

VIRGINIA STANDARDS

Review and Practice

Grade 10



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To the Student

This workbook is designed to complement the Virginia edition of *Modern World History: Patterns of Interaction* in helping you apply the content and skills in the Virginia Standards of Learning. The *Virginia Standards Review and Practice, Grade 10* is yours to mark on, to write in, and to make your own. You can use it in class and take it home. The workbook will help you master social studies curriculum, point by point.

For each specific Virginia Standards of Learning for World History and Geography: 1500 A.D. (C.E.) to the Present, your book contains:

- a **Review** page, to summarize the most important content—the issues, ideas, and people behind important events.
- a **Practice** page, that asks you to recall, interpret, analyze, and apply the historical knowledge.

Complete the pages in the order your teacher assigns them. Your teacher will assign pages that match material in your social studies textbook.



Virginia Standards of Learning: World History and Geography: 1500 A.D. (C.E.) to the Present

WHII.1 The student will improve skills in historical research and geographical analysis by

- a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D. (C.E.);
- b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D. (C.E.);
- c) identifying geographic features important to the study of world history since 1500 A.D. (C.E.);
- d) identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 1500 A.D. (C.E.) to the present;
- e) analyzing trends in human migration and cultural interaction from 1500 A.D. (C.E.) to the present;
- f) analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events from 1500 A.D. (C.E.).

WHII.2 The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by

- a) locating major states and empires;
- b) describing artistic, literary, and intellectual ideas of the Renaissance;
- c) describing the distribution of major religions;
- d) analyzing major trade patterns;
- e) citing major technological and scientific exchanges in the Eastern Hemisphere.

Era V: Emergence of a Global Age, 1500 to 1650 A.D. (C.E.)

WHII.3 The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by

- a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I;
- b) describing the impact of religious conflicts, the Inquisition, and Catholic Reformation on society and government actions;
- c) describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press.

WHII.4 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by

- a) explaining the roles and economic motivations of explorers and conquistadors;
 - b) describing the influence of religion;
 - c) explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas;
 - d) describing the Columbian Exchange including its impact on native populations;
 - e) mapping and explaining the triangular trade;
 - f) describing the impact of precious metal exports from the Americas.
-

WHII.5 The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by

- a) describing the location and development of the Ottoman Empire;
 - b) describing India, including the Mughal Empire and coastal trade;
 - c) describing East Asia, including China and the Japanese shogunate;
 - d) describing Africa and its increasing involvement in global trade;
 - e) describing the growth of European nations, including the Commercial Revolution and mercantilism.
-

Era VI: Age of Revolutions, 1650 to 1914 A.D. (C.E.)

WHII.6 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by

- a) describing the Scientific Revolution and its effects;
 - b) describing the Age of Absolutism, including the monarchies of Louis XIV and Peter the Great;
 - c) assessing the impacts of the English Civil War and the Glorious Revolution on democracy;
 - d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;
 - e) describing the French Revolution;
 - f) describing the expansion of the arts, philosophy, literature, and new technology.
-

WHII.7 The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by

- a) describing the colonial system as it existed by 1800;
 - b) identifying the impact of the American and French Revolutions on Latin America;
 - c) explaining the contributions of Toussaint L'Ouverture and Simon Bolivar;
 - d) assessing the impact of the Monroe Doctrine.
-

WHII.8 The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by

- a) assessing the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815;
 - b) describing unsuccessful revolutions on the continent and political reform in Great Britain;
 - c) explaining events related to the unification of Italy and the role of Italian nationalists;
 - d) explaining events related to the unification of Germany and the role of Bismarck.
-

WHII.9 The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by

- a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes;
 - b) explaining the emergence of capitalism as a dominant economic pattern, and subsequent development of socialism and communism;
 - c) describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement;
 - d) explaining the rise of industrial economies and their link to imperialism and nationalism;
 - e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.
-

Era VII: Era of Global Wars, 1914 to 1945

WHII.10 The student will demonstrate knowledge of the worldwide impact of World War I by

- a) explaining economic and political causes, major events, and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;
 - b) explaining the outcomes and global effect of the war and the Treaty of Versailles;
 - c) citing causes and consequences of the Russian Revolution.
-

WHII.11 The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by

- a) describing the League of Nations and the mandate system;
 - b) citing causes and assessing the impact of worldwide depression in the 1930s;
 - c) examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e., Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.
-

WHII.12 The student will demonstrate knowledge of the worldwide impact of World War II by

- a) explaining economic and political causes, major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito;
 - b) examining the Holocaust and other examples of genocide in the twentieth century;
 - c) explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).
-

Era VIII: The Post War Period, 1945 to the Present

WHII.13 The student will demonstrate knowledge of major events in the second half of the twentieth century by

- a) explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;
 - b) assessing the impact of nuclear power on patterns of conflict and cooperation since 1945;
 - c) describing conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-tung (Zedong), Chiang Kai-shek, and Ho Chi Minh;
 - d) describing major contributions of selected world leaders in the second half of the twentieth century including Indira Gandhi, Margaret Thatcher, Mikhail Gorbachev, and Deng Xiaoping.
-

WHII.14 The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by

- a) describing the struggles for self-rule, including Gandhi's leadership in India and the development of India's democracy;
 - b) describing Africa's achievement of independence, including Kenyatta's leadership of Kenya and Mandela's role in South Africa;
 - c) describing the end of the mandate system and the creation of states in the Middle East including the role of Gold Meir and Gamal Abdul Nasser.
-

WHII.15 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by

- a) describing their beliefs, sacred writings, traditions, and customs;
 - b) locating the geographic distribution of religions in the contemporary world.
-

WHII.16 The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by

- a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies;
 - b) assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom;
 - c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements;
 - d) analyzing the increasing impact of terrorism.
-

Test-Taking Strategies and Practice

You can improve your test-taking skills by practicing the strategies discussed in this section. First, read the tips on the left-hand page. Then apply them to the practice items on the right-hand page.

Multiple Choice

A multiple-choice question consists of a stem and a set of alternatives from which to select the right answer. The stem usually is in the form of a question or an incomplete sentence. One of the alternatives correctly answers the question or completes the sentence.

- 1 Read the stem carefully and try to answer the question or complete the sentence before looking at the alternatives.
- 2 Look for key words in the stem. They may direct you to the correct answer.
- 3 Read each alternative with the stem. Don't make your final decision on the correct answer until you have read all of the alternatives.
- 4 Eliminate alternatives that you know are wrong.
- 5 Look for modifiers to help you rule out incorrect alternatives.

- 1** 1 The Sahara is **mostly** _____
- 2** *Mostly is a key word here. Changing it to **partly** would alter the sentence and call for a different answer.*
- 3** alternatives
- A scattered with rocks and gravel.
 - B made up of sand dunes.
 - C located south of the equator.
 - D covered with tall grasses and bushes.
- 4** *You can eliminate D if you remember that the Sahara is a desert.*
- 2** Over hundreds of years, the Bantu people migrated from West Africa to
- A **all** of North Africa.
 - B East and South Africa.
 - C South and Southwest Asia.
 - D **every** continent except Antarctica.
- 5** *Absolute words, such as **all**, **never**, **always**, **every**, and **only**, often signal an incorrect alternative.*
- 3** The traditional griots of West Africa passed on the histories of their people by
- A writing books.
 - B painting murals.
 - C telling stories.
 - D making sculptures.
- 4** Ghana, Mali, and Songhai all were
- A conquered by the French.
 - B active in the Atlantic slave trade.
 - C part of the West African empire.
 - D involved in the gold-salt trade.

answers: 1 (A); 2 (B); 3 (C); 4 (D)

Primary Sources

Primary sources are materials that have been written or made by people who were at historical events, either as observers or participants. Primary sources include journals, diaries, letters, speeches, newspaper articles, autobiographies, wills, deeds, and financial records.

- 1 Look at the source line to learn about the document and its author. Consider the reliability of the information in the document.
- 2 Skim the document to get an idea of what it is about. (This source includes three paragraphs that are distinct but address a related theme—rulers and moral behavior.)
- 3 Note any special punctuation. Ellipses (. . .), for example, indicate that words or sentences have been removed from the original.
- 4 Use active reading strategies. For instance, ask and answer questions on the content as you read.
- 5 Use context clues to help you understand difficult or unfamiliar words. (From the context, you realize that *chastisements* means “punishments.”)
- 6 Before rereading the document, skim the questions. This will help you focus your reading and more easily locate answers.

Moral Rulers

Book II, 3. The Master said, Govern the people by regulations, keep order among them by chastisements and they will flee from you, and lose all self-respect. Govern them by moral force, keep order among them by ritual and they will keep their self-respect and come to you of their own accord. . . .

Book XI, 23. . . . The Master said, . . . What I call a great minister is one who will only serve his prince while he can do so without infringement of the Way, and as soon as this is impossible, resigns. . . .

Book XIII, 6. The Master said, If the ruler himself is upright, all will go well even though he does not give orders. But if he himself is not upright, even though he gives orders, they will not be obeyed.

This is a collection of writings on government, ethics, literature, and other subjects by the ancient Chinese scholar and teacher Confucius. —*The Analects of Confucius*

- 1 Which sentence *best* expresses the main idea shared by these paragraphs?
 - A Rules and regulations are hard to live by.
 - B Leaders should act morally in ruling the people.
 - C A leader’s goodness is judged by the punishments he administers.
 - D Rulers should expect their people to obey them no matter what they say.
- 2 This advice from Confucius seems most appropriate for
 - A workers and farmers.
 - B merchants and town artisans.
 - C rulers and their advisers.
 - D soldiers and priests.

answers: 1 (B); 2 (C)

Charts

Charts present information in a visual form. History textbooks use several types of charts, including tables, flow charts, Venn diagrams, and info-graphics. The chart most commonly found on exams is the table. Tables organize information in columns and rows for easy viewing.

- 1 Read the title and identify the broad subject of the chart.
- 2 Read the column and row headings and any other labels. These will provide more details about the subject of the chart.
- 3 Note how the information in the chart is organized.
- 4 Compare and contrast the information from column to column and row to row.
- 5 Try to draw conclusions from the information in the chart.
- 6 Read the questions and then study the chart again.

Immigration to Selected Countries

Country	Period	Number of Immigrants
Argentina	1856-1932	6,405,000
Australia	1861-1932	2,913,000
Brazil	1821-1932	4,431,000
British West Indies	1836-1932	1,587,000
Canada	1821-1932	5,206,000
Cuba	1901-1932	857,000
Mexico	1911-1931	226,000
New Zealand	1851-1932	594,000
South Africa	1881-1932	852,000
United States	1821-1932	34,244,000
Uruguay	1836-1932	713,000

Source: Alfred W. Crosby, Jr., *The Columbian Exchange: Biological and Cultural Consequences of 1492*

- 1 According to the chart, the vast majority of immigrants settled in
 - A Argentina.
 - B Brazil.
 - C Canada.
 - D the United States.
- 2 The Latin American country that received the most immigrants was
 - A Argentina.
 - B Brazil.
 - C Cuba.
 - D Uruguay.

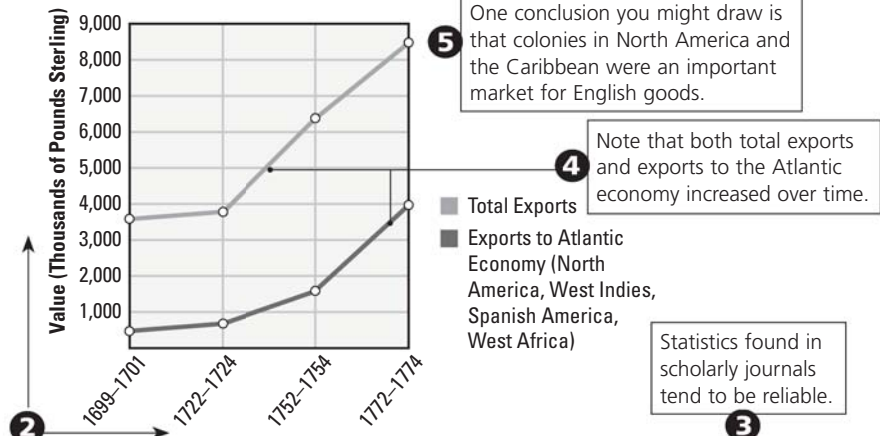
answers: 1 (D); 2 (A)

Line and Bar Graphs

Graphs show statistics in a visual form. Line graphs are particularly useful for showing changes over time. Bar graphs make it easy to compare numbers or sets of numbers.

- 1 Read the title and identify the broad subject of the graph.
- 2 Study the labels on the vertical and horizontal axes to see the kinds of information presented in the graph. Note the intervals between amounts and between dates. This will help you read the graph more efficiently.
- 3 Look at the source line and evaluate the reliability of the information in the graph.
- 4 If the graph presents information over time, look for trends—generalizations you can make about changes over time.
- 5 Draw conclusions and make inferences based on information in the graph.
- 6 Read the questions carefully and then study the graph again.

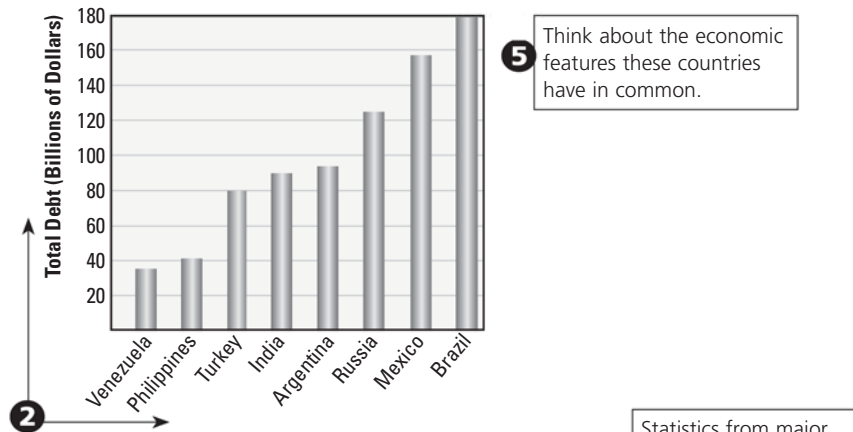
1 Exports of English Manufactured Goods, 1699–1774



Source: R. Davis, "English Foreign Trade, 1700–1774," *Economic History Review* (1962)

- 1 Which statement *best* describes the trend in total exports?
 - A They rose and fell.
 - B They remained unchanged.
 - C They grew over time.
 - D They decreased over time.

1 Nations with High Foreign Debt, 1998



Source: The World Bank

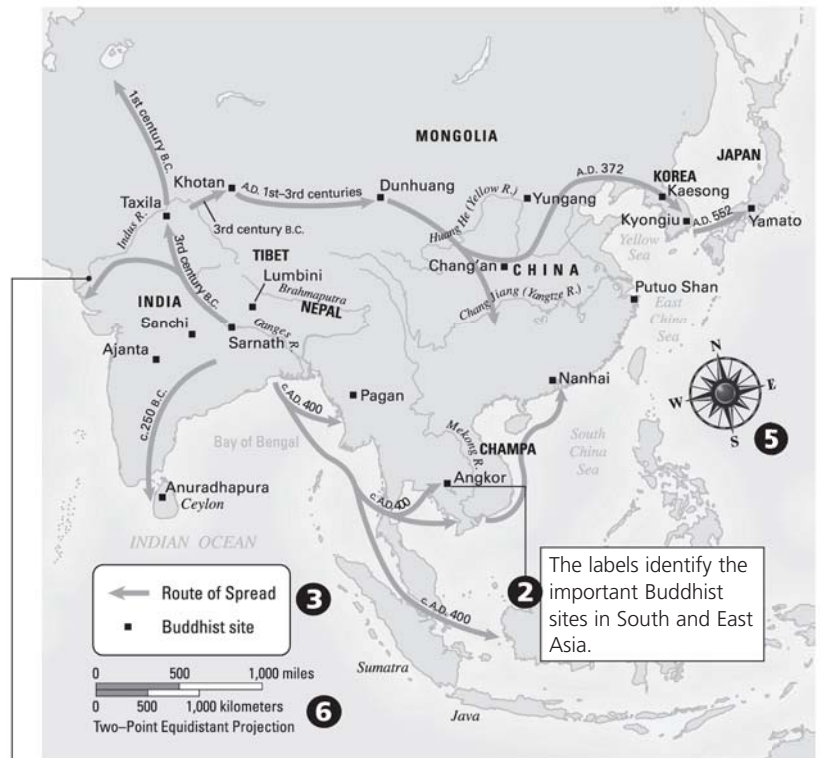
- 2 Which nation has the largest foreign debt?
 - A Venezuela
 - B Brazil
 - C Mexico
 - D Russia

answers: 1 (C); 2 (B)

Maps

Generally, three kinds of maps—physical maps, political maps, and thematic maps—are used on exams. Physical maps display physical features, such as mountains, rivers, lakes, seas, and oceans. Political maps show countries and the political divisions within them—states or provinces, for example. They also show the location of major cities. Thematic, or special-purpose, maps focus on a particular topic, such as population density, election results, or major battles in a war. The thematic map on this page shows the spread of Buddhism across South and East Asia.

1 The Spread of Buddhism



- 1 Read the title of the map to identify the area shown and the subject covered.
- 2 Examine the labels on the map to find more information on the map's subject.
- 3 Study the legend to find the meaning of the symbols and colors used on the map.
- 4 Look at the colors and symbols on the map to try to identify patterns.
- 5 Use the compass rose to determine directions on the map.
- 6 Use the scale to determine distances between places shown on the map.
- 7 Read the questions, and then carefully study the map to determine the answers.

Notice that Buddhism began in northern India and next spread to much of the rest of the Indian subcontinent.

- 1 To which area did Buddhism spread after AD 550?
 - A Java
 - B China
 - C Japan
 - D Champa
- 2 The routes tracing the spread of Buddhism reflect the cultural influence that China had on
 - A Mongolia and Vietnam.
 - B Korea and Japan.
 - C Vietnam and Korea.
 - D India and Japan.

answers: 1 (C); 2 (B)

Constructed Response

Constructed response items may require you to construct or interpret a chart, graph, map, timeline, or other graphic representation, to supply a short written answer, or to produce a longer piece of writing. Much of what you have learned on the previous pages regarding charts, graphs, maps, and cartoons will apply to the constructed response items.

1 Read the “task” section of the question or questions and note the action words. This will help you understand exactly what is required. Commonly used action words are *define, discuss, describe, show, compare, contrast, explain, analyze, and evaluate*. Make sure you understand the meaning of these words.

2 If there is a graphic or chart that seems unrelated to the tasks or questions, study and try to consider how the two might be connected—take notes, be sure to note any appropriate information you know about the person, period, or event depicted.

3 If you are asked to do extended writing, make sure your essay shows a thorough understanding of the theme and addresses all aspects of the question.

When answering multiple questions in one paragraph, it is helpful to first jot down ideas, and then organize them in an outline before beginning to write. Be sure to include specific examples in your outline.

1 *Compare* the map showing European Control of South America with the map of Indigineous Peoples of South America. How do the boundaries of the various areas differ on the two maps?

Describe at least two benefits gained by European powers from the colonization of South America.

Describe at least two harmful effects that European colonization had on the indigenous people of South America.

3 What vision and expectations for our nation are expressed in the excerpt?

How have we fulfilled or met that vision in the United States today?

In what ways have we fallen short?

- 4 Be familiar with the general scoring rubric to know how your responses will be scored.

General scoring rubric for constructed-response items

Score	
4	<ul style="list-style-type: none">• The student's response demonstrates in-depth understanding of the relevant content and/or procedures.• The student completes all important components of the task accurately and communicates ideas effectively.• Where appropriate, the student offers insightful interpretations and/or extensions.• Where appropriate, the student uses more sophisticated reasoning and/or efficient procedures.
3	<ul style="list-style-type: none">• The student completes most important aspects of the task accurately and communicates clearly.• The student's response demonstrates an understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood.• The student's logic and reasoning may contain minor flaws.
2	<ul style="list-style-type: none">• The student completes some parts of the task successfully.• The student's response demonstrates gaps in conceptual understanding.
1	<ul style="list-style-type: none">• The student completes only a small portion of the task and /or shows minimal understanding of the concepts and/or processes.
0	<ul style="list-style-type: none">• The student's response is incorrect, irrelevant, too brief to evaluate, or blank.



**VIRGINIA STANDARD
OF LEARNING WHII.1a**

Primary and Secondary Sources

WHII.1a: The student will improve skills in historical research and geographical analysis by a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D. (C.E.).

Read the summaries to answer questions on the Practice page.

Primary Sources

Primary sources are written or made by people who were present at historical events, either as observers or as participants. Primary sources include journals, diaries, letters, speeches, newspaper articles, autobiographies, wills, deeds, and financial records.

Secondary Sources

Secondary sources are descriptions of places, people, cultures, and events. Usually, secondary sources are made by people who were not directly involved in the event or present in the place at the time being discussed. The most common types of written secondary sources are textbooks, reference books, some magazines, and newspapers.

Both types of sources provide insight into the people and events that make up the history of the United States. The following strategies can help with understanding and gaining information from primary and secondary sources.

- Read the introductory information for excerpts from primary sources. The introductory information often provides context to the time period and events for when sources such as speeches, diaries, and letters were created.
- Read the title to preview the content of the passage.
- Look at the source line to learn about the document and its author. Consider the reliability of the information in the document.
- Skim the document to get an idea of what it is about.
- Note any special punctuation. Ellipses, for example, indicate that words or sentences have been removed from the original.
- While reading, use context clues to find the meaning of difficult or unfamiliar words.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.1a*Primary and Secondary
Sources*

Directions: Choose the letter of the *best* answer.

Use the following excerpt to answer questions 1–2.

It's half a year yesterday since I first went into the pit. I trapped at first, but not long. I have to hurry now, with another boy; we hurry both full and empty corves; it's hard work when we've up hill to hurry, and there's a good deal of up hill. I am tired when I have to work late. There is one fills, and we two have to hurry during the day; we've no time to stop. I'd rather be in the pit than at school; I like being in the pit.

— The testimony of Wm. Drury, nearly 10 years old, to the British Parliament, from *First Report of Commissioners for Inquiring Into the Employment and Condition of Children in Mines and Manufactories*

1 Which statement *best* represents Drury's opinion about working in the mines?

- A The work is easy.
- B The boss is kind.
- C Working is better than going to school.
- D There is too much free time when working in the pit.

2 You can infer that this testimony was given during the

- F French Revolution.
- G Russian Revolution.
- H Scientific Revolution.
- J Industrial Revolution.

Use the following excerpt to answer questions 3–4.

During the first several years of the war, perhaps no combatant struggled as hard as Russia. Unlike the nations of western Europe, Russia had yet to become industrialized. As a result, the Russian army was continually short on food, guns, ammunition, clothes, boots, and blankets. The Russian army had only one asset—its numbers. Throughout the war, the Russian army suffered enormous battlefield losses, and yet the army continually rebuilt its ranks. Despite all its difficulties, the Russian army managed to tie up hundreds of thousands of German troops in the east for more than three years.

3 You can infer from this passage that Russia had

- A many factories.
- B a large population.
- C fertile farm land.
- D long and cold winters.

4 Which of the following statements *best* summarizes this passage?

- F The Russian army lacked the resources it needed to battle the Germans.
- G The Russian army continued to battle the Germans despite its hardships.
- H Russia was slow to become an industrialized nation.
- J Russia suffered more casualties in the war than any other nation.

REVIEW


**VIRGINIA STANDARD
OF LEARNING WHII.1b**

Geographic Effects on the Past and Present

WHII.1b: The student will improve skills in historical research and geographical analysis by **b)** using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D. (C.E.).

Read the summary and map to answer questions on the Practice page.

One of the major migrations in world history was that of European explorers and settlers to the Americas. The map and text below summarize the physical features and environmental conditions that influenced this migration and helped to shape the distribution of culture groups today. Review this information and then answer the questions on the next page.



European Migration to the Americas

Initially, the drive for wealth brought European explorers to the Americas in the late 1400s. They were searching for a direct sea route to the riches of Asia. Although Europeans did not find the trade route they were searching for, they did find vast new lands. The immense natural resources of the New World—its furs, fish, gold, silver, timber, and land—attracted colonists from many nations of Europe. This map shows the lands claimed in the mid-1700s by the three main groups of European colonists—the Spanish, French, and English.

The effects of early European migration to the Americas can still be seen in the distribution of culture groups today. You will notice on the map above that the Spanish claimed most of what is today the southwestern United States, Florida, Central America, and northern South America. Today, many people of partly Spanish descent live in these areas. French culture still thrives in Quebec, Canada, and in Louisiana, where many descendants of French colonists called Cajuns live. The eastern seaboard of the United States, as well as the rest of the country, has many descendants of English and other European immigrants.

PRACTICE

**VIRGINIA STANDARD
OF LEARNING WHII.1b**



Geographic Effects on the Past and Present

Directions: Choose the letter of the *best* answer.

- | | |
|---|--|
| <p>1 The first European explorers of the New World were looking for</p> <ul style="list-style-type: none">A land for farming.B places to establish colonies.C a direct sea route to Asia.D a direct sea route to Africa. <p>2 What physical features of the New World attracted explorers and settlers from Europe?</p> <ul style="list-style-type: none">F its plentiful supply of fur-bearing animalsG its vast forests and land for farmingH its gold and silverJ all of the above | <p>3 The effects of Spanish colonization can still be seen especially in which part of the United States?</p> <ul style="list-style-type: none">A SouthwestB NorthwestC MidwestD Northeast <p>4 Descendants of early French immigrants to North America who live in Louisiana are known as</p> <ul style="list-style-type: none">F Mestizos.G Cajuns.H Puritans.J Loyalists. |
|---|--|

**REVIEW****VIRGINIA STANDARD
OF LEARNING WHII.1c***Using Geography
to Study History*

WHII.1c: The student will improve skills in historical research and geographical analysis by c) identifying geographic features important to the study of world history since 1500 A.D. (C.E.).

Read the charts to answer questions on the Practice page.

Historians use geography to gain understanding of how, where, and why events have taken place throughout history. They also study the world in spatial terms. They ask the questions—“Where are things located?” and “Why are they there?”

The five themes and six essential elements of geography help historians ask and answer those questions.

The Five Themes of Geography	
Location	This uses latitude and longitude to give the exact location of a place or describes a location in relation to other places.
Place	This describes the physical and human characteristics of a place.
Region	This explains how places are united into broader regions by examining how places are similar.
Movement	This examines how people, goods, and ideas move from one location to another and the changes caused by such movement.
Human/Environment Interaction	This explains how humans adapt to their environment and how they alter their environment.

The Six Essential Elements of Geography	
The World in Spatial Terms	Historians study where a place is located by using maps, data, and other geographic tools.
Places and Regions	Historians look for characteristics of places and regions.
Physical Systems	Historians study changes in Earth’s surface.
Human Systems	Historians study human settlement patterns and the use of resources.
Environment and Society	Historians learn how people and the environment interact.
The Uses of Geography	Historians study patterns and processes in the world to help people understand the past and plan for the future.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.1c*Using Geography
to Study History*

Directions: Choose the letter of the *best* answer.

- 1 Which of the five geographic themes does the migration of the Bedouin people describe?
 - A location
 - B movement
 - C place
 - D region
- 2 Which phrase gives exact location?
 - F 115 miles west of London
 - G southwest in Great Britain
 - H 51° north, 02° west
 - J 132 kilometers north of the English Channel
- 3 Which is an example of human/environment interaction?
 - A traveling from Africa to South America
 - B finding Moscow on a map
 - C describing the climate of Italy
 - D plowing the earth to plant crops in France
- 4 Which essential element involves using maps to study location?
 - F the world in spatial terms
 - G places and regions
 - H physical systems
 - J human systems
- 5 Which essential element of geography involves studying patterns and processes to understand the past?
 - A places and regions
 - B human systems
 - C physical systems
 - D the uses of geography

REVIEW

**VIRGINIA STANDARD
OF LEARNING WHII.1d**

Civilizations Throughout History (since 1500)

WHII.1d: The student will improve skills in historical research and geographical analysis by **d**) identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 1500 A.D. (C.E.) to the present.

Read the summary and chart to answer questions on the Practice page.

Throughout history, boundaries of kingdoms, empires, and states have been drawn across the globe. Kingdoms interacted with one another through trade and war. The interaction of war led to the redrawing of political boundaries as the victor claimed a region. For example, many modern nations were once colonies of European powers. The table below outlines the major empires of modern history.

Major Empires from 1500 to the Present

Name and Dates	Location	Achievements
Austro-Hungarian (late 1600s–1918)	<ul style="list-style-type: none"> • Central Europe 	<ul style="list-style-type: none"> • Became known for its cultural life, especially its great composers.
Aztec (1325–1521)	<ul style="list-style-type: none"> • Mesoamerica 	<ul style="list-style-type: none"> • Built pyramids and developed a pictorial written language.
British (1600s–1980s)	<ul style="list-style-type: none"> • United Kingdom, Americas, Africa, Asia 	<ul style="list-style-type: none"> • Held one-fourth of the world's land and spread British culture to one-fourth of the world's people.
Inca (1400–1532)	<ul style="list-style-type: none"> • South America 	<ul style="list-style-type: none"> • Built a vast empire linked by an extensive road system.
Mughal (1526–1700s)	<ul style="list-style-type: none"> • India 	<ul style="list-style-type: none"> • Built the Taj Mahal.
Ottoman (about 1300–1922)	<ul style="list-style-type: none"> • Turkey, North Africa, Southwest Asia, Southeast Europe 	<ul style="list-style-type: none"> • Became the world's most powerful empire in the 1500s and 1600s and built architectural masterpieces.
Songhai (1460s–1591)	<ul style="list-style-type: none"> • West Africa 	<ul style="list-style-type: none"> • Gained control of trans-Saharan trade routes and built a thriving empire.

PRACTICE

**VIRGINIA STANDARD
OF LEARNING WHII.1d**



Civilizations Throughout History (since 1500)

Directions: Choose the letter of the *best* answer.

- | | |
|--|--|
| <p>1 Which of the following empires was built by controlling trade?</p> <ul style="list-style-type: none">A AztecB IncaC MughalD Songhai <p>2 With the establishment of the Republic of Turkey, which empire came to an end?</p> <ul style="list-style-type: none">F RussianG SpanishH OttomanJ French | <p>3 Which of the following countries was <i>not</i> a part of the British Empire?</p> <ul style="list-style-type: none">A CanadaB IndiaC HaitiD United States <p>4 During the Cold War, which country was a part of the Soviet Union?</p> <ul style="list-style-type: none">F GeorgiaG AfghanistanH MongoliaJ North Korea |
|--|--|

REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.1e***Human Migration*

WHII.1e: The student will improve skills in historical research and geographical analysis by e) analyzing trends in human migration and cultural interaction from 1500 A.D. (C.E.) to the present.

Read the summaries to answer questions on the Practice page.

Since the time of hunter-gatherers, human migration has occurred. With each migration, humans encountered new environments and interacted with other cultures.

Causes of Migration

- The process of relocating to a new region is called migration.
- A person who leaves one country to settle in another is called an immigrant.
- Push factors are reasons that cause people to leave an area. They include lack of resources, change in climate or vegetation, war, persecution, or forced removal.
- Pull factors are reasons that attract people to another area. They include land, jobs, and the desire to return to a homeland.

Where People Migrate

- Internal migration happens when people move from one place to another but stay in the same country.
- Two of the most common forms of internal migration are moving from rural areas to cities, and moving from cities to suburbs.
- Pull factors attract people to cities, where they often build houses on the outskirts. This kind of city growth is called urban sprawl.
- Moving from one continent to another is international migration.
- The migration of Bantu-speaking people across Africa is an example of a migration across a continent that took hundreds of years.

The Effects of Migration

- People take their customs and traditions with them when they migrate. As a result, the cultures of both the immigrants and the people living in an area may change. For example, the Bantus carried their language and iron-working skills to new regions.
- In some cases, migration leads to persecution, actions that may be hurtful to an individual or a group.
- Migration can help or hurt a region's economy. If the region needs workers, it helps. But sometimes, the arrival of large numbers of people strains a region's resources.
- The arrival of immigrants can affect a region's politics. If the immigrants are viewed as unwanted or dangerous, the government might support actions to remove them or allow them to be treated badly. In the best cases, however, immigrants bring valuable skills to a region and are allowed to become citizens.

PRACTICE**VIRGINIA STANDARD
OF LEARNING WHII.1e***Human Migration*

Directions: Choose the letter of the *best* answer.

- 1 Which of the following is an example of rural-to-urban internal migration?**
 - A** moving from Bangkok to one of its suburbs
 - B** moving from an African village to a capital city
 - C** moving from East Asia to South Asia
 - D** moving from South America to North America
- 2 Which of the following is a possible pull factor of migration?**
 - F** desertification and drought
 - G** free public education
 - H** persecution of a minority group
 - J** civil war
- 3 Which of the following might be associated with the sharp decline in Chinese immigration in 1883-1884?**
 - A** the Chinese Exclusion Act
 - B** the building of U.S. railroads
 - C** the discovery of gold in the United States
 - D** the Gentlemen's Agreement
- 4 Which of the following has helped to change the English language?**
 - F** borrowing words from immigrants
 - G** studying the rules of grammar
 - H** greater levels of literacy
 - J** defining word meanings

REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.1f***Importance of Economics*

WHII.1f: The student will improve skills in historical research and geographical analysis by **f**) analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events from 1500 A.D. (C.E.).

Read the summaries and chart to answer questions on the Practice page.

Economic Systems

- **Traditional economy:** Goods and services traded; money rarely exchanged.
- **Command or Planned economy:** Production of goods and services is decided by central government, which owns most resources and businesses.
- **Market economy:** Production of goods and services is determined by supply and demand.
- **Mixed economy:** A blend of command and market economies.

Government and Economics

In order to fund public services, governments have to tax their people. Throughout history, taxation has been used to fund a number of projects, such as the Great Pyramids, the Great Wall of China, and waterworks in Rome. Taxes were not always paid by using currency. In ancient Egypt, farmers paid taxes by giving grain, among other farm products, to the pharaoh. The pharaoh would then store the grain for the empire to use at other times. Over time, currency evolved as a form of payment for goods or services.

World Trade

Throughout history, trade has played an important role in establishing economic development and success. Listed below are elements of trade.

- Products or resources sold to other countries are called exports.
- Products or resources that come into a country are called imports.
- A country may choose to focus on producing only one or two products or resources; this is called specialization.

Early Major Trade Routes

Silk Roads

- Overland trade routes were called Silk Roads because traders carried silk and other goods on camel caravans.
- Trade from China became common by about 100 BC
- The trails stretched westward from China, through Central Asia to Southwest Asia, and across the Mediterranean to the Roman Empire in Europe.
- After a journey of 4,000 miles, Chinese silk and other goods from China reached the markets of Antioch and Damascus in Southwest Asia.

Trans-Saharan Trade

- Salt was mined in the Sahara and traded for gold from the south, as well as crops and enslaved laborers from the savannah region.
- Around the fourth century, camels began to be used in trade caravans. They could travel long distances without water, making the journeys easier.

Arab Trade

- Baghdad, established in the late 700s, became a major trading center. Baghdad's merchants traveled as far as China, India, northern Europe, and Africa.
- A common language and a common currency helped trade grow in the Muslim Empire.

PRACTICE**VIRGINIA STANDARD
OF LEARNING WHII.1f***Importance of Economics*

Directions: Choose the letter of the *best* answer.

- | | |
|---|--|
| <p>1 In which economic system would farmers be most likely to trade food for clothing?</p> <p>A command</p> <p>B market</p> <p>C mixed</p> <p>D traditional</p>
<p>2 Specialization occurs when a country</p> <p>F exports more than it imports.</p> <p>G imports more than it exports.</p> <p>H focuses on producing only a few products or resources.</p> <p>J refuses to engage in world trade for fear of outside influence.</p> | <p>3 Which of the following reasons <i>best</i> explains why countries need world trade?</p> <p>A to gain products they lack</p> <p>B to keep a traditional economy</p> <p>C to increase their literacy rate</p> <p>D to increase their life expectancy</p>
<p>4 One result of the global economy is that</p> <p>F American workers now compete for jobs with workers in other countries.</p> <p>G trade between the United States and other countries has decreased.</p> <p>H prices on imported goods have risen steeply.</p> <p>J environmental laws in other countries are becoming stricter.</p> |
|---|--|

REVIEW

**VIRGINIA STANDARD
OF LEARNING WHII.2a**

Major World Powers (c. 1500)

WHII.2a: The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by a) locating major states and empires.

Read the chart to answer questions on the Practice page.

Name and Dates	Location	Achievements
Aztec	<ul style="list-style-type: none"> Mesoamerica 	<ul style="list-style-type: none"> Built pyramids and developed a pictorial written language.
England	<ul style="list-style-type: none"> Most of the British Isles 	<ul style="list-style-type: none"> The Magna Carta and English Bill of Rights were foundations for democracy.
French (First Empire)	<ul style="list-style-type: none"> France, the Americas, Africa, and Asia 	<ul style="list-style-type: none"> Defeated the English in the Hundred Years' War.
Spanish Empire	<ul style="list-style-type: none"> Spain, the Americas, and Asia 	<ul style="list-style-type: none"> The first to explore the Americas and establish colonies.
Russia	<ul style="list-style-type: none"> Russia and the Ukraine 	<ul style="list-style-type: none"> Ousted the Mongols and preserved the Eastern Orthodox religion.
Ming	<ul style="list-style-type: none"> China 	<ul style="list-style-type: none"> Reclaimed China from the Mongols and established a period of isolationism.
Holy Roman	<ul style="list-style-type: none"> Western and central Europe 	<ul style="list-style-type: none"> Was the strongest state in Europe until about 1100.
Inca	<ul style="list-style-type: none"> South America 	<ul style="list-style-type: none"> Built a vast empire linked by an extensive road system.
Mughal	<ul style="list-style-type: none"> India 	<ul style="list-style-type: none"> Built the Taj Mahal.
Ottoman	<ul style="list-style-type: none"> Turkey, North Africa, Southwest Asia, Southeast Europe 	<ul style="list-style-type: none"> Became the world's most powerful empire in the 1500s and 1600s and built architectural masterpieces.
Songhai	<ul style="list-style-type: none"> West Africa 	<ul style="list-style-type: none"> Gained control of trans-Saharan trade routes and built a thriving empire.

PRACTICE



**VIRGINIA STANDARD
OF LEARNING WHII.2a**

Major World Powers (c. 1500)

Directions: Choose the letter of the *best* answer.

- | | |
|---|---|
| <p>1 Where was the Taj Mahal built?
A China
B India
C Spain
D Russia</p> <p>2 Which of the following won the Hundred Years' War?
F France
G China
H England
J Holy Roman Empire</p> <p>3 Which of the following empires controlled the trans-Saharan trade routes?
A Ming
B Mughal
C Inca
D French</p> | <p>4 The most powerful empire in the world in the 1500s and 1600s was the
F Holy Roman empire.
G British empire.
H Ottoman empire.
J Russian empire.</p> <p>5 Which country was the first to establish colonies in the Americas?
A England
B France
C China
D Spain</p> |
|---|---|

REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.2b***Renaissance Achievements*

WHII.2b: The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by **b**) describing artistic, literary, and intellectual ideas of the Renaissance.

Read the summaries and chart to answer questions on the Practice page.

Rebirth

The years 1300 to 1600 saw a rebirth of learning and culture in Europe. This rebirth began in Italy for three reasons. First, Italy had several important city-states, whereas most of northern Europe was still rural. Second, these city-states included a class of merchants and bankers who were becoming wealthy and powerful. Third, Italian artists and scholars were inspired by the ruined buildings and other reminders of classical Rome. These factors made Florence the birthplace of the Italian Renaissance.

By 1450, the bubonic plague had ended in northern Europe and the population was recovering. Also, the Hundred Years' War between France and England was finally coming to a close. The suffering caused by these two events was fading, and the new ideas from Italy spread to northern Europe, where they were quickly adopted.

Literature

- Writers began to use the vernacular. More people could enjoy literature.
- Many authors in the Renaissance wrote to express themselves or to develop portraits of individuals. Modern writers still share these purposes.

The Arts

- Renaissance artists rejected medieval traditions. They did portray religious subjects, but realistically. Some subjects were from ancient Greece and Rome.
- They sculpted or painted portraits of important citizens, emphasizing individuality.
- They developed the technique known as perspective. Perspective allowed them to produce paintings that looked three-dimensional rather than flat.

Writers	Artists
<p>Sir Thomas More wrote <i>Utopia</i> to represent a model society. In Greek, the word <i>utopia</i> means “no place.” More’s book gave new meaning to the word; today, it represents an ideal world.</p>	<p>Michelangelo was one of the most famous Renaissance artists. As a sculptor, he created the renowned <i>David</i>. He was also an accomplished painter. While lying on his back on scaffolding, he painted the ceiling of the Sistine Chapel in Rome (now Vatican City).</p>
<p>Desiderius Erasmus wrote <i>The Praise of Folly</i>. In his book, Erasmus pokes fun at greedy merchants, heartsick lovers, quarrelsome scholars, and pompous priests.</p>	<p>Leonardo da Vinci was a great painter and sculptor. His works include the <i>Mona Lisa</i> and <i>The Last Supper</i>. He also sketched ideas for many inventions, including an aerial screw, the forerunner of the helicopter.</p>
<p>William Shakespeare wrote numerous sonnets and plays, including <i>Hamlet</i>, <i>Macbeth</i>, and <i>Romeo and Juliet</i>.</p>	<p>Albrecht Dürer painted religious subjects and realistic landscapes.</p>
<p>Francesco Petrarch was a scholar and humanist who wrote a number of sonnets and letters. He is referred to as the “Father of Renaissance Humanism.”</p>	<p>Hans Holbein the Younger and Jan van Eyck painted lifelike portraits and Pieter Bruegel the Elder painted scenes of peasant life.</p>

PRACTICE



VIRGINIA STANDARD
OF LEARNING WHII.2b

Renaissance Achievements

Directions: Choose the letter of the *best* answer.

1 What characterizes many works of Renaissance literature?

- A use of Latin
- B suspenseful plots
- C focus on people as individuals
- D an emphasis on religion

Use the following quote to answer question 2.

“What a piece of work is a man, how noble in reason, how infinite [endless] in faculties [abilities], in form and moving, how . . . admirable.”

—William Shakespeare, *Hamlet*
(Act 2, Scene 2)

2 What Renaissance value does the quotation from *Hamlet* reflect?

- F Humans were put on Earth to serve God and their king.
- G The potential of human beings is limitless.
- H Most humans are weak and need to be guided by authority.
- J Humans have little control over their destinies.

3 Renaissance artists tended to produce works that

- A were realistic.
- B were lacking in detail.
- C had dull colors.
- D resembled medieval art.

4 The use of perspective allowed artists to

- F copyright their paintings, drawings, and sculptures.
- G show the muscles under the skin in their sculptures.
- H create the appearance of three dimensions in their paintings.
- J apply layers of paint to create color variations.

5 Who painted the *Last Supper*?

- A Leonardo da Vinci
- B Johannes van Eyck
- C Michelangelo
- D Hans Holbein

6 Which of the following works of literature described a model society?

- F *Romeo and Juliet*
- G *Macbeth*
- H *The Praise of Folly*
- J *Utopia*

**REVIEW****VIRGINIA STANDARDS
OF LEARNING WHII.2c,
WHII.15a, b**

Major Religions

WHII.2c: The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by **c**) describing the distribution of major religions.

WHII.15a, b: The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by **a**) describing their beliefs, sacred writings, traditions, and customs; **b**) locating the geographic distribution of religions in the contemporary world.

Read the summaries to answer questions on the Practice page.

Buddhism—The Buddha did not teach a personal deity.

Holy Books: No one book— sacred texts, including the *Dhammapada*, or *Verses of Righteousness*

Leadership: Buddhist monks and nuns

Beliefs:

- Persons achieve complete peace and happiness, known as nirvana, by eliminating their attachment to worldly things
- Nirvana is reached by following the Noble Eightfold Path: Right views; Right resolve; Right speech; Right conduct; Right livelihood; Right concentration; Right mindfulness; Right meditation.

Distribution: *c.* 1500: Southeastern and Eastern Asia; Today: worldwide with highest distribution still in Eastern and Southeastern Asia, including Japan and Korea

Christianity—The Holy Trinity: God the Father, Jesus Christ, and the Holy Spirit

Holy Books: Christian Bible

Leadership: Priests, ministers, monks, and nuns

Beliefs:

- There is only one God, who watches over and cares for his people.
- Jesus Christ is the son of God. He died to save humanity from sin. His death and resurrection made eternal life possible for others.

Distribution: *c.* 1500: Europe and Southwest Asia, Today: worldwide with greatest distribution in Europe, Africa, and the Americas

Hinduism—Three main deities: Brahma, Vishnu, Shiva

Holy Books: No one book—sacred texts, including the Vedas and the Upanishad

Leadership: Brahmin priests, monks, and gurus

Beliefs:

- The soul never dies but is continually reborn.
- Persons achieve happiness and enlightenment after they free themselves from their earthly desires.
- Freedom from earthly desires comes from a lifetime of worship, knowledge, and virtuous acts.

Distribution: *c.* 1500: India and a portion of Southeast Asia; Today: worldwide with greatest distributions still in India and Southeast Asia

Islam—Allah

Holy Book: Quran

Leadership: No clergy but a scholar class called the ulama and the imam, who may lead prayers

Beliefs:

- Persons achieve salvation by following the Five Pillars of Islam and living a just life.
- These pillars are: faith; almsgiving, or charity to the poor; fasting, which Muslims perform during Ramadan; pilgrimage to Mecca; and prayer.

Distribution: *c.* 1500: parts of Asia, Africa, and southern Europe; Today: worldwide, greatest distribution in Southwest Asia, northern Africa, and Southeast Asia

Judaism—God

Holy Books: Hebrew Bible, including the Torah

Leadership: Rabbis

Beliefs:

- There is only one God, who watches over and cares for his people.
- God loves and protects his people, but also holds people accountable for their sins and shortcomings.
- Persons serve God by studying the Torah and living by its teachings.

Distribution: *c.* 1500: Europe and Southwest Asia; Today: worldwide with greatest distribution in Israel, Europe, and the United States

PRACTICE**VIRGINIA STANDARDS
OF LEARNING WHII.2c,
WHII.15a, b***Major Religions*

Directions: Choose the letter of the *best* answer.

- 1 By 1500, which religion dominated Europe?**
 - A Christianity
 - B Islam
 - C Judaism
 - D Hiduism

- 2 For which religion is the Quran the holy book?**
 - F Judaism
 - G Islam
 - H Hinduism
 - J Buddhism

- 3 Rabbis are the clergy of which religion?**
 - A Christianity
 - B Islam
 - C Hinduism
 - D Judaism

- 4 In 1500, the greatest number of Hindus would have been found in**
 - F China.
 - G Russia.
 - H India.
 - J Mali.

- 5 Both Buddhism and Hinduism teach that peace is achieved when one is freed from**
 - A religious persecution.
 - B the desire for worldly things.
 - C the trappings of organized religion.
 - D the physical body.



**VIRGINIA STANDARDS
OF LEARNING WHII.2d, e**

Exchange of Goods and Ideas

WHII.2d, e: The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by **d)** analyzing major trade patterns; **e)** citing major technological and scientific exchanges in the Eastern Hemisphere.

Read the summaries and tables to answer questions on the Practice page.

The Silk Roads

Mongol control of Eurasia created stability, security, and peace. This time was known as *Pax Mongolica*. Traders and travelers were guaranteed safety as they traveled the Silk Roads or roads in any part of the empire. As a result, trade between China and the West increased. Merchants carried inventions, such as gunpowder, printing technology, the compass, and paper money to the West, in addition to products such as silk and porcelain.

Chinese merchants brought new foods, plants, and minerals back from their trips. Many merchants, missionaries, and other travelers from India, Central Asia, Persia, and Europe visited China and learned about its culture.

Exchange of Goods	
Country/Region	Good
China	Porcelains and silks
India/Indian Ocean Region	Spices and textiles
Eastern Europe	Amber
Western Europe	Textiles
Africa	Salt and gold

Exchange of Ideas	
Country/Region	Good
China	Printing and paper currency
India	Advances in medicine and mathematics
Southwest Asia	Islam and mathematics

Trans-Saharan Trade

- Salt was mined in the Sahara and traded for gold from the south, as well as crops and enslaved laborers from the flat, grassy plains of the savannah region.
- In the third century, camels began to be used in trade caravans. They could travel long distances without water, making the journeys easier.
- Along the coast of North Africa and West Africa, salt and gold were transferred to Mediterranean trade routes. These routes allowed for the salt and gold to reach Europe and China via the Silk Roads.

Europe's Waterways

- In addition to trading with Asia, regions within Europe traded with one another. The Eastern Mediterranean, Black and Baltic seas provided trade routes for Russia and other countries in northern Europe to trade goods with southern Europe. Northern Europe could exchange furs and salted herring for wine, fruits, and olive oil.
- Rivers, such as the Rhine, Danube, and Seine provided trade routes from central Europe to countries such as France.
- Ireland, Great Britain, and Scandinavia used the North Sea as a major route for trade.
- Europe's waterways also provided, a path for Asia's, goods to spread throughout the continent.

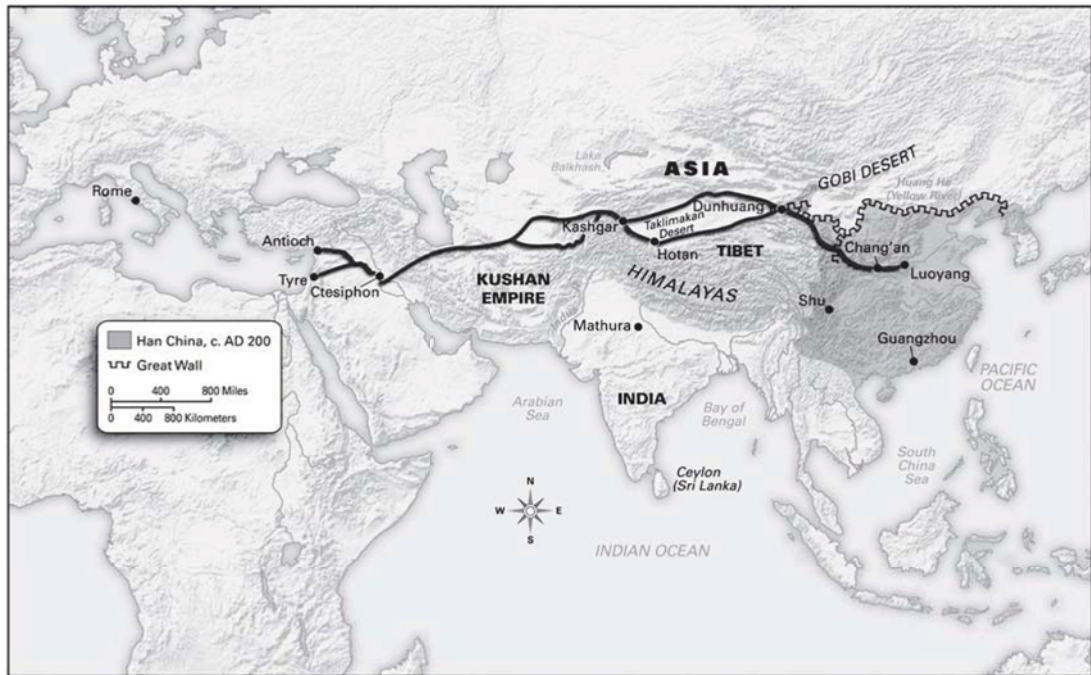
PRACTICE

**VIRGINIA STANDARDS
OF LEARNING WHII.2d, e**

*Exchange of Goods
and Ideas*

Directions: Choose the letter of the *best* answer.

Use the following map to answer question 1.



1 What trade route is shown in the map?

- A the Iron Roads
- B the African Route
- C the Persian Roads
- D the Silk Roads

2 On the Silk Roads, Chinese traders usually traded for

- F Indian paper, pottery, and tea.
- G African gold and oil.
- H European wine and oil.
- J Roman coins, military tactics, and murals.

3 Which of the following were important to European trade?

- A waterways
- B camels
- C slaves
- D armies

REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.3a***Major Reformation Figures*

WHII.3a: The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I.

Read the summaries to answer questions on the Practice page.

The Reformation

Many people throughout Europe were not happy with the Church in Rome. Merchants did not like the Church's policy on usury, or money lending. German, English, and Italian nobility did not like the authority over economies and governing. In addition, corruption and the sale of indulgences (pardons) angered others. The Reformation was a movement of opposition to the Church. As a result of the Reformation, the Catholic Church lost its authority over parts of Europe. New churches, known as Protestant, were started.

Martin Luther (1483–1546)

In the 1400s, people could give the Church money as a way of lessening their punishment for sins. Martin Luther, a monk and a teacher, believed that this "selling of indulgences" was wrong. In 1517, Luther published his views in a list called the *Ninety-Five Theses*. These ideas were printed and spread throughout Europe, starting the Reformation. Luther believed that people won salvation through faith, not good works. The pope excommunicated Luther. By then, Lutherans had formed their own Protestant church.

John Calvin (1509–1564)

John Calvin developed a religion based on many of Luther's beliefs as well as his own. He believed in predestination, the idea that God decides before a person is born whether the person's soul will be saved. He established a theocracy in Geneva, Switzerland. Its religious leaders enforced strict rules. Calvinism spread in Europe and North America.

Henry VIII (1491–1547)

King of England, Henry VIII broke from the Catholic Church when the pope refused to grant him an annulment from his wife. The Anglican church that he started kept many Catholic beliefs but not the authority of the pope.

Queen Elizabeth (1533–1603)

Following his death, one of Henry's daughters, Elizabeth, became queen in 1558 and completed the task of creating a separate English church. New laws gave the new religion traits that would appeal to both Protestants and Catholics. In this way, Elizabeth hoped to end religious conflict in England.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.3a*Major Reformation Figures*

Directions: Choose the letter of the *best* answer.

- 1 Why did Henry VIII break from the Catholic Church?**
 - A The Church would not grant him an annulment.
 - B He was angered over the sale of indulgences.
 - C He converted to Judaism.
 - D He wanted to separate himself from Church corruption.

- 2 Why did Martin Luther write his *Ninety-Five Theses*?**
 - F He was in despair over religious wars.
 - G He was angry about his excommunication.
 - H He was horrified over the sale of indulgences.
 - J He disliked the lifestyle of Church officials.

- 3 One of Martin Luther's major beliefs during the Reformation was that**
 - A men and women are naturally sinful.
 - B people should choose their faiths.
 - C salvation required faith, not good works
 - D priests were needed to interpret the Bible.

- 4 What did John Calvin believe about the salvation of individuals?**
 - F People earned salvation by praying regularly.
 - G People's salvation was decided before they were born.
 - H People with strong faith would be saved.
 - J People needed to help others in order to achieve salvation.

- 5 What kind of government did John Calvin support?**
 - A autocracy
 - B democracy
 - C monarchy
 - D theocracy

- 6 Under the leadership of Queen Elizabeth, the Church of England incorporated traditions from**
 - F Catholicism and Protestantism.
 - G the Northern Renaissance.
 - H Christianity and Humanism.
 - J Catholicism and Eastern Orthodoxy.

**REVIEW****VIRGINIA STANDARD
OF LEARNING WHII.3b**

The Protestant and Catholic Reformations

WHII.3b: The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by **b)** describing the impact of religious conflicts, the Inquisition, and Catholic Reformation, on society and government actions.

Read the summaries to answer questions on the Practice page.

German Reformation

In 1524, peasants in Germany hoped to use Luther's ideas to change society. They demanded an end to serfdom. When it was not granted, they revolted. German princes killed thousands in putting down the revolt. Some nobles supported the Reformation because they saw a chance to weaken the Holy Roman Emperor's power. German princes, including the Hapsburg family and the Holy Roman Empire, joined forces against the Reformation. Some princes protested this, and war broke out between Catholic and Protestant forces in Germany. The war ended in 1555 with the Peace of Augsburg. That treaty granted each prince the right to decide whether his subjects would be Catholic or Protestant.

French Reformation

In France, followers of John Calvin were called Huguenots. Conflict between them and Catholics often turned to violence. In 1572, mobs killed around 12,000 Huguenots. In 1598, the Edict of Nantes granted the Huguenots the right to live and worship in France. However, some of these rights were essentially reversed in 1624, when Cardinal Richelieu gained power over France.

In 1618, the Thirty Years' War began in Europe. This was another conflict between Catholics and Protestants. However, the war turned from a religious war to a political one. Wanting to strengthen France's position in Europe, Richelieu felt that the Hapsburgs had to be defeated since their lands surrounded France. The war ended in 1648 with the Peace of Westphalia.

Measures of the Catholic Reformation

- The pope called the Council of Trent. This was a group of cardinals who met from 1545 to 1563 to examine the policies of the Church. They wanted to reestablish the values of the Catholic Church. They also wanted to do away with abuses within it. They made the following decisions:
 1. Only the Church was to interpret the Bible. Catholic individuals did not have this authority.
 2. Christians needed both faith and good works in order to earn salvation. Faith itself was not enough.
 3. Indulgences were valid. However, the false selling of indulgences was forbidden.
- The pope drew up a list of banned books and had them burned. These were books that he considered dangerous to the Catholic faith.
- New religious orders began. St. Ignatius of Loyola founded the Jesuits. They were a disciplined, well-educated group of religious people who did much to stop the spread of Protestantism. They started schools throughout Europe and sent out missionaries all over the world.
- The Catholic Church made use of the Inquisition. This was the court that investigated people suspected of not following the Catholic faith. This included Jews and Protestants. Its punishments were often severe and extremely cruel.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.3b*The Protestant and
Catholic Reformations*

Directions: Choose the letter of the *best* answer.

- 1 In which year did German princes gain the right to choose whether their subjects would practice Protestantism or Catholicism?**
 - A 1524
 - B 1555
 - C 1572
 - D 1598

- 2 What were Protestants called in France?**
 - F Huguenots
 - G Calvinists
 - H Anglicans
 - J Lutherans

- 3 The Council of Trent stated that**
 - A the church and state should be separate.
 - B bishops and priests could not forgive sinners.
 - C Christians needed only faith for salvation.
 - D the Church's interpretation of the Bible was final.

- 4 The Catholic Church authorized the use of the Inquisition in order to**
 - F increase the fairness of its laws.
 - G educate people about its laws.
 - H discourage the spread of Protestantism.
 - J decide on valid interpretations of the Bible.

- 5 What was the Jesuit approach to stopping Protestantism?**
 - A They believed fear would keep Catholics faithful.
 - B They felt that Protestantism could not be stopped in Europe.
 - C They believed in educating young people.
 - D They kept dangerous books away from Catholics.

- 6 Which factor may have helped the Catholic Reformation to succeed?**
 - F the opposition of European Jews to the spread of Protestantism
 - G the end of the Renaissance in Europe
 - H the Catholic Church's strong and established organization
 - J the decrease in popularity of the Protestant faith

REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.3c***The Growth and Spread of
New Ideas (1300s–1600s)*

WHII.3c: The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by c) describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press.

Read the summaries to answer questions on the Practice page.

During the Renaissance, several factors contributed to the growth in the number of people who had access to—and could read—books.

New Thinking

- During the Renaissance, scholars did not try to connect classical writings to Christian teaching but tried to understand them on their own terms. Renaissance thinkers stressed worldly rather than religious ideas. In the Middle Ages, the emphasis had been mostly on spiritual values. The Renaissance signaled a change from religious thinking to that of secularism and individualism.
- Despite religious wars and persecution, Protestant churches flourished and new denominations developed. These developments paved the road toward eventual religious tolerance. The Reformation also unified the Catholic Church, yet it set the concepts of separation of church and state. Throughout the Reformation, authority was questioned. This questioning laid the foundation for the Enlightenment—an age of thinking that would shape Europe and North America in the late 18th century.

Printing Press and the Spread of Ideas

- By the 1200s, block printing, invented in China, had reached Europe. European printers began to print whole pages with this process, but it was slow.
- In the 1450s, Johann Gutenberg of Germany invented a printing press with movable type. Now 500 books could be produced in 5 months, the same amount of time needed for one book to be copied by hand.
- In 1455, Gutenberg printed the Bible, the first full-sized book produced with movable type.
- By the 1500s, books were being printed quickly and in such quantity that many more people could afford them.
- Fewer books were printed in Latin and more books were printed in languages such as English, French, Spanish, Italian, and German. As a result, more people began to read the Bible on their own. Some formed ideas about Christianity that differed from the teachings of the Church.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.3c*The Growth and Spread of
New Ideas (1300s–1600s)*

Directions: Choose the letter of the *best* answer.

1 Secularism

- A promoted the pursuit of artistic endeavors.
- B tied religion to all aspects of life.
- C disconnected the study of classics from religion.
- D encouraged people to become Protestants.

2 Why was movable type important to printing in Europe?

- F It allowed more books to be printed at a faster rate.
- G It limited the number of books that were available to the public.
- H It allowed nuns and monks to copy more books by hand.
- J It preserved Latin because this was the only language that could be printed.

3 What was *one* important effect of the printing press in Europe?

- A It led to the development of public libraries.
- B It enabled Gutenberg to become a patron of the arts.
- C It increased literacy as more people had access to books.
- D It led to a renewed study of Latin and Greek.

4 How did the printing press contribute to the Renaissance?

- F Artists could mass produce their great works.
- G Literature became more important than art.
- H It led to a number of great inventions.
- J It spread Renaissance ideas to more people.

5 Once Bibles were printed in the vernacular, more people could

- A study Latin writers.
- B form their own interpretations.
- C become priests and nuns.
- D support the Church.

REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.4a***Age of Exploration*

WHII.4a: The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by a) explaining the roles and economic motivations of explorers and conquistadors.

Read the summaries and chart to answer questions on the Practice page.

Reasons for Exploration

- **New Trade Routes**—Traders hoped to find new, faster routes to Asia—the source of spices and luxury goods. Their goal was to win access to these lands and bypass the Muslims and Italians who controlled this trade. After the initial explorations, further explorers sailed from Europe in search of gold, silver, spices, and other resources found in Asia, Africa, and the Americas.
- **The Spread of Christianity**—Many Europeans wanted to spread Christianity to new lands. The Crusades had ended, but bad feelings between Christians and Muslims remained. European countries believed they had a sacred duty to continue fighting Muslims and to convert non-Christians worldwide.
- **Competition**—After the Portuguese and Spanish established colonies in Africa, Asia, and the Americas, the British, French, and Dutch followed their lead. They began to challenge Spanish and Portuguese dominance in many parts of the world.

Technology and Navigation

- **Caravel**—The caravel was a new, stronger ship. It had triangle-shaped sails that allowed it to sail against the wind. Ships could now travel greater distances.
- **Compass**—The magnetic compass, a Chinese invention, allowed sea captains to more accurately stay on course. The leader in developing and applying these new technologies was Portugal.
- **Henry the Navigator**—Prince Henry of Portugal was deeply committed to the idea of exploration. In 1419, he started a school of navigation where sea captains, mapmakers, and navigators could meet, learn, and exchange ideas. Over the next few decades, Portuguese captains sailed farther and farther down the west coast of Africa. In 1488, Bartolomeu Dias led the first voyage to reach the southern tip of Africa. In 1497, Vasco da Gama began a 27,000 mile voyage around Africa, to India, and back. The Portuguese had found a sea route to Asia.

Significant Explorers and Conquistadors		
Name	Country	Accomplishments
Christopher Columbus	Spain	In 1492, Columbus, an Italian, found the Americas during an attempt to find a new route to Asia.
Vasco da Gama	Portugal	In 1497, Vasco da Gama led a voyage of 27,000 miles—around Africa, to India, and back.
Hernando Cortés	Spain	In 1519, Cortés went to Mexico and defeated the powerful Aztec Empire.
Ferdinand Magellan	Spain	In 1519, Magellan began a voyage that successfully circumnavigated the earth by 1522 (Magellan was killed in the Philippines in 1521).
Francisco Pizarro	Spain	In 1533, Pizarro defeated the great Incan Empire in South America.
Jacques Cartier	France	In 1534, seeking a northwest passage to Asia, Jacques Cartier came across and named the St. Lawrence River and founded Montreal.
Francis Drake	England	From 1577 to 1580, Drake was the second to sail around the world and the first from England to do so.

PRACTICE**VIRGINIA STANDARD
OF LEARNING WHII.4a***Age of Exploration*

Directions: Choose the letter of the *best* answer.

- 1 Which of the following was *not* a reason for the Age of Exploration?**
 - A** Europeans wanted to spread Christianity.
 - B** Europeans wanted to find a new route to Asian markets.
 - C** Europeans were seeking riches such as gold and silver.
 - D** Europe no longer had enough room for its population.

- 2 As a result of the voyages of da Gama and Dias, the Portuguese**
 - F** sent many missionaries to South America.
 - G** claimed large parts of South America.
 - H** gained control of the spice trade with Asia.
 - J** defeated the Incan and Aztec empires.

- 3 Which country was the *first* to have explorers reach the Americas?**
 - A** England
 - B** Portugal
 - C** France
 - D** Spain

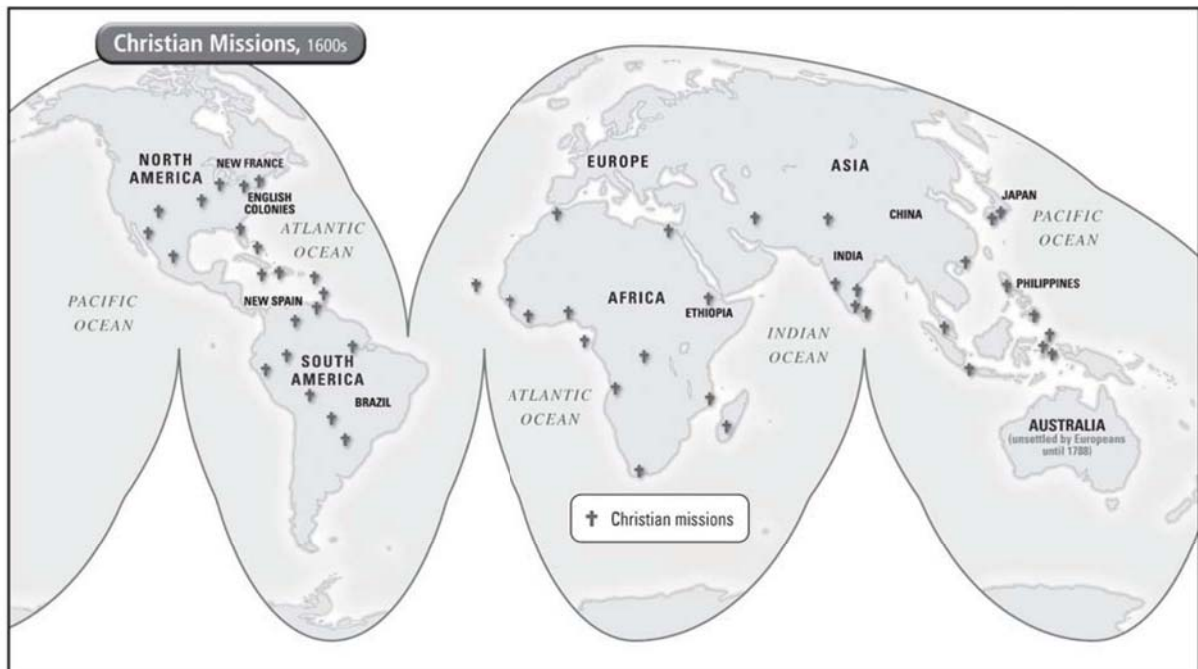
- 4 Which explorer's voyage was the *first* to circumnavigate the world?**
 - F** Drake
 - G** da Gama
 - H** Magellan
 - J** Cartier

- 5 Who defeated the Inca?**
 - A** Cortés
 - B** Pizarro
 - C** da Gama
 - D** Columbus

REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.4b***Christian Missionaries*

WHII.4b: The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by **b)** describing the influence of religion.

Read the map and summary to answer questions on the Practice page.

**Missionaries**

- Missionaries traveled to places to persuade people to adopt their religion.
- Both Catholics and Protestants wanted to spread Christianity to new lands.
- Catholics believed that anyone could convert to their faith. Therefore, Catholic missionary efforts were particularly widespread.
- Many Protestant churches believed that their members were chosen by God to be saved. Therefore, it was not their job to try to gather new members.
- Protestantism spread in North America mainly because European Protestants settled there.
- Catholic missionaries tried to convert indigenous (native) people in the Americas, Asia, and Africa, who sometimes combined native beliefs and Catholicism. Other times, indigenous traditions and religions were outlawed. Catholicism soon dominated South America and Central America.

PRACTICE**VIRGINIA STANDARD
OF LEARNING WHII.4b***Christian Missionaries*

Directions: Choose the letter of the *best* answer.

- 1 In what way did Protestantism mostly spread outside of Europe in the 16th and 17th centuries?**
 - A** through a wide network of missionaries
 - B** through the relocation of Protestants to overseas colonies
 - C** through the publication of Protestant books
 - D** through traveling ministers and deacons

- 2 Why were the missionary efforts of the Catholic Church so widespread?**
 - F** The Catholic Church believed that everyone was a potential Catholic.
 - G** Catholics wanted to claim more lands for their church.
 - H** Catholic missionaries went everywhere that Protestants set up missions.
 - J** Catholic missionaries spoke many languages.

Use the map on the Review page to answer questions 3–4.

- 3 In what region were there the most missions?**
 - A** the Americas
 - B** Asia
 - C** Europe
 - D** the Pacific

- 4 In which part of Africa were the most Christian missions found?**
 - F** northern coastal area
 - G** center of the continent
 - H** eastern coast
 - J** western coast

REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.4c***European Colonies*

WHII.4c: The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by c) explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas.

Read the summaries to answer questions on the Practice page.

Conquering the Americas

- When Columbus reached the Caribbean, Native Americans had been living in the Americas for thousands of years. Complex civilizations had developed in what are now Mexico and Peru. These civilizations were unprepared for the Spanish attacks that began in the early 1500s.
- Hernando Cortés and his soldiers, who were known as *conquistadors*, conquered the Aztecs in Mexico in 1521. The Spanish built Mexico City on the rubble of the Aztec capital, Tenochtitlán.
- In 1531, a *conquistador* named Francisco Pizarro led about 200 men into Peru and defeated the Inca, collapsing their empire in 1533.
- These groups of *conquistadors* were able to defeat these great empires by
 - forming alliances with enemies of the Aztecs and Inca.
 - spreading deadly European diseases to which the Native Americans had no immunity.
 - acting brutally toward the Native Americans under their control.

Africa

Along the coasts of Africa, trading posts were established by Europeans. In the 1500s a commodity evolved out of these trading posts—the European slave trade. In the Americas, when native people began dying from disease, the Europeans brought in Africans for three reasons:

1. Africans had resistance to European diseases, so they did not get sick and die.
2. Many Africans knew about farming so they were accustomed to the work involved.
3. Africans were strangers to the Americas and did not know places to hide from slavery.

The Spanish first began the practice of bringing Africans to the Americas. However, the Portuguese—looking for workers for sugar plantations in Brazil—increased the demand for slaves. During the 1600s, Brazil received more than 40 percent of all the Africans sent to the Americas. Other European colonies also brought slaves to work on tobacco, sugar, and coffee plantations. Many African rulers joined in the slave trade. They went inland to capture people and took them to the coast to sell to European traders.

Asia

- In 1494, Spain and Portugal signed the Treaty of Tordesillas. This treaty divided the world into two areas. Portugal won the right to control the eastern parts and Spain the western parts—including most of the Americas. Portugal moved quickly to make the new Indian Ocean route pay off. In 1509, Portugal defeated a Muslim fleet off the coast of India and thus controlled the Indian trade. Soon, Portugal then had power over islands that were so rich in desirable spices that they were called the Spice Islands.

- Both the English and the Dutch set up an East India Company to control Asian trade. These companies were more than businesses. They were like governments, with the power to mint money, sign treaties, and raise their own armies. The Dutch managed to drive out the English and take the Asian trade for themselves. The Dutch made their trading headquarters on the island of Java in the East Indies.
- By 1700, the Dutch ruled much of Indonesia. They had trading posts in many other Asian countries and commanded the southern tip of Africa. At the same time, both England and France finally gained footholds in India. While the Europeans controlled the trade between Asia and Europe, they had little impact on most people living in these areas. From 1500 to 1800, the people of Asia were largely untouched by the European traders.

PRACTICE**VIRGINIA STANDARD
OF LEARNING WHII.4c***European Colonies*

Directions: Choose the letter of the *best* answer.

1 Who conquered the Aztecs?

- A Columbus
- B Cortés
- C Pizarro
- D de Gama

2 Which of the following was *not* a reason for enslaving Africans?

- F Africans had resistance to European diseases.
- G Most Africans were stronger than native people in the Americas.
- H Many Africans knew about farming so they were be accustomed to the work involved.
- J Africans were strangers to the Americas and did not know places to hide from slavery.

3 The Treaty of Tordesillas

- A established peace between the English and the Dutch.
- B established peace between the Inca and the Spanish.
- C declared that the French, English, and Dutch could establish colonies.
- D divided the Western and Eastern Hemispheres between Spain and Portugal.

4 By 1700, which group controlled Indonesia?

- F Dutch
- G Portuguese
- H Spanish
- J English

REVIEW

**VIRGINIA STANDARD
OF LEARNING WHII.4d**

The Columbian Exchange

WHII.4d: The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by **d)** describing the Columbian Exchange including its impact on native populations.

Read the chart to answer questions on the Practice page.

On their trips to and from the Americas, Europeans moved many goods. This transfer became known as the Columbian Exchange. It had social and economic effects in the Western and Eastern Hemispheres.

From Europe, Asia, Africa to the Americas

- Livestock: horses, cattle, sheep, pigs
- Fruits and vegetables: bananas, blackeyed peas, yams, olives, citrus fruits, grapes, peaches, pears, turnips, onions
- Grains: wheat, rice, barley, oats
- Other crops: coffee beans, sugar cane
- Diseases: smallpox, measles, influenza
- Belief systems: Christianity

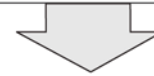


Impact on the Americas

- Plantation system and slavery developed to grow cash crops. This system was harmful to people and to the environment.
- Disease claimed the lives of over 20 million Native Americans.
- New methods of agriculture resulted from the introduction of livestock and different crops.
- Horses improved transportation.

From the Americas to Europe, Asia, and Africa

- Animals: turkeys
- Vegetables: squash, pumpkins, sweet potatoes, peppers, avocados, potatoes, tomatoes, corn, beans
- Fruits: pineapples
- Other crops: cacao beans, quinine, tobacco



Impact on Europe, Asia, and Africa

- Potatoes, sweet potatoes, and corn became important parts of people's diets. As a result, people lived longer and populations increased.
- Europeans profited from new trade patterns. They controlled sea routes.
- Europeans and other groups in the Eastern Hemisphere adapted cultural practices from other regions of the world.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.4d*The Columbian Exchange*

Directions: Choose the letter of the *best* answer.

- 1 **Where did the potato originate?**
 - A Europe
 - B Asia
 - C Africa
 - D the Americas

- 2 **What was *one* effect of the global exchange?**
 - F North America became a major exporter of horses.
 - G The population of Europe increased after 1700.
 - H The population of Asia decreased after 1700.
 - J Agriculture in Europe became less diverse.

- 3 **In what way did the Columbian Exchange have an impact on Europe?**
 - A Europeans were helped a little but mostly harmed by the Columbian Exchange.
 - B Europeans mostly benefited from new trade and the introduction of new crops.
 - C The Columbian Exchange had very little lasting effect on Europe or the Americas.
 - D Europeans were introduced to dozens of new plants, animals, and technologies.

- 4 **Which statement summarizes the impact of the Columbian Exchange on the Americas most accurately?**
 - F The Columbian Exchange improved life in every way for the Native Americans.
 - G New crops and animals helped Native Americans, but European diseases took a terrible toll on their civilizations.
 - H Without the Columbian Exchange, Native American cultures would have declined.
 - J Neither the trade that resulted from the Columbian Exchange nor the new crops were helpful to the Native Americans.

- 5 **Why is the Columbian Exchange appropriately named?**
 - A It was a result of Columbus's contact with the Americas.
 - B Columbus made an important impression on the Americas.
 - C Most ships traveled to and from what is now Colombia.
 - D Columbus profited greatly from his voyages to the Americas.

**REVIEW****VIRGINIA STANDARDS
OF LEARNING WHII.4e, f,
WHII.5e***The European Economy in
the 16th and 17th Centuries*

WHII.4e, f: The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by e) mapping and explaining the triangular trade; f) describing the impact of precious metal exports from the Americas.

WHII.5e: The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by e) describing the growth of European nations, including the Commercial Revolution and mercantilism.

Read the chart, summary, and map to answer questions on the Practice page.

Capitalism and Mercantilism

The growth of overseas trade and wealth from the colonies brought about major changes in the economy of Europe.

Rise of Capitalism

- Capitalism is an economic system in which private individuals own resources that are used to make a profit that they keep. Under this system of capitalism, many Europeans started profit-making enterprises.
- Many European merchants became wealthy from overseas trade.
- Many Europeans invested in new colonies. They bought shares in companies that started colonies. When the colony started making a profit from trade, the investors made money.
- Merchants put their new wealth into industries in Europe. At the time, the cottage industry was the way most things were manufactured. Merchants gave raw materials to families in the country. These families were paid to make finished products, such as cloth. The merchants then sold the manufactured goods at a profit.

Growth of Mercantilism

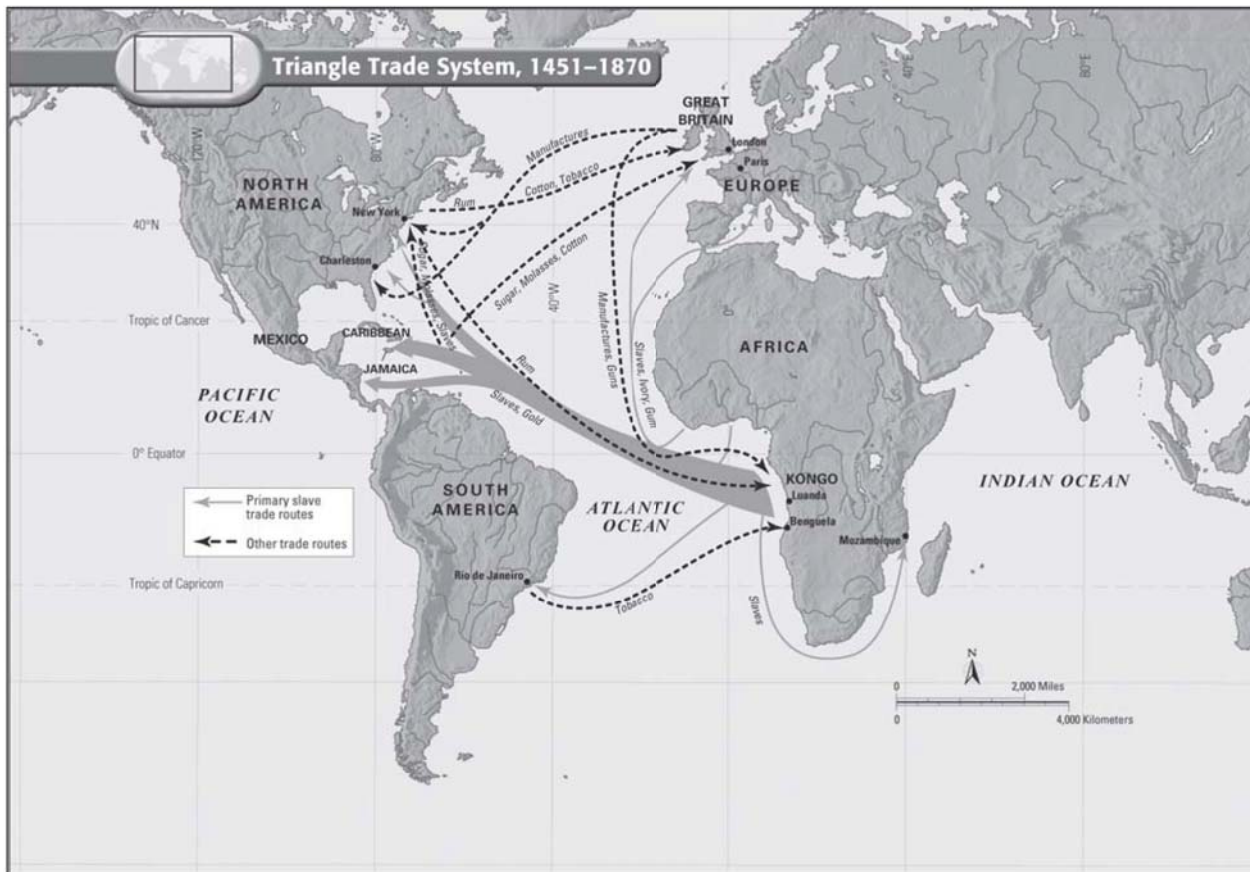
- Several European governments adopted a policy known as mercantilism. This policy let the government profit from the new wealth of the colonies.
- The goal of mercantilism was for a nation to gain as much wealth as it could. It could do this by finding precious metals in its colonies. Or, it could gain gold and silver by selling more goods than it bought. For example, the colonies would ship raw materials to the mother country cheaply. The finished goods could be sold to European countries or to the colonies at a high profit
- During mercantilism, gold and silver became the measure of wealth for the European economy. This was markedly different from that of the feudal system of the Middle Ages. Banking also changed. Under the mercantilism system, merchants used banks to deposit large amounts of silver and gold. The banks would then issue bank checks to merchants to use instead of gold or currency. Banks in turn, used deposits for lending, because merchants rarely needed all of their funds. The banks made a profit based on interest they charged for loans.

The Triangle Trade System

The slave trade was part of a triangular trade that linked Europe, Africa, and the Americas. European ships brought manufactured goods to Africa and traded them for people. They carried Africans across the Atlantic to the Americas, where they were sold into slavery. The traders then bought sugar, coffee, and tobacco, which they carried back to Europe.

Another triangle involved ships sailing from the northern English colonies in North America. They carried rum to Africa, people to the West Indies, and sugar and molasses back to the colonies to make more rum.

Although the European economy flourished under the triangular trade and mercantilism, the indigenous people of the colonies suffered. Entire empires were obliterated in the Americas. Native Americans were exploited or killed off by explorers through conquest and disease.



PRACTICE



VIRGINIA STANDARDS
OF LEARNING WHII.4e, f,
WHII.5e

The European Economy in the 16th and 17th Centuries

Directions: Choose the letter of the *best* answer.

- 1 Triangular trade refers to**
 - A the selling of slaves.
 - B a European trade network.
 - C the journey of African slaves to the Americas.
 - D the philosophy of mercantilism.

- 2 According to the map on the previous page, the triangular trade routes set up after the 15th century included Europe and**
 - F Africa, North America, and Asia.
 - G South America, Africa, and Asia.
 - H Asia, North America, and Africa.
 - J North America, Africa, and South America.

- 3 What was *one* effect of the rise of capitalism in Europe?**
 - A a market economy
 - B stricter tax laws
 - C fewer manufactured goods
 - D growth of cottage industries

- 4 What was the effect of mercantilism on indigenous empires in the Americas?**
 - F The empires grew through trade.
 - G The empires spilt into smaller nations.
 - H The empires drove the Europeans out of the Americas.
 - J The empires were exploited and eventually obliterated.

- 5 Which of the following *best* describes the change in the European economy under mercantilism?**
 - A Land holdings became the measure of wealth.
 - B The king owned all of the land and distributed it to vassals.
 - C Gold and silver became the measure of wealth.
 - D Colonies greatly profited while mother countries struggled with poverty.



**VIRGINIA STANDARD
OF LEARNING WHII.5a**

The Rise of the Ottoman Empire

WHII.5a: The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by **a)** describing the location and development of the Ottoman Empire.

Read the summaries to answer questions on the Practice page.

In 1300, Anatolia, the area of modern Turkey, was inhabited by groups descended from nomadic Turks. They saw themselves as **ghazis**, or warriors for Islam. They formed military groups and raided the lands where non-Muslims lived. The most successful ghazi was Osman.

Sultans

Western Europeans took his name to be Othman and called his followers Ottomans. Between 1300 and 1326, Osman built a strong but small kingdom in Anatolia. Leaders who came after Osman called themselves sultans, or “ones with power.” They extended the kingdom by buying land, forming alliances with other chieftains, and conquering everyone they could. The Ottomans ruled kindly through local officials appointed by the sultan. Muslims had to serve in the army but paid no taxes other than the contributions required by their faith. Non-Muslims paid taxes but did not have to serve in the army.

The Fall of the Byzantines

Mehmed II took power in 1451 and captured Constantinople. At first, his ships were unable to sail near the city because barriers blocked the way. So he had his soldiers drag the ships over hills so they could be launched on another side of Constantinople. After several weeks of fighting, the Ottoman force was simply too strong for the tiny army left in the city. In 1453, Constantinople finally fell to the Ottomans. Mehmed made the city his capital, which was renamed **Istanbul**.

The Empire Grows

Other emperors used conquest to make the empire grow. After 1514, Selim the Grim took Persia, Syria, and Palestine. He then captured Arabia, took the Muslim holy cities of Medina and Mecca, and gained control of Egypt. His son, Suleyman I, brought the Ottoman Empire to its greatest size and most impressive achievements. He conquered parts of southeastern Europe by 1526. He won control of the entire eastern Mediterranean Sea and took North Africa as far west as Tripoli. Although he never conquered Vienna in 1529, his Ottoman Empire remained large. Suleyman ruled his empire with a highly structured government.

The vastness of the Ottoman Empire allowed it to control major trade routes. In addition to allowing passage of goods to and from Asia and Europe, the Ottomans also traded in coffee and ceramics.

Religious Tolerance

Serving the royal family and the government were thousands of slaves. Among them was an elite group of soldiers called janissaries. They were Christians taken as children and made slaves with personal loyalty to the sultan. They were trained as soldiers and fought fiercely for the sultan. Other slaves held important government jobs. The empire allowed people to follow their own religion. Jews and Christians were not mistreated by the Ottomans. Suleyman revised the laws of the empire, which won him the name Suleyman the Lawgiver. Suleyman also oversaw an empire that was full of accomplished works of art. Using an excellent architect, he built many fine buildings in his capital. The empire lasted long after Suleyman but spent the next few hundred years in decline. None of the sultans were as accomplished as he had been, and the Ottoman Empire's power slipped.

PRACTICE



**VIRGINIA STANDARD
OF LEARNING WHII.5a**

The Rise of the Ottoman Empire

Directions: Choose the letter of the *best* answer.

1 The nomadic Turks were

- A** Jews.
- B** Christians.
- C** Muslims.
- D** Buddhists.

2 The Ottomans brought an end to the

- F** Byzantine Empire.
- G** Roman Empire.
- H** Silk Roads.
- J** Ming Dynasty.

3 The Ottoman Empire reached its peak under the rule of

- A** Suleyman the Lawgiver.
- B** Mehmed.
- C** Selim the Grim.
- D** Osman.

4 Before the Ottomans conquered it, Istanbul was which city?

- F** Baghdad
- G** Vienna
- H** Constantinople
- J** Medina

5 During Suleyman's reign

- A** Jews and Christians were tolerated.
- B** Jews were forced out of the Ottoman Empire.
- C** Jews and Christians were forced to convert to Islam.
- D** Christians were murdered.

REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.5b***The Mughal Empire*

WHII.5b: The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by **b)** describing India, including the Mughal Empire and coastal trade.

Read the summaries to answer questions on the Practice page.

In the 700s, Muslims from Central Asia invaded India. Their arrival launched a long period of fighting between them and the Hindus who had lived in India for centuries.

Akbar

At the age of eleven, Babur inherited a small kingdom north of India. Because he was so young, the kingdom was taken over by Babur's elders and he was driven south. There, he raised an army and began to win large parts of India. His empire was called the Mughal Empire because he and his people were related to the Mongols. Akbar, Babur's grandson, was a Muslim, but he believed strongly that people should be allowed to follow the religion they chose. He set an example by marrying Hindu princesses without forcing them to convert.

In his government, too, Akbar appointed people based on their ability and not their religion. He appointed Hindu and Muslim officials and anyone could rise to high office. Akbar ruled fairly. He ended the tax that Hindu pilgrims and other non-Muslims had to pay. To raise money, he imposed a tax based on a percentage of the food grown. Because the tax was fair and affordable, more peasants paid it.

During Akbar's reign, many changes in culture took place. His policy of welcoming influences from many cultures had many interesting results. For example, **Urdu** grew out of a mixture of Arabic, Persian, and Hindi languages and was spoken by the soldiers in Akbar's armies. Today, it is the official language of Pakistan. The empire became famous for its book illustrations, which were adapted from the art of Persia. Akbar—who could not read—had a huge library of books and served as a patron to many writers. He also sponsored the building of a new capital city and many buildings.

Akbar's Successors

After Akbar's death in 1605, the three emperors that followed left their mark on the empire. During the reign of Akbar's son, Jahangir, the real power was his wife, Nur Jahan. She was an able ruler but had a bitter political battle with one of Jahangir's sons, Khusrau. Khusrau turned to a religious group called the Sikhs for help, and they defended him. As a result, the Mughals persecuted the Sikh.

Jahangir's successor, **Shah Jahan**, was a great patron of the arts and built many beautiful buildings, including the famous **Taj Mahal**—a tomb for his beloved wife. However, his ambitious building plans required high taxes, and the people suffered under his rule.

Jahan's son, Aurangzeb, ruled for nearly 50 years. His religious intolerance and mistreatment of Hindus led to rebellion and parts of the empire breaking away. Less than 20 years after Aurangzeb's death, the empire had fallen apart completely, and local leaders had taken control of small areas.

European Trade in India

Goods produced in the Mughal Empire included spices and textiles. These were highly desirable to Europeans. The British especially found Indian textiles to be fashionable. The import of prints such as calico and gingham and fabrics such as khaki and chintz changed the fashions of the English-speaking world.

In 1509, Portugal defeated a Muslim fleet off the coast of India and thus became the master of Indian trade. Soon, Portugal captured cities in India and on the Malay Peninsula. Portugal now had power over islands that were rich in desirable spices. Other European nations joined in this trade. Beginning in about 1600, the English and Dutch entered the East Indies to challenge Portugal. These two nations quickly broke Portuguese power in the area. Then both nations set up an East India Company to control Asian trade. The Dutch managed to drive out the English and grab the Asian trade for themselves.

PRACTICE**VIRGINIA STANDARD
OF LEARNING WHII.5b***The Mughal Empire*

Directions: Choose the letter of the *best* answer.

- 1 One of the great administrative innovations of Akbar's government was**
 - A his system of land grants.
 - B new inheritance laws.
 - C his taxation policy.
 - D the reorganization of the Mughal armies.

- 2 In contrast with Akbar, his successor Aurangzeb**
 - F promoted religious tolerance.
 - G instituted weak administrations.
 - H formed alliances with the Rajput princes.
 - J persecuted non-Muslims.

- 3 Under whose reign was the Taj Mahal built?**
 - A Babur
 - B Akbar
 - C Jahangir
 - D Shah Jahan

- 4 The Mughals were**
 - F Hindus.
 - G Muslims.
 - H Christians.
 - J Buddhists.

- 5 The first European power to establish a trade presence in Asia was**
 - A Spain.
 - B Portugal.
 - C the Netherlands.
 - D England.

**REVIEW****VIRGINIA STANDARD
OF LEARNING WHII.5c**

Chinese and Japanese Isolationism

WHII.5c: The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by c) describing East Asia, including China and the Japanese shogunate.

Read the summaries to answer questions on the Practice page.

China Isolates Itself

Under Yonglo, who began his rule in 1403, seven major sea voyages were launched. These voyages, led by Zheng He, had two purposes. One goal was to explore new regions. The other was to impress foreign regions with China's power so that they would pay tribute. Zheng He set sail with between 40 and 300 huge ships in each expedition. During each voyage, he distributed gifts of silver and silk to show Chinese superiority.

As a result of Zheng He's voyages, trade increased and China's reputation grew. Several countries sent tribute. Nevertheless, scholar-officials complained that the voyages wasted valuable resources, and China withdrew into isolation.

To enforce the isolation policy, only the government was allowed to trade with foreigners. Still, demand for Chinese goods increased. Unofficially, Chinese merchants smuggled cargoes of silk, porcelain, and other valuable goods to European buyers. Industries, including silk making and ceramics, grew rapidly.

Despite increased manufacturing activity, China remained a mainly agricultural country. The government continued to favor farming. Confucian beliefs looked down on commerce.

Japanese Isolationism

From 1467 to 1568, Japan entered a long, dark period of civil war. Powerful warriors took control of large areas of land. They were called daimyo. They became the most important powers in the country in a feudal system similar to that of Europe's Middle Ages. The daimyo built strong castles. They also had small armies of samurai warriors on horses and soldiers on foot with guns. A number of daimyo worked to unite Japan. This work was completed by Tokugawa Ieyasu, who became the shogun, or sole ruler.

In 1543, the Portuguese were the first Europeans to arrive in Japan. They brought such goods as clocks, eyeglasses, and guns. Japanese merchants and the daimyo welcomed them at first. They even welcomed the Christian missionaries who came after 1549, hoping to convert the Japanese to Christianity. Some missionaries scorned traditional Japanese beliefs, though. Ieyasu became worried.

In 1612, he banned Christianity from the country. Over the next 20 years or so, Japan managed to rid the country of all Christians. This effort became part of a larger plan to protect the country from European influence. In 1639, leaders sealed Japan's borders except for one port city. It was open to only the Chinese and the Dutch. The Tokugawa shoguns controlled that port city, so they had tight control over all foreign contact. For the next 200 years, Japan remained closed to virtually all European contact.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.5c*Chinese and Japanese
Isolationism*

Directions: Choose the letter of the *best* answer.

- 1 The Ming Dynasty allowed only the government to conduct foreign trade in order to**
 - A expand the tribute system.
 - B control prices.
 - C prevent smuggling.
 - D limit outside influences in China.

- 2 Why was Zheng He sent on sea voyages by the Chinese government?**
 - F to set up colonies that would ease the overcrowding in China
 - G to discover a faster route to Europe
 - H to explore new lands and gain more tribute-paying states
 - J to identify potentially hostile regions

- 3 The Japanese initially welcomed visitors from Europe because**
 - A they wanted firearms and other goods.
 - B daimyos sought political allies.
 - C they were curious about Christianity.
 - D the country was in disorder.

- 4 Japan's closed country policy developed in response to**
 - F the overcrowding in China.
 - G a military threat from China.
 - H conflict with Christian missionaries.
 - J emphasis on agriculture over commerce.

REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.5d***African Trade*

WHII.5d: The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by **d**) describing Africa and its increasing involvement in global trade.

Read the summaries to answer questions on the Practice page.

African Slave Trade

- Slavery had a long history in Africa and in the world. For most of that history in Africa, though, no large numbers of people were enslaved. Enslavement was not based on race.
- Between 650 and 1600, Muslims took about 17 million Africans to North Africa and Southwest Asia. Most did have some legal rights.
- The European slave trade that began in the 1500s was larger. Also, the enslaved Africans were treated far more harshly.
- Many African rulers joined in the slave trade. They went inland to capture people and took them to the coast to sell to European traders.
- The Spanish first began the practice of bringing Africans to the Americas. However, the Portuguese—looking for workers for sugar plantations in Brazil—increased the demand for slaves.
- During the 1600s, Brazil received more than 40 percent of all the Africans sent to the Americas. Other European colonies brought slaves to work on tobacco, sugar, and coffee plantations.
- About 400,000 slaves were taken to the English colonies in North America. Their population increased over time to number about 2 million in 1830.
- Africans were taken across the Atlantic to the Americas. This voyage was called the middle passage. It was harsh and cruel.

Global Trade

There was constant movement of people from Europe and Africa to the Americas. This large scale mixing of people and culture was called the Columbian Exchange. Important foods such as corn, potatoes, and peanuts were taken from the Americas, where they originated, to Europe, Africa, and Asia. Some foods moved from the Old World to the Americas. Bananas, black-eyed peas, and yams were taken from Africa to the Americas.

The slave trade was part of a triangular trade that linked Europe, Africa, and the Americas. European ships carried manufactured goods to Africa, trading them for people. They brought Africans across the Atlantic to the Americas, where they were sold into slavery. The traders then bought sugar, coffee, and tobacco, which they took back to Europe. Another triangle involved ships sailing from the northern English colonies in North America. They carried rum to Africa, people to the West Indies, and sugar and molasses back to the colonies to make more rum.

In addition to slaves, raw materials such as gold and ivory from Africa were traded for goods from the Americas, Asia, and Europe.

PRACTICE



**VIRGINIA STANDARD
OF LEARNING WHII.5d**

African Trade

Directions: Choose the letter of the *best* answer.

- | | |
|---|---|
| <p>1 Unlike slavery in the Americas, enslaved people in Africa were</p> <ul style="list-style-type: none">A more numerous than in the Americas.B treated more harshly.C chosen based on race.D given more rights than those in the Americas. <p>2 Which country was the first to bring slaves to the Americas?</p> <ul style="list-style-type: none">F PortugalG SpainH FranceJ England | <p>3 Which of the following was a trade good from Africa?</p> <ul style="list-style-type: none">A ivoryB cornC rumD tobacco <p>4 The middle passage refers to</p> <ul style="list-style-type: none">F the overland route to the west coast.G the time that it took a crop to arrive at a port to be sold.H the voyage from Africa to the Americas that kidnapped Africans endured.J the journey from adolescence to adulthood celebrated by African slaves. |
|---|---|

**REVIEW****VIRGINIA STANDARD
OF LEARNING WHII.6a**

The Scientific Revolution (1500s–1700s)

WHII.6a: The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by a) describing the Scientific Revolution and its effects.

Read the summaries and timeline to answer questions on the Practice page.

The Scientific Revolution

In the mid-1500s, scholars questioned old scientific ideas and Christian beliefs. The Scientific Revolution, a time of brilliant discoveries, resulted. During this period, scholars viewed the world through a spirit of curiosity. One new factor of this period was a new focus on careful observation. Another was the use of reasoning and the willingness to question old beliefs.

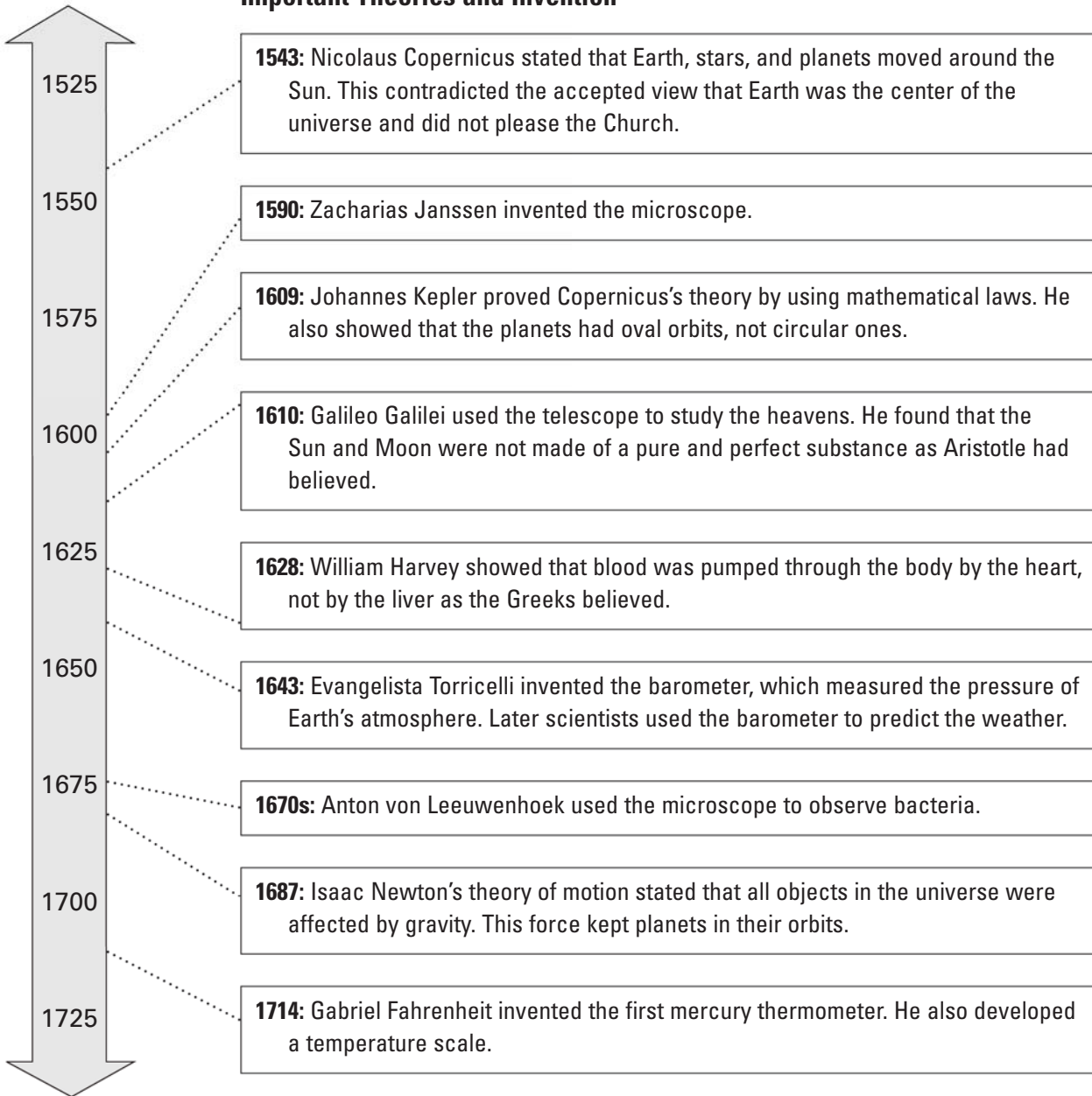
European explorations were a third factor. When explorers and colonists reached new lands, Europeans saw plants and animals never seen by ancient writers. These discoveries led to the development of the scientific method, new innovations, and scientific theories and laws.

The Scientific Method

The scientific method, developed in the 17th century, is still used by scientists today. It has five major steps.

1. Make observations to determine the problem.
2. Form a hypothesis, an unproven idea of what the answer might be.
3. Test the hypothesis through experiments.
4. Use reason to analyze the results.
5. Draw a conclusion that either supports the hypothesis or proves it wrong.

Important Theories and Invention



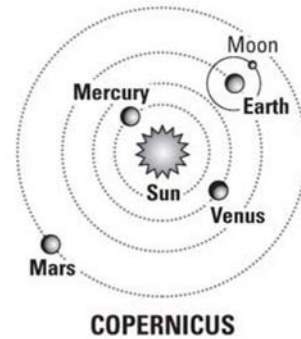
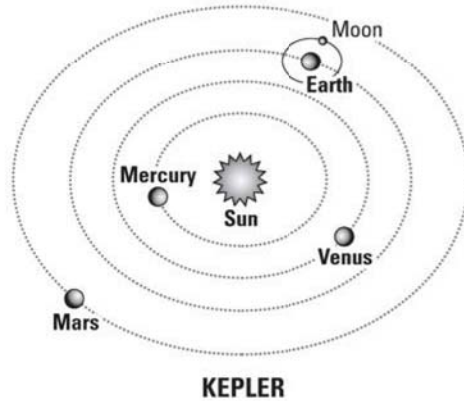
PRACTICE



**VIRGINIA STANDARD
OF LEARNING WHII.6a**

The Scientific Revolution (1500s–1700s)

Directions: Choose the letter of the *best* answer.



- 1 The use of a logical procedure for gathering and testing ideas is known as
 - A the scientific method.
 - B heliocentrism.
 - C geocentrism.
 - D an experiment.

- 2 Which of the following innovators determined that blood is pumped through the body by the heart?
 - F Isaac Newton
 - G William Harvey
 - H Leeuwenhoek
 - J Torricelli

Use the above diagrams to answer question 3.

- 3 How did Kepler's view of the universe differ from that of Copernicus?
 - A He identified more planets.
 - B His orbits were oval, not circular.
 - C He did not have the moon orbiting Earth.
 - D He placed Mercury in the same orbit as Earth.

- 4 Who invented the microscope?
 - F Galileo
 - G Copernicus
 - H Fahrenheit
 - J Janssen

REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.6b***Age of Absolutism*

WHII.6b: The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by **b)** describing the Age of Absolutism, including the monarchies of Louis XIV and Peter the Great.

Read the summaries to answer questions on the Practice page.

Theory of Absolutism

Many European rulers wanted to hold all of the power within their states' borders and to control every aspect of society. These absolute monarchs also believed in divine right—the idea that God had created the monarchy, and that the monarch answered only to God and not to his or her subjects.

Louis XIV

- As a boy, Louis XIV became king of France, following the death of his father in 1643. Because he was so young, Cardinal Mazarin acted as Louis's regent. Mazarin essentially ruled France until his death in 1661. In that year, Louis took control of the country himself.
- One of Louis's first acts as king was to weaken noble authority. He excluded the nobles from his government. He gave more power to government officials and made sure that they answered only to him.
- He worked hard to increase the wealth of France. His chief minister of finance, Jean Baptiste Colbert, tried to build French industry. Colbert aimed to influence French people to buy French-made goods and to settle in the new French colony in Canada.
- To show the world his power, Louis built a huge and luxurious palace at Versailles near Paris. He made sure that nobles had to depend on his favor in order to advance in society.
- Louis made France the most powerful nation in Europe, building the world's largest army.
- After winning wars against neighboring countries, Louis became bolder and tried to seize more land. Other nations had joined together to stop France by the late 1680s. The high cost of these wars combined with poor harvests produced problems at home in France.

Peter the Great

- Following the death of Ivan the Terrible, the Romanovs established order in Russia. In the late 1600s, Peter I—called Peter the Great—began an intense program of trying to modernize Russia. Peter admired the nations of western Europe. He traveled in Europe to learn about new technologies and ways of working. He returned to Russia determined to make his country more advanced.
- He increased the powers of the czar, or ruler, so he could force people to make the changes he wanted.
- He put the Russian Orthodox Church under his own control and reduced the power of nobles. He built up the army and made it better trained.
- He took several steps to make Russia more Western. He introduced potatoes as a new food, began Russia's first newspaper, gave more social status to women, and told the nobles to adopt Western clothes. He promoted education and built a grand new capital city, St. Petersburg, on the shores of the Baltic Sea.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.6b*Age of Absolutism*

Directions: Choose the letter of the *best* answer.

- 1 Under absolutism, monarchs**
 - A gave power to the people.
 - B established parliaments.
 - C controlled all aspects of society.
 - D acted as a figurehead in government.

- 2 With regard to governing, “divine right” meant**
 - F monarchs answered only to God.
 - G monarchs answered to their subjects.
 - H priests ran the government.
 - J changes were made based on signs from God.

- 3 Which monarch was considered the “boy king”?**
 - A Peter the Great
 - B Louis XIV
 - C Ivan the Terrible
 - D Cardinal Mazarin

- 4 What position did Peter the Great take on the “Westernization” of Russia?**
 - F He allowed only the introduction of foods from western Europe.
 - G He eliminated any cultural traces of western Europe in Russia.
 - H He suspended trade and isolated Russia from the rest of Europe.
 - J He embraced the goods, technology, and ideas of western Europe.

**REVIEW****VIRGINIA STANDARD
OF LEARNING WHII.6c**

The English Civil War and Glorious Revolution

WHII.6c: The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by c) assessing the impacts of the English Civil War and the Glorious Revolution on democracy.

Read the summaries to answer questions on the Practice page.

Petition of Right

When Queen Elizabeth I died, her cousin James, king of Scotland, became king of England. James fought with Parliament over money. His religious policies also angered the Puritans in Parliament. They wanted to reform the English Church to rid it of Catholic practices. James was unwilling to make most of these changes.

His son, Charles I, continued the tension between the monarchy and Parliament. In 1628, Charles was forced to sign the Petition of Right. By signing, Charles acknowledged that the king was answerable to Parliament. In response, he dissolved the Parliament and tried to raise money without it—going directly against the Petition of Right.

Civil War in England

Other actions of Charles had caused Scotland to threaten to invade England. To meet the danger, Charles needed money, and to raise taxes he needed Parliament. When Charles called a new Parliament, it quickly passed laws to limit his power. Charles responded by trying to arrest its leaders. Soon England was plunged into a civil war: **Charles and his Royalists** against the supporters of Parliament, many of whom were Puritans.

The **English Civil War** lasted from 1642 to 1649. Under the leadership of Oliver Cromwell, the forces of the Puritans won. They tried and executed Charles for treason. This was the first time an English king had ever been executed in public. Cromwell became a military dictator, ruling until 1658. He crushed a rebellion in Ireland and tried to reform society at home. Soon after his death, though, the government collapsed. The new Parliament asked Charles's older son to restore the monarchy. Charles II began to rule in 1660. His reign was a period of calm after turmoil.

Glorious Revolution

After Charles II died, James II died became king in 1685. His pro-Catholic policies angered and worried the English, who feared that he would restore Catholicism. Finally, in 1688, seven members of Parliament contacted James's older daughter, Mary, and her husband, William of Orange, prince of the Netherlands—both Protestants.

Parliament wanted them to replace James II on the throne. The event was called the **Glorious Revolution**, a bloodless revolution that forced James to flee to France. William and Mary agreed, swearing to rule according to the laws made by Parliament. They agreed to accept the **Bill of Rights**, which guaranteed English people certain rights. From then on, no king or queen could rule England without the consent of Parliament.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.6c*The English Civil War and
Glorious Revolution*

Directions: Choose the letter of the *best* answer.

- 1 Who was the first English monarch to be executed in public?**
 - A Oliver Cromwell
 - B Charles I
 - C James II
 - D William the Orange

- 2 England became a constitutional monarchy as a result of the**
 - F Restoration.
 - G English Civil War.
 - H Petition of Right.
 - J Glorious Revolution.

- 3 During the English Civil War, Parliament was at odds with**
 - A Royalists.
 - B Puritans.
 - C Protestants.
 - D Christians.

- 4 The Glorious Revolution was**
 - F a reform in which the English Church got rid of Catholic practices.
 - G when the king of Scotland became the king of England.
 - H when the monarchy was restored with Charles II.
 - J a bloodless conflict that forced James II to flee to France.

REVIEW

VIRGINIA STANDARD
OF LEARNING WHII.6d*The Enlightenment and
Democratic Revolution*

WHII.6d: The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by **d)** explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States.

Read the summaries to answer questions on the Practice page.

The **Enlightenment**, an intellectual movement that spread from Europe to America in the 1700s, helped inspire democratic revolutions in Europe and the United States.

John Locke (England)

- People have **natural rights** to life, liberty, and the ownership of property.
- People form **governments to protect these rights**. Therefore, a government gets its **authority from the people** and should reflect their will.

Thomas Hobbes (England)

- Without a government, there would be a war of “every man against every man.”
- People formed a social contract—an agreement—in which they gave up their rights so they could secure order and safety.
- The best government is that of a strong king who can force people to obey.

Charles-Louis Montesquieu (France)

- Government should be kept under control though **separation of powers**—a division into independent parts so that no part has too much power.
- A way to guarantee balance is to have **three branches of government**: a **legislative branch** to make laws, an **executive branch** to carry out and enforce laws, and a **judicial branch** to interpret laws.

Jean-Jacques Rousseau (France)

- A **social contract** exists between citizens and their government, where citizens accept certain rights and responsibilities, and grant the government the power to uphold those rights and responsibilities.

Legacy of Enlightenment Thinking on the United States

- Locke’s ideas influenced **Thomas Jefferson**, the main author of the **Declaration of Independence**, the basis of the American Revolution. It stated that people have natural “unalienable rights” and that a government derives its power from the people.
- Montesquieu’s ideas influenced **James Madison**, sometimes called the father of the **U.S. Constitution**. The constitution separates government powers into three branches.
- Another influence on the U.S. Bill of Rights was the French thinker, Voltaire. Voltaire felt that the protected rights of people included free speech and freedom of religion.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.6d*The Enlightenment and
Democratic Revolution*

Directions: Choose the letter of the *best* answer.

- 1 **The European intellectual movement that emphasized the responsibility of government to protect people's natural rights was called the**
 - A Glorious Revolution.
 - B Reformation.
 - C Enlightenment.
 - D Great Awakening.
- 2 **The phrase "natural rights" is original to and central to the writings of which philosopher?**
 - F John Locke
 - G Charles-Louis Montesquieu
 - H Jean-Jacques Rousseau
 - J James Madison
- 3 **Which Enlightenment thinker wrote that without a government, there would be a war of "every man against every man"?**
 - A Locke
 - B Voltaire
 - C Hobbes
 - D Rousseau
- 4 **Which statement *best* summarizes the role of government in the social contract?**
 - F Its basis is the rights and responsibilities of the people.
 - G It has legislative, executive, and judicial responsibilities.
 - H It provides life, liberty, and the ownership of property.
 - J Its main purpose is to interpret laws.
- 5 **What principle is *directly* reflected in the division of a government into three branches?**
 - A natural laws
 - B separation of powers
 - C the social contract
 - D democracy and independence

REVIEW



VIRGINIA STANDARD
OF LEARNING WHII.6e

The French Revolution

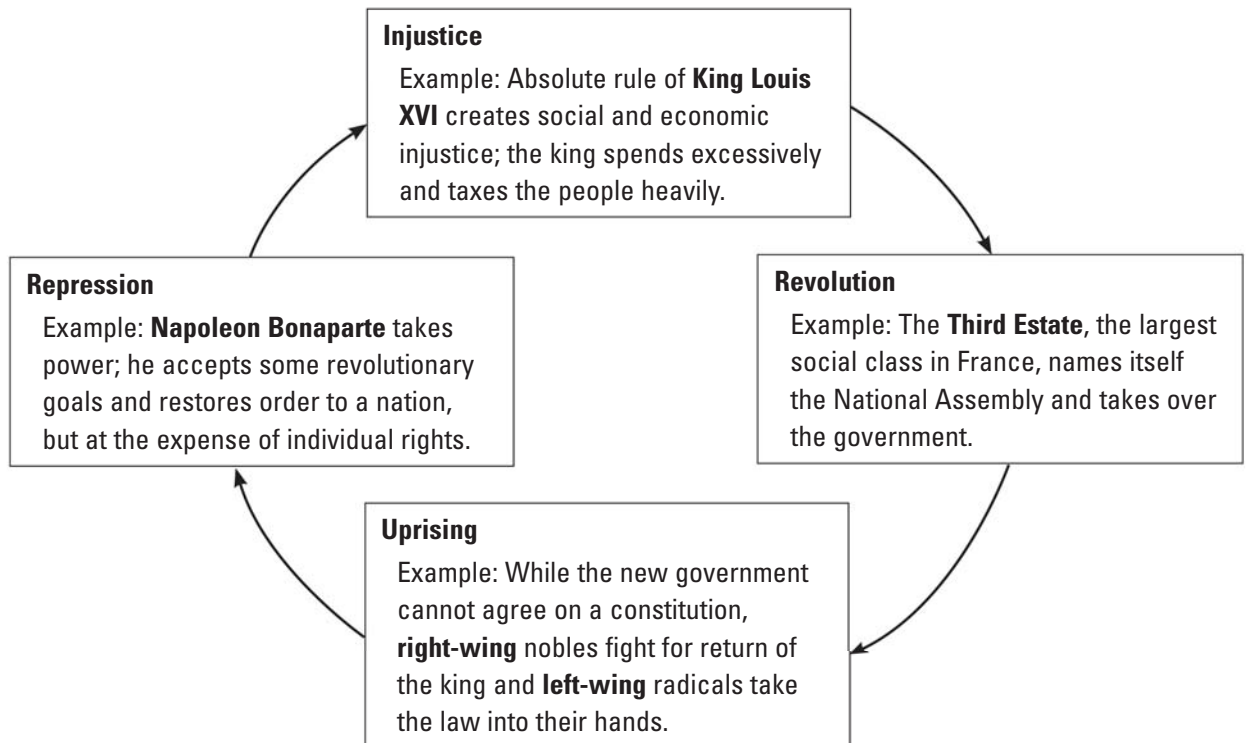
WHII.6e: The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by e) describing the French Revolution.

Read the summary and organizer to answer questions on the Practice page.

Like the American Revolution, the French Revolution of 1789 erupted after years of yearning for freedom and justice. Unlike the American Revolution, the revolutionary movement in France ended in dictatorship. Revolutionaries succeeded in overthrowing the French **Old Regime** that had divided the people into three unequal social classes, or **estates**. But old problems of poverty and injustice remained.

The first act of violence in the revolution occurred when a Parisian mob stormed the Bastille, a medieval prison. The period in the early 1790s that followed was known as the **Reign of Terror** for the mass executions carried out by the revolutionary government's **Committee for Public Safety**. Meanwhile, poverty and chaos wearied the nation. Stability came only after the military leader **Napoleon Bonaparte** seized control as dictator in 1799. His powers as dictator led again to instability, however, continuing for generations. France did not adopt a constitution that guaranteed representative government until 1875.

Cause and Effect in the French Revolution



PRACTICE**VIRGINIA STANDARD
OF LEARNING WHII.6e***The French Revolution*

Directions: Choose the letter of the *best* answer.

- 1 Among the causes of the French Revolution was the**
 - A** excessive spending of King Louis XVI.
 - B** rise of the National Assembly.
 - C** Reign of Terror.
 - D** loss of the Old Regime.

- 2 In pre-Revolutionary France, estates were**
 - F** homes of noblemen.
 - G** social classes.
 - H** systems of taxation.
 - J** clubs for radicals.

- 3 Who carried out the “Reign of Terror” in France?**
 - A** the Old Regime
 - B** Napoleon Bonaparte
 - C** the Third Estate
 - D** the Committee for Public Safety

- 4 Which statement *best* describes the circumstances in which Napoleon Bonaparte took power?**
 - F** France was economically and politically secure.
 - G** The Revolution was new and chaotic.
 - H** There had been ten years of instability.
 - J** The king had finally agreed to let Napoleon take power.

- 5 What form of government did Napoleon Bonaparte lead?**
 - A** democracy
 - B** monarchy
 - C** republic
 - D** dictatorship

REVIEW

VIRGINIA STANDARD
OF LEARNING WHII.6f*Innovations During the
Age of Reason*

WHII.6f: The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by f) describing the expansion of the arts, philosophy, literature, and new technology.

Read the summaries to answer questions on the Practice page.

Art and Architecture

- Artists and architects worked to show balance and elegance.
- Paintings depicted events from classical Greece and Rome; they included realistic portrayals of public events and landscapes; painters also depicted innovations in science and medicine.
 - **Rembrandt van Rijn**—one of the most renowned painters of the period; *The Anatomy Lesson of Dr. Nicolaus Tulp*, painted in about 1632; depicts surgery being performed on an arm
 - **Jacques-Louis David**—*The Death of Socrates*, painted in 1787; depicts Socrates just before he drank poisonous hemlock
 - **Eugène Delacroix**—*Liberty Leading the People*, painted in 1830; commemorates the French Revolution, which dethroned Charles X
- Buildings and structures of the period showed a revival of classical Greek and Roman architecture.
 - **Le Panthéon in Paris**—was completed in 1789; originally built as a cathedral, it has a dome similar to that of the Pantheon in Rome and it has Corinthian columns
 - **Washington, D.C.**—many prominent buildings (White House, U.S. Capitol, Supreme Court, and so on) throughout the city have ornate columns and structures representing the classical periods in Greece and Rome

Music

Composers wrote music of great appeal for its creative richness. At the beginning of the Age of Reason, music was dominated by dramatic choral and organ music. This type of music was called Baroque. As the Age of Reason continued, music became lighter and more elegant, what we now call classical music.

- **Johann Sebastian Bach, (1685–1750)**—German composer whose style was that of Baroque
- **Wolfgang Amadeus Mozart, (1756–1791)**—Austrian composer who wrote in the classical style

Literature

During the Age of Reason, there was a rise in written philosophy. The novel also became a popular form of literature. This new form told lengthy stories with many twists of plot that explored the thoughts and feelings of characters.

- **Miguel de Cervantes (1547–1616)**—a Spanish author who wrote the humorous novel *Don Quixote*
- **François-Marie Arouet (1694–1778)**—a French philosopher and writer who adopted the pseudonym “**Voltaire**”; a prolific author, Voltaire wrote thousands of works, including essays, plays, and novels

Technology

New methods and tools for agriculture gave way to the Agricultural Revolution that would run from about 1750 to 1900. These innovations allowed for land to be farmed and harvested more efficiently. This created a movement from subsistence farming to cash crops in Europe and the United States. Due to availability of more food, life expectancy improved.

Transportation was also improved. This included roads that could be traveled in all weather conditions, and better shipbuilding that allowed for cheaper, safer, and faster passage across major oceans and travel up and down rivers.



PRACTICE

**VIRGINIA STANDARD
OF LEARNING WHII.6f**

Innovations During the Age of Reason

Directions: Choose the letter of the *best* answer.

1 Who painted *Liberty Leading the People*?

- A Rembrandt
- B Delacroix
- C Michelangelo
- D David

2 Which of the following characterizes classical music?

- F heavy
- G choral music
- H grand organ music
- J light and elegant

3 Who wrote *Don Quixote*?

- A Cervantes
- B Locke
- C Voltaire
- D Montesquieu

4 Which of the following was *not* a result of the Agricultural Revolution?

- F improved harvesting
- G widespread famine
- H cash crops
- J longer life expectancy

**REVIEW****VIRGINIA STANDARD
OF LEARNING WHII.7a**

Latin America Under Spanish Rule

WHII.7a: The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by a) describing the colonial system as it existed by 1800.

Read the summaries to answer questions on the Practice page.

Spanish Colonies in the Americas

- Spain divided its American empire into two provinces: New Spain and Peru. Each province was called a viceroyalty. The top official of each province, called a viceroy, ruled in the king's name.
- To transport people and goods across the empire, roads were built from New Spain's capital of Mexico City and Lima, Peru's capital. Other major cities within the colonies included Havana in Cuba and Buenos Aires in Argentina.
- Spanish-born people were at the top of colonial society, followed by Creoles, people of Spanish descent who were born in the colonies; *mestizos*, people of mixed Spanish and American Indian ancestry; and last were American Indians and enslaved Africans.
- Spanish colonists received a grant of American Indian labor called an *encomienda* to help them make the colonies productive.
- The largest source of wealth from the colonies to Spain was the mining and export of precious metals, including silver and gold.
- Spanish rulers also created large estates, called *haciendas*, to provide food for the colony. *Haciendas* became large farms where American worked to grow cash crops, such as coffee, cotton, and sugar.
- Brazil was a large region that was not under Spanish control in South America. This country was controlled by Portugal. The center of government was in the administrative city of Sao Paulo. As a result of this heritage, Portuguese is the official language of Brazil.

The Church in the Spanish Colonies

- The Catholic Church built missions—settlements that included a church, a town, and farmlands—to try to convert American Indians to Catholicism. The missions increased Spanish control over the land.
- Missions helped American Indians create a better supply of food; offered protection against enemies; and taught reading, writing, and skills such as carpentry and metalworking. However, some missionaries worked American Indians as if they were slaves.
- Father Bartolomé de Las Casas fought for better treatment of American Indians. The Spanish king issued in 1542 the New Laws that ordered the gradual freeing of American Indians, but he later reversed them.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.7a*Latin America Under
Spanish Rule*

Directions: Choose the letter of the *best* answer.

- 1 **What was the top commodity of the Spanish colonies?**
 - A gold
 - B corn
 - C coffee
 - D sugar
- 2 **The grant of Native American labor that Spanish colonists received was called**
 - F the Columbian Exchange.
 - G *mestizos*.
 - H a *hacienda*.
 - J an *encomienda*.
- 3 **Father Bartolomé de Las Casas worked to**
 - A extend the *encomienda* system into North America.
 - B stop the African slave trade.
 - C establish hundreds of missions in California.
 - D end the enslavement of Native Americans.
- 4 **What were the two capitals of Spain's empire in the Americas?**
 - F Mexico City and Lima
 - G New Mexico and Peru
 - H California and Mexico City
 - J New Spain and Peru
- 5 **The people at the top of Spanish colonial society were**
 - A Creole.
 - B *mestizos*.
 - C Spanish-born people.
 - D Native Americans.

REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.7b*****Latin American Independence***

WHII.7b: The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by **b)** identifying the impact of the American and French Revolutions on Latin America.

Read the summaries to answer questions on the Practice page.

Discontent in the Colonies

In the early 1800s, colonial peoples throughout Latin America followed the example of the French Revolution. In the name of freedom and equality, they fought for their independence. In Latin America, society was divided into six classes of people.

Peninsulares—those born in Spain—were at the top. Next came creoles, or Spaniards who had been born in Latin America. Below them were mestizos, with mixed European and Indian ancestry. Next were mulattos, with mixed European and African ancestry, and enslaved Africans. At the bottom were American Indians.

Meanwhile, in all parts of Latin America, creoles felt that they were unfairly treated by the government and the *peninsulares*. This bad feeling boiled over when Napoleon overthrew the king of Spain and named his own brother as king. Creoles in Latin America had no loyalty to the new king and revolted. However, even after the old king was restored, they did not give up their fight for freedom.

Mexico and Central America

In Mexico, mestizos and American Indians led the fight for independence. The struggle began in 1810 when Miguel Hidalgo, a village priest, called for a revolt against Spanish rule. Creoles united with the Spanish government to put down this revolt by the lower classes, whom they feared. Fighting continued until 1815, when the creoles won. In 1820, a new government took charge in Spain. Fearing that this time they would lose their rights, the creoles united with the rebels and fought for independence. In 1821, Spain accepted Mexico's independence.

In 1823, the region of Central America separated itself from Mexico. By 1841, the United Provinces of Central America split into five republics.

Spanish Colonies of South America

Two leaders pushed much of South America to independence. Simón Bolívar was a writer, fighter, and political thinker. He survived defeats and exile to win independence for Venezuela in 1821. José de San Martín helped win independence for Argentina in 1816 and Chile in 1818.

Bolívar led the combined armies to a great victory in 1824 that gave independence to all the former Spanish colonies. Turmoil continued in the region. Local leaders disagreed and split the new countries into smaller units. In 1830, the territory of Gran Colombia divided into Colombia, Ecuador, and Venezuela.

Brazil

When Napoleon's armies entered Portugal in 1807, the royal family escaped to Brazil, its largest colony. For the next 14 years, Brazil was the center of the Portuguese empire. By the time Napoleon was defeated, the people of Brazil wanted their independence. In 1822, about 8,000 Brazilians signed a petition asking the son of Portugal's king to rule an independent Brazil. He agreed, and Brazil became free that year through a bloodless revolt.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.7b*Latin American Independence*

Directions: Choose the letter of the *best* answer.

- 1 Throughout Latin America, the fight for independence was *not* led by**
 - A mestizos.
 - B *peninsulares*.
 - C creoles.
 - D American Indians.

- 2 José de San Martín helped win independence for**
 - F Mexico.
 - G Colombia.
 - H Brazil.
 - J Chile.

- 3 In what year did the territory Gran Colombia divide into Colombia, Ecuador, and Venezuela?**
 - A 1816
 - B 1824
 - C 1830
 - D 1841

- 4 How did Brazil's independence differ from that of the rest of Latin America?**
 - F It was the first country in Latin America to become independent.
 - G It gained independence through a bloodless revolt.
 - H It was the only country affected by the Napoleonic Wars.
 - J It was the most brutal of all of the Latin American revolutions.

REVIEW

VIRGINIA STANDARD
OF LEARNING WHII.7c*Latin American
Revolutionaries*

WHII.7c: The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by c) explaining the contributions of Toussaint L'Ouverture and Simon Bolivar.

Read the summaries to answer questions on the Practice page.

Haiti (then called Saint Domingue)

Achieved independence: from France, 1804

Key leader: Toussaint L'Ouverture, a formerly enslaved African, was a self-taught leader. He led the uprising of enslaved Africans, seizing control of the island and freeing all the slaves. Toussaint was captured by the French and died in prison in 1803. After Toussaint's death, his lieutenant, Jean-Jacques Dessalines, took command of the rebel forces and declared Haiti independent on January 1, 1804.

Ideology: Enslaved Africans—the overwhelming majority of the population—should rebel to gain their own freedom and independence for their nation.

- Haiti became the first black republic in the world, and the second nation—after the United States—to win independence from colonial rule.

South America

Achieved independence: from Spain by 14 nations, 1809–1825

Key leader: Simón Bolívar was a **creole**—a Spaniard born in South America. The creoles were a highly educated class that produced many revolutionary leaders. Bolívar led the revolution that won former Spanish colonies in South America their independence.

Ideology: Influenced by Enlightenment thinkers like Locke and Rousseau; Military power will liberate South America from unjust rule by Europe.

- The military leadership of Bolívar and fellow general José de San Martín defeated Spanish troops in a series of decisive battles.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.7c*Latin American
Revolutionaries*

Directions: Choose the letter of the *best* answer.

- 1 The ideas of Enlightenment thinkers influenced Simón Bolívar in his commitment to**
 - A** maintain the peaceful rule of the Spanish king.
 - B** urge the Venezuelan government to separate into three branches.
 - C** negotiate a social contract between Spain and Latin America.
 - D** fight for democratic revolution in Latin America.

- 2 What made the Haitian revolution a landmark in history?**
 - F** At that time, no other nation had won independence from colonial rule.
 - G** Enslaved people won their freedom and established a republic.
 - H** Its leaders were highly educated.
 - J** It was achieved through civil disobedience.

- 3 Struggles for independence in Latin America were led mainly by**
 - A** Toussaint L'Ouverture.
 - B** the Spanish.
 - C** enslaved people.
 - D** creoles.

- 4 Simón Bolívar was influenced by thinkers from**
 - F** the Reformation.
 - G** ancient Greece.
 - H** the Enlightenment.
 - J** the Catholic Church.

**REVIEW****VIRGINIA STANDARD
OF LEARNING WHII.7d**

Latin America and the Monroe Doctrine

WHII.7d: The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by **d)** assessing the impact of the Monroe Doctrine.

Read the summaries to answer questions on the Practice page.

Monroe Doctrine Background

- Long before the United States had any economic interest in Latin American countries, it realized that it had strong links with its southern neighbors. Leaders of the United States were well aware that their country's security depended on the security of Latin America.
- By the early 1800s, most Latin American countries had gained their independence. But their position was not secure. Many Latin Americans feared that European countries would try to reconquer the new republics.
- The United States, a young nation itself, feared this too. It also worried that these European nations might eventually turn against America.

Monroe Doctrine

- This was a statement given in December 1823 by President Monroe.
- The Monroe Doctrine said that the United States would not allow any European country to try to create new colonies anywhere in the Americas.
- The statement also said that America would not get involved in any European affairs and that Europe should stay out of America's affairs.

Impact on Foreign Policy

- America continued to avoid getting involved with European countries just as the Monroe Doctrine stated.
- The Monroe Doctrine would be tested and enforced during the late 19th century.
- America now saw itself as a world power—it saw itself as the equal of even the strongest European country.

PRACTICE**VIRGINIA STANDARD
OF LEARNING WHII.7d***Latin America and the
Monroe Doctrine*

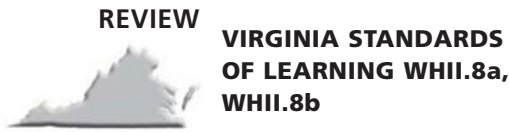
Directions: Choose the letter of the *best* answer.

- 1 Following their independence in the early 1800s, what did the Latin American nations fear?**
 - A** That their people would want to be governed as colonies.
 - B** That further revolt would occur.
 - C** That the United States would invade them.
 - D** That Europe would reconquer them.

- 2 Why did President Monroe announce the Monroe Doctrine?**
 - F** He was worried about events in Latin America.
 - G** He hated European countries.
 - H** He wanted to show Canada who was boss.
 - J** He wanted to push Native Americans off of their land.

- 3 What did the Monroe Doctrine say?**
 - A** America and Europe should share power in Latin America.
 - B** America should conquer Canada.
 - C** Europe should stay out of Latin America.
 - D** America would always have free trade.

- 4 What principle best describes the first 100 years of American foreign policy?**
 - F** Might makes right
 - G** “E pluribus unum”
 - H** War at any cost
 - J** Neutrality



European Nationalism from Napoleon to the Revolutions of 1848

WHII.8a, b: The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by **a)** assessing the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815; **b)** describing unsuccessful revolutions on the continent and political reform in Great Britain.

Read the summaries to answer questions on the Practice page.

Rise of Napoleon

Napoleon Bonaparte became the master of France. In 1795, he led soldiers against French royalists rebels who were attacking the National Convention. For this, he was hailed as the savior of the French republic. Later, he invaded Italy to end the threat from Austrian troops located there.

By 1799, the unsettled French government had lost the people's support. In a bold move, Napoleon used troops to seize control of the government. He then wielded complete power over the country. Other nations feared his power and attacked France again. Napoleon led his armies into battle.

Napoleonic Code

In 1802, the three nations fighting Napoleon agreed to a peace. Napoleon went back to solve problems at home and in 1804 established a series of domestic laws called the Napoleonic Code:

1. He made tax collection more fair and orderly. As a result, the government could count on a steady supply of money.
2. He removed dishonest government workers.
3. He started new public schools for ordinary citizens.
4. He gave the church back some of its power.
5. He wrote a new set of laws that gave all French citizens the same rights.

Although the laws were drafted in the spirit of the French Revolution, they took away many individual rights won during the Revolution. For example, they limited free speech and restored slavery in French colonies.

Rise of Nationalism

Napoleon had hoped to make his empire larger in both Europe and the Americas. However, after losing Haiti and too many soldiers during that revolution, Napoleon decided give up on the Americas. He gave up France's last holding in the region by selling the Louisiana Territory to the United States and set his focus on Europe. By 1812, he controlled much of Europe. However, many of the conquered lands rumbled with **nationalism**—loyalty to their own nations above all. Nationalists rose to throw off Napoleonic rule. As a result, Napoleon suffered a series of significant military defeats from 1812 to 1815, when his empire came to an end at the Battle of Waterloo.

The Congress of Vienna, 1814–1815

After Napoleon's first defeat, in 1814, leaders of many nations met for months. They tried to draw up a peace plan for Europe that would last many years. They called the meeting the Congress of Vienna.

What and why: A series of international meetings to secure peace across Europe

Who: King Frederick William III of Prussia, Czar Alexander I of Russia, Emperor Francis I of Austria; foreign ministers from Britain and France; and, most importantly, **Klemens von Metternich**, foreign minister of Austria

- Countries around France were made stronger to **weaken France** and provide a **balance of power** across Europe.
- **Monarchies** that had been dethroned under Napoleon were **restored** and their **legitimacy**—hereditary right to rule—was proclaimed in France and elsewhere. Following the Congress, across Europe, kings and princes reclaimed their thrones. Most of them were **conservatives** and did not encourage individual liberties. They did not want any calls for equal rights. However, many people still believed in the ideals of the French Revolution and **liberalism**. They thought that all people should be equal and share in power.

Pax Britannica

During the 1830s and the 1840s, Great Britain was marked by relative peace due to economic success and isolation from the revolutions in the rest of Europe. Slavery was abolished in the colonies in 1833, and voting rights were expanded. During this period, governing was no longer performed by the monarchy. The Empire was run solely by Parliament and the Prime Minister and his cabinet. This became the model that is still used today.

Revolutions of 1848

What and why: Uprisings for self-government in France, the Austrian Empire, and the German and Italian states

Who: **Nationalists** who claimed loyalty to their fellow people rather than royal rulers

- Nationalists wanted **nation-states**—national governments that are independent from royal rule and serve the people and their ideals.
- Nationalists believed they would be united by their shared history, culture, and land rather than by any one ruler.
- The uprisings were quickly repressed, but their ideals persisted.

PRACTICE



VIRGINIA STANDARDS
OF LEARNING WHII.8a,
WHII.8b

European Nationalism from Napoleon to the Revolutions of 1848

Directions: Choose the letter of the *best* answer.

- 1 Who was the *most* important European leader at the Congress of Vienna?**
 - A Napoleon Bonaparte
 - B King Frederick William III
 - C Czar Alexander I
 - D Klemens von Metternich

- 2 Which statement is *true* of the outcome of the Congress of Vienna?**
 - F Its leaders created a balance of power in Europe.
 - G The French king was permanently exiled.
 - H Monarchy throughout Europe was weakened.
 - J The first nation-states were formed.

- 3 What was the Napoleonic Code?**
 - A A series of domestic laws in France.
 - B A doctrine that gave France the right to establish colonies.
 - C A book of laws that explained how to rule conquered nations.
 - D A decree that gave Napoleon the right to the French crown.

- 4 The Revolutions of 1848 had a lasting impact because they**
 - F proved nationalism had triumphed.
 - G were put down, but their ideals persisted.
 - H showed that nationalism had outlived its usefulness.
 - J all led to stable democracies.

- 5 Which statement would an Austrian nationalist in the 1840s be *most* likely to make?**
 - A “My greatest loyalty is to my leader.”
 - B “I believe in the legitimacy of the monarch.”
 - C “The Holy Alliance is the key to our independence.”
 - D “Our shared history and culture unite me with my people.”

- 6 Which country abolished slavery in their colonies 1833?**
 - F France
 - G Italy
 - H Germany
 - J Great Britain

**REVIEW****VIRGINIA STANDARDS
OF LEARNING WHII.8c, d**

Unification in Italy and Germany

WHII.8c, d: The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by **c)** explaining events related to the unification of Italy and the role of Italian nationalists; **d)** explaining events related to the unification of Germany and the role of Bismarck.

Read the summaries to answer questions on the Practice page.

Although the Revolutions of 1848 were repressed and essentially marked as failures, the spirit behind the revolts continued. Twenty years later, nationalist movements transformed the scattered states of Germany and Italy into two new, unified nation-states.

Unification of Italy

- Large parts of Italy were ruled by the kings of Austria and Spain.
- Nationalists tried to unite the nation in 1848, but the revolt was beaten down.
- Hope rested with the Italian king of the state of Piedmont-Sardinia. His chief minister, Count Cavour, worked to expand the king's control over other areas of the north.
- Giuseppe Garibaldi led an army of patriots that won control of southern areas. He put those areas under control of the king.
- In 1866, the area around Venice was added to the king's control.
- In 1870, Italian forces took over the last part of the territory known as the Papal States. With this victory, Rome came under control of the Italian government. Shortly thereafter, Rome was made the capital of Italy, signaling a united Italy.

Unification of Germany

- Germany had also been divided into many different states for many centuries. Since 1815, a group of 39 states had joined in a league called the German Confederation. Prussia and Austria-Hungary controlled this group.
- Over time, Prussia became more powerful. Leading this move was Prime Minister **Otto von Bismarck**. His actions were supported by the philosophy of *realpolitik*. This philosophy is that political change comes about because of real factors and not because of intangible ideas.
- Bismarck joined with Austria to gain control of new lands. He then quickly turned against Austria, defeating it in war to gain even more territory.
- Other German states formed a new confederation that Prussia alone controlled.
- Bismarck's next step was to win the loyalty of the remaining German areas in the south. He purposely angered a weak France so that it would declare war on Prussia. When the Prussian army won the Franco-Prussian War in 1871, Bismarck had reached his goal.
- The war with France had given the southern German states a nationalistic feeling. They joined the other states in naming the king of Prussia as head of the united Germany.
- As a result of these events, the balance of power in Europe had changed. Germany and Britain were the strongest powers, followed by France, Austria, and Russia.

PRACTICE

VIRGINIA STANDARDS
OF LEARNING WHII.8c, d*Unification in Italy and
Germany*

Directions: Choose the letter of the *best* answer.

- 1 **Germany and Italy became two unified nation-states as a result of**
 - A the Congress of Vienna.
 - B the Concert of Europe.
 - C nationalist movements.
 - D the Holy Alliance.
- 2 **In what year was Italy unified?**
 - F 1848
 - G 1862
 - H 1870
 - J 1877
- 3 **What is the philosophy of *realpolitik*?**
 - A Political change should be based on real factors.
 - B Political change should be guided by the ideas of the population.
 - C Political change must be stopped at all costs.
 - D Political change occurs in cycles.
- 4 **Which war signaled the unification of Germany?**
 - F Crimean War
 - G French Revolution
 - H Revolution of 1848
 - J Franco-Prussian War
- 5 **During the 1870s, which countries were the strongest of the European powers?**
 - A Russia and France
 - B Britain and Germany
 - C France and Britain
 - D Germany and Italy

**REVIEW**

**VIRGINIA STANDARD
OF LEARNING WHII.9a**

Inventions and Social Change

WHII.9a: The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by
a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes.

Read the summaries and chart to answer questions on the Practice page.

The Industrial Revolution

The Industrial Revolution refers to the greatly increased output of machine-made goods that began in Great Britain in the mid -1700s. For several reasons, Britain was the first country to have an economy based on industry. It had 1) coal and water to power machines, 2) iron ore to make machines and tools, 3) rivers to move people and goods, and 4) good harbors for shipping goods to other lands. Britain also had a system of banks that could fund new businesses. It was also isolated from the rest of Europe and the Napoleonic Wars. Over a short period of time, the Industrial Revolution spread throughout Europe and to the United States. Cottage industry was replaced by the factory system, and the control of natural resources needed for this system added another factor in determining a nation's wealth.

Innovations of the Industrial Revolution		
Inventor	Invention	Significance
James Watt	Improved steam engine (1769)	Provided an efficient source of industrial power
James Hargreaves	Spinning jenny (1760s)	Reduced the labor needed for thread making
Eli Whitney	Cotton gin (1793)	Sped cotton production by separating fiber from seed
Edward Jenner	Smallpox vaccine (late 1790s)	Led the wide-spread use of vaccinations
Henry Bessemer	Bessemer process (1850s)	Quickly and cheaply made steel out of iron
Louis Pasteur	Pasteurization (sterilization) of liquids (1860s)	Increased the shelf life of milk and other products
Thomas Edison	Improved electric light (1879)	Made possible long-lasting indoor electric light

Spread of Technology

- By the 1840s, England had become a nation connected by **railroads**. Around the same time, the United States, Russia, and European nations, such as France and Germany, developed rail systems too. Railroads transported goods and linked commercial centers.
- Major advances in **communications** had occurred by the 1870s. International mail service had been achieved; telegraph messages could be transmitted around the world in minutes; and, in 1876, the telephone was used for the first time (though it did not become widespread until the early 1900s).

Effects on Society

- In agricultural life, the forces of weather and nature rule. In the new industrial culture, work could take place in any weather and more quickly than ever before.
- Railroads replaced horses, increasing loads and decreasing shipping and travel times. With the telegraph, it now took minutes rather than months for a message to reach a faraway destination. The pace of life had changed forever.
- For centuries, most people in Europe had lived in the country. Now more and more lived in cities. The number of cities with more than 100,000 people doubled between 1800 and 1850. Because they grew quickly, cities were not ideal places to live. They were filthy with garbage, and sickness swept through slum areas.
- Working conditions were harsh as well. The average worker spent 14 hours a day on the job, 6 days a week. Many workers were killed or seriously injured in accidents. Some rioted against the poor living and working conditions.
- Some people improved their lives in the new economy. The middle class—made up of skilled workers, professionals, business people, and wealthy farmers—did well. They enjoyed comfortable lives in pleasant homes. This class began to grow in size.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.9a*Inventions and
Social Change*

Directions: Choose the letter of the *best* answer.

- 1 The people who benefited *least* from industrial expansion were**
 - A factory owners.
 - B merchants.
 - C workers.
 - D landowners.

- 2 What technology did James Watt improve?**
 - F the steam engine
 - G cotton processing
 - H electric light
 - J the Bessemer process

- 3 Which process would be an example of pasteurization?**
 - A Milk is sterilized.
 - B Cotton fiber is separated.
 - C Coal is burned to make steam.
 - D Steel is made out of iron.

- 4 Which of the following groups were members of the emerging middle class?**
 - F unskilled laborers
 - G farmers
 - H nobility
 - J business owners

- 5 Which 20th-century invention is *most* comparable to the telegraph in its impact?**
 - A television
 - B e-mail and the Internet
 - C airplanes
 - D the telephone

- 6 Which increased as a result of the Industrial Revolution?**
 - F prices for consumer goods
 - G dependence on the weather
 - H the speed of business
 - J rural populations

REVIEW

VIRGINIA STANDARD
OF LEARNING WHII.9b*Responses to Capitalism*

WHII.9b: The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by
b) explaining the emergence of capitalism as a dominant economic pattern, and subsequent development of socialism and communism.

Read the summaries to answer questions on the Practice page.

Capitalism is an economic system that emphasizes profit and private ownership. Competition is used to stimulate entrepreneurship and innovation. In capitalism, the **factors of production**—such as land and other natural resources—are owned privately, by wealthy business owners and investors. The market in capitalism is unregulated. The idea of the free market, or *laissez faire*, was defended in Adam Smith’s influential book, *The Wealth of Nations*.

Critics of capitalism say that the system creates profit for owners and investors, but not for workers. During the Industrial Revolution, many workers labored in poverty and under dangerous conditions. While capitalism allowed the middle class to grow, it also led to a more unequal distribution of wealth. New systems of thought arose in response to such problems.

Socialism

Basic idea: the factors of production are owned by the people, at least in part, and are used for the benefit of all.

- Many socialists believed that capitalism was a cause of moral and ethical problems, such as child labor and low wages. They thought people could work together to solve these problems and plan for a more fair economy. Nineteenth-century socialists played important roles in the labor movement.

Communism

Basic idea: workers should take control of all the factors of production.

- Communism is a type of socialism that is often associated with revolution. The term “communism” became famous in the book *Communist Manifesto* by Karl Marx and Friedrich Engels, published in 1848. Marx and Engels emphasized revolutionary struggle as a means of achieving a society in which all people were economically equal.

Social Democracy

Basic idea: government plays a role in managing production and provides certain social services.

- Social democrats believe that the government should play a role in the economy in order to make sure that the people receive certain benefits, such as health care and education. Social democracy developed in the 20th century out of capitalist and socialist ideas. It is the dominant system in many European nations today.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.9b*Responses to Capitalism*

Directions: Choose the letter of the *best* answer.

- 1 Which statement would a critic of capitalism have *most* likely made during the Industrial Revolution?**
 - A “Rapid economic growth destroys our natural resources.”
 - B “Most of our consumer goods are produced overseas.”
 - C “Business owners get rich while workers remain poor.”
 - D “The cost of machinery and new factories is too high.”
- 2 Nineteenth-century socialists made significant gains in**
 - F the United States Congress.
 - G the labor movement.
 - H abolitionism.
 - J halting the Industrial Revolution.
- 3 With what economic idea is Karl Marx *most* closely associated?**
 - A capitalism
 - B socialism
 - C communism
 - D social democracy
- 4 Citizens in a social democracy expect their government to**
 - F provide them with certain benefits.
 - G leave the economy alone.
 - H own all the factors of production.
 - J engage in collective bargaining.
- 5 Which economic system emerged in Europe as a response to *both* capitalist and socialist ideals?**
 - A socialism
 - B communism
 - C trade unionism
 - D social democracy

**REVIEW****VIRGINIA STANDARD
OF LEARNING WHII.9c**

Reform During the Industrial Revolution

WHII.9c: The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by
c) describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement.

Read the summaries to answer questions on the Practice page.

Labor Reform

- The Industrial Revolution marked the end of cottage industries and the rise of factory systems. People began to migrate from rural to industrial areas in search of work. These workers worked long hours in dangerous conditions and barely made a living wage. Women joined the labor force and worked in factories; they almost always made less money than men. In order to have enough money to house and feed their families, parents were forced to put their children to work. For factory owners, children were the ideal workforce—they earned even less than women.
- Some people thought it was unfair that workers worked so hard for such little pay and lived in such poor conditions. While the thinkers discussed, workers took action to try to improve their lives. Many formed into unions that often used **collective bargaining**—negotiations led by the union—to resolve disputes between workers and employers. When business owners resisted these efforts, the workers went on strike, or refused to work. The struggle to win the right to form unions was long and hard for workers in Britain and the United States. Still, by the late 1800s, workers in both countries had made some progress.
- The British Parliament and reformers in the United States also took steps to try to fix some of the worst features of industrialism. Britain passed laws that put limits on how many hours women and children could work. Groups in the United States pushed for similar laws.

The Issue of Slavery

- English textile mills and those in the northeastern United States created a huge demand for cotton, but cotton took a lot of time and workers to grow and harvest. The cotton gin changed life in the American South dramatically—the gin cleaned cotton more quickly and efficiently than it could be cleaned by hand. As a result, planters grew more cotton, and slavery expanded to meet the growing cotton production. Using slave labor, the South raised millions of bales of cotton each year for the textile mills in Great Britain and the American northeast. As cotton production grew, so did the demand for slavery. The enslaved population in the South increased by 70 percent between 1790 and 1810.
- A major reform movement of the 1800s was the drive to abolish slavery. The British Parliament took the first step by ending their slave trade in 1807. It abolished slavery completely in 1833. Slavery was finally ended in the United States in 1865, after the Civil War. Spain ended slavery in Puerto Rico in 1873 and in Cuba in 1886. Brazil became the last country to ban slavery, which it did in 1888.

Women and Reform Movements

- Women were active in these and other reform movements. As they fought for the end of slavery, many women launched an effort to win equal rights for women. The movement for equality began in the United States in 1848. In 1888, women from around the world formed a group dedicated to this cause.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.9c*Reform During the
Industrial Revolution*

Directions: Choose the letter of the *best* answer.

- 1 Which would have been a *common* life change in England during the Industrial Revolution?**
 - A A farmer moves to an industrial area to work in a coal mine.
 - B A coal miner works his way up through the ranks to own the mine.
 - C A coal miner moves to the country to run his own farm.
 - D A lawyer loses his business and is forced to work in a coal mine.

- 2 In Great Britain, the Factory Act of 1819 declared it illegal for children to work more than 12 hours a day. What does the act suggest about labor conditions at that time?**
 - F Working conditions were worse in Great Britain than in other nations.
 - G The government frequently intervened on behalf of workers.
 - H Some children spent more than half of each day working.
 - J Factories were unable to attract adult employees.

- 3 In 1902, Pennsylvania coal miners refused to work, returning to their jobs only when they were guaranteed a 10 percent pay increase and a reduction of hours. The miners' action is an example of**
 - A forming a union.
 - B free labor.
 - C a strike.
 - D a picket.

- 4 How did the cotton gin change the economy in the southern United States?**
 - F It transformed the way that clothing was produced.
 - G It made cotton much more expensive to produce.
 - H It increased the enslaved population in the South.
 - J It made growing cotton in colder climates possible.

- 5 Which statement is *true* of social class during the Industrial Revolution?**
 - A People could move freely from one social class to another.
 - B The working class did not share in the new prosperity.
 - C The very idea of social classes became outdated.
 - D Most of Europe was either upper or middle class.

- 6 Collective bargaining was a process of negotiation between**
 - F employers and workers.
 - G employers and the government.
 - H unions and the government.
 - J workers and unions.

REVIEW



VIRGINIA STANDARDS
OF LEARNING WHII.9d,e

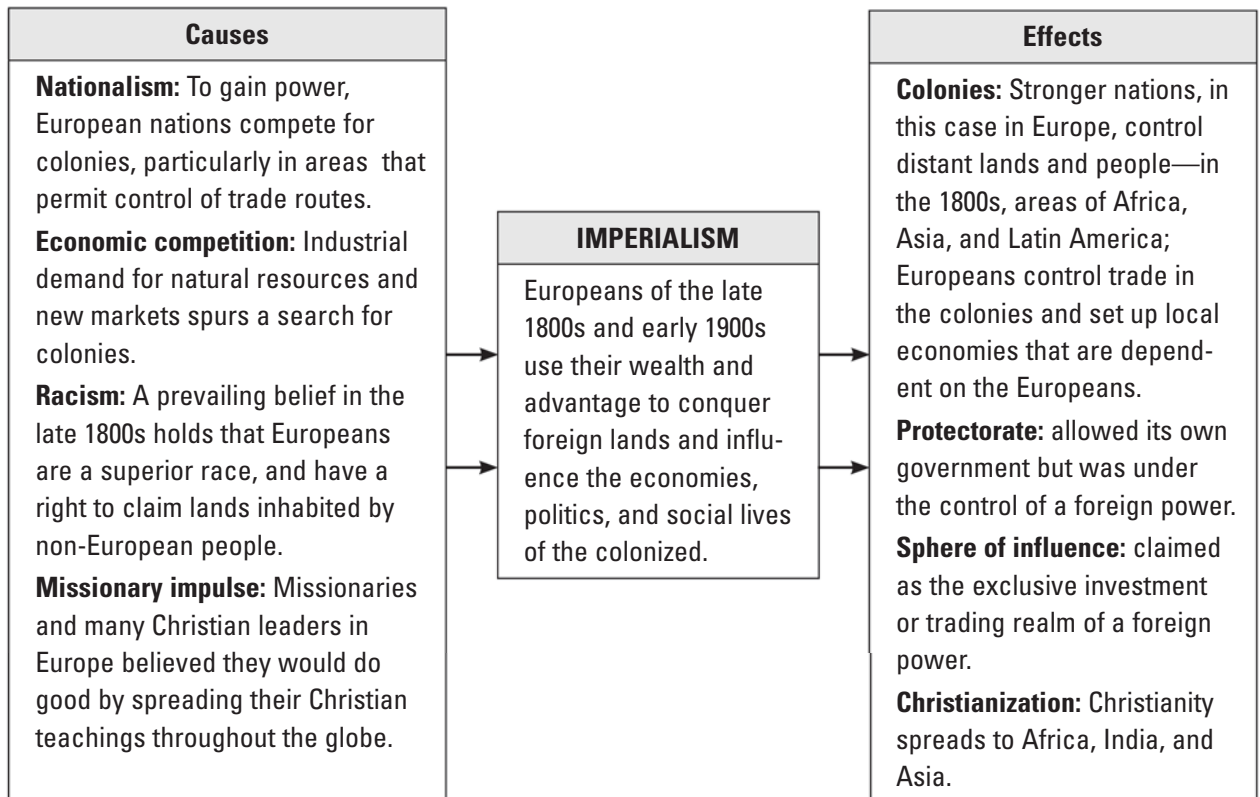
The Rise of Imperialism

WHII.9d,e: The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by **d)** explaining the rise of industrial economies and their link to imperialism and nationalism; **e)** assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.

Read the summary and organizer to answer questions on the Practice page.

Beginning around 1850, European nations took control of much of Africa, Asia, and Latin America. The policy of a powerful nation dominating the politics, economy, and society of another nation is known as **imperialism**.

- European imperialism went hand-in-hand with **industrialization**; European nations sought raw materials and new markets for industry and used new forms of transportation and weaponry to seize foreign lands.
- European leaders often justified their imperialism partly through the theory of **Social Darwinism**—the application of Darwin’s ideas about the “survival of the fittest” to social change. Social Darwinists believe that wealth, technology, success, and strength make some groups superior to others, thus giving Europeans the right to invade some non-European lands.



PRACTICE

VIRGINIA STANDARDS
OF LEARNING WHII.9d, e*The Rise of Imperialism*

Directions: Choose the letter of the *best* answer.

- 1 Which event would be an example of imperialism?
 - A A powerful nation seizes control of a poor nation and its resources.
 - B Laborers in a poor nation are employed seasonally by a powerful nation.
 - C Powerful nations join together to form a trade network.
 - D A poor nation receives economic aid from a powerful nation.
- 2 Nineteenth-century European imperialism was spurred in part by success in
 - F cartography (map-making).
 - G technology and industry.
 - H the teaching of foreign languages.
 - J agriculture.
- 3 What geography-related goal *most* motivated 19th-century European imperialists?
 - A exploration of major waterways
 - B exploration of inland areas
 - C discovery of shorter trade routes
 - D control of trade routes
- 4 The resource of central Africa that would have been *most* attractive to 19th-century European imperialists was its
 - F workforce.
 - G waterways.
 - H copper mines.
 - J wildlife.
- 5 Christian missionaries in colonized lands, in the 1800s,
 - A wanted people in other lands to become Christians.
 - B traveled to learn about religion in other lands.
 - C fought to stop the spread of imperialism.
 - D worked to help people forget about imperialism.
- 6 A 19th-century English Social Darwinist would say that his or her nation's power was proof of
 - F the success of democracy.
 - G the scientific revolution.
 - H its superiority.
 - J its religious faith.

REVIEW

VIRGINIA STANDARDS
OF LEARNING WHII.9d, e*Colonial Rule*

WHII.9d, e: The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by **d)** explaining the rise of industrial economies and their link to imperialism and nationalism; **e)** assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.

Read the summaries to answer questions on the Practice page.

Governing the Colonies

The imperialist powers had two main methods of running their colonies. Britain and the United States used indirect control. In this system, local rulers had power over day-to-day matters. There were also councils of native peoples and government officials.

France and other European nations used the other method—direct control. Feeling that native peoples could not handle the complex business of running a country, the European power governed. The French also had a policy of assimilation. All institutions were patterned after their counterparts in France. They hoped that the native peoples would learn and adopt French ways.

Locations of Colonial Rule

- **Great Britain** colonized more land than any other nation, controlling parts of Europe, Asia, Africa, North America, and South America and all of Australia. By the 1750s, the **British East India Company** was becoming the most important power in India. It held huge amounts of land—almost the entire subcontinent. In the 1830s, in Egypt, Muhammad Ali broke away from Ottoman control. He put in place reforms to change the army and the economy and to modernize Egypt. His grandson continued to modernize. He joined with the French in building the Suez Canal, which was completed in 1869 and connected the Mediterranean Sea to the Red Sea. When Egypt had money troubles, in 1882, Britain began its occupation of Egypt and took control of the canal and the country.
- In 1800, **South America** was controlled mainly by the Spanish and the Portuguese. Most of that continent had achieved independence by 1830.
- At the **Berlin Conference of 1884–1885**, some 14 European countries met to divide up the continent of **Africa**. Great Britain and France claimed most of it. The remainder was divided among Germany, Italy, Belgium, Spain, and Portugal, with only 3.4 percent left independent. The Netherlands had no African colony.
- The United States acquired the Asian island nation of the **Philippines** in 1898 and used it mainly for sugar crops. (The Philippines achieved independence in 1946.)
- In 1853, American steamships, armed with cannons, entered Japanese waters. The next year, Japan agreed to open up trade to the United States. Soon after, it made similar deals with European nations.
- In the late 1800s, European powers and Japan each won a foothold in China—a “**sphere of influence**.” The United States opposed these steps. It urged an **Open Door Policy**, in which all powers had equal access to Chinese markets. While the Europeans agreed, the result had little benefit for China. Though it was not formally carved into colonies, it was clearly dominated by foreign powers.

Response to Imperialism

- Mohandas Karamchand Gandhi, a Hindu like the majority of Indians, was greatly respected as a leader because of his deep religious faith. He used civil disobedience—the choice to disobey an unjust law, in public and in a spirit of nonviolence. India took back control from the British in a series of steps, beginning in 1919 and gained its independence in 1948.
- In response to the Open Door Policy, many Chinese grew increasingly resentful of foreign influence. They formed the Society of Harmonious Fists, known as the Boxers. They wanted to get rid of all Western influence—including any Chinese who had accepted Western culture or the Christian religion. In early 1900, an army of Boxers surrounded Beijing's European section. After many weeks, they were finally driven out by a multinational army of soldiers.

PRACTICE

VIRGINIA STANDARDS
OF LEARNING WHII.9d,e*Colonial Rule*

Directions: Choose the letter of the *best* answer.

- 1 What was the *primary* means through which Indians sought independence from Great Britain?**
 - A nonviolent civil disobedience
 - B a quick and bloodless takeover
 - C military strength in combat
 - D secret resistance movements

- 2 The Boxer Rebellion occurred in**
 - F China.
 - G Japan.
 - H Egypt.
 - J India.

- 3 Which country opened up trade in Japan?**
 - A Great Britain
 - B France
 - C China
 - D United States

- 4 Which European nation colonized the *most* land around the world during the 19th century?**
 - F France
 - G Germany
 - H Great Britain
 - J Spain

- 5 The purpose of the Berlin Conference was to plan for the**
 - A independence of South America.
 - B conquest of China.
 - C division of Africa.
 - D control of international trade routes.

- 6 Where did the United States acquire a colony in 1898?**
 - A Africa
 - B Asia
 - C South America
 - D The Caribbean

REVIEW


**VIRGINIA STANDARDS
OF LEARNING WHII.10a, b**

Factors Leading to World War I

WHII.10a, b: The student will demonstrate knowledge of the worldwide impact of World War I by **a)** explaining economic and political causes, major events, and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II; **b)** explaining the outcomes and global effect of the war and the Treaty of Versailles.

Read the chart and summaries to answer questions on the Practice page.

Competition Among Nations—Late 1800s	
Rivalry	Example
Competition for markets and materials	Germany competed with Great Britain, Europe's industrial leader.
Competition for colonies in Africa and Asia; imperialism	Great Britain was the leader in the race for colonies. Germany and France each sought to control Morocco, in northern Africa.
Competition for European territory	Austria-Hungary and Russia vied for influence in the Balkans.

The Rise of Nationalism and Militarism: **Nationalism**, a deep devotion to one's own nation, fueled competition. It also encouraged the growth of **militarism**, the policy of glorifying military power and keeping an army prepared for war. In the 1890s, many European nations began building large armies.

The Alliance System: Each nation was required to support its allies. A conflict between any two countries could draw everyone into war. The Great Powers formed two alliances.

- In 1907, the **Triple Alliance** was composed of Austria-Hungary, Germany, and Italy. By 1915, the Ottoman Turks and Bulgaria had joined and it became known as the **Central Powers**.
- In 1907, the **Triple Entente** was composed of France, Great Britain, and Russia. Italy joined in 1915; the United States in 1917. These countries became the **Allies**.

The “Powder Keg” Leads to Total War: The Balkan Peninsula was called the “powder keg” of Europe because of its more than 400 years of ethnic and political conflict. After the Balkan Wars of 1912–1913, Serbia, a mostly Slavic country, nearly doubled its territory. Russia, also a largely Slavic country, supported Serbian expansion. Austria and Germany did not.

The Powder Keg Ignites in 1914

- **June 28:** Archduke Franz Ferdinand—heir to the Austria-Hungary throne—is killed by a Serbian nationalist in Bosnia, an Austro-Hungarian province.
- **July 28:** Austria-Hungary declares war on Serbia. Russia mobilizes to aid Serbia.
- **August 1:** Wilhelm II, Kaiser (emperor) of Germany, an ally of Austria-Hungary, declares war on Russia.
- **August 3:** Germany declares war on France, Russia's ally.
- **August 4:** Germany tries to invade France through neutral Belgium. Great Britain, France's ally, declares war on Germany.

PRACTICE

VIRGINIA STANDARDS
OF LEARNING WHII.10a, b*Factors Leading to
World War I*

Directions: Choose the letter of the *best* answer.

- 1 **“Nationalism” is *best* defined as**
 - A belief in private property.
 - B desire for territories overseas.
 - C strong devotion to one’s country.
 - D support for a strong army.
 - 2 **Which countries made up the Triple Entente in 1907?**
 - F Austria-Hungary, Sweden, and Russia
 - G the United States, Germany, and Russia
 - H Great Britain, France, and Russia
 - J Belgium, Germany, and France
 - 3 **Why were the Balkans known as the “powder keg” of Europe in the early 1900s?**
 - A Several large explosions had taken place in its factories.
 - B It had endured more than 400 years of ethnic and political conflict.
 - C It produced both weapons and gun powder.
 - D It had an unusual geographic shape that others wished to change.
 - 4 **The assassination of which leader led to the outbreak of World War I?**
 - F Otto von Bismarck
 - G George Clemenceau
 - H Archduke Franz Ferdinand
 - J Kaiser Wilhelm II
 - 5 **What did Russia, a largely Slavic nation, do after Austria-Hungary declared war on the Slavic nation of Serbia?**
 - A declared war on Germany
 - B pledged to remain neutral
 - C prepared to send troops to support Serbia
 - D tried to negotiate a settlement
- Use the following quote to answer question 6.
- _____
- “Serbia must learn to fear us again.”
- _____
- 6 **The quotation was spoken to the U.S. president in 1914, after the Austrian archduke was assassinated by a Serbian student. The quotation was spoken by a diplomat from**
 - F France.
 - G Austria-Hungary.
 - H Italy.
 - J Great Britain.

REVIEW**VIRGINIA STANDARDS
OF LEARNING WHII.10a, b***The Course of World War I*

WHII.10a, b: The student will demonstrate knowledge of the worldwide impact of World War I by **a)** explaining economic and political causes, major events, and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II; **b)** explaining the outcomes and global effect of the war and the Treaty of Versailles.

Read the summaries to answer questions on the Practice page.

A War on Two Fronts

During World War I, the **Central Powers** (Austria-Hungary, Germany, the Ottoman Turks, and Bulgaria) faced enemies on both sides of their borders—France to the west, and Russia to the east. France, Russia, Great Britain, and Italy in 1915 were the **Allied Powers**. Fighting concentrated in these border areas, which became known as the **Western Front** and the **Eastern Front**. Germany's strategy, the **Schlieffen Plan**, was first to attack France through neutral Belgium, before Russia on the Eastern Front had a chance to gather its forces.

Turning Points

- By spring 1917, however, civil unrest in Russia had brought the czar's government to the brink of collapse. Faced with the prospect of revolution, Czar Nicholas abdicated his throne on March 15. In November 1917, the Communists seized power and insisted on ending Russia's involvement in the war. In March 1918, Russia and Germany signed the Treaty of Brest-Litovsk, which ended the war between them. As a result, Germany was able to send nearly all of its forces to the Western Front and launch a massive attack on the Allies in France.
- After taking a stance of neutrality during the first years of World War I, the United States entered the war in 1917. By June of 1918, U.S. troops were arriving in France at the rate of 250,000 a month. The United States also provided tons of food and over \$7 billion in loans to the Allied governments.
- By the summer of 1918, German troops were exhausted by the heavy casualties and constant stalemate that resulted from trench warfare. The Americans were numerous and eager to fight. In August, the decisive battle of the war took place near Amiens, France. Over 400 Allied tanks broke the German lines.
- The Germans' resources were strained. The Central Powers were crumbling. On November 9, the German kaiser gave up his throne. On November 11, a new German republic signed an agreement ending the war.

PRACTICE

VIRGINIA STANDARDS
OF LEARNING WHII.10a, b*The Course of World War I*

Directions: Choose the letter of the *best* answer.

- 1 What happened when the Treaty of Brest-Litovsk was signed?**
 - A The Russians pulled out of the war.
 - B The treaty ended World War I.
 - C Germany withdrew from the war.
 - D The United States entered the war.

- 2 Germany's Schlieffen Plan for military attack was to**
 - F attack Russia first with lightning speed before facing France in the west.
 - G attack France in the west before Russia in the east had a chance to mobilize.
 - H try to get the United States to align itself with Germany.
 - J engage both France in the west and Russia in the east at the same time.

- 3 By the time the United States entered World War I, fighting was focused on**
 - A the Eastern Front.
 - B the Western Front.
 - C former Russian territory.
 - D the seas around Great Britain.

- 4 Trench warfare in World War I was characterized by**
 - F a series of Russian victories.
 - G swift invasions and decisive attacks.
 - H heavy casualties and little territorial gain.
 - J tremendous German victories in the east.

- 5 After entering World War I, the United States *most* helped the Allies by**
 - A fighting Germany in the sea around Britain.
 - B negotiating with the Central Powers.
 - C sending the Allies supplies, troops, and monetary loans.
 - D trying to convince the Russians to return to fighting.

- 6 What *main* motivation finally forced the Central Powers to surrender on November 11, 1918?**
 - F They did not have the resources or soldiers to fight the Allies.
 - G Their people refused to fight any longer.
 - H Austria-Hungary had already signed a peace treaty with the Allies.
 - J They no longer wanted to fight the large Russian army in the east.



**VIRGINIA STANDARDS
OF LEARNING WHII.10a, b**

The Human Costs of World War I

WHII.10a, b: The student will demonstrate knowledge of the worldwide impact of World War I by **a)** explaining economic and political causes, major events, and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II; **b)** explaining the outcomes and global effect of the war and the Treaty of Versailles.

Read the summaries and chart to answer questions on the Practice page.

The War to End All Wars

World War I marked the end of the Russian, Ottoman, Austrian-Hungary, and German empires. The war also was called “the war to end all wars.” The destruction it caused was so extreme, people could not bear the thought of another war. **Military Casualties** In the first three years, Europe lost more lives than it had in three hundred years of war before that. Deadly new weapons, such as the machine gun and the submarine, along with infection killed an estimated 8.5 million soldiers. About 21 million more were wounded. Trench warfare led to daily deaths from artillery. Poison gas caused many deaths and serious injuries.

	Total Mobilized Forces	Killed or Died¹	Wounded	Prisoners or Missing	Total Casualties	Casualty Rate
Central Powers*	22,850,000	3,386,200	8,388,448	3,629,829	15,404,477	67.4%
Allies**	42,188,810	5,142,631	12,800,706	4,121,090	22,064,427	52.3%

* Germany, Austria-Hungary, Bulgaria, and Turkey

** 95% of troops were from Russia, the British Empire, France, Italy, the United States, and Japan.

1. Includes death from all causes. Source: U.S. Department of Defense

Effects on Civilians

- The countries involved in World War I focused their total efforts on winning. Civilians worked to produce war-related materials. Many goods, especially food and fuel, were rationed.
- Millions of civilians died from disease, starvation, and bombing and fighting on their own lands. The war destroyed their homes, farms, and towns.
- The flu epidemic of 1918 traveled around the world, wherever soldiers fought. It killed more people than the war itself.
- The Russian Revolution continued after the war ended. It resulted in millions of civilian deaths. Massacres were another source of high civilian casualties.

Colonial Participation

One reason a European war, became a “World War” was the participation of colonial peoples. Great Britain used soldiers from India, Kenya, Nigeria, South Africa, and others. French colonies in West Africa, and German colonies in East Africa sent troops. Allied forces attacked German colonies in China, the Pacific islands, and Africa. Although some individuals defended their ruling countries eagerly, others fought because they were required to serve. After the war, those who survived returned home to find that, as colonial subjects, they were still second-class citizens.

PRACTICE

VIRGINIA STANDARDS
OF LEARNING WHII.10a, b*The Human Costs
of World War I*

Directions: Choose the letter of the *best* answer.

Use the chart on Review page to answer questions 1–2.

- 1 What conclusion can be drawn from these data about casualties in World War I?**
 - A The Central Powers had more total casualties than the Allies.
 - B Most of the casualties were prisoners or missing.
 - C The Allies had a lower casualty rate than the Central Powers.
 - D The number killed was greater than the number wounded.
- 2 Which reason for Allied victory is supported by the chart?**
 - F fewer wounded soldiers
 - G greater number of troops
 - H deadliest weapons
 - J took more prisoners
- 3 What is *one* reason why millions of European and Russian civilians died during World War I?**
 - A They were not as strong as civilians during other wars.
 - B They did not hide from the enemy.
 - C The Allied troops ignored their plight
 - D Much of the fighting took place in Europe and Russia.
- 4 Civilian casualties in World War I were**
 - F greater than military casualties.
 - G extremely rare.
 - H increased by disease and starvation.
 - J primarily due to overwork.
- 5 Which of the following empires was the only one left in place after World War I?**
 - A Austria-Hungary
 - B British
 - C Ottoman
 - D Russian
- 6 After World War I, some colonies that had participated made demands for independence primarily because**
 - F American troops taught colonists that all men are created equal.
 - G colonists felt entitled to citizenship because they had served in the military.
 - H colonists were inspired by the example of the Russian Revolution.
 - J colonists were afraid for their jobs in the unstable European economy.

REVIEW**VIRGINIA STANDARDS
OF LEARNING WHII.10a, b***The Treaty of Versailles*

WHII.10a, b: The student will demonstrate knowledge of the worldwide impact of World War I by **a)** explaining economic and political causes, major events, and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II; **b)** explaining the outcomes and global effect of the war and the Treaty of Versailles.

Read the summaries to answer questions on the Practice page.

The Fourteen Points

During World War I, U.S. president Woodrow Wilson drew up a proposal for postwar peace that was known as the Fourteen Points. It included:

- general suggestions for **encouraging peace**, such as an **end to secret treaties**
- specific recommendations for changing borders and creating new nations, based on the principle of national **self-determination**—allowing people to decide for themselves under what government they wished to live
- a call for “a general association of nations” that would peacefully negotiate solutions to world conflicts, Wilson’s **Fourteenth Point**, which led to the creation of the **League of Nations**

Negotiating the Treaty of Versailles

The Fourteen Points were the basis for talks that led to the 1919 Treaty of Versailles.

- The talks were attended by delegates from Allied and neutral nations.
- Germany and its allies were not allowed to participate.
- Most negotiations were made by the so-called **Big Four: George Clemenceau**, premier of France—wanted Germany to be punished; **Vittorio Emanuele Orlando**, premier of Italy—sought territory for Italy; **David Lloyd George**, prime minister of Great Britain—worked for compromise; **Woodrow Wilson**, U.S. president—had to abandon many of his Fourteen Points.

Terms of the Treaty

- The League of Nations, an international peace organization, is established; Germany and Russia are excluded from membership.
- Germany returns the provinces of Alsace and Lorraine to France, gives up its overseas colonies, reduces its army in size, is forbidden to buy or make weapons and to have submarines or an air force, is assigned sole responsibility for the war, and must pay the Allies \$33 billion in wartime reparations.

The United States Rejects the League of Nations

In November 1919, the U.S. Senate rejected the Treaty of Versailles. The League of Nations was the main sticking point. Some Americans were concerned that membership in the League would diminish the right of the United States to make its own decisions. More importantly, the treaty required each member nation to support the boundaries of other member nations—a requirement that many feared could lead to U.S. involvement in future European wars.

PRACTICE

VIRGINIA STANDARDS
OF LEARNING WHII.10a, b*The Treaty of Versailles*

Directions: Choose the letter of the *best* answer.

- 1 U.S. president Woodrow Wilson's Fourteen Points were**
 - A** the basis for determining German reparations.
 - B** a charter for the League of Nations.
 - C** an outcome of the Treaty of Versailles.
 - D** a plan for postwar peace.

- 2 Which statement *best* summarizes the idea of national self-determination as it was presented in Woodrow Wilson's Fourteen Points?**
 - F** Strong national boundaries strengthen national unity.
 - G** Voter participation in a democracy is the best way to encourage peace.
 - H** All people have the right to independence from colonial rule.
 - J** People should be able to decide on their type of government.

- 3 The Big Four who negotiated the Treaty of Versailles represented France, Great Britain, the United States, and what other nation?**
 - A** Germany
 - B** Italy
 - C** Russia
 - D** Spain

- 4 Which of the following did the Treaty of Versailles require of Germany?**
 - F** payment of damages to its overseas colonies
 - G** a public apology to the Allies
 - H** acceptance of sole responsibility for the war
 - J** division into two states: West Germany and East Germany

- 5 The *main* purpose of the League of Nations was to**
 - A** keep the peace and prevent future wars.
 - B** regulate commercial and economic competition.
 - C** impose sanctions on aggressive nations.
 - D** achieve international cooperation in governing colonies.

- 4 What is the *main* reason that Americans rejected the League of Nations?**
 - F** They objected to Germany's membership.
 - G** They believed the financial aid it provided would burden the U.S. economy.
 - H** They feared it could lead to future U.S. involvement in European wars.
 - J** They did not want to help rebuild postwar Europe.

**REVIEW****VIRGINIA STANDARD
OF LEARNING WHII.10c**

Causes and Consequences of the Russian Revolution

WHII.10c: The student will demonstrate knowledge of the worldwide impact of World War I by c) citing causes and consequences of the Russian Revolution.

Read the summaries to answer questions on the Practice page.

The Russian Revolution

The Russian Revolution is dated to November 1917 (October 1917 on the Russian calendar), when Bolshevik Party forces took over the government offices in Petrograd. However, the problems that led toward revolution had been developing for generations. The revolution's consequences, too, were far-reaching.

Causes

- Weak leadership of **Czar Nicholas II**—clung to autocracy despite changing times and widespread suffering
- Poor working conditions, low wages, and hazards of industrialization
- New revolutionary movements wanted a worker-run government
- Russian defeat in the Russo-Japanese War (1905), which led to rising unrest
- **Bloody Sunday**, the massacre of unarmed protestors outside the palace, in 1905
- Devastation of World War I—high casualties, economic ruin, widespread hunger
- The **March Revolution** in 1917, in which soldiers who were brought in for crowd control ultimately joined labor activists in calling “Down with the autocracy!”

Consequences

- The government is taken over by the **Bolshevik Party**, led by **V. I. Lenin**; later, it will be known as the Communist Party.
- Farmland is distributed among farmers, and factories are given to workers.
- Banks are nationalized and a national council is assembled to run the economy.
- Russia pulls out of World War I, signing the Treaty of Brest-Litovsk, conceding much land to Germany.
- Czarist rule ends. Nicholas II, his wife and five children are executed.
- Civil war, between Bolshevik (“red”) and anti-Bolshevik (“white”) forces, sweeps Russia from 1918 to 1920. Around 15 million die in conflict and the famine
- The Russian economy is in shambles. Industrial production drops, trade all but ceases, and skilled workers flee the country. Lenin introduces his New Economic Policy to combat the economic decline and raise food production.
- Lenin asserts his control by cruel methods such as the **Gulag**, a vast and brutal network of prison camps for both criminals and political prisoners.
- After the death of V. I. Lenin, Joseph Stalin took control of the Communist Party in Russia. Stalin focused on transforming Russia into a totalitarian state.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.10c*Causes and Consequences
of the Russian Revolution*

Directions: Choose the letter of the *best* answer.

- 1 One factor that led to the Russian Revolution was**
 - A problems associated with industrialization.
 - B civil war between “red” and “white” forces.
 - C nationalization of the banking industry.
 - D the Treaty of Brest-Litovsk.

- 2 Who was the leader of the Bolsheviks?**
 - F Nicholas II
 - G Karl Marx
 - H V. I. Lenin
 - J Joseph Stalin

- 3 After the Russian Revolution, the czar and his family were**
 - A exiled to Siberia.
 - B executed by revolutionaries.
 - C figureheads—political figures with no actual power.
 - D advisers to Russia’s first parliament.

- 4 The Gulag was a network of**
 - F labor activists.
 - G revolutionaries.
 - H prison camps.
 - J worker-owned factories.

- 5 Which event was a *direct* result of the Russian Revolution?**
 - A The Russian economy rebounded.
 - B Factory workers began to demand their rights.
 - C Russia was defeated in the Russo-Japanese War.
 - D Russia pulled out of World War I.

- 6 Which statement *best* describes conditions surrounding the March Revolution of 1917?**
 - F Lenin was concerned about competition from other revolutionaries.
 - G Support for revolutionary activity was increasing.
 - H Peace with Germany was considered more important than keeping territory.
 - J The czar would stop at nothing to protect the autocracy.

REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.11a***The League of Nations*

WHII.11a: The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by **a)** describing the League of Nations and the mandate system.

Read the summaries to answer questions on the Practice page.

The Treaty of Versailles called for a League of Nations—the world organization that Woodrow Wilson, president of the United States, wanted.

Mandates

- The League of Nations would theoretically include 42 nations, with the United States, Britain, France, Japan, and Italy making up the leadership.
- Germany and Russia were left out of the League, although they would join later.
- The treaty took away German land in Europe and took away Germany's colonies. Germany's former colonies were governed by the Allies until they decided which were ready for independence. Poland, Czechoslovakia, and Yugoslavia were all declared independent. Finland, Estonia, Latvia, and Lithuania—once part of Russia—were made independent nations as well.
- The treaty also called for the division of the Ottoman Empire. As a result, Britain gained control of Iraq, Transjordan, and Palestine. France gained control of Syria and Lebanon. The Ottomans kept control only of Turkey. The division of the Middle East sowed the seeds for future conflict in the region.
- Limits were placed on the size of Germany's armed forces. Finally, Germany had to accept complete blame for the war, which meant Germany would have to make payments to the Allies for the damage caused by the war.

The League of Nations Is Not a Success

The League of Nations never made a lasting peace. The United States, the chief author of the provisions of the League of Nations, did not approve the Treaty of Versailles nor the League of Nations.

In November 1919 and March 1920, the U.S. Senate rejected the Treaty of Versailles. The League of Nations was the main sticking point. Some Americans were concerned that membership in the League would diminish the right of the United States to make its own decisions. More importantly, the treaty required each member nation to support the boundaries of other member nations—a requirement that many feared could lead to U.S. involvement in future European wars.

Germans bitterly resented the treaty, which placed all the blame for the war on them. Colonial peoples in Africa and Asia had hoped that they could win their independence. They were angry when the treaty did not allow for that.

Japan and Italy were also upset with the treaty. They had both joined the war in hopes of winning more land and were disappointed by getting few territorial gains. In 1931, the Japanese army captured Manchuria, a part of China. It was rich in coal and iron and as a result provided valuable resources for the Japanese economy. Other countries protested in the League of Nations but did nothing else. Japan ignored the protests and in 1933 pulled out of the League.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.11a*The League of Nations*

Directions: Choose the letter of the *best* answer.

- 1 **The *main* purpose of the League of Nations was to**
 - A govern colonies.
 - B maintain international peace.
 - C impose sanctions.
 - D regulate international commerce.
- 2 **Which of the following nations was *not* a leader in the League of Nations?**
 - F Italy
 - G Japan
 - H Russia
 - J Great Britain
- 3 **After the war, colonial possessions of the defeated Central Powers**
 - A were placed under Allied control.
 - B became independent nations.
 - C were exempted from the war guilt clause.
 - D joined the League of Nations.
- 4 **Based on the mandates of the League of Nations, which country was required to make payments for damages caused during World War I?**
 - F Great Britain
 - G Russia
 - H Japan
 - J Germany
- 5 **Japan withdrew from the League of Nations because of disagreements over**
 - A the dissolution of the Ottoman Empire.
 - B the punishments inflicted on Germany.
 - C the occupation of Chinese Manchuria.
 - D the lack of freedom for new colonies.

REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.11b***Global Depression*

WHII.11b: The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by **b)** citing causes and assessing the impact of worldwide depression in the 1930s.

Read the summaries to answer questions on the Practice page.

Post World War I

After the war, European countries were in bad shape. European influence in world affairs was declining. The new republics that had formed out of the old empires of Europe often had shaky governments. Even nations that had practiced democracy for many years experienced problems. They had so many political parties that no one party could rule alone. So many governments formed that it was difficult to develop policies.

The situation was worst in Germany. The people felt little loyalty to the government, and the economy was weak. Prices rose sharply, and money lost its value. The United States drew up a plan that used American bank loans to help the German economy recover.

United States

The economy of the United States enjoyed a boom in the 1920s. But this growth hid problems. Workers were unable to buy all the goods produced, and when their purchases slowed, factories slowed production. Farmers faced falling food prices and slow sales. They were unable to repay loans and lost their farms. In 1929, stock prices in the United States plunged. As a result, banks began to fail. The Great Depression was on.

The Depression Expands

The American Depression hit other countries. Nations raised tariffs—taxes on goods imported from other countries—to keep import prices high. They wanted to increase sales by local companies. But it all backfired. Trade between nations dropped, and unemployment shot up in many countries. The world suffered, including Latin American countries. As world trade went down, few countries bought the sugar, beef, and copper they produced.

Fighting the Depression

Each country met the economic crisis in its own way. In Britain, a new multiparty government took over. It took steps that slowly improved the economy and cut unemployment. By 1937, production was up again. In France, after several governments lost support, moderates, Communists, and Socialists combined to form a government. It passed laws to help workers, but companies raised prices to cover their costs. As a result, unemployment was still high.

In the United States, Franklin D. Roosevelt became president in 1932. He began a program of reforms known as the New Deal. The government began large public works projects. This effort created jobs for millions. Businesses and farmers also received help from the government. The American economy slowly recovered.

In other countries, the economic crisis of the Great Depression led to the loss of democracy. Millions of people turned to authoritarian rulers to try to solve their economic problems. These tough leaders followed a set of beliefs called fascism. Fascist leaders were strongly nationalist. They believed in strength and power and built strong military forces.

Germany

Adolph Hitler, the leader of the Nazi Party, believed that Germans were superior to all other people. When the Depression hit, Hitler was named chancellor of Germany by German president Paul von Hindenburg, but soon Hitler took the powers of a dictator. Those who opposed him were arrested or murdered.

His economic program gave work to millions but took away their rights to organize into unions or to strike. Hitler also launched attacks on Germany's Jews. Laws took away their rights. In November 1938, mobs destroyed thousands of Jewish-owned buildings and attacked Jewish people.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.11b*Global Depression*

Directions: Choose the letter of the *best* answer.

- 1 American banks in the 1920s began to fail because of**
 - A the drop in stock prices.
 - B severe inflation.
 - C falling food prices.
 - D rising unemployment.

- 2 Why did many nations raise tariffs during the Great Depression?**
 - F They wanted to import more goods.
 - G They wanted to export more goods.
 - H They wanted people to buy more local goods.
 - J They wanted to slow the production of goods.

- 3 Hitler became chancellor of Germany through**
 - A a campaign of terror.
 - B presidential appointment.
 - C popular election.
 - D a workers' revolt.

- 4 One of the main causes of the rise of fascism during the 1930s was**
 - F the fear of communism.
 - G anti-Semitism.
 - H foreign invasions.
 - J worldwide economic crisis.

- 5 Even though the government established programs to help people, why did unemployment remain high in France?**
 - A The prices of goods were too high.
 - B Socialists did not support workers.
 - C Laws were passed to limit the number of jobs.
 - D The government in France had failed several times.

REVIEW



**VIRGINIA STANDARDS
OF LEARNING WHII.11c,
WHII.12a**

The Interwar Period and the Rise of Fascism and Totalitarianism

WHII.11c: The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by c) examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e., Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.

WHII.12a: The student will demonstrate knowledge of the worldwide impact of World War II by a) explaining economic and political causes, major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito.

Read the summaries to answer questions on the Practice page.

Totalitarian describes a government that takes complete control over all parts of life in a country. This includes both public and private life. To keep everything under control, totalitarian governments use several tactics. These include police terror, propaganda, and persecution.

Joseph Stalin and Russia

When Lenin died in 1924, Stalin took control of the Communist Party. He was less interested than Lenin in promoting revolution around the world. He wanted to increase the power of the Soviet Union. To achieve that, he built a totalitarian state.

- Government had total control over its people's lives.
- Stalin kept tight control by creating a powerful secret police.
- In the 1930s, thousands, and eventually millions, were arrested and sent to labor camps or killed. Stalin's government was responsible for the death of somewhere between 8 and 13 million people.
- Stalin used propaganda to keep control. Official literature praised the government and its success. Any writings that expressed a different view were seized and their authors punished.
- Stalin's government moved against religion. Churches were destroyed, and church leaders were killed or sent to labor camps.
- Stalin built a command economy—one in which the government makes all decisions of economic life. He pushed to complete the work of making the economy fully industrial. All resources were devoted to this effort. As a result, the Soviet people lacked food, housing, and clothing for many years.
- Stalin launched a farming revolution. The government took control of the farms that people owned. It put them together in large, government-owned farms called collective farms. When peasants resisted, millions were killed, and millions more were sent to Siberia. With the systematic use of forced labor, Stalin got farm output to rise.
- Stalin completely changed Soviet society. Women enjoyed equal rights—though rights were few. They filled all kinds of jobs, and they studied for careers that had been closed to them before. People in general were more educated.

Fascism

- In other countries, the economic crisis of the Great Depression led to the loss of democracy. Millions of people turned to authoritarian rulers to try to solve their economic problems. These tough leaders followed a political system called **fascism**.
- Fascist leaders were strongly nationalist. They believed in strength and power and built strong military forces.
- Fascist governments were controlled by one party, and that party was dominated by one leader. The leader was the nation's dictator. These governments did not give any rights to their people.
- Fascism arose in Italy because people there were angry that the treaty that came after World War I did not give them more gains in territory. Also, people with more money feared that unrest in Italy would result in a Communist government, as had happened in Russia.
- Benito Mussolini rose to power by promising to revive the economy and rebuild the armed forces of Italy. He used armed thugs who made threats to political opponents. The king of Italy was forced to let Mussolini lead the government.
- Mussolini wanted to return Rome to its glory as an empire. He wanted his empire to extend into Africa. In 1935, he invaded Ethiopia. His troops won an easy victory. The emperor of Ethiopia begged the League of Nations for help. The League did nothing.

Adolph Hitler

- Another Fascist arose in Germany. Adolf Hitler was the leader of the Nazi Party. He tried to take control of the government of Germany in 1923, but the attempt failed. He was sent to prison, where he wrote a book that summarized his ideas.
- Hitler believed that Germans were a “master race,” superior to all other people. He felt that other people were inferior—especially Jews. He also believed that other races threatened the “purity” of the German people.
- He said that the Treaty of Versailles treated Germany unfairly, and that a crowded Germany needed the lands of eastern Europe and Russia.
- When the Depression hit Germany, it ended the brief recovery the country was experiencing after World War I. Hitler was named leader of the German government but soon took the powers of a dictator. All those who opposed him were arrested or killed.
- His economic program gave work to millions but took away their rights to organize into unions or to strike. He took control of all areas of life. He burned books that went against Nazi ideas and he forced children to join Nazi groups.
- Hitler also launched attacks on Germany's Jews. Laws took away their rights. In November 1938, mobs destroyed thousands of Jewish-owned buildings and attacked Jewish people.
- Hitler broke the Versailles Treaty by rebuilding Germany's army. In 1936, he sent troops into an area of Germany that the treaty had forbidden them to enter.
- In March 1938, Hitler moved his troops into Austria. He made it part of Germany, breaking the Versailles Treaty again. The next year, Hitler demanded that Czechoslovakia give up part of its land to Germany. The country refused, but Britain and France agreed to allow Germany to take the land.

Emperor Hirohito and General Hideki Tojo

- In 1926, Hirohito was installed as emperor of Japan. However, during his reign he was more of a figure-head than a leader of the country. The true leaders of Japan were its military leaders.
- During the 1930s, Japan was industrializing and needed natural resources and territory for population growth.
- In 1931, Japan invaded Manchuria, a province of China. The region was rich in coal and iron and as a result provided valuable resources for the Japanese economy.
- Japan invaded China again in 1937. From December 1937 to February 1938, Japanese troops massacred an estimated 300,000 Chinese civilians in what became known as the Rape of Nanking.
- During Japan's occupation of China, millions of Chinese were killed and tens of millions became homeless.
- Tojo Hideki was a general who was appointed war minister in 1940.
- Japan joined the Axis powers. Before Japan's membership, this alliance had consisted only of Germany and Italy.
- In 1941, Tojo became the 40th prime minister of Japan and held the position throughout almost all of World War II.

PRACTICE



VIRGINIA STANDARDS
OF LEARNING WHII.11c,
WHII.12a

The Interwar Period and the Rise of Fascism and Totalitarianism

Directions: Choose the letter of the *best* answer.

- 1 **What is *one key* trait of a totalitarian system of government?**
 - A worker control of industry
 - B the use of violence
 - C freedom of the press
 - D multiparty rule
- 2 **In Stalin's command economy,**
 - F workers set their own hours.
 - G the government alone made all decisions.
 - H millions returned to subsistence farming.
 - J migrant labor became a major force.
- 3 **What was one of the conditions that surrounded the rise of totalitarianism in Germany, Italy, and the Soviet Union?**
 - A Each totalitarian regime arose after a revolution.
 - B All the regimes reenergized weak capitalist systems.
 - C The regimes followed the devastation of World War I.
 - D Each regime built upon a former totalitarian government.
- 4 **Which trait was *unique* to the totalitarian regime in Germany compared with other totalitarian governments of the 1930s?**
 - F encouragement of a high birth rate
 - G Catholicism as a state religion
 - H an emphasis on total obedience to the leader
 - J belief in a "master race"
- 5 **What was Mussolini's *main* goal in the 1930s?**
 - A a powerful Italian army
 - B a "new Roman Empire"
 - C more natural resources
 - D room for population growth
- 6 **Which country did Hitler claim for Germany in 1938?**
 - F Austria
 - G France
 - H Poland
 - J Yugoslavia

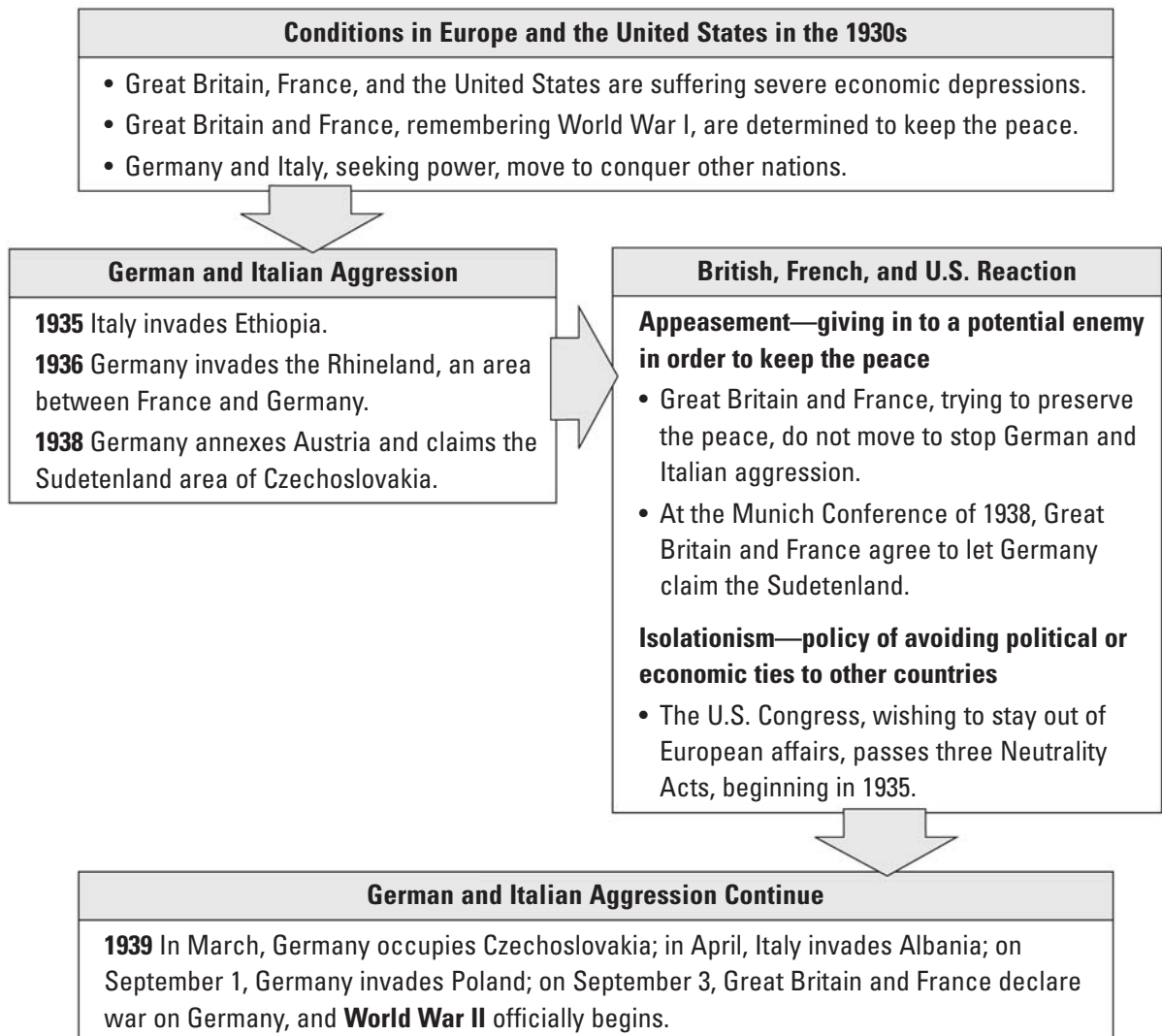
REVIEW

**VIRGINIA STANDARD
OF LEARNING WHII.12a**

The United States and Europe Before World War II

WHII.12a: The student will demonstrate knowledge of the worldwide impact of World War II by a) explaining economic and political causes, major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito.

Read the graphic organizer to answer questions on the Practice page.



PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.12a*The United States and
Europe Before World War II*

Directions: Choose the letter of the *best* answer.

- 1 In the 1930s, Great Britain and France followed a policy of appeasement toward German and Italian aggression because they**
 - A did not want to be involved in conflict or war.
 - B believed this was the best way to control Hitler and Mussolini.
 - C had governments similar to Germany and Italy.
 - D had a political alliance with Germany and Italy.

- 2 U.S. isolationists in the 1930s wished to avoid**
 - F political ties.
 - G foreign aid.
 - H economic dependence.
 - J association with Nazis.

- 3 At the Munich Conference of 1938, Great Britain and France agreed to let Germany have**
 - A Austria.
 - B Ethiopia.
 - C the Rhineland.
 - D the Sudetenland.

- 4 What nation did Italy invade in 1935?**
 - F Austria
 - G Ethiopia
 - H Greece
 - J Switzerland

- 5 One reason Great Britain, France, and the United States did not respond immediately to German and Italian aggression in the 1930s is that all three were**
 - A distracted by leisure activities.
 - B focused on domestic anti-war movements.
 - C concerned about the threat of communism.
 - D suffering from economic depressions.

- 6 World War II broke out two days after Germany invaded which country?**
 - F Albania
 - G Czechoslovakia
 - H France
 - J Poland

REVIEW

**VIRGINIA STANDARD
OF LEARNING WHII.12a**

The Course of World War II

WHII.12a: The student will demonstrate knowledge of the worldwide impact of World War II by a) explaining economic and political causes, major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito.

Read the summaries to answer questions on the Practice page.

Major Turning Points in World War II

1940–1941

Germany invades Denmark, Norway, the Netherlands, Belgium, France, and much of Eastern Europe and the Soviet Union. In Europe, although bombarded by German planes from July through September during the Battle of Britain in 1940, only Great Britain remains free of German control.

June 22, 1941

Following Hitler's orders, German troops invade the Soviet Union, defying a nonaggression agreement signed by the two nations in 1939. By August 1942, the Germans reach Stalingrad.

Dec. 7, 1941

Authorized by Prime Minister Hideki Tojo, Japan bombs Pearl Harbor, Hawaii; following the bombing, as U.S. Army Chief of Staff for President Franklin D. Roosevelt, George C. Marshall urges the president to declare war on Japan; four days later, Hitler declares war on the United States; FDR immediately requests that the United States go to battle against the Axis powers.

Dec. 1941–Aug. 1945

General Douglas MacArthur leads the back-and-forth battle for the Pacific between the U.S. and Japan.

Oct. 1942–May 1943

The Allies drive the Axis powers out of North Africa.

Feb. 1943

German forces, weakened by winter Battle of Stalingrad, surrender to the Russians.

June 4, 1944

The Allies claim victory over Italy. Benito Mussolini takes refuge in northern Italy but is captured in April 1945. Soon after his capture, he is executed.

June 6, 1944

Led by General Dwight D. Eisenhower, on D-day, the Allies launch a massive land and sea attack at Normandy in northern France; by August, France and neighboring areas are free of Axis control.

Apr. 1945

Germany faces attacks from Allied forces (west) and Soviets (east).

May 7, 1945

Germany surrenders to the Allies.

Aug. 6 and 9, 1945

Authorized by President Harry Truman, the United States drops atomic bombs on Hiroshima and Nagasaki in Japan.

Aug. 14, 1945

Emperor Hirohito issues a full surrender of Japan, and General Douglas MacArthur is appointed the leader of U.S. occupation of Japan.

A Continent Divided

The end of World War II brought peace to Europe, but the continent was left divided. In February of 1945, even before the war ended, the Allied leaders Franklin D. Roosevelt of the United States, Winston Churchill of Great Britain, and Joseph Stalin of the Soviet Union, met at the **Yalta Conference** to plan for dividing Germany into two halves—west and east—in order to weaken it. But the rest of Europe was left divided into (generally) democratic western nations and communist eastern nations. The boundary of this divide was called the **iron curtain**.

This would be Roosevelt's last major role in World War II. Two months after the conference, Roosevelt died. Harry Truman assumed leadership as President of the United States. He will led the United States through the final months of World War II.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.12a*The Course of World War II*

Directions: Choose the letter of the *best* answer.

- 1 What was the *immediate* cause of United States' entry into World War II?**
 - A Germany invaded Poland.
 - B Japan bombed Pearl Harbor.
 - C Germany invaded the Netherlands.
 - D Great Britain sought to mobilize the Allies against Hitler.

- 2 In what order were the Axis powers defeated in World War II?**
 - F Italy, Germany, Japan
 - G Japan, Germany, Italy
 - H Germany, Italy, Japan
 - J Germany, Japan, Italy

- 3 What was a *decisive* factor in the German defeat at the Battle of Stalingrad?**
 - A superior Russian technology
 - B United States intervention
 - C Russian attack by land and sea
 - D a prolonged harsh winter

- 4 In April 1945, Germany was attacked from the**
 - F east and west.
 - G north and south.
 - H east and south.
 - J north and west.

- 5 Germany was divided into two parts following World War II**
 - A because the Allies wanted to weaken it.
 - B to protect its ethnic minorities.
 - C to give the Soviet Union control of some of its natural resources.
 - D because the Germans could not agree on whether to accept communism.

- 6 The term "iron curtain" refers to the division between**
 - F Axis and Allied powers.
 - G democratic and communist nations in Europe.
 - H engaged and neutral nations in World War II.
 - J the Soviet Union and eastern Europe.

REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.12b***The Holocaust*

WHII.12b: The student will demonstrate knowledge of the worldwide impact of World War II by **b)** examining the Holocaust and other examples of genocide in the twentieth century.

Read the summaries to answer questions on the Practice page.

Nazi Ideology

The Nazi Party believed that people were racially unequal. In their ideology, Germanic peoples, whom they called **Aryans**, were the “master race.” Other peoples were considered inferior—especially Jews. The Nazis believed that other races threatened the “purity” of the Aryan race; they wanted to increase the Aryan race and limit other races.

Nazis’ beliefs about racial inequality had various implications. For example, they used it to justify their drive for **Lebensraum**—“living space,” or room for their own population growth—by invading the eastern European lands of Slavic peoples, whom they deemed inferior. But the most violent Nazi ideology targeted the Jews.

Persecution of the Jews

Soon after Hitler took power in 1933, Jewish persecution began. Under Hitler, Jews were:

- stripped of citizenship and other rights under the **Nuremberg Laws** (1935)
- terrorized by attacks on their homes and businesses, such as **Kristallnacht** (1938)
- deprived of property and forced into **ghettos**—crowded, isolated areas where many died of starvation and disease (1940)

The “Final Solution”

After World War II broke out in 1939, Jewish persecution spread. In eastern Europe, the Nazis began to send out killing squads. They also built brutal slave-labor camps.

Around 1942, the persecution became a **genocide**—an effort to kill an entire group of people. The Nazis built death camps that served as centers for the mass murder of Jews. Most of the killing took place at six camps in Poland. Hitler called this his “**final solution** to the Jewish question.”

The Holocaust

The persecution and mass murder of European Jews during World War II became known as the **Holocaust**. The word *holocaust* means total destruction. The Nazis killed six million Jews—and five million non-Jews, including many Polish, Romani (Gypsies), and Russians. More than one-half of European Jews perished in the Holocaust.

The Holocaust was not the only time in history that genocide against a group of people occurred. In 1915, the Ottomans sought to eliminate the Armenians. During Stalin’s reign, he practiced wide-spread genocide of peasants, government and military leaders, and members of the elite that did not conform to his rule. From 1975 to 1979, Pol Pot, the leader of Cambodia, massacred all people that represented “Western ways.” This included such groups as artists, government officials, and the educated.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.12b*The Holocaust*

Directions: Choose the letter of the *best* answer.

- 1 **Nazi ideology was based on ideas about**
 - A free enterprise.
 - B racial inequality.
 - C religious superiority.
 - D working-class revolution.
- 2 **The term *Lebensraum* translates roughly as**
 - F “living space.”
 - G “final solution.”
 - H “total destruction.”
 - J “pure blood.”
- 3 **The Nuremberg Laws can be seen as a step toward the Holocaust because they**
 - A gave Hitler absolute power.
 - B resulted in the building of labor camps.
 - C deprived Jews of citizenship.
 - D described the Nazi policy of genocide.
- 4 ***Kristallnacht* was a defining event in the Holocaust because it was**
 - F a Nazi death camp.
 - G an area where Jews were confined.
 - H a set of racial laws.
 - J an attack on Jewish homes and businesses.
- 5 **Where were most of the Nazi death camps located?**
 - A Belgium
 - B Germany
 - C Poland
 - D Russia
- 6 **In April 1943, Jews in the Warsaw ghetto, in Poland, resisted the Nazi army for more than a month, which**
 - F proved the ineffectiveness of the Nuremberg Laws.
 - G stood out as a unique uprising of confined and impoverished people.
 - H showed that labor-camp inmates could defeat their oppressors.
 - J meant that the Nazis were unable to establish complete control in Poland.

**REVIEW****VIRGINIA STANDARDS
OF LEARNING WHII.12c,
WHII.13a, WHII.13b,
WHII.13c**

The Post-War World (1945–1973)

WHII.12c: The student will demonstrate knowledge of the worldwide impact of World War II by **c)** explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).

WHII.13a, b, c: The student will demonstrate knowledge of major events in the second half of the twentieth century by **a)** explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe; **b)** assessing the impact of nuclear power on patterns of conflict and cooperation since 1945; **c)** describing conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-tung (Zedong), Chiang Kai-shek, and Ho Chi Minh.

Read the summaries to answer questions on the Practice page.

At the end of World War II, the world was left with two main powers: the United States and the Soviet Union. Tensions between them helped to shape the postwar world.

Yalta Conference

In 1945, the leaders of the United States, Great Britain, and the Soviet Union decided to divide Germany into zones of military occupation. They planned for this division to be temporary.

- The United States wanted a reunited Germany as part of a democratic and economically stable Europe.
- The Soviet Union wanted a divided Germany that lacked power to start wars.

An Iron Curtain Falls

- After the war, not only Germany, but Europe itself, became divided into West and East.
- The Allies were among 50 countries that formed the United Nations in 1945. This new world body pledged to protect its members against aggression.
- At the war's end, Soviet troops were stationed in many Eastern European nations. The Soviet Union refused to permit free elections in these nations.
- In 1948, the UN approved the **Universal Declaration of Human Rights**. This statement lists specific rights that all people should have.

The Beginning of the Cold War

- Soviet authorities took over most of Eastern Europe, isolating it from the West. This isolation was so strong that it was called an **“iron curtain.”**
- Eastern Europe became part of the Soviet Union.
- U.S. president Harry Truman then began a **policy of containment** to block further Soviet expansion. The United States adopted the Marshall Plan in 1948. The plan donated food and materials such as machines to European countries, helping them rebuild from war. In 1948, the Soviets and the Americans clashed over Germany. France, Britain, and the United States agreed to pull their troops out of Germany and let the three zones that they occupied unite. The Soviets refused to leave their zone.

- That same year, Soviets cut off all highway and train traffic into Berlin, which was deep within the Soviet zone. The United States and Britain responded with the **Berlin Airlift**. They flew food and supplies into the city for nearly 11 months. Finally, the Soviets lifted the blockade.
- In 1949, the United States, Canada, and several countries in Western Europe formed the **North Atlantic Treaty Organization (NATO)**. In this military alliance, each nation promised to defend any other member that was attacked. In 1955, the Soviets and the countries of Eastern Europe made a similar agreement. It was called the **Warsaw Pact**. Today, NATO has been expanded to include other countries.
- In 1961, the Soviet Union decided again to close the border between East Germany and West Germany. The Soviets built a wall to prevent East Germans from entering West Germany. The wall remained a barrier until 1989.

Post-War Japan

- The U.S. Army occupied Japan under the command of General MacArthur. He disbanded the Japanese army and took steps to give farmers and workers more power in the economy. He led the effort to write a new constitution for Japan, which changed how the Japanese viewed the world.
- The emperor was forced to declare that he was not a god. The new constitution gave all power to the Japanese people, who voted for members of a parliament that would rule the land. All Japanese over age 20—including women—were given the right to vote. In 1951, other nations finally signed a formal peace treaty with Japan. A few months later, U.S. military occupation ended.
- Following U.S. occupation, Japan soon became the dominant economy in Asia. Japan's astonishing economic recovery also began in the 1950s.

Conflict in Korea

- After World War II, Korea was divided into a Soviet-backed north and an American-supported south.
- On June 25, 1950, North Korea invaded South Korea. President Truman fought this move with United Nations help. The United States and other countries sent troops to assist South Korea.
- At first, the North Korean army captured almost all of South Korea. Then the UN army began a bold counterattack. In just two months, it had pushed the North Koreans far back, nearly to China.
- The Chinese entered the war and drove back the UN forces. Bitter fighting continued until 1953. That year, the two Koreas agreed to a ceasefire. The earlier boundary splitting North Korea and South Korea at the 38th parallel remained the same.
- North Korea developed as a Communist country following the war. It had a strong army and tight government control, but it also had many economic problems.
- South Korea's economy grew, in part because it received U.S. aid. However, for more than 30 years, dictators ruled the country. Free elections were held only after a new constitution was accepted in 1987.

The Vietnam War

- The United States faced another war against Communists, this time in Vietnam. That area had been a French colony until Japan invaded it early in World War II. When Japan lost, the French returned.
- A Vietnamese nationalist, Ho Chi Minh, wanted to win independence. First, he drove the French out of Vietnam. A peace conference split Vietnam into two parts, with Ho Chi Minh taking charge in North Vietnam. He made it a Communist state. Communist rebels—the Vietcong—stayed active in South Vietnam.
- Seeing that the government of South Vietnam was threatened by Communists, the United States began to send large numbers of soldiers. First it sent advisers, and later, combat troops. By 1968, more than 500,000 U.S. troops were there. They were not able to win the war on the ground. The United States tried bombing and burning forests in the South to drive the Vietcong from their hiding places. These actions made peasants in the South support the North. Many people in the United States came to oppose the war.
- In the late 1960s, President Richard Nixon began to reduce the number of U.S. troops in Vietnam in order to turn the fighting over to the South Vietnamese. The last American troops left in 1973.
- Two years later, North Vietnam overran the South and made Vietnam one country again. About 1.5 million people fled Vietnam. Today, Vietnam remains Communist but is looking for other nations to invest in its economy.

PRACTICE

**VIRGINIA STANDARDS
OF LEARNING WHII.12c,
WHII.13a, WHII.13b,
WHII.13c**

The Post-War World (1945–1973)

Directions: Choose the letter of the *best* answer.

- 1 After World War II, why did the Soviet Union favor a divided Germany?**
 - A West Germany lay outside the iron curtain.
 - B The Soviet Union wanted exclusive access to East Germany's natural resources.
 - C The Soviet Union believed a divided Germany could not start another war.
 - D The Soviet Union did not want to be burdened with West Germany's economic problems.
- 2 Which nation emerged as an economic superpower after World War II?**
 - F Austria
 - G Great Britain
 - H Japan
 - J Korea
- 3 How was the Soviet Union able to begin taking control of Eastern Europe following World War II?**
 - A Eastern Europe asked the Soviet Union for economic aid.
 - B The Soviet Union offered jobs to impoverished Eastern Europeans.
 - C Soviet troops were already stationed in Eastern Europe during the war.
 - D Because U.S. president Roosevelt died before the war ended, old treaties were void.
- 4 Diplomatic hostility between the United States and the Soviet Union after World War II was known as**
 - F the Cold War.
 - G the Warsaw Pact.
 - H the Truman Doctrine.
 - J the Marshall Plan.
- 5 Which of the following policies *best* explains why the United States became involved in Vietnam?**
 - A Open Door Policy
 - B Policy of Containment
 - C Warsaw Pact
 - D Treaty of Versailles

REVIEW



**VIRGINIA STANDARDS
OF LEARNING WHII.12c,
WHII.13a, WHII.13b**

The Cold War (1945–1989)

WHII.12c: The student will demonstrate knowledge of the worldwide impact of World War II by **c)** explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).

WHII.13a, b: The student will demonstrate knowledge of major events in the second half of the twentieth century by **a)** explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe; **b)** assessing the impact of nuclear power on patterns of conflict and cooperation since 1945.

Read the summaries to answer questions on the Practice page.

Following World War II, the United States and the Soviet Union fought a cold war for international dominance for more than 40 years.

The United States and the Soviet Union Face Off

- In 1949, the Soviet Union announced that it, like the United States, had developed an atomic bomb. Four years later, both superpowers had a newer, more deadly weapon—the hydrogen bomb. Soon both nations were involved in an arms race, as they produced growing numbers of nuclear weapons and developed new ways to deliver them.
- In 1957, Soviet scientists shocked the world by launching *Sputnik*, the world’s first human-made satellite. Many Americans felt that the Soviets were far ahead in science and technology.
- Some countries tried to stay neutral in the Cold War. Others actively sought American or Soviet aid. In Cuba, the United States supported an unpopular dictator in the 1950s. In 1959, a young lawyer, Fidel Castro, led a successful revolt.
- Castro then turned to the Soviets for aid. In 1962, the Soviets and the Americans almost went to war over Soviet nuclear missiles placed in Cuba. As the Cold War became global, many feared the possibility of a third world war, or a full scale nuclear war. The “hottest,” or most direct, confrontation came during the **Cuban Missile Crisis of 1962**. The U.S. response in the Cuban Missile Crisis was an example of **brinkmanship**—the willingness to go to the brink, or edge, of war in order to force an end to a crisis.

The Soviet Union Breaks Up

- In 1985, the Soviet Union got a new leader— Mikhail Gorbachev. He announced the policies of **glasnost** (openness of information and ideas) and **perestroika** (economic restructuring).
- Change soon came to East Germany. Its leaders resisted at first. Then thousands of people across the country demanded free elections. Soon the Berlin Wall, which divided East Berlin from West Berlin, was down. By the end of 1989, the Communist Party was out of power. The next year, the two parts of Germany, East and West, were united once again. Throughout Eastern Europe, other nations dissolved communism.
- In 1991, The Soviet Union was dissolved, and former republics of the USSR began the process of declaring independence.

PRACTICE



VIRGINIA STANDARDS
OF LEARNING WHII.12c,
WHII.13a, WHII.13b

The Cold War (1945–1989)

Directions: Choose the letter of the *best* answer.

Use the following quotation to answer questions 1–2.

“It shall be the policy of this Nation to regard any nuclear missile launched from Cuba against any nation in the Western Hemisphere as an attack by the Soviet Union on the United States, requiring a full retaliatory response upon the Soviet Union.”

—U.S. president John Kennedy, Address on
the Cuban Crisis—October 22, 1962

- 1 **According to President Kennedy, the United States would consider “any nuclear missile launched from Cuba” evidence of**
 - A Soviet aggression.
 - B Cuban nuclear proliferation.
 - C the globalization of the Cold War.
 - D an attack on the Western Hemisphere.
- 2 **What policy is reflected in President Kennedy’s phrase “a full retaliatory response”?**
 - F brinkmanship
 - G containment
 - H isolationism
 - J nonproliferation
- 3 **What weapon was created as a result of the emerging arms race between the United States and the Soviet Union?**
 - A the spy satellite
 - B the chemical bomb
 - C the nuclear submarine
 - D the hydrogen bomb
- 4 **Which event in the Soviet Union during the late 1980s is an example of *glasnost*?**
 - F Small businesses were permitted to open.
 - G Gorbachev limited arms spending.
 - H The Chernobyl nuclear power plant exploded.
 - J Previously banned books were published.
- 5 **The “hottest” part of the Cold War occurred**
 - A when *Sputnik* was launched.
 - B at the start of the arms race.
 - C during the Cuban Missile Crisis.
 - D when the Berlin Wall fell.

REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.13c***Transformation in China*

WHII.13c: The student will demonstrate knowledge of major events in the second half of the twentieth century by c) describing conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-tung (Zedong), Chiang Kai-shek, and Ho Chi Minh.

Read the summaries to answer questions on the Practice page.

Nationalists and Communists fought for control of China in the 1930s. When Japan invaded China, the two sides joined to fight the common enemy. After World War II, they began fighting each other again. Their renewed war lasted from 1946 to 1949. The Communists won because their troops were well-trained in guerrilla warfare. They also enjoyed the backing of the peasants to whom they had promised land. In 1949, Chiang Kai-shek and other Nationalist leaders fled to the island of Taiwan. The United States helped Chiang Kai-shek set up a new government there. The Soviets helped the Communists, Mao Tse-tung and his government, establish the People's Republic of China.

The People's Republic of China

Between 1946 and 1949, civil war raged in China between Nationalist and Communist forces. In October 1949, the Communists were victorious. Their leader, Mao Tse-tung, renamed the country The People's Republic of China. The Communists promised a number of changes:

- Price controls to prevent inflation
- Redistribution of land from owners to workers
- Large-scale industrial development
- A simplified system of Chinese writing, to increase literacy

It was the first time in decades that China was free of Japanese domination. Some of these changes improved life for many in China. But others were disastrous.

The Great Leap Forward

One of Mao's most ambitious programs was the **Great Leap Forward** (1958), which created group farms known as **communes**. At each commune, thousands of people farmed together and lived together in dormitories.

Mao envisioned the Great Leap Forward as a new economic model—China's alternative to the industrial emphasis of Russian communism. Instead, poor planning and severe droughts brought widespread starvation. The program ended in 1960.

The Cultural Revolution

In 1966, Mao launched the **Cultural Revolution**—a campaign to create an equal society of peasants and workers by purging China of intellectuals, capitalists, and other alleged “counterrevolutionaries.” The purge was carried out by militia units of young people, mostly teenagers, known as **Red Guards**.

Chaos followed. The Red Guards imprisoned, tortured, and executed civilians—and destroyed art, antiquities, and other materials of China's heritage. The campaign ended around the time of Mao's death in 1976.

PRACTICE

VIRGINIA STANDARD
OF LEARNING WHII.13c*Transformation in China*

Directions: Choose the letter of the *best* answer.

Use the following quote to answer question 1.

“The most important problem does not lie in understanding the laws of the objective world and thus being able to explain it, but in applying the knowledge of these laws actively to change the world.”

—from *Selected Works, Vol I*,
Mao Tse-tung

1 The quotation reflects Mao Tse-tung’s commitment to

- A communism.
- B education.
- C science.
- D revolutionary action.

2 What was Chairman Mao’s *main* goal for Communist China?

- F economic independence and stability
- G a permanent end to civil war
- H preservation of agricultural tradition
- J unity with other Asian countries

3 The Great Leap Forward indicated China’s desire to

- A build a People’s Army.
- B end Western investment.
- C modernize agriculture.
- D struggle against imperialism.

4 In the late 1950s, in China, a *main* part of the Great Leap Forward program was

- F identifying people according to social class.
- G establishing communes, or collective farms.
- H relocating many rural schools to cities.
- J funding and encouraging political think tanks.

5 Which group was a *main* target of persecution during China’s Cultural Revolution?

- A workers
- B peasants
- C party leaders
- D capitalists

REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.13d***World Leaders of the 1980s*

WHII.13d: The student will demonstrate knowledge of major events and outcomes of the Cold War by **d)** describing major contributions of selected world leaders in the second half of the twentieth century including Indira Gandhi, Margaret Thatcher, Mikhail Gorbachev, and Deng Xiaoping.

Read the summaries to answer questions on the Practice page.

Deng Xiaoping

After Mao Tse-tung and Chinese premier Zhou Enlai died in 1976, moderates took control of the Chinese government. By 1980, the chief leader was Deng Xiaoping. He tried to modernize the economy. He ended farming communes and allowed farmers more freedom. He made similar changes to industry. Suddenly, people had more income. They began to purchase appliances and other goods that had been scarce before.

Deng's new plan caused problems. The gap between rich and poor grew wider, which caused unrest. Western political ideas entered the country. In 1989, thousands of Chinese students gathered in a public square in the capital, Beijing. They called for democracy and political freedom. Deng responded by sending army troops and tanks to put down the rally. Hundreds were killed and thousands wounded. China continues to stamp out protest.

Indira Gandhi

Indira Gandhi became prime minister in 1966. She was the first woman to hold this office in India. As prime minister, she saw victory for India during the Indo-Pakistan War of 1971. During that same year, she signed the Treaty of Peace, Friendship, and Cooperation. The Indian government agreed to a treaty with the Soviet Union because relations with the United States, the world's other superpower, were strained. She also authorized a secret nuclear program and the first weapon was tested in 1974. By 1977, India was in the throes of high inflation and poverty; and the Indian government was highly corrupt. As a result, Gandhi was defeated in an election in 1977.

In 1980, Indira Gandhi again became prime minister. During her second term, she took steps to increase food production. She also ordered an attack on Sikh rebels in 1984. This became her undoing, as she was assassinated a few months later by her Sikh bodyguards.

Mikhail Gorbachev

In 1985, Communist Party leaders named Mikhail Gorbachev as the leader of the Soviet Union. He was expected to make minor reforms. Instead, he launched a revolution. Gorbachev felt that Soviet society could not improve without the free flow of ideas and information.

He started a policy called *glasnost*, or openness. Then he began a new policy called *perestroika*, or restructuring. It aimed at making the Soviet economy perform better by lifting the tight control on all managers and workers. In 1989, the Berlin Wall was torn down, reopening Eastern Europe to the Western world. This marked the end of communism and the road to collapse for the Soviet Union. When Gorbachev left office in 1991, he was the last to serve as president of the Soviet Union.

Margaret Thatcher

In 1979, Margaret Thatcher became the first woman to serve as British prime minister. She held the position until 1990. As prime minister, Thatcher promoted capitalism by encouraging free trade and reducing government control of business. She also strengthened relations with the United States—establishing strong ally relations that continue today.

In 1982, Thatcher reaffirmed that Great Britain was a strong military force. In April of that year, Argentina invaded the Falkland Islands, a British territory off the coast of Argentina. Great Britain responded by sending forces to remove the Argentinean army. The British were successful and the war was over by June, with Great Britain still in possession of the Falkland Islands.

PRACTICE**VIRGINIA STANDARD
OF LEARNING WHII.13d***World Leaders of the 1980s***Directions: Choose the letter of the *best* answer.****1 The democracy movement in China**

- A** sparked economic reforms.
- B** attempted to overthrow the government.
- C** ended Deng Xiaoping's presidency.
- D** was brutally repressed.

2 Mikhail Gorbachev's policy of openness was known as

- F** perestroika.
- G** solidarity.
- H** glasnost.
- J** détente.

3 Which of the following led to the assassination of Indira Ghandi?

- A** an attack on Sikh rebels
- B** launching of a nuclear weapon
- C** government corruption
- D** extreme poverty in India

4 Gorbachev's policies eventually led to

- F** an increase in nationalism in the Soviet Union.
- G** the dissolution of the Soviet Union.
- H** the Soviet Union becoming more isolated.
- J** strengthening communism in the Soviet Union.

5 With which country did Great Britain fight during the Falkland War?

- A** Argentina
- B** Brazil
- C** China
- D** India

REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.14a***India's Independence*

WHII.14a: The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by a) describing the struggles for self-rule, including Gandhi's leadership in India and the development of India's democracy.

Read the summaries to answer questions on the Practice page.

Many Indians of the upper classes were educated in British schools. They learned the Western ideals of nationalism and democracy. They also grew angry at British domination of Indian life. The **Congress Party** and the **Muslim League** formed in 1885 and 1906 to address the issue of British dominance in India. More than a million Indians served in the British army in World War I. The British promised to make changes to the government of India that would give the Indian people greater control of their own nation. After the war, though, returning Indian soldiers were once again treated as second-class citizens.

Mohandas K. Gandhi

When Indians protested, the British passed the Rowlett Acts that allowed protesters to be jailed without a trial. Indians were further enraged. About 10,000 Indians gathered to protest this act. The British had also banned such public meetings, but the crowd was mostly unaware of that fact. British troops fired on the crowd, killing several hundred protesters. The massacre at Amritsar sparked further protests. **Mohandas K. Gandhi** became the leader of India's independence movement. He organized a widespread campaign of non cooperation with the British and civil disobedience to unjust laws. He asked Indians to stop buying British goods, attending British schools, paying British taxes, or voting in British-run elections. He also convinced his followers to take these actions without using violence. British jails filled with thousands of Indians who broke British laws in order to protest them.

Hindu-Muslim Tension

After World War II, Britain was prepared to grant independence to India—home to a large Hindu and smaller Muslim population. The British Parliament passed a law granting independence in July 1947. It created the separate Hindu and Muslim nations of India and Pakistan. As millions of people began to move, violence broke out. Muslims, Hindus, and Sikhs—another religious group—killed one another. Leader Mohandas Gandhi pleaded for an end to all the violence. A Hindu extremist assassinated him for protecting Muslims. Amid the violence, India adopted a constitution and became the Republic of India in 1950.

Jawaharlal Nehru

Beginning in 1947, Jawaharlal Nehru became the first prime minister of India, and he led the country for 17 years. Nehru tried to reform Indian society. He hoped to improve the status of the lower castes and of women.

Separatist Movements

Separatist movements continue to disrupt Indian society. Pakistan, too, has been marked by violence. When first formed, the nation had east and west parts that were separated by India. In a bloody war in 1971, the eastern part won independence as the new nation of Bangladesh. Power struggles have caused turmoil in the western part since then. Ceylon, an island on the southeastern coast of India, won its independence in 1948 as well. In 1972 it was renamed Sri Lanka. Since 1981, a Hindu minority on the island—the Tamils—have led a bloody fight to form a separate nation.

India's Economy Today

Today, India is the world's largest democracy. It has a large English-speaking and educated population. Telecommunication technologies have allowed a number of U.S. and European companies to transfer certain tasks offshore to India. These new job sources have helped to ease some of the financial problems of India.

PRACTICE**VIRGINIA STANDARD
OF LEARNING WHII.14a***India's Independence*

Directions: Choose the letter of the *best* answer.

- 1 Which of the following were two groups that formed in India following World War I?**
 - A Republican Party and Congress Party
 - B Democratic Party and Republican Party
 - C Democratic Party and Catholic League
 - D Congress Party and Muslim League

- 2 Which of the following was *not* a protest method directed by Mohandas K. Gandhi?**
 - F stop attending schools
 - G vote in British-run elections
 - H avoid paying British taxes
 - J buy only Indian goods

- 3 In what year was the Republic of India officially formed?**
 - A 1906
 - B 1948
 - C 1972
 - D 1983

- 4 British India was partitioned into the nations of**
 - F India and Pakistan.
 - G Pakistan and Bangladesh.
 - H Kashmir and Pakistan.
 - J India and Bangladesh.

- 5 Which country broke away from Pakistan in 1971?**
 - A Sri Lanka
 - B Kashmir
 - C India
 - D Bangladesh

REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.14b***African Independence*

WHII.14b: The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by **b)** describing Africa’s achievement of independence, including Kenyatta’s leadership of Kenya and Mandela’s role in South Africa.

Read the summaries to answer questions on the Practice page.

During World War II, African soldiers fought along with European soldiers. As a result, Africans were unwilling to suffer further domination by colonial European powers after the war. Also, the United Nations Charter, signed in 1945, gave colonial nations the right of self-determination, or the free choice to choose their government.

Ghana

Kwame Nkrumah headed a movement to push for Britain to act quickly for his nation’s independence. The effort succeeded, and in 1957 the colony became independent—the first former colony in sub-Saharan Africa to do so.

Kenya

The strong leadership of nationalist Jomo Kenyatta helped Kenya achieve independence in 1963. So, too, did an uprising of Africans called Mau Mau. This protest was aimed at frightening British settlers to leave Kenya. Kenyatta became president of the new nation.

Algeria

A bloody conflict for independence took place in Algeria, where about 1 million French settlers lived. The French were unwilling to give up their control of the colonial government. Violence broke out in 1945 and continued for many years. In 1962, the French finally granted independence to Algeria. From 1965 until 1988, Algerians tried to modernize their country and give it an industrial economy. These efforts failed, and an Islamic party won local and parliamentary elections in 1990 and 1991. However, the government rejected the vote. Today, a deadly civil war between Islamic militants and the government rages on.

South Africa

In South Africa, a white minority ruled a black majority. In 1948, the white minority put in place a policy called apartheid—the strict separation of blacks and whites. Black South Africans were denied many basic rights. Some joined together in a group called the African National Congress (ANC) to fight for their rights. The government cracked down, putting many ANC leaders in prison. By the late 1980s, several riots had taken place, as blacks angrily struck back at the system. Many nations would not buy goods produced in South Africa. They hoped this would help persuade the government to end apartheid. In 1990, the ANC was recognized as legal and the government released its leader, Nelson Mandela, from prison. Parliament passed a law ending apartheid. In April 1994, all South Africans were able to vote in an election for a new leader. The ANC and Mandela won easily. In 1996, the new government approved a new constitution. It gave equal rights to all South Africans.

Africa—Cold War to Today

Despite conflicts and wars throughout the late 1900s, many African nations are dictatorships. During the Cold War, the United States and the Soviet Union sponsored dictators through economic funding. The dictators, in turn, gave their support to the funding superpower.

Since independence, many countries remain embroiled either in civil war or war with other African nations. For the most part, economic, ethnic, and religious differences fuel these conflicts. The wealth in Africa is not evenly distributed and most populations remain in poverty. Another contributor to conflict is religion. There is a tremendous amount of strife between Muslim and Christian groups.

Although the continent is marred by conflict, African nations have developed a sense of pride and nationalism. They are proud of their independence, traditions, religions, and cultures.

PRACTICE**VIRGINIA STANDARD
OF LEARNING WHII.14b***African Independence***Directions: Choose the letter of the *best* answer.**

- | | |
|---|---|
| <p>1 Ghana achieved its independence from Great Britain in</p> <p>A 1945.
B 1957.
C 1963.
D 1988.</p> <p>2 Which country is currently experiencing civil war between Islamic militants and the government?</p> <p>F Algeria
G Ghana
H Kenya
J South Africa</p> <p>3 Who was the leader of the African National Congress?</p> <p>A Jomo Kenyatta
B Kwame Nkrumah
C Nelson Mandela
D Mau Mau</p> | <p>4 In what year did apartheid end in South Africa?</p> <p>F 1945
G 1948
H 1990
J 1996</p> <p>5 During the Cold War, why did the United States and the Soviet Union provide assistance to some dictators in Africa?</p> <p>A The dictators promised not to violate human rights.
B The dictators gave up some of their natural resources to the sponsoring nation.
C The dictators reduced tariffs for the sponsoring nation.
D The dictators agreed to support the side of the sponsoring nation.</p> |
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REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.14c***The Middle East*

WHII.14c: The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by c) describing the end of the mandate system and the creation of states in the Middle East including the role of Golda Meir and Gamal Abdul Nasser.

Read the summaries to answer questions on the Practice page.

Following World War I, the Treaty of Sevres mandated the division of the Middle East between Great Britain and France. The British mandates were Iraq, Transjordan, and Palestine. The French mandates were Syria and Lebanon.

Jordan

In the 1920s, Great Britain separated the region of Transjordan from Palestine. In 1946, the region gained its independence from Great Britain. In 1950, the nation adopted the name Jordan.

Israel and Palestine

At the end of World War II, the United Nations divided Palestine into two parts. It left one part for the Palestinian people and set aside the other part for Jews. Islamic countries voted against the plan, and the Palestinians opposed it. Many countries, seeing the suffering Jews had experienced in World War II, backed the idea of a separate Jewish state. On May 14, 1948, Jews declared the existence of the Jewish nation of Israel. The next day, six Islamic neighbor states invaded Israel. Israel won the war in a few months.

In 1969, **Golda Meir** was elected the first woman prime minister of Israel. The United States had been a strong supporter of Israel from its inception. After Meir was elected, The Soviet Union sponsored Egyptian attacks on Israel, forcing the United States to increase their support for Israel.

In 1973, Anwar Sadat, Egypt's president, launched a surprise attack on Israel on **Yom Kippur**, the holiest of all Jewish holidays. Although unprepared for the attacks, Israel counterattacked and the war was over in a few weeks, with Israel regaining most of its lost territory.

The **Palestinian Liberation Organization (PLO)**, led by **Yasir Arafat**, became a leading group in the struggle for Palestinian self-rule. During the 1960s and 1970s, the military arm of the PLO made many attacks on Israel. In the early 1990s, the two sides made some progress toward peace. Israel agreed to give Palestinians control of an area called the Gaza Strip and of the town of Jericho. The Israeli leader who signed this agreement, Yitzhak Rabin, was assassinated by a Jewish extremist who opposed giving in to Palestinians. In 2003, the two sides renewed their peace efforts with a commitment to a U.S. sponsored plan known as the "road map."

Egypt

In 1954, **Gamal Abdul Nasser** assumed the position of prime minister of Egypt following a revolution. Two years later, he was officially elected president. Nasser announced the removal of Western European control of the **Suez Canal** by nationalizing it after the United States and Great Britain withdrew funding from the project. He also commissioned the building of the **Aswan High Dam** in order to control the Nile River.

The Soviet Union offered funding for the dam, creating close relations between Egypt and the Soviets. With this funding, construction on the dam began in 1960 and it was completed in 1970.

In 1979, Egyptian leader **Anwar Sadat** signed the Camp David Accords, a peace agreement with Israeli prime minister Menachem Begin. Egypt thus became the first Islamic country to recognize Israel. This enraged many Arabs, and Sadat was assassinated in 1981. His successor, though, kept peace with Israel.

PRACTICE**VIRGINIA STANDARD
OF LEARNING WHII.14c***The Middle East*

Directions: Choose the letter of the *best* answer.

- 1 From which country did Jordan gain its independence?**
 - A Great Britain
 - B France
 - C Egypt
 - D Palestine

- 2 The first peace agreement between Israel and an Arab country was the**
 - F Balfour Declaration.
 - G Oslo Peace Agreement.
 - H Camp David Accords.
 - J Treaty of Versailles.

- 3 When was the Jewish nation of Israel established?**
 - A 1945
 - B 1948
 - C 1969
 - D 1973

- 4 Why did Egypt establish a close relationship with the Soviet Union in the 1960s?**
 - F Egypt wanted the Soviet Union to stop U.S. support of Israel.
 - G Egypt needed funding for the Aswan High Dam.
 - H The Soviet Union was a Muslim nation.
 - J Egypt supported the politics of communism.

- 5 Who was the chairman of the PLO in 1969?**
 - A Anwar Sadat
 - B Golda Meir
 - C Yasir Arafat
 - D Gamal Abdul Nasser

REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.16a***Globalization*

WHII.16a: The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies.

Read the summaries to answer questions on the Practice page.

Conflict

- **Ireland**—In 1914, British Parliament gave home rule to the southern part of Ireland. When World War I delayed its enactment, Irish nationalists rebelled. Finally, Britain split Ireland into two parts. Northern Ireland remained part of Britain. The southern part became independent. Many people still sought independence for all of Ireland. In Northern Ireland, the Irish Republican Army (IRA) has engaged in terrorist acts for many years. The IRA wants the British to give up control over Northern Ireland.
- **Afghanistan**—Afghanistan has endured a long history of struggle for independence. However, it is the nation's more recent battles that have brought it international attention. During the 1970s, a group with strong ties to the Soviet Union sought to take control of Afghanistan. A rebel group known as the Mujahideen fought the Communists. The Soviets invaded and attempted to make Afghanistan part of their empire. Despite their superior military might, Soviet forces could not defeat the determined Afghan guerrilla fighters. After nearly 10 years of bloody fighting, the Soviet Union withdrew. After the Soviets left, various Afghan rebel troops fought each other for control of the country. By 1998, an Islamic group known as the Taliban controlled most of Afghanistan. The Taliban believe in an extreme interpretation of Islamic law—one that many other Muslims oppose. Taliban leaders forbid women to attend school or hold jobs. They also prohibit citizens from watching television and movies or listening to modern music. Punishment for disobeying their rules included beatings and even execution. In addition, the Taliban allow terrorist groups to train in Afghanistan.
- **The Balkans**—Yugoslavia was made up of many ethnic groups, and in the early 1990s they began fighting one another. When Serbia tried to control the government, two other areas declared independence. Slovenia beat back a Serbian invasion, but Serbia and Croatia fought a bloody civil war. In 1992, Bosnia-Herzegovina also declared independence. Serbs who lived in that region opposed the move. Using aid from Serbia, they fought a brutal civil war with Muslims, the largest group in Bosnia. The United Nations was able to stop the fighting, but peace remains uncertain.
- **Somalia**—In Somalia, a civil war has been ongoing since 1991 with the ousting of the government leader. After the coup, the government fell into anarchy with multiple factions fighting for power. This fighting resulted in the death, forced relocation, and starvation of thousands. In 1992, the United Nations, along with the United States launched a peace-keeping mission. The mission supplied aid and assistance to civilians. In 1993, starvation was avoided but the country was extremely unstable. In October of that year, a significant number of U.S. troops were wounded or killed. Fearing further losses, the United States withdrew its forces in 1994, as did the UN in 1995. Since 1995, brief periods of peace have allowed the UN to send in aid. However, the country remains unstable.

- **Dafur**—The Sudan is another country that is located in the Horn of Africa. Darfur is a western province of Sudan. In this region, militias and the government has been accused of genocide against those who do not agree with their ideas and policies. This situation has led to the death of more than 200,000 people and has created hundreds of thousands of refugees from the region.
- **Kurds**—The Kurds have been victims of violence in recent years. For decades the Kurds have wanted their own country. However, their traditional lands cross the borders of Turkey, Iran, and Iraq. In the past, Turkey has not permitted the Kurds to speak their native language. Iran has persecuted them based on religion. In the late 1980s Iraq attempted wide-spread genocide by dropping poisonous gas on the Kurds. Although the UN has intervened to protect the human rights of the Kurds, they still remain a group of people without a country.

Migration

In recent years, millions of people have moved from one country to another. Some seek better jobs. Others hope to escape harsh treatment at home. Immigrants can bring many benefits to their new home. While people have a right to leave a country, not every country has to accept them. Sometimes these people have to live in crowded refugee camps. They suffer hunger and disease and can cause political problems for the country where they are living.

During the conflict in the Balkans, neighboring European countries saw a large influx of Serbian, Croatian, and Albanian refugees. In Africa, large numbers of refugees from Somalia, Ethiopia, and Darfur seek safety, shelter, and food. Because of such wide-spread instability in the Horn of Africa, resources are scarce, forcing these groups to continually move as they seek refuge.

Not all recent migration has been a result of conflict. In a number of cases, people are seeking a better way of life. In Europe, guest-worker programs have been established. Under these programs, individuals from other countries are provided limited visas that allow them to work for a specific period of time.

Technology

Millions of people around the world use personal computers at work or at home. Many of these people are connected through the Internet, a worldwide connection of computer networks. The Internet allows people to access information or communicate with one another. However, much of the developing world remains disconnected since many of the people do not have the resources to purchase or power computers. Today, a few innovators are working to provide computers to these nations. These new systems do not require electricity and are inexpensive.

New technology has changed medicine as well. Surgery using lasers allows doctors to fix problems in the eye or the brain. New methods for making images of the body help doctors locate problems. Research into genes has helped unlock the secrets of some diseases. In the 1960s, agricultural scientists started the green revolution, an attempt to increase food production worldwide. This involved the use of fertilizers, pesticides, and high-yield, disease-resistant strains of crops. The green revolution did increase crop yields. However, it had its negative side, too. Fertilizers and pesticides can pollute the environment.

Advances in genetics research seem to be helping fulfill some of the goals of the green revolution. Resistance to pests and tolerance to poor soil are bred into plant strains, reducing the need for pesticides and fertilizers. This holds great promise for increasing food production in a world with an expanding population. However, genetic engineering also raises concerns. One concern is whether it is safe to consume genetically engineered food. Another issue involves the cloning of animals. Many people feel that this practice is ethically wrong.

PRACTICE**VIRGINIA STANDARD
OF LEARNING WHII.16a***Globalization*

Directions: Choose the letter of the *best* answer.

1 The IRA targeted their attacks against

- A Afghanistan.
- B Sudan.
- C Croatia.
- D Great Britain.

2 Today, Somalia is

- F peaceful.
- G a communist nation.
- H engaged in a civil war.
- J a democratic republic.

3 The traditional lands of the Kurds are located

- A in Egypt.
- B in Africa.
- C between Turkey, Iran, and Iraq.
- D between Israel and Lebanon.

4 What do guest-worker programs provide to immigrants?

- F They allow workers to work in a country for a set period of time.
- G They give citizenship to people that come to work in the country.
- H They provide refuge for workers fleeing another country.
- J They give foreign workers a permanent job.

5 Which of the following is a benefit of genetic engineering?

- A It brings up the question of ethics with regard to cloning.
- B It creates crops that are more resistant to disease.
- C It remains untested as a safe process of producing food.
- D It allows the United States to grow enough food for the entire world.

REVIEW**VIRGINIA STANDARDS
OF LEARNING WHII.16b,
WHII.16c***Global Trade*

WHII.16b, c: The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by **b)** assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom; **c)** describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements.

Read the summaries to answer questions on the Practice page.

Emerging Economies

Technology has changed the world's economies. These changes have required workers to have more and different skills than before. The industrialized nations have changed the focus of their economies. Through the 1980s, these included the nations of North America, Europe, Russia, and East Asia. These nations came to have more jobs in service and information industries. Manufacturing jobs were more often found in emerging nations, such as those in Central America and South America, Central Asia, and Africa, where labor costs less.

A global economy linking the economies of different nations developed in the mid to late 19th century. In recent years, this process of globalization has sped up. Many companies have become multinational—companies that have parts of their business in different countries. Product design and marketing take place in developed (industrialized) nations. Manufacturing takes place in developing (industrializing) nations.

Countries such as China, India, Taiwan, and South Korea are moving faster toward becoming industrialized nations. In these nations, the standard of living has improved. Birthrates and life expectancy have risen. Literacy has improved, poverty levels, poor health, and famine have declined. Migration from rural to urban areas has increased.

Free Trade

An important aspect of globalization is free trade—no barriers or tariffs to block goods from one country from entering another country. Many steps have been taken to put free trade in to practice. The United Nations established the International Monetary Fund (IMF) to regulate exchange rates and to lend money to nations in need. In 1951, some nations in Europe joined together to create free trade among their people. That group, now called the European Union (EU), has become a powerful trading block.

In 1994, the United States, Canada, and Mexico signed the North American Free Trade Agreement (NAFTA). Organizations in Asia, Africa, Latin America, and the South Pacific have also created regional trade policies. In 1995, as a successor to the 1947 General Agreement on Tariffs and Trade (GATT), the World Trade Organization (WTO) was formed. The WTO continues to promote fair trade among its 153 member nations.

The Impact of Globalization

In recent years, there has been considerable disagreement on the impact of economic globalization. Supporters suggest that open, competitive markets and the free flow of goods, services, technology, and investments benefit all nations. A global economy has caused nations to become dependent on one another—some nations more than others. Opponents charge that globalization has been a disaster for the poorest countries. Many, they suggest, are worse off today than they were in the past.

The development of the global economy has had a major impact on the use of energy and other resources. Manufacturing and trade both use huge amounts of energy. Oil has been a major source of this energy. Whenever the flow of oil has been threatened, the world's economies have suffered severe shocks. Growth has also caused problems for the environment. Burning coal and oil has polluted the air. It has caused acid rain and brought about a general rising of temperatures on Earth. Growing population and industry have caused the destruction of habitats.

Release of some chemicals into the air has weakened Earth's ozone layer. This layer of air blocks out dangerous rays from the Sun. Many scientists understand the need to continue to let economies grow. They urge, though, that growth needs to take place without using up the world's resources too quickly. This movement centers on an idea called "sustainable growth."

PRACTICE**VIRGINIA STANDARDS
OF LEARNING WHII.16b,
WHII.16c***Global Trade*

Directions: Choose the letter of the *best* answer.

- 1 Free trade can stimulate economic growth by**
 - A** increasing access to international transportation.
 - B** linking regional trade associations.
 - C** permitting manufacturers to set their own prices.
 - D** removing barriers such as tariffs.

- 2 What is a *main* role of developing nations in the rise of the global economy?**
 - F** Products are designed in developing nations.
 - G** Products are manufactured in developing nations.
 - H** Developing nations export products to less industrialized nations.
 - J** Developing nations share their technology with developed nations.

- 3 A multinational corporation is defined by the fact that it**
 - A** is publicly owned by shareholders.
 - B** produces goods for international markets.
 - C** uses natural resources from other countries.
 - D** has operations in more than one country.

- 4 As a result of globalization, both developed and developing nations have**
 - F** become more dependent on other nations.
 - G** gained access to new technology.
 - H** reduced damage to the environment.
 - J** increased manufacturing jobs.

- 5 The goal of sustainable growth is to meet nations' economic needs while ensuring**
 - A** international access to natural resources.
 - B** global cooperation.
 - C** preservation of natural resources.
 - D** rights for workers in developed nations.

REVIEW**VIRGINIA STANDARD
OF LEARNING WHII.16d***Terrorism and Its Impact*

WHII.16d: The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by **d)** analyzing the increasing impact of terrorism.

Read the summaries to answer questions on the Practice page.

Reasons and Methods of Terrorism

People resort to terrorism to gain independence, to rid their country of foreigners, or to change society. Recently, another motive for terrorism has emerged. Some people, driven by radical religious and cultural motives, have tried to destroy what they consider to be the forces of evil. Terrorist attacks usually involve targeting crowded places. The most extreme and committed terrorists are even willing to sacrifice their own lives as **suicide bombers**.

Some terrorist groups have used biological and chemical weapons. Others have employed **cyberterrorism**—attacks on information systems such as computer networks. Governments take various actions to combat terrorism. These include conducting military operations against terrorist training camps, cutting off terrorists' sources of funds, and tightening security measures at vulnerable targets.

Terrorism Occurs Worldwide

Few areas of the world have escaped incidents of terrorism. In the Middle East, Palestinians and Israelis have argued for decades about land ownership. This argument has resulted in many terrorist acts.

During the 1972 Summer Olympics in Munich, Germany, members of the Palestinian Liberation Organization kidnapped Israeli athletes. The intent was to use the kidnappings as a negotiating tool for the release of Arab prisoners in Israeli jails. In the end none of the demands were met, and 11 athletes were killed. Additionally, five PLO terrorists were killed during a firefight in Munich. The remaining terrorists were released in exchange for the release of an airliner that had been hijacked by another group of Palestinian terrorists.

In Northern Ireland, the Irish Republican Army (IRA) carried out terrorist acts for many years. The IRA wants the British to give up control over Northern Ireland. A peace agreement in 2005 led to a reduction in violence, but recent events have led to a fear that violence in Northern Ireland may return. Terrorist groups have also been active in Asia, Africa, and Latin America.

Terrorist Attack on the United States

The United States has been the target of international terrorism. On the morning of September 11, 2001, groups of Arab terrorists hijacked four airliners, crashing two into the World Trade Center in New York City and one into the Pentagon in Washington, D.C. The fourth plane went down in western Pennsylvania. The hijackers were members of al-Qaeda, which is led by Osama bin Laden.

The United States responded by launching a military attack on Afghanistan, where the hijackers were trained. In addition, the United States Congress passed the **USA Patriot Act**, which gave the government several powers to help pursue and capture terrorists. Congress created the **Department of Homeland Security** to organize the fight against terrorism in the United States. Air travel in the many countries, including the United States, has stepped up security by requiring greater levels of identification and limitations on what can be carried onto aircraft.

PRACTICE



**VIRGINIA STANDARD
OF LEARNING WHII.16d**

Terrorism and Its Impact

Directions: Choose the letter of the *best* answer.

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|--|---|
| <p>1 When terrorists use cyberterrorism, they</p> <ul style="list-style-type: none">A attack computers and other telecommunications technology.B sacrifice their own lives as suicide bombers.C hide and ignite bombs in cars parked in public areas.D hijack aircraft as a method for negotiating demands. <p>2 From which country did the terrorists who kidnapped Israelis during the Munich Olympics come?</p> <ul style="list-style-type: none">F GermanyG PalestineH AfghanistanJ Iraq | <p>3 Who is the leader of al-Qaeda?</p> <ul style="list-style-type: none">A Saddam HusseinB Yasir ArafatC Osama bin LadenD Anwar Sadat <p>4 Which of the following was <i>not</i> a response by the United States following the attacks on September 11, 2001?</p> <ul style="list-style-type: none">F The Department of Homeland Security was formed.G The USA Patriot Act was passed.H A military attack was launched on Afghanistan.J The United States withdrew from world trade. |
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