

Student Name _____

Student period _____

Harrell's World History Notebook

Student Grades

Exit Tickets	23-2	31-2	Test 1
01-1	23-3	31-3	Test 2
01-2	23-4	31-4	Test 3
01-3	23-5	32-1	Test 4
2-1	24-1	32-2	Test 5
2-2	24-2	32-3	Test 6
3-1	24-3	32-4	
3-2	24-4	32-5	Notebook check 1
3-3	25-1	33-1	Notebook check 2
3-4	25-2	33-2	Notebook check 3
4-1	25-3	33-3	Notebook check 4
4-2	25-4	33-4	Notebook check 5
5-1	26-1	33-5	Notebook check 6
5-2	26-2	34-1	Notebook check 7
5-3	26-3	34-2	Notebook check 8
5-4	26-4	34-3	
19-1	27-1	34-4	
19-2	27-2	34-5	Puzzle 1-2
19-3	27-3	35-1	Puzzle 3-5
20-1	27-4	35-2	Puzzle 19-21
20-2	27-5	35-3	Puzzle 22-25
20-3	28-1	35-4	Puzzle 26-28
20-4	28-2	35-5	Puzzle 29-31
21-1	28-3	36-1	Puzzle 32-33
21-2	28-4	36-2	Puzzle 34-36
21-3	29-1	36-3	
21-4	29-2	36-4	Project 1
21-5	29-3	36-5	Project 2
22-1	29-4		Project 3
22-2	30-1	WHLit. 1	Project 4
22-3	30-2	WHLit. 2	Project 5
22-4	30-3	WHLit. 3	Project 6
23-1	30-4	WHLit.4	
	31-1	WHLit.5	
		WhLit.6	

Chapter 1	Menes
01-1	Solomon
Razors	Cyrus
Sanidar	
Hominid	01-3
Nomad	Sima Qian
Neolithic revolution	Megasthenes
Systematic agriculture	Caste
Domestication	Hinduism
Civilization	Reincarnation
Neanderthals	Buddhism
Homo sapiens sapiens	Mandate of Heaven
	Dao
01-2 Hammurabi	Filial piety
Herodotus	Confucianism
Ten Commandments	Asoka
City state	Shihuangdi
Empire	Siddhartha Gautama
Patriarchal	Aryans
Cuneiform	
Dynasty	
Hieroglyphics	
Judaism	
Monotheistic	
Sargon	

Ch. 1

The Shanidar events . . . speak clearly of a deep feeling for the spiritual quality of life. A concern for the fate of the human soul is universal in human societies today, and it was evidently a theme of Neanderthal society too. ---

Richard E. Leakey

1. Which society is Leakey discussing?
2. What do you believe the Shanidar event was?
3. How does the Neanderthal and modern humans share?

Archaeologists have unearthed evidence that prehistoric men were shaving as early as 18,000 B.C. Some cave paintings portray beardless men, and early grave sites contain sharpened shells that were the first razors. Later, people hammered razors out of bronze and eventually out of iron.

1. What tool is described in the quote?
2. List two pieces of evidence that exists proving the use of this tool 18,000 years ago?
3. Show the progression of this tool as outlined in the quote.

As for the land of Sumer and Akkad, I collected the scattered peoples thereof, and I procured food and drink for them. In abundance and plenty I pastured them, and I caused them to dwell in peaceful habitation. ---

Hammurabi

1. What cities did Hammurabi bring peace?
2. How did he bring peace to these people?

First, they draw out the brains through the nostrils with an iron hook. . . . Then with a sharp stone they make an incision in the side, and take out all the bowels. . . . Then, having filled the belly with pure myrrh, cassia, and other perfumes, they sew it up again; and when they have done this they steep it in a mineral salt, leaving it under for 70 days. . . . At the end of 70 days, they wash the corpse, and rap the whole body in bandages of waxen cloth. ---

HERODOTUS

1. What process is described in the quote?
2. How many days did the process take?
3. What was the purpose of the process?

The Ten Commandments were part of a code of laws delivered to Moses. The code included other rules regulating social and religious behavior. In some ways, this code resembled Hammurabi's Code with its attitude of "an eye for an eye and a tooth for a tooth." However, its strict justice was softened by expressions of God's mercy. The code was later interpreted by religious teachers called prophets. These interpretations tended to emphasize greater equality before the law than did other codes of the time. The prophets constantly urged the Hebrews to stay true to their covenant with God.

1. Who brought the Commandments to the Israelites?
2. How strict was Hammurabi's Code?
3. What did prophets stress about the violations against the Commandments?

Farmers are exempted from military service and cultivate their lands undisturbed by fear. They do not go to cities, either on business or to take part in their tumults. It therefore frequently happens that at the same time, and in the same part of the country, men may be seen marshaled for battle and risking their lives against the enemy, while other men are plowing or digging in perfect security under the protection of these soldiers. ---MEGASTHENES

1. What two classes are mentioned in the quote?
2. Which class is superior and why?
3. How does this quote demonstrate Indian civilization?

The Xiongnu had defeated the king of the Yuezhi people and had made his skull into a drinking vessel. As a result the Yuezhi . . . bore a constant grudge against the Xiongnu, though as yet they had been unable to find anyone to join them in an attack on their enemy. . . . When the emperor heard this, he decided to try to send an envoy to establish relations with the Yuezhi. ---Sima Qian

1. What two peoples are mentioned?
2. What happened to king of one of these people?
3. What was the emperor trying to do?
4. Whose side did the emperor favor?
5. What category of policy does this quote demonstrate?

Chapter 2

02-1

Pericles

Iliad

Epic poem

Polis

Acropolis

Democracy

Oligarchy

Direct democracy

Alexander

Homer

Cleisthenes

Aeschylus

Socrates

Plato

Aristotle

02-2 Livy

Pax Romana

Rome

Republic

Patrician

Plebeian

Imperator

Clergy

Laity

Christianity

Hannibal

Julius Caesar

Augustus

Virgil

Jesus

Constantine

Ch. 2

“My dear husband, your warlike spirit will be your death. You've no compassion for your infant child, for me, your sad wife, who before long will be your widow. . . . As for me, it would be better, if I'm to lose you, to be buried in the ground. . . .”

Great Hector . . . replied, “Wife, all this concerns me, too. But I'd be disgraced, dreadfully shamed . . . , if I should slink away from war, like a coward. for I have learned always to be brave, to fight alongside Trojans at the front, striving to win great fame for my father, for myself.”---Homer's Iliad

1. What does Hector's wife want?
2. How does Hector respond to his wife's pleading?
3. What is the driving force for Hector's beliefs?

Our constitution is called a democracy because power is in the hands not of a minority but of the whole people. When it is a question of settling private disputes, everyone is equal before the law; when it is a question of putting one person before another in positions of public responsibility, what counts is not membership in a particular class, but the actual ability which the man possesses. No one, so long as he has it in him to be of service to the state, is kept in political obscurity because of poverty. ---Pericles

1. Who should rule?
2. How were laws to be applied?
3. What type of class system did he believe in?
4. What role do the poor have in government?

Not without reason did the gods and men choose this spot for the site of our city; the hills, the river to bring us produce from the inland regions and sea-borne commerce from abroad, the sea itself, near enough for convenience yet not so near as to bring danger from foreign fleets, our situation in the very heart of Italy—all these advantages make it of all places in the world the best for a city destined to grow great.---LIVY

1. What city is Livy describing?
2. List the advantages of this city?

A. Christianity's emphasis on a spiritual kingdom weakened Roman military virtues.

B. Traditional Roman values declined as non-Italians gained prominence in the empire.

C. Lead poisoning through leaden water pipes and cups caused a mental decline in the population.

D. Plague wiped out one-tenth of the population.

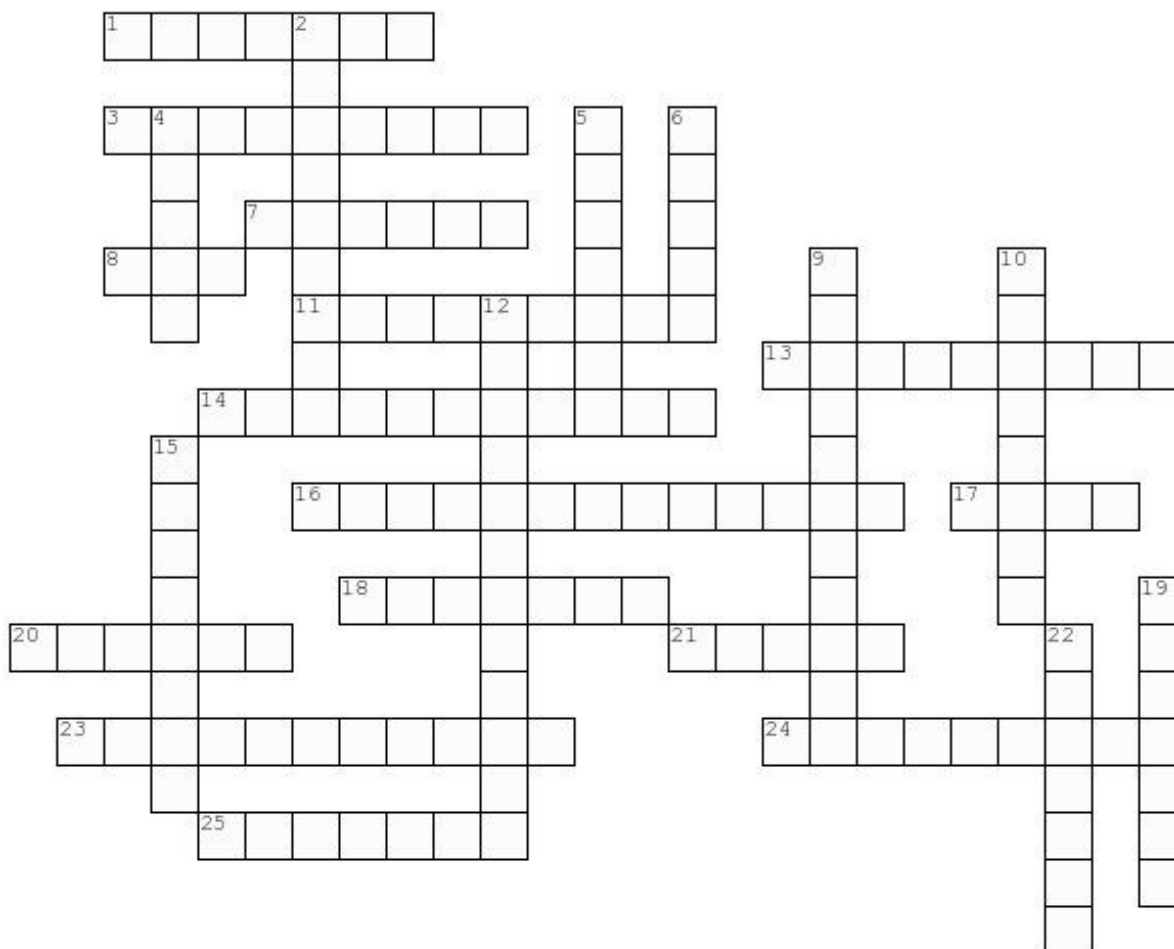
E. Rome failed to advance technologically because of slavery.

F. Rome was unable to put together a workable political system.

1. What does this list describe?
2. Which in this list do you believe has the most merit and why?

Name: _____

WH 1-2

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Across

1. This was one of Homer's epic poems.
3. One type of government in early Greece.
7. This Greece city-state's government was based on democracy.
8. The Chinese _____ Dynasty was important in building the Great Wall.
11. He believed in the importance of duty and humanity with the five constant relationships.
13. This was one type of classical Greek drama.
14. This was an early Civilization in the Middle East.
16. This was an entertainment during Pax Romana.
17. In the Mauryan civilization, the _____ road controlled trade between Europe and Asia.
18. Highest people in the caste system in India.
20. Leader of the Persian Empire that was defeated by the Greeks.
21. The Christians based their beliefs on the life of this man.
23. These were the first known peoples to bury their dead.
24. One type of government in early Greece.
25. This people would be one of a group that sacked and destroyed the Roman Empire.

Down

2. he was a Roman Slave who led an uprising against Roman Empire.
4. This was the Roman language.
5. Religion of the early Israelites.
6. He united the civilizations along the Nile River.
9. The Neolithic Age is significantly different from the Paleolithic Age with the domestication of animals and _____ for the first time.
10. religion of Siddhartha Gautama.
12. Lowest people in the caste system in India.
15. He was the leader of Carthage who attacked Rome during the Punic Wars.
19. Hammurabi's code and the wheel is most closely associated with this early middle eastern culture.
22. Title of the leader of the ancient Egyptians.

Chapter 3	Shogun
03-1	Daimyo
Arabs	Shinto
Arabian peninsula	Archipelago
Makkah	Genghis Khan
Muhammad	Angkor wat
Muslim	Shotoku
Madinah	Taishi
Caliph	
Damascus	3-4
Sultan	Bishop Fulbet
Mosques	Schools
Mongols	Pope
Astrolabe	Monk
	Feudalism
03-2	Vassal
Mansa Musa	Fief
Ezana	Common Law
Ghana	Magna Carta
Mali	Crusades
Songhai	Charlemagne
Sunni	William
Ali	England
Berbers	Hastings
Bantu	
Ife	Kiev
Lineage	Holy Roman Empire
Savanna	Urban II
	Jerusalem
03-3	Justinian
Japan & India	Byzantine Empire
Marco Polo	
Samurai	
Bushido	

Ch. 3

Perhaps...another kind of explanations can be given for the acceptance of Arab rule by the population of the conquered country. To most of them it did not much matter whether they were ruled by Iranians, Greeks or Arabs. Government impinged for the most part on the life of cities and ...city-dweller might not care much who ruled them, provided they were secure, at peace and reasonably taxed. The people of the countryside...lived under their own chiefs and ...with their own customs, and it made little difference to them who ruled the cities. For some, the replacement of Greeks and Iranians by Arabs even offered advantages. ---Albert Hourani, 1991, A History of the Arab Peoples

- 1.What people are listed as being ruled by the Arabs?
- 2.Where did most of the Arab rule apply?
- 3.Who ruled the people in the countryside?

By the time I was ten, I had mastered the Quran and a great deal of literature. There followed training in philosophy...then I took to reading texts by myself...mastering logic, geometry and astronomy. I now occupied myself with mastering the various texts and commentaries on natural science and metaphysics, until all the gates of knowledge were open to me. Next I desired to study medicine, and proceeded to read all the books that have been written on this subject. At the same time I continued by study and dispute on law, being now sixteen years of age. ---Ibn Sina 1000s A.D.

- 1.List eight topics of study of Ibn Sina.
- 2.What did Ibn Sina value?

Its inhabitants are rich merchants who travel constantly about the region with their wares. A great many Blacks come to the city bringing quantities of gold with which to purchase goods imported from the Berber country and from Europe, but they never find enough goods on which to spend all their gold and always take half or two-thirds of it home. ---African Kingdoms

- 1.Which region of Africa does this quote refer?
- 2.What items seem to be trading?
- 3.What is the apparent dilemma that facing these merchants?

Musa was not the first African king to visit Makkah, but no one there or along his route had ever seen anything as dazzling as his traveling party. With him came 60,000 men, 12,000 of them personal servants he had enslaved. All were lavishly dressed. His vast caravan included 80 camels carrying 300 pounds of gold each. Along the route, Musa's generous spending brought prosperity to the towns he passed and made his name famous. ---

Wonders of the African World

- 1.What does Musa's traveling party seem to indicate?
- 2.Other than visiting the holy sight of Islam, what might be an alternative motive for Musa's actions.

So many pleasures may be found that one fancies himself to be in Paradise. ---Marco Polo

- 1.List three pleasures which Marco Polo might have experienced.
- 2.How did Marco Polo compare his own Italian background with that of China?

We must prepare our hearts and bodies for combat under holy obedience to the divine commandments. . . . We are therefore going to establish a school in which one may learn the service of the Lord.

- 1.How were the people to prepare their hearts and bodies?
- 2.Who were the people seeking to combat?
- 3.What was established to meet this goal?

He who swears loyalty to his lord ought always to have these six things in memory: what is harmless, safe, honorable, useful, easy, practicable. Harmless, that is to say, that he should not injure his lord in his body; safe, that he should not injure him by betraying his secrets; honorable, that he should not injure him in his justice; useful, that he should not injure him in his possessions; easy and practicable, that that good which his lord is able to do easily he make not difficult, nor that which is practicable he make not impossible to him.---Bishop Fulbet of Chartres, 1020

- 1.List the six things must a person show loyalty with.
- 2.What legal system is demonstrated by this quote?

Chapter 4

04-1

Bernard

Boccaccio

Manor

Serfs

Money

Capitalism

Venice

Burgs

Guids

Papal States

Gregory

Henry

Cistercians

Hildegard

Francis

Heresy

Inquistition

Sacraments

Rome

Oxford

Theology

04-2

Aztec

Matrilineal

Mesoamerica

Gulf of Mexico

Yucatan

Maya

Tikal

Toltec

Chichen Itza

Aztec

Cortes

Montezuma

Inca

Pachacuti

Andes

Pizarro

Smallpox

Cuzco

Ch. 4

This scourge had implanted so great a terror in the hearts of men and women that brothers abandoned brothers, uncles their nephews, sisters their brothers, and in many cases wives deserted their husbands. But even worse, . . . fathers and mothers refused to nurse and assist their own children. ---GIOVANNI BOC-CACCIO

1.What brought such terror to the people?

2.How did families react to this terror?

Iroquois society was matrilineal. This means that all Iroquois traced their descent through their female ancestors. Clans of the mother controlled property, held ceremonies, and determined official titles. The ability to grant titles to men was handed down from mother to daughter. The most important title given to men was that of "sachem," the peace, or civil, chief. A council of sachems met once a year to decide on war and peace and other important matters. Since sachems could not go to war, they appointed warriors to lead a war party. Thus, in a way women had a say in warfare in the Iroquois tribes.

1.How were females important in Iroquois society?

2.Compare female roles in modern society to females in Iroquois society.

The Aztecs based their power on military conquest and the tribute they gained from their conquered subjects. The Aztecs generally exercised loose control over the empire, often letting local rulers govern their own regions. The Aztecs did demand tribute, however, in the form of gold, maize, cacao beans, cotton, jade, and other products. If local rulers failed to pay tribute, or offered any other kind of resistance, the Aztecs responded brutally. They destroyed the rebellious villages and captured or slaughtered the inhabitants.

1.How did the Aztecs gain control of territory?

2.How did the Aztecs remain in control of territory?

3.How did Aztecs respond to rebellion?

4.What type of modern government can you identify as similar to Aztec rule?

Chapter 5

05-1

Da Vinci

Machiavelli

Urban

Secular

Milan

Venice

Florence

Mercenaries

Dowry

05-2

Pizan

Art

Humanism

Petrarch

Dante

Canterbury tales

Fresco

Michelangelo

Flanders

Van Eyck

Durer

Vernacular

05-3

Luther

Tetzel

Humanism

Erasmus

Salvation

Indulgence

Worms

Charles V

Augsburg

05-4

Simons

Calvin

Zwingli

Zurich

Predestination

Calvin

Henry VIII

Annul

Queen Mary

Celibacy

Anabaptists

Pacifism

Trent

Jesuits

Ignatius

Purgatory

indulgence

Ch. 5

Leonardo da Vinci was a painter, sculptor, inventor, and scientist. A true "Renaissance man," he was interested in how things worked. He studied how a muscle moves and how veins are arranged in a leaf. He filled his notebooks with observations and sketches. Then he incorporated his findings in his art.

1. List four occupations of Da Vinci.
2. Which occupation is best identified in this quote?

One can make this generalization about men: they are ungrateful, fickle, liars, and deceivers, they shun danger and are greedy for profit. ---Niccolo Machiavelli

1. What are the qualities which Machiavelli identifies for his "Man"?
2. What word would Machiavelli identify his "man" with in modern society?

Should I also tell you whether a woman's nature is clever and quick enough to learn speculative sciences as well as to discover them, and likewise the manual arts. I assure you that women are equally well-suited and skilled to carry them out and to put them to sophisticated use once they have learned them. ---Christine de Pizan

1. Which group of people is discussed in the quote?
2. What aspect of life is advocated?

As soon as the gold in the casket rings; the rescued soul to heaven springs. ---Johann Tetzel, 1500s

1. What is the casket referring to?
2. According to Tetzel, how is your soul rescued?
3. What did the Catholic Church collect to meet Tetzels' desires?

Since then Your Majesty and your lordships desire a simple reply, I will answer without horns and without teeth. Unless I am convicted by Scripture and plain reason, I do not accept the authority of popes and councils, for they have contradicted each other, my conscience is captive to the Word of God. I cannot and I will not recant anything, for to go against conscience is neither right nor safe. Here I stand, I cannot do otherwise. God help me. Amen. ---Martin Luther

1. What does Luther mean with his words "without horns and teeth?"
2. What guides the beliefs of Luther?

3. What does Luther hope for?

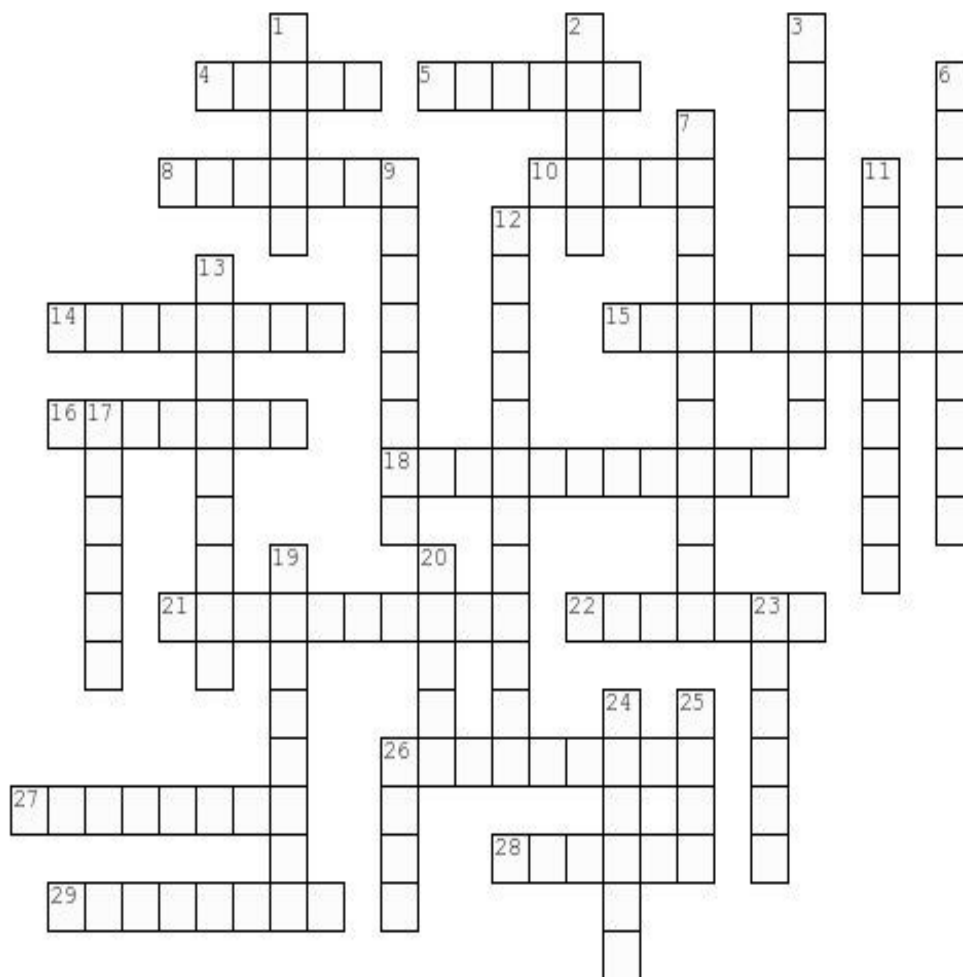
Once more, Christ is our fortress; patience our weapon of defense; the Word of God our sword; and our victory a courageous, firm, unfeigned faith in Jesus Christ. An iron, and metal spears, and swords we leave to those who, alas, regard human blood and swine's blood about alike. He that is wise let him judge what I mean. ---Anabaptist Menno Simons, 1539

1. How does Menno Simon declare people should defend themselves?
2. What is the best word that describes the Anabaptist beliefs about fighting?

Humans cannot earn salvation...God chooses a very few people to save...identified as the "elect." God has known since the beginning of time who will be saved. ---John Calvin

1. Who does God save according to Calvin?
2. How does God choose to save people?
3. What term is best applied to Calvin's beliefs about salvation?

WH 3-5



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Across

4. West African civilization.
5. Title for a military leader in ancient Japan.
8. One of the modern countries of Southeast Asia.
10. Name of the Islamic god.
14. This was the series of wars to liberate Jerusalem from the Muslims.
15. One of the Five Pillars of Islam.
16. West African civilization.
18. A large group of islands such as the Philippines is called this.
21. These were important parts of the Catholic Church during Europe's Middle Ages.
22. This was one bad result of the Crusades.
26. European who traded with the Chinese along the Silk Road.
27. Southern African desert.
28. This caused the deaths of nearly 50% of Europe's population during the Middle Ages.
29. English battle between King Harold and William of Normandy in 1066.

Down

1. East African Civilization.
2. This was a sort of labor organization that began in cities during European Middle Ages.
3. System that includes Lords, Vassals, and Fiefs.
6. Central Region of the Islamic faith.
7. Leader of the Franks in Europe.
9. Name of the Islamic prophet.
11. Eastern European civilization.
12. An African belief that there are many gods.
13. This was an example of a huge Medieval church.
17. This was one of the early Universities in Europe.
19. The Chinese used this technology to distribute poetry.
20. Location of the majority of the Mogul Empire.
23. Title of the leader of the Seljuk Turks.
24. Genghis Khan was one of the leaders of this Chinese Dynasty.
25. Leader of the Catholic Church is called this.
26. West African civilization.

Chapter 19

19-1

Albuquerque

Diaz

nations

motivations

outposts

henry

da gama

Tordesillas

East India Company

19-2

Women

Qian Long

Kowtow

Ming

Hongwu

Yolglo

Zheng He

Manchu

Qing

Kangxi

19-3

Edo

Zen

Daimyo

Nobunaga

Hideyoshi

Tokugawa

Haiku

Kabuki

Missionaries

Isolationism

Ch. 19

To serve God and His Majesty, to give light to those who were in darkness, and to grow rich as all men desire to do. -Bartolomeo Dias

1. Who is speaking?
2. What does living in darkness mean?
3. Who desires to grow rich?

If we deprive them [Muslims] of this their ancient market there, there does not remain for them a single port in the whole of these parts, where they can carry on their trade in these things. . . I hold it as very certain that if we take this trade of Malacca away out of their hands, Cairo and Mecca are entirely ruined, and to Venice will no spiceries . . . [be] . . . conveyed except that which her merchants go and buy in Portugal. —AFONSO DE AL-BUQUERQUE

1. Who is speaking?
2. Who is being talking about?
3. Where is the speaker from?
4. What is the topic?

There is nothing we lack, as your principal envoy and others have themselves observed. We have never set much store on strange or ingenious objects, nor do we need any more of your country's manufactures. ---Qian-Long

1. What time span does the chart identify?
2. What occurs to population over the time span?
3. What would cause the effect in question #2?
4. Who is quoted?
5. What does he want?
6. What policy is China following?

Zen Buddhism: The form of Buddhism that had the greatest impact on Japanese culture was Zen Buddhism. It especially influenced the samurai. Zen Buddhists sought spiritual enlightenment through medication. Strict discipline of mind and body was Zen path to wisdom. Zen monks would sit in medication for hours. If they showed signs of losing concentration, a Zen master might shout at them or hit them with a stick.

1. List two goals of Zen Buddhism.
2. List two methods to obtain the goals of Zen Buddhism.
3. Who was most affected by this style of Buddhism?

4. Why might Zen Buddhism benefit the Japanese military mind?

In their hands they carried something two or three feet long, straight on the outside with a passage inside and made of a heavy substance...The thing with one blow can smash a mountain of silver and a wall of iron. If one sought to do mischief in another man's domain and he was touched by it, he would lose his life instantly. ----anonymous Japanese writer

1. What object is this quote describing?
2. What does the quote mean by a passage inside?
3. Who would use this object and why?

Chapter 20

20-1

Coronado

Native populations

Columbus

Colony

Cortes

Conquistador

Pizarro

Atahualpa

Mestizo

Encomienda

20-2

Marquette & Joliet

English colonies

New France

Jamestown

Pilgrims

Puritans

New Netherlands

French & Indian War

Metacom

Powhatan

20-3

Trade

Slavery

Equiano

Atlantic

slave trade

Triangular trade

Middle passage

20-4

Sahagun

Columbian exchange

Capitalism

Joint stock

Mercantilism

Balance of trade

Ch. 20

I presented them with some red caps, and strings of glass beads to wear upon the neck, and many other trifles of small value, wherewith they were much delighted, and became wonderfully attached to us. Afterwards they came swimming to the boats where we were, bringing parrots, balls of cotton thread, javelins, and many other things which they exchanged for articles we gave them...in fact they accepted anything and gave what they had with the utmost good will. ---Christopher Columbus

1. Who is Columbus talking about?
2. What does he discover about the people?

The labor of one African is more valuable than that of four Indians.

1. Who is being talked about in the quote?
2. What is the purpose of the quote?
3. What happened to the native population of Central Mexico according to the graphic and why?

The same could not be said of the English. Early relations between English settlers and Native Americans were cooperative. However, they quickly worsened over the issues of land and religion. Unlike the French and Dutch, the English sought to populate their colonies in North America. This meant pushing the native off their land. The English colonists seized more land for their population and to grow tobacco.

1. What crop was extremely important to English settlers?
2. What did English settlers want from the Native Americans?

Slavery probably began with the development of farming about 10,000 years ago. Farmers used prisoners of war to work for them. Slavery has existed in societies around the world. People were enslaved in civilizations from Egypt to China to India. Race was not always a factor in slavery. Often, slaves were captured prisoners of war, or people of a different nationality or religion.

1. How long has slavery existed?
2. How did people become slaves?

I was soon put down under the decks, and there I received such a salutation (greeting) in my nostrils as I never experienced in my life; so that, with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat...but soon, to my grief, two of the white men offered me eatables; and on my refusing to eat, one of them held me fast by the

hands, and laid me across...the windlass, while the other flogged me severely. ---Olaudah Equiano

1. Who is quoted?
2. What did he experience?
3. List three experiences found in the quote?

The was a great havoc. Very many died of it. They could not walk...They could not move; they could not stir; they could not change position, nor lie on one side; nor face down, nor on their backs. And if they stirred, much did they cry out. Great was its destruction. ---Bernardino de Sahagun

1. What part of the Columbian Exchange is described in the quote?

Although a Kingdom may be enriched by gifts received, or by purchases taken from some other Nations...these are things uncertain and of small consideration when they happen. The ordinary means therefore to increase our wealth and treasure is by Foreign Trade, wherein we must ever observe this rule; to sell more to strangers yearly than we consume of theirs in value.

1. What is the objective of the person in the quote?
2. How does the quote illustrate trade in this relationship?

Chapter 21

21-1

Tulips

Divine right

Spanish

Netherlands

Absolute monarch

Phillip II

El Greco

Cervantes

Rembrandt

East India Company

Louis XIV

21-2

Versailles

Henry of Navarre

Edict of Nantes

Richelieu

Skepticism

Louis XIV

Intendants

Colbert

Spanish Succession

Gibraltar

21-3

Thirty years war

Westphalia

Frederick

Maria Theresa

Seven years war

Hapsburgs

Hohenzollern

Junkers

21-4

Grand embassy

Peter

Window of Europe

St. Petersburg

Ivan

Boyar

Westernization

Anastasia

Orthodox

Mongols

21-5

Bill of rights

English Civil War

Cromwell

Charles I

Charles II

Restoration

Habeas Corpus

Glorious revolution

Constitutional

monarchy

Cabinet

Puritans

Ch. 21

The first characteristic of the sovereign prince is the power to make general and special laws, but-and this qualification is important-without the consent of superiors, equals, or inferiors. If the prince requires the consent of superiors, then he is a subject himself; if that of equals, he shares his authority with others; if that of his subjects, senate or people, he is not sovereign.

1. What is sovereign?
2. Where does an monarch get his power?
3. What does the author think about democracy?

Tulips came to Europe from Turkey around 1550. People went wild over the flowers and began to buy rare varieties. However, the supply of tulips could not meet the demand, and prices began to rise. Soon people were spending all their savings on bulbs and taking out loans so that they could buy more.

1. What product does the quote speak about?
2. What economic law does the quote reflect?
3. What results do you expect in the future?

After Colbert's death, Louis announced a policy that slowed France's economic progress. In 1685, he canceled the Edict of Nantes, which protected the religious freedom of Huguenots. In response, thousands of Huguenot artisans and business people fled the country. Louis's policy thus robbed France of many skilled workers.

1. What did the Edict of Nantes protect?
2. What was the results of Louis XIV's cancellation of the Edict of Nantes?
3. When was French debt at its lowest?
4. When was French debt at its height?
5. What caused such high debt?

Peace of Westphalia introduced a new method of peace negotiation whereby all participants meet to settle the problems of a war and decide the terms of peace.

1. How were conflicts to be settled in the future
2. What modern political organization is supposed to carry out a similar function?

A prince . . . is only the first servant of the state, who is obliged to act with probity [honesty] and prudence. . . . As the sovereign is properly the head of a family of citizens, the father of his peo-

ple, he ought on all occasions to be the last refuge of the unfortunate. -Frederick the Great

1. What does Frederick say is the duty of a prince?
2. How are princes to act?
3. What is a single word for the prince's action in the quote?

Peter was 24 years old when he became the sole ruler of Russia. In 1697, just one year later, he embarked on the "Grand Embassy," a long visit to western Europe. One of Peter's goals was to learn about European customs and manufacturing techniques. Never before had a czar traveled among Western "heretics."

For you know yourself that, though a thing be good and necessary, our people will not do it unless forced to. ---Peter the Great

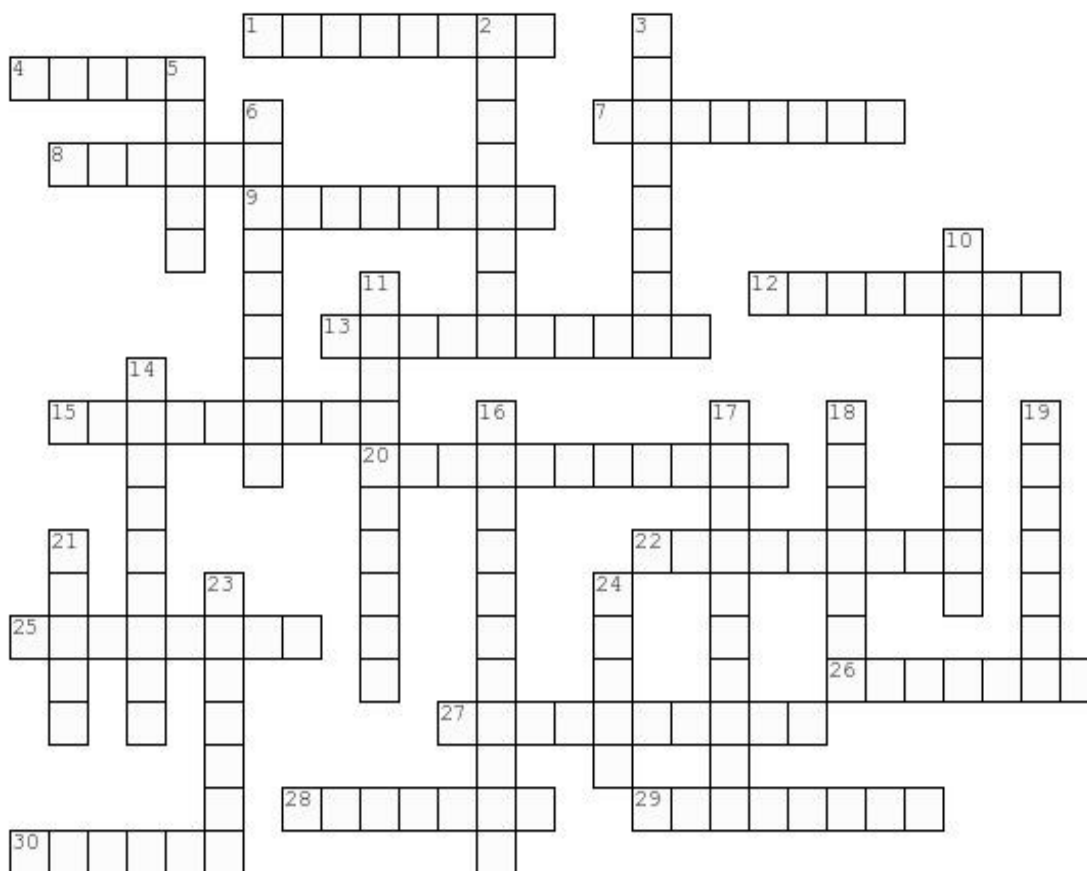
1. How did Peter hope to modernize Russia?
2. What type of government did Peter believe was required and why?

Bill of Rights: To make clear the limits of royal power, Parliament drafted a Bill of Rights in 1689. This document listed many things that a ruler could not do:

1. No suspending of Parliament's laws
2. No levying of taxes without a specific grant from Parliament
3. No interfering with freedom of speech in Parliament.
4. No penalty for a citizen who petitions the king about grievances.

1. What was the Bill of Rights?
2. What freedoms were given citizens?
3. What freedoms were given to Parliament?

WH 19-21



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Across

1. Mercantilism included Mother Countries and _____ to increase world trade.
4. These Europeans settled much of the East Indies north of present day Australia.
7. He explored for Spain westward across the Atlantic.
8. Absolute monarchies believe that _____ right gives them the power to rule.
9. Leader of the first European circumnavigation voyage of the world.
12. First Japanese open city for western influence.
13. This treaty, established by the Pope, divided the New World between Spanish and Portuguese areas.
15. The _____ City in Ming China was the center of government.
20. This war devastated Europe and was primarily a religious war between Catholics and Protestants.
22. Leader of the Incan Empire when first conquered by the Spanish in 1533.
25. Leading Russian family in the 1700s.
26. This was a Japanese warrior during the 1500s.
27. This palace in France would cost so much that it nearly bankrupts the French monarchs.
28. These were the rich families that ruled much of Prussia which later became known as Germany.
29. Spanish Conquistador who searched the American Southwest for seven cities of gold.
30. These were early types of labor unions.

Down

2. The Columbian _____ included a variety of foods, diseases, and beliefs between Africa, American, and Europe.
3. Puritan leader during the English Civil War.
5. This was a style of Japanese poetry.
6. He emphasized a type of art encompassing the ideas of the merchant class.
10. The Dutch purchased this island from the Native Americans in New York.
11. These companies formed to establish colonies around the world to increase global trade.
14. The Manchu dynasty built the _____ in China.
16. He was the primary sponsor for Portuguese exploration.
17. Manufactured goods, sugar, and rum were the items involved in this trade.
18. Islands first landed on by Columbus in 1492.
19. This Caribbean island became the center of the Pirate culture in the 1500s.
21. This slave rebellion was unsuccessful in South Carolina.
23. This exploring device allowed for directional navigation.
24. Carribean crop that required much slave labor in the 1500s.

Chapter 22

22-1

Galileo

Geocentric

Heliocentric

Scientific revolution

Scientific method

Newton

Kepler

Fahrenheit

22-2

Men & women

Separation of powers

Tolerance

Enlightenment

Montesquieu

Social contract

Locke

Philosophe

Voltaire

Rousseau

Wollstonecraft

22-3

Louis XIV

Frederick the Great

Salons

Baroque

Neoclassical

Enlightened despot

Catherine the Great

22-4 Causes of revolution

Jefferson

Declaration of Independence

Checks and balances

Federalism

Bill of Rights

Article of Confederation

Ch. 22

With sincere heart and unpretended faith I abjure, curse, and detest the aforesaid errors and heresies of Copernicus and also every other error...contrary to the Holy Church, and I swear that in the future I will never again say or assert...anything that might cause a similar suspicion toward me. ---Galileo Galilei

1. What is heresies?
2. In modern English and in less than 10 words, what is Galileo saying?

It is true that in democracies the people seem to act as they please; but political liberty does not consist in an unlimited freedom...We must have continually present to our minds the difference between independence and liberty. Liberty is a right of doing whatever the laws permit, and if a citizen could do what the laws forbid he would be no longer possessed of liberty, because all his fellow citizens would have the same power. ---Baron De Montesquieu

1. Define democracy, liberty, and independence.
2. In the quote, what is Montesquieu's warning?
3. How does the United States limit the powers of the government?

Cybercafés: These days, when people around the world gather to explore new ideas and discuss current events, many do so at Internet cafés. These are coffee shops or restaurants that also provide access to computers for a small fee. While Internet cafés originated in the United States, they are thought to be on the decline in America as more people become able to afford their own computers. Overseas, however, Internet cafés continue to boom. Observers estimate that some 200,000 operate in China. Most of them are illegal. China's Communist government has little desire to give so many of its citizens access to the kind of uncensored information that the Internet provides. As was the case with the Enlightenment, however, the spread of new ideas is often too powerful to stop.

1. What is the purpose of cybercafés?
2. Where are cybercafés illegal?
3. Why are cybercafés illegal there?
4. In 1700s France, what were the equivalents of cybercafés?
5. What would be the new art of today?

Old Ideas

The state and its citizens exist to serve the monarch. As Louis XIV

reportedly said, "I am the state."

New Idea

The monarch exists to serve the state and support citizens' welfare. As Frederick the Great said, a ruler is only "the first servant of the state."

1. Where do monarchs get their power to rule?
2. What is the essential difference in Louis XIV and Frederick beliefs?

Thomas Jefferson 1743–1826: The author of the Declaration of Independence, Thomas Jefferson of Virginia, was a true figure of the Enlightenment. As a writer and statesman, he supported free speech, religious freedom, and other civil liberties. At the same time, he was also a slave owner. Jefferson was a man of many talents. He was an inventor as well as one of the great architects of early America. He designed the Virginia state capitol building in Richmond and many buildings for the University of Virginia. Of all his achievements, Jefferson wanted to be most remembered for three: author of the Declaration of Independence, author of the Statute of Virginia for Religious Freedom, and founder of the University of Virginia.

1. Who wrote the declaration of independence?
2. List two talents of Jefferson?
3. What three things did Jefferson desire to be remembered for?
4. From the quote, list three freedoms that Jefferson believed?
5. How does Jefferson's beliefs contradict his behavior?

Chapter 23

23-1

Estates

Old regime

Louis XVI

Marie Antoinette

Estates-General

National Assembly

Tennis

Great Fear

23-2

Jacobins

1790s France

Terror

Rev. Reforms

Legislative Assembly

Émigré

Sans-culotte

Guillotine

Robespierre

23-3

Austerlitz

Napoleon

Pope

Coup d'état

Plebiscite

Lycee

Concordat

Code

Trafalgar

23-4

Mistakes

Napoleon & Europe

Hundred Days

Blockade

Continental system

Guerrilla

Peninsular war

Scorched-earth

Waterloo

23-5

Congress of Vienna

Concert of Europe

Great powers

Metternich

Latin America

Balance of power

Legitimacy

Holy Alliance

Liberty, Equality, Fraternity

Ch. 23

The Third Estate is the People and the People is the foundation of the State; it is in fact the State itself; the...People is everything. Everything should be subordinated to it...It is in the People that all national power resides and for the People that all states exist.

---Comte D'Antraigues

1. Who is the Third Estate?
2. Define Subordinate.
3. What type of government does D'Antraigues seem to be calling for?

The first maxim of our politics ought to be to lead the people by means of reason and the enemies of the people by terror. If the basis of popular government in time of peace is virtue, the basis of popular government in time of revolution is both virtue and terror:

1. What two groups are identified in the quote?
2. What two time periods are identified in the quote?
3. How are the two groups to be treated?
4. Who do you suspect made this quote?

Soldiers! I am pleased with you. On the day of Austerlitz, you justified everything that I was expecting of [you]. . . . In less than four hours, an army of 100,000 men, commanded by the emperors of Russia and Austria, was cut up and dispersed. . . . 120 pieces of artillery, 20 generals, and more than 30,000 men taken prisoner—such are the results of this day which will forever be famous. . . . And it will be enough for you to say, “I was at Austerlitz,” to hear the reply: “There is a brave man!” ---NAPOLEON

1. What battle is Napoleon speaking about?
2. What does Napoleon say his soldiers should be proud of?

Napoleon worried about what would happen to his vast empire after his death. He feared it would fall apart unless he had an heir whose right to succeed him was undisputed. His wife, Josephine, had failed to bear him a child. He, therefore, divorced her and formed an alliance with the Austrian royal family by marrying Marie Louise, the grandniece of Marie Antoinette. In 1811, Marie Louise gave birth to a son, Napoleon II, whom Napoleon named king of Rome.

1. What was Napoleon's fear?
2. What did he do to make his fear disappear?
3. Did he successfully make his fear disappear?

The Hundred Days Louis XVI's brother assumed the throne as Louis XVIII. (The executed king's son, Louis XVII, had died in prison in 1795.) However, the new king quickly became unpopular among his subjects, especially the peasants. They suspected him of wanting to undo the Revolution's land reforms.

The news of Louis's troubles was all the incentive Napoleon needed to try to regain power. He escaped from Elba and, on March 1, 1815, landed in France. Joyous crowds welcomed him on the march to Paris. And thousands of volunteers swelled the ranks of his army. Within days, Napoleon was again emperor of France

1. What problem did Louis XVIII create?
2. What did Napoleon do when he left Elba?
3. How was Napoleon received by the common people of France by March 1815?

Congress of Vienna and the United Nations: The Congress of Vienna and the Concert of Europe tried to keep the world safe from war. The modern equivalent of these agreements is the United Nations (UN), an international organization established in 1945 and continuing today, whose purpose is to promote world peace. Like the Congress of Vienna, the United Nations was formed by major powers after a war—World War II. These powers agreed to cooperate to reduce tensions and bring greater harmony to international relations. Throughout its history, the United Nations has used diplomacy as its chief method of keeping the peace.

1. What modern organization is identified in the quote?
2. What two organizations are identified in the quote from the 1800s?
3. What was/is the purpose of all these organizations?
4. How successful have each of these organizations been?

“The first and greatest concern for the immense majority of every nation is the stability of laws; not their change.” K. Metternich

1. What does Metternich hope for?
2. Which political movement does Metternich encourage?
3. What is Metternich determine to stop?

Chapter 24

24-1

Governing Spanish colonies

Haiti

Peninsulares

Creole

Mulatto

Bolivar

Martin

Hidalgo

Morelos

Mestizo

24-2

Conservative

Liberal

Radical

Nationalism

Nation-state

Balkans

Louis-Napoleon

Alexander

Serfs

24-3

Bismarck

German Reich

Fall of Russian Empire

Russification

Cavour

Garibaldi

Junkers

Realpolitik

Kaiser

24-4

Romanticism

Mary Shelly

Realism

Impressionism

Gothic

Photography

Daguerreotype

Ch. 24

Revolution in Haiti The French colony called Saint Domingue was the first Latin American territory to free itself from European rule. The colony, now known as Haiti, occupied the western third of the island of Hispaniola in the Caribbean Sea. Nearly 500,000 enslaved Africans worked on French plantations, and they outnumbered their masters dramatically. White masters used brutal methods to terrorize them and keep them powerless.

1. What was the original name of the French settlement in Haiti?
2. What island contains the colony of Haiti?
3. What type of labor were used on French plantations?
4. Why were so many French masters so harsh?

France Accepts a Strong Ruler In December 1848, Louis-Napoleon, the nephew of Napoleon Bonaparte, won the presidential election. Four years later, Louis-Napoleon Bonaparte took the title of Emperor Napoleon III. A majority of French voters accepted this action without complaint. The French were weary of instability. They welcomed a strong ruler who would bring peace to France.

As France's emperor, Louis-Napoleon built railroads, encouraged industrialization, and promoted an ambitious program of public works. Gradually, because of Louis-Napoleon's policies, unemployment decreased in France, and the country experienced real prosperity.

Reform and Reaction The first and boldest of Alexander's reforms was a decree freeing the serfs in 1861. The abolition of serfdom, however, went only halfway. Peasant communities—rather than individual peasants—received about half the farmland in the country. Nobles kept the other half. The government paid the nobles for their land. Each peasant community, on the other hand, had 49 years to pay the government for the land it had received. So, while the serfs were legally free, the debt still tied them to the land.

1. What title did Louis-Napoleon use?
2. List accomplishments of Louis-Napoleon.
3. What commitment did Alexander have to freedom?
4. How did Alexander promote serf's independence?
5. How effective was Alexander's actions?

The Russian Empire Crumbles Nationalism also helped break up the 370-year old empire of the czars in Russia. In addition to the Russians themselves, the czar ruled over 22 million Ukrainians, 8 million Poles, and smaller numbers of Lithuanians, Latvians, Estonians, Finns, Jews, Romanians, Georgians, Armenians, Turks,

and others. Each group had its own culture.

1. List the minority ethnic groups in the Russian Empire.
2. Which ethnic group dominated?

Otto von Bismarck 1815–1898: To some Germans, Bismarck was the greatest and noblest of Germany's statesmen. They say he almost singlehandedly unified the nation and raised it to greatness. To others, he was nothing but a devious politician who abused his powers and led Germany into dictatorship. His speeches, letters, and memoirs show him to be both crafty and deeply religious. At one moment, he could declare, "It is the destiny of the weak to be devoured by the strong." At another moment he might claim, "We Germans shall never wage aggressive war, ambitious war, a war of conquest."

1. What country was Bismarck loyal to?
2. What type of government did Bismarck favor?
3. How is Bismarck contradictory?
4. What was Bismarck's true goal in Germany?

- emphasized inner feelings, emotions, and imagination
- focused on the mysterious, the supernatural, and the exotic, grotesque, or horrifying
- loved the beauties of untamed nature
- idealized the past as a simpler and nobler time
- glorified heroes and heroic actions
- cherished folk traditions, music, and stories
- valued the common people and the individual
- promoted radical change and democracy

1. What feelings are listed in this chart?
2. Who was deemed good by these artists?
3. What is the title for this list?

Chapter 25

25-1

Population and industrial Rev.

Inventions

Transportation

Bains

Enclosure

Rotation

Factories

Factors of production

Entrepreneurs

Textiles

25-2

Miller

Gaskell & Barton

Positive effect

Manchester

Urbanization

Middle class

Working class

Luddites

Children

25-3

Lowell

Larcom

Corporations

Slater & Cockerill

Germany

Industrialization

Secrets

Great Britain

25-4

Tacqueville

Marx

Smith

Utopia

Laissez-faire

Capitalism

Utilitarianism

Socialism

Communism

Unions

Strikes

Ch. 25

A great number of streams . . . furnish water-power adequate to turn many hundred mills: they afford the element of water, indispensable for scouring, bleaching, printing, dyeing, and other processes of manufacture: and when collected in their larger channels, or employed to feed canals, they supply a superior inland navigation, so important for the transit of raw materials and merchandise. —EDWARD BAINS, The History of Cotton Manufacture in Great Britain (1835)

1. What natural resource is described in the quote?
2. List six activities that can use the natural resource.

Steam boilers discharge into it their seething contents, and drains and sewers their fetid impurities; till at length it rolls on here between tall dingy walls, there under precipices of red sandstone considerably less a river than a flood of liquid manure. ---Hugh Miller

1. Where would this scene be found?
2. Where was the flood of liquid manure dumped?
3. What danger is this quote describing?

You went down one step even from the foul area into the cellar in which a family of human beings lived. It was very dark inside. The window-panes many of them were broken and stuffed with rags . . . the smell was so fetid [foul] as almost to knock the two men down. . . . they began to penetrate the thick darkness of the place, and to see three or four little children rolling on the damp, nay wet brick floor, through which the stagnant, filthy moisture of the street oozed up. ---ELIZABETH GASKELL, Mary Barton

1. Where is this scene?
2. What is happening to the children?
3. What class or people are depicted?
4. Write a short song or poem that describes the image portrayed in the quote.

Country girls were naturally independent, and the feeling that at this new work the few hours they had of everyday leisure were entirely their own was a satisfaction to them. They preferred it to going out as “hired help.” It was like a

young man’s pleasure in entering upon business for himself. Girls had never tried that experiment before, and they liked it. ---Lucy Larcom

1. What skill did country girls have?
2. How did the girls’ time change as they left the farms and began working in the mills?
3. What was “hired help?”

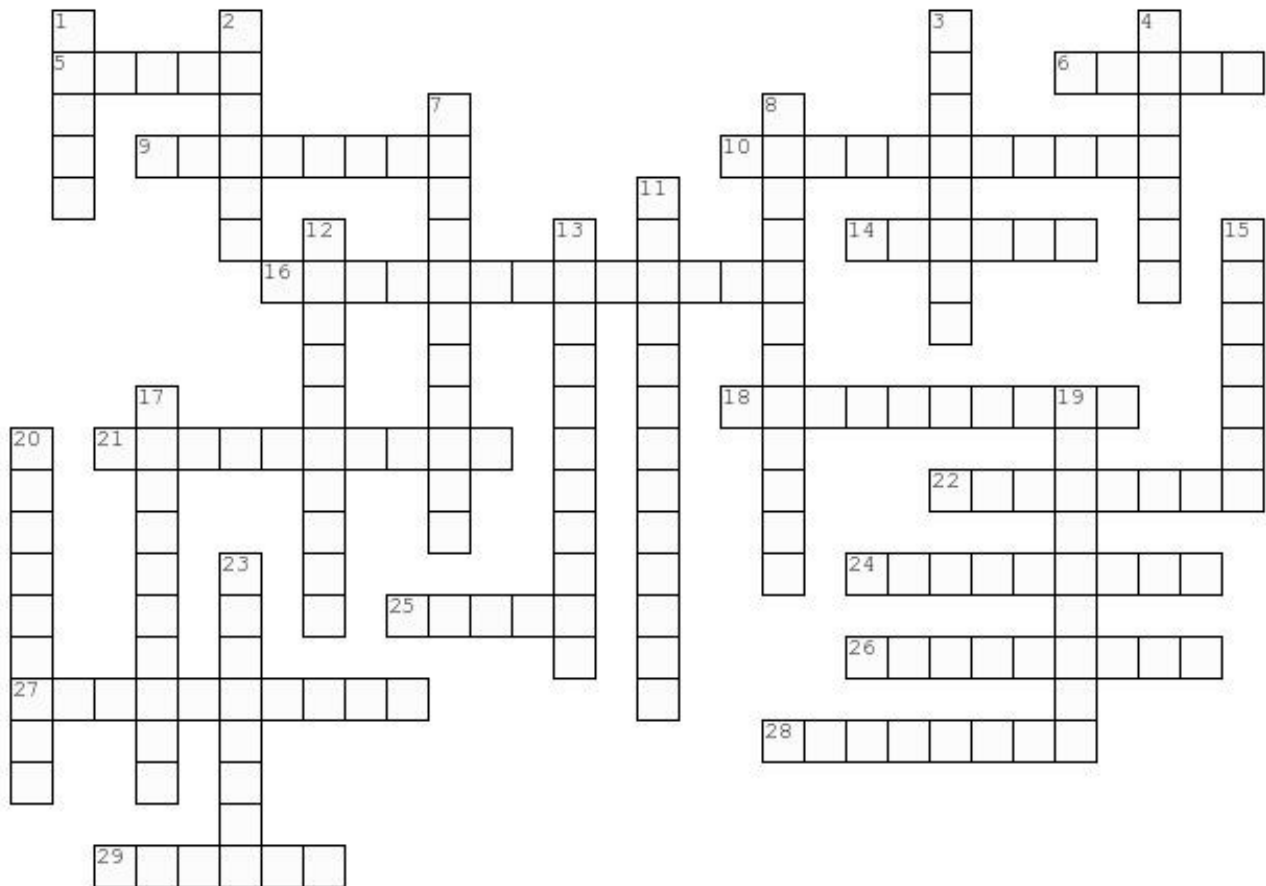
Consider what is happening among the working classes. . . . Do you not see spreading among them, little by little, opinions and ideas that aim not to overturn such and such a ministry, or such laws, or such a government, but society itself, to shake it to the foundations upon which it now rests? ALEXIS DE TOCQUEVILLE, 1848 speech

1. Which class is Tocqueville warning?
2. Which will the working class end up doing if their concerns are not addressed?
3. Which political philosophy does Tocqueville hold?

I gradually became convinced that it would be a good thing to rent a house in a part of the city where many primitive and actual needs are found, in which young women who had been given over too exclusively to study, might...learn of life from life itself.

1. What does this author want to do?
2. What results does the author expect from her experiment?
3. Who is most likely the author?

WH 22-25



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Across

5. How many estates in the old French society?
6. The revolution in _____ establishes the first Black Republic.
9. This was Napoleon's final battle to regain French Empire in Europe.
10. This is the belief to unite common groups into nations.
14. These places in Paris, France was used to spread the ideas of the Enlightenment.
16. The Articles of _____ was the first weak plan of government for the Americans in 1777s and 1780s.
18. He wanted to isolate France, restore monarchies, and stabilize Europe from revolutionary reforms.
21. Means that the Earth was the center of the universe.
22. These were mixed race Native Americans and Spanish in colonial America.
24. This tool used in the scientific method measured air pressure.
25. Britain, Germany, France, Austria, and Russia were called the _____ Powers in the mid 1800s.
26. To raise money for his Imperial army, Napoleon will sell this place to the United States.
27. This was used to execute people during the reign of terror of the French Revolution.
28. In July 1789, French peasants rose in rebellion and attacked and captured this fort in Paris.
29. Napoleon III would reform _____ and bring prosperity and industrialization as a Liberal reformer.

Down

1. Garibaldi and his Red Shirts will lead an unification of this country in the mid 1800s.
2. He was one of the people who embraced the new thinking of the scientific method.
3. He is seen as one of the most enlightened American revolutionaries of the late 1700s.
4. He would unite the German people into an empire in the mid-1800s.
7. He believed in the separation of governmental power.
8. This region declares independence from Spanish colonialism in the early 1820s.
11. This was a basic belief of John Locke.
12. He believed that the Sun was the center of the Universe.
13. Liberty, Equality, and _____ were the demands of the National Assembly during the French Revolutionary reforms.
15. He was a realistic British writer of the mid-1800s.
17. This palace caused the French economy to suffer and eventually, along with corruption, led to revolution.
19. She was an enlightened despot in Russia.
20. This naval battle was a splendid British victory in 1805.
23. He will lead France into becoming a European Empire following the French Revolution.

Chapter 26

26-1

Pankhurst

British government

Suffrage

Dreyfus affair

Chartist

Victoria

3rd Republic

Anti-semitism

Zionism

Herzl

26-2

British empire

Durham report

Australia

Ireland

Dominion

Maori

Aborigine

Penal colony

Home rule

Irish Republican Army

26-3

Coodey

Manifest Destiny

Civil War

Industrialization

Lincoln

Secede

Emancipation Proclamation

Segregation

26-4

Assembly line

Darwin

Evolution

Radioactivity

Psychology

Culture

Inventions

Germs

Entertainment

Pasteur

Lister

***I want to say here and now that the only justification for violence, the only justification for damage to property, the only justification for risk to the comfort of other human beings is the fact that you have tried all other available means and have failed to secure justice. —
EMMELINE PANKHURST, Why We Are Militant***

1. List three valid reasons to secure justice?
2. What does Pankhurst hope for?
3. What movement will Pankhurst lead?

In 1839, Durham sent a report to Parliament that urged two major reforms. First, Upper and Lower Canada should be reunited as a Province of Canada, and British immigration should be encouraged. In this way, the French would slowly become part of the dominant English culture. Second, colonists in the provinces of Canada should be allowed to govern themselves in domestic matters.

1. What colony was the focus of the report?
2. List the two provisions of the report?

Chapter 27

27-1

Imperialism

Racism

Social Darwinism

Berlin Conference

Shaka

Boers

South Africa

Congo

Rhodes

27-2

Menelik

Nigeria

Imperialism

African resistance

Paternalism

Assimilation

Ethiopia

France

Germany

27-3

Ottomans

Suez

Persia

Geopolitics

Crimea

Tobacco

Afghanistan

Egypt

27-4

Sepoy

Jewel in the crown

Mutiny

Raj

Indian national congress

Ram Mohun Roy

East India Company

Kitchener

Indian Servants

Trade routes

27-5

Siam

Chulalongkorn

Pacific rim

Mongkut

Aguinaldo

Annexation

Liliuokalani

Dole

McKinley

Ch. 27

I contend that we [Britons] are the first race in the world, and the more of the world we inhabit, the better it is for the human race. . . . It is our duty to seize every opportunity of acquiring more territory and we should keep this one idea steadily before our eyes that more territory simply means more of the Anglo-Saxon race, more of the best, the most human, most honorable race the world possesses. -- CECIL RHODES, Confession of Faith, 1877

1. What people are superior according to Rhodes?
2. What is this people's duty?
3. Why is it their duty?
4. What does Rhodes believe in?

Nor is violent physical opposition to abuse and injustice henceforth possible for the African in any part of Africa. His chances of effective resistance have been steadily dwindling with the increasing perfectibility in the killing power of modern armament. Thus the African is really helpless against the material gods of the white man, as embodied in the trinity of imperialism, capitalistic exploitation, and militarism.

1. What does the writer say is impossible for the African?
2. Why is it impossible?
3. What is the future for the African?

The necessity for using every legitimate opportunity to extend our influence and control in that great African continent which is now being opened up to civilization and to commerce. ---unknown

He has sold to the foes of our Faith the greater part of the Persian lands and the profits derived from them, for example...tobacco, with the chief centers of its cultivation, the lands on which it is grown and the ware houses, carriers, and sellers, where ever these are found...In short, this criminal has offered the provinces of Persia to auction among the Powers, and is selling the realms of Islam and the abodes of Muhammad and his household to Foreigners. --- Jamal Al-Din Al-Afghani 1891

1. The first quote encourages ____.
2. The first quote believes what should be built?

3. The second quote warns Persians of the evils of ____.

4. Both quotes describes the good and bad of what type of imperialism?

The British set up restrictions that prevented the Indian economy from operating on its own. British policies called for India to produce raw materials for British manufacturing and to buy British goods. In addition, Indian competition with British goods was prohibited. For example, India's own handloom textile industry was almost put out of business by imported British textiles. Cheap cloth and ready-made clothes from England flooded the Indians market and drove out local producers.

1. What was the primary purpose of India's production?
2. Describe India's textile industry?
3. How was India suppose to clothe themselves?
4. What economic policy did Britain follow?

Indian Servants: Caste determined Indian occupations. Castes were divided into four broad categories called varna. Indian civil servants were of the third varna. House and personal servants were of the fourth varna. Even within the varna, jobs were strictly regulated, which is why such large servant staffs were required. For example, two servants were often of the same varna. However, the person washing the British officer's feet was of a different caste than the person doing the fanning.

1. How many castes were in Indian society?
2. List the two castes identified in the quote?
3. How were these two castes treated?

As the times and the course of things in our country have changed, it is essential to promote the advancement of all our academic and technical knowledge and to prevent it from succumbing to competition from the outside. In order to achieve this, it is imperative to make haste in education so that knowledge and ability will increase. ---King Chulalongkorn

1. What does he want for his people?
2. Why does he want it for his people?

Chapter 28

28-1

Opium

Economic zones

Spheres of influence

Extraterritorial

Taiping rebellion

Open Door

Boxers

28-2

Imperialism

Yellow Peril

Japan vs. China

Kanagawa

Meiji

Russo-Japanese

Annexation

Perry

Sino-Japanese

Yokohama

Portsmouth

28-3

Latin American Policy

Causes of Span-Am war

Panama

Cuba

Caudillo

Monroe

Marti

Roosevelt

Philippines

Railroad

28-4

Arriaga

Diaz

Mexican politics

Santa Anna

Juarez

La Reforma

Madero

Villa

Zapata

Maximilian

Huerta

Carranza

Ch. 28

By what right do British merchants . . . use the poisonous drug to injure the Chinese people? . . . I have heard that the smoking of opium is very strictly forbidden by your country; that is because the harm caused by opium is clearly understood.

Since it is not permitted to do harm to your own country, then even less should you let it be passed on to the harm of other countries. ---LIN ZEXU

1. What is Zexu complaining about?
2. Who is responsible for his complaint?
3. What should be done about his complaint?

Special Economic Zones: Today, as in the late 1800s, the Chinese government limits foreign economic activity to particular areas of the country. Most of these areas, called special economic zones (SEZs), are located on the coast and waterways of southeastern China. Established in the late 1970s, the SEZs are designed to attract, but also control, foreign investment. One of the most successful SEZs is Shanghai. By the late 1990s, dozens of foreign companies—including IBM of the United States, Hitachi of Japan, Siemens of Germany, and Unilever of Great Britain—had invested about \$21 billion in the building and operating of factories, stores, and other businesses. This investment had a huge impact on the economy of Shanghai. Throughout the 1990s, it grew by more than 10 percent each year.

1. What are SEZs?
2. What city is a SEZ in China today?
3. List four companies involved in SEZs.
4. What other city was established in China in the 1800s similar to a SEZ?

Western Views of the East The Japanese victory over the Russians in 1905 exploded a strong Western myth. Many Westerners believed that white people were a superior race. The overwhelming success of European colonialism and imperialism in the Americas, Africa, and Asia had reinforced this belief. But the Japanese had shown Europeans that people of other races were their equals in modern warfare.

Unfortunately, Japan's military victory led to a different form of Western racism. Influenced by the ideas of Germany's Emperor Wilhelm II, the West imagined the Japanese uniting with the Chinese and conquering Europe. The resulting racist Western fear of what was called the yellow peril influenced world politics for many decades.

1. Which two countries fought a war in 1905?
2. What surprised the Europeans in this war?
3. What did Europeans predict would happen in the future?
4. What is the "Yellow Peril" mentioned in the last sentence?

Latin American countries used little of their export income to build roads, schools, or hospitals. Nor did they fund programs that would help them become self-sufficient. Instead, they often borrowed money at high interest rates to develop facilities for their export industries. Countries such as Britain, France, the United States, and Germany were willing lenders.

The Latin American countries often were unable to pay back their loans, however. In response, foreign lenders sometimes threatened to collect the debt by force. At other times, they threatened to take over the facilities they had funded. In this way, foreign companies gained control of many Latin American industries. This began a new age of economic colonialism in Latin America

1. How did Latin American nations improve their facilities?
2. Who were the lending countries?
3. What might happen if the debts were not paid back?

4. What policy did the US use to make sure Europeans would not interfere in Latin American politics?

By the mid-1890s, the United States had developed substantial business holdings in Cuba. Therefore it had an economic stake in the fate of the country. In addition, the Spanish had forced many Cuban civilians into concentration camps. Americans objected to the Spanish brutality. In 1898, the United States joined the Cuban war for independence. This conflict, which became known as the Spanish-American War, lasted about four months.

1. Where did the US have large investments?
2. What did the Spanish do in Cuba to make Americans angry?
3. How long did the war last?
4. Predict where most of the fighting was during this war.

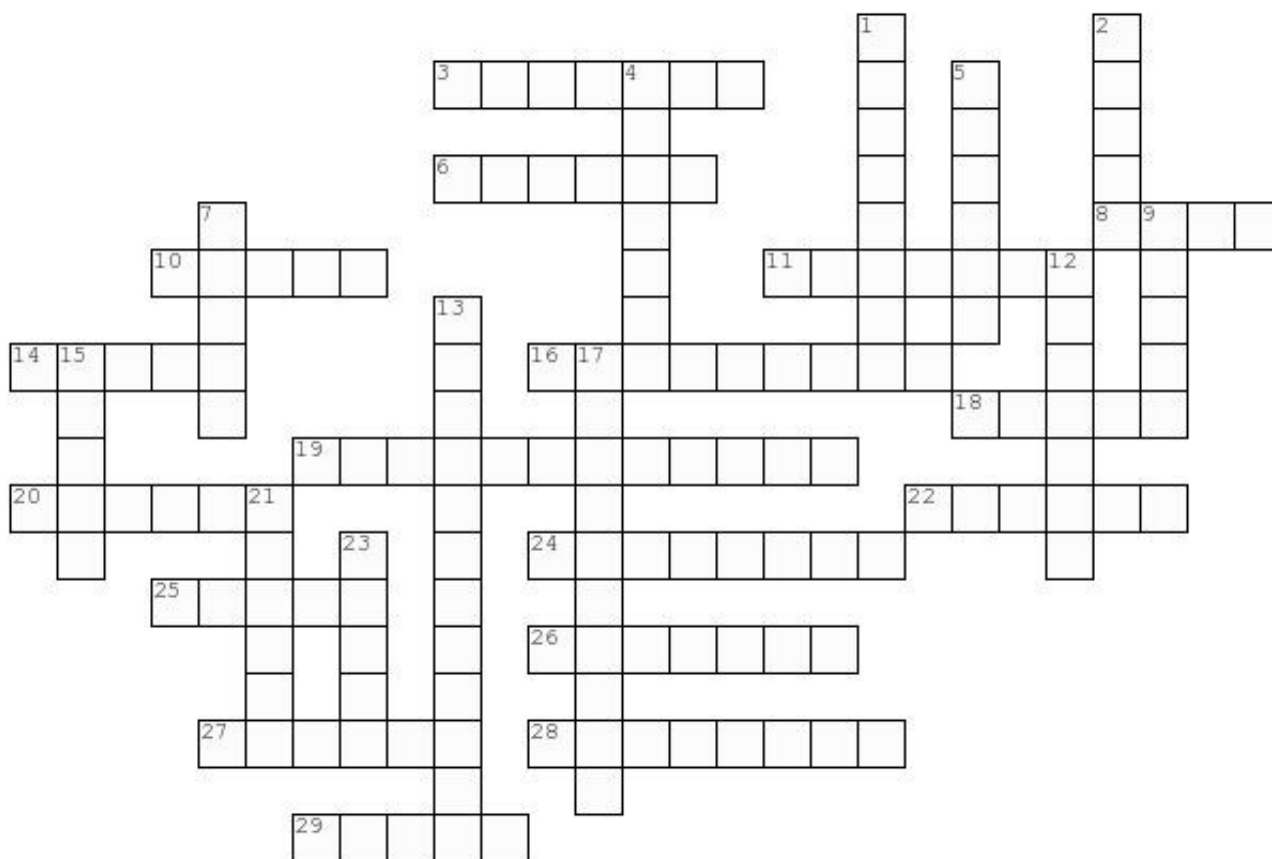
There are Mexican landowners who occupy . . . an extent of land greater than the areas of some of our sovereign states, greater even than that of one of several European states. In this vast area, much of which lies idle, deserted, abandoned . . . live four or five million Mexicans who know no other industry than agriculture, yet are without land or the means to work it, and who cannot emigrate in the hope of bettering their fortunes. . . . How can a hungry, naked, miserable people practice popular government? How can we proclaim the equal rights of men and leave the majority of the nation in this condition? ---PONCIANO ARRIAGA, 1856

1. What two classes are described in the quote?
2. How does he describe most of the land in Mexico?
3. Why does he state that there cannot be a popular government in Mexico yet?
4. What could improve democracy in Mexico?

Porfirio Díaz 1830–1915: To control all the various groups in Mexican society, Porfirio Díaz adopted an approach called *pan o palo*—"bread or the club." The "bread" he provided took many forms. To potential political opponents, he offered positions in his government. To business leaders, he gave huge subsidies or the chance to operate as monopolies in Mexico. And he won the support of the Church and wealthy landowners simply by promising not to meddle in their affairs. Those who turned down the offer of bread and continued to oppose Díaz soon felt the blow of the club. Thousands were killed, beaten, or thrown into jail. His use of the club, Díaz admitted, was harsh and cruel—but also necessary if Mexico was to have peace. That peace, Díaz argued, enabled the country to progress economically. "If there was cruelty," he said, "results have justified it."

1. Who is described in the quote?
2. How does he treat opponents?
3. How does he deal with big business?
4. How does he deal with the rich and church?
5. What type of ruler was he?

WH 26-28



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Across

3. Inventor of the radio.
6. One Mexican revolutionary.
8. Important Mexican dictator who maintained order and promoted industrialism in a pro-American Mexico.
10. This mutiny in the British army was a direct result of a religious issue by Hindus and Muslims.
11. This was a pro-Jewish movement in Europe during the 1800s.
14. This Chinese rebellion was a nationalist and religious uprising against European occupation.
16. She worked for women's British voting rights.
18. Cruel leader of the Zulus during the early colonial period.
19. This type of government is often found in post Latin American Imperialism.
20. This British report united Canada.
22. War with ___ guaranteed Manifest Destiny for the United States.
24. British monarch in mid-1800s.
25. Belgian colony in central Africa.
26. Very diverse British colony in Africa with over 250 ethnic groups.
27. This middle eastern country was valued for its oil and tobacco production.
28. One battle of the Mexican War in the 1840s.
29. The result of the Treaty of Portsmouth included the Japanese annexation of _____.

Down

1. This South Pacific islands were a German colony.
2. Psychologist focusing on suppressed feelings in humanity.
4. Islamic empire the united to various degrees the Middle East
5. This Pacific United States territory was valued for its sugar and pineapples.
7. This US naval commander ended the long period of Japanese isolationism.
9. This British colony was valued for its raw materials and markets and was called the Jewel in the Crown.
12. Killer disease in Africa.
13. Type of colony.
15. This war in China was sparked by an introduced drug into Chinese society by British merchants.
17. Original inhabitants of Australia were called _____.
21. This US Doctrine was important in Latin American affairs.
23. White South Africans of Dutch decent were called this.

Chapter 29

29-1

Militarism

Triple Alliance

Kaiser Wilhelm

Triple Entente

Balkans

Slavs

Princip

Franz Ferdinand

Nationalism

Passy

29-2

Central powers

Allies

Western front

Schlieffen plan

Trench warfare

Eastern front

Verdun

Somme

Tannenberg

Fleming

Weapons

Frozen

Front

29-3

Unrestricted submarine warfare

Total war

Rationing

Propaganda

Armistice

Dardanelles

Gallipoli

Gandhi

Lusitania

Zimmermann

Death

Sulzbach

Millard

influenza

29-4

Empires

Treaty of Versailles

Wilson

Clemenceau

Fourteen points

Self-determination

League of Nations

Ch. 29

The entire able-bodied population are preparing to massacre one another; though no one, it is true, wants to attack, and everybody protests his love of peace and determination to maintain it, yet the whole world feels that it only requires some unforeseen incident, some unpreventable accident, for the spark to fall in a flash . . . and blow all Europe sky-high. ---FRÉDÉRIC PASSY

1. What are all the countries of Europe preparing for?
2. What do all the countries of Europe say they want?
3. What is everyone preparing to happen?

Nationalism was a powerful force in these countries. Each group longed to extend its borders. Serbia, for example, had a large Slavic population. It hoped to absorb all the Slavs on the Balkan Peninsula. Russia, itself a mostly Slavic nation, supported Serbian nationalism. However, Serbia's powerful northern neighbor, Austria-Hungary, opposed such an effort. Austria feared that efforts to create a Slavic state would stir rebellion among its Slavic population.

1. What three nations are identified in the excerpt?
2. What ethnic group is identified?
3. Which nations hoped to unite the ethnic group?
4. Which feared a united ethnic group and why?
5. What is the term for uniting an ethnic group?

Imagine a broad belt, ten miles or so in width, stretching from the Channel to the German frontier near Basle, which is positively littered with the bodies of men and scarified with their rude graves; in which farms, villages and cottages are shapeless heaps of blackened masonry; in which fields, roads and trees are pitted and torn and twisted by shells and disfigured by dead horses, cattle, sheep and goats, scattered in every attitude of repulsive distortion and dismemberment. ---VALENTINE FLEMING

1. List four descriptive pictures in the quote?
2. What are the terminus of this battle front?
3. What is the best term to describe this battle front?

The Frozen Front: For soldiers on the Eastern Front, like those shown above, the overall misery of warfare was compounded by deadly winters. "Every day hundreds froze to death," noted one Austro-Hungarian officer during a particularly brutal spell. Russian troops suffered too, mainly due to their lack of food and clothing. "I am at my post all the time—frozen and soaked . . .," lamented one soldier. "We walk barefoot or in rope soled shoes. It's incredible that soldiers of the Russian army are in rope soled shoes!"

1. In which country does this quote describe?
2. What was most dangerous to these soldiers?
3. What is the most vivid description in this quote?

Elsewhere in Asia and Africa, the British and French recruited subjects in their colonies for the struggle. Fighting troops as well as laborers came from India, South Africa, Senegal, Egypt, Algeria, and Indochina. Many fought and died on the battlefield. Others worked to keep the front lines supplied. To be sure, some colonial subjects wanted nothing to do with their European rulers' conflicts. Others volunteered in the hope that service would lead to their independence. This was the view of Indian political leader Mohandas Gandhi, who supported Indian participation in the war. "If we would improve our status through the help and cooperation of the British," he wrote, "it was our duty to win their help by standing by them in their hour of need."

1. From which regions did the troops who fought the Great War call home?
2. What service did these troops provide?
3. What did Gandhi hope that the Indian soldier's service would produce?

He moaned through the bandages that his head was splitting with pain. I gave him morphine. Suddenly aware of the fact that he had [numerous] wounds, he asked: "Sa-ay! What's the matter with my legs?" Reaching down to feel his legs before I could stop him, he uttered a heartbreaking scream. I held his hands firmly until the drug I had given him took effect. ---

SHIRLEY MILLARD

1. What injury did the soldier complain?
2. What did Ms. Millard do to reduce the pain?
3. Predict what caused the soldier to start screaming?
4. What did Ms. Millard do for this dying soldier?

The Influenza Epidemic: In the spring of 1918, a powerful new enemy emerged, threatening nations on each side of World War I. This "enemy" was a deadly strain of influenza. The Spanish flu, as it was popularly known, hit England and India in May. By the fall, it had spread through Europe, Russia, Asia, and to the United States. The influenza epidemic killed soldiers and civilians alike. In India, at least 12 million people died of influenza. In Berlin, on a single day in October, 1,500 people died. In the end, this global epidemic was more destructive than the war itself, killing 20 million people worldwide.

1. What was "the new enemy"?
2. List the countries most effected by this new enemy?
3. How many people died in Berlin?
4. How many people died across the entire world?
5. How did it effect the soldiers?

"Hostilities will cease as from 12 noon today." This was the order which I had to read out to my men. The war is over. . . . How we looked forward to this moment; how we used to picture it as the most splendid event of our lives; and here we are now, humbled, our souls torn and bleeding, and know that we've surrendered. Germany has surrendered to the Entente! ---

HERBERT SULZBACH

1. List the central powers.
2. List the allied powers.
3. What are the total casualties for each central and allied powers?
4. What does the quote describe?

In addition, the treaty with Germany, in particular the war-guilt clause, left a legacy of bitterness and hatred in the hearts of the German people. Other countries felt cheated and betrayed by the peace settlements as well. Throughout Africa and Asia, people in the mandated territories were angry at the way the Allies disregarded their desire for independence. The European powers, it seemed to them, merely talked about the principle of national self-determination. European colonialism, disguised as the mandate system, continued in Asia and Africa.

a. Sole responsibility for the war placed on Germany's shoulders.

b. Germany forced to pay the Allies \$33 Billion in reparations over 30 years.

1. Who was to assume war-guilt?
2. What was the result of the war guilt clause?
3. Who felt betrayed by the peace?
4. What did Europe promise but did not deliver?
5. What became of European colonialism?

Chapter 30

30-1

Proletariat

Bolsheviks

Lenin

Rasputin

Provisional government

Soviet

Communist party

Stalin

Kerensky

Trotsky

Marx

30-2

Totalitarianism

Great Purge

Command economy

5-year plans

Collective farms

Censorship

Provda

30-3

Kuomintang

Su Yixian

May Fourth Movement

Mao Zedong

Jiagn Jieshi

Long March

Chinese Civil War

Principles of the People

30-4

Rowlatt Acts

Amritsar

Massacre

Gandhi

Civil disobedience

Salt March

Kemal

Pahlavi

Abd Al-Aziz Ibn Saud

Natural resources

Ch. 30

Comrade Stalin . . . has concentrated enormous power in his hands, and I am not sure that he always knows how to use that power with sufficient caution. -V. Lenin

1. What has Stalin obtained?
2. What does Lenin believe Stalin will do?
3. How does Lenin feel about this?

Totalitarianism is a form of government in which the national government takes control of all aspects of both public and private life. Thus, totalitarianism seeks to erase the line between government and society. It has an ideology, or set of beliefs, that all citizens are expected to approve. It is often led by a dynamic leader and a single political party.

Mass communication technology helps a totalitarian government spread its aims and support its policies. Also, surveillance technology makes it possible to keep track of the activities of many people. Finally, violence, such as police terror, discourages those who disagree with the goals of the government.

1. What single word best describes totalitarianism?
2. How are totalitarian states led?
3. List three methods totalitarian governments maintain control of the people

The Chinese people . . . do not have national spirit. Therefore even though we have four hundred million people gathered together in one China, in reality, they are just a heap of loose sand. -Sun Yixian

1. How many people are in China
2. What unifies the Chinese people?
3. What term best describes Chinese politics in the 1920s?

In 1931, as Chinese fought Chinese, the Japanese watched the power struggles with rising interest. Japanese forces took advantage of China's weakening situation. They invaded Manchuria, an industrialized province in the northeast part of China. In 1937, the Japanese launched an all-out invasion of China. Massive bombings of villages and cities killed thousands of Chinese. The destruction of farms caused many more to die of starvation. By 1938, Japan held control of a large part of China. The Japanese threat forced an uneasy truce between Jiang's and Mao's forces. The civil war gradually ground to a halt as Nationalists and Communists temporarily united to fight the Japanese. The National Assembly further agreed to promote changes outlined in Sun Yixian's "Three Principles of the People"—nationalism, democra-

cy, and people's livelihood. As you will learn in Section 4, similar principles were also serving as a guiding force in India and Southwest Asia.

1. What unified the Chinese?
2. Where was the first move by the Japanese in China?
3. When did the Japanese control a large part of China?

Passive resistance is a method of securing rights by personal suffering; it is the reverse of resistance by arms. When I refuse to do a thing that is repugnant to my conscience, I use soul-force. For instance, the government of the day has passed a law which is applicable to me: I do not like it, if, by using violence, I force the government to repeal the law, I am employing what may be termed body-force. If I do not obey the law and accept the penalty for its breach, I use soul force. It involves sacrifice of self. ---GANDHI

1. Identify the two types of resistance according to Gandhi.
2. Which does he prefer and why?
3. What type of person does Gandhi believe in?
4. How will sacrifice of self accomplish the goal of changing laws?

As president of Turkey, Mustafa Kemal campaigned vigorously to mold the new republic into a modern nation. His models were the United States and other European countries. Kemal believed that even the clothing of the Turks should be changed to reflect a civilized, international dress. To reach this goal, Kemal set rules for clothing. He required government workers to wear Western-style business suits and banned the fez, a brimless red felt hat that was part of traditional Turkish clothing.

1. Who was president of Turkey after WW I?
2. On whom did he model his country?
3. How did he change Turkish culture?
4. How did he see the relationship between Islam and his government?

Chapter 31

31-1

Einstein

Relativity

Freud

Existentialism

Nietzsche

Surrealism

Jazz

Lindbergh

Chaplin

KDKA

Women

Automobiles

Radio

31-2

Dawes plan

Kellogg-Briand Pact

Mark

New Deal

Roosevelt

Great Depression

Weimar

Coalition

International

trade

31-3

Fascism

Mussolini

Hitler

Nazi

Mein Kampf

Lebensraum

Black shirts

Fuehrer

SS

Ludendorff

31-4

Appeasement

Axis

Franco

Isolationism

Third Reich

Munich

Manchuria

Ethiopia

Churchill

Agressors

League of Nations

Ch. 31

Women's Roles Change *The independent spirit of the times showed clearly in the changes women were making in their lives. The war had allowed women to take on new roles. Their work in the war effort was decisive in helping them win the right*

1. What group experienced changes?
2. What had caused this group to obtain changes?
3. What changes do you predict this group would achieve?

In 1920, the world's first commercial radio station—KDKA in Pittsburgh, Pennsylvania—began broadcasting. Almost overnight, radio mania swept the United States. Every major city had stations broadcasting news, plays, and even live sporting events. Soon most families owned a radio.

Increased auto use by the average family led to lifestyle changes. More people traveled for pleasure. In Europe and the United States, new businesses opened to serve the mobile tourist. The auto also affected where people lived and worked. People moved to suburbs and commuted to work in the cities.

1. Where was the first radio broadcast station?
2. How did radio change society?
3. How might leisure life change due to radio?
4. What effect did the automobile have on society?
5. What new businesses would open to serve the new mobile society?
6. How did the car effect where people lived?

Life in the Depression: *During the Great Depression of 1929 to 1939, millions of people worldwide lost their jobs or their farms. At first the unemployed had to depend on the charity of others for food, clothing, and shelter. Many, like the men in this photo taken in New York City, made their home in makeshift shacks. Local governments and charities opened soup kitchens to provide free food. There were long lines of applicants for what work was available, and these jobs usually paid low wages.*

1. When did the Great Depression occur?
2. List three items of charity.
3. How did some people find shelter?
4. What is a soup kitchen?
5. What was wrong with the jobs that were available during the Great Depression?
6. How did the national government respond to the crisis?

This great nation will endure as it has endured, will revive and will prosper...let me assert my firm belief that the only thing we have to fear is fear itself...nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. ---Franklin Roosevelt

1. What percentage did trade decline during the Great Depression?
2. What caused this decline in trade?
3. What problem did Roosevelt identify?
4. What hope did Roosevelt instill in the American people?

Fascism: *Fascism is a political movement that promotes an extreme form of nationalism and militarism. It also includes a denial of individual rights and dictatorial one-party rule. Nazism was the Fascist movement that developed in Germany in the 1920s and the 1930s; it included a belief in the racial superiority of the German people.*

1. What democratic principal is not allowed in a Fascist country?
2. What belief was used as a basis of Hitler's fascism?
3. How many political parties are allowed in a fascist country?

By naming Hitler as Reich chancellor, you have delivered up our holy Fatherland to one of the greatest [rabble rousers] of all time. I solemnly [predict] that this accursed man will plunge our Reich into the abyss and bring our nation into inconceivable misery. ---ERICH LUDENDORFF, 1933

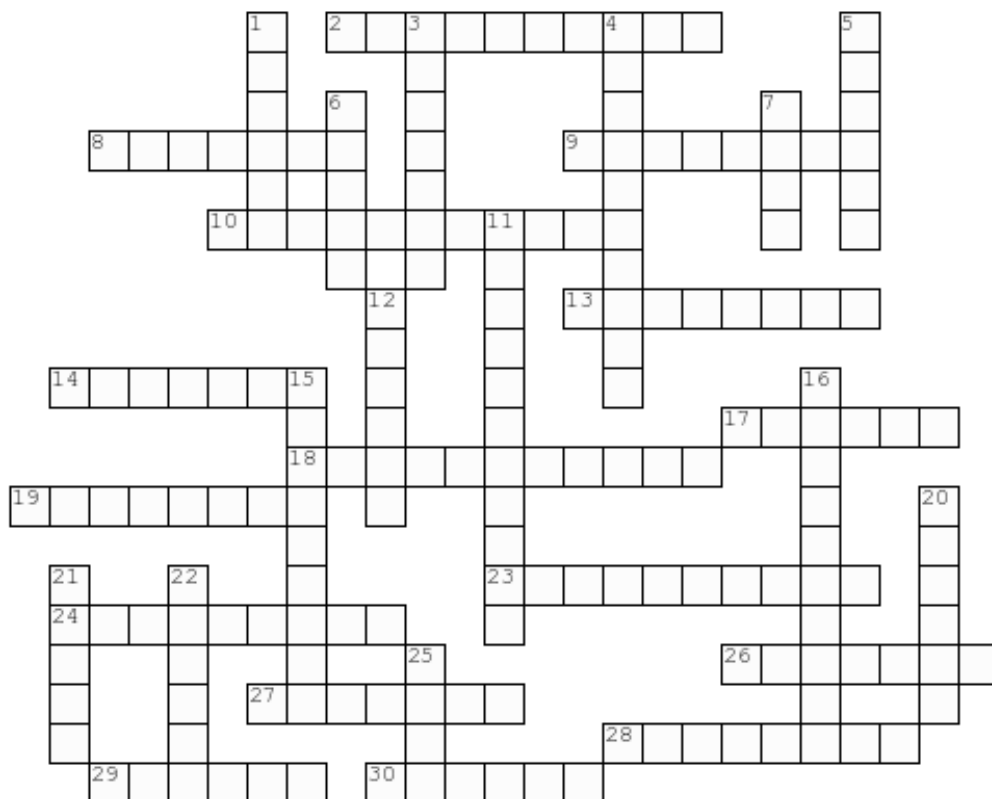
Hitler used his new power to turn Germany into a totalitarian state. He banned all other political parties and had opponents arrested. Meanwhile, an elite, black uniformed unit called the SS (Schutzstaffel, or protection squad) was created. It was loyal only to Hitler. In 1934, the SS arrested and murdered hundreds of Hitler's enemies. This brutal action and the terror applied by the Gestapo, the Nazi secret police, shocked most Germans into total obedience.

1. What does Ludendorff think of Hitler?
2. How does Ludendorff see the future of Germany?
3. How did Hitler secure his power in Germany?

We are in the presence of a disaster of the first magnitude. . . . we have sustained a defeat without a war. . . . And do not suppose that this is the end. . . . This is only the first sip, the first foretaste of a bitter cup which will be proffered to us year by year unless, by a supreme recovery of moral health and martial vigor, we arise again and take our stand for freedom as in the olden time. ---WINSTON CHURCHILL, 1938

1. What does he mean "sustained a defeat without a war?"
2. What does he predict will happen in the near future?
3. What is meant by a "bitter cup?"
4. What does he think about the policy of Appeasement?

WH 29-31



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Across

2. This is one of the methods of totalitarian dictators to control knowledge.
8. This alliance included Great Britain, France, and Russia.
9. City in which the Arch Duke Ferdinand was assassinated.
10. The British demanded ____ from the Germans in the Versailles Peace Treaty.
13. These became the leaders of China during the 1910s which often led to anarchy.
14. An authoritative and extreme nationalism governmental system in Europe during the 1920s-1940s.
17. These were the secret naval weapons of the Germans.
18. This was part of the British Empire.
19. These were banned and eventually becomes museums to atheism in Soviet Russia.
23. This military plan was for Germany to focus on defeating France and then later defeating Russia.
24. On November 11, 1918, at 11 a.m., ____ was announced on the Western Front.
26. Leader of Chinese nationalism.
27. This included Wilson, George, Clemenceau, and Orlando at Versailles in January 1919.
28. He led the democratic Russian government between March and November 1917 which ultimately failed.
29. He led civil disobedience movements in India.
30. He ultimately becomes dictator of Soviet Russia by 1928.

Down

1. This European country attempts to become self-sufficient during the Great Depression and yet continues to face threats of communists, socialists, and fascists.
3. This Empire was falling apart in the Balkan Peninsula.
4. This area was between the trenches and could only result in death by all those who entered.
5. Leader of Chinese communism.
6. He led the Turkish republic including a separation of religion and government.
7. The Bolsheviks during the Russian Civil War were called the ____.
11. This cause of World War I sought colonial possessions for the great powers of Europe.
12. This was one of the most famous battles of World War I in France.
15. Dictator of Italy during the 1930s-1940s.
16. These communists took power in Russia in November 1917.
20. This country defended the Gallipoli front.
21. This plan was supposed to help the Weimar German Republic pay its reparation payments.
22. He established the 14 Points as a framework for lasting peace.
25. This generation showed its disgust with post World War I uncertainty through its literature.

Chapter 32

32-1

Non-aggression pact

Blitzkrieg

De Gaulle

Churchill

Battle of Britain

Rommel

Atlantic Charter

Dunkirk

Tobruk

Sitzkrieg

32-2

Bataan

Singapore

Coral Sea

Guadalcanal

MacArthur

Midway

Pearl Harbor

Yamamoto

Ralph Martin

Pacific strategy

Spainhower

32-3

Aryan

Auschwitz

Kristallnacht

Ghetto

Final solution

Genocide

Libau

Holocaust

Wiesel

32-4

Eisenhower

Stalingrad

d-Day

Bulge

Kamikaze

El Alamein

Leyte

Relocation camps

Causes

Nazi strategic failure

Mobilizing

32-5

Nuremberg

Demilitarization

Democratization

Hiroshima

MacArthur

Hirohito

Diet

Displaced persons

Casualties

Weisenthal

Ch. 32

It is the obligatory duty of all Frenchmen who still bear arms to continue the struggle. For them to lay down their arms, to evacuate any position of military importance, or agree to hand over any part of French territory, however small, to enemy control would be a crime against our country. ---GENERAL CHARLES DE GAULLE

1. List the primary duty of Frenchmen.
2. Who does De Gaulle represent?
3. Why would De Gaulle make this statement?

"We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets . . . we shall never surrender." --Winston Churchill

1. What words demonstrate how desperate Churchill is?
2. Does Churchill believe that help is coming? Why?
3. What is the goal of Churchill's speech?

I was questioned by a Japanese officer, who found out that I had been in a Philippine Scout Battalion. The Japanese hated the Scouts. . . . Anyway, they took me outside and I was forced to watch as they buried six of my Scouts alive. They made the men dig their own graves, and then had them kneel down in a pit. The guards hit them over the head with shovels to stun them and piled earth on top. ---LIEUTENANT JOHN SPAINHOWER

Douglas MacArthur's qualities as a leader and a fighting soldier emerged in France during World War I. Showing incredible dash and courage on the battlefield, he received several decorations for bravery. And he won promotion from the rank of major to brigadier general. After serving in several positions in the United States, MacArthur received a posting to the Philippines in 1935. He remained there until shortly before the islands fell in 1941. But he left very reluctantly. In a message to the troops who remained behind, he vowed, "I shall return." As you will read later in the chapter, MacArthur kept his promise.

1. What military unit did Spainhower lead?
2. What did the Japanese do to Spainhower's men?
3. Why did the Japanese do this to Spainhower's men?
4. What did MacArthur promise?
5. Why did MacArthur make this promise?

Hell was red furry spiders as big as your fist, . . . enormous rats and bats everywhere, and rivers with waiting crocodiles. Hell was the sour, foul smell of the squishy jungle, humidity that rotted a body within hours. . . . Hell was an enemy . . . so fanatic that it used its own dead as booby traps. ---RALPH G. MARTIN

1. List three creatures described in the quote?
2. What island is Martin describing?
3. The map show what US strategy?
4. What was the purpose of this strategy?

All the things for which my parents had worked for eighteen long years were destroyed in less than ten minutes. Piles of valuable glasses, expensive furniture, linens—in short, everything was destroyed. . . . The Nazis left us, yelling, "Don't try to leave this house! We'll soon be back again and take you to a concentration camp to be shot." ---M. I. LIBAU

1. List three items that Libau lost as described in the quote.
2. What warning did the Nazis give to Libau?
3. What event is Libau describing?

Never shall I forget the little faces of the children, whose bodies I saw turned into wreaths of smoke beneath a silent blue sky. Never shall I forget those flames which consumed my faith forever. . . . Never shall I forget those moments which murdered my God and my soul and turned my dreams to dust. . . . Never. ---ELIE WIESEL

Even in the extermination camps, Jews rose up and fought against the Nazis. At Treblinka in August 1943, and at Sobibor in October 1943, small groups of Jews revolted. They killed guards, stormed the camp armories and stole guns and grenades, and then broke out. In both uprisings, about 300 prisoners escaped. Most were killed soon after. Of those who survived, many joined up with partisan groups and continued to fight until the end of the war. Late in 1944, prisoners at Auschwitz revolted, too. Like the escapees at Treblinka and Sobibor, most were caught and killed. Young women like Ella Gartner and Roza Robota made the Auschwitz uprising possible. Gartner smuggled gunpowder into the camp from the munitions factory where she worked. Robota helped organize resistance in the camp. Gartner and Robota were executed on January 6, 1945. Less than a month later, Auschwitz was liberated.

1. What did Wiesel witness?
2. How was Wiesel's faith tested?
3. List three death camps.
4. What did Gartner and Robota do?
5. The quote at describes ____ at some camps.

Just as in World War I, the conflicts of World War II spurred the development of ever more powerful weapons. Mightier tanks, more elusive submarines, faster fighter planes—all emerged from this period. From ancient times to the present day, the pattern remains the same: Every new weapon causes other countries to develop weapons of similar or greater force. This pattern results in a deadly race for an ultimate weapon: for example, the atomic bomb.

1. What technology improved during World War II?
2. What is identified as the ultimate weapon?
3. What conclusion can you form concerning the impact of war on weapons?

Across Europe a wild tide of frantic survivors was flowing. . . . Many of them didn't really know where to go. . . . And yet the survivors continued their pilgrimage of despair. . . . "Perhaps someone is still alive. . . ." Someone might tell where to find a wife, a mother, children, a brother—or whether they were dead. . . . The desire to find one's people was stronger than hunger, thirst, fatigue. ---SIMON WEISENTHAL

1. Which continent is being described?
2. What are the survivors looking for?
3. How much hope does the writer express the survivors have in their search?

Chapter 33

33-1

Berlin

Brinkmanship

Warsaw pact

NATO

Cold War

Marshall Plan

Truman Doctrine

Containment

Iron curtain

United Nations

Churchill

Truman

33-2

Mao Zedong

Jaign Jieshi

Commune

Red Guard

Cultural Revolution

Great Leap Forward

Taiwan

33-3

38th Parallel

MacArthur

Ho Chi Minh

Domino theory

Ngo Dinh Diem

Vietcong

Vietnamization

Khmer Rouge

Ho Chi Minh Trail

33-4

Foreign aid

Propaganda

Brinkmanship

Surrogate

conflicts

Espionage

Multinational alliances

Third world

Nonaligned nations

Fidel Castro

Anastasio Somoza

Ortega

Khomeini

33-5

Khrushchev

Brezhnev

Kennedy

Johnson

Detente

Nixon

SALT

Brinkmanship

Reagan

Hungary

Czechoslovakia

China

Mcnamara

Ch. 33

On way of life is based upon the will of the majority, and is distinguished by free institutions...free elections...and freedom from political oppression. The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression...fixed elections, and the suppression of personal freedoms. I believe it must be the policy of the United States to support free people...resisting attempted subjugation by armed minorities or by outside pressures. -President Harry S. Truman, 1947

- 1.What is the basis of the first way of life?
- 2.What is the basis of the second way of life?
- 3.What two systems does Truman refer?
- 4.Which system should the United States support?

From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe...All these famous cities and the populations around them lie in the Soviet sphere and all are subject in one form or another, not only to Soviet influence but to a very high and increasing measure of control from Moscow. --Winston Churchill, 1946

- 1.List the countries under Soviet control.
- 2.List the free countries of western Europe.
- 3.What divides Eastern and Western Europe?
- 4.What are the two cities does Churchill mention?
- 5.What has divided Europe according to Churchill?

The force of the peasantry is like that of the raging winds and driving rain...They will bury beneath them all forces of imperialism, militarism, corrupt officialdom, village bosses and evil gentry.

- 1.The quote says which class will prevail?
- 2.What political system does the quote support?
- 3.The chart identifies which two groups in China?
- 4.Where does Mao Zedong obtain support?

Mao's Brand of Marxist Socialism Mao was determined to reshape China's economy based on Marxist socialism. Eighty percent of the people lived in rural areas, but most owned no land. Instead, 10 percent of the rural population controlled 70 percent of the farmland. Under the Agrarian Reform Law of 1950, Mao seized the holdings of these landlords. His forces killed more than a million landlords who resisted. He then divided the land among the peasants. Later, to further Mao's socialist principles, the government forced peasants to join collective farms. Each of these farms was comprised of 200 to 300 households.

- 1.Who established Chinese Marxism?
- 2.What group of Chinese people is the focus of Mao's intentions in the quote?
- 3.What is the plan that Mao expect to carry out in China?

Cambodia in Turmoil: In 1975, Communist rebels known as the Khmer Rouge set up a brutal Communist government under the leadership of Pol Pot. In a ruthless attempt to transform Cambodia into a Communist society, Pol Pot's followers slaughtered 2 million people. This was almost one quarter of the nation's population. The Vietnamese invaded in 1978. They overthrew the Khmer Rouge and installed a less repressive government. But fighting continued. The Vietnamese withdrew in 1989. In 1993, under the supervision of UN peacekeepers, Cambodia

adopted a democratic constitution and held free elections.

- 1.What group controlled Cambodia in the late 1970s?
- 2.What did this group do to the people?
- 3.What is the best single word to describe the events in Cambodia in the late 1970s?

Cuba did not and does not intend to be in the middle of a conflict between the East and the West. Our problem is above all one of national sovereignty. Cuba does not mean to get involved in the Cold War. ---Castro, 1962

- 1.What side does Castro say he wants to support in the Cold War?
- 2.Why does he say it?
- 3.Is he sincere in his statements? Why?

Major strategies of the Cold War

•Foreign Aid

•The two superpowers tried to win allies by giving aid to other nations. Ex: Egypt took aid from the Soviets to build the Aswan High Dam

•Espionage

•Fearing the enemy might be gaining the advantage, each side spied on the other. Ex: Soviet downing of a US U-2 spy plane in 1960.

•Multinational alliances

•To gain support of other nations, both the Soviets and US entered into alliances. Ex. NATO and Warsaw Pact

•Propaganda

•Both superpowers used propaganda to try to win support overseas. Ex: Radio Free Europe broadcast programs into Eastern Europe.

•Brinkmanship

•The policy of brinkmanship meant going to the brink of war to make the other side back down. Ex: Cuban Missile Crisis.

•Surrogate wars

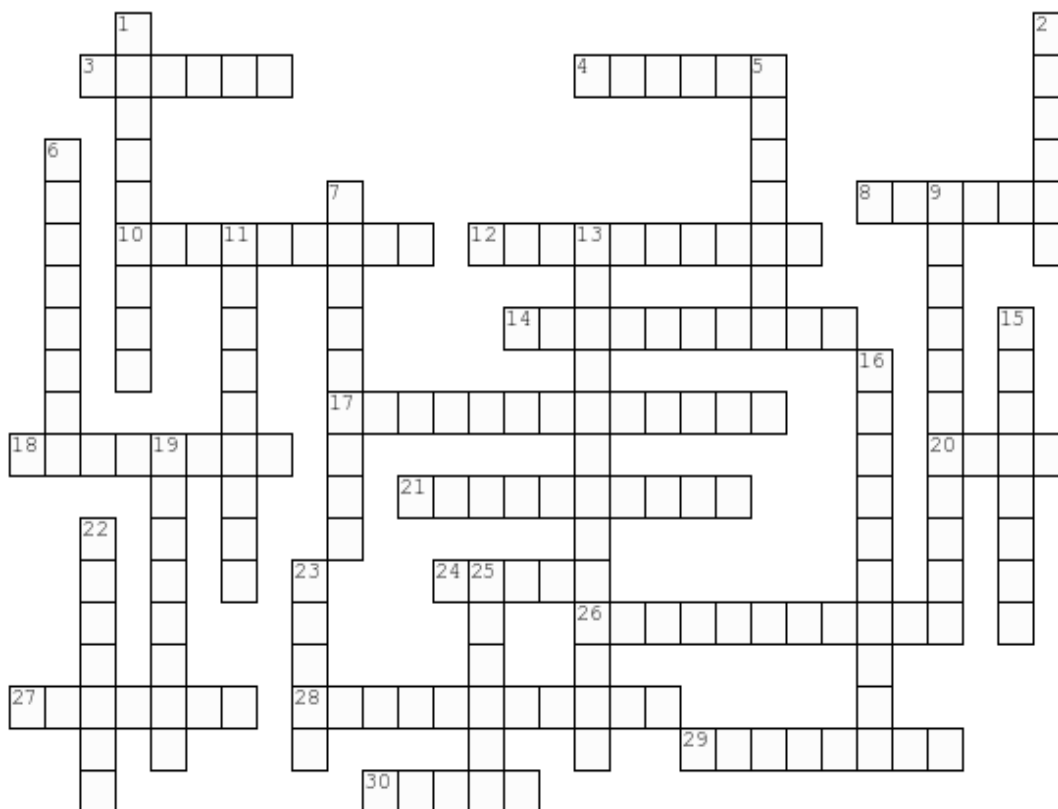
•The word surrogate means substitute. Although the US and Soviets did not fight each other directly, they fought indirectly by backing opposing sides in many smaller conflicts. Ex. Vietnam, Korea

1. List the six strategies and one example of where each was used during the Cold War.

In the face of an air attack (on Cuba) and in the face of the probability of a ground attack, it was certainly possible, and I would say probable, that a Cuban sergeant or Soviet officer in a missile silo, without authority from Moscow, would have launched one or more of those intermediate range missiles, equipped with a nuclear warhead, against one or more of the cities on the East Coast of the United States. ---McNamara

- 1.Which crisis is McNamara referring to?
- 2.McNamara identifies who of launching a nuclear attack?
- 3.Does it seem that the Soviet Government wanted to launch a missile attack on the US?
- 4.What Cold War strategy seems to be very dangerous to McNamara?

WH 32-33



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Across

3. His Nazi troops conquered much of North Africa before 1942.
4. Often referred to as Nationalist China on the island of _____.
8. This US president's defense program eventually led to the end of the Cold War.
10. This was the most infamous death camp in occupied Europe.
12. Leader of the Soviet Union during the Cuban Missile Crisis.
14. This described the non-aligned nations during the cold war.
17. The Japanese adopted this system of government after World War II.
18. This was communist army in South Vietnam.
20. This nation took Americans as hostages for over a year in the early 1980s.
21. Turning point battle in Europe during World War II.
24. Hitler's primary weapon used in the oceans.
26. This divided Europe between communist bloc and democracies.
27. The British and many French troops were evacuated from this city before Hitler's Nazi army could destroy them becoming known as a Miracle of Deliverance.
28. This battle in the South Pacific was the beginning of pushing the Japanese back during World War II.
29. The _____ Revolution by the Red Guards in China terrorized the smart people placing them in re-education camps but ultimately fails to change China.
30. The Soviets, United States, and _____ was the essential sides with Tri-lateralism.

Down

1. The _____ was the name for the systematic extermination of the European Jews.
2. He led the communist forces in conquering China in 1949.
5. Mutual Assured Destruction relied upon _____ weapons to scare all countries into peace.
6. The atomic bomb was dropped on this city at the end of World War II.
7. This strategic British colony was seized by the Japanese in Asia.
9. The Soviets invaded and became over involved in this country during the 1980s.
11. The Democracies were worried that _____ would spread across all Europe after World War II.
13. This organization was to keep world peace after World War II.
15. The 38th _____ separated free Korea from communist Korea.
16. This nation experienced a savage civil war between the rebels and government death squads in the 1980s.
19. The Khmer Rouge communists would commit genocide in this Asian country.
22. This was Nixon's idea to ease tensions between the Soviets and the US in the 1970s.
23. The Battle of the _____ was Hitler's last attempt to stop the Allied invasion of Germany in the winter of 1944-1945.
25. The necessity to airlift supplies to this city during the late 1940s was a direct result to a soviet blockade of the city.

Chapter 34

34-1

Indian Violence

Congress party

Muslim league

Jinnah

Partition

Nehru

Gandhi

Bhutto

34-2

Marcos

Aquino

Aung San Suu Kyi

Sukarno

Suharto

East Timor

Singapore

Myanmar

Sukarnoputri

34-3

Hutus & Tutsi

Independence

Negritude

Nkrumah

Kenyatta

Bella

Seko

34-4

Sadat

Meir

PLO

Arafat

Camp David Accord

Intifada

Oslo

Peace Accords

Jewish

Muslim

Christian

Middle East

Buffer zone

Turki

Said

34-5

Transcaucasian Republics

Central Asian Republics

Mujahideen

Taliban

Karzai

Bin Laden

Soviet Union

Now that India and Pakistan have tested nuclear weapons, the dispute over their border region of lush valleys and jagged Himalayan peaks has become a matter of urgent concern. . . . There is fear that a remote but savage ethnic and religious conflict could deteriorate into a nuclear exchange with global consequences. India and Pakistan must learn to talk to each other and move toward a more trusting relationship. ---The New York Times, June 28, 1998

1. What two countries are mentioned in the quote?
2. What do these two countries have in common?
3. What are differences?
4. Predict what global consequences might occur during a conflict between these nations.

I pledge a government dedicated to upholding truth and justice, morality and decency in government, freedom and democracy. I ask our people not to relax, but to maintain more vigilance in this, our moment of triumph. The Motherland can't thank them enough, yet we all realize that more is required of each of us to achieve a truly just society for our people. This is just the beginning.---CORAZÓN AQUINO, Feb. 24, 1986

1. List six things Aquino promises.
2. What type of government is "just beginning?"

Democracy requires sincerity and respect for the rules of the game. Beginning my duty, I urge all groups to sincerely and openly accept the outcome of the democratic process In my opinion, respect for the people's voice, sincerity in accepting it, and respect for the rules of game are the main pillars of democracy which we will further develop. I urge all Indonesians to look forward to the future and unite to improve the life and our dignity as a nation. ---MEGAWATI SUKARNOPUTRI, July 23, 2001

1. Which country is she speaking about?
2. What are the main pillars of democracy?
3. List SE Asian countries according to colonial rulers

The African can only advance to a "high level" if he is free to express himself, to organize economically, politically and socially, and to take part in the government of his own country.

1. Who is the quote speaking about?
2. What does the quote mean?
3. List five ways that Africans must prove that they are independent.

Of all the African nations that have struggled with ethnic violence, perhaps none has seen more blood spilled than Rwanda. The tiny nation in East Africa gained its independence in 1962. Over the next 30 years, its main ethnic groups, Hutus and Tutsis, often clashed. In the spring of 1994, the Rwandan president, a Hutu, died in a suspicious plane crash. In the months that followed, Hutus slaughtered about 1 million Tutsis before Tutsi rebels put an end to the killings. The United Nations set up a tribunal to punish those responsible for the worst acts of genocide.

1. What country is described in the quote?
2. What ethnic groups are mentioned?

3. What happened to the president?
4. Who did the killing and why?
5. What is the single word associated with such massive killing?

These people have walked off with our home and homeland, with our movable and immovable property, with our land, our farms, our shops, our public buildings, our paved roads, our cars, our theaters, our clubs, our parks, our furniture, our tricycles. They hounded us out of ancestral patrimony [land] and shoved us in refugee camps. . . . Now they were astride the whole of historic Palestine and then some, jubilant at the new role as latter day colonial overlords.---FAWAZ TURKI

1. What was taken for Turki's people?
2. Who took these objects?
3. Who is Turki's people?
4. What would you do if this occurred to you?

Today, through my visit to you, I ask you why don't we stretch our hands with faith and sincerity and so that together we might . . . remove all suspicion of fear, betrayal, and bad intention? Why don't we stand together with the courage of men and the boldness of heroes who dedicate themselves to a sublime [supreme] aim? Why don't we stand together with the same courage and daring to erect a huge edifice [building] of peace? An edifice that . . . serves as a beacon for generations to come with the human message for construction, development, and the dignity of man. ---ANWAR SADAT, November 20, 1977

Amid the cycle of violence and disagreement in the Middle East, there are small but inspiring efforts to bring together Israelis and Palestinians. One is Seeds of Peace, a summer camp that hosts teenagers from opposing sides of world conflicts in the hopes of creating lasting friendships. Another is the West-Eastern Divan, an orchestra made up of Jewish and Arab musicians — the creation of famous Jewish conductor Daniel Barenboim and prominent Palestinian writer Edward Said.

1. What was Sadat asking for?
2. What example of peaceful existence was created by Daniel Barenboim and Edward Said?

Among the Taliban's extreme policies that stemmed from their interpretation of Islam, one in particular shocked and angered historians around the world. In the years after gaining power, Taliban leaders destroyed some of Afghanistan's most prized artifacts— two centuries-old Buddhas carved out of cliffs. The Taliban deemed the giant statues offensive to Islam. Ignoring pleas from scholars and museums, they demolished the ancient figures with dynamite and bombs. One of the two statues was thought to have dated back to the third century A.D.

1. What religion do the Taliban follow?
2. What did the Taliban do that shocked international historians?
3. Why did the Taliban do this outrageous crime against history?

Chapter 35

35-1

Brasilia

Land reform

Standard of living

Recession

PRI

Peron

Vargas

Fox

Mexican problems

South American politics

35-2

Mandela

Federal

Martial law

Dissident

Apartheid

De Clerk

Mbeki

Tutu

Nigeria

Governments

35-3

Politburo

Gorbachev

Glasnost

Perestroika

Yeltsin

CIS

Shock therapy

INF

Soviet republics

35-4

Solidarity

Walesa

Reunification

Ethnic cleansing

Kosovo

Bosnia

Ceausescu

Kohl

Reagan

Yugoslavia

Romania

35-5

Zhou

Enlai

Deng Xiaoping

Four Modernizations

Tiananmen Square

Hong Kong

Cultural Revolution

Jiang Zemin

Economics vs. politics

A democracy is nothing more than mob rule., Where 51% of the people may take away the rights of the other 49%. ---Thomas Jefferson

1. What goal of democracy is Thomas Jefferson mocking in this quote?

A second critical episode occurred during the early 1980s. By that time, huge new oil and natural gas reserves had been discovered in Mexico. The economy had become dependent on oil and gas exports. In 1981, world oil prices fell, cutting Mexico's oil and gas revenues in half. Mexico went into an economic decline.

- 1.What natural resources were discovered in Mexico?
- 2.What happened to the price of oil?
- 3.How does the price of oil effect the Mexican economy?
- 4.What can Mexico do to become less depended on oil export revenues?

Boris Yeltsin was raised in poverty. For 10 years, his family lived in a single room. As a youth, Yeltsin earned good grades but behaved badly. Mikhail Gorbachev named him party boss and mayor of Moscow in 1985. Yeltsin's outspokenness got him into trouble. At one meeting, he launched into a bitter speech criticizing conservatives for working against perestroika. Gorbachev fired him for the sake of party unity. Yeltsin made a dramatic comeback and won a seat in parliament in 1989. Parliament elected him president of Russia in 1990, and voters reelected him in 1991. Due at least in part to his failing health (heart problems), Yeltsin resigned in 1999.

- 1.Before becoming president of Russia, what offices did Yeltsin hold?
- 2.How did Yeltsin support Gorbachev during the 1980s?

A visitor to Moscow cannot escape the feeling of a society in collapse. Child beggars accost foreigners on the street. . . . Children ask why they should stay in school when educated professionals do not make enough money to survive. . . . A garment worker complains that now her wages do not cover even the food bills, while fear of growing crime makes her dread leaving home. ---DAVID M. KOTZ, 1993

- 1.What city is described?
- 2.List four complaints described by Kotz.
- 3.What is an appropriate title for the list of complaints?

The Romanians are the only people in Eastern Europe whose ancestry and language go back to the ancient Romans. Romanian is the only Eastern European language that developed from Latin. For this reason, Romanian is very different from the other languages spoken in the region. Today's Romanians are descended from the Dacians (the original people in the region), the Romans, and tribes that arrived later, such as the Goths, Huns, and Slavs. Romanian remains the official language today. Minority groups within Romania (such as Hungarians, Germans, Gypsies, Jews, Turks, and Ukrainians) sometimes speak their own ethnic languages among themselves. Nonetheless, almost all the people speak Romanian as well.

- 1.What was the origins of the Romanian language?
- 2.List the five groups that Romanians are descended from.
- 3.List the six minority groups in Romania.
- 4.According to the passage, what is a challenge that a united Romania faces in the modern age?

There is one sign the Soviets can make that would be unmistakable, that would advance dramatically the cause of freedom and peace...Secretary General Gorbachev, if you seek peace—if you seek prosperity for the Soviet Union and Eastern Europe—if you seek liberalization: come here, to this gate. Mr. Gorbachev, open this gate. Mr. Gorbachev, tear down this wall...Standing before the Brandenburg Gate, every man is a German, separated from his fellow men. Every man is a Berliner, forced to look upon a scar. ---Ronald Reagan

- 1.Who was Reagan addressing in his quote?
- 2.What did Reagan want done?
- 3.What was the "Scar" that is mentioned in the last line?

Ethnic conflict plagued Yugoslavia. This country, formed after World War I, had eight major ethnic groups—Serbs, Croats, Muslims, Slovenes, Macedonians, Albanians, Hungarians, and Montenegrins. Ethnic and religious differences dating back centuries caused these groups to view one another with suspicion. After World War II, Yugoslavia became a federation of six republics. Each republic had a mixed population.

- 1.List the regions of the former Yugoslavia.
- 2.Understanding that the color on the map indicates ethnic groupings, which part of Yugoslavia seems to be MOST diverse?
- 3.From the quote, list the ethnic groups in Yugoslavia.
- 4.How was Yugoslavia organized after World War II?

However, lack of modern technology damaged Chinese efforts to increase agricultural and industrial output. In addition, Mao's policies stifled economic growth. He eliminated incentives for higher production. He tried to replace family life with life in the communes. These policies took away the peasants' motive to work for the good of themselves and their families.

- 1.What affected Chinese output?
- 2.How did Mao Zedong take away the peasant's motives to work hard?
- 3.What economic system seems to be the object of Mao Zedong's policies?

First, Deng eliminated Mao's communes and leased the land to individual farmers. The farmers paid rent by delivering a fixed quota of food to the government. They could then grow crops and sell them for a profit. Under this system, food production increased by 50 percent in the years 1978 to 1984. Deng extended his program to industry. The government permitted private businesses to operate. It gave the managers of state-owned industries more freedom to set production goals. Deng also welcomed foreign technology and investment. Deng's economic policies produced striking changes in Chinese life. As incomes increased, people began to buy appliances and televisions. Chinese youths now wore stylish clothes and listened to Western music. Gleaming hotels filled with foreign tourists symbolized China's new policy of openness.

- 1.How did Deng change farming?
- 2.How did Deng change industry?
- 3.What were the results of Deng's changes?
- 4.What economic system seemed to have began to grow under Deng?

Chapter 36

36-1

Internet

Human Genome

International Space Station

Genetics

Cloning

Green revolution

Soyuz

Space Shuttle

Hubble

36-2

Persian Gulf War

Developed nations

Emerging nations

Global economy

Free trade

Ozone

Sustainable growth

OPEC

NAFTA

36-3

AIDS

Migration

Sudan

Proliferation

Universal Declaration of Human Rights

Political dissent

Gender inequality

Refugee

NATO

SEATO

36-4

Patriot act

Terrorism

Palestinians

Cyberterrorism

Homeland Security

Anthrax

FARC

Al-Qaeda

Aum Shinrikyo

Sarin

36-5

Baseball

U2

Popular culture

Materialism

Maori

Disney

English

Television

VCRs

In 2003, scientists employed on the Human Genome Project completed work on a map of the thousands of genes contained in DNA—human genetic material. The information provided by this map has helped in the development of a new field of medicine. Called “molecular medicine,” it focuses on how genetic diseases develop and progress. Researchers in molecular medicine are working to identify the genes that cause various diseases. This will help in detecting diseases in their early stages of development. Another area of interest to researchers is gene therapy. This involves replacing a patient’s diseased genes with normal ones. The ultimate aim of workers in this field is to create “designer drugs” based on a person’s genetic makeup.

1. What did the Human Genome Project study?
2. What new medical field was created with the Human Genome Project?
3. What new type of medicine did the project hope to create?

In 1990, Iraq invaded Kuwait and seized the Kuwaiti oil fields. Fears began to mount that Iraq would also invade Saudi Arabia, another major source of oil. This would have put most of the world’s petroleum supplies under Iraqi control. Economic sanctions imposed by the UN failed to persuade Iraq to withdraw from Kuwait. Then, in early 1991, a coalition of some 39 nations declared war on Iraq. After several weeks of fighting, the Iraqis left Kuwait and accepted a cease-fire. This Persian Gulf War showed the extent to which the economies of nations are globally linked.

1. What countries are identified in the quote?
2. What region are these countries located?
3. What was a primary reason for the war mentioned in the quote?

Everyone has the right to leave his or her country. However, the country to which a migrant wants to move may not accept that person. The receiving country might have one policy about accepting refugees from political situations, and another about migrants coming for economic reasons. Because of the huge volume of people migrating from war-torn, famine-stricken, and politically unstable regions, millions of immigrants have no place to go. Crowded into refugee camps, often under squalid conditions, these migrants face a very uncertain future.

On the positive side, immigrants often are a valuable addition to their new country. They help offset labor shortages in a variety of industries. They bring experiences and knowledge that can spur the economy. In addition, they contribute to the sharing, shaping, and blending of a newly enriched culture.

1. What are two reasons for human migration?
2. Where do many migrants initially end up?
3. What good comes from migrants?
4. What is a good headline for this article?

President Bush signed an antiterrorism bill into law. The law, known as the USA Patriot Act, allowed the government to:

1. detain foreigners suspected of terrorism for seven days without charging them with a crime
2. tap all phones used by suspects and monitor their e-mail and Internet use
3. make search warrants valid across states
4. order U.S. banks to investigate sources of large foreign accounts
5. prosecute terrorist crimes without any time restrictions or limitations.

1. Who is the target of this law?
2. How might this law infringe on American Rights?
3. How might this law effect commerce and businesses?
4. How does this law affect children?

The problem of modern international terrorism first came to world attention in a shocking way during the 1972 Summer Olympic Games in Munich, Germany (then West Germany). Members of a Palestinian terrorist group killed two Israeli athletes and took nine others hostage. Five of the terrorists, all the hostages, and a police officer were later killed in a bloody gun battle. Since then, few regions of the world have been spared from terrorist attacks.

Many terrorist organizations have roots in the Israeli-Palestinian conflict over land in the Middle East. Groups such as the Palestine Islamic Jihad, Hamas, and Hezbollah have sought to prevent a peace settlement between Israel and the Palestinians. They want a homeland for the Palestinians on their own terms, with the most extreme among them denying Israel’s right to exist. In a continual cycle of violence, the Israelis retaliate after most terrorist attacks, and the terrorists strike again. Moderates in the region believe that the only long-term solution is a compromise between Israel and the Palestinians over the issue of land. However, the violence has continued with only an occasional break.

1. Where was the first modern terrorist attack?
2. What countries from the quote seem to be the focus of much terrorist activity?
3. Why are these two people as such odds against each other?

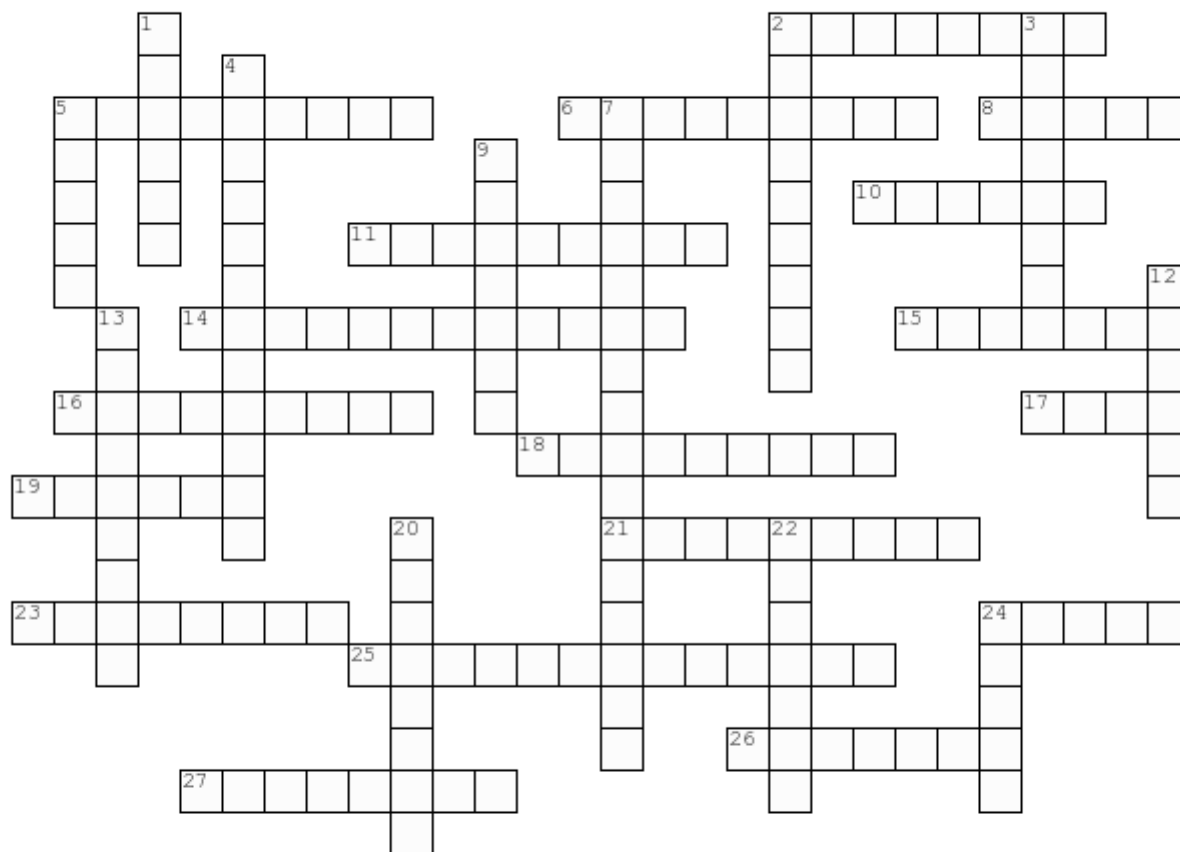
The sport of baseball is an example of global popular culture. When American missionaries and teachers arrived in Japan in the 1870s, they introduced the game of baseball. Over the years the game gained popularity there. Today, some Major League teams have Japanese players and several American players play in the Japanese league. Baseball spread to Mexico, Cuba, Puerto Rico, Panama, and the Dominican Republic in the late 19th and early 20th centuries. Today baseball is a popular game in these and other Latin American countries. And more than 25 percent of the players in Major League Baseball come from Latin America.

1. What sport is mentioned in the quote?
2. Where did this sport begin?
3. Where did this sport spread to?
4. What aspect of Global culture is this a primary example of?

U2, led by singer Bono, is one of the world’s most popular and influential rock bands. Over a career spanning more than 20 years, this Irish band has kept its music vibrant and fresh by absorbing and reworking all manner of musical styles. The band has drawn on the blues, gospel, 1950s rock ‘n’ roll, 1960s protest songs, and hip-hop to create a very distinctive kind of music.

1. What band is mentioned in the quote?
2. What type of music do they play?
3. How has this band changed modern culture?

WH 34-36



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Across

2. Soviet term meaning openness that led to democratic reforms during the 1990s in the Soviet Union.
5. Banking center in Southeast Asia.
6. This was the key factor in the Chechnyan War in 1999.
8. This revolution during the 1960s and continuing resulted in more food worldwide..
10. He was the leader of the Palestine Liberation Organization (PLO) for many years in the 1980s- 1900s.
11. Term used to describe the separation of Hindu Indians and Muslim Indians by the summer of 1947.
14. This type of government was widespread in African and Latin America during the 1900s.
15. This is an international terrorist group.
16. This was an African idea that connected culture, heritage, and values of black Africans.
17. This is the multinational group that controls much of the petroleum and oil supplies.
18. A war in _____ between Argentina and Great Britain brought economic and political chaos to South America.
19. What is the white gold of the Central Asian Soviet Republics?
21. South African system of racial discrimination and segregation was called this.
23. The sport of _____ was celebrated in Communist China and ultimately would spark an easing and normalizing of relations with the United States.
24. This trade agreement is vital to the Mexican government and economy.
25. In 1990, Germany achieved this.
26. This region of India is disputed between India and Pakistan.
27. The _____ Union became a giant economic superpower during the 1980s and continues to today.

Down

1. Indian leader who attempts to unify the Hindus and Muslims.
2. Last leader of the Soviet Union.
3. This south Asian island country has a decades long war between Buddhist Sinhalese and Hindu Tamils.
4. The West Bank and Gaza for the two parts of these people.
5. This was the Soviet space ship in the 1970s.
7. During the civil war in Yugoslavia, _____ was the term that resulted in genocide against many Muslims.
9. This was a biological agent used to attack the United States by terrorists in September, 2001.
12. Phillipine corrupt dictator during the 1970s.
13. Free _____ is one goal of democracy.
20. This global linking of computers in the 1990s led to an economic, scientific, and cultural revolution.
22. This Afghanistan group imposed Islamic law throughout the country.
24. First leader of modern India after 1947.

World History Literacy

01-1 Amateur	25-2 epoch
01-2 surpass	26-1 refuge
01-3 virtue	26-2 hesitatingly
02-1 Exiles	27-1 deceive
02-2 Epic	27-5 cultivate
03-1 commentaries	28-1 rustic
03-2 turban	28-2 decree
03-3 tactics	29-1 abdomen
03-4 mutual	29-2 straddle
04-1 Depose	30-1 Bolshevik
04-2 Pollen	30-2 momentum
05-1 cunning	31-1 commandment
05-2 molder	32-1 delousing
05-3 recant	32-2 ignition
05-4 prompt	34-1 dispersal
19-1 evidence	36-1 potent
19-2 circulation	36-2 entitled
19-3 millet	
20-1 bearing	
20-2 petition	
20-3 imprinting	
21-1 fury	
21-2 plundering	
21-3 enthusiasm	
22-1 distinguish	
22-2 diminish	
22-3 magistrate	
22-4 unalienable	
23-1 militia	
23-2 firm	
23-3 perilous	
24-1 stability	
24-2 garment	
24-3 stagnant	
25-1 precisely	

History, Literacy Chapter/section 01-1

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 01-1

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 01-2

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 01-2

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 01-3

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 01-3

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 02-1

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 02-1

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 02-2

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 02-2

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 03-1

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 03-1

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 03-2

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 03-2

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 03-3

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 03-3

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 03-4

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 03-4

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 04-1

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 04-1

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 04-2

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 04-2

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 05-1

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 05-1

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 05-2

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 05-2

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 05-3

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 05-3

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 05-4

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 05-4

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 19-1

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 19-1

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 19-2

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 19-2

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 19-3

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 19-3

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 20-1

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 20-1

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 20-2

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 20-2

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 20-3

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 20-3

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 21-1

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 21-1

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 21-2

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 21-2

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 21-3

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 21-3

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 22-1

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 22-1

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 22-2

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 22-2

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 22-3

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 22-3

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 22-4

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 22-4

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 23-1

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 23-1

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 23-2

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 23-2

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 23-3

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 23-3

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 24-1

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 24-1

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 24-2

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 24-2

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 24-3

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 24-3

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 25-1

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 25-1

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 25-2

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 25-2

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 26-1

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 26-1

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 26-2

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 26-2

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 27-1

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 27-1

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 27-5

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 27-5

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 28-1

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 28-1

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 28-2

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 28-2

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 29-1

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 29-1

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 29-2

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 29-2

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 30-1

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 30-1

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 30-2

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 30-2

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 31-1

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 31-1

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 32-1

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story _32-1

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 32-2

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 32-2

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 34-1

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 34-1

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 36-1

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 36-1

Who is involved:

When:

Where:

What is happening:

Significance:

History, Literacy Chapter/section 36-2

Literacy word:

Defined:

Sentence:

Voices from the Past/American Story 36-2

Who is involved:

When:

Where:

What is happening:

Significance:

