



## Standard WHI.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.

### Essential Understanding

By 1500 a.d. (c.e.), major states and empires had developed in various regions of the world.

### Essential Questions

On the world political map, where were some of the major states and empires located about 1500 a.d. (c.e.)?

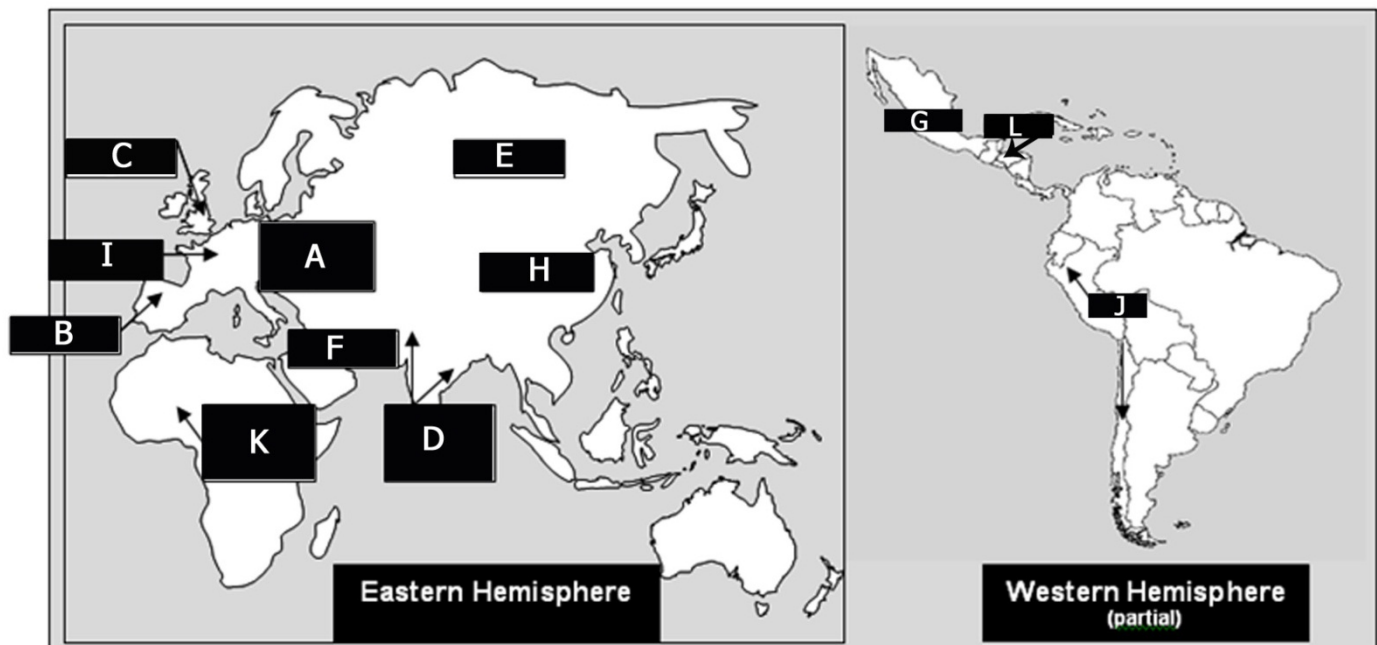
## 1500s Geography

Write the letter of the location of some of the major states and empires in the Eastern Hemisphere in the next to the correct label.

\_\_\_\_ England      \_\_\_\_ France      \_\_\_\_ Spain      \_\_\_\_ Russia  
\_\_\_\_ Ottoman Empire      \_\_\_\_ Persia      \_\_\_\_ China      \_\_\_\_ Mughal India  
\_\_\_\_ Songhai Empire

Location of major states and empires in the Western Hemisphere

\_\_\_\_ Incan Empire      \_\_\_\_ Aztec Empire      Mayan Empire



## Standard 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.

### Essential Understanding

New intellectual and artistic ideas that developed during the Renaissance marked the beginning of the modern world.

### Essential Questions

What were the artistic, literary, and intellectual ideas of the Renaissance?

## 1500s European Culture

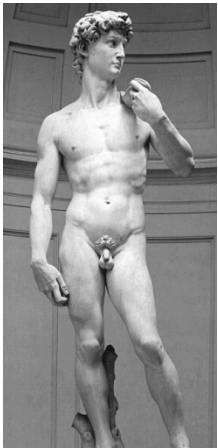
### Renaissance

1. "Rebirth" of \_\_\_\_\_ knowledge (from Greece and Rome)
2. "birth" of the \_\_\_\_\_ world (after Middle Ages)
3. Spread of the Renaissance from \_\_\_\_\_ to \_\_\_\_\_

### Contributions of the Renaissance

1. Accomplishments in the visual arts: \_\_\_\_\_
2. Accomplishments in literature (sonnets, plays, essays) were written by England's famous playwright: \_\_\_\_\_
3. Accomplishments in intellectual ideas (humanism): \_\_\_\_\_ wrote the satire, Praise of Folly

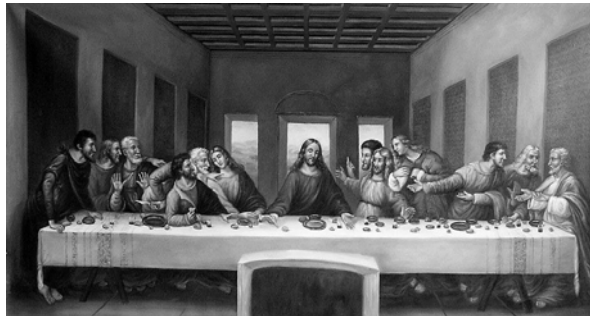
Match the works with their artists:



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## SOL 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.

### Essential Understanding

By 1500 a.d. (c.e.), the five world religions had spread to many areas of the Eastern Hemisphere.

### Essential Questions

Where were the five world religions located around 1500 a.d. (c.e.)?

## 1500s Religion

### Location of world religions in 1500 a.d. (c.e.)

- Judaism: Concentrated in \_\_\_\_\_ and \_\_\_\_\_
- Christianity: Concentrated in \_\_\_\_\_ and \_\_\_\_\_
- \_\_\_\_\_: Parts of Asia, Africa, and southern Europe
- Hinduism: \_\_\_\_\_ and part of Southeast Asia
- Buddhism: East and Southeast \_\_\_\_\_

## **SOL WHII.2d**

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.

### **Essential Understanding**

By 1500, regional trade patterns had developed that linked Africa, the Middle East, Asia, and Europe.

### **Essential Questions**

What were the regional trading patterns about 1500 A.D. (C.E.)?

Why were the regional trading patterns important?

## **1500s Trade**

### **Traditional trade patterns linking Europe with Asia and Africa**

- Silk Routes across \_\_\_\_\_ to the Mediterranean basin
- Maritime routes across the \_\_\_\_\_ Ocean
- \_\_\_\_\_ routes across North Africa
- Northern European links with the \_\_\_\_\_ Sea
- Western European sea and river trade
- \_\_\_\_\_ Sea and lands of Southeast Asia

### **Importance of trade patterns**

- Exchange of \_\_\_\_\_ and \_\_\_\_\_

## SOL WHII.2e

The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 a.d. (c.e.) by

e) citing major technological and scientific exchanges in the Eastern Hemisphere.

### Essential Understanding

By 1500 a.d. (c.e.), technological and scientific advancements had been exchanged among cultures of the world.

### Essential Questions

What technological and scientific advancements had been made and exchanged by 1500 a.d. (c.e.)?

## 1500s Technology and Trade

### Advancements exchanged along trade routes

- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ (from China)
- Textiles, numeral system (\_\_\_\_\_ and \_\_\_\_\_)
- Scientific knowledge—medicine, astronomy, \_\_\_\_\_

## SOL 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.

### Essential Understanding

For centuries, the Roman Catholic Church had little competition in religious thought and action. The resistance of the Church to change led to the Protestant Reformation, which resulted in the birth of new political and economic institutions.

### Essential Questions

What were the problems and issues that provoked religious reforms in Western Christianity?

What were the beliefs of Martin Luther, John Calvin, Henry VIII, and Elizabeth I?

## Reformation

### Conflicts that challenged the authority of the Church in Rome

- Merchant wealth challenged the Church's view of \_\_\_\_\_.
- German and English nobility disliked \_\_\_\_\_ domination of the Church.
- The \_\_\_\_\_ great political power and wealth caused conflict.
- Church corruption and the sale of \_\_\_\_\_ were widespread and caused conflict.

### Name the Protestant Reformers according to their descriptions

- \_\_\_\_\_
- Views: Salvation by faith alone, Bible as the ultimate authority, all humans equal before God
  - Actions: 95 theses, birth of the Protestant Church

- \_\_\_\_\_
- Views: Predestination, faith revealed by living a righteous life, work ethic
  - Actions: Expansion of the Protestant Movement

### \_\_\_\_\_ (the Anglican tradition)

- Views: Dismissed the authority of the Pope in Rome
- Actions: Divorced; broke with Rome; headed the national church in England; appropriated lands and wealth of the Roman Catholic Church in England

- \_\_\_\_\_
- Anglican Church
  - Tolerance for dissenters
  - Expansion and colonialism
  - Victory over the Spanish Armada (1588)

## SOL 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.

### Essential Understanding

The Reformation had its roots in disagreements about theology, but it led to important economic and political changes. Religious differences and hatreds caused war and destruction.

### Essential Questions

What were the major economic, political, and theological issues involved in the Reformation?

## Religious Turmoil

### Reformation in Germany

- Princes in Northern Germany converted to \_\_\_\_\_, ending the authority of the Pope in their states.
- The \_\_\_\_\_ family and the authority of the Holy Roman Empire continued to support the Roman Catholic Church.
- Conflict between Protestants and Catholics resulted in devastating wars (e.g., The \_\_\_\_\_ War).

### Reformation in France

- Catholic monarchy granted Protestant Huguenots freedom of worship by the \_\_\_\_\_ (which was later revoked).
- \_\_\_\_\_ changed the focus of the Thirty Years' War from a religious to a political conflict.

### Catholic Reformation

- Dissenters prior to Martin Luther: Jan Huss, John Wycliffe
- Counter-Reformation:
  - The Council of \_\_\_\_\_ reaffirmed most Church doctrine and practices.
  - The Society of Jesus (also known as the \_\_\_\_\_) was founded to spread Catholic doctrine around the world.
  - The \_\_\_\_\_ was used to reinforce Catholic doctrine violently.



## **SOL 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.

### **Essential Understanding**

At first, the Reformation divided the countries of Europe on religious principles, leading to religious intolerance.

Power in most European states was concentrated in the monarch.

Gradually, religious toleration emerged.

### **Essential Questions**

What were some of the changing cultural values, traditions, and philosophies during the Reformation?

What was the role of the printing press in the spread of new ideas?

## **The World Wide Printing Press**

### **Changing cultural values, traditions, and philosophies**

- Growth of \_\_\_\_\_ (worldly concerns)
- Growth of \_\_\_\_\_ (focus on the individual)
- Eventual growth of religious tolerance

### **Role of the printing press**

- Growth of literacy was stimulated by the printing press that was invented by \_\_\_\_\_.
- The Bible was printed in \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- These factors had an important impact on spreading the ideas of the Reformation and the Renaissance.

## Standard 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.

### Essential Understanding

The expanding economies of European states stimulated increased trade with markets in Asia. With the loss of Constantinople in 1453, European nations fronting the Atlantic sought new maritime routes for trade.

### Essential Questions

Why were Europeans interested in discovering new lands and markets?

Who were some important explorers?

## The Impact and Economics of Exploration

### Factors contributing to the European discovery of lands in the Western Hemisphere

- Demand for \_\_\_\_\_, spices, and natural resources in Europe
- Support for the diffusion of the \_\_\_\_\_ religion
- Political and economic competition between European empires
- Innovations of European and Islamic origins in navigational arts
- Pioneering role of \_\_\_\_\_ the Navigator of Portugal

### Establishment of overseas empires and decimation of indigenous populations

Fill in the blanks with the European Explorers that best fit the descriptions:

Sailed for	Name	Description
Portugal		<i>Sailed around Africa's Cape of Good Hope and across the Indian Ocean to the coast of India. He made huge profits when he brought back spices.</i>
Spain		<i>An Italian who sail westward to reach Asia. He persuaded Queen Isabella of Spain to sponsor him. In October 1492 he reached the Americas. Columbus made four trips to the area he called the Indies.</i>
Spain		<i>He and his forces overthrew the Aztec Empire (in only three years). The Spanish had gained control of northern Mexico by 1550.</i>
Spain		<i>He and his forces conquered the Incan Empire. Much of South America came under Spanish control over the next few years.</i>
Spain		<i>His crew was the first to cross the Pacific Ocean and to circumnavigate (or sail around) the globe. He also explored the Philippine Islands turning the Philippines into a major Spanish base for trade in the Pacific.</i>
England		<i>He was the first <u>Englishman</u> to circumnavigate the globe. He also helped defeat the Spanish Armada.</i>
France		<i>He explored the St. Lawrence River to Montreal. His explorations led to France laying claim to Canada.</i>

## **SOL 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.

### **Essential Understanding**

One motive for exploration was to spread the Christian religion.

### **Essential Questions**

How did the expansion of European empires into the Americas, Africa, and Asia affect religion in those areas?

### **Religion in new Lands**

#### **Means of diffusion of Christianity**

- Migration of \_\_\_\_\_ to new lands
- Influence of \_\_\_\_\_ and \_\_\_\_\_ colonists, who carried their faith, language, and cultures to new lands
- Conversion of \_\_\_\_\_ peoples

## SOL 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.

### Essential Understanding

Europeans migrated to new colonies in the Americas, creating new cultural and social patterns.

Europeans established trading posts and colonies in Africa and Asia.

### Essential Questions

What were the effects of European migration and settlement on the Americas, Africa, and Asia?

## Migration

### Americas

- Expansion of overseas territorial claims and European emigration to \_\_\_\_\_ and \_\_\_\_\_
- Demise of \_\_\_\_\_ and \_\_\_\_\_ Empires
- Legacy of a rigid \_\_\_\_\_ and dictatorial rule in Latin America
- Forced migration of \_\_\_\_\_ who had been enslaved
- Colonies' imitation of the culture and social patterns of their parent countries

### Africa

- European trading posts along the coast
- Trade in \_\_\_\_\_, \_\_\_\_\_, and other resources

### Asia

- Colonization by small groups of \_\_\_\_\_ (in India, the Indies, China)
- Influence of trading companies (such as the \_\_\_\_\_, \_\_\_\_\_, and British)

## **SOL 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.

### **Essential Understanding**

The discovery of the Americas by Europeans resulted in an exchange of products and resources between the Eastern and Western Hemispheres.

### **Essential Questions**

What was the impact of the Columbian Exchange between European and indigenous cultures?

## **Early Globalism**

### **Columbian Exchange**

- Western Hemisphere agricultural products, such as \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, changed European lifestyles.
- European \_\_\_\_\_ and \_\_\_\_\_ changed the lifestyles of American Indians.
- European diseases, such as \_\_\_\_\_, killed many American Indians.

### **Impact of the Columbian Exchange**

- Shortage of labor to grow cash crops led to the use of \_\_\_\_\_.
- Slavery was based on \_\_\_\_\_.
- European \_\_\_\_\_ system in the Caribbean and the Americas destroyed indigenous economics and damaged the environment.

## **SOL 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.

### **Essential Understanding**

The European nations established a trade pattern known as the triangular trade and exported precious metals from the Americas.

### **Essential Questions**

What was the triangular trade?

What was the impact of precious metal exports from the Americas?

### **Triangle Trade**

The \_\_\_\_\_ trade linked Europe, Africa, and the Americas.

\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ were traded.

#### **Export of precious metals**

- \_\_\_\_\_ and \_\_\_\_\_ exported to Europe and Asia
- Impact on indigenous empires of the Americas
- Impact on Spain and international trade

## SOL 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.

### Essential Understanding

The Ottoman Empire emerged as a political and economic power following the conquest of Constantinople.

The Ottomans brought much of Muslim territory in Southwest Asia and North Africa under their rule.

### Essential Questions

Where was the Ottoman Empire located, and how did it expand?

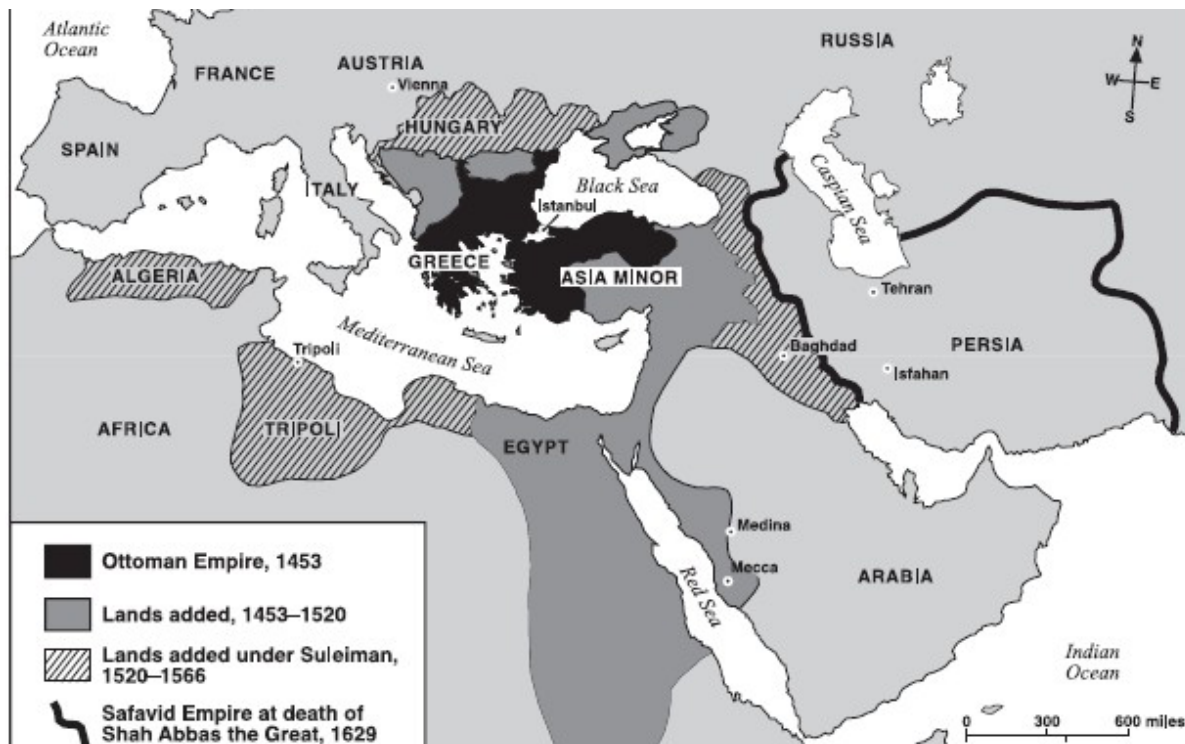
## The Ottomans and Trade

### Original location of the Ottoman Empire

\_\_\_\_\_

### Expansion and extent of the Ottoman Empire

- Southwest Asia
- Southeastern Europe, Balkan Peninsula
- North Africa



### Development of the Ottoman Empire

- Capital at Constantinople renamed \_\_\_\_\_
- \_\_\_\_\_ religion as a unifying force that accepted other religions
- Trade in \_\_\_\_\_ and \_\_\_\_\_

## SOL 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.

### Essential Understanding

Descendants of the Mongols, the Muslim Mughal (Mogul) rulers, established an empire in northern India.

The Mughal Empire traded with European nations.

Much of southern India remained independent and continued international trade.

### Essential Questions

What were the contributions of the Mughal emperors of India?

How did the Mughal Empire trade with European nations?

What did southern India trade?

## Trade and India

### Location of the Mughal Empire

\_\_\_\_\_

### Contributions of Mughal rulers

- Spread of \_\_\_\_\_ into India  
Art and architecture: \_\_\_\_\_
- Establishment of European trading outposts
- Influence of Indian textiles on British textile industry

### Trade with European nations

- \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ competed for the Indian Ocean trade by establishing coastal ports on the Indian sub-continent.
- Southern India traded \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.



## Standard 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.

### Essential Understanding

China and Japan sought to limit the influence and activities of European merchants.

### Essential Questions

How did the Chinese and Japanese attempt to limit the influence of European merchants?

## Trade and Asia

### China

- Creation of \_\_\_\_\_ to control trade
- Imperial policy of controlling foreign influences and trade
- Increase in European demand for Chinese goods (such as \_\_\_\_\_ and \_\_\_\_\_)

### Japan

- Feudal system
- Characterized by a powerless \_\_\_\_\_ controlled by a military leader (known as the \_\_\_\_\_)
- Adopted policy of \_\_\_\_\_ to limit foreign influences

## **SOL 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.

### **Essential Understanding**

The exportation of slaves and demand for imported goods began to alter traditional economic patterns in Africa.

### **Essential Questions**

How did Africa become involved in foreign trade?

## **Africa and Trade**

### **African exports**

- \_\_\_\_\_ (triangular trade)
- Raw materials (such as \_\_\_\_\_ and \_\_\_\_\_)

### **African imports**

- \_\_\_\_\_ from Europe, Asia, and the Americas
- New food products (such as \_\_\_\_\_ and \_\_\_\_\_)

## Standard WHI.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.

### Essential Understanding

European maritime nations competed for overseas markets, colonies, and resources, creating new economic practices, such as mercantilism, linking European nations with their colonies.

### Essential Questions

What were the roles of the Commercial Revolution and mercantilism in the growth of European nations?

## Business

### Terms to know

- \_\_\_\_\_: An economic practice adopted by European colonial powers in an effort to become self-sufficient.  
It is based on the theory that colonies existed for the benefit of \_\_\_\_\_

### Commercial Revolution

- European maritime nations competed for overseas markets, colonies, and \_\_\_\_\_.
- A new economic system emerged:
  - New money and \_\_\_\_\_ systems were created.
  - Economic practices such as mercantilism evolved.
  - \_\_\_\_\_ economies were limited by the economic needs of the mother country.

## **SOL 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.**

### **Essential Understanding**

With its emphasis on reasoned observation and systematic measurement, the Scientific Revolution changed the way people viewed the world and their place in it.

### **Essential Questions**

What were some new scientific theories and discoveries?

What were some of the effects of these new theories?

## **A Revolution in Science**

**Name the following pioneers of the scientific revolution**

- \_\_\_\_\_ developed heliocentric theory.
- \_\_\_\_\_ discovered planetary motion.
- \_\_\_\_\_ used telescope to support heliocentric theory.
- \_\_\_\_\_ formulated law of gravity.
- \_\_\_\_\_ discovered circulation of the blood.

### **Importance of the scientific revolution**

- Emphasis on reason and systematic observation of \_\_\_\_\_
- Formulation of the \_\_\_\_\_ method
- Expansion of scientific knowledge

## SOL 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.

### Essential Understanding

The Age of Absolutism takes its name from a series of European monarchs who increased the power of their central governments.

### Essential Questions

Who were the absolute monarchs?

What effect did the absolute monarchs have on their countries?

## Absolute Rule

### Characteristics of absolute monarchies

- \_\_\_\_\_ of power (all focused on one person)
- Concept of rule by \_\_\_\_\_ (God selected the king to keep power no matter what)

### Examples of Absolute monarchs

- Louis XIV of France: had the Palace of \_\_\_\_\_ built as a symbol of royal power  
What is the Roman numeral "XIV" in Arabic numerals?: \_\_\_\_\_
- Czar \_\_\_\_\_ of Russia: Westernized Russia

## SOL 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.

### Essential Understanding

Political democracy rests on the principle that government derives power from the consent of the governed. The foundations of English rights include the jury trial, the Magna Carta, and common law. The English Civil War and the Glorious Revolution prompted further development of the rights of Englishmen.

### Essential Questions

How did the English Civil War and the Glorious Revolution promote the development of the rights of Englishmen?

## The Evolution of Democracy

Place the letter of the following developments of English rights in the proper box below.

- A. Glorious Revolution (William and Mary)
- B. Increase of parliamentary power and decrease of royal power
- C. Oliver Cromwell and the execution of Charles I
- D. English Bill of Rights of 1689
- E. Development of political parties/factions
- F. The restoration of Charles II

	The English Civil War was basically a power struggle between the English monarchy beginning with James I of the Stuart dynasty and Parliament. When the war broke out, a Puritan leader led Parliament's troops (known as the Roundheads) against the Cavaliers or supporters of King Charles I.
	After Parliament's victory in the war, Oliver Cromwell ruled as "Lord Protector" for a series of years. His rule was dictatorial and he did not have a clear successor. When he died the Stuart dynasty was restored with a king sometimes known as the "Merry Monarch."
	The Tories supported the king's policies and the Whigs supported Parliament.
	James II (brother to Charles II) was an unpopular King who was an open and devout Catholic and made religion a cause of conflict between the Parliament and the King. When James and his second wife had a son in 1688, a group of English noblemen asked the Dutch leader, (along with his wife) to invade England. (his wife was James II's Protestant daughter). James II fled the country, and with almost no bloodshed, The king and queen assumed the throne.
	The English Civil War and the Glorious Revolution both resulted in an increase in power for the Parliament. This idea of a limited monarchy was very different than the absolute monarchy seen in other countries at this time—with France being one example.
	When Parliament offered the throne to William and Mary, William and Mary had to agree to sign a document which laid out specific rights of Parliament and placed limits on royal power.

## SOL 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.

### Essential Understanding

Enlightenment thinkers believed that human progress was possible through the application of scientific knowledge and reason to issues of law and government.

Enlightenment ideas influenced the leaders of the American Revolution and the writing of the Declaration of Independence.

### Essential Questions

Who were some Enlightenment thinkers, and what were their ideas?

How did philosophers of the Enlightenment influence thinking on political issues?

How did the Enlightenment promote revolution in the American colonies?

## A Revolution in Thought

The Period known as the \_\_\_\_\_

- Applied reason to the human world, as well as to the rest of the natural world
- Stimulated religious tolerance
- Fueled democratic revolutions around the world

### Enlightenment thinkers and their ideas

- \_\_\_\_\_ wrote *Leviathan*: Humans exist in a primitive “state of nature” and consent to government for self-protection.
- \_\_\_\_\_ wrote *Two Treatises on Government*: People are sovereign and consent to government for protection of natural rights to life, liberty, and property.
- \_\_\_\_\_ wrote *The Spirit of Laws*: The best form of government includes a separation of powers.
- \_\_\_\_\_ wrote *The Social Contract*: Government is a contract between rulers and the people.
- \_\_\_\_\_: Argued that religious toleration should triumph over religious fanaticism; separation of church and state.

### Influence of the Enlightenment

- Political philosophies of the Enlightenment fueled revolution in the Americas and \_\_\_\_\_.
- The Declaration of Independence, written by \_\_\_\_\_ incorporated Enlightenment ideas.
- The \_\_\_\_\_ of the United States of America and Bill of Rights incorporated Enlightenment ideas.

## SOL 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.

### Essential Understanding

The ideas of the Enlightenment and French participation in the American Revolution influenced the French people to view their government in new ways. They overthrew the absolute monarchy and established a new government.

### Essential Questions

How did the ideas of the Enlightenment contribute to causing the French Revolution?

## The French Revolution

### Causes of the French Revolution

- Influence of \_\_\_\_\_ ideas
- Influence of the \_\_\_\_\_ Revolution

### Events of the French Revolution

- Storming of \_\_\_\_\_
- Reign of \_\_\_\_\_

### Outcomes of the French Revolution

- End of the absolute monarchy of \_\_\_\_\_
- Rise of \_\_\_\_\_



## SOL 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.

### Essential Understanding

The sixteenth, seventeenth, and eighteenth centuries brought many changes in the arts, literature, and political philosophy.

The Age of Reason witnessed inventions and innovations in technology that stimulated trade and transportation.

### Essential Questions

Who were some composers, artists, philosophers, and writers of the period?

What improved technologies and institutions were important to European economies?

## Who's who?

### Representative composers, artists, philosophers, and writers

- \_\_\_\_\_: Baroque composer
- \_\_\_\_\_: Classical composer
- \_\_\_\_\_: Philosopher (French)
- \_\_\_\_\_: Novelist (Spanish)
- \_\_\_\_\_: Painter (transition to the Romantic School of the nineteenth century; *Liberty Leading the people*)



Liberty Leading the People

### New schools of art and forms of literature

- Painting depicted classical subjects, public events, natural scenes, and living people (portraits).
- New forms of literature evolved, such as the novel (e.g., *Don Quixote*, written by \_\_\_\_\_).

### Technologies

- \_\_\_\_\_ improved year- round transport and trade.
- New designs in farm tools increased productivity (known as the \_\_\_\_\_ revolution).
- Improvements in \_\_\_\_\_ design lowered the cost of transport.

## SOL 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.

### Essential Understanding

Latin American revolutions of the nineteenth century were influenced by the clash of European cultures in the development of governments and ruling powers.

Spanish conquests in Latin America saw the rapid decline of native populations and introduction of slaves from Africa. Conquistadors were given governmental authority by the crown, becoming known as viceroys.

### Essential Questions

What were the characteristics of the colonial system in Latin America in the nineteenth century?

How did Spain and Portugal maintain control of their Latin American domains?

## Colonies in 1800

### Characteristics of the colonial system

- Colonial governments mirrored the home governments.
- \_\_\_\_\_ had a strong influence on the development of the colonies.
- A major element of the economy was the mining of \_\_\_\_\_ for export.

### Examples of Major cities that were established as outposts of colonial authority.

- \_\_\_\_\_ in Cuba
- \_\_\_\_\_ in Mexico
- \_\_\_\_\_ in Peru
- \_\_\_\_\_ in Brazil
- \_\_\_\_\_ in Argentina

### Rigid class structure

- Viceroys / colonial officers
- \_\_\_\_\_ (people of European descent born in the Americas)
- \_\_\_\_\_ (people of Native American and European heritage)

## **SOL 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.**

### **Essential Understanding**

The American and French Revolutions took place in the late 1700s. Within twenty years, the ideas and examples of these revolutions influenced the people of Latin America to establish independent nations, most notably in Haiti and Mexico.

### **Essential Questions**

How did the American and French Revolutions influence Latin American independence movements?

## **Revolutions**

### **Influence of the American and French Revolutions on Latin America**

- Slaves in the country of \_\_\_\_\_ rebelled, abolished slavery, and won independence.
- Father \_\_\_\_\_ started the Mexican independence movement.
- \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ colonies gained independence.

### **Selected countries that gained independence during the 1800s**

- Mexico
- Haiti
- Colombia
- Venezuela
- Brazil

## **SOL 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 Simón Bolívar.

### **Essential Understanding**

The contributions of Toussaint L'Ouverture and Simón Bolívar led to the development of independent states in Latin America in the nineteenth century.

### **Essential Questions**

What were the contributions of Toussaint L'Ouverture and Simón Bolívar to revolutions in Latin America?

### **Revolutionary Leaders**

#### **Contributions of \_\_\_\_\_**

- Former slave who led Haitian rebellion against French
- Defeated the armies of three foreign powers: Spain, France, and Britain

#### **Contributions of \_\_\_\_\_**

- Native resident who led revolutionary efforts in Latin America
- Liberated the northern areas of Latin America
- Bolivia bears his name

## **SOL 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.

### **Essential Understanding**

After the American Revolution, the United States wished to prevent foreign interference in America. The Monroe Doctrine was issued in 1823, alerting European powers that the American continents should not be considered for any future colonization.

### **Essential Questions**

How did the Monroe Doctrine impact revolutions in Latin America?

## **US Foreign Policy**

### **Impact of the Monroe Doctrine**

- The Monroe Doctrine was issued by President \_\_\_\_\_ in 1823.
- \_\_\_\_\_ nations were acknowledged to be independent.
- The United States would regard as a threat to its own peace and safety any attempt by European powers to impose their system on any independent state in the \_\_\_\_\_ Hemisphere.

## Standard WHII.8a

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.

### Essential Understanding

The French Revolution left a powerful legacy for world history: secular society, nationalism, and democratic ideas.

Napoleon's attempt to unify Europe under French domination was unsuccessful.

The Congress of Vienna attempted to restore Europe as it had been before the French Revolution and Napoleonic conquests.

### Essential Questions

What was the legacy of Napoleon?

What was the significance of the Congress of Vienna?

## Napoleon and the Congress of Vienna

### Legacy of Napoleon

1. \_\_\_\_\_ attempt to unify Europe under \_\_\_\_\_
2. \_\_\_\_\_
3. Awakening of feelings of \_\_\_\_\_ and growth of \_\_\_\_\_

### Legacy of the Congress of Vienna

- 1.
- 2.
- 3.
- 4.

## Standard WHI.8b

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

b) describing unsuccessful revolutions on the continent and political reform in the United Kingdom.

### Essential Understanding

The rise of nationalism was a powerful force behind European politics during the nineteenth century.

Widespread demands for political rights led to revolutions and legislative actions in Europe.

### Essential Questions

How did nationalism and democracy influence national revolutions?

### Political Developments in Europe

National pride, economic \_\_\_\_\_, and \_\_\_\_\_ ideals stimulated the growth of \_\_\_\_\_.

The terms of the Congress of Vienna led to widespread discontent in Europe, especially in \_\_\_\_\_ and the \_\_\_\_\_ states. Unsuccessful revolutions of 1848 \_\_\_\_\_ nationalistic tensions.

In contrast to continental Europe, the \_\_\_\_\_ expanded political rights through \_\_\_\_\_ means and made slavery illegal in the British Empire.

## Standard WHI.8c

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;

### Essential Understanding

Italy and Germany became nation-states long after the rest of Europe.

### Essential Questions

What events led to the unification of Italy?

## Unification of Italy

### Unification of Italy

1. Count Cavour unified \_\_\_\_\_.
2. Giuseppe Garibaldi joined \_\_\_\_\_ to northern Italy.
3. The \_\_\_\_\_ (including Rome) became the last to join Italy.

Locate and shade in unified Italy on the map of Europe below:



[http://upload.wikimedia.org/wikipedia/commons/f/f4/Template\\_europe\\_map.png](http://upload.wikimedia.org/wikipedia/commons/f/f4/Template_europe_map.png)



## Standard WHI.8d

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

d) explaining events related to the unification of Germany and the role of Bismarck.

### Essential Understanding

Italy and Germany became nation-states long after the rest of Europe.

### Essential Questions

What role did Otto von Bismarck play in the unification of Germany?

## Unification of Germany

### Unification of Germany

1. Otto von Bismarck led \_\_\_\_\_ in the unification of \_\_\_\_\_ through \_\_\_\_\_ and by appealing to \_\_\_\_\_ feelings.
2. Bismarck's actions were seen as an example of \_\_\_\_\_, which justifies all means to achieve and hold power.
3. The \_\_\_\_\_ led to the creation of the German state.

Locate and shade in unified Germany on the map of Europe below:



[http://upload.wikimedia.org/wikipedia/commons/f/f4/Template\\_europe\\_map.png](http://upload.wikimedia.org/wikipedia/commons/f/f4/Template_europe_map.png)

## Standard 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.

### Essential Understanding

The Industrial Revolution began in England and spread to the rest of Western Europe and the United States.

With the Industrial Revolution came an increased demand for raw materials from the Americas, Asia, and Africa.

Advancements in technology produced the Industrial Revolution, while advancements in science and medicine altered the lives of people living in the new industrial cities. Cultural changes soon followed.

### Essential Questions

Why did the Industrial Revolution originate in England?

Why did the spread of industrialism to Europe and the United States accelerate colonialism and imperialism?

How did the Industrial Revolution produce changes in culture and society?

## Industrial Revolution

### Industrial Revolution

1. Originated in \_\_\_\_\_ because of its natural resources (e.g., \_\_\_\_\_, \_\_\_\_\_ ore) & the invention & improvement of the \_\_\_\_\_.
2. Spread to Europe and the \_\_\_\_\_.
3. Role of \_\_\_\_\_ textile, \_\_\_\_\_, and \_\_\_\_\_ industries
4. Relationship to the British \_\_\_\_\_
5. Rise of the \_\_\_\_\_ system and demise of \_\_\_\_\_ industries
6. Rising economic powers that wanted to \_\_\_\_\_ raw materials and markets throughout the world

### Technological advances that produced the Industrial Revolution

1. Spinning jenny: \_\_\_\_\_
2. Steam engine: \_\_\_\_\_
3. Cotton gin: \_\_\_\_\_
4. Process for making steel: \_\_\_\_\_

### Advancements in science and medicine

1. Development of smallpox vaccination: \_\_\_\_\_
2. Discovery of bacteria: \_\_\_\_\_

### Impacts of the Industrial Revolution on industrialized countries

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

## Standard 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 the subsequent development of socialism and communism.

### Essential Understanding

Capitalism and market competition fueled the Industrial Revolution. Wealth increased the standard of living for some.

Social dislocations associated with capitalism produced a range of economic and political ideas, including socialism and communism.

### Essential Questions

What was the role of capitalism and market competition in the Industrial Revolution?

What were some theories opposed to capitalism?

## Economic Systems

### Capitalism

1. Adam Smith's \_\_\_\_\_
2. Role of market \_\_\_\_\_ and \_\_\_\_\_ abilities
3. Impact on \_\_\_\_\_ and the growth of the \_\_\_\_\_
4. Dissatisfaction with poor \_\_\_\_\_ conditions and the \_\_\_\_\_ distribution of wealth in society

### Socialism and communism

1. Karl Marx's \_\_\_\_\_ (written with Friedrich Engels) and \_\_\_\_\_
2. Response to the \_\_\_\_\_ of \_\_\_\_\_
3. Importance to communists of \_\_\_\_\_ of wealth

## Standard WHI.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.

### Essential Understanding

Agricultural economies were based on the family unit. The Industrial Revolution had a significant impact on the structure and function of the family.

The Industrial Revolution placed new demands on the labor of men, women, and children. Workers organized labor unions to fight for improved working conditions and workers' rights.

### Essential Questions

How did the Industrial Revolution impact the lives of women, children, and the family?

How did the Industrial Revolution affect slavery?

Why did workers organize into labor unions?

## Effects of the Industrial Revolution

### The nature of work in the factory system

1. Family-based cottage industries displaced by the \_\_\_\_\_ system
2. \_\_\_\_\_ working conditions with men competing with \_\_\_\_\_ and \_\_\_\_\_ for wages
3. Child labor that kept costs of production \_\_\_\_\_ and profits \_\_\_\_\_
4. \_\_\_\_\_ of mines and factories who exercised considerable control over the lives of their laborers

### Impact of the Industrial Revolution on slavery

1. The \_\_\_\_\_ increased demand for \_\_\_\_\_ labor on American plantations.
2. The United States and Britain \_\_\_\_\_ the slave trade and then slavery.

### Social effects of the Industrial Revolution

1. Women and children entering the workplace as \_\_\_\_\_
2. Introduction of \_\_\_\_\_ to end child labor
3. Expansion of \_\_\_\_\_
4. Women's increased demands for \_\_\_\_\_

### The rise of labor unions

1. Encouraged worker-organized \_\_\_\_\_ to demand increased \_\_\_\_\_ and improved working conditions
2. \_\_\_\_\_ for laws to improve the lives of workers, including women and children
3. Wanted workers' rights and \_\_\_\_\_ between labor and management

## Standard WHI.9d, e

The student will demonstrate knowledge of the effects of the Industrial Revolution during the 19th 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.

### Essential Understanding

Industrial nations in Europe needed natural resources and markets to expand their economies.

These nations competed to control Africa and Asia in order to secure their own economic and political success.

Imperialism spread the economic, political, and social philosophies of Europe throughout the world.

Resistance to imperialism took many forms, including armed conflict and intellectual movements.

### Essential Questions

Why did European countries participate in imperialism and a race for colonies?

What were some responses of colonized peoples to European imperialism?

## European Imperialism

\_\_\_\_\_ motivated European nations to compete for colonial \_\_\_\_\_. European \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ power forced colonized countries to trade on \_\_\_\_\_ terms. \_\_\_\_\_ goods flooded colonial markets and displaced their \_\_\_\_\_ industries. Colonized peoples resisted European domination and responded in diverse ways to Western influences.

### Forms of imperialism

- 1.
- 2.
- 3.

### Imperialism in Africa and Asia

1. \_\_\_\_\_ domination
2. European conflicts carried to the \_\_\_\_\_
3. \_\_\_\_\_ missionary efforts
4. Spheres of influence in \_\_\_\_\_
5. \_\_\_\_\_ in Africa
6. \_\_\_\_\_ domination of Indian states
7. America's opening of \_\_\_\_\_ to trade

### Responses of colonized peoples

1. Armed conflicts (e.g., events leading to the \_\_\_\_\_ Rebellion in China)
2. Rise of nationalism (e.g., first \_\_\_\_\_ founded in the mid-1800s)

## Standard WHII.10a

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

a) explaining economic causes, political causes, and major events and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;

### Essential Understanding

World War I (1914-1918) was caused by competition among industrial nations in Europe and a failure of diplomacy. The war transformed European and American life, wrecked the economies of Europe, and planted the seeds for a second world war.

### Essential Questions

What were the factors that produced World War I?

What were the major events of the war?

Who were the major leaders?

## World War I

### Causes of World War I

1. \_\_\_\_\_ that divided Europe into competing camps
2. N\_\_\_\_\_ feelings
3. Diplomatic \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_ over colonies
6. M\_\_\_\_\_

### Major events

1. \_\_\_\_\_ of Austria's Archduke Ferdinand
2. United States enters the war
3. \_\_\_\_\_ leaves the war

### Major leaders

1. Woodrow \_\_\_\_\_
2. \_\_\_\_\_ Wilhelm II

## Standard WHII.10b

The student will demonstrate knowledge of the worldwide impact of World War I by  
b) explaining the outcomes and global effect of the war and the Treaty of Versailles.

### Essential Understanding

World War I (1914-1918) was caused by competition among industrial nations in Europe and a failure of diplomacy. The war transformed European and American life, wrecked the economies of Europe, and planted the seeds for a second world war.

### Essential Questions

What were the outcomes and global effects of World War I?

What were the terms of the Treaty of Versailles

## WWI Outcomes and the Treaty of Versailles

### Outcomes and global effect

1. \_\_\_\_\_ participation in the war, which \_\_\_\_\_ demands for independence
2. End of the \_\_\_\_\_ Imperial, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ empires
3. Enormous \_\_\_\_\_ of the war in lives, property, and social disruption

### Treaty of Versailles

1. Forced \_\_\_\_\_ to accept responsibility for war and loss of territory and to pay \_\_\_\_\_
2. Limited the German \_\_\_\_\_
3. \_\_\_\_\_ of \_\_\_\_\_

## Standard 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.

### Essential Understanding

Tsarist Russia entered World War I as an absolute monarchy with sharp class divisions between the nobility and the peasants. The grievances of workers and peasants were not resolved by the Tsar. Inadequate administration in World War I led to revolution and an unsuccessful provisional government. A second revolution by the Bolsheviks created the communist state that ultimately became the U.S.S.R.

### Essential Questions

Why did Russia erupt in revolution while fighting in World War I?

How did communism rise in Russia?

## Russian Revolution

### Causes of 1917 revolutions

1. Defeat in war with \_\_\_\_\_ in 1905
2. \_\_\_\_\_ peasantry
3. Incompetence of Tsar \_\_\_\_\_
4. Military defeats and high casualties in \_\_\_\_\_

### Rise of communism

1. \_\_\_\_\_ Revolution and civil war
2. Vladimir Lenin's \_\_\_\_\_
3. Joseph \_\_\_\_\_, Lenin's successor



## Standard 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.

### Essential Understanding

After World War I, international organizations and agreements were established to avoid future conflicts.

### Essential Questions

What was the League of Nations and why did it fail?

Why was the mandate system created?

## League of Nations and Mandate System

### League of Nations

1. \_\_\_\_\_ cooperative organization
2. Established to prevent future \_\_\_\_\_
3. United States \_\_\_\_\_ a member
4. Failure of League because it did not have power to \_\_\_\_\_ its decisions

### The mandate system

1. During World War I, \_\_\_\_\_ and \_\_\_\_\_ agreed to divide large portions of the \_\_\_\_\_ Empire in the Middle East between themselves.
2. After the war, the “mandate system” gave Great Britain and France control over the lands that became Iraq, Transjordan, and Palestine (\_\_\_\_\_ controlled) and Syria and Lebanon (\_\_\_\_\_ controlled).
3. The division of the Ottoman Empire through the \_\_\_\_\_ \_\_\_\_\_ planted the seeds for future conflicts in the Middle East.

Label the countries that were part of the mandate system. Those controlled by France, shade **blue**. Those controlled by Britain, shade **red**. Or create your own key.



## Standard 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.

### Essential Understanding

A period of uneven prosperity in the decade following World War I (the 1920s) was followed by worldwide depression in the 1930s. Depression weakened Western democracies, making it difficult for them to challenge the threat of totalitarianism.

### Essential Questions

Why did the world experience depression in the 1930s?

What political changes resulted from the worldwide depression?

## Interwar Period

### Causes of worldwide depression

1. \_\_\_\_\_
2. Expansion of production capacities and dominance of the \_\_\_\_\_ in the global economy
3. \_\_\_\_\_ protective tariffs
4. Excessive expansion of \_\_\_\_\_
5. \_\_\_\_\_ of 1929

### Impact of worldwide depression

1. High \_\_\_\_\_ in industrial countries
2. \_\_\_\_\_ failures and collapse of credit
3. Collapse of \_\_\_\_\_ in world trade
4. \_\_\_\_\_ Party's growing importance in \_\_\_\_\_; Nazi Party's blame of European \_\_\_\_\_ for economic collapse

## Impact of Worldwide Depression

High unemployment in industrialized countries

Failure of banks and collapse of credit

Collapse of prices in worldwide trade (major inflation)

Nazi Party's growing importance in Germany; they blame European Jews for economic collapse

## Standard WHI.11c

The student will demonstrate knowledge of political, economic, social, & 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.

### Essential Understanding

Economic disruptions following World War I led to unstable political conditions. Worldwide depression in the 1930s provided opportunities for the rise of dictators in the Soviet Union, Germany, Italy, and Japan.

A communist dictatorship was established by Vladimir Lenin and continued by Joseph Stalin in the Soviet Union.

The Treaty of Versailles worsened economic and political conditions in Europe and led to the rise of totalitarian regimes in Italy and Germany.

Japan emerged as a world power after World War I and conducted aggressive imperialistic policies in Asia.

### Essential Questions

Why did dictatorial governments emerge in Germany, Italy, Japan, and the U.S.S.R. after World War I?

How did these regimes affect the world following World War I?

## Interwar Period

### U.S.S.R. during the Interwar Period — Joseph Stalin

1. Entrenchment of \_\_\_\_\_
2. Stalin's policies: Five-year plans, \_\_\_\_\_ of farms, state industrialization, secret \_\_\_\_\_
3. Great \_\_\_\_\_

### Germany during the Interwar Period — Adolf Hitler

1. Inflation and \_\_\_\_\_
2. Democratic government \_\_\_\_\_
3. Anti-\_\_\_\_\_
4. Extreme \_\_\_\_\_
5. National \_\_\_\_\_ (Nazism)
6. German \_\_\_\_\_ of nearby countries

### Italy during the Interwar Period — Benito Mussolini

1. Rise of \_\_\_\_\_
2. Ambition to restore the glory of \_\_\_\_\_
3. Invasion of \_\_\_\_\_

### Japan during the Interwar Period — Hirohito and Hideki Tojo

1. M\_\_\_\_\_
2. Industrialization of Japan, leading to drive for raw \_\_\_\_\_
3. Invasion of \_\_\_\_\_, Manchuria, and the rest of \_\_\_\_\_

## Standard WHII.12a

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

a) explaining economic and political causes, describing 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.

### Essential Understanding

Many economic and political causes led to World War II. Major theaters of war included Africa, Europe, Asia, & the Pacific Islands. Leadership was essential to the Allied victory.

### Essential Questions

What were the causes of World War II?  
What were the major events of World War II?  
Who were the major leaders of World War II?

## World War II

### Economic and political causes of World War II

1. Aggression by the \_\_\_\_\_ powers of Germany, Italy, Japan
2. N \_\_\_\_\_
3. Failures of the Treaty of \_\_\_\_\_
4. Weakness of the \_\_\_\_\_ of Nations
5. A \_\_\_\_\_
6. Tendencies towards \_\_\_\_\_ and \_\_\_\_\_ in Europe and the United States

### Major events of the war (1939–1945)

1. German invasion of \_\_\_\_\_
2. Fall of \_\_\_\_\_
3. Battle of \_\_\_\_\_
4. German invasion of the \_\_\_\_\_
5. \_\_\_\_\_ attack on Pearl Harbor
6. D-Day (Allied invasion of \_\_\_\_\_)
7. Atomic bombs dropped on \_\_\_\_\_ and \_\_\_\_\_

### Major leaders of the war

1. Franklin D. Roosevelt: U.S. \_\_\_\_\_
2. Harry Truman: U.S. \_\_\_\_\_ after death of President Roosevelt
3. Dwight D. Eisenhower: Allied commander in \_\_\_\_\_
4. Douglas \_\_\_\_\_: U.S. general
5. George \_\_\_\_\_: U.S. general
6. Winston Churchill: \_\_\_\_\_ prime minister
7. Joseph Stalin: \_\_\_\_\_ dictator
8. Adolf Hitler: \_\_\_\_\_ dictator of Germany
9. Hideki Tojo: \_\_\_\_\_ general
10. Hirohito: Emperor of \_\_\_\_\_

## Standard 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.

### Essential Understanding

There had been a climate of hatred against Jews in Europe and Russia for centuries.

Various instances of genocide occurred throughout the twentieth century.

### Essential Questions

Why did the Holocaust occur?

What are other examples of genocide in the twentieth century?

## Holocaust and Genocide

### Terms to know

\_\_\_\_\_ : The systematic and purposeful destruction of a racial, political, religious, or cultural group

### Elements leading to the Holocaust

1. Totalitarianism combined with \_\_\_\_\_
2. History of anti-\_\_\_\_\_
3. Defeat in World War I and economic \_\_\_\_\_ blamed on German Jews
4. Hitler's belief in the \_\_\_\_\_ race
5. Final solution: Extermination \_\_\_\_\_, gas \_\_\_\_\_

### Other examples of genocide

1. \_\_\_\_\_ by leaders of the Ottoman Empire
2. Peasants, government and military leaders, and members of the elite in the Soviet Union by \_\_\_\_\_
3. Artists, technicians, former government officials, monks, minorities, and other educated individuals by Pol Pot in \_\_\_\_\_
4. Tutsi minority by Hutu in \_\_\_\_\_

## Standard 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).

### Essential Understanding

The outcomes of World War II included the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the establishment of international cooperative organizations.

The Universal Declaration of Human Rights (1948) was issued to protect the “inherent dignity and...the equal & inalienable rights of all members of the human family...”

### Essential Questions

What were the outcomes of World War II?

What were the war crimes trials?

How did the Allies promote reconstruction of the defeated powers?

What were the international cooperative organizations created after World War II?

## World War II Outcomes

### Outcomes of World War II

1. Loss of \_\_\_\_\_ by European powers
2. Establishment of two major powers in the world: The \_\_\_\_\_ and the \_\_\_\_\_
3. War crimes \_\_\_\_\_
4. Division of Europe, \_\_\_\_\_
5. Establishment of the \_\_\_\_\_
6. The Universal Declaration of \_\_\_\_\_
7. \_\_\_\_\_ Plan
8. Formation of North \_\_\_\_\_ Treaty Organization (NATO) and \_\_\_\_\_ Pact

### Efforts for reconstruction of Germany

1. \_\_\_\_\_ government installed in West Germany and West Berlin
2. Germany and Berlin divided among the four \_\_\_\_\_ powers
3. Emergence of \_\_\_\_\_ Germany as economic power in postwar Europe

### Efforts for reconstruction of Japan

1. United States occupation of \_\_\_\_\_ under MacArthur's administration
2. \_\_\_\_\_ and economic development
3. Elimination of Japanese \_\_\_\_\_ military capabilities; guarantee of Japan's security by the \_\_\_\_\_
4. Emergence of Japan as dominant economy in \_\_\_\_\_

### International Cooperative Organizations

- 1.
- 2.
- 3.

### The Universal Declaration of Human Rights

1. Established and adopted by members of the \_\_\_\_\_
2. Provided a code of conduct for the treatment of people under the \_\_\_\_\_ of their government

## Standard WHI.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 weaponry on patterns of conflict and cooperation since 1945.

### Essential Understanding

Competition between the United States and the U.S.S.R. laid the foundation for the Cold War.

The Cold War influenced the policies of the United States and the U.S.S.R. towards other nations and conflicts around the world.

The presence of nuclear weapons has influenced patterns of conflict and cooperation since 1945.

Communism failed as an economic system in the Soviet Union and elsewhere.

### Essential Questions

What events led to the Cold War?

What was the impact of nuclear weapons?

What were the causes and consequences of the collapse of the Soviet Union?

## Cold War

### Beginning of the Cold War (1945–1948)

1. The \_\_\_\_\_ Conference and the Soviet control of Eastern Europe
2. Rivalry between the \_\_\_\_\_ and the \_\_\_\_\_
3. \_\_\_\_\_ and the free enterprise system vs. \_\_\_\_\_ and communism
4. President Truman and the Policy of \_\_\_\_\_
5. Eastern Europe: Soviet satellite nations, the \_\_\_\_\_

### Characteristics of the Cold War (1948–1989)

1. North \_\_\_\_\_ Treaty Organization (NATO) vs. \_\_\_\_\_ Pact
2. \_\_\_\_\_ Conflict
3. \_\_\_\_\_ War
4. Berlin and significance of \_\_\_\_\_ Wall
5. \_\_\_\_\_ Missile Crisis
6. Nuclear weapons and the theory of \_\_\_\_\_

### Collapse of communism in the Soviet Union and Eastern Europe

1. \_\_\_\_\_ economic collapse
2. \_\_\_\_\_ in Warsaw Pact countries
3. Tearing down of \_\_\_\_\_ Wall
4. \_\_\_\_\_ of the Soviet Union
5. \_\_\_\_\_ of NATO

## Standard 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.

### Essential Understanding

Japanese occupation of European colonies in Asia heightened demands for independence after World War II.

After World War II, the United States pursued a policy of containment against communism. This policy included the development of regional alliances against Soviet and Chinese aggression. The Cold War led to armed conflict in Korea and Vietnam.

### Essential Questions

How did the Cold War influence conflicts in Eastern Asia after World War II?

What was the policy of containment?

## Revolutions in Eastern Asia

### Terms to know

\_\_\_\_\_ : A policy for preventing the expansion of communism

### Conflicts and revolutionary movements in China

1. Division of China into two nations at the end of the \_\_\_\_\_ civil war
2. Chiang Kai-shek (Jiang Jieshi): \_\_\_\_\_ China (island of \_\_\_\_\_)
3. Mao Tse-tung (Mao Zedong): \_\_\_\_\_ China (mainland China)
4. Continuing conflict between the two Chinas
5. Communist China's participation in \_\_\_\_\_ Conflict

### Conflicts and revolutionary movements in Vietnam

1. Role of \_\_\_\_\_ Imperialism
2. Leadership of \_\_\_\_\_
3. Vietnam as a \_\_\_\_\_ nation
4. Influence of policy of \_\_\_\_\_
5. The \_\_\_\_\_ and their involvement in the Vietnam War
6. Vietnam as a reunited \_\_\_\_\_ country today



## Standard 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.

### Essential Understanding

World leaders made major contributions to events in the second half of the twentieth century.

### Essential Questions

What roles did Indira Gandhi, Margaret Thatcher, Mikhail Gorbachev, and Deng Xiaoping play in major events in the second half of the twentieth century?

## Late 20<sup>th</sup> Century Leaders

### Indira Gandhi

1. Closer relationship between \_\_\_\_\_ and the Soviet Union during the Cold War
2. Developed \_\_\_\_\_ program

### Margaret Thatcher

1. \_\_\_\_\_ prime minister
2. Free trade and less government regulation of \_\_\_\_\_
3. Close relationship with \_\_\_\_\_ and U.S. foreign policy
4. Assertion of United Kingdom's \_\_\_\_\_ power

### Mikhail Gorbachev

1. G\_\_\_\_\_ and p\_\_\_\_\_
2. Fall of the \_\_\_\_\_ Wall
3. Last president of \_\_\_\_\_

### Deng Xiaoping (pronounced: Dung-Shou Ping the "Shou" is like shower)

[http://inogolo.com/pronunciation/d1064/Deng\\_Xiaoping](http://inogolo.com/pronunciation/d1064/Deng_Xiaoping)

1. Reformed \_\_\_\_\_ China's economy to a market economy leading to \_\_\_\_\_ economic growth
2. Continued \_\_\_\_\_ control of government

## Standard WHI.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.

### Essential Understanding

British policies and India's demand for self-rule led to the rise of the Indian independence movement, resulting in the creation of new states in the Indian sub-continent.

The Republic of India, a democratic nation, developed after the country gained independence.

### Essential Questions

Who was a leader of the Indian independence movement, and what tactics did he use?

What were the outcomes of the Indian independence movement?

## India's Independence

### Regional setting for the Indian independence movement

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

### Evolution of the Indian independence movement

1. \_\_\_\_\_ rule in India
2. Indian National \_\_\_\_\_
3. Leadership of Mohandas \_\_\_\_\_
4. Role of civil \_\_\_\_\_ and passive \_\_\_\_\_
5. Political division along \_\_\_\_\_ - \_\_\_\_\_ lines — Pakistan/India
6. Republic of \_\_\_\_\_
  - World's largest \_\_\_\_\_ nation
  - Federal system, giving many \_\_\_\_\_ to the states

### Indian democracy

1. Jawaharlal \_\_\_\_\_, a close associate of Gandhi, supported western-style \_\_\_\_\_.
2. 1950 Constitution sought to prohibit \_\_\_\_\_ discrimination.
3. Ethnic and religious \_\_\_\_\_ caused problems in the development of India as a democratic nation.
4. New economic development has helped to ease \_\_\_\_\_ problems of the nation.

## Standard 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 Jomo Kenyatta's leadership of Kenya and Nelson Mandela's role in South Africa.

### Essential Understanding

The charter of the United Nations guaranteed colonial populations the right to self-determination.

Independence movements in Africa challenged European imperialism.

### Essential Questions

Why did independence movements in Africa gain success after World War II?

What was Jomo Kenyatta's leadership role in Kenya?

What was Nelson Mandela's leadership role in South Africa?

## 20<sup>th</sup> Century Africa

### The independence movement in Africa

1. Right to self-\_\_\_\_\_ (U.N. charter)
2. Peaceful and violent \_\_\_\_\_ after World War II
3. Pride in \_\_\_\_\_ cultures and heritage
4. Resentment of \_\_\_\_\_ rule and economic exploitation
5. Loss of \_\_\_\_\_ by Great Britain, France, Belgium, and Portugal; influence of \_\_\_\_\_ rivalry during the Cold War

### Examples of independence movements and subsequent development efforts

1. West Africa: \_\_\_\_\_ transition
2. Algeria: \_\_\_\_\_ of Independence from France
3. Kenya (Britain): Violent struggle under leadership of \_\_\_\_\_
4. South Africa: Black South Africans' struggle against \_\_\_\_\_ led by Nelson \_\_\_\_\_, who became the first black \_\_\_\_\_ of the Republic of South Africa

Locate and label **Kenya**, **Algeria** and **South Africa** on the Africa map. Shade in the region of **West Africa**.



[http://upload.wikimedia.org/wikipedia/commons/7/79/Africa\\_map\\_blank.svg](http://upload.wikimedia.org/wikipedia/commons/7/79/Africa_map_blank.svg)

## Standard 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.

### Essential Understanding

The mandate system established after World War I was phased out after World War II. With the end of the mandates, new states were created in the Middle East.

### Essential Questions

What were the results of the United Nations' decision to end the mandate system in terms of states created (locations) and their subsequent problems?

What was the role of Golda Meir and Gamal Abdul Nasser in the creation of the states in the Middle East?

## Creation of Middle East States

### Mandates in the Middle East

1. Established by the League of \_\_\_\_\_
2. Granted \_\_\_\_\_ after World War II
3. Resulted in Middle East \_\_\_\_\_ created by \_\_\_\_\_ differences

### French mandates in the Middle East

1. \_\_\_\_\_
2. \_\_\_\_\_

### British mandates in the Middle East

1. \_\_\_\_\_ (originally Transjordan)
2. \_\_\_\_\_ (a part became independent as the State of Israel)

### Golda Meir

1. Prime Minister of \_\_\_\_\_
2. After initial setbacks, led Israel to victory in \_\_\_\_\_
3. Sought support of \_\_\_\_\_

### Gamal Abdul Nasser

1. President of \_\_\_\_\_
2. Nationalized \_\_\_\_\_
3. Established relationship with \_\_\_\_\_
4. Built \_\_\_\_\_ High Dam

## Standard WHI.15a

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.

### Essential Understanding

Five world religions have had a profound impact on culture and civilization.

### Essential Questions

What are some characteristics of the five major world religions?

## World Religions

### Judaism

1. M\_\_\_\_\_
2. Ten \_\_\_\_\_ of moral and religious conduct
3. \_\_\_\_\_: Written records and beliefs of the Jews

### Christianity

1. M\_\_\_\_\_
2. \_\_\_\_\_ as Son of God
3. Life after death
4. New \_\_\_\_\_: Life and teachings of Jesus
5. Establishment of Christian doctrines by early \_\_\_\_\_

### Islam

1. M\_\_\_\_\_
2. Muhammad, the \_\_\_\_\_
3. Qur'an (Koran)
4. \_\_\_\_\_ of Islam
5. Mecca and Medina

### Buddhism

1. Founder: \_\_\_\_\_ (Buddha)
2. Four Noble Truths
3. Eightfold Path to \_\_\_\_\_
4. Spread of Buddhism from India to China and other parts of Asia, resulting from \_\_\_\_\_ missionaries and their writings

### Hinduism

1. \_\_\_\_\_ of one God
2. \_\_\_\_\_: Rebirth based upon karma
3. \_\_\_\_\_: Knowledge that all thoughts and actions result in future consequences

## Standard WHI.15b

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

b) locating the geographic distribution of religions in the contemporary world.

### Essential Understanding

Five world religions have had a profound impact on culture and civilization. These religions are found worldwide, but their followers tend to be concentrated in certain geographic areas.

### Essential Questions

Where are the followers of the five world religions concentrated?

## Geography of World Religions

### Geographic distribution of world's major religions

1. Judaism: Concentrated in \_\_\_\_\_ and \_\_\_\_\_
2. \_\_\_\_\_: Concentrated in Europe and North and South America
3. Islam: Concentrated in the Middle East, \_\_\_\_\_, and Asia
4. \_\_\_\_\_: Concentrated in India
5. Buddhism: Concentrated in East and Southeast \_\_\_\_\_

Locate and label on the map where these religions are highly concentrated.



[http://wikimediafoundation.org/wiki/File:A\\_large\\_blank\\_world\\_map\\_with\\_oceans\\_marked\\_in\\_blue.svg](http://wikimediafoundation.org/wiki/File:A_large_blank_world_map_with_oceans_marked_in_blue.svg)

## Standard 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.

### Essential Understanding

Developed and developing nations face many challenges. These include migrations, ethnic and religious conflicts, and the impact of new technologies.

### Essential Questions

What are some challenges faced by the contemporary world?

What new technologies have created opportunities and challenges?

## Contemporary Issues

### Migrations of refugees and others

1. \_\_\_\_\_ as an issue in international conflicts
2. Migrations of “guest workers” to \_\_\_\_\_ cities

### Ethnic and religious conflicts

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

### Impact of new technologies

1. Widespread but unequal access to \_\_\_\_\_ and instantaneous communications
2. \_\_\_\_\_ engineering and \_\_\_\_\_

## Standard WHI.16b

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.

### Essential Understanding

Developed and developing nations are characterized by different levels of economic development, population characteristics, and social conditions.

Economic development and the rapid growth of population are having an impact on the environment.

Sound economic conditions contribute to a stable democracy, and political freedom helps foster economic development.

### Essential Questions

How does the developing world compare with the developed world in terms of economic, social, and population characteristics?

What impact are economic development and rapid population growth having on the environment?

What are the links between economic and political freedom?

## Developed and Developing Nations

### Contrasts between developed and developing nations

1. \_\_\_\_\_ locations of major developed and developing countries
2. \_\_\_\_\_ conditions
3. Social conditions (\_\_\_\_\_, access to \_\_\_\_\_)
4. Population size and rate of \_\_\_\_\_

### Factors affecting environment and society

1. \_\_\_\_\_ development
2. Rapid \_\_\_\_\_ growth

### Environmental challenges

- 1.
- 2.
- 3.

### Social challenges

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

### Relationship between economic and political freedom

- Free market economies produce \_\_\_\_\_ standards of living and an expanding \_\_\_\_\_ class, which produces growing demands for political \_\_\_\_\_ and individual rights. Recent examples include \_\_\_\_\_ and \_\_\_\_\_.



## Standard WHII.16c

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

c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements.

### Essential Understanding

The countries of the world are increasingly dependent on each other for raw materials, markets, and financial resources, although there is still a difference between the developed and developing nations.

### Essential Questions

How is economic interdependence changing the world?

## Economic Interdependence

### Economic interdependence

1. Role of rapid transportation, communication, and \_\_\_\_\_ networks
2. Rise and influence of \_\_\_\_\_ corporations
3. Changing role of international \_\_\_\_\_
4. Regional integration, e.g., \_\_\_\_\_
5. Trade agreements, e.g., North \_\_\_\_\_ Free Trade Agreement (NAFTA), World \_\_\_\_\_ Organization (WTO)
6. International organizations, e.g., United \_\_\_\_\_ (UN), International \_\_\_\_\_ Fund (IMF)

## Standard 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.

### Essential Understanding

Both developed and developing nations of the world have problems that are brought about by inequities in their social, cultural, and economic systems.

Some individuals choose to deal with these unequal conditions through the use of terrorist activities.

Terrorism is the use of violence and threats to intimidate and coerce for political reasons.

A major cause of terrorism is religious extremism.

### Essential Questions

What are some examples of international terrorism in our world today that have impacted developed and developing nations?

How has terrorism impacted developed and developing nations in the contemporary world?

## Terrorism

### Examples of international terrorism

1. Munich \_\_\_\_\_
2. Terrorist attacks in the United States (e.g., 9/11/2001) motivated by \_\_\_\_\_ (Osama bin Laden).
3. Car \_\_\_\_\_
4. \_\_\_\_\_ bombers
5. Airline \_\_\_\_\_

### Governmental responses to terrorist activities

1. S\_\_\_\_\_
2. Review of \_\_\_\_\_ rights
3. Security at ports and \_\_\_\_\_
4. \_\_\_\_\_ badges and photos