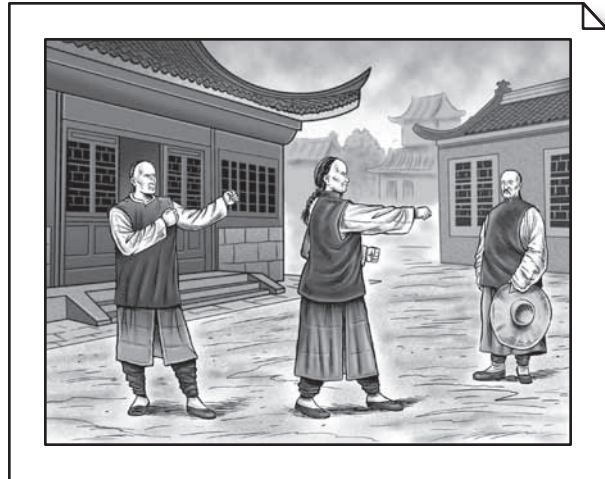
8. How did David Livingstone feel about Africa?



The Boxer Rebellion

In 1800, European nations governed two places in Southeast Asia: the Spanish Philippines and the Dutch East Indies. By 1900, Western powers would rule nearly all of Southeast Asia. Europeans began to see Asia as a place to get raw materials, like oil and rubber. They also saw it as a place to sell the goods they made in their factories.

Great Britain founded a colony in Singapore, an island at the end of the Malay Peninsula, in 1819. A colony is an area ruled by a foreign power. Singapore soon became a busy port for steamships traveling to and from China. France took over the Vietnamese Empire and made it a protectorate. This means it had its own government but depended on the French government to protect it. The United States fought Spain and took over the Philippines.



In some places, foreign nations created spheres of influence instead of colonies or protectorates. For example, in China, warlords who owned areas made deals with foreign nations. A warlord would give a certain nation the right to be the only one to trade, build railroads, or mine in his province. This type of deal gave the foreign power a sphere of influence over the warlord's area. Britain, France, Germany, Russia, and Japan set up spheres of influence in China.

Influenced by Europeans, some Chinese people changed their religions to Christianity and gave up many of their traditions. Others became angry that their governments, religions, and traditions were being changed because of Westerners. A group of Chinese activists rose up against the foreigners. This group, called the Boxers, was angry about the foreign takeover of Chinese lands and culture.

The Boxers were members of a secret group called the Society of Righteous and Harmonious Fists. Westerners saw members practicing martial arts and began calling them Boxers. The Boxers thought foreign influence was ruining China. They wanted to destroy everything foreign, including churches, mines, and railroads. In 1900, bands of Boxers killed foreign missionaries and businessmen. They also killed Chinese Christians.

Countries around the world were outraged by the killings. An army of 20,000 British, French, German, Russian, American, and Japanese troops got together and attacked Beijing, China. They stopped the Boxer Rebellion and forced China's government to pay for damages. With China's government weaker than ever, Western powers continued to fight each other for power.



The Boxer Rebellion

Multiple Choice

Circle the best answer, and write the letter in the box.

1. By 1900, _____ powers ruled nearly all of Southeast Asia.
- A. Northern
 - B. Southern
 - C. Eastern
 - D. Western

2. Great Britain founded a colony in _____.
- A. Singapore
 - B. China
 - C. the Philippines
 - D. the Vietnamese Empire

3. Chinese warlords allowed foreign powers to set up _____ in their provinces.
- A. colonies
 - B. protectorates
 - C. spheres of influence
 - D. secret groups

4. The Boxers were angry that Westerners were changing Chinese _____.
- A. government
 - B. religion
 - C. traditions
 - D. all of the above

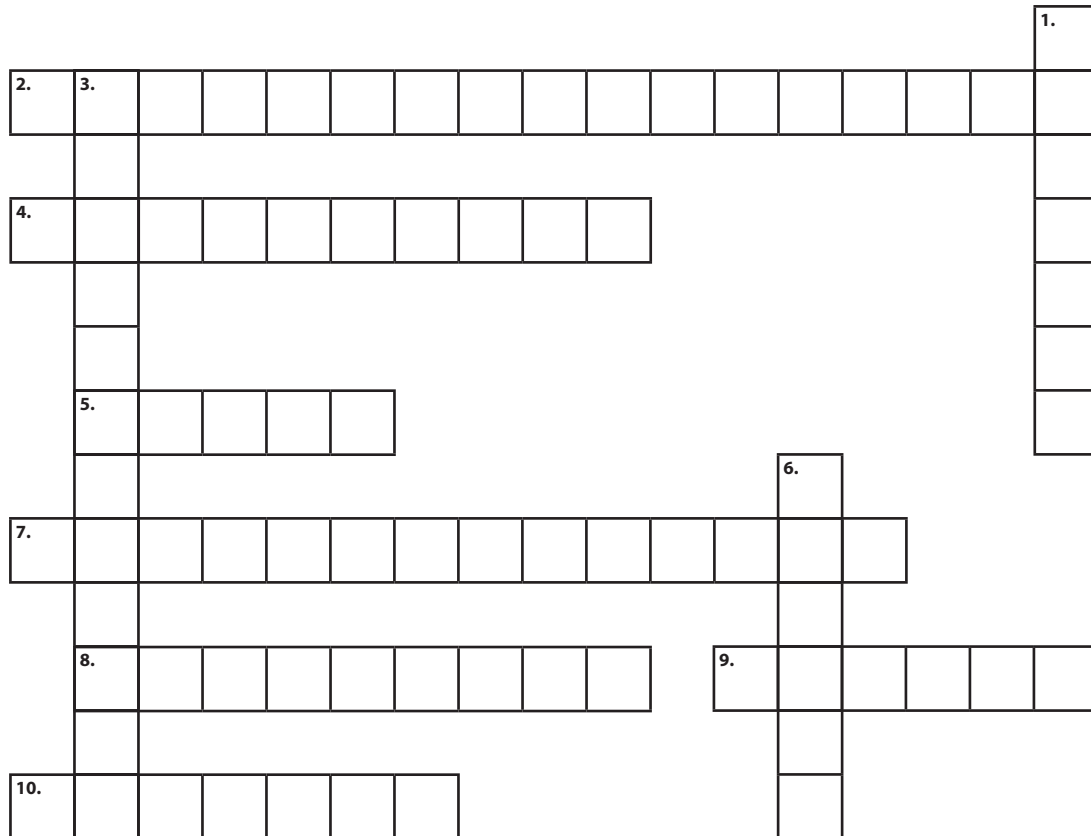
5. The Boxer Rebellion took place in _____.
- A. China
 - B. the Vietnamese Empire
 - C. the Philippines
 - D. Singapore



The Boxer Rebellion

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

2. A/an _____ is an area that a foreign power has exclusive rights to trade with.
4. The Boxers blamed _____ for the changes happening in China.
5. Britain, France, Germany, Russia, and Japan set up spheres of influence in _____.
7. After the _____ was stopped, China's government was weaker than ever.
8. A group of Chinese _____ rose up against the foreigners.
9. The _____ killed foreign missionaries and businessmen and Chinese Christians.
10. A group of international troops attacked _____, China, and stopped the Boxer Rebellion.

DOWN

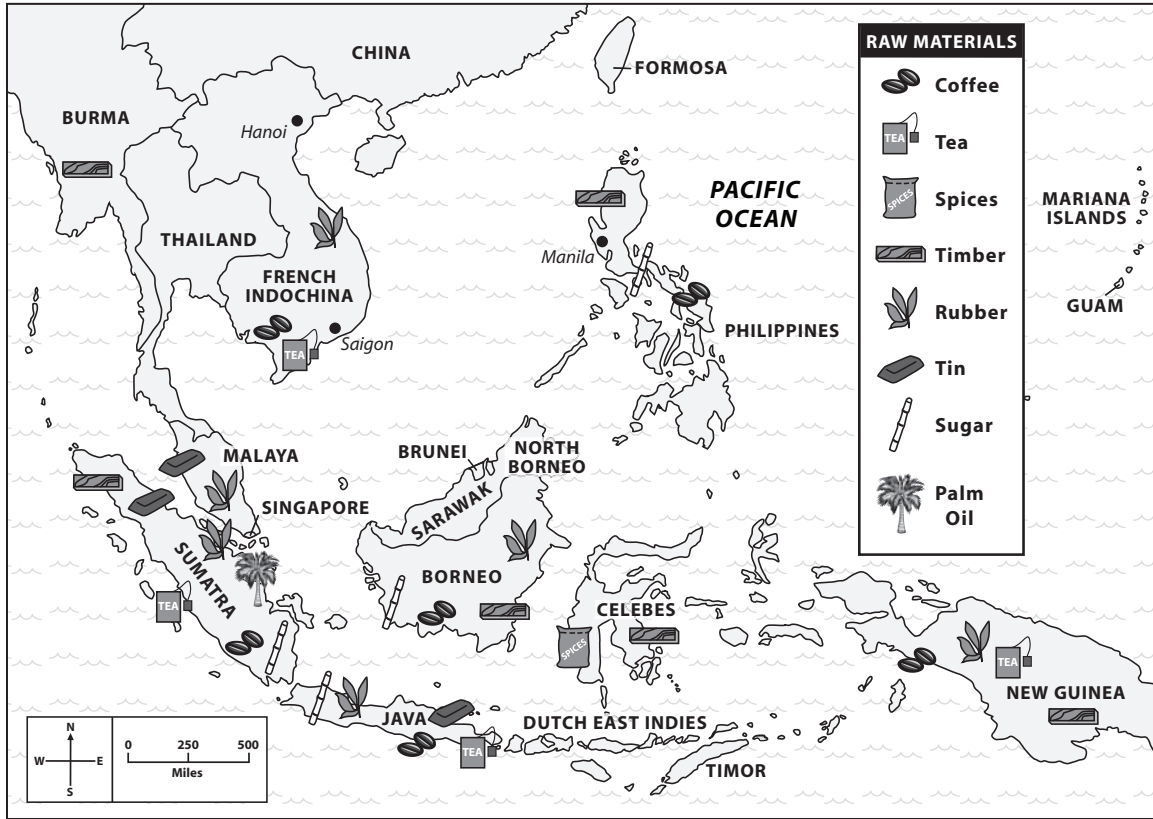
1. The Boxers wanted to _____ everything foreign, including churches, mines, and railroads.
3. A/an _____ is an area that has its own government but depends on a foreign power to protect it.
6. A/an _____ is an area ruled by a foreign power.



The Boxer Rebellion

Map – Raw Materials in Southeast Asia, 1900

Use the map to answer the following questions. Write the answers in complete sentences.



1. Name five raw materials produced on the island of Java.

2. Which area(s) produced spices?

3. Name four places that produced coffee.



The Boxer Rebellion

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. Resistance movements were often led by people who had lived and been educated in the West. Why do you think these people were inspired to lead resistance movements against Western powers?

2. The Chinese government gave Great Britain the island of Hong Kong. What country is Hong Kong a part of now? When did the change happen? Look on the Internet or at the library to find out.

3. Look on the Internet or at the library to find out three facts about the Society of Righteous and Harmonious Fists.



Quiz: The Boxer Rebellion

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. By 1900, Asian powers ruled nearly all of Europe.
- _____ 2. The Boxers were a group of French activists.
- _____ 3. The Boxers killed Chinese Christians and foreigners.
- _____ 4. A group of international troops attacked Beijing, China, to stop the Boxer Rebellion.
- _____ 5. Britain, France, Germany, Russia, and China set up spheres of influence in Japan.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The Boxers wanted to destroy everything foreign, including _____.

A. churches
B. mines
C. railroads
D. all of the above

7. A _____ is an area that a foreign power has exclusive rights to trade with.

A. colony
B. protectorate
C. sphere of influence
D. foreign state

Short Answer

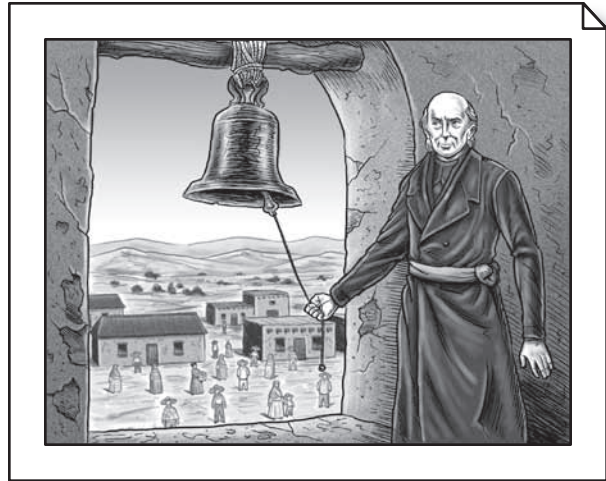
Answer the following question in complete sentences.

8. What was the cause of the Boxer Rebellion?



Independence for Mexico

Latin America is made up of the Central and South American regions that were colonized by Europeans. Some of these colonies included Spanish-speaking Mexico and Argentina, Portuguese-speaking Brazil, and French-speaking Haiti. The area is called Latin America because the Spanish, Portuguese, and French languages all come from Latin. Many people in these regions were inspired by the French and American Revolutions. In the late 1700s, Latin American colonies began to move toward independence.



Spanish colonies like Mexico had a strict social class system. People born in Spain had the most power. These people, called *peninsulares*, had the best jobs in the government and the Church. Below them were the *Creoles*. Creoles were people who were born in Latin America but were descendents of Europeans. Below the Creoles were *mestizos*, or people of Native American and European descent. *Mulattoes*, or people of African and European descent, were below them. Native Americans were at the bottom.

The Creoles did not think it was fair that the *peninsulares* had all the power. Also, the Creoles liked the revolutionary ideas of free trade, freedom of the press, and equality before the law. The *mestizos*, *mulattoes*, and Native Americans were angry that they could not have what whites could have. They wanted social status, power, and wealth too.

A Creole priest from a poor, rural parish took the first steps toward Mexican independence from Spain. In September of 1810, Father Miguel Hidalgo rang the church bell in Dolores, Mexico. Villagers gathered to hear what he had to say. Hidalgo said, “My children ... will you be free? Will you make the effort to recover the lands stolen from your forefathers by the hated Spaniards 300 years ago?” His speech became known as “el Grito de Dolores,” or “the Cry of Dolores.” Father Hidalgo asked Mexicans to fight for freedom.

An army of *mestizos* and Native Americans marched with Hidalgo to Mexico City. Some Creoles supported the revolt too. However, Hidalgo was captured and executed. Others continued the fight for freedom. A military leader named Agustín de Iturbide decided to help the rebels. In 1821, led by Iturbide, Mexico declared independence. Iturbide made himself emperor. Soon, the Mexican people got rid of Iturbide and set up the Republic of Mexico.

Latin American areas that were still under colonial rule followed Mexico’s example and declared independence. By 1825, most of Latin America was free from European control.



Independence for Mexico

Multiple Choice

Circle the best answer, and write the letter in the box.

1. _____ were at the top of the Spanish colonial social class system.

- A. Mestizos
- B. Mulattoes
- C. Peninsulares
- D. Creoles

2. Creoles were _____.

- A. people who were born in Latin America but were descendents of Europeans
- B. people of Native American and European descent
- C. people of African and European descent
- D. Native Americans

3. Creoles liked the revolutionary idea of _____.

- A. free trade
- B. freedom of the press
- C. equality before the law
- D. all of the above

4. Father Miguel Hidalgo made a speech called “the _____.”

- A. Monroe Doctrine
- B. Cry of Dolores
- C. Cry of Revolt
- D. Cry of Mexico

5. Most of Latin America was free from European control by _____.

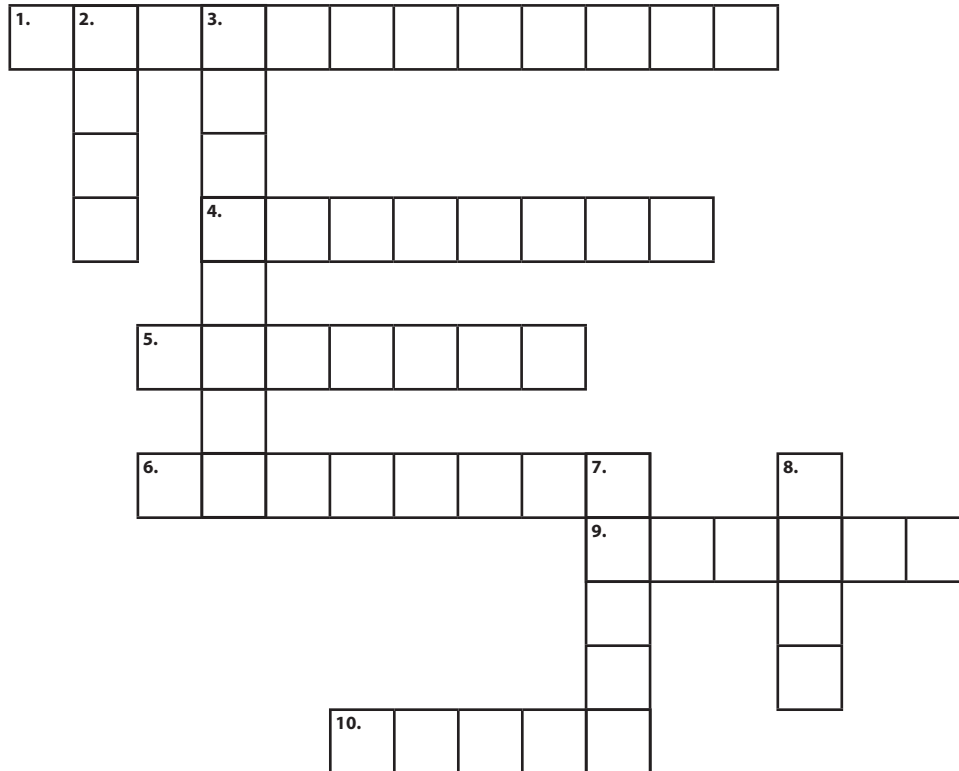
- A. 1810
- B. 1821
- C. 1825
- D. 1900



Independence for Mexico

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- _____ is made up of Central and South America.
- Mexico became a/an _____.
- _____ was captured and executed, but others continued the fight for freedom.
- Hidalgo's army was made up of _____ and Native Americans.
- Father Hidalgo was a/an _____ in a poor, rural parish.
- The Spanish, Portuguese, and French languages all come from _____.

DOWN

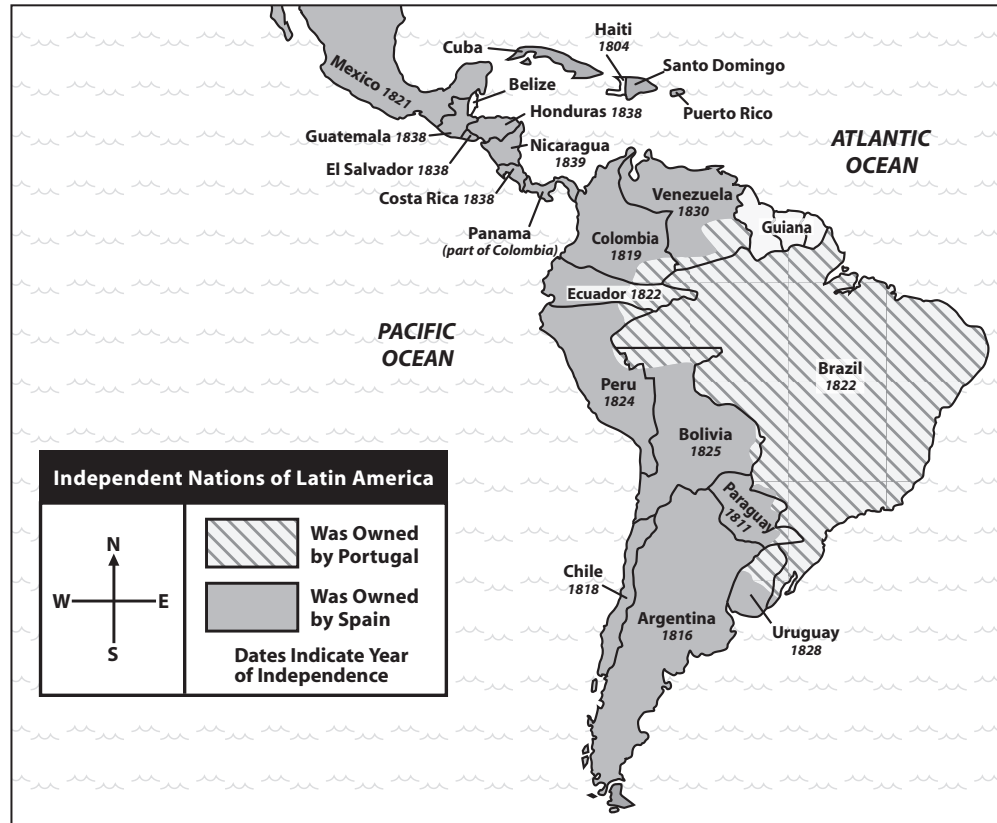
- Father Hidalgo and his _____ marched to Mexico City and started the revolt against Spanish colonial government.
- Led by _____, Mexico declared independence from Spain in 1821.
- In the class system, people born in _____ had the most power.
- Father Hidalgo rang the church _____ and spoke to the villagers in Dolores, Mexico.



Independence for Mexico

Map – Independent Nations of Latin America, About 1830

Use the map to answer the following questions. Write the answers in complete sentences.



1. In what year did most of Central America gain independence?

2. Name three independent nations that were once owned by Spain.

3. Which nation was the first to gain independence?



Independence for Mexico

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. What is the Monroe Doctrine? How did it help Latin America? Look in your textbook, on the Internet, or at the library to find out.
2. September 16 is Mexico's Independence Day. What happened on September 16, 1810? Look in your textbook, on the Internet, or at the library to find out.
3. Father Hidalgo inspired ordinary people to band together and fight against the colonial government. What do you think those villagers were thinking about on the 100-mile journey to Mexico City? Pretend you are a member of Hidalgo's army, and write a journal entry describing your day and your thoughts.



Quiz: Independence for Mexico

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

- _____ 1. Father Hidalgo made a speech called “the Cry of Dolores.”
- _____ 2. Mexico declared independence from Portugal in 1821.
- _____ 3. Mexico became a republic.
- _____ 4. Father Hidalgo and his army marched to Madrid.
- _____ 5. Most of Latin America was free from European control by 1825.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Father Hidalgo was a/an _____.
- A. general
 - B. priest
 - C. emperor
 - D. explorer

7. _____ had the most power in the Spanish colonial class system.
- A. Peninsulares
 - B. Mestizos
 - C. Creoles
 - D. Mulattoes

Short Answer

Answer the following question in complete sentences.

8. How did Latin America get its name?



Europe Moves Toward War

After Napoleon was defeated, the Congress of Vienna met in 1814. The group wanted to create peace and a balance of power in Europe. The Congress took apart the French Empire and gave monarchs back their thrones. However, a new political ideal was taking shape. Nationalism swept through Europe.

Nationalists thought nations should be formed based on people who shared common heritage, language, and customs. Monarchs had gained their land by winning wars, signing treaties, and arranging marriages. As a result, Europe had empires that each included many nationalities. The Austro-Hungarian Empire, Russian Empire, and Ottoman Empire each included many ethnic groups. For example, in addition to ruling over Russians, the Russian czar ruled over Ukrainians, Poles, Jews, and Turks. Each of these groups had its own culture. Nationalists thought each of these ethnic groups deserved its own country.



Nationalism tore apart empires, but it built nations. By 1870, Italy was a unified nation. Germany also achieved national unity in the mid-1800s. People felt patriotic and devoted to their countries. However, nationalism also set the stage for war because it caused competition between nations. European nations competed for materials to use in their factories and for markets to sell their goods in. The nations competed with each other for colonies in Africa and Asia. For example, Germany and France nearly went to war twice over who would control Morocco in Northern Africa. When most of Europe supported France, Germany backed down.

As distrust between countries grew, the European powers built up their militaries. The rivalries led to the creation of military alliances. Countries had alliances that would back each other up if one of their allies was attacked. In the 1880s, Germany, Austria-Hungary, and Italy formed the Triple Alliance. Britain, France, and Russia joined together under the Triple Entente in the early 1900s. The French word “entente” means “alliance” or “agreement.”

The alliances were designed to keep peace. However, a disagreement between two rival powers could now drag the whole continent to war. In 1914, a chain reaction would lead to World War I. It would be the largest war Europe and the world had ever seen.



Europe Moves Toward War

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Monarchs had gained their land by _____.
- A. winning wars
 - B. signing treaties
 - C. arranging marriages
 - D. all of the above

2. Both _____ and Germany became unified nations in the 1800s.
- A. Morocco
 - B. France
 - C. Italy
 - D. Great Britain

3. Germany and France nearly went to war over who would control _____.
- A. the Triple Entente
 - B. the Triple Alliance
 - C. the Russian Empire
 - D. Morocco

4. _____ thought nations should be formed based on people who shared common heritage, language, and customs.
- A. Conservatives
 - B. Nationalists
 - C. The Congress of Vienna
 - D. Monarchs

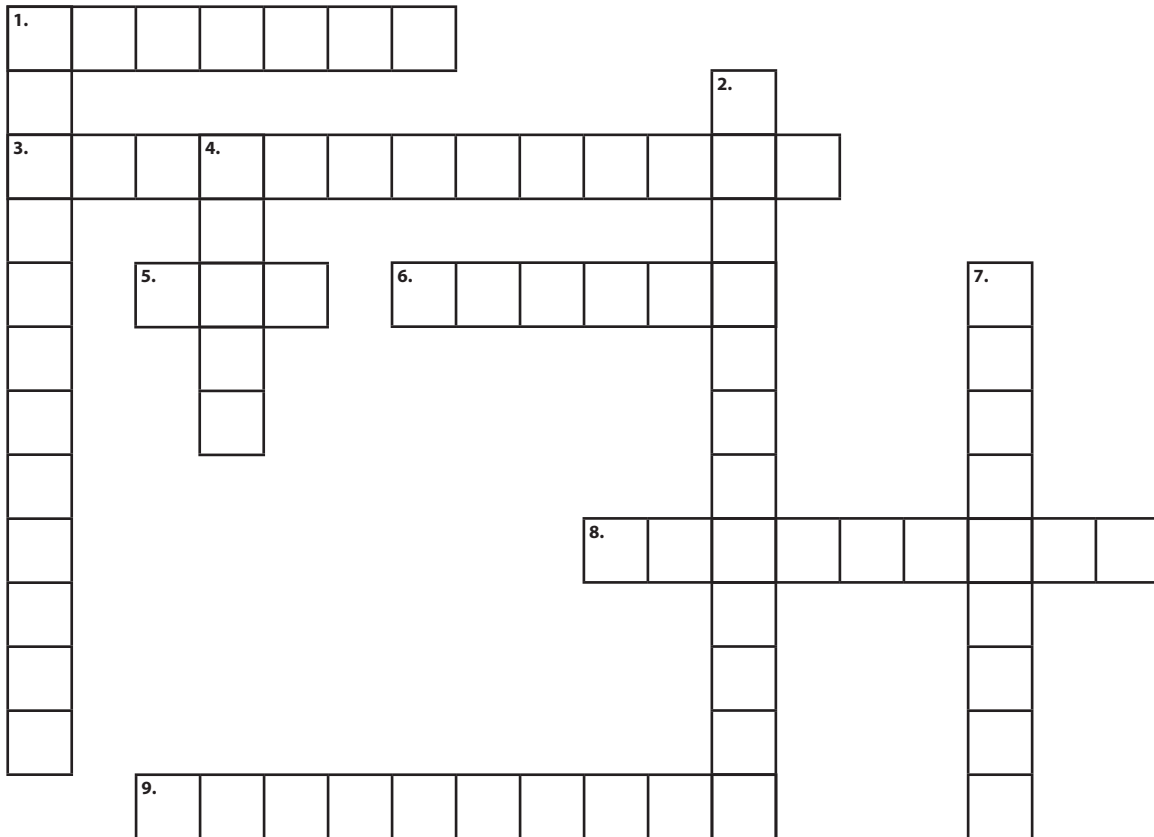
5. The Triple Alliance was made up of _____.
- A. Germany, Austria-Hungary, and Italy
 - B. Britain, France, and Russia
 - C. Morocco, Poland, and the Ottoman Empire
 - D. all of the above



Europe Moves Toward War

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

1. Nationalism caused competition between _____.
3. The _____ _____ was made up of Britain, France, and Russia.
5. A disagreement between two countries could now drag the whole continent to _____.
6. Nationalists thought nations should be formed based on _____ heritage, language, and customs.
8. _____ _____ _____ would be the largest war Europe and the world had ever seen.
9. As distrust between countries grew, the European powers built up their _____.

DOWN

1. _____ thought each ethnic group deserved its own country.
2. European empires ruled over many _____ _____.
4. Alliances were designed to keep _____.
7. Countries that had _____ would back each other up if one of their allies was attacked.



Europe Moves Toward War

Map – Alliances in Europe, 1914

Use the map to answer the following questions. Write the answers in complete sentences.



1. Which alliance had the most land?

2. List three countries that did not belong to either alliance.

3. If war broke out, why might it be unlikely that fighting would happen in Britain?



Europe Moves Toward War

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

- 1.** While nationalism led to patriotism, it also led to increased racism. How do you think nationalism affected racism?
- 2.** Unlike North America, Europe has many independent nations on one continent. Do you think being neighbors makes it easier or more difficult for countries to get along? Explain your answer.
- 3.** Countries that had alliances with each other would back each other up in times of war. These alliances were like friendships. Can you think of a time that being friends with one person caused you to have problems with another person? Describe what happened in that situation.



Quiz: Europe Moves Toward War

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

- _____ 1. Both Italy and Germany became unified nations in the 1800s.
- _____ 2. Nationalists thought nations should be formed based on people who shared common heritage, language, and customs.
- _____ 3. Alliances were formed to cause wars.
- _____ 4. Nationalism caused competition between nations.
- _____ 5. The Triple Alliance was made up of Britain and France.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The Triple Entente was made up of _____.
- A. Britain, France, and Russia
 - B. Britain, France, and Germany
 - C. Britain, Germany, and Russia
 - D. Britain, Germany, and Morocco

7. _____ would be the largest war Europe and the world had ever seen.
- A. The French Revolution
 - B. The American Civil War
 - C. World War I
 - D. The Boxer Rebellion

Short Answer

Answer the following question in complete sentences.

8. Why did European nations build up their militaries?



The Great War

World War I was called the Great War because so many countries were involved. When the war started in 1914, Germany and Austria-Hungary made up an alliance called the Central Powers. Great Britain, France, and Russia made up the Allied Powers. Countries joined each side as the war went on and on. Germany and Austria-Hungary were located in the center of Europe, between France and Russia. For this reason, the war was fought on two fronts, or battlefields. The Eastern Front was along the Russian and German border. The Western Front was in France, near the German border.



Early in the war on the Western Front, Allied troops stopped the Germans from invading Paris, France. But they ended up in a standoff with German troops. Neither side would back down. The two armies dug miles of trenches that were deep enough for soldiers to stand in. The trenches were protected by barbed wire and concrete machine-gun nests. Strips of land, known as no-man's-land, separated Allied trenches from the trenches of the Central Powers.

In the trenches, soldiers ate, tried to sleep, and waited for the next attack. When a commander gave the order to attack, a group of soldiers would climb out of their trench. Then, they worked their way across no-man's-land toward the enemy's trenches. The attacks did not work very well because the men had to move across open fields. Soldiers could easily be shot by the enemy's machine guns. The other side would then launch a counterattack, with the same results. Often, thousands of soldiers died in order to win a few hundred yards of territory.

Modern weapons added to the horror of the war. Rapid-fire machine guns made it nearly impossible for soldiers to advance across no-man's-land. Poisonous gas was used as a weapon by both sides. It caused soldiers to choke or suffer burns and blisters.

New military vehicles were used in World War I. Armored tanks could move across barbed wire. U-boats, or submarines, were used to sink enemy supply ships. Large, gas-filled blimps called zeppelins dropped bombs from the sky. Airplanes armed with machine guns fought each other.

World War I turned into a war of attrition. This means the war was based on wearing the other side down. By constantly attacking and killing soldiers, each side caused its enemy to suffer heavy losses. This type of warfare had a huge price. When the Allies won the war in 1918, over nine million soldiers had died in battle. Millions more were wounded.



The Great War

Multiple Choice

Circle the best answer, and write the letter in the box.

1. World War I was fought on _____.
- A. one front
 - B. two fronts
 - C. three fronts
 - D. four fronts

2. Trenches were protected by _____.
- A. zeppelins
 - B. U-boats
 - C. barbed wire and machine guns
 - D. airplanes

3. The strips of land between trenches were called _____.
- A. no-man's-land
 - B. the Great War
 - C. the great divide
 - D. the open field

4. While soldiers on the attack worked their way toward the enemy's trench, _____.
- A. the enemy fired at them with machine guns
 - B. barbed wire slowed them down
 - C. the enemy used poisonous gas against them
 - D. all of the above

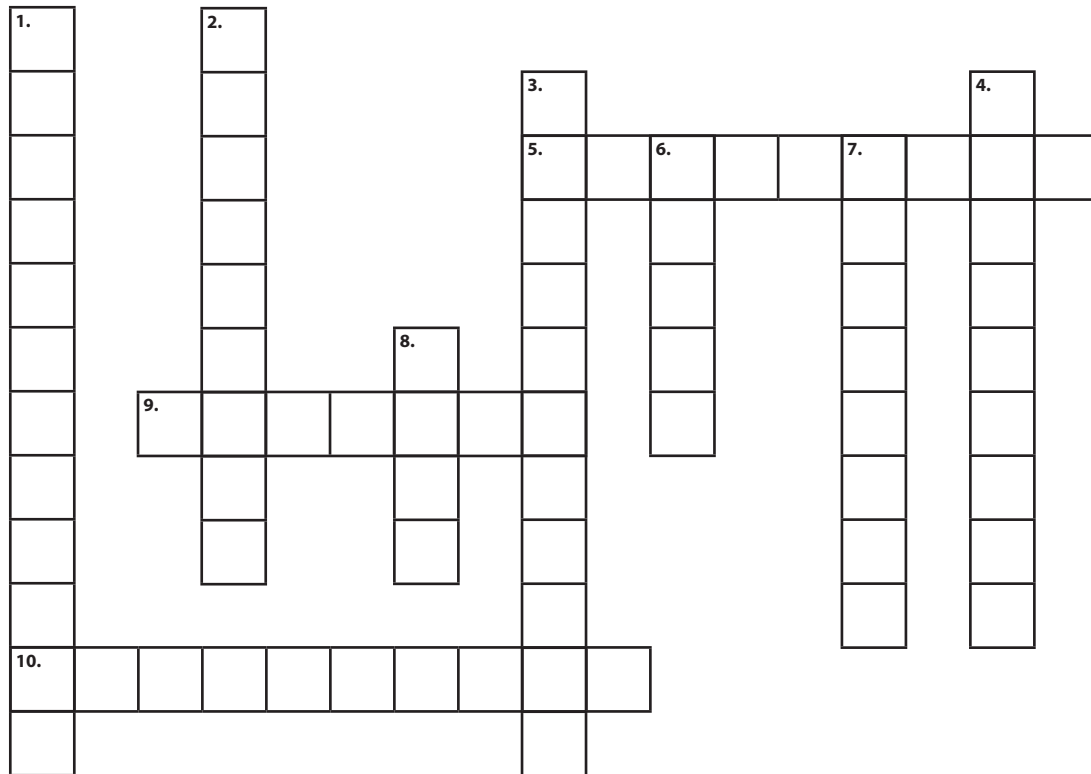
5. World War I was a _____.
- A. quick war that ended after a few months
 - B. war that was fought mostly in one country
 - C. war of attrition
 - D. all of the above



The Great War

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

5. In a war of _____, each side tries to wear the other side down by constantly attacking and causing the enemy to suffer heavy losses.
9. When World War I ended, over nine _____ soldiers had died in battle.
10. _____ - _____ - _____ separated enemy trenches.

DOWN

1. Allied troops on the _____ were in a standoff with German troops.
2. _____ dropped bombs from the sky.
3. Airplanes armed with _____ fought each other in the sky.
4. _____ lasted from 1914 until 1918.
6. Armored _____ could move across barbed wire.
7. Soldiers lived in the _____.
8. U-boats were used to _____ enemy supply ships.



The Great War

Chart – World War I Casualties

Use the chart to answer the following questions. Write the answers in complete sentences.

| Countries | Dead | Wounded |
|-----------------------|------------------|-------------------|
| Allies | | |
| Russia | 1,700,000 | 4,950,000 |
| France | 1,357,800 | 4,266,000 |
| Great Britain | 908,371 | 2,090,212 |
| Italy | 650,000 | 947,000 |
| Romania | 335,706 | 120,000 |
| United States | 126,000 | 234,300 |
| Serbia | 45,000 | 133,148 |
| Belgium | 13,716 | 44,686 |
| Others | 15,522 | 45,658 |
| Total | 5,152,115 | 12,831,004 |
| Central Powers | | |
| Germany | 1,773,700 | 4,216,058 |
| Austria-Hungary | 1,200,000 | 3,620,000 |
| Turkey | 325,000 | 400,000 |
| Bulgaria | 87,500 | 152,390 |
| Total | 3,386,200 | 8,388,448 |
| Grand Total | 8,538,315 | 21,219,452 |

Source: Encyclopedia Britannica

1. Which country suffered the greatest number of casualties in World War I?

2. Was Italy a member of the Allies or the Central Powers?

3. Why do you think the United States had fewer casualties than many other countries in World War I?



The Great War

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

- 1.** The United States joined World War I in 1917. Why did the United States decide to join the Allies? Look in your textbook, on the Internet, or at the library to find out.
- 2.** Pretend you are a soldier in the trenches of the Western Front. Write a letter home, and describe your situation.
- 3.** World War I was the first modern war fought with modern weapons. How was World War I different from the type of war that is fought today? Explain your answer.



Quiz: The Great War

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Airplanes, zeppelins, U-boats, tanks, and machine guns were used in World War I.
- _____ 2. The strips of land between trenches were called no-man's-land.
- _____ 3. World War I was fought on three fronts.
- _____ 4. Few soldiers were killed in battle.
- _____ 5. Allied troops on the Eastern Front were in a standoff with German troops.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. World War I started in _____.

A. 1812
B. 1914
C. 1929
D. 1941

7. _____ were large, gas-filled blimps that dropped bombs from the sky.

A. U-boats
B. Trenches
C. Zeppelins
D. Airplanes

Short Answer

Answer the following question in complete sentences.

8. What is a war of attrition?

Changes in Russia

When Russia entered World War I, it was totally unprepared. Its military leaders were weak, and its factories could not make enough weapons and supplies. In the first years of the war, more than two million Russian soldiers were killed. Czar Nicholas II, the Russian monarch, went to the battlefield. Nicholas thought it would help if he personally led the troops. He left his wife, Alexandra, in charge of the government while he was gone.



By March 1917, the Russian people were angry. Millions of soldiers were dying in the war. At home, there were food and fuel shortages. The government had started rationing bread, or limiting the amount people could buy. Led by working-class women, angry workers went on strike. Thousands marched through the streets of Petrograd, Russia, yelling, "Bread! Bread!"

Alexandra wrote to Nicholas at the battlefield and told him what was going on. She told him, "This is a hooligan movement. Young people run around and shout that there is no bread, simply to create excitement. If the weather were very cold, they would all probably stay at home." The czar ordered troops to stop the protests by shooting into the crowd if necessary. But the soldiers refused to follow his orders. Many joined the demonstrators. The czar had lost his power. Nicholas was forced to step down as czar of Russia.

Russia's temporary government decided to stay in World War I to protect its honor. People were not happy with this decision. They were tired of fighting, starving, and suffering. Groups called soviets formed across the country in towns and rural areas. The soviets were local councils made up of workers, peasants, and soldiers who wanted change. Some of the soviets had more power in their areas than the temporary government.

A political party called the Bolsheviks became powerful by gaining the support of soviets around the country. Under the leadership of V. I. Lenin, the Bolsheviks promised an end to the war. They also said that land would be given to the peasants. Their slogans were "Peace, Land, Bread" and "All Power to the Soviets." The Bolsheviks overthrew the temporary government and seized power. Soon, they renamed themselves the Communists.

Not everyone was happy with the Communists. A civil war broke out in Russia. However, by 1921, the Communists had total control of Russia. Lenin organized Russia into several self-governing republics that all answered to the central government in Moscow. In 1922, the country was named the Union of Soviet Socialist Republics, or USSR.



Changes in Russia

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Russia was totally unprepared to enter _____.
- A. the Russian Revolution
 - B. World War I
 - C. World War II
 - D. the Cold War

2. By March 1917, the Russian people were angry because _____.
- A. millions of soldiers were dying
 - B. there were fuel shortages
 - C. the government had started rationing bread
 - D. all of the above

3. _____ was forced to step down as czar of Russia.
- A. Nicholas II
 - B. Alexandra
 - C. V. I. Lenin
 - D. Rasputin

4. The Bolsheviks renamed themselves the _____.
- A. soviets
 - B. Communists
 - C. capitalists
 - D. hooligans

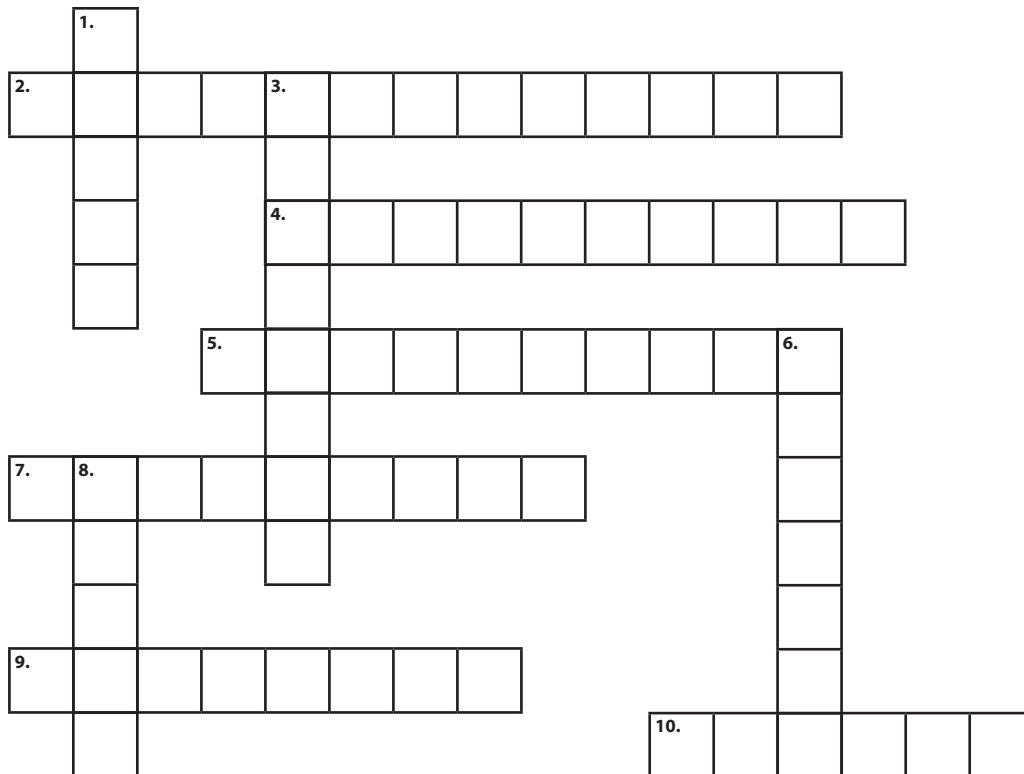
5. In 1922, Russia was named _____.
- A. the Russian Empire
 - B. the United States of Russia
 - C. the Union of Soviet Socialist Republics
 - D. the Communist State of Russia



Changes in Russia

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

2. Many soldiers who had been sent to stop the protests joined the _____.
4. By 1921, the _____ had total control of Russia.
5. The _____ overthrew the temporary government and seized power.
7. Czar Nicholas's wife, _____, wrote that the protests in Petrograd were "a hooligan movement."
9. After the Communists seized power, Russia entered a/an _____.
10. _____ stayed in World War I to keep its honor.

DOWN

1. One of the Bolshevik slogans was "_____, Land, Bread."
3. _____ II thought it would help if he personally led the troops into battle.
6. Some _____ had more power in their areas than the temporary government.
8. _____ was the leader of the Bolsheviks.



Changes in Russia

Map – The Soviet Union, 1917–1938

Use the map to answer the following questions. Write the answers in complete sentences.



1. Name two countries that border the USSR.

2. Name two countries that were part of the Russian Empire but were not part of the USSR.

3. Name one body of water that borders the USSR.



Changes in Russia

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. While running the Russian government, Alexandra depended on Grigori Rasputin to advise her. A group of nobles killed Rasputin in 1916 because they were afraid he was taking too much control over the government. What was unusual about Rasputin's death? Look in your textbook, on the Internet, or at the library to find out.

2. Nicholas II and his family were executed. For about 65 years after the execution, a woman named Anna Anderson said that she was Nicholas II's daughter Anastasia and that she had escaped before the assassins could kill her. Was Anna Anderson telling the truth? Look in your textbook, on the Internet, or at the library to find out.

3. Do you think the troops who refused to stop the protests in Petrograd did the right thing? Is following orders always the right thing to do? Explain your answer.



Quiz: Changes in Russia

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

- _____ 1. The Bolsheviks renamed themselves the Communists.
- _____ 2. Lenin was the czar of Russia during World War I.
- _____ 3. Russia dropped out of World War I to keep its honor.
- _____ 4. Some soviets had more power than the temporary government.
- _____ 5. In 1922, Russia was renamed Petrograd.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. _____ of Russian soldiers died in World War I.

A. Hundreds
B. Thousands
C. Millions
D. Billions

7. One of the Bolshevik slogans was “_____.”

A. Peace, Land, Bread
B. Peace, Money, Land
C. Land, Money, Food
D. Peace, Bread, Wine

Short Answer

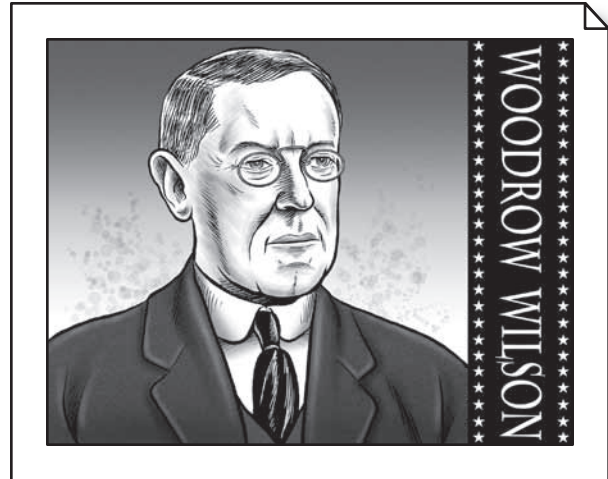
Answer the following question in complete sentences.

8. Who was Alexandra?



Peace After World War I

On November 11, 1918, World War I ended. The German government signed an armistice, or an agreement to end fighting, with the Allies. Over nine million soldiers were dead, and people felt angry and bitter about the war. The Allies blamed the war on the defeated Central Powers. They thought the Central Powers should make reparations, or payments for the damage of the war. Allied leaders met in Paris, France, in January 1919. At the Paris Peace Conference, they decided what would happen next.



Woodrow Wilson, the President of the United States, was one of three leaders who dominated the Paris Peace Conference. In a list called the Fourteen Points, Wilson outlined his ideas for peace. He said peace agreements should be made openly instead of in secret. Wilson wanted militaries to be made smaller. Most importantly, Wilson hoped to form an international peacekeeping organization.

One of the first things the representatives agreed upon was to create an international League of Nations. In this league, a group of nations would work together to keep the peace for all. More than 40 nations joined the League of Nations. The countries agreed to talk about problems instead of going to war. They also promised to back each other up if any nation threatened one of them. Although the League of Nations was President Wilson's dream, the United States did not join the group.

Other Allied leaders had different ideas than Wilson. Georges Clemenceau, the French leader, wanted to weaken Germany so that it could never threaten France again. The British prime minister, David Lloyd George, also requested harsh treatment for Germany. Representatives from other countries made their own demands at the Paris Peace Conference.

In June of 1919, the Allies and the Germans signed the Treaty of Versailles. The treaty forced Germany to take the blame for the whole war. It made Germany pay more than 30 billion dollars in reparations. The treaty limited the size of Germany's military. It also gave hundreds of square miles of territory back to France. Finally, the treaty took away Germany's overseas colonies.

The Germans signed the Treaty of Versailles because they had no choice. The Allies drew up separate treaties with the other Central Powers. These treaties changed the map of Eastern Europe. Areas that once belonged to Germany and other Central Powers were now independent nations. The Central Powers were very unhappy with the terms of the treaties. This resentment would hurt international relations for years to come.



Peace After World War I

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Allied leaders met in _____ to discuss a plan for peace.
- A. Washington, D.C.
 - B. London, England
 - C. Paris, France
 - D. Berlin, Germany

2. _____ was the President of the United States.
- A. Woodrow Wilson
 - B. Georges Clemenceau
 - C. David Lloyd George
 - D. V. I. Lenin

3. The _____ was the international peacekeeping organization that was formed after World War I.
- A. United Nations
 - B. League of Nations
 - C. United Security Council
 - D. League of Allies

4. The Allies forced _____ to take the blame for the war.
- A. Austria
 - B. Hungary
 - C. Russia
 - D. Germany

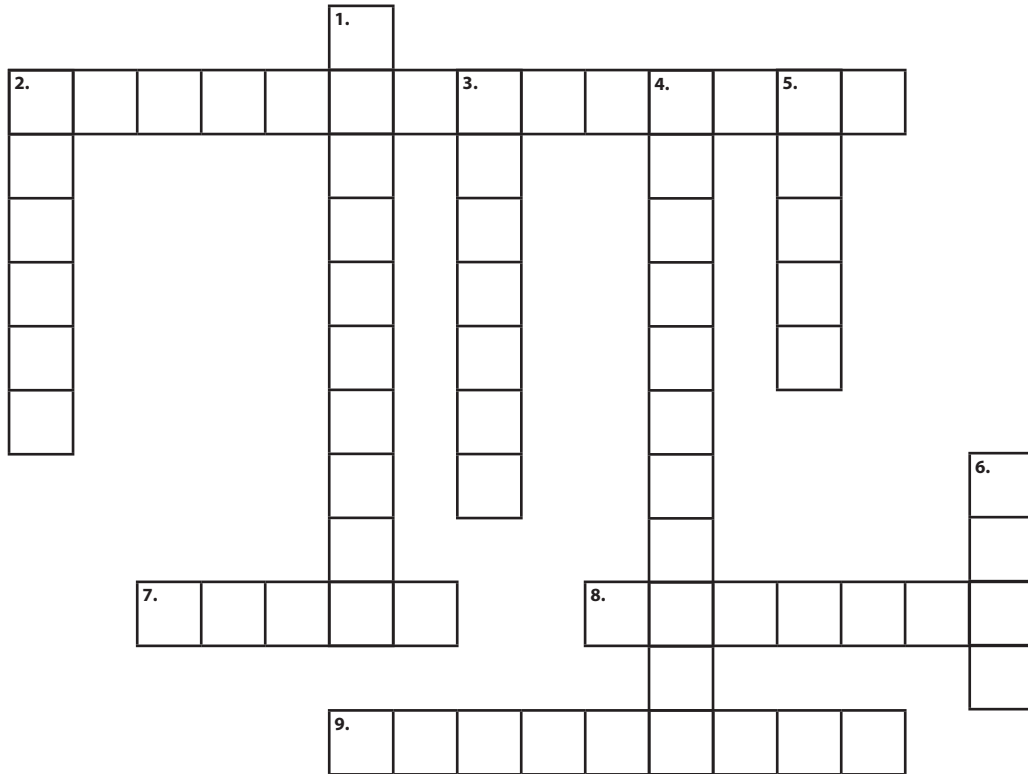
5. The Treaty of Versailles changed the map of _____.
- A. North America
 - B. Western Europe
 - C. Eastern Europe
 - D. Southeast Asia



Peace After World War I

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

2. Wilson's plan for peace was called the _____.
7. The French and British leaders wanted _____ treatment for Germany.
8. The Allies blamed the war on the _____ Powers.
9. A/an _____ is an agreement to end fighting.

DOWN

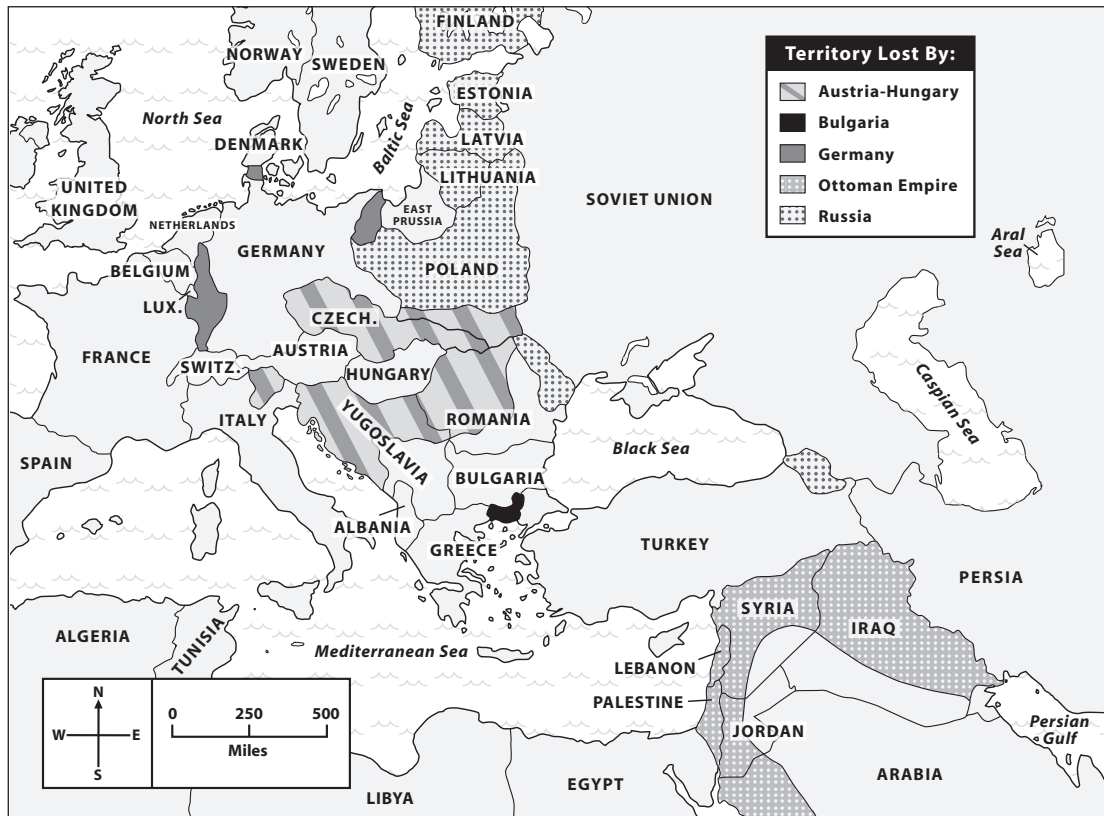
1. The Treaty of _____ was signed by Germany and the Allies.
2. The Treaty of Versailles gave hundreds of square miles of territory back to _____.
3. More than 40 _____ joined the League of Nations.
4. Areas that had once belonged to the Central Powers were now _____ nations.
5. The Central Powers were unhappy with the _____ of the treaties.
6. The countries in the League of Nations agreed to _____ about problems instead of going to war.



Peace After World War I

Map – Europe and the Middle East After World War I

Use the map to answer the following questions. Write the answers in complete sentences.



1. Which country did Finland belong to before World War I?

2. Name two areas lost by Germany after the war.

3. Which nation lost the largest amount of territory after the war?



Peace After World War I

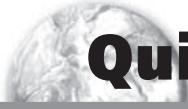
Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

- 1.** President Woodrow Wilson said that he wanted “peace without victory.” Other Allied leaders disagreed with him. What do you think Wilson meant? Why do you think the other leaders disagreed? Explain your answer.

- 2.** For most of the countries involved, World War I was a “total war.” What does “total war” mean? Look in your textbook, on the Internet, or at the library to find out.

- 3.** Russia dropped out of World War I because of problems at home. What was happening in Russia toward the end of World War I? Look in your textbook, on the Internet, or at the library to find out.



Quiz: Peace After World War I

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

- _____ 1. The Allies forced Germany to take responsibility for World War I.
- _____ 2. An armistice is an agreement to end fighting.
- _____ 3. The French and British wanted Germany to be treated kindly.
- _____ 4. More than 40 nations joined the League of Nations.
- _____ 5. The Treaty of Versailles changed the map of Eastern Europe.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. President Wilson’s plan for peace was called the _____.
- A. Thousand Points of Light
 - B. Fourteen Points
 - C. Ninety-Five Theses
 - D. Treaty of Versailles

7. The _____ were unhappy with the terms of the peace treaties.
- A. Central Powers
 - B. Allied Powers
 - C. Axis Powers
 - D. Conflict Powers

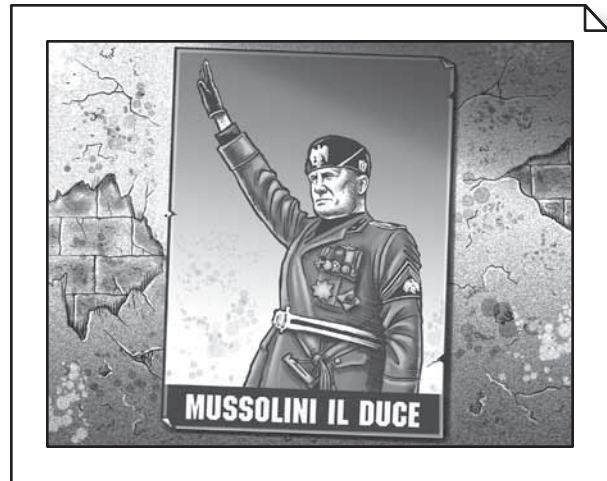
Short Answer

Answer the following question in complete sentences.

8. What was the purpose of forming the League of Nations?

Fascism in Italy

Between World War I and World War II, the world suffered through the Great Depression. During this economic crisis, many people lost their jobs and savings. Democratic governments had not been able to help people who suffered during the Depression. So, some countries turned to a different type of government. In Italy, for example, people wanted a leader who would take action. Benito Mussolini started the first fascist state in the early 1920s.



During a time of economic turmoil and political corruption, Mussolini promised to bring order to Italy. He gained popularity with his patriotic and nationalistic speeches. Mussolini knew the Italian people were angry that Italy did not get more land from the peace settlement after World War I. He promised to bring back Roman greatness.

Mussolini won many supporters. In 1922, fascists marched on the Italian capital of Rome. Mussolini threatened the king. He said, “Either we are allowed to govern, or we will seize power.” Afraid, the king gave in and made Mussolini prime minister. Mussolini used his position as prime minister to create a new fascist government for Italy.

Fascism is a type of totalitarian government. In a totalitarian state, the government controls everything in its citizens’ lives. Fascist Italy was governed by one leader and had one political party. Fascists believed that citizens should put loyalty to their country above everything else. Fascists did not agree with the Enlightenment ideas that had been popular for so long. Limited government and the guarantee of individual freedoms were finished. Instead, fascists tried to create a nation of disciplined, war-loving citizens. The fascists used violence to rule.

Under Mussolini, it became illegal for the press to say anything bad about the government. The police were allowed to arrest people and put them in jail for any reason. The fascists made it illegal for other political parties to exist in Italy. Although Italy still had a king, Mussolini was the dictator, or single ruler, of the country. He ruled the country as “Il Duce,” which is Italian for “The Leader.”

Supporters of fascism liked the political movement because it promised a strong, stable government. Fighting between political parties had made democratic rule seem hopeless. A strong leader, Mussolini showed power and confidence during a confusing time. Other nations, like Germany, saw Mussolini’s success in Italy. In fact, Italian fascists’ achievements were soon overshadowed by a German admirer of Mussolini—Adolf Hitler.



Fascism in Italy

Multiple Choice

Circle the best answer, and write the letter in the box.

1. The _____ happened between World War I and World War II.
- A. American Civil War
 - B. Great Depression
 - C. Scientific Revolution
 - D. Enlightenment

2. In a _____, the government controls everything in its citizens' lives.
- A. totalitarian state
 - B. democratic state
 - C. monarchy
 - D. constitutional monarchy

3. Mussolini started the first fascist state in _____.
- A. Germany
 - B. the Soviet Union
 - C. Italy
 - D. Portugal

4. In Mussolini's fascist state, _____.
- A. it was illegal for the press to say bad things about the government
 - B. the police were allowed to arrest people for any reason
 - C. it was illegal for other political parties to exist
 - D. all of the above

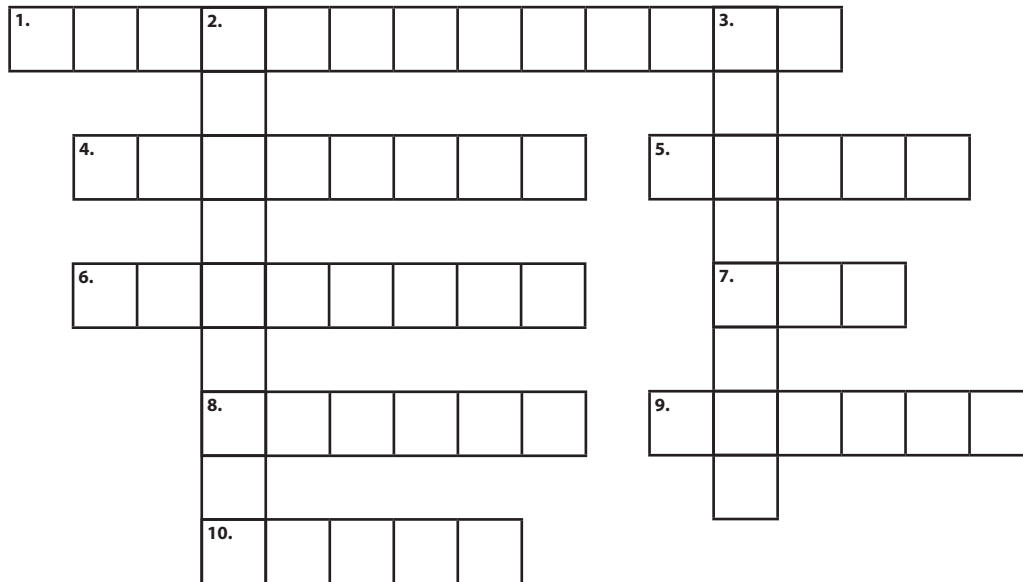
5. Supporters of fascism liked the political movement because it promised _____.
- A. a strong, stable government
 - B. limited government
 - C. individual freedoms
 - D. all of the above



Fascism in Italy

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

1. Mussolini was officially the _____ of Italy.
4. The _____ tried to create a nation of disciplined, war-loving citizens.
5. Mussolini promised to bring back _____ greatness.
6. The fascists used _____ to rule.
7. Fascist Italy had _____ leader and one political party.
8. Mussolini was known as “_____,” which is Italian for “The Leader.”
9. _____ was a German admirer of Mussolini.
10. In _____, people wanted a leader who would take action.

DOWN

2. _____ won many supporters with his patriotic and nationalistic speeches.
3. The Great Depression was a/an _____ crisis.



Fascism in Italy

Chart – Three Dictators in Europe

Use the chart to answer the following questions. Write the answers in complete sentences.

| Leader | Country | Date in Power | Political Title | Political Party | Type of Government |
|------------------|---------|---------------|-------------------|-----------------|--------------------|
| Benito Mussolini | Italy | 1922 | Prime Minister | Fascist Party | Fascist |
| Joseph Stalin | USSR | 1929 | General Secretary | Communist Party | Communist |
| Adolf Hitler | Germany | 1933 | Chancellor | Nazi Party | Fascist |

1. Over which country did Adolf Hitler rule?

2. What was Joseph Stalin's political title?

3. In what year did Benito Mussolini come to power in Italy?



Fascism in Italy

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

- 1. Mussolini said he would bring back Roman greatness and turn the Mediterranean Sea back into a “Roman lake.” Look at a map of the Mediterranean region. What do you think Mussolini meant?

- 2. One goal of the fascists was to shape Italy’s youth. Fascist youth groups developed. What kinds of activities did young people do in these groups? Look in your textbook, on the Internet, or at the library to find out.

- 3. Imagine that you are an Italian factory worker during the time that Mussolini and the fascists are taking over. Write a journal entry describing how things are changing in your country.



Quiz: Fascism in Italy

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. In a democracy, the government controls everything in its citizens' lives.
- _____ 2. Mussolini started the first fascist state in Italy.
- _____ 3. The Great Depression happened between World War I and World War II.
- _____ 4. Mussolini promised to bring back Greek greatness.
- _____ 5. The fascists used violence to rule.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Fascist Italy had _____ leader(s) and one political party.
- A. one
 - B. two
 - C. three
 - D. four

7. _____ was a German admirer of Mussolini.
- A. Joseph Stalin
 - B. Juan Perón
 - C. Adolf Hitler
 - D. Francisco Franco

Short Answer

Answer the following question in complete sentences.

8. Name one thing that was illegal in fascist Italy.



Hitler Comes to Power

After World War I, German leaders set up a new government. This democratic government was led by a chancellor, or prime minister. The republic had problems from the start. The government could not fix the economic problems of the Great Depression, and Germans wanted change. Adolf Hitler promised to bring greatness back to Germany.

Hitler had fought in the German army in World War I. He thought the new government that was formed after the war was weak. Hitler joined an extremist group that became known as the National Socialist German Workers Party, or Nazi Party. Soon, Hitler became the leader of the Nazi Party. In 1923, he tried to take over the government but was arrested and found guilty of treason.



While serving time in prison, Hitler wrote *Mein Kampf*, or *My Struggle*. This book listed the basic ideas of the Nazi Party, which believed in extreme nationalism and racism. Hitler thought that Germans belonged to a “master race” of Aryans. People who had blond hair and blue eyes were thought to be much better than other people. Hitler was racist against Jews. He said that non-Aryan races, like Jews and Slavs, were not even human. Hitler blamed the Jews for Germany’s political and economic problems. He promised to take back the lands that had been taken away from Germany. Hitler said Germany was crowded and that it needed more *lebensraum*, or living space.

In less than a year, Hitler got out of prison. He kept gathering support for the Nazi Party. In passionate speeches, Hitler promised to create jobs, end the payments Germany was making to the Allies after World War I, and rebuild the military. Many people liked Hitler’s plan for a stronger Germany. Soon, the Nazi Party had a million members. Hitler was elected Chancellor of Germany in 1933.

To achieve his goals as leader of Germany, Hitler set up a totalitarian system of government. Under this system, Nazis controlled every area of German life, including government, religion, and education. All other political parties were outlawed. A police group called the *Schutzstaffel*, or SS, arrested and murdered hundreds of Hitler’s opponents. Detention centers called concentration camps held people who were considered enemies of the state.

Most Germans did not worry about the terror Hitler used to rule. Instead, they were happy that he created jobs for thousands of people. National pride was coming back to Germany. In the 1930s, Germany became Europe’s second fascist state. After winning absolute power at home, Hitler dreamed of expanding Germany’s power in Europe.



Hitler Comes to Power

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Hitler became the leader of the _____.
- A. Communist Party
 - B. Nazi Party
 - C. German Nationalists
 - D. Fascist Party

2. Hitler wrote a book while he was _____.
- A. running for political office
 - B. touring the country and making speeches
 - C. in prison
 - D. fighting in the German army

3. Hitler was racist against _____.
- A. people with blond hair and blue eyes
 - B. people who were not born in Germany
 - C. Jews
 - D. Aryans

4. Hitler promised to _____.
- A. create jobs
 - B. end payments to the Allies
 - C. rebuild Germany's military
 - D. all of the above

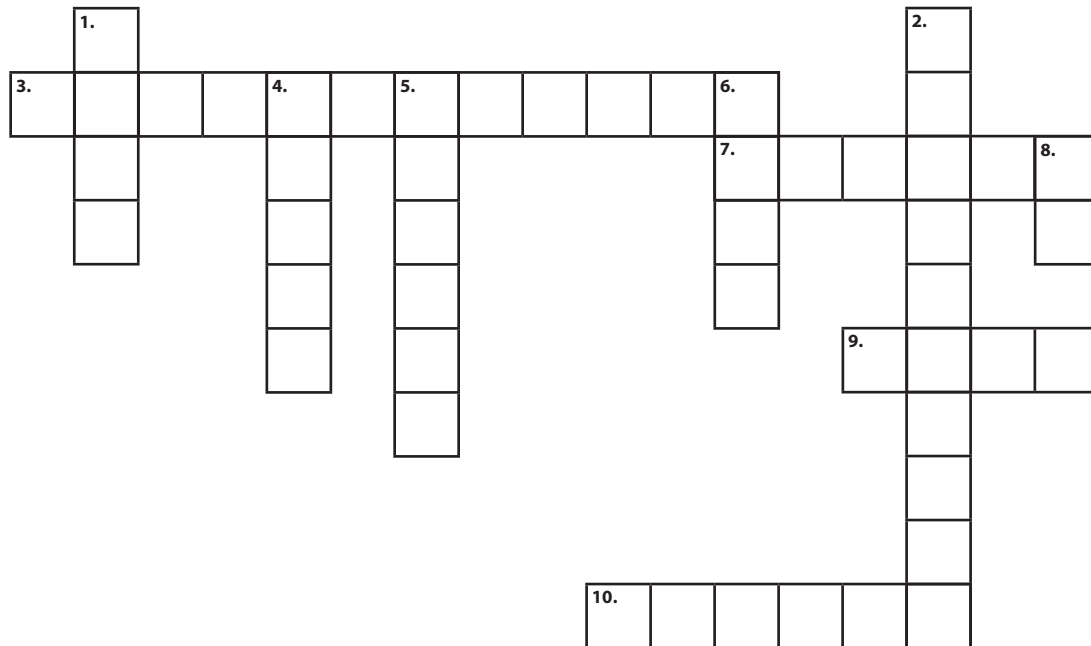
5. Most Germans _____.
- A. were happy that Hitler created new jobs
 - B. wanted to remove Hitler from office
 - C. moved away from Germany
 - D. all of the above



Hitler Comes to Power

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

3. Under Hitler's _____ government, the Nazis controlled every area of German life, including government, religion, and education.
7. Hitler believed that Germans belonged to a "master race" of _____.
9. Hitler thought the German democratic government formed after World War I was _____.
10. _____'s book is called *Mein Kampf*.

DOWN

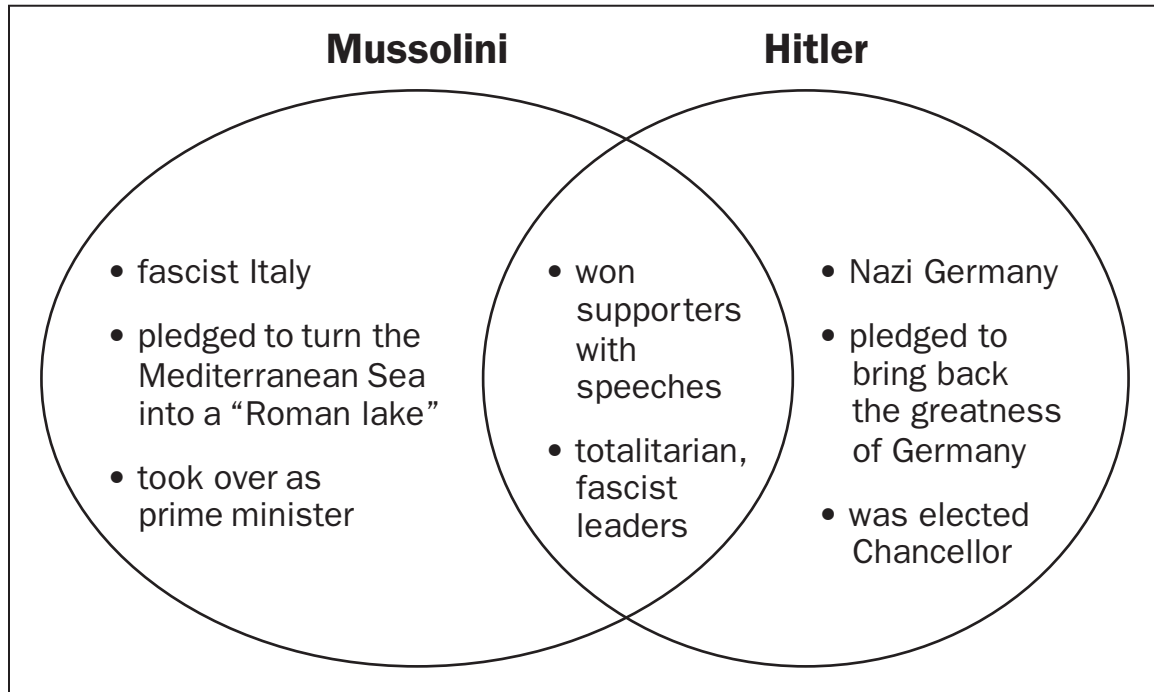
1. Hitler promised to create _____.
2. Hitler was elected _____ of Germany.
4. Hitler promised to take back the _____ that had been taken away from Germany.
5. Most people did not worry about the _____ Hitler used to rule.
6. The _____ Party believed in extreme nationalism and racism.
8. The Nazi police were called the _____.



Hitler Comes to Power

Venn Diagram – Dictators in Europe

Use the Venn diagram to answer the following questions. Write the answers in complete sentences.



1. How did Hitler come to power?

2. Who was the leader of fascist Italy?

3. What did the two leaders have in common?



Hitler Comes to Power

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. Do you think a fascist government supporting Nazism could ever happen again? Explain your answer.
2. School books were rewritten to teach Nazi views. Books that did not reflect Nazi views were burned in huge public bonfires. Why do you think the Nazis burned books that they disapproved of?
3. What was *Kristallnacht*? Look in your textbook, on the Internet, or at the library to find out.



Quiz: Hitler Comes to Power

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

_____ 1. Hitler was the leader of Italy’s Nazi Party.

_____ 2. Hitler wrote *Mein Kampf* while in prison.

_____ 3. The Nazi Party believed in democracy.

_____ 4. Hitler used terror to rule.

_____ 5. The Nazi police were called the SS.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The Nazis controlled Germany’s _____.

- A. government
- B. religion
- C. education
- D. all of the above

7. Hitler believed the Germans belonged to a “master race” of _____.

- A. Jews
- B. Slavs
- C. Aryans
- D. Nazis

Short Answer

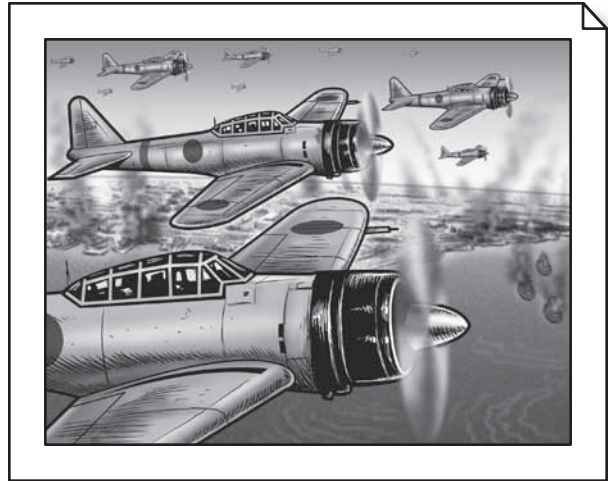
Answer the following question in complete sentences.

8. What was one thing that Hitler promised the German people?



Japan Attacks

By the mid-1930s, the world's powerful nations were split into two opposing kinds of governments, democratic and totalitarian. In a democracy, citizens run the government by voting. The United States, Britain, and France had democratic governments. In a totalitarian state, a dictator rules by controlling everything in citizens' lives. Dictators governed Spain, Italy, and Germany. These dictators planned to expand their empires. They did not care if they had to go to war to do it. Militarists in Japan had the same idea.



Japan's militarists wanted to solve the country's problems by creating a large empire. They planned to conquer China and other areas in Asia. Taking over lands that had many natural resources would give Japan raw materials. It would also provide more room for Japan's growing population and more markets for Japanese products.

In 1931, Japan took over Manchuria, which belonged to China. When the League of Nations said that this action was wrong, Japan left the League. Japanese forces moved farther into China. Many cities fell to the Japanese army, but the Chinese fought back. As the war dragged on, it became expensive for Japan. To build up their resources, Japanese leaders looked for other places in Southeast Asia to conquer. Then, World War II broke out in Europe. Japan decided it was a good time to take over European lands in Asia.

Japan planned attacks in Southeast Asia and the Pacific. Japanese leaders believed the American naval base in Pearl Harbor, Hawaii, must be destroyed. Otherwise, the U.S. battleships could be a danger to Japan. On December 7, 1941, the Japanese attacked Pearl Harbor. In a surprise attack, Japanese bombers sank or damaged 19 ships and killed more than 2,400 Americans.

After the bombing of Pearl Harbor, the Japanese conquered Guam and Wake Island. They attacked and took over the Philippines, Hong Kong, and Singapore. By March of 1942, the Japanese had conquered areas from China down to Southeast Asia and across the Pacific Ocean.

Japanese leaders thought that attacking Pearl Harbor would force the U.S. government to accept Japanese power in the Pacific. However, the attack had the opposite effect. The United States declared war on Japan the day after the attack on Pearl Harbor. European nations, China, and the United States came together with the goal of defeating Japan.



Japan Attacks

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Japan's militarists wanted to solve Japan's problems by _____.

A. raising taxes
B. electing a new leader
C. creating a large empire
D. joining forces with Hitler and Mussolini

2. When the League of Nations said it was wrong for Japan to take Manchuria, Japan _____.

A. left the League of Nations
B. attacked Pearl Harbor
C. apologized and gave the land back to China
D. declared war on Germany

3. In a/an _____, a dictator rules by controlling everything in citizens' lives.

A. constitutional monarchy
B. democracy
C. totalitarian state
D. oligarchy

4. Japan planned attacks in _____.

A. North and South America
B. Australia and New Zealand
C. Eastern Europe and the Atlantic
D. Southeast Asia and the Pacific

5. Japan bombed the American naval base in _____.

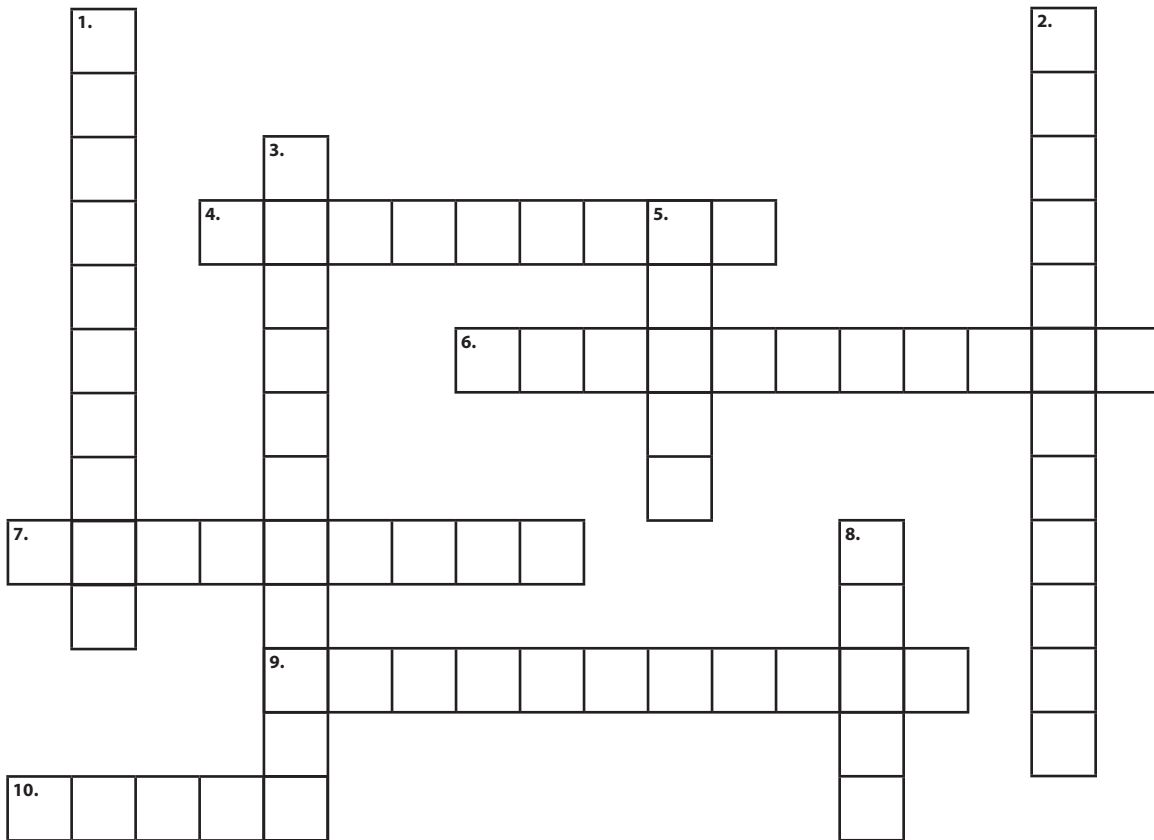
A. Hawaii
B. Puerto Rico
C. Texas
D. Maryland



Japan Attacks

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

4. In a/an _____, citizens run the government by voting.
6. Japanese _____ planned to conquer China.
7. The Japanese took over the Philippines, Hong Kong, and _____.
9. Japanese leaders thought that U.S. _____ could be a danger to Japan.
10. Japanese leaders thought that attacking Pearl Harbor would force the U.S. government to accept Japanese _____ in the Pacific.

DOWN

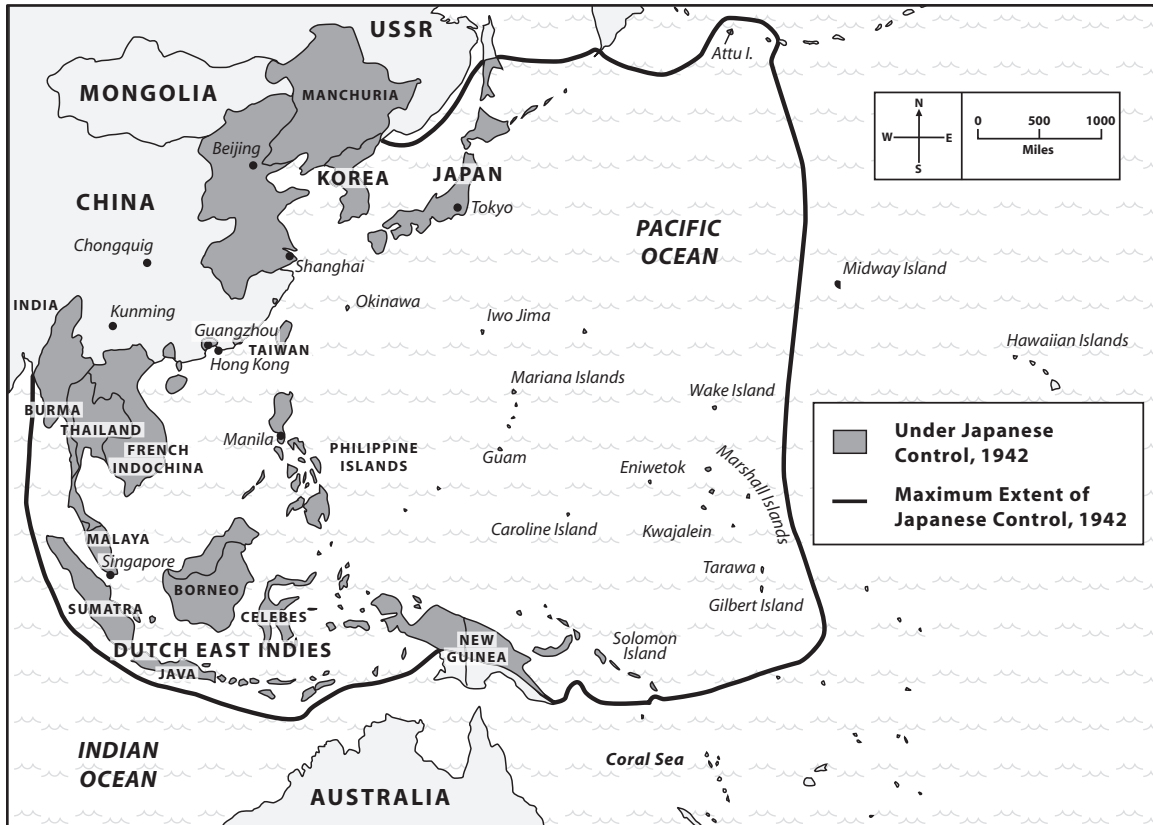
1. When _____ broke out in Europe, Japan attacked European lands in Asia.
2. Japan wanted lands that would provide _____.
3. The Japanese bombed _____ in a surprise attack on December 7, 1941.
5. As Japanese forces moved into _____, the Chinese fought back.
8. China, European nations, and the United States worked together to defeat _____.



Japan Attacks

Map – Areas Controlled by Japan, 1942

Use the map to answer the following questions. Write the answers in complete sentences.



1. List three countries under Japanese control.

2. Which ocean borders Japan?

3. How might geography make it hard for Japan to keep control of its empire?



Japan Attacks

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. Do you think the Japanese would have attacked Pearl Harbor if they had known that the attack would make the United States decide to declare war? Explain your answer.
2. Which countries in today's modern world have dictators? Look on the Internet or at the library to find out three countries that have dictators in charge of their governments today.
3. What type of government did China have in the 1930s? Look in your textbook, on the Internet, or at the library to find out.



Quiz: Japan Attacks

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. In a totalitarian state, a dictator rules by controlling everything in citizens' lives.
- _____ 2. Japan planned attacks in Southeast Asia and the Pacific.
- _____ 3. Germany bombed Pearl Harbor, the American naval base in Hawaii.
- _____ 4. When World War I broke out in Europe, Japan attacked European lands in Asia.
- _____ 5. European nations, China, and the United States worked together to defeat Japan.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Japanese _____ wanted to solve Japan's problems by creating a large empire.
- A. imperialists
 - B. militarists
 - C. democrats
 - D. fascists

7. The Japanese took over _____.
- A. Singapore
 - B. the Philippines
 - C. Hong Kong
 - D. all of the above

Short Answer

Answer the following question in complete sentences.

8. Why did Japan want to take over China and other places in Asia?



The Holocaust

Adolf Hitler and the Nazis claimed that German people were a “master race.” They said that all other races, especially Jews, were inferior. This racist idea led to the Holocaust, the worst mass killing in history. Because of their religion and ethnicity, millions of Jews were murdered.

For centuries, Europeans had blamed the Jews when things went wrong. For example, in the Middle Ages, many people thought Jews caused the black plague by poisoning town wells. In the 1930s, the Nazis blamed Jews because Germany lost World War I. When the Nazis took control of Germany, they made new laws for Jews. In 1935, the Nuremberg Laws took away Jews’ rights, including the right to German citizenship.



In 1938, a Jewish man shot a German diplomat in Paris, France. The Jewish man was angry because his parents had been forced to leave Germany. The Nazis used the shooting as an excuse to attack Jews in Germany. On November 9 and 10, 1938, Nazis burned synagogues and smashed the windows of Jewish businesses. The night became known as *Kristallnacht*, or “Night of Broken Glass.” It got this name because glass covered the streets after the attack.

Hitler told the Jews to leave Germany, so thousands moved to places like France, Latin America, and the United States. When Hitler realized he could not get rid of all the Jews this way, he made a new plan. Jews in all the countries under his control were moved to cities in Poland, like Warsaw. In these cities, Jews were forced to live in ghettos, or areas set aside for Jews. Jews had to wear a yellow star on their clothing so that Nazis could tell they were Jewish. The Nazis sealed the ghettos with walls and barbed wire. They hoped the people inside would starve to death or get sick and die.

Later, Hitler came up with a plan called the Final Solution. As Nazis took control of areas in Europe, Hitler sent soldiers to find and kill Jews. The soldiers shot men, women, and children and buried them in mass graves. Other Jews were forced to live and work in concentration camps. Later, camps were built for the sole purpose of killing large numbers of people. When prisoners arrived, guards set aside the strongest people to be workers. The rest were poisoned with cyanide gas.

When Allied troops liberated camps near the end of World War II, they were shocked by the horrors they found. Six million Jews died during the Holocaust. Two out of every three European Jews were killed. Today, the Holocaust is a reminder of the terrible things that can happen because of intolerance.



The Holocaust

Multiple Choice

Circle the best answer, and write the letter in the box.

1. The Nazis claimed that _____ were a “master race.”

- A. Nazis
- B. Germans
- C. Jews
- D. Europeans

2. Nazis used _____ as an excuse to attack Jews in Germany.

- A. the shooting of a German diplomat in Paris
- B. World War I
- C. the black plague
- D. Nuremberg Laws

3. Jews left Germany and moved to _____.

- A. France
- B. Latin America
- C. the United States
- D. all of the above

4. Six _____ Jews died during the Holocaust.

- A. hundred
- B. thousand
- C. million
- D. billion

5. Jews were forced to move to _____.

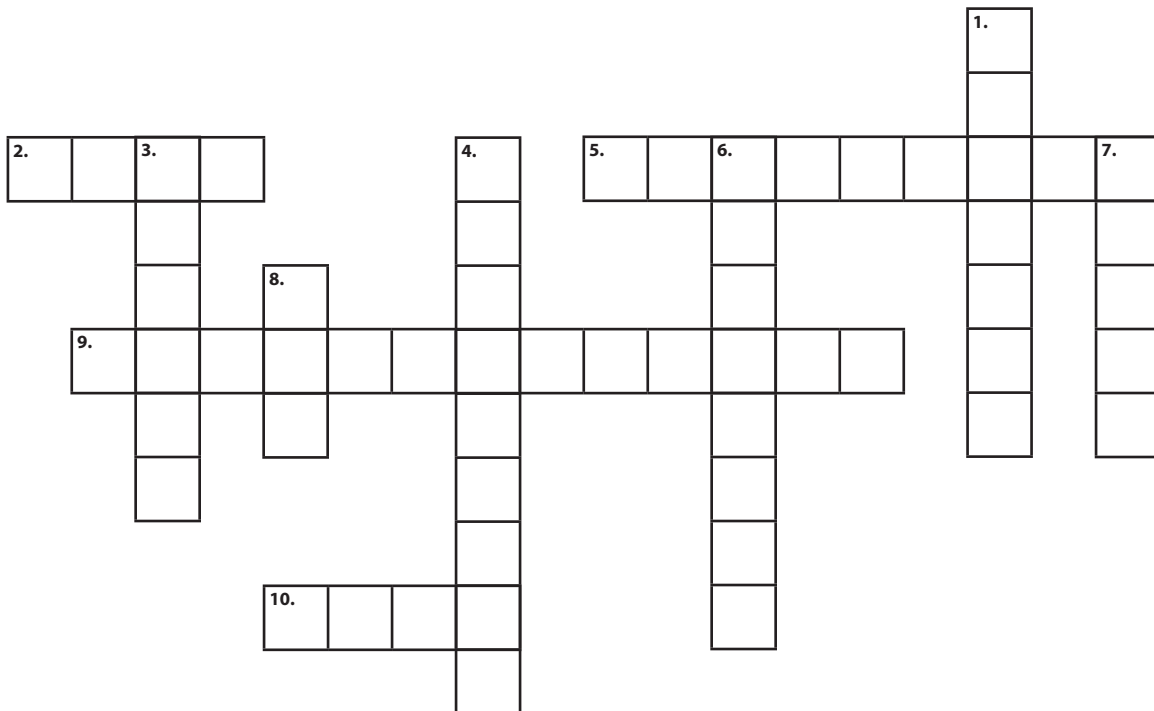
- A. other countries
- B. ghettos
- C. concentration camps
- D. all of the above



The Holocaust

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

2. Jews had to wear a yellow _____ on their clothing so that Nazis could tell they were Jewish.
5. The _____ Laws took away Jews' right to German citizenship.
9. As part of Hitler's _____, Jews were shot and buried in mass graves.
10. Many _____ were forced to live and work in concentration camps.

DOWN

1. The Nazis hoped people inside the _____ would starve to death or get sick and die.
3. _____ troops liberated the camps at the end of World War II.
4. The _____ was the worst mass killing in history.
6. Millions of Jews were murdered because of their _____ and ethnicity.
7. *Kristallnacht* got its name because _____ covered the streets after the attack.
8. At death camps, those who were not strong enough to work were poisoned with cyanide _____.



The Holocaust

Chart – Estimated Number of Jews Killed Under Nazi Rule

Use the chart to answer the following questions. Write the answers in complete sentences.

| Country | Population Before World War II | Jews Killed | Percentage Surviving |
|-----------------|--------------------------------|-------------|----------------------|
| Poland | 3,300,000 | 3,000,000 | 9% |
| Soviet Union | 2,850,000 | 1,252,000 | 56% |
| Hungary | 650,000 | 450,000 | 31% |
| Romania | 600,000 | 300,000 | 50% |
| Germany/Austria | 240,000 | 200,000 | 17% |

1. In which country were the most Jews killed?

2. How many Jews lived in Germany and Austria before World War II?

3. What percentage of Jews survived in Poland?



The Holocaust

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

- 1.** Why do you think German soldiers and citizens did not stop the Nazis from persecuting the Jews? Explain your answer.
- 2.** A teenager named Anne Frank and her family hid from the Nazis. She kept a diary during their time in hiding and is probably the most well-known victim of the Holocaust. Look in your textbook, on the Internet, or at the library to find out three facts about Anne Frank.
- 3.** Have you ever seen or heard someone do or say something that is racist? Write about what happened in your situation.



Quiz: The Holocaust

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

- _____ 1. Six million Jews died during in the Holocaust.
- _____ 2. The Nazis claimed that Europeans were a “master race.”
- _____ 3. Jews had to wear a yellow diamond on their clothing.
- _____ 4. Many Jews left France and moved to Germany.
- _____ 5. The shooting of a German diplomat was the excuse Nazis used to attack Jews in Germany.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The _____ took away Jews’ right to German citizenship.

A. *Kristallnacht*
B. Final Solution
C. Nuremberg Laws
D. ghettos

7. The Nazis hoped people inside the ghettos would _____.

A. die
B. escape
C. vote
D. work

Short Answer

Answer the following question in complete sentences.

8. Why did the Nazis murder millions of Jews?



The Atomic Bomb

World War II was about to start in Europe in 1939. Scientist Albert Einstein wrote a letter to U.S. President Franklin D. Roosevelt. In his letter, Einstein warned the President that German scientists were getting close to successfully splitting the uranium atom. A chain reaction of splitting uranium atoms could make a huge explosion. Einstein told Roosevelt that Nazi Germany might be able to build an atomic bomb. He recommended “watchfulness and, if necessary, quick action.”



In a secret project called the Manhattan Project, scientists in the United States began nuclear research. A lab was built at Los Alamos, New Mexico. Scientists hurried to be the first to create a bomb that would make a nuclear explosion. On July 16, 1945, a test atomic bomb was exploded successfully in New Mexico. Scientists watched from bunkers as a bright light flashed. A mushroom cloud shot 40,000 feet into the air. The tower holding the bomb was completely vaporized.

President Roosevelt died on April 12, 1945, and Harry S Truman took over as President of the United States. When he became President, Truman learned about the Manhattan Project. The Secretary of War gave Truman a report that said, “Within four months, we shall ... have completed the most terrible weapon ever known in human history.” A month later, Germany surrendered, and the war in Europe was over. But, World War II still raged in the Pacific, where the Allies were fighting the Japanese.

Allied troops had fought their way through the Pacific to Japan. On June 22, 1945, fighting between Japanese and American troops ended in Okinawa. Okinawa is an island about 350 miles from Japan. Over 100,000 Japanese troops were killed, and the Americans also lost thousands of soldiers. The next Allied move would be an invasion of Japan. Some said that invading Japan might cost the lives of a million American soldiers. Truman had to decide whether to use the atomic bomb against Japan. Thousands of innocent people would be killed, but it would end the war. Truman decided to use the bomb.

On August 6, 1945, Americans dropped the first atomic bomb on Hiroshima, Japan. As many as 75,000 people died instantly, and another 100,000 were injured. The Japanese refused to surrender. Three days later, a second bomb was dropped on the city of Nagasaki, Japan. On September 2, 1945, Japan surrendered. With this Allied victory over Japan, World War II ended.



The Atomic Bomb

Multiple Choice

Circle the best answer, and write the letter in the box.

1. _____ wrote a letter to President Roosevelt warning him about the Nazis' ability to build an atomic bomb.

- A. Adolf Hitler
- B. Harry Truman
- C. Albert Einstein
- D. Winston Churchill

2. The Manhattan Project was a secret _____ project.

- A. German
- B. Japanese
- C. Jewish
- D. American

3. After the war ended in Europe, the Allies fought the _____ in the Pacific.

- A. Germans
- B. Italians
- C. Chinese
- D. Japanese

4. The first atomic bomb was dropped on _____.

- A. Hiroshima, Japan
- B. Tokyo, Japan
- C. Nagasaki, Japan
- D. Berlin, Germany

5. After the _____ bomb was dropped on Japan, the Japanese government surrendered.

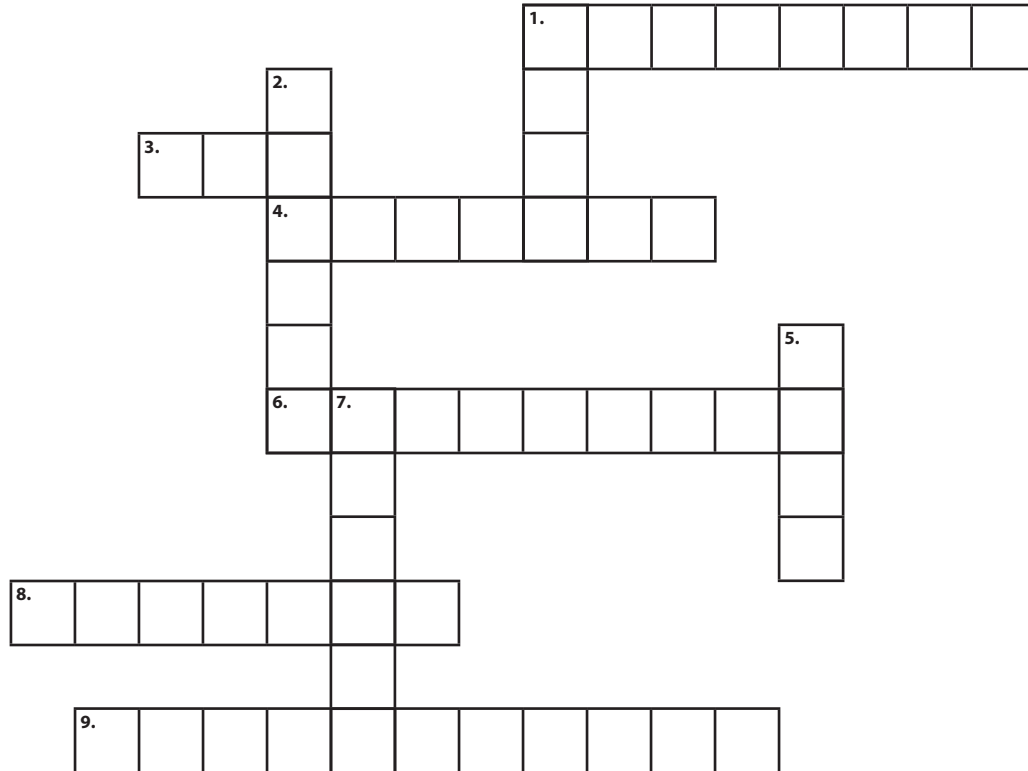
- A. first
- B. second
- C. third
- D. fourth



The Atomic Bomb

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- The second atomic bomb was dropped on _____, Japan.
- Thousands of innocent people would be killed, but dropping the bomb would end the _____.
- Einstein warned Roosevelt that German scientists had successfully split the _____ atom.
- The United States built a lab in _____ where scientists did nuclear research.
- Some said that invading Japan might cost the lives of a/an _____ American soldiers.
- World War II ended when Japan _____ to the Allies.

DOWN

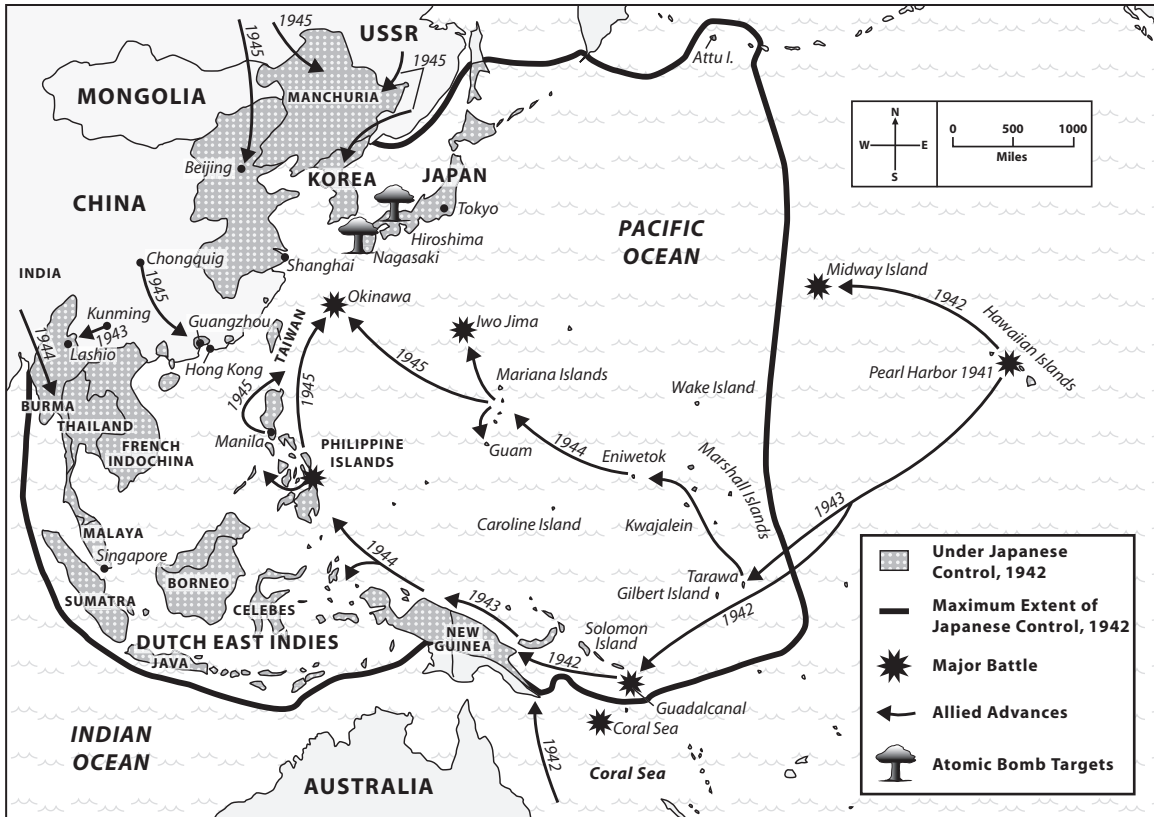
- Einstein said that _____ Germany might be able to build an atomic bomb.
- President _____ took over after Roosevelt died.
- In the successful testing of the atomic _____, the tower holding the bomb was completely vaporized.
- When Germany surrendered, the war in _____ was over.



The Atomic Bomb

Map – World War II in the Pacific

Use the map to answer the following questions. Write the answers in complete sentences.



1. Name three places on the map that were not under Japanese control.

2. Name the sites of three major battles.

3. Name two places the Allies had advanced to by 1945.



Quiz: The Atomic Bomb

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. The Manhattan Project was a secret American project to build an atomic bomb.
- _____ 2. After the first bomb was dropped on Japan, the Japanese government surrendered.
- _____ 3. World War II ended when the Allies surrendered to Japan.
- _____ 4. The Nazis built a lab in New Mexico where scientists did nuclear research.
- _____ 5. Dropping the atomic bomb ended World War I.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Some said that invading Japan might cost the lives of a _____ American soldiers.

A. hundred
B. thousand
C. million
D. billion

7. When _____ surrendered, the war in Europe was over.

A. Italy
B. Japan
C. the United States
D. Germany

Short Answer

Answer the following question in complete sentences.

8. What decision did President Truman have to make?



Communism Comes to China

In October of 1949, after years of civil war, Mao Zedong and the Communists gained control of China. They set up a totalitarian state called the People's Republic of China. Mao promised to build a new, strong China and to end foreign control of Chinese industries.

Mao believed in a communist economic system called Marxism. Under this system, all lands, mines, factories, and businesses would be owned by all the people. There would be no private property, and all goods and services would be shared equally. People who believed in this type of system thought that if the government controlled industry, poverty would end and everyone would be equal.

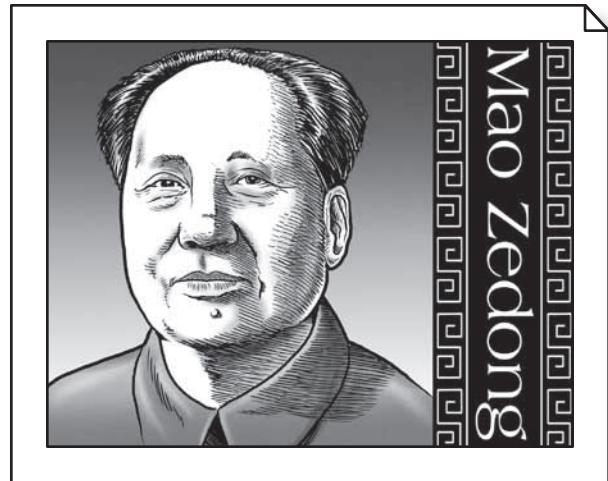
Chinese society always had been made up mostly of peasants who worked on farms. However, before Mao's rule, Chinese farmers owned no land. Instead, landlords owned the land. Mao's forces took the land from the landlords and split it up among the peasants. Any landlords who argued with this policy were killed.

The Communists wanted to turn China into a modern, industrial nation. The government brought all private companies under government ownership. It made a five-year plan to improve industry. By 1957, China's businesses, including the coal, electric, and steel businesses, had improved drastically.

After this success, Mao planned another program called the Great Leap Forward. Under this plan, farmers would work together on large farms called communes. Each commune was made up of thousands of acres of land and had about 25,000 people working on it. The people worked the land together. They ate together in large communal dining rooms and slept in dormitories.

However, peasants had no reason to work hard when they could not profit from their work. The commune system slowed down farming, and bad weather added to the problems. Soon, there was not enough food to feed all the people. A great famine took place, and between 1959 and 1961, millions of Chinese people starved to death. The Great Leap Forward had failed, and the government got rid of the program.

Mistakes like the Great Leap Forward left many Chinese unhappy with communism. Mao made several major errors during the time he led China. However, many saw him as the revolutionary leader who saved their country. Today, although it is still a communist nation, China has more moderate leadership and has taken on more capitalistic ideas.





Communism Comes to China

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Mao Zedong believed in a communist economic system called _____.

- A. Marxism
- B. capitalism
- C. socialism
- D. fascism

2. The Communists wanted to turn China into a/an _____ nation.

- A. agricultural, peasant
- B. modern, industrial
- C. old-fashioned, traditional
- D. modern, capitalistic

3. Under Mao's plan, called the Great Leap Forward, _____.

- A. farmers worked together in communes
- B. peasants had no reason to work hard
- C. millions of Chinese people starved to death
- D. all of the above

4. In a Marxist economic system, there is no _____.

- A. land
- B. industry
- C. private property
- D. all of the above

5. Each commune had about _____ people working on it.

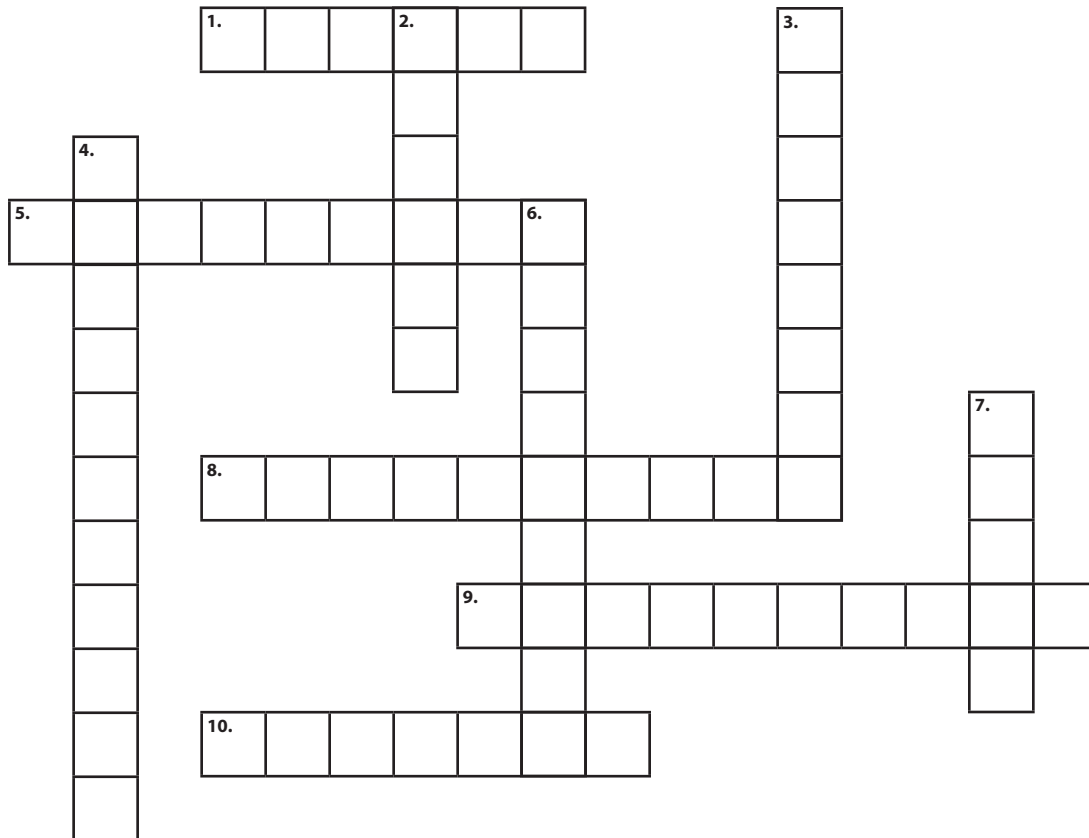
- A. 2
- B. 25
- C. 250
- D. 25,000



Communism Comes to China

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

1. Peasants had no reason to work hard when they could not _____ from their work.
5. Mistakes like the Great Leap Forward left many Chinese unhappy with _____.
8. China's coal, electric, and steel _____ improved drastically.
9. People who believed in Marxism thought that if the _____ controlled industry, poverty would end and everyone would be equal.
10. Mao promised to end _____ control of Chinese industries.

DOWN

2. In the great _____, millions of Chinese people starved to death.
3. Mao's forces took land from the landlords and split it among the _____.
4. In communes, people ate together in large dining rooms and slept in _____.
6. After years of civil war, _____ and the Communists gained control of China.
7. Mao Zedong set up a totalitarian state called the People's Republic of _____.



Communism Comes to China

Time Line – China Under Mao Zedong

Use the time line to answer the following questions. Write the answers in complete sentences.

| | |
|------------------------|---|
| 1949 | • Mao Zedong announces the birth of the People's Republic of China and pledges that China will be "independent ... prosperous, and strong." |
| 1958 | • Mao launches the Great Leap Forward, a communal farming system. |
| 1959–1961 | • A great famine hits China, and 30 million people starve to death. |
| 1966 | • Mao starts the Cultural Revolution, which is supposed to renew the revolutionary spirit in China. Mao thinks young Chinese should experience revolution as his generation did. Thousands of people are killed, and China's economy is hurt. |
| 1976 | • Mao Zedong dies. China is ruled by more moderate leaders. |

1. What was the Cultural Revolution?

2. How many years did Mao Zedong rule China?

3. What happened in 1949?



Communism Comes to China

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. The story says that “peasants had no reason to work hard when they could not profit from their work.” Do you think this is a true statement? Think of something you have worked hard to accomplish. Did you profit from that work? Explain your answer.
2. What was the Long March in China? Look in your textbook, on the Internet, or at the library to find out.
3. Why do you think peasants liked the idea of communism at first? Explain your answer.



Quiz: Communism Comes to China

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Mao Zedong set up a totalitarian state called the People's Republic of China.
- _____ 2. Mistakes like the Great Leap Forward left many Chinese unhappy with capitalism.
- _____ 3. Mao took land from the peasants and gave it to landlords.
- _____ 4. Mao believed that if the government controlled industry, poverty would end and everyone would be equal.
- _____ 5. In communes, people worked together in large factories.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Under Mao Zedong, China's _____ business improved drastically.
- A. coal
 - B. electric
 - C. steel
 - D. all of the above

7. In the great famine, _____ of Chinese people starved to death.
- A. hundreds
 - B. thousands
 - C. millions
 - D. billions

Short Answer

Answer the following question in complete sentences.

8. What was the Great Leap Forward?



The Cold War

After World War II, Germany was defeated and France and Great Britain were tired. Two other nations were on their way to becoming superpowers. Both the United States and the Soviet Union had the money and military strength to control the world. The two became rivals in a new war called the Cold War.

Each country had very different ideas about how to run a nation. Joseph Stalin, the Soviet dictator, wanted to spread communism in Eastern Europe.

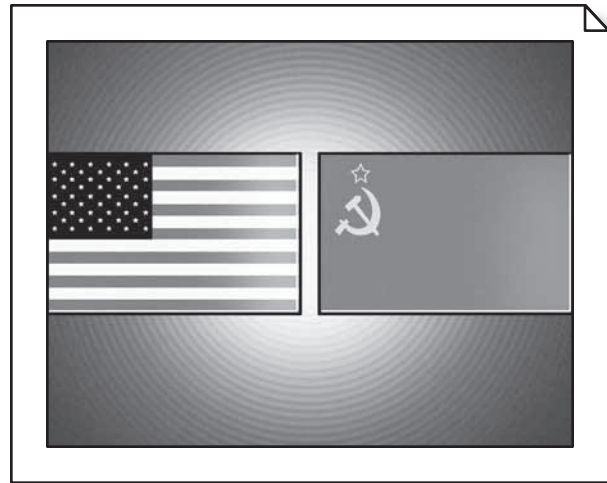
In a communist government, the government controls the economy and is run by a single political party. U.S. President Harry S Truman and British Prime Minister Winston Churchill did not like this idea. As democratic, capitalist leaders, they did not want communism to spread. In democratic, capitalist nations, the people have control over both the government and the economy.

Soon, Eastern European countries like Poland and East Germany had communist governments. Churchill described Soviet control of Eastern Europe as an “iron curtain” that divided the continent. The iron curtain became a symbol of the Cold War to Westerners. It illustrated how the world was divided between East and West. On one side were the Soviet-dominated, communist countries of Eastern Europe. The Western democracies, led by the United States, were on the other side.

President Truman came up with a new policy about communism called containment. He said communism could exist in places that were already under Soviet control. However, it could not be allowed to spread. The United States said it would use military force to contain communism.

As tensions grew, alliances formed. In 1949, the United States, Great Britain, France, and other countries formed the North Atlantic Treaty Organization (NATO). They agreed to defend each other in case of attack. In 1955, the Soviet Union responded by starting the Warsaw Pact. This military alliance included the Soviet Union and its allies, such as Poland and East Germany.

Each alliance in the Cold War armed itself in case there was an attack from the other side. In 1949, the Soviets developed an atomic bomb. Now, both sides had nuclear weapons. Each superpower raced to build bigger, better weapons than its rival. The Cold War lasted until the 1980s. Although an actual war never broke out and the weapons were never used, the world was in crisis for almost 40 years.





The Cold War

Multiple Choice

Circle the best answer, and write the letter in the box.

1. _____ was the dictator of the Soviet Union.

- A. Winston Churchill
- B. Harry S Truman
- C. Joseph Stalin
- D. Mao Zedong

2. The United States and its allies did not want _____ to spread.

- A. communism
- B. capitalism
- C. economics
- D. containment

3. The “iron curtain” was a symbol of _____.

- A. the atomic bomb
- B. World War II
- C. the Cold War
- D. NATO

4. President Truman said the United States would use _____ to contain communism.

- A. a wall
- B. diplomacy
- C. the courts
- D. military force

5. The Cold War lasted until the _____.

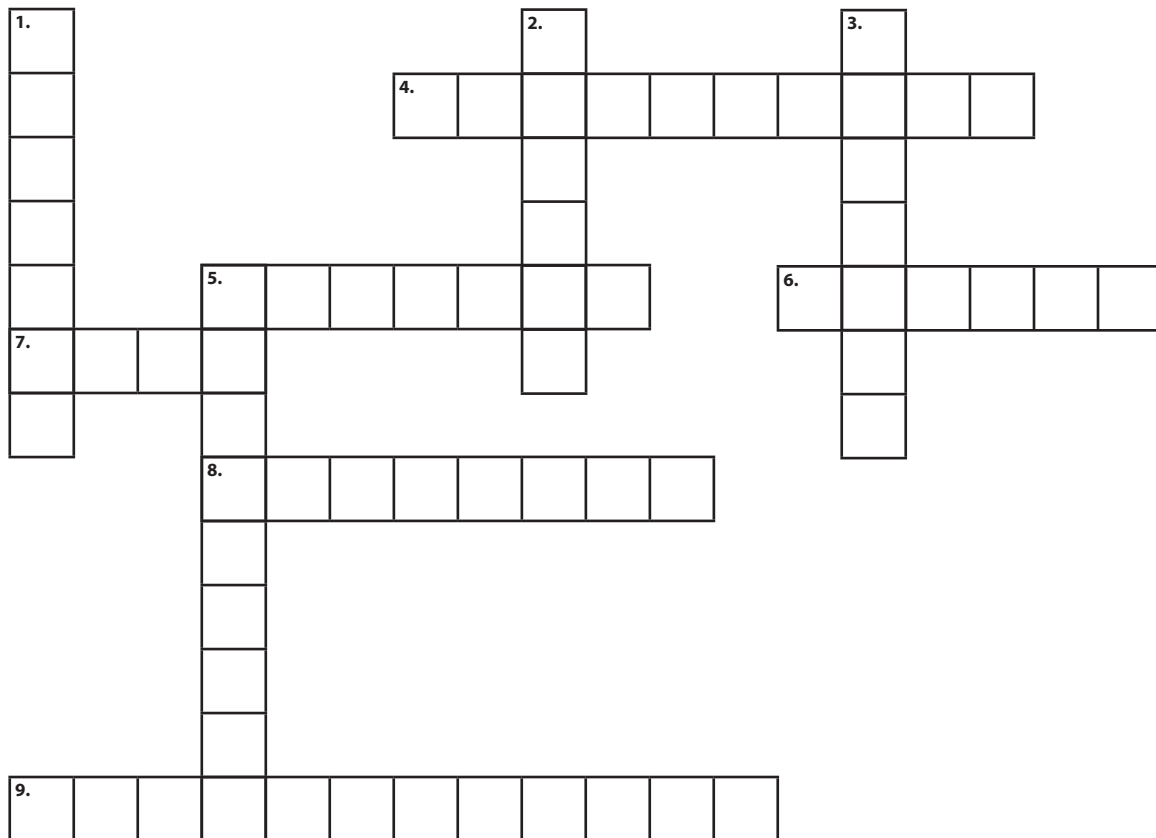
- A. 1970s
- B. 1980s
- C. 1990s
- D. 2000s



The Cold War

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- The _____ was formed by the Soviet Union and its allies.
- In the _____, the United States and the Soviet Union competed for power.
- In democratic, capitalist nations, the _____ have control over both the government and the economy.
- _____ was the alliance formed by the United States, France, and other countries.
- The United States would use _____ force to contain communism.
- The _____ and Great Britain are democratic, capitalist countries.

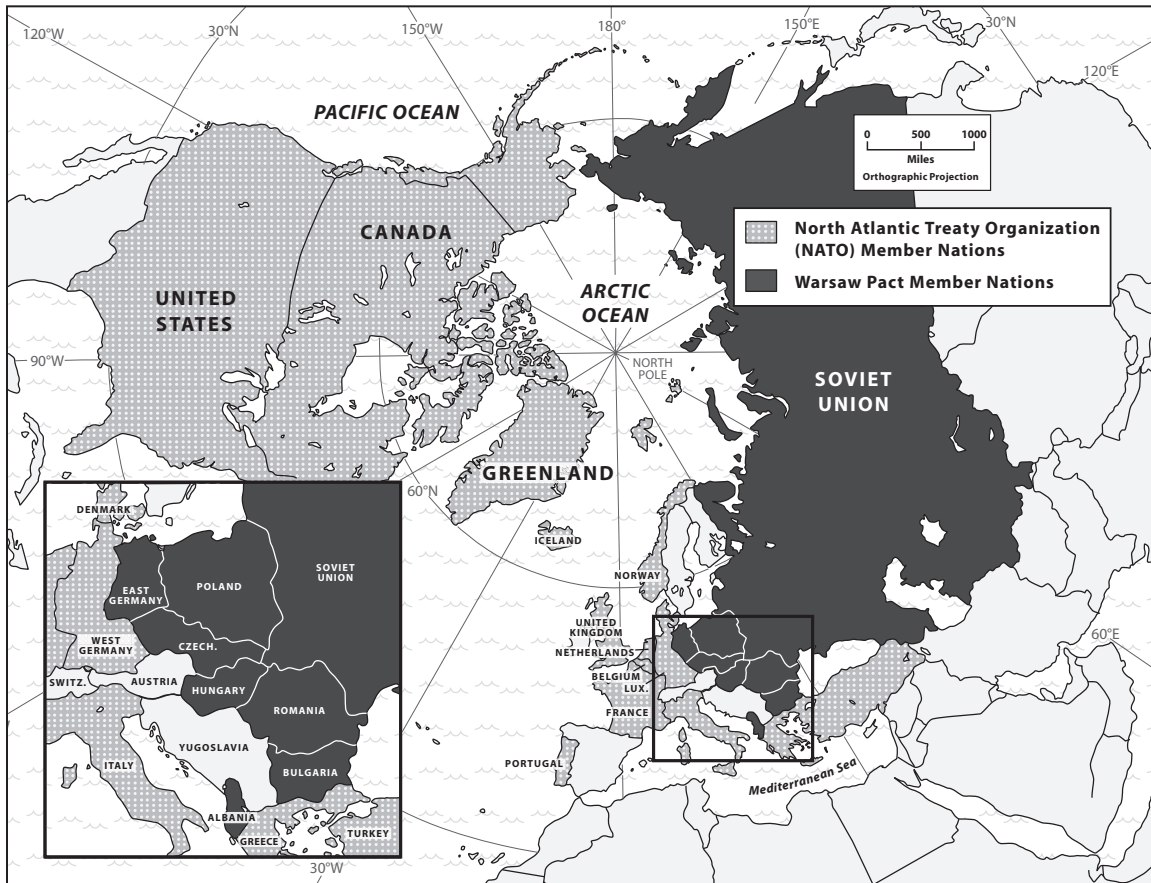
DOWN

- The two sides raced to build bigger, better _____.
- _____ said that communism could not be allowed to spread.
- _____ European countries like Poland and East Germany had communist governments.
- In a/an _____ government, the government controls the economy and is run by a single political party.

The Cold War

Map – Alliances During the Cold War, 1955

Use the map to answer the following questions. Write the answers in complete sentences.



1. Name two countries that were members of NATO.

2. Name two countries that were members of the Warsaw Pact.

3. Name two countries that were not part of either alliance.

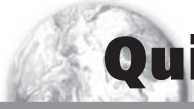


The Cold War

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. What did the Berlin Wall separate? Who built it and why? Look in your textbook, on the Internet, or at the library to find out.
2. What was Sputnik I? How did it affect the Cold War? Look in your textbook, on the Internet, or at the library to find out.
3. Although both sides in the Cold War had atomic bombs, neither side would use the bombs. However, both sides kept building more weapons. Why do you think neither side would fire an atomic bomb at the other side? Do you think it was smart for each side to continue building weapons it would not use? Explain your answer.



Quiz: The Cold War

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

- _____ 1. The “frozen curtain” was a symbol of the Cold War.
- _____ 2. Joseph Stalin was the leader of the Soviet Union.
- _____ 3. The Cold War lasted until the 1980s.
- _____ 4. The Soviet Union was a capitalist country.
- _____ 5. Eastern European countries like Poland and East Germany had communist governments.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. In democratic, capitalist nations, the government and economy are run by the _____.

A. government
B. people
C. children
D. military

7. In the Cold War, the United States and _____ competed for power.

A. East Germany
B. Great Britain
C. the Soviet Union
D. NATO

Short Answer

Answer the following question in complete sentences.

8. What was Truman’s containment policy?



The Arab-Israeli Conflict

The Middle East stretches from Egypt across to Iran. From Turkey in the north, the region extends down to the Arabian Peninsula. It is a diverse area with many languages, religions, and ethnic groups. Often, differences among the groups cause conflict in the region. One of these conflicts is between Israel and other Middle Eastern countries.

Jews and Arabs both claimed to be the rightful owners of the area along the Mediterranean Sea called Palestine.

Jewish kings had ruled from Jerusalem for thousands of years until the Jews were forced out around 135 A.D. The Arabs had taken over Palestine in the 600s. During the Crusades in the 1000s and 1100s, Christians from Europe fought the Arab Muslims for control of the area.

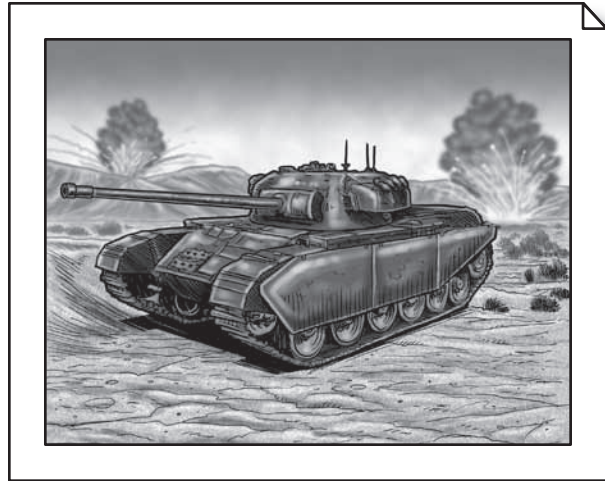
In the early 1900s, Palestinians, or people who lived in Palestine, became anxious because thousands of Jewish immigrants were moving to Palestine. The Palestinians, who were Muslims and Christians, felt crowded by the European immigrants. A group called the Zionists said that the Jewish people should have a homeland in Palestine. They wanted the homeland to be in Palestine because Jerusalem, the Jewish holy city, was there.

Jewish leaders asked for part of Palestine to be given to them. At the end of World War II, the United Nations (UN), an international peacekeeping organization, made a decision. UN leaders said Palestine should be broken into two separate areas: a Palestinian state and a Jewish state. Jerusalem would be an international city that neither side owned.

Palestinians did not think this plan was fair. The Arab countries agreed with the Palestinians. However, many European nations and the United States felt sorry for the Jews. Millions of Jews had been murdered in Europe during the Holocaust. Many people thought the Jews should get their own nation.

On May 14, 1948, Israel proclaimed itself a nation. The next day, Egypt, Iraq, Jordan, Lebanon, and Syria invaded Israel. Israel won the war against the unprepared Arabs. Over the years, many conflicts have occurred between the Arab states and Israel. Wars broke out again in 1956, 1967, and 1973.

Israeli and Arab representatives have met over the years to talk about peace. Egypt and Jordan signed peace agreements with Israel. In 1993, Israeli and Palestinian representatives made a plan for peace. However, complicated tensions in the Middle East have made it hard to form a lasting peace.





The Arab-Israeli Conflict

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Jews and Arabs both claimed to be the rightful owners of _____.

A. Saudi Arabia
B. Palestine
C. Iraq
D. Egypt

2. The Zionists wanted the Jewish homeland to be in Palestine because _____.

A. the weather was nice there
B. the area had good farmland
C. it had valuable oil fields
D. their holy city, Jerusalem, was there

3. At the end of _____, the UN said the Jews should have their own nation called Israel.

A. the Crusades
B. World War I
C. World War II
D. the Cold War

4. The UN is a/an _____.

A. international peacekeeping organization
B. terrorist group
C. trade agreement
D. religious organization

5. Israel proclaimed itself a nation in _____.

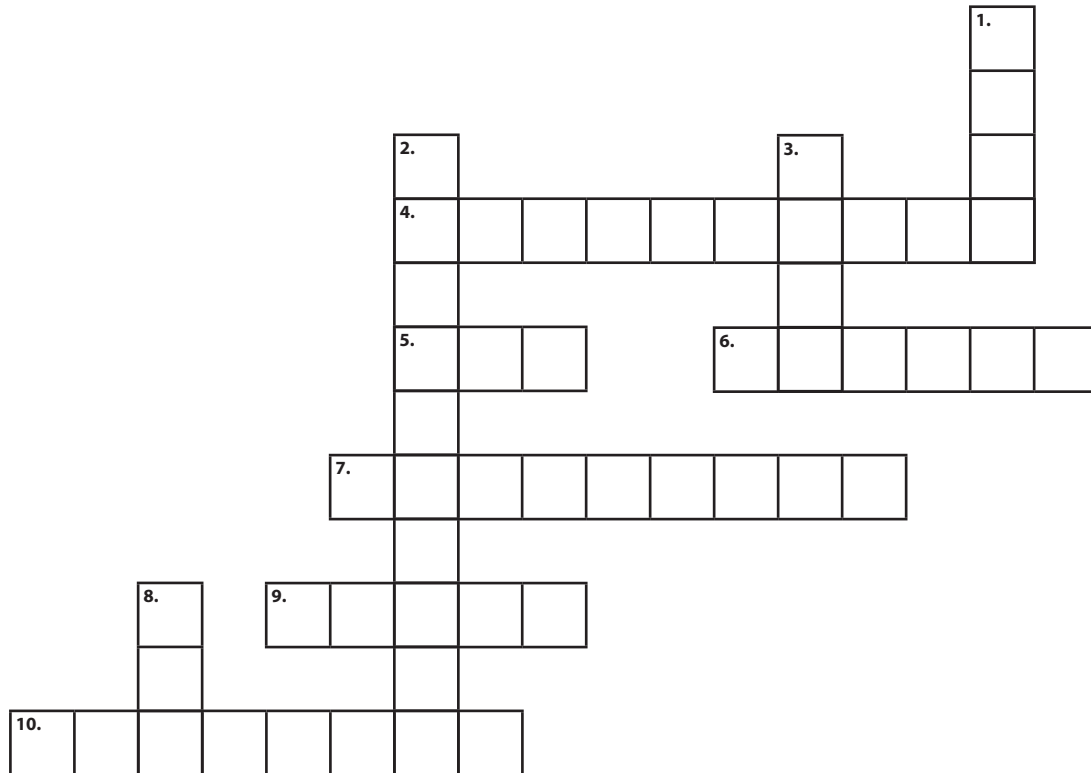
A. 1948
B. 1956
C. 1973
D. 1993



The Arab-Israeli Conflict

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

4. Thousands of Jewish _____ moved to Palestine in the early 1900s.
5. The _____ after Israel declared itself a nation, it was invaded.
6. Egypt, Iraq, Jordan, Lebanon, and Syria invaded _____ in 1948.
7. _____ was meant to be an international city that neither side owned.
9. Israeli and Arab representatives have started talking about _____.
10. The _____ said that the Jewish people should have a homeland in Palestine.

DOWN

1. Many nations felt sorry for the _____ because of the Holocaust.
2. The _____ is a diverse area with many languages, religions, and ethnic groups.
3. Many _____ have broken out between the Arabs and Israelis.
8. The UN broke Palestine into _____ separate states.



The Arab-Israeli Conflict

Map – Israel, Present Day

Use the map to answer the following questions. Write the answers in complete sentences.



1. Which countries border Israel?

2. What borders Israel to the west?

3. In which country is Jerusalem located?



The Arab-Israeli Conflict

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

- 1.** Pretend you are part of an expert team that is formed to solve the Arab-Israeli crisis. Can you think of a fair solution? What advice would you give to Arab and Israeli leaders?

- 2.** Although the Jews chose Israel as their homeland, they had a few other choices of places to set up their country. Look on the Internet or at the library to find out one other place the Jews considered when they were looking for a homeland.

- 3.** Pretend it is 1948 and you are either a Jewish immigrant or an Arab Palestinian. Write a letter to the United Nations explaining who should have control of Palestine and why.



Quiz: The Arab-Israeli Conflict

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Jews and Arabs both claimed to be the rightful owners of Palestine.
- _____ 2. The United Nations is a religious organization.
- _____ 3. The holy city of Constantinople is located in Israel.
- _____ 4. Israeli and Arab representatives have started talking about peace.
- _____ 5. Many felt sorry for the Palestinians because of the Holocaust.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The Middle East has many _____.
- A. languages
 - B. religions
 - C. ethnic groups
 - D. all of the above

7. Israel has NOT been in conflict with _____.
- A. Egypt
 - B. Iraq
 - C. Syria
 - D. the United States

Short Answer

Answer the following question in complete sentences.

8. Why did the Zionists want the Jewish homeland to be in Palestine?

Latin America in the Twentieth Century

Stretching from Mexico through Central America to the southern tip of Argentina, Latin America includes more than 20 independent countries. These nations range from tiny Caribbean islands like Haiti to huge areas like Brazil. In the mid- to late 1900s, these countries moved into modern times. They faced problems like rapid population growth, poverty, and political instability.

Latin America is culturally diverse. When the Europeans colonized the area, they introduced their civilization to the Native Americans who lived there. Slave traders brought Africans to the area. These populations came together to create new cultures. People in Latin America speak Spanish, Portuguese, French, English, many Native American languages, and African dialects.

Since colonial times, Latin America had an uneven distribution of wealth. This means that a small group of people controlled most of the money. The wealthy people were mostly descendents of Europeans. The majority of the population was poor. It was made up of Native Americans, African Americans, and mestizos. Mestizos are people of mixed European and Native American backgrounds. The uneven distribution of wealth caused social and economic problems.

Latin America's population grew from 166 million in 1950 to over 443 million by 1990. The population explosion made economic problems worse. In rural areas, there was not enough work for the number of people. So, many people moved to the cities. As the cities grew, poverty grew too. Many people lived in slums that surrounded the cities.

Latin American society changed when the majority of people lived in cities. Instead of farming to raise food, people had to earn money to buy it. It was difficult to make a living in the crowded cities. Some turned to crime in order to make ends meet. Thousands of abandoned or runaway children lived on the streets.

Many different political groups tried to fix things. They all wanted to improve conditions for the poor. However, powerful conservative forces, including the military, refused to make changes that would cause them to lose power. In the 1960s and 1970s, military governments seized power in Argentina, Brazil, Chile, and other countries.

In recent years, most Latin American countries have held elections that have replaced military governments with civilian governments. They are working to overcome poverty and social inequality; develop stable governments; and build strong, modern economies.



Latin America in the Twentieth Century

Multiple Choice

Circle the best answer, and write the letter in the box.

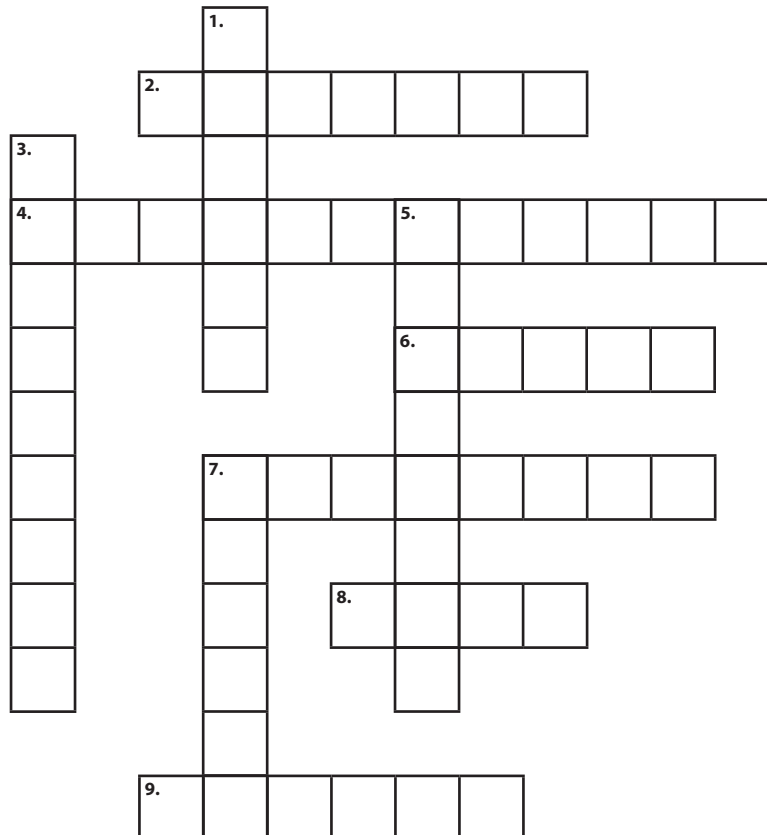
1. Since colonial times, Latin America had an uneven distribution of _____.
- A. governments
 - B. people
 - C. wealth
 - D. cities
2. The majority of the population was _____.
- A. wealthy
 - B. poor
 - C. rich
 - D. middle class
3. Latin America is made up of people of _____ descent.
- A. European
 - B. Native American
 - C. African American
 - D. all of the above
4. Latin America's _____ grew rapidly in the 1900s.
- A. farming industry
 - B. population
 - C. economy
 - D. political groups
5. In recent years, most Latin American countries have _____.
- A. replaced military governments with civilian governments
 - B. given their military governments more power
 - C. replaced civilian governments with military governments
 - D. stayed the same



Latin America in the Twentieth Century

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- Latin America is culturally _____.
- _____ includes more than 20 independent countries.
- Many people lived in _____ that surrounded the cities.
- _____ governments seized power in many countries.
- In rural areas, there was not enough _____ for the number of people.
- The _____ distribution of wealth caused social and economic problems.

DOWN

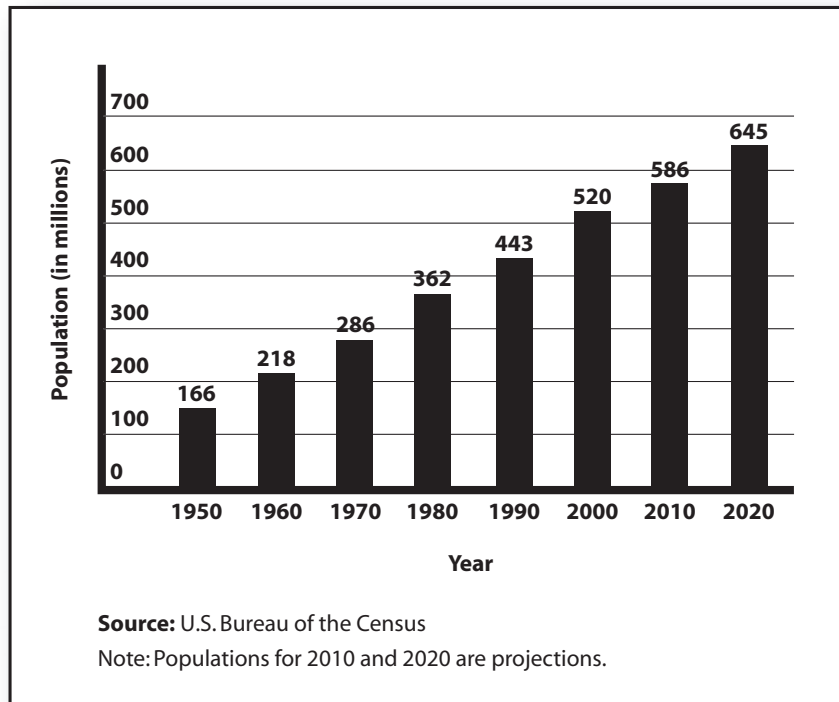
- As the _____ grew, poverty grew too.
- Most Latin American countries have held _____ to replace military governments with civilian governments.
- _____ are people who are of mixed European and Native American backgrounds.
- Latin American countries are working to overcome poverty and social inequality; develop stable governments; and build strong, _____ economies.



Latin America in the Twentieth Century

Chart – Population of Latin America, 1950-2020

Use the chart to answer the following questions. Write the answers in complete sentences.



1. How many people lived in Latin America in 1950?

2. How many more people lived in Latin America in 1990 than in 1950?

3. How many people will be living in Latin America in 2020?



Quiz: Latin America in the Twentieth Century

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

- _____ 1. Latin America’s population decreased in the 1900s.
- _____ 2. Most Latin American countries have replaced military governments with civilian governments.
- _____ 3. Latin America had an even distribution of wealth since colonial times.
- _____ 4. Latin America is culturally diverse.
- _____ 5. There was plenty of work in rural areas.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Latin American countries are working to _____.
- A. overcome poverty
 - B. develop stable governments
 - C. build strong, modern economies
 - D. all of the above

7. Many people lived in slums that surrounded _____.
- A. cities
 - B. rural areas
 - C. farms
 - D. all of the above

Short Answer

Answer the following question in complete sentences.

8. How did Latin American countries replace their military governments with civilian governments?



The Japanese Miracle

In September of 1952, Japan's economy was struggling. Fifty years later, Japan had become one of the greatest economic powers in the world. Japan's recovery is called the Japanese Miracle.

After World War II, much of Japan was in ruins. From 1945 until 1952, Allied forces occupied Japan. This means that Allied military forces had control over Japan. Led by U.S. General Douglas MacArthur, the occupation administration had two main goals. It would stop Japanese militarism, or military aggressiveness, and set up a democratic government.



Japan was given a new constitution. The constitution guaranteed basic civil rights, like freedom of the press and freedom of assembly. It gave women the right to vote. The constitution also took away much of the power of the emperor. Japan now had a constitutional monarchy, or a government in which the people hold the power. The Japanese people elected representatives to speak for them in the Diet, Japan's Parliament.

Before, war was a part of Japan's national policy. The country had plans for attacking and taking over other areas. The new constitution took this policy away. It said that Japan would never keep military forces except for its own defense. The Japanese armed forces were broken up.

In the early 1950s, Japan turned its attention to rebuilding the economy. Many of Japan's industries had been destroyed during World War II. Japan was forced to build brand-new factories. These modern factories were more productive than older factories in other countries. Japanese businesses focused on making goods to export, or sell to other countries. By the 1970s, people all over the world were buying Japanese cars and electronics.

The Japanese culture is a big reason for Japan's economic success. In general, the Japanese have a group-oriented culture, so people find it easy to work together. They are known for working hard and saving their money rather than spending it. Because people saved money, Japanese banks had more money to invest. This made more money for the nation.

Today, Japan exports more goods than most other nations. It has not only caught up with the West, but it is moving ahead of many Western nations. Other Asian countries have followed Japan's example by focusing on exports. South Korea, Taiwan, Singapore, and Hong Kong, which are called the Asian Tigers, have also developed successful export-based economies.



The Japanese Miracle

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Japan's economic recovery is called the _____.
- A. Diet
 - B. Japanese Miracle
 - C. Economic Miracle
 - D. Asian Tiger

2. Japanese businesses focus on _____.
- A. exports
 - B. imports
 - C. cars
 - D. electronics

3. Japan's government is a _____.
- A. dictatorship
 - B. monarchy
 - C. constitutional monarchy
 - D. parliamentary monarchy

4. The new Japanese constitution _____.
- A. guaranteed basic civil rights
 - B. gave women the right to vote
 - C. took away much of the emperor's power
 - D. all of the above

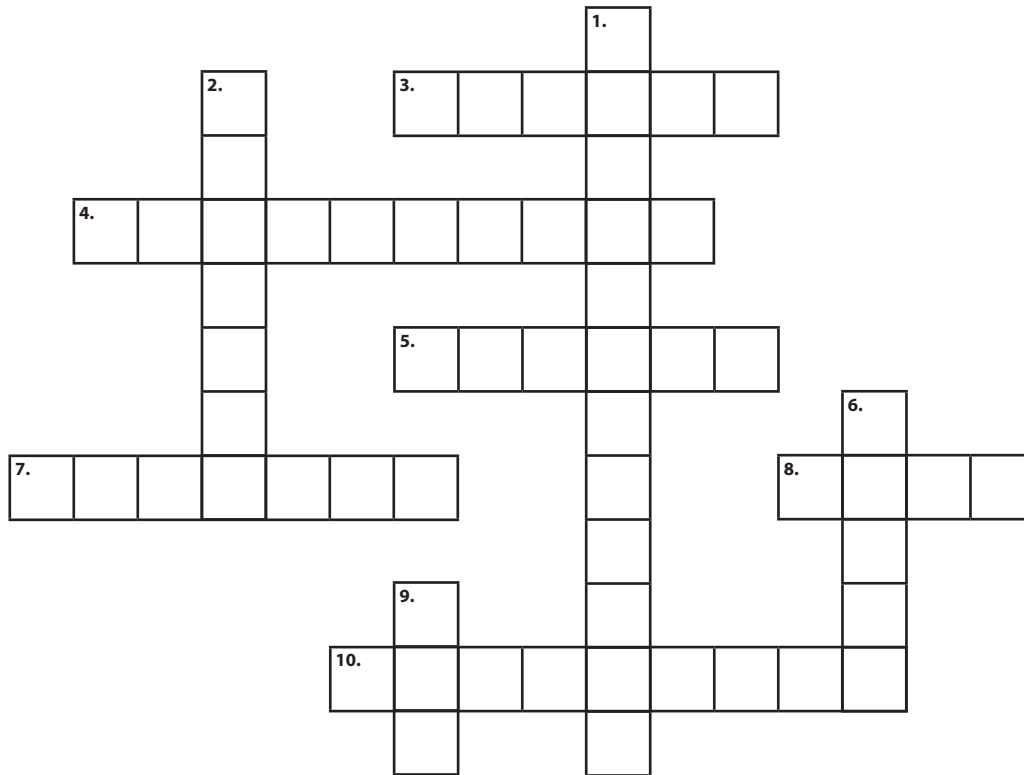
5. Today, Japan _____ more goods than most other nations.
- A. consumes
 - B. imports
 - C. exports
 - D. all of the above



The Japanese Miracle

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

3. The Asian Tigers have _____-based economies.
4. The occupation administration wanted to stop Japanese _____ and set up a democratic government.
5. From 1945 until 1952, _____ forces occupied Japan.
7. After World War II, Japan could only keep military forces for its own _____.
8. Japan exported _____ and electronics to countries all over the world.
10. Japan built new _____ that were more productive than older factories in other countries.

DOWN

1. Japan was given a new _____ that set up a government in which the people hold the power.
2. The Japanese _____ helped improve Japan's economic success because Japanese people find it easy to work together.
6. Japanese _____ had more money to invest because people saved money.
9. Before, _____ was a part of Japan's national policy.



The Japanese Miracle

Chart – Motor Vehicle Production

Use the chart to answer the following questions. Write the answers in complete sentences.

| Year | Japan | United States |
|------|--------|---------------|
| 1950 | 32 | 8,006 |
| 1960 | 482 | 7,905 |
| 1970 | 5,289 | 8,284 |
| 1980 | 11,043 | 8,010 |
| 1990 | 13,487 | 9,783 |

Number of Motor Vehicles Made (in thousands)

1. How many motor vehicles did Japan make in 1950?

2. How many more motor vehicles did Japan make than the United States in 1990?

3. In what year did Japan overtake the United States in motor vehicle production?



The Japanese Miracle

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. Look on the Internet or at the library to find out three facts about one of the Asian Tigers: South Korea, Taiwan, Singapore, or Hong Kong.
2. Look on the Internet or at the library to find out three facts about Japanese culture.
3. Do you think someone living in Japan in 1945 could imagine that Japan would be one of the greatest economic powers in the world in the 2000s? Explain your answer.



Quiz: The Japanese Miracle

True/False

Decide if each statement is true or false, and write “true” or “false” in the blank.

- _____ 1. Japanese businesses focus on exports.
- _____ 2. The Japanese constitution took away much of the Diet’s power.
- _____ 3. Axis forces occupied Japan.
- _____ 4. Japan imports cars and electronics from countries all over the world.
- _____ 5. Japan has a government in which the emperor holds all the power.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The occupation administration wanted to _____.
- A. stop Japanese militarism
 - B. set up a democratic government
 - C. allow Japan to keep military forces only for its own defense
 - D. all of the above

7. Japanese banks had more money to invest because _____.
- A. people saved money
 - B. other countries owed Japan money
 - C. Japan was a wealthy nation in 1945
 - D. the banks stole money from their customers

Short Answer

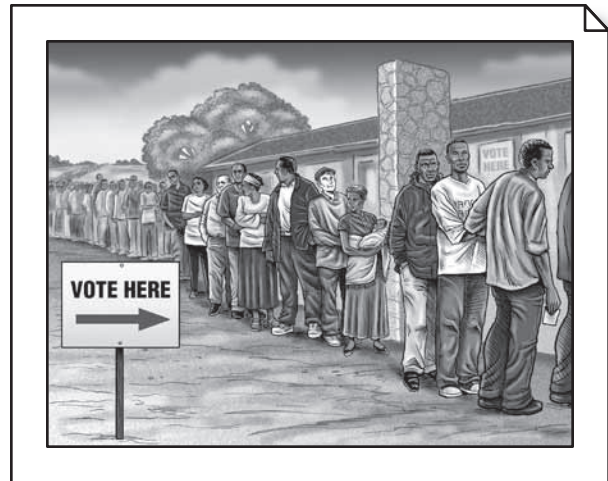
Answer the following question in complete sentences.

8. List two things the new Japanese constitution did.



Apartheid in South Africa

In 1948, a political party called the National Party gained control of South Africa's all-white Parliament. The white Afrikaners put new limits on blacks in a system called apartheid. Under apartheid, all South Africans were classified and separated by race. The four official races were White, Bantu (black Africans), Colored (people of mixed race), and Asian. Afrikaners said apartheid would allow each race to develop its own culture. However, apartheid was set up so that whites could keep control of South Africa.



Apartheid laws put many restrictions on nonwhites. It was illegal for nonwhites to live or work in certain places. The best land was reserved for whites only. Public places like restaurants were segregated, or separated by race. Marriage between races was illegal. Nonwhites were not allowed to vote or otherwise participate in the national government.

South Africans of all races protested against apartheid. An organization called the African National Congress (ANC) was set up to fight against white domination. The ANC organized marches, strikes, and other protests. The government did not like these protests and often reacted violently to stop them. In 1960, police shot and killed 69 people at a peaceful demonstration in Sharpeville, South Africa. Many of the protesters were shot in the back.

After the massacre at Sharpeville, the South African government outlawed the ANC. In the 1960s, one of its leaders, Nelson Mandela, was put in prison for conspiracy. Mandela continued to lead South Africans against apartheid from prison for more than 25 years.

People all over the world demanded that Mandela be released from prison. By the 1980s, countries like the United States and the United Kingdom were strongly pressuring South Africa to set Mandela free and stop apartheid. They pressured the South African government by boycotting, or refusing to buy, South African goods.

The foreign boycotts hurt the South African economy. In 1989, a new South African president named F. W. de Klerk repealed, or took away, the apartheid laws. Mandela was released from prison in 1990. Together, Mandela and de Klerk made a plan to change South Africa's government. In 1993, the two men won the Nobel Peace Prize for their work. The first elections in which people of all races could vote were held in 1994. People waited in line for hours to vote for president. They elected Nelson Mandela to office as the first president of the new democratic South Africa.



Apartheid in South Africa

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Apartheid laws put many restrictions on _____.
- A. whites
 - B. nonwhites
 - C. prisoners
 - D. Parliament

2. It was illegal for nonwhites to _____.
- A. live in certain places
 - B. work in certain places
 - C. vote
 - D. all of the above

3. Police shot and killed 69 people at a peaceful demonstration in _____.
- A. Sharpeville
 - B. the United Kingdom
 - C. prison
 - D. Johannesburg

4. Nelson Mandela was in prison for more than _____ years.
- A. 2
 - B. 5
 - C. 12
 - D. 25

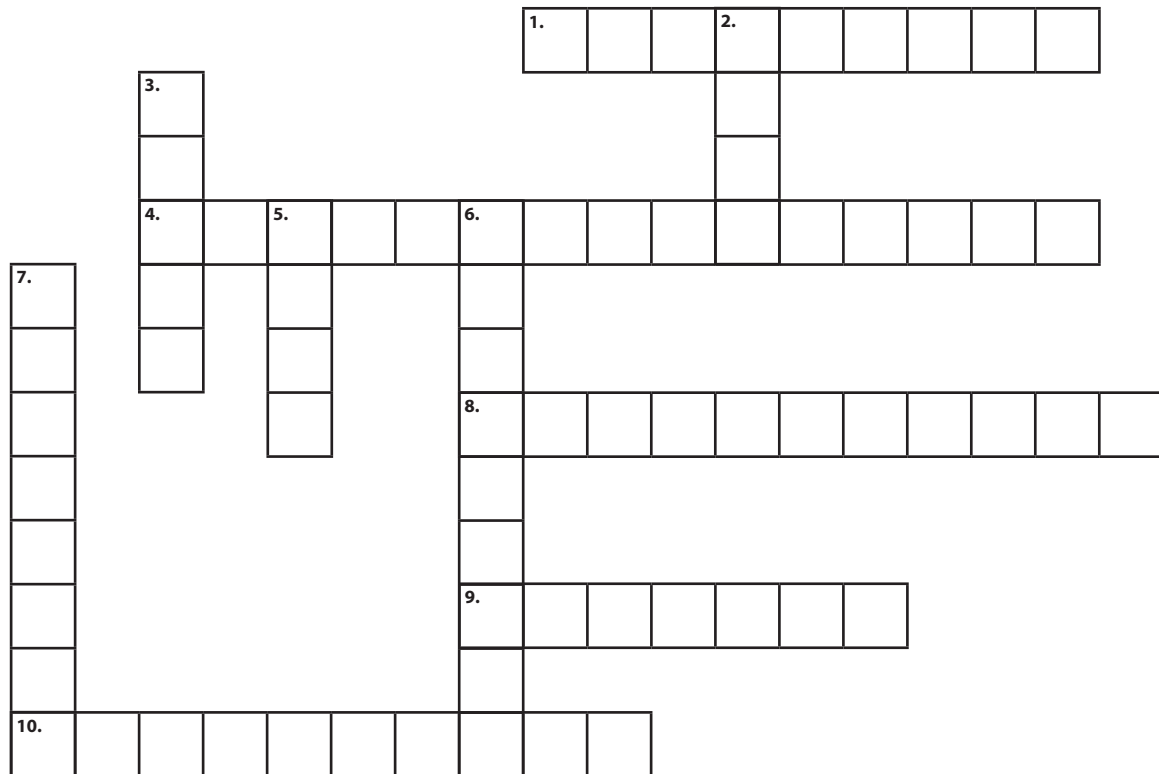
5. _____ was elected president of South Africa in 1994.
- A. F. W. de Klerk
 - B. Nelson Mandela
 - C. Martin Luther King, Jr.
 - D. Bishop Desmond Tutu



Apartheid in South Africa

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

1. _____ was set up so that whites could keep control of South Africa.
4. Nelson Mandela and F. W. de Klerk won the _____ for their work in civil rights.
8. Countries like the United States and the United Kingdom pressured _____ to free Nelson Mandela.
9. Foreign boycotts hurt the South African _____.
10. Public places like restaurants were _____.

DOWN

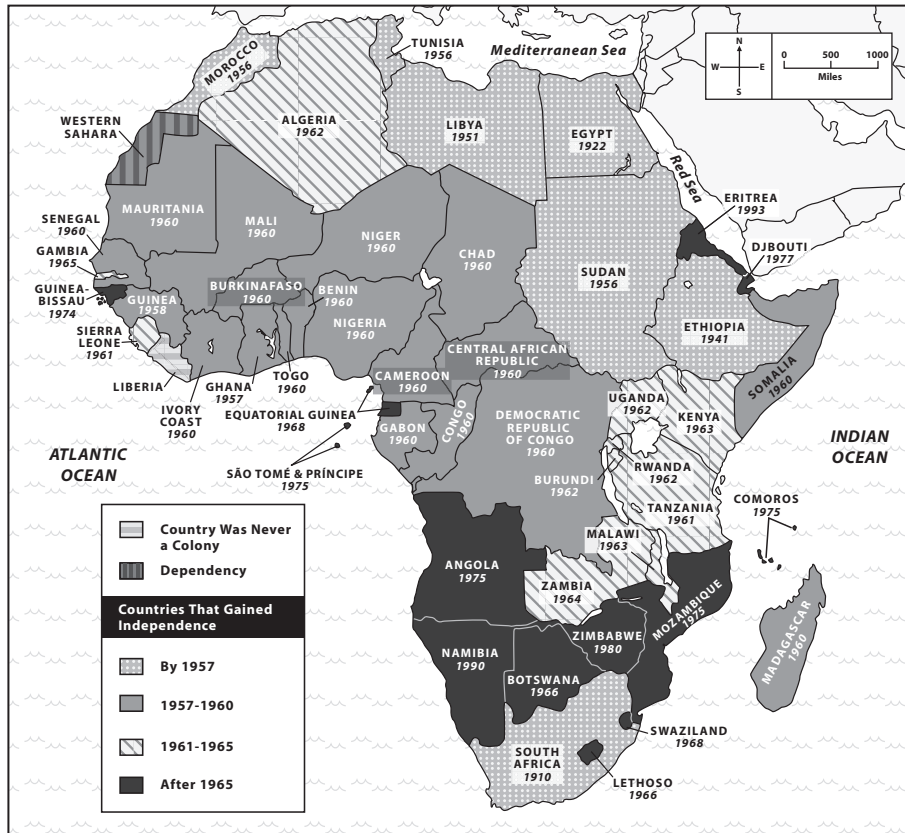
2. Under apartheid, all South Africans were classified and separated by _____.
3. The four official races were White, _____, Colored, and Asian.
5. Many of the protesters killed at Sharpeville were shot in the _____.
6. In 1989, the South African _____ repealed the apartheid laws.
7. The African National Congress organized _____ against apartheid.



Apartheid in South Africa

Map – Independent Africa

After World War II, most African countries won their independence. Use the map to answer the following questions. Write the answers in complete sentences.



1. Which country was never a colony?

2. When did South Africa gain its independence?

3. Which independent country was the last to gain independence? In what year did it become independent?

Name: _____

Date: _____

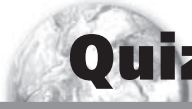


Apartheid in South Africa

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

- 1.** How have the lives of nonwhites in South Africa changed since 1994? Look on the Internet or at the library to find out.
- 2.** Who is Desmond Tutu? What is he known for? Look on the Internet or at the library to find out.
- 3.** South Africans stood in line for hours to vote in the 1994 national elections. Pretend that you are a South African who is voting for the first time and that you are being interviewed for a newspaper article. Describe how you feel about winning the right to vote.



Quiz: Apartheid in South Africa

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Anti-apartheid protesters shot and killed 69 police officers at a demonstration in Sharpeville.
- _____ 2. Nelson Mandela was in prison for more than 25 years.
- _____ 3. Under apartheid, all South Africans were classified and separated by age.
- _____ 4. Foreign boycotts helped the South African economy.
- _____ 5. Nelson Mandela and F. W. de Klerk won the Nobel Peace Prize.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. In _____, the South African president repealed the apartheid laws.

A. 1910
B. 1945
C. 1950
D. 1989

7. Nelson Mandela was _____.

A. sent to prison
B. a Nobel Peace Prize winner
C. president of South Africa
D. all of the above

Short Answer

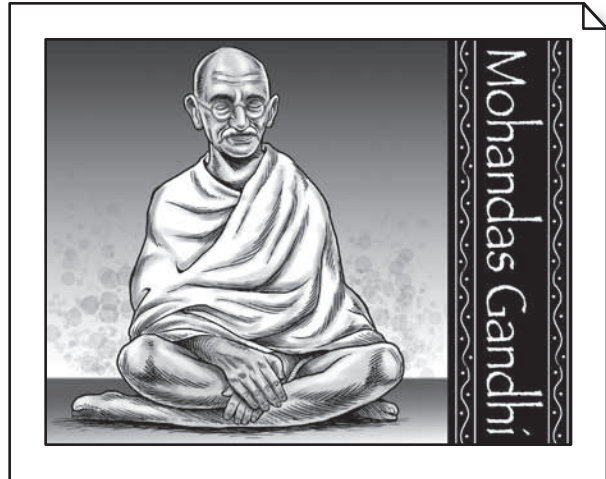
Answer the following question in complete sentences.

8. Under the apartheid system in South Africa, what were the four races?



Independence for India

Indian nationalists had been calling for independence from Great Britain since the late 1800s. Nationalists thought India should be its own country. After World War II, Britain agreed to the demands of the nationalists. As plans were made for India's independence, new problems surfaced. For years, India's Muslims and Hindus had put many of their differences aside. However, since they did not have to unite against Great Britain anymore, tensions between the two groups grew.



Most Indians were Hindu, but Muslims made up a large minority group. The religious groups did not get along. As independence came closer, Muslims worried about what would happen to them in a Hindu-dominated nation. The leader of the Muslim League, Muhammad Ali Jinnah, said that Muslims should have their own country. As riots broke out, British leaders agreed that the land should be divided between the two groups.

In 1947, British officials quickly created two new separate countries: Hindu India and Muslim Pakistan. Pakistan was made up of two parts, West Pakistan and East Pakistan. India was located between the two. (Look at the map activity to see how the countries were divided.)

It was impossible to divide the land fairly. Hindus and Muslims lived side by side in towns and cities across the land. When the borders were drawn, millions of Hindus lived in the area that was now Pakistan. They left their homes and crossed the borders to the new India. Muslims in India moved to Pakistan. During this mass migration, violence broke out. Mobs of Hindus attacked Muslims who were going to Pakistan. Muslims killed Hindus who were moving to India. Historians estimate that ten million people left their homes in 1947. More than one million of the refugees were killed.

Mohandas Gandhi, a well-known leader for Indian independence, was one of the people killed. Gandhi had been called the Mahatma, or "Great Soul," of the Indian independence movement. On January 30, 1948, a Hindu extremist shot and killed Gandhi. An extremist is a person who goes beyond what people normally do, especially in politics. The extremist thought Gandhi, who was Hindu, was too protective of Muslims. People on both sides were outraged and saddened by the peaceful leader's murder. His death made extremists on both sides look bad. The worst of the violence ended.

Racial and religious tensions caused many conflicts between India and West Pakistan, which is now just called Pakistan. East Pakistan declared independence in 1971 and is now called Bangladesh. Today, India and Pakistan continue to clash.



Independence for India

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Indian nationalists had been calling for independence from _____ since the late 1800s.

- A. Pakistan
- B. Bangladesh
- C. Great Britain
- D. Afghanistan

2. _____ made up a large minority group in India.

- A. Hindus
- B. Muslims
- C. Christians
- D. Jews

3. British officials created two new separate countries, _____.

- A. Pakistan and West Pakistan
- B. North Pakistan and South Pakistan
- C. India and Bangladesh
- D. India and Pakistan

4. Mohandas Gandhi was a _____.

- A. peaceful leader for Indian independence
- B. Hindu extremist
- C. Muslim extremist
- D. British official

5. More than _____ of the refugees were killed.

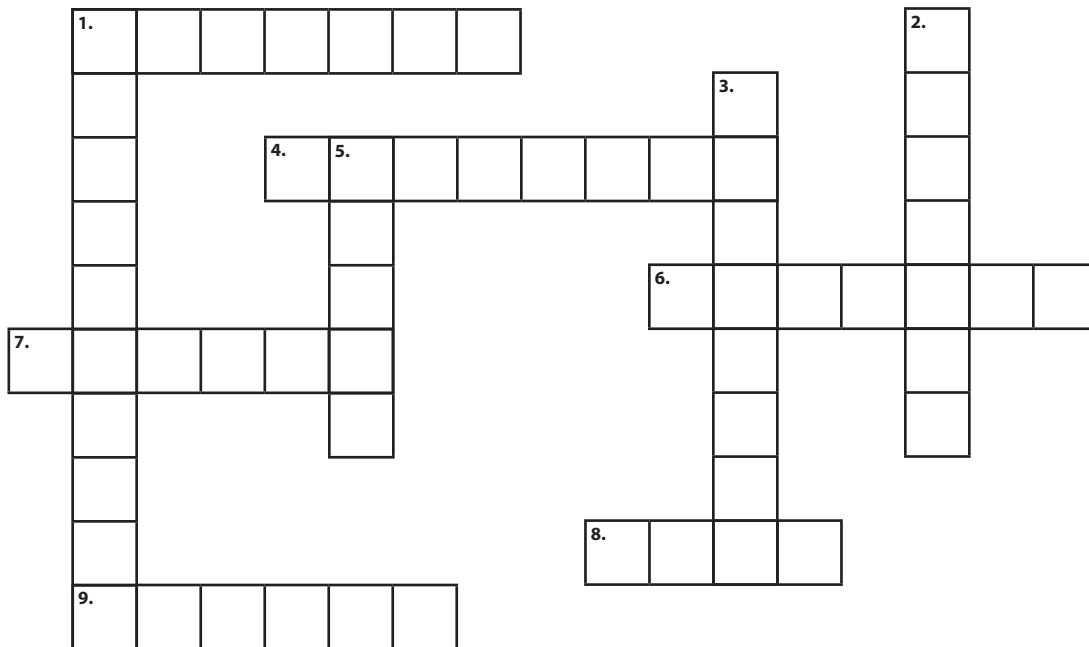
- A. one thousand
- B. one million
- C. ten thousand
- D. ten million



Independence for India

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- When the new _____ were drawn, millions of people left their homes.
- During the mass migration, _____ broke out between Hindus and Muslims.
- Historians estimate that ten _____ people left their homes in 1947.
- _____ was killed by a Hindu extremist.
- It was impossible to divide the _____ fairly.
- _____ moved to India.

DOWN

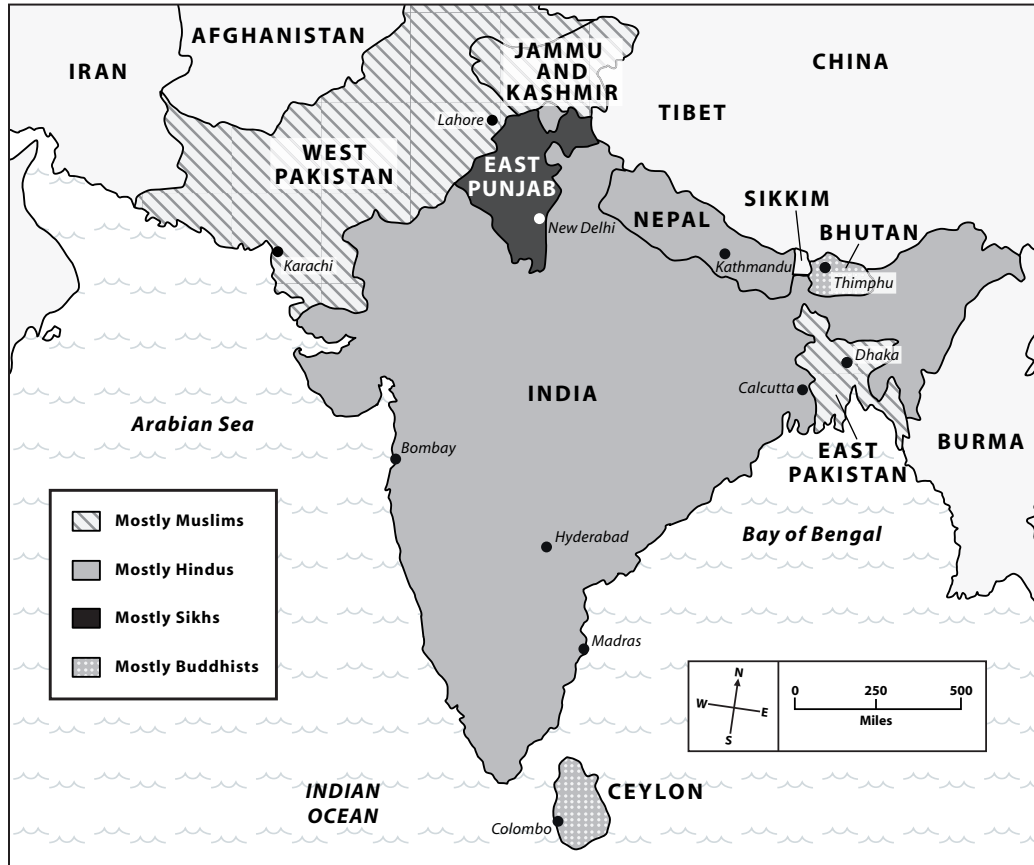
- East Pakistan declared independence and became _____.
- _____ moved to Pakistan.
- Pakistan and India continue to clash because of race and _____.
- Riots between Muslims and Hindus broke out before _____ became independent from Great Britain.



Independence for India

Map – India, 1947

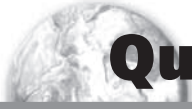
Use the map to answer the following questions. Write the answers in complete sentences.



1. What country was made up mostly of Hindus?

2. Name two countries that border West Pakistan.

3. East Pakistan, which is now called Bangladesh, is bordered by what body of water?



Quiz: Independence for India

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. When India became independent, the land was divided up fairly between Muslims and Hindus.
- _____ 2. More than ten million refugees were killed during the mass migration in 1947.
- _____ 3. Mohandas Gandhi was a peaceful leader for Indian independence.
- _____ 4. East Pakistan later became India.
- _____ 5. Indian nationalists wanted independence from Great Britain.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Riots broke out between _____.
- A. Muslims and Christians
 - B. Hindus and Jews
 - C. Buddhists and Christians
 - D. Muslims and Hindus

7. _____ was divided into two separate countries, Pakistan and India.
- A. India
 - B. Pakistan
 - C. Bangladesh
 - D. Great Britain

Short Answer

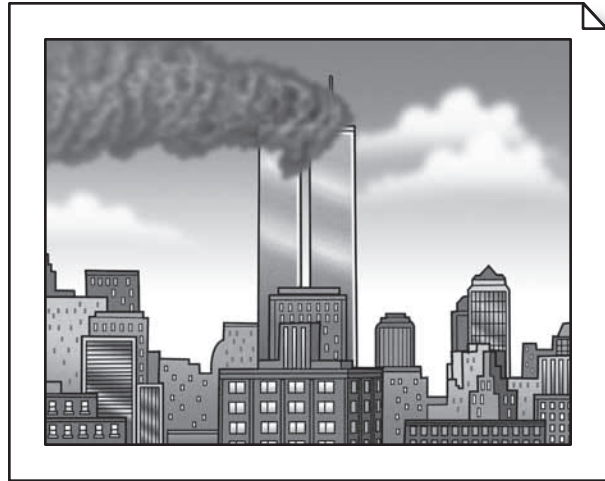
Answer the following question in complete sentences.

8. What happened when the new borders were drawn?



Terrorism Around the World

In recent years, terrorism has been a growing international problem. There have been thousands of terrorist attacks around the world since 1960. For example, terrorists who were against British rule of Northern Ireland carried out attacks there for decades. Terrorists who wanted a Palestinian state murdered Israeli athletes at the 1972 Olympics. In 1995, a religious group that wanted to control Japan released deadly nerve gas in Tokyo subways.



Terrorists use fear to get people to pay attention to their political demands. They do this by bombing crowded places, killing civilians, taking hostages, and hijacking airplanes. By attacking civilians by surprise, terrorists hope governments will be afraid of them. They think that if governments fear them, the terrorists might get what they want.

One of the largest worldwide terrorist groups was started in 1988 by Osama bin Laden. Al-Qaeda, a network of Muslim extremists, soon had members all over the world. An extremist is a person who goes beyond what people normally do, especially in politics. Al-Qaeda was against American influence in Muslim lands. Bin Laden declared a holy war on the United States and its allies.

Al-Qaeda began carrying out terror attacks against the United States in the 1990s. In 1993, a van filled with explosives blew up in the garage of the World Trade Center in New York City. Six people died and more than 1,000 were injured. In 1998, more than 200 people died and over 5,000 were injured when terrorists bombed American embassies in Kenya and Tanzania. In 2000, a suicide bomber killed 17 sailors when he bombed the *U.S.S. Cole* in Yemen.

On September 11, 2001, the United States suffered its most deadly terrorist attack to date. Suicide bombers hijacked airplanes and flew them into the World Trade Center in New York City and the Pentagon in Washington, D.C. Almost 3,000 people were killed, and many more were injured. Citizens of nations around the world died in the attacks. An investigation showed that top leaders of al-Qaeda planned the September 11 attacks.

After the September 11 attacks, U.S. President George W. Bush said the United States would go to war to end terrorism. The United States built a worldwide coalition, or alliance, to fight terrorism. Many countries joined the coalition, including Great Britain, Canada, Australia, Spain, Poland, and Russia. They agreed to work together to get rid of terrorism around the world.



Terrorism Around the World

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Terrorists use _____ to get people to pay attention to their political demands.

- A. votes
- B. fear
- C. money
- D. billboards

2. Al-Qaeda was against _____.

- A. British rule of Northern Ireland
- B. the use of weapons of mass destruction
- C. Japanese subways
- D. American influence in Muslim lands

3. Terrorists _____ to try to get what they want.

- A. bomb crowded places
- B. kill civilians
- C. hijack airplanes
- D. all of the above

4. _____ planned the September 11 terrorist attacks.

- A. Irish terrorists
- B. A Japanese religious cult
- C. A network of Muslim extremists
- D. Palestinians

5. _____ were some of the countries that joined the coalition to fight terrorism.

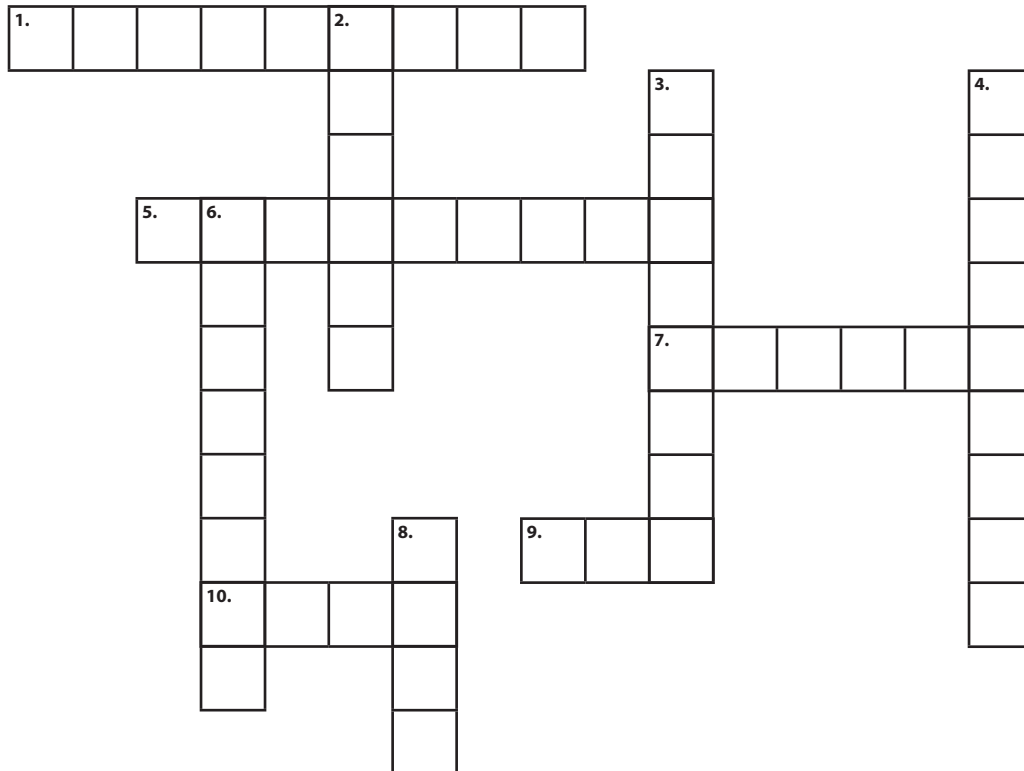
- A. Great Britain, Russia, and Australia
- B. Canada, Iraq, and Spain
- C. Afghanistan, Great Britain, and Canada
- D. Afghanistan, Iraq, and Iran



Terrorism Around the World

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

1. A/an _____ is a person who goes beyond what people normally do, especially in politics.
5. The United States built a worldwide _____, or alliance, to fight terrorism.
7. Osama bin Laden declared a holy war on the United States and its _____.
9. In 1993, a/an _____ filled with explosives blew up in the garage of the World Trade Center.
10. A suicide bomber bombed the *U.S.S.* _____ in Yemen.

DOWN

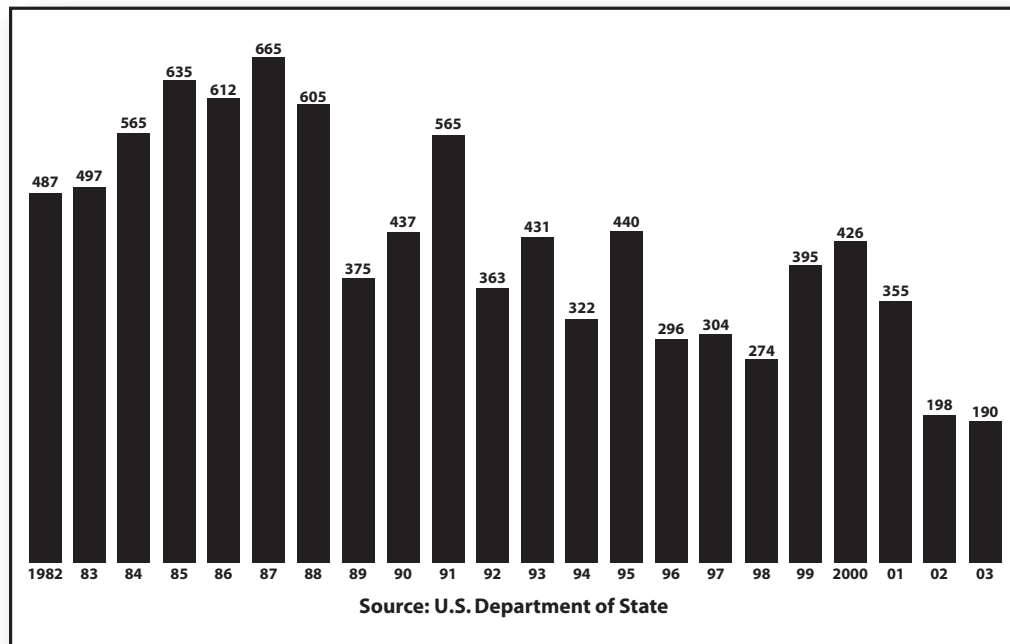
2. Al-Qaeda was against American influence in _____ lands.
3. The September 11 attacks were on the World Trade Center and the _____.
4. Terrorists bombed American _____ in Kenya and Tanzania.
6. Terrorists murdered Israeli athletes at the 1972 _____.
8. Terrorists think that if they can get governments to _____ them, the terrorists might get what they want.



Terrorism Around the World

Chart – Total International Terrorist Attacks, 1982–2003

Use the chart to answer the following questions. Write the answers in complete sentences.



1. In which year did the highest number of terrorist attacks happen?

2. How many terrorist attacks took place in the 1990s?

3. Has the number of international terrorist attacks increased or decreased since 1982?



Quiz: Terrorism Around the World

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Great Britain, Australia, and Russia joined the coalition to fight terrorism.
- _____ 2. A Japanese religious cult planned the September 11 attacks.
- _____ 3. Al-Qaeda was against American influence in Muslim lands.
- _____ 4. Terrorists murdered Israeli athletes at the 1972 Olympics.
- _____ 5. A van filled with explosives blew up on the *U.S.S. Cole*.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. A coalition is a/an _____.
- A. alliance
 - B. person who goes beyond what people normally do
 - C. type of bomb
 - D. group that uses fear to try to get what it wants

7. Terrorists have attacked in _____.
- A. Japan
 - B. Northern Ireland
 - C. the United States
 - D. all of the above

Short Answer

Answer the following question in complete sentences.

8. List one thing terrorists have done to try to get what they want.
