

The French Revolution

Over time, people have expressed a wide variety of opinions about the causes and outcomes of the French Revolution. The following excerpts, dating from the 1790s to 1859, illustrate this diversity of opinion.

A SECONDARY SOURCE

Charles Dickens

In 1859, the English writer Dickens wrote *A Tale of Two Cities*, a novel about the French Revolution for which he did much research. In the following scene, Charles Darnay—an aristocrat who gave up his title because he hated the injustices done to the people—has returned to France and been put on trial.

His judges sat upon the bench in feathered hats; but the rough red cap and tricolored cockade was the headdress otherwise prevailing. Looking at the jury and the turbulent audience, he might have thought that the usual order of things was reversed, and that the felons were trying the honest men. The lowest, cruelest, and worst populace of a city, never without its quantity of low, cruel, and bad, were the directing spirits of the scene. . . .

Charles Evrémonde, called Darnay, was accused by the public prosecutor as an emigrant, whose life was forfeit to the Republic, under the decree which banished all emigrants on pain of Death. It was nothing that the decree bore date since his return to France. There he was, and there was the decree; he had been taken in France, and his head was demanded.

"Take off his head!" cried the audience. "An enemy to the Republic!"

► In this illustration from *A Tale of Two Cities*, Sidney Carton goes to the guillotine in Darnay's place.

B PRIMARY SOURCE

Edmund Burke

Burke, a British politician, was one of the earliest and most severe critics of the French Revolution. In 1790, he expressed this opinion.

[The French have rebelled] against a mild and lawful monarch, with more fury, outrage, and insult, than ever any people has been known to rise against the most illegal usurper, or the most [bloodthirsty] tyrant. . . .

They have found their punishment in their success. Laws overturned; tribunals subverted; . . . the people impoverished; a church pillaged, and . . . civil and military anarchy made the constitution of the kingdom. . . .

Were all these dreadful things necessary?

C PRIMARY SOURCE

Thomas Paine

In 1790, Paine—a strong supporter of the American Revolution—defended the French Revolution against Burke and other critics.

It is no longer the paltry cause of kings or of this or of that individual, that calls France and her armies into action. It is the great cause of all. It is the establishment of a new era, that shall blot despotism from the earth, and fix, on the lasting principles of peace and citizenship, the great Republic of Man.

The scene that now opens itself to France extends far beyond the boundaries of her own dominions. Every nation is becoming her ally, and every court has become her enemy. It is now the cause of all nations, against the cause of all courts.



Document-Based QUESTIONS

1. In your own words, summarize the attitude toward the French Revolution expressed in each of these excerpts.
2. Why might Edmund Burke (Source B) be so against the French Revolution?
3. In Source C, what is the distinction Thomas Paine is making between nations and courts?



Napoleon Forges an Empire

MAIN IDEA

POWER AND AUTHORITY

Napoleon Bonaparte, a military genius, seized power in France and made himself emperor.

WHY IT MATTERS NOW

In times of political turmoil, military dictators often seize control of nations.

TERMS & NAMES

- Napoleon Bonaparte
- coup d'état
- plebiscite
- lycée
- concordat
- Napoleonic Code
- Battle of Trafalgar

SETTING THE STAGE Napoleon Bonaparte was quite a short man—just five feet three inches tall. However, he cast a long shadow over the history of modern times. He would come to be recognized as one of the world's greatest military geniuses, along with Alexander the Great of Macedonia, Hannibal of Carthage, and Julius Caesar of Rome. In only four years, from 1795 to 1799, Napoleon rose from a relatively obscure position as an officer in the French army to become master of France.

Napoleon Seizes Power

Napoleon Bonaparte was born in 1769 on the Mediterranean island of Corsica. When he was nine years old, his parents sent him to a military school. In 1785, at the age of 16, he finished school and became a lieutenant in the artillery. When the Revolution broke out, Napoleon joined the army of the new government.

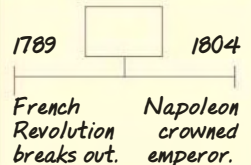
Hero of the Hour In October 1795, fate handed the young officer a chance for glory. When royalist rebels marched on the National Convention, a government official told Napoleon to defend the delegates. Napoleon and his gunners greeted the thousands of royalists with a cannonade. Within minutes, the attackers fled in panic and confusion. Napoleon Bonaparte became the hero of the hour and was hailed throughout Paris as the savior of the French republic.

In 1796, the Directory appointed Napoleon to lead a French army against the forces of Austria and the Kingdom of Sardinia. Crossing the Alps, the young general swept into Italy and won a series of remarkable victories. Next, in an attempt to protect French trade interests and to disrupt British trade with India, Napoleon led an expedition to Egypt. But he was unable to repeat the successes he had achieved in Europe. His army was pinned down in Egypt, and the British admiral Horatio Nelson defeated his naval forces. However, Napoleon managed to keep stories about his setbacks out of the newspapers and thereby remained a great hero to the people of France.

Coup d'État By 1799, the Directory had lost control of the political situation and the confidence of the French people. When Napoleon returned from Egypt, his friends urged him to seize political power. Napoleon took action in early November 1799. Troops under his command surrounded the national legislature and drove out most of its members. The lawmakers who remained then voted to

TAKING NOTES

Following Chronological Order On a time line, note the events that led to Napoleon's crowning as emperor of France.



History Makers



Napoleon Bonaparte
1769–1821

Because of his small stature and thick Corsican accent, Napoleon was mocked by his fellow students at military school. Haughty and proud, Napoleon refused to grace his tormentors' behavior with any kind of response. He simply ignored them, preferring to lose himself in his studies. He showed a particular passion for three subjects—classical history, geography, and mathematics.

In 1784, Napoleon was recommended for a career in the army and he transferred to the *Ecole Militaire* (the French equivalent of West Point) in Paris. There, he proved to be a fairly poor soldier, except when it came to artillery. His artillery instructor quickly noticed Napoleon's abilities: "He is most proud, ambitious, aspiring to everything. This young man merits our attention."

dissolve the Directory. In its place, they established a group of three consuls, one of whom was Napoleon. Napoleon quickly took the title of first consul and assumed the powers of a dictator. A sudden seizure of power like Napoleon's is known as a *coup*—from the French phrase **coup d'état** (koo day•TAH), or "blow to the state." **A**

At the time of Napoleon's coup, France was still at war. In 1799, Britain, Austria, and Russia joined forces with one goal in mind, to drive Napoleon from power. Once again, Napoleon rode from Paris at the head of his troops. Eventually, as a result of war and diplomacy, all three nations signed peace agreements with France. By 1802, Europe was at peace for the first time in ten years. Napoleon was free to focus his energies on restoring order in France.

Napoleon Rules France

At first, Napoleon pretended to be the constitutionally chosen leader of a free republic. In 1800, a **plebiscite** (PLEHB•ih•SYT), or vote of the people, was held to approve a new constitution. Desperate for strong leadership, the people voted overwhelmingly in favor of the constitution. This gave all real power to Napoleon as first consul.

Restoring Order at Home Napoleon did not try to return the nation to the days of Louis XVI. Rather, he kept many of the changes that had come with the Revolution. In general, he supported laws that would both strengthen the central government and achieve some of the goals of the Revolution.

His first task was to get the economy on a solid footing. Napoleon set up an efficient method of tax collection and established a national banking system. In addition to ensuring the government a steady supply of tax money, these actions promoted sound financial management and better control of the economy. Napoleon also took steps to end corruption and inefficiency in government. He dismissed

corrupt officials and, in order to provide the government with trained officials, set up **lycées**, or government-run public schools. These lycées were open to male students of all backgrounds. Graduates were appointed to public office on the basis of merit rather than family connections.

One area where Napoleon disregarded changes introduced by the Revolution was religion. Both the clergy and many peasants wanted to restore the position of the Church in France. Responding to their wishes, Napoleon signed a **concordat**, or agreement, with Pope Pius VII. This established a new relationship between church and state. The government recognized the influence of the Church, but rejected Church control in national affairs. The concordat gained Napoleon the support of the organized Church as well as the majority of the French people.

Napoleon thought that his greatest work was his comprehensive system of laws, known as the **Napoleonic Code**. This gave the country a uniform set of laws and eliminated many injustices. However, it actually limited liberty and promoted order and authority over individual rights. For example, freedom of speech and of the press, established during the Revolution, were restricted under the code. The code also restored slavery in the French colonies of the Caribbean.

MAIN IDEA

Analyzing Causes

A How was Napoleon able to become a dictator?

MAIN IDEA

Analyzing Motives

B Why do you think Napoleon crowned himself emperor?

Napoleon Crowned as Emperor In 1804, Napoleon decided to make himself emperor, and the French voters supported him. On December 2, 1804, dressed in a splendid robe of purple velvet, Napoleon walked down the long aisle of Notre Dame Cathedral in Paris. The pope waited for him with a glittering crown. As thousands watched, the new emperor took the crown from the pope and placed it on his own head. With this gesture, Napoleon signaled that he was more powerful than the Church, which had traditionally crowned the rulers of France. **B**

Napoleon Creates an Empire

Napoleon was not content simply to be master of France. He wanted to control the rest of Europe and to reassert French power in the Americas. He envisioned his western empire including Louisiana, Florida, French Guiana, and the French West Indies. He knew that the key to this area was the sugar-producing colony of Saint Domingue (now called Haiti) on the island of Hispaniola.

Loss of American Territories In 1789, when the ideas of the Revolution reached the planters in Saint Domingue, they demanded that the National Assembly give them the same privileges as the people of France. Eventually, enslaved Africans in the colony demanded their rights too—in other words, their freedom. A civil war erupted, and enslaved Africans under the leadership of Toussaint L'Ouverture seized control of the colony. In 1801, Napoleon decided to take back the colony and restore its productive sugar industry. However, the French forces were devastated by disease. And the rebels proved to be fierce fighters.

After the failure of the expedition to Saint Domingue, Napoleon decided to cut his losses in the Americas. He offered to sell all of the Louisiana Territory to the United States, and in 1803 President Jefferson's administration agreed to purchase the land for \$15 million. Napoleon saw a twofold benefit to the sale. First, he would gain money to finance operations in Europe. Second, he would punish the British. "The sale assures forever the power of the United States," he observed, "and I have given England a rival who, sooner or later, will humble her pride." **C**

Conquering Europe Having abandoned his imperial ambitions in the New World, Napoleon turned his attention to Europe. He had already annexed the Austrian Netherlands and parts of Italy to France and set up a puppet government in Switzerland. Now he looked to expand his influence further. Fearful of his ambitions, the British persuaded Russia, Austria, and Sweden to join them against France.

Napoleon met this challenge with his usual boldness. In a series of brilliant battles, he crushed the opposition. (See the map on page 666.) The commanders of the enemy armies could never predict his next move and often took heavy losses. After the Battle of Austerlitz in 1805, Napoleon issued a proclamation expressing his pride in his troops:

PRIMARY SOURCE

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

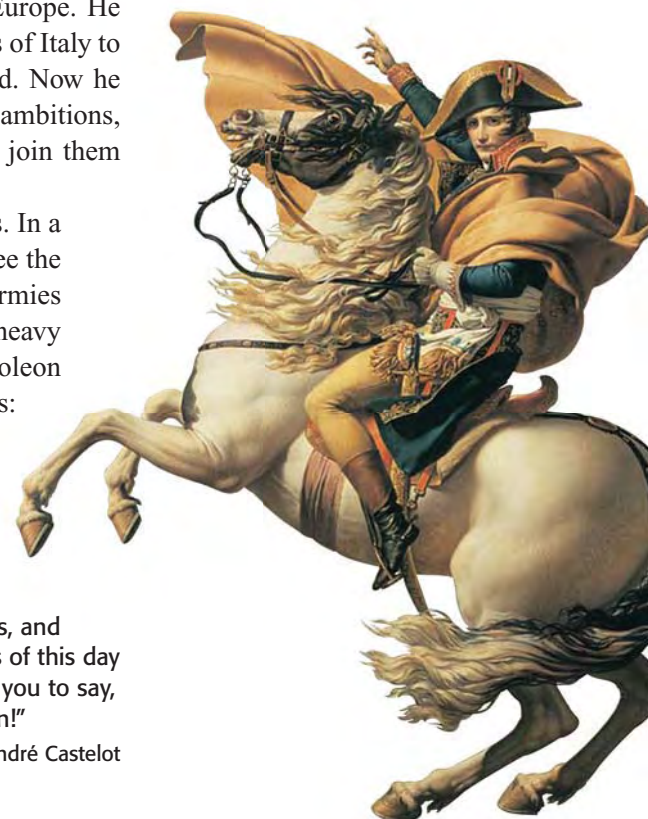
NAPOLÉON, quoted in *Napoleon* by André Castelot

MAIN IDEA

Recognizing Effects

C What effects did Napoleon intend the sale of Louisiana to have on France? on the United States? on Britain?

▼ This painting by Jacques Louis David shows Napoleon in a heroic pose.





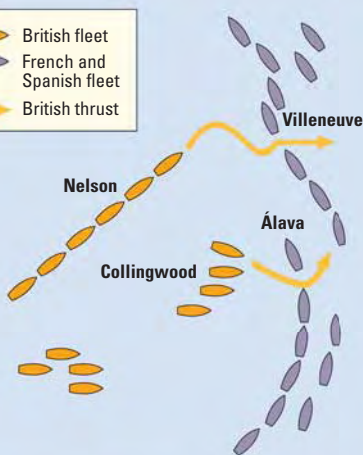
War in Europe, 1805–1813

INTERACTIVE



Battle of Trafalgar, Oct. 21, 1805

- British fleet
- French and Spanish fleet
- British thrust



By dividing Villeneuve's formation, Admiral Nelson captured nearly two-thirds of the enemy fleet.

Battle of Austerlitz, Dec. 2, 1805

- French forces
- Allied Russian, Prussian, and Austrian forces
- French thrust
- Allied thrust



By drawing an Allied attack on his right flank, Napoleon was able to split the Allied line at its center.

GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** What was the extent of the lands under Napoleon's control?
- Location** Where was the Battle of Trafalgar fought? What tactic did Nelson use in the battle, and why was it successful?

In time, Napoleon's battlefield successes forced the rulers of Austria, Prussia, and Russia to sign peace treaties. These successes also enabled him to build the largest European empire since that of the Romans. France's only major enemy left undefeated was the great naval power, Britain.

The Battle of Trafalgar In his drive for a European empire, Napoleon lost only one major battle, the **Battle of Trafalgar** (truh•FAL•guhr). This naval defeat, however, was more important than all of his victories on land. The battle took place in 1805 off the southwest coast of Spain. The British commander, Horatio Nelson, was as brilliant in warfare at sea as Napoleon was in warfare on land. In a bold maneuver, he split the larger French fleet, capturing many ships. (See the map inset on the opposite page.)

The destruction of the French fleet had two major results. First, it ensured the supremacy of the British navy for the next 100 years. Second, it forced Napoleon to give up his plans of invading Britain. He had to look for another way to control his powerful enemy across the English Channel. Eventually, Napoleon's extravagant efforts to crush Britain would lead to his own undoing.

The French Empire During the first decade of the 1800s, Napoleon's victories had given him mastery over most of Europe. By 1812, the only areas of Europe free from Napoleon's control were Britain, Portugal, Sweden, and the Ottoman Empire. In addition to the lands of the French Empire, Napoleon also controlled numerous supposedly independent countries. (See the map on the opposite page.) These included Spain, the Grand Duchy of Warsaw, and a number of German kingdoms in Central Europe. The rulers of these countries were Napoleon's puppets; some, in fact, were members of his family. Furthermore, the powerful countries of Russia, Prussia, and Austria were loosely attached to Napoleon's empire through alliances. Although not totally under Napoleon's control, they were easily manipulated by threats of military action. **D**

The French Empire was huge but unstable. Napoleon was able to maintain it at its greatest extent for only five years—from 1807 to 1812. Then it quickly fell to pieces. Its sudden collapse was caused in part by Napoleon's actions.

MAIN IDEA

Drawing Conclusions

D By 1805, how successful had Napoleon been in his efforts to build an empire?

SECTION

3

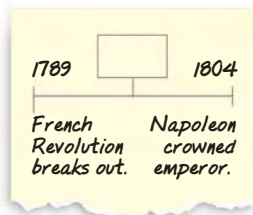
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Napoleon Bonaparte
- coup d'état
- plebiscite
- lycée
- concordat
- Napoleonic Code
- Battle of Trafalgar

USING YOUR NOTES

2. Which of these events do you think had the greatest impact on Napoleon's rise to power?



MAIN IDEAS

3. How did Napoleon become a hero in France?
4. What did Napoleon consider his greatest triumph in domestic policy?
5. How was Napoleon able to control the countries neighboring the French Empire?

CRITICAL THINKING & WRITING

6. **FORMING OPINIONS** In your opinion, was Napoleon the creator or the creation of his times?
7. **ANALYZING ISSUES** Napoleon had to deal with forces both inside and outside the French Empire. In your judgment, which area was more important to control?
8. **MAKING INFERENCES** If you had been a member of the bourgeoisie, would you have been satisfied with the results of Napoleon's actions? Explain.
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Look at the painting on page 665. Write a **paragraph** discussing why the painter portrayed Napoleon in this fashion.

CONNECT TO TODAY CREATING A VENN DIAGRAM

Identify and conduct research on a present-day world leader who has used dictatorial powers to rule his or her country. Use your findings to create a **Venn diagram** comparing this leader's use of power to Napoleon's use of power.



Napoleon's Empire Collapses

MAIN IDEA

POWER AND AUTHORITY

Napoleon's conquests aroused nationalistic feelings across Europe and contributed to his downfall.

WHY IT MATTERS NOW

In the 1990s, nationalistic feelings contributed to the breakup of nations such as Yugoslavia.

TERMS & NAMES

- blockade
- Continental System
- guerrilla
- Peninsular War
- scorched-earth policy
- Waterloo
- Hundred Days

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

TAKING NOTES

Recognizing Effects

Use a chart to identify Napoleon's three mistakes and the impact they had on the French Empire.

Napoleon's Mistakes	Effect on Empire

Napoleon's Costly Mistakes

Napoleon's own personality proved to be the greatest danger to the future of his empire. His desire for power had raised him to great heights, and the same love of power led him to his doom. In his efforts to extend the French Empire and crush Great Britain, Napoleon made three disastrous mistakes.

The Continental System In November 1806, Napoleon set up a **blockade**—a forcible closing of ports—to prevent all trade and communication between Great Britain and other European nations. Napoleon called this policy the **Continental System** because it was supposed to make continental Europe more self-sufficient. Napoleon also intended it to destroy Great Britain's commercial and industrial economy.

Napoleon's blockade, however, was not nearly tight enough. Aided by the British, smugglers managed to bring cargo from Britain into Europe. At times, Napoleon's allies also disregarded the blockade. Even members of Napoleon's family defied the policy, including his brother, Louis, whom he had made king of Holland. While the blockade weakened British trade, it did not destroy it. In addition, Britain responded with its own blockade. And because the British had a stronger navy, they were better able than the French to make the blockade work.

To enforce the blockade, the British navy stopped neutral ships bound for the continent and forced them to sail to a British port to be searched and taxed. American ships were among those stopped by the British navy. Angered, the U.S.

▼ "Little Johnny Bull"—Great Britain—waves a sword at Napoleon as the emperor straddles the globe.



Congress declared war on Britain in 1812. Even though the War of 1812 lasted two years, it was only a minor inconvenience to Britain in its struggle with Napoleon.

The Peninsular War In 1808, Napoleon made a second costly mistake. In an effort to get Portugal to accept the Continental System, he sent an invasion force through Spain. The Spanish people protested this action. In response, Napoleon removed the Spanish king and put his own brother, Joseph, on the throne. This outraged the Spanish people and inflamed their nationalistic feelings. The Spanish, who were devoutly Catholic, also worried that Napoleon would attack the Church. They had seen how the French Revolution had weakened the Catholic Church in France, and they feared that the same thing would happen to the Church in Spain.

For six years, bands of Spanish peasant fighters, known as **guerrillas**, struck at French armies in Spain. The guerrillas were not an army that Napoleon could defeat in open battle. Rather, they worked in small groups that ambushed French troops and then fled into hiding. The British added to the French troubles by sending troops to aid the Spanish. Napoleon lost about 300,000 men during this **Peninsular War**—so called because Spain lies on the Iberian Peninsula. These losses weakened the French Empire.

In Spain and elsewhere, nationalism, or loyalty to one's own country, was becoming a powerful weapon against Napoleon. People who had at first welcomed the French as their liberators now felt abused by a foreign conqueror. Like the Spanish guerrillas, Germans and Italians and other conquered peoples turned against the French. **A**

The Invasion of Russia Napoleon's most disastrous mistake of all came in 1812. Even though Alexander I had become Napoleon's ally, the Russian czar refused to stop selling grain to Britain. In addition, the French and Russian rulers suspected each other of having competing designs on Poland. Because of this breakdown in their alliance, Napoleon decided to invade Russia.

In June 1812, Napoleon and his Grand Army of more than 420,000 soldiers marched into Russia. As Napoleon advanced, Alexander pulled back his troops, refusing to be lured into an unequal battle. On this retreat, the Russians practiced a **scorched-earth policy**. This involved burning grain fields and slaughtering livestock so as to leave nothing for the enemy to eat.

▼ Francisco Goya's painting *The Third of May, 1808* shows a French firing squad executing Spanish peasants suspected of being guerrillas.

MAIN IDEA

Recognizing Effects

A How could the growing feelings of nationalism in European countries hurt Napoleon?





On September 7, 1812, the two armies finally clashed in the Battle of Borodino. (See the map on this page.) After several hours of indecisive fighting, the Russians fell back, allowing Napoleon to move on Moscow. When Napoleon entered Moscow seven days later, the city was in flames. Rather than surrender Russia's "holy city" to the French, Alexander had destroyed it. Napoleon stayed in the ruined city until the middle of October, when he decided to turn back toward France.

As the snows—and the temperature—began to fall in early November, Russian raiders mercilessly attacked Napoleon's ragged, retreating army. Many soldiers were killed in these clashes or died of their wounds. Still more dropped in their tracks from exhaustion, hunger, and cold. Finally, in the middle of December, the last survivors straggled out of Russia. The retreat from Moscow had devastated the Grand Army—only 10,000 soldiers were left to fight.

Napoleon's Downfall

Napoleon's enemies were quick to take advantage of his weakness. Britain, Russia, Prussia, and Sweden joined forces against him. Austria also declared war on Napoleon, despite his marriage to Marie Louise. All of the main powers of Europe were now at war with France.

Napoleon Suffers Defeat In only a few months, Napoleon managed to raise another army. However, most of his troops were untrained and ill prepared for battle. He faced the allied armies of the European powers outside the German city of Leipzig (LYP•sihg) in October 1813. The allied forces easily defeated his inexperienced army and French resistance crumbled quickly. By January of 1814, the allied armies were pushing steadily toward Paris. Some two months later, King

Frederick William III of Prussia and Czar Alexander I of Russia led their troops in a triumphant parade through the French capital.

Napoleon wanted to fight on, but his generals refused. In April 1814, he accepted the terms of surrender and gave up his throne. The victors gave Napoleon a small pension and exiled, or banished, him to Elba, a tiny island off the Italian coast. The allies expected no further trouble from Napoleon, but they were wrong.

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

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

In response, the European allies quickly marshaled their armies. The British army, led by the Duke of Wellington, prepared for battle near the village of **Waterloo** in Belgium. On June 18, 1815, Napoleon attacked. The British army defended its ground all day. Late in the afternoon, the Prussian army arrived. Together, the British and the Prussian forces attacked the French. Two days later, Napoleon's exhausted troops gave way, and the British and Prussian forces chased them from the field.

This defeat ended Napoleon's last bid for power, called the **Hundred Days**. Taking no chances this time, the British shipped Napoleon to St. Helena, a remote island in the South Atlantic. There, he lived in lonely exile for six years, writing his memoirs. He died in 1821 of a stomach ailment, perhaps cancer.

Without doubt, Napoleon was a military genius and a brilliant administrator. Yet all his victories and other achievements must be measured against the millions of lives that were lost in his wars. The French writer Alexis de Tocqueville summed up Napoleon's character by saying, "He was as great as a man can be without virtue." Napoleon's defeat opened the door for the freed European countries to establish a new order.



▲ British soldiers who fought at the battle of Waterloo received this medal.

MAIN IDEA
Analyzing Motives
B Why do you think the French people welcomed back Napoleon so eagerly?

SECTION 4 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- blockade
- Continental System
- guerrilla
- Peninsular War
- scorched-earth policy
- Waterloo
- Hundred Days

USING YOUR NOTES

2. Which of Napoleon's mistakes was the most serious? Why?

Napoleon's Mistakes	Effect on Empire

MAIN IDEAS

- How did Great Britain combat Napoleon's naval blockade?
- Why did Napoleon have trouble fighting the enemy forces in the Peninsular War?
- Why was Napoleon's delay of the retreat from Moscow such a great blunder?

CRITICAL THINKING & WRITING

- ANALYZING MOTIVES** Why did people in other European countries resist Napoleon's efforts to build an empire?
- EVALUATING COURSES OF ACTION** Napoleon had no choice but to invade Russia. Do you agree with this statement? Why or why not?
- FORMING AND SUPPORTING OPINIONS** Do you think that Napoleon was a great leader? Explain.
- WRITING ACTIVITY** **POWER AND AUTHORITY** In the role of a volunteer in Napoleon's army during the Hundred Days, write a **letter** to a friend explaining why you are willing to fight for the emperor.

CONNECT TO TODAY CREATING A MAP

Conduct research on how nationalist feelings affect world affairs today. Create a **map** showing the areas of the world where nationalist movements are active. Annotate the map with explanations of the situation in each area.



The Congress of Vienna

MAIN IDEA

POWER AND AUTHORITY After exiling Napoleon, European leaders at the Congress of Vienna tried to restore order and reestablish peace.

WHY IT MATTERS NOW

International bodies such as the United Nations play an active role in trying to maintain world peace and stability today.

TERMS & NAMES

- Congress of Vienna
- Klemens von Metternich
- balance of power
- legitimacy
- Holy Alliance
- Concert of Europe

SETTING THE STAGE European heads of government were looking to establish long-lasting peace and stability on the continent after the defeat of Napoleon. They had a goal of the new European order—one of collective security and stability for the entire continent. A series of meetings in Vienna, known as the [Congress of Vienna](#), were called to set up policies to achieve this goal. Originally, the Congress of Vienna was scheduled to last for four weeks. Instead, it went on for eight months.

TAKING NOTES

Recognizing Effects

Use a chart to show how the three goals of Metternich's plan at the Congress of Vienna solved a political problem.

Metternich's Plan	
Problem	Solution

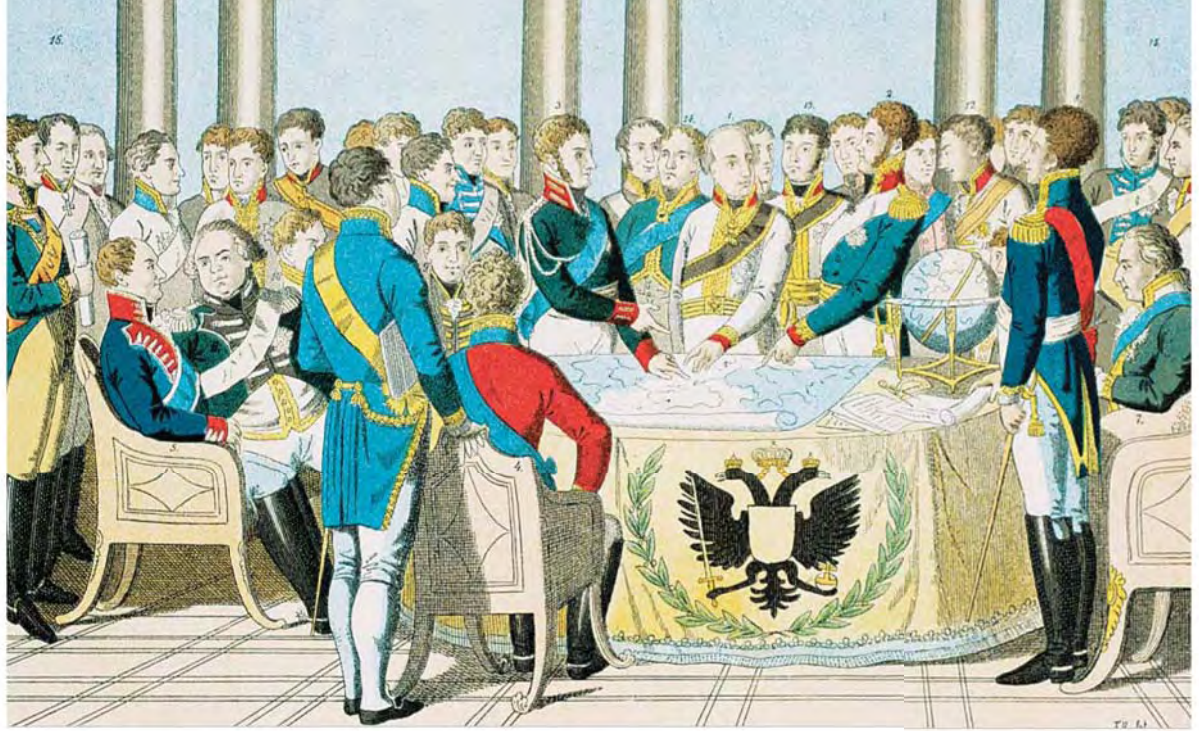
Metternich's Plan for Europe

Most of the decisions made in Vienna during the winter of 1814–1815 were made in secret among representatives of the five “great powers”—Russia, Prussia, Austria, Great Britain, and France. By far the most influential of these representatives was the foreign minister of Austria, Prince [Klemens von Metternich](#) (MEHT•uhr•nihk).

Metternich distrusted the democratic ideals of the French Revolution. Like most other European aristocrats, he felt that Napoleon's behavior had been a natural outcome of experiments with democracy. Metternich wanted to keep things as they were and remarked, “The first and greatest concern for the immense majority of every nation is the stability of laws—never their change.” Metternich had three goals at the Congress of Vienna. First, he wanted to prevent future French aggression by surrounding France with strong countries. Second, he wanted to restore a [balance of power](#), so that no country would be a threat to others. Third, he wanted to restore Europe's royal families to the thrones they had held before Napoleon's conquests.

The Containment of France The Congress took the following steps to make the weak countries around France stronger:

- The former Austrian Netherlands and Dutch Republic were united to form the Kingdom of the Netherlands.
- A group of 39 German states were loosely joined as the newly created German Confederation, dominated by Austria.
- Switzerland was recognized as an independent nation.
- The Kingdom of Sardinia in Italy was strengthened by the addition of Genoa.



These changes enabled the countries of Europe to contain France and prevent it from overpowering weaker nations. (See the map on page 674.)

▲ Delegates at the Congress of Vienna study a map of Europe.

Balance of Power Although the leaders of Europe wanted to weaken France, they did not want to leave it powerless. If they severely punished France, they might encourage the French to take revenge. If they broke up France, then another country might become so strong that it would threaten them all. Thus, the victorious powers did not exact a great price from the defeated nation. As a result, France remained a major but diminished European power. Also, no country in Europe could easily overpower another.

Legitimacy The great powers affirmed the principle of **legitimacy**—agreeing that as many as possible of the rulers whom Napoleon had driven from their thrones be restored to power. The ruling families of France, Spain, and several states in Italy and Central Europe regained their thrones. The participants in the Congress of Vienna believed that the return of the former monarchs would stabilize political relations among the nations.

The Congress of Vienna was a political triumph in many ways. For the first time, the nations of an entire continent had cooperated to control political affairs. The settlements they agreed upon were fair enough that no country was left bearing a grudge. Therefore, the Congress did not sow the seeds of future wars. In that sense, it was more successful than many other peace meetings in history.

By agreeing to come to one another's aid in case of threats to peace, the European nations had temporarily ensured that there would be a balance of power on the continent. The Congress of Vienna, then, created a time of peace in Europe. It was a lasting peace. None of the five great powers waged war on one another for nearly 40 years, when Britain and France fought Russia in the Crimean War. **A**

MAIN IDEA

Drawing Conclusions

A In what ways was the Congress of Vienna a success?

Political Changes Beyond Vienna

The Congress of Vienna was a victory for conservatives. Kings and princes resumed power in country after country, in keeping with Metternich's goals. Nevertheless, there were important differences from one country to another. Britain and France now had constitutional monarchies. Generally speaking, however, the governments in Eastern and Central Europe were more conservative. The rulers of Russia, Prussia, and Austria were absolute monarchs.



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** What parts of Napoleon's French Empire did France lose as a result of the Congress of Vienna?
- Region** In what sense did the territorial changes of 1815 reflect a restoration of order and balance?

Conservative Europe The rulers of Europe were very nervous about the legacy of the French Revolution. They worried that the ideals of liberty, equality, and fraternity might encourage revolutions elsewhere. Late in 1815, Czar Alexander I, Emperor Francis I of Austria, and King Frederick William III of Prussia signed an agreement called the **Holy Alliance**. In it, they pledged to base their relations with other nations on Christian principles in order to combat the forces of revolution. Finally, a series of alliances devised by Metternich, called the **Concert of Europe**, ensured that nations would help one another if any revolutions broke out.

Across Europe, conservatives held firm control of the governments, but they could not contain the ideas that had emerged during the French Revolution. France after 1815 was deeply divided politically. Conservatives were happy with the monarchy of Louis XVIII and were determined to make it last. Liberals, however, wanted the king to share more power with the legislature. And many people in the lower classes remained committed to the ideals of liberty, equality, and fraternity. Similarly, in other countries there was an explosive mixture of ideas and factions that would contribute directly to revolutions in 1830 and 1848. **B**

Despite their efforts to undo the French Revolution, the leaders at the Congress of Vienna could not turn back the clock. The Revolution had given Europe its first experiment in democratic government. Although the experiment had failed, it had set new political ideas in motion. The major political upheavals of the early 1800s had their roots in the French Revolution.

Revolution in Latin America The actions of the Congress of Vienna had consequences far beyond events in Europe. When Napoleon deposed the king of Spain during the Peninsular War, liberal Creoles (colonists born in Spanish America)

MAIN IDEA

Making Inferences

B What seeds of democracy had been sown by the French Revolution?

seized control of many colonies in the Americas. When the Congress of Vienna restored the king to the Spanish throne, royalist *peninsulares* (colonists born in Spain) tried to regain control of these colonial governments. The Creoles, however, attempted to retain and expand their power. In response, the Spanish king took steps to tighten control over the American colonies.

This action angered the Mexicans, who rose in revolt and successfully threw off Spain's control. Other Spanish colonies in Latin America also claimed independence. At about the same time, Brazil declared independence from Portugal. (See Chapter 24.)

Long-Term Legacy The Congress of Vienna left a legacy that would influence world politics for the next 100 years. The continent-wide efforts to establish and maintain a balance of power diminished the size and the power of France. At the same time, the power of Britain and Prussia increased.

Nationalism began to spread in Italy, Germany, Greece, and to other areas that the Congress had put under foreign control. Eventually, the nationalistic feelings would explode into revolutions, and new nations would be formed. European colonies also responded to the power shift. Spanish colonies took advantage of the events in Europe to declare their independence and break away from Spain.

At the same time, ideas about the basis of power and authority had changed permanently as a result of the French Revolution. More and more, people saw democracy as the best way to ensure equality and justice for all. The French Revolution, then, changed the social attitudes and assumptions that had dominated Europe for centuries. A new era had begun.

MAIN IDEA

Recognizing Effects

C How did the French Revolution affect not only Europe but also other areas of the world?

Connect to Today

Congress of Vienna and the United Nations

The Congress of Vienna and the Concert of Europe tried to keep the world safe from war. The modern equivalent of these agreements is the United Nations (UN), an international organization established in 1945 and continuing today, whose purpose is to promote world peace.

Like the Congress of Vienna, the United Nations was formed by major powers after a war—World War II. These powers agreed to cooperate to reduce tensions and bring greater harmony to international relations. Throughout its history, the United Nations has used diplomacy as its chief method of keeping the peace.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create a graphic organizer to show the major agencies and functions of the United Nations. Go to classzone.com for your research.

SECTION

5

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Congress of Vienna
- Klemens von Metternich
- balance of power
- legitimacy
- Holy Alliance
- Concert of Europe

USING YOUR NOTES

2. What was the overall effect of Metternich's plan on France?

Metternich's Plan	
Problem	Solution

MAIN IDEAS

3. What were the three points of Metternich's plan for Europe?
4. Why was the Congress of Vienna considered a success?
5. What was the long-term legacy of the Congress of Vienna?

CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** From France's point of view, do you think the Congress of Vienna's decisions were fair?
7. **ANALYZING ISSUES** Why did liberals and conservatives differ over who should have power?
8. **MAKING INFERENCES** What do you think is meant by the statement that the French Revolution let the "genie out of the bottle"?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** In the role of a newspaper editor in the early 1800s, write an **editorial**—pro or con—on the Congress of Vienna and its impact on politics in Europe.

CONNECT TO TODAY CREATING A SCRAPBOOK

Work in pairs to locate recent articles in newspapers and magazines on the peacekeeping efforts of the UN. Photocopy or clip the articles and use them to create a **scrapbook** titled "The UN as Peacekeeper."

Chapter 23 Assessment

VISUAL SUMMARY

The French Revolution and Napoleon

Long-Term Causes

- Social and economic injustices of the Old Regime
- Enlightenment ideas—liberty and equality
- Example furnished by the American Revolution

Immediate Causes

- Economic crisis—famine and government debt
- Weak leadership
- Discontent of the Third Estate

Revolution



- Fall of the Bastille
- National Assembly
- Declaration of the Rights of Man and of the Citizen and a new constitution

Immediate Effects

- End of the Old Regime
- Execution of monarch
- War with other European nations
- Reign of Terror
- Rise of Napoleon

Long-Term Effects

- Conservative reaction
- Decline in French power
- Spread of Enlightenment ideas
- Growth of nationalism
- Revolutions in Latin America

TERMS & NAMES

For each term or name below, briefly explain its connection to the French Revolution or the rise and fall of Napoleon.

1. estate
2. Great Fear
3. guillotine
4. Maximilien Robespierre
5. coup d'état
6. Napoleonic Code
7. Waterloo
8. Congress of Vienna

MAIN IDEAS

The French Revolution Begins Section 1 (pages 651–655)

9. Why were the members of the Third Estate dissatisfied with their way of life under the Old Regime?
10. Why was the fall of the Bastille important to the French people?

Revolution Brings Reform and Terror Section 2 (pages 656–662)

11. What political reforms resulted from the French Revolution?
12. What was the Reign of Terror, and how did it end?

Napoleon Forges an Empire Section 3 (pages 663–667)

13. What reforms did Napoleon introduce?
14. What steps did Napoleon take to create an empire in Europe?

Napoleon's Empire Collapses Section 4 (pages 668–671)

15. What factors led to Napoleon's defeat in Russia?
16. Why were the European allies able to defeat Napoleon in 1814 and again in 1815?

The Congress of Vienna Section 5 (pages 672–675)

17. What were Metternich's three goals at the Congress of Vienna?
18. How did the Congress of Vienna ensure peace in Europe?

CRITICAL THINKING

1. USING YOUR NOTES

Copy the chart of dates and events in Napoleon's career into your notebook.

For each event, draw an arrow up or down to show

whether Napoleon gained or lost power because of the event.

Defense of National Convention	Coup	Emperor	Winning battles	Trafalgar	Large empire	Russia	Elba	Waterloo
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1795	1799	1804	1805	1805	1810	1812	1814	1815

2. COMPARING AND CONTRASTING

ECONOMICS How were the economic conditions in France and the American colonies before their revolutions similar? How were they different?

3. ANALYZING ISSUES

REVOLUTION There is a saying: "Revolutions devour their own children." What evidence from this chapter supports that statement?

4. RECOGNIZING EFFECTS

POWER AND AUTHORITY How did the Congress of Vienna affect power and authority in European countries after Napoleon's defeat? Consider who held power in the countries and the power of the countries themselves.

STANDARDS-BASED ASSESSMENT

Use the excerpt—from the South American liberator Simón Bolívar, whose country considered giving refuge to Napoleon after Waterloo—and your knowledge of world history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33

PRIMARY SOURCE

If South America is struck by the thunderbolt of Bonaparte's arrival, misfortune will ever be ours if our country accords him a friendly reception. His thirst for conquest is insatiable [cannot be satisfied]; he has mowed down the flower of European youth . . . in order to carry out his ambitious projects. The same designs will bring him to the New World.

SIMÓN BOLÍVAR

1. In Bolívar's opinion, if his country gave Napoleon a friendly reception it would
 - A. be beset by misfortune.
 - B. become a great power in South America.
 - C. become a part of the French Empire.
 - D. be attacked by the United States.
2. Which of the following gives Bolívar's view of Napoleon?
 - A. His desire for power cannot be satisfied.
 - B. He is not ambitious.
 - C. He cares for the lives of others.
 - D. He does not want to come to the New World.

Use the map, which shows Great Britain and the French Empire in 1810, and your knowledge of world history to answer question 3.



3. What geographical barrier helped to protect Britain from an invasion by Napoleon?
 - A. Mediterranean Sea
 - B. English Channel
 - C. Alps
 - D. Pyrenees

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to **classzone.com**

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact *with* History

On page 650, you considered how to bring about change in the French government in the late 1700s. Now that you have read the chapter, reevaluate your thoughts on how to change an unjust government. Was violent revolution justified? effective? Would you have advised different actions? Discuss your opinions with a small group.

2. WRITING ABOUT HISTORY

Imagine that you lived in Paris throughout the French Revolution. Write **journal entries** on several of the major events of the Revolution. Include the following events:

- the storming of the Bastille
- the women's march on Versailles
- the trial of Louis XVI
- the Reign of Terror
- the rise of Napoleon

INTEGRATED TECHNOLOGY

NetExplorations: The French Revolution

Go to *NetExplorations* at **classzone.com** to learn more about the French Revolution. Then plan a virtual field trip to sites in France related to the revolution. Be sure to include sites outside Paris. Begin your research by exploring the Web sites recommended at *NetExplorations*. Include the following in your field trip plan:

- a one-paragraph description of each site and the events that happened there
- specific buildings, statues, or other items to view at each site
- documents and other readings to help visitors prepare for each stop on the field trip
- topics to discuss at each site
- a list of Web sites used to create your virtual field trip

CHAPTER 24

Nationalist Revolutions Sweep the West, 1789–1900

Previewing Main Ideas

REVOLUTION Inspired by Enlightenment ideas, the people of Latin America rebelled against European rule in the early 19th century. Rebels in Europe responded to nationalistic calls for independence.

Geography Study the time line. What were the first two countries in Latin America and the Caribbean to work toward independence?

POWER AND AUTHORITY Challenges by nationalist groups created unrest in Europe. Strong leaders united Italian lands and German-speaking lands.

Geography Based on the map, in which area of Europe did the greatest number of revolts occur?

CULTURAL INTERACTION Artists and intellectuals created new schools of thought. Romanticism and realism changed the way the world was viewed.

Geography Which event shown on the time line involves a realistic way to view the world?

INTEGRATED TECHNOLOGY

eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



VIDEO Patterns of Interaction:
Revolutions in Latin America
and South Africa



INTERNET RESOURCES

Go to classzone.com for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

LATIN AMERICA
AND EUROPE

WORLD

1800

1804

Haiti wins
freedom from
France.

1810

Padre Hidalgo
calls for Mexican
independence. ▶



1825

1804

Napoleon
crowned
Emperor. ▶



1815

Napoleon defeated
and exiled.

1837

Louis Daguerre
perfects a method
for photography.



Revolutions, 1848



1848
Revolts shake Europe.

1861
Russia frees serfs.

1870
Italy unites.

1871
Wilhelm I crowned Kaiser of united Germany. ▶



1850

1875

1900



1863
◀ Lincoln's Emancipation Proclamation frees enslaved persons in Confederate states.

1869
Suez Canal completed.

1884-1885
Berlin Conference divides Africa among European nations.

What symbolizes your country's values?

You are an artist in a nation that has just freed itself from foreign rule. The new government is asking you to design a symbol that will show what your country stands for. It's up to you to design the symbol that best suits the spirit and values of your people. Look at the symbols below. Will your symbol be peaceful or warlike, dignified or joyful? Or will it be a combination of these and other qualities?



Botswana

Industry and livestock are connected by water, the key to the country's prosperity. *Pula* in the Setswana language means "rain." But to a Setswana speaker, it is also a common greeting meaning luck, life, and prosperity.

Austria

The eagle was the symbol of the old Austrian Empire. The shield goes back to medieval times. The hammer and sickle symbolize agriculture and industry. The broken chains celebrate Austria's liberation from Germany at the end of World War II.



United States

The 13 original colonies are symbolized in the stars, stripes, leaves, and arrows. The Latin phrase *E pluribus unum* means "Out of many, one," expressing unity of the states. The American bald eagle holds an olive branch and arrows to symbolize a desire for peace but a readiness for war.

EXAMINING *the* ISSUES

- What values and goals of your new country do you want to show?
- Will your symbols represent your country's past or future?

As a class, discuss these questions. During the discussion, think of the role played by symbols in expressing a country's view of itself and the world. As you read about the rise of new nations in Latin America and Europe, think of how artists encourage national pride.



Latin American Peoples Win Independence

MAIN IDEA

REVOLUTION Spurred by discontent and Enlightenment ideas, peoples in Latin America fought colonial rule.

WHY IT MATTERS NOW

Sixteen of today's Latin American nations gained their independence at this time.

TERMS & NAMES

- *peninsulare*
- creole
- mulatto
- Simón Bolívar
- José de San Martín
- Miguel Hidalgo
- José María Morelos

SETTING THE STAGE The successful American Revolution, the French Revolution, and the Enlightenment changed ideas about who should control government. Ideas of liberty, equality, and democratic rule found their way across the seas to European colonies. In Latin America, most of the population resented the domination of European colonial powers. The time seemed right for the people who lived there to sweep away old colonial masters and gain control of the land.

Colonial Society Divided

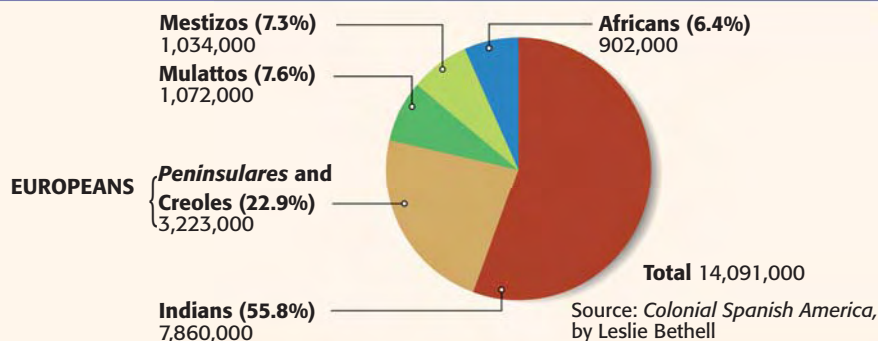
In Latin American colonial society, class dictated people's place in society and jobs. At the top of Spanish-American society were the *peninsulares* (peh•neen•soo•LAH•rehhs), people who had been born in Spain, which is on the Iberian peninsula. They formed a tiny percentage of the population. Only *peninsulares* could hold high office in Spanish colonial government. *Creoles*, Spaniards born in Latin America, were below the *peninsulares* in rank. Creoles could not hold high-level political office, but they could rise as officers in

TAKING NOTES

Clarifying Identify details about Latin American independence movements.

Who	Where
When	Why

The Divisions in Spanish Colonial Society, 1789



SKILLBUILDER: Interpreting Graphs

- Clarifying** Which two groups made up the vast majority of the population in Spanish America?
- Making Inferences** Of the Europeans, which group—peninsulares or creoles—probably made up a larger percentage?

Spanish colonial armies. Together these two groups controlled land, wealth, and power in the Spanish colonies.

Below the *peninsulares* and creoles came the mestizos, persons of mixed European and Indian ancestry. Next were the **mulattos**, persons of mixed European and African ancestry, and enslaved Africans. Indians were at the bottom of the social ladder.

Revolutions in the Americas

By the late 1700s, colonists in Latin America, already aware of Enlightenment ideas, were electrified by the news of the American and French Revolutions. The success of the American Revolution encouraged them to try to gain freedom from their European masters.

Revolution in Haiti The French colony called Saint Domingue was the first Latin American territory to free itself from European rule. The colony, now known as Haiti, occupied the western third of the island of Hispaniola in the Caribbean Sea.

Nearly 500,000 enslaved Africans worked on French plantations, and they outnumbered their masters dramatically. White masters used brutal methods to terrorize them and keep them powerless.

While the French Revolution was taking place, oppressed people in the French colony of Haiti rose up against their French masters. In August 1791, 100,000 enslaved Africans rose in revolt. A leader soon emerged, Toussaint L'Ouverture (too•SAN loo•vair•TOOR). Formerly enslaved, Toussaint was unfamiliar with military and diplomatic matters. Even so, he rose to become a skilled general and diplomat. By 1801, Toussaint had taken control of the entire island and freed all the enslaved Africans.

In January 1802, 30,000 French troops landed in Saint Domingue to remove Toussaint from power. In May, Toussaint agreed to halt the revolution if the French would end slavery. Despite the agreement, the French soon accused him of planning another uprising. They seized him and sent him to a prison in the French Alps, where he died in April 1803.

Haiti's Independence Toussaint's lieutenant, Jean-Jacques Dessalines (zhahn•ZHAHK day•sah•LEEN), took up the fight for freedom. On January 1, 1804, General Dessalines declared the colony an independent country. It was the first black colony to free itself from European control. Dessalines called the country Haiti, which in the language of the Arawak natives meant "mountainous land."

Creoles Lead Independence

Even though they could not hold high public office, creoles were the least oppressed of those born in Latin America. They were also the best educated. In fact, many wealthy young creoles traveled to Europe for their education. In Europe, they read about and adopted Enlightenment ideas. When they returned to Latin America, they brought ideas of revolution with them.

Napoleon's conquest of Spain in 1808 triggered revolts in the Spanish colonies. Removing Spain's King Ferdinand VII, Napoleon made his brother Joseph king of Spain. Many creoles might have supported a Spanish king. However, they felt no loyalty to a king imposed by the French. Creoles, recalling Locke's idea of the consent of the governed, argued that when the real king was removed, power shifted to the people. In 1810, rebellion broke out in several parts of Latin America. The drive toward independence had begun. **A**

▼ Toussaint L'Ouverture led enslaved Africans in a revolt against the French that ended slavery and resulted in the new nation of Haiti.



MAIN IDEA

Recognizing Effects

A How did the French Revolution affect the colonists in the Americas?



Simón Bolívar
1783–1830

Called *Libertador* (Liberator), Bolívar was a brilliant general, a visionary, a writer, and a fighter. He is called the “George Washington of South America.” Bolívar planned to unite the Spanish colonies of South America into a single country called Gran Colombia. The area of upper Peru was renamed Bolivia in his honor.

Discouraged by political disputes that tore the new Latin American nations apart, he is reported to have said, “America is ungovernable. Those who have served the revolution have ploughed the sea.”

José de San Martín
1778–1850

Unlike the dashing Bolívar, San Martín was a modest man. Though born in Argentina, he spent much of his youth in Spain as a career military officer. He fought with Spanish forces against Napoleon. He returned to Latin America to be a part of its liberation from Spain. Fighting for 10 years, he became the liberator of Argentina, Chile, and Peru.

Discouraged by political infighting, San Martín sailed for Europe. He died, almost forgotten, on French soil in 1850.



The South American wars of independence rested on the achievements of two brilliant creole generals. One was **Simón Bolívar** (see•MAWN boh•LEE•vahr), a wealthy Venezuelan creole. The other great liberator was **José de San Martín** (hoh•SAY day san mahr•TEEN), an Argentinian.

Bolívar’s Route to Victory Simón Bolívar’s native Venezuela declared its independence from Spain in 1811. But the struggle for independence had only begun. Bolívar’s volunteer army of revolutionaries suffered numerous defeats. Twice Bolívar had to go into exile. A turning point came in August 1819. Bolívar led over 2,000 soldiers on a daring march through the Andes into what is now Colombia. (See the 1830 map on page 685.) Coming from this direction, he took the Spanish army in Bogotá completely by surprise and won a decisive victory.

By 1821, Bolívar had won Venezuela’s independence. He then marched south into Ecuador. In Ecuador, Bolívar finally met José de San Martín. Together they would decide the future of the Latin American revolutionary movement.

San Martín Leads Southern Liberation Forces San Martín’s Argentina had declared its independence in 1816. However, Spanish forces in nearby Chile and Peru still posed a threat. In 1817, San Martín led an army on a grueling march across the Andes to Chile. He was joined there by forces led by Bernardo O’Higgins, son of a former viceroy of Peru. With O’Higgins’s help, San Martín finally freed Chile.

In 1821, San Martín planned to drive the remaining Spanish forces out of Lima, Peru. But to do so, he needed a much larger force. San Martín and Bolívar discussed this problem when they met at Guayaquil, Ecuador, in 1822.

No one knows how the two men reached an agreement. But San Martín left his army for Bolívar to command. With unified revolutionary forces, Bolívar’s army went on to defeat the Spanish at the Battle of Ayacucho (Peru) on December 9, 1824. In this last major battle of the war for independence, the Spanish colonies in Latin America won their freedom. The future countries of Venezuela, Colombia, Panama, and Ecuador were united into a country called Gran Colombia.

Struggling Toward Democracy

Revolutions are as much a matter of ideas as they are of weapons. Simón Bolívar, the hero of Latin American independence, was both a thinker and a fighter. By 1800, Enlightenment ideas spread widely across the Latin American colonies. Bolívar combined Enlightenment political ideas, ideas from Greece and Rome, and his own original thinking. The result was a system of democratic ideas that would help spark revolutions throughout Latin America.



After winning South American independence, Simón Bolívar realized his dream of Gran Colombia, a sort of United States of South America.



Patterns of Interaction

Struggling Toward Democracy: Revolutions in Latin America and South Africa

The Latin American independence movement is one example of how the Enlightenment spread democratic ideals throughout the world. Democratic ideals continue to inspire people to struggle for political independence and to overthrow oppressive governments.

Connect to Today

1. Making Inferences How are Enlightenment thought and the successes of the American and French Revolutions reflected in Bolívar's thinking?

See Skillbuilder Handbook, page R10.

2. Comparing What recent events in today's world are similar to Simón Bolívar's movement for Latin American independence?

Mexico Ends Spanish Rule

In most Latin American countries, creoles led the revolutionary movements. But in Mexico, ethnic and racial groups mixed more freely. There, Indians and mestizos played the leading role.

A Cry for Freedom In 1810, Padre **Miguel Hidalgo** (mee•GEHL ee•THAHL•goh), a priest in the small village of Dolores, took the first step toward independence. Hidalgo was a poor but well-educated man. He firmly believed in Enlightenment ideals. On September 16, 1810, he rang the bells of his village church. When the peasants gathered in the church, he issued a call for rebellion against the Spanish. Today, that call is known as the *grito de Dolores* (the cry of Dolores).

The very next day, Hidalgo's Indian and mestizo followers began a march toward Mexico City. This unruly army soon numbered 80,000 men. The uprising of the lower classes alarmed the Spanish army and creoles, who feared the loss of their property, control of the land, and their lives. The army defeated Hidalgo in 1811. The rebels then rallied around another strong leader, Padre **José María Morelos** (moh•RAY•lohs). Morelos led the revolution for four years. However, in 1815, a creole officer, Agustín de Iturbide (ah•goos•TEEN day ee•toor•BEE•day), defeated him.

Mexico's Independence Events in Mexico took yet another turn in 1820 when a revolution in Spain put a liberal group in power there. Mexico's creoles feared the loss of their privileges in the Spanish-controlled colony. So they united in support of Mexico's independence from Spain. Ironically, Agustín de Iturbide—the man who had defeated the rebel Padre Morelos—proclaimed independence in 1821.



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** What two European countries held the largest colonial empires in Latin America in 1800?
- Region** Comparing the two maps, which independent countries had emerged by 1830 from Spanish territory in the Americas?

Before the Mexican revolution, Central America was part of the viceroyalty of New Spain. It had been governed by the Spanish from the seat of colonial government in Mexico. In 1821, several Central American states declared their independence from Spain—and from Mexico as well. However, Iturbide (who had declared himself emperor), refused to recognize the declarations of independence. Iturbide was finally overthrown in 1823. Central America then declared its absolute independence from Mexico. It took the name the United Provinces of Central America. The future countries of Nicaragua, Guatemala, Honduras, El Salvador, and Costa Rica would develop in this region.

Brazil's Royal Liberator

Brazil's quest for independence was unique in this period of Latin American history because it occurred without violent upheavals or widespread bloodshed. In fact, a member of the Portuguese royal family actually played a key role in freeing Brazil from Portugal.

In 1807, Napoleon's armies invaded both Spain and Portugal. Napoleon's aim was to close the ports of these countries to British shipping. As French troops approached Lisbon, the Portuguese capital, Prince John (later King John VI) and the royal family boarded ships to escape capture. They took their court and royal treasury to Portugal's largest colony, Brazil. Rio de Janeiro became the capital of the Portuguese empire. For 14 years, the Portuguese ran their empire from Brazil. After Napoleon's defeat in 1815, King John and the Portuguese government returned to Portugal six years later. Dom Pedro, King John's son, stayed behind in Brazil.

King John planned to make Brazil a colony again. However, many Brazilians could not accept a return to colonial status. In 1822, creoles demanded Brazil's independence from Portugal. Eight thousand Brazilians signed a petition asking Dom Pedro to rule. He agreed. On September 7, 1822, he officially declared Brazil's independence. Brazil had won its independence in a bloodless revolution. **B**

Meanwhile, the ideas of the French Revolution and the aftermath of the Napoleonic Wars were causing upheaval in Europe, as you will learn in Section 2.

MAIN IDEA

Making Inferences

B In what way did the presence of the royal family in Brazil help Portugal's largest colony?

SECTION 1 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

• *peninsulare* • creole • mulatto • Simón Bolívar • José de San Martín • Miguel Hidalgo • José María Morelos

USING YOUR NOTES

2. Which independence movement was led by Toussaint L'Ouverture?

Who	Where
When	Why

MAIN IDEAS

- How was Spanish colonial society structured?
- How was the Haitian Revolution different from revolutions in the rest of Latin America?
- Which groups led the quest for Mexican independence?

CRITICAL THINKING & WRITING

- COMPARING AND CONTRASTING** Compare and contrast the leadership of the South American revolutions to the leadership of Mexico's revolution.
- FORMING AND SUPPORTING OPINIONS** Would creole revolutionaries tend to be democratic or authoritarian leaders? Explain.
- ANALYZING CAUSES** How were events in Europe related to the revolutions in Latin America?
- WRITING ACTIVITY** **REVOLUTION** Write a **response** to this statement: "Through its policies, Spain gave up its right to rule in South America."

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to find information on the Mexican Indian rebel group, the *Zapatistas*. Create a **multimedia presentation** describing the group and its goals.

INTERNET KEYWORD
Zapatistas

Europe Faces Revolutions

MAIN IDEA

REVOLUTION Liberal and nationalist uprisings challenged the old conservative order of Europe.

WHY IT MATTERS NOW

The system of nation-states established in Europe during this period continues today.

TERMS & NAMES

- conservative
- liberal
- radical
- nationalism
- nation-state
- the Balkans
- Louis-Napoleon
- Alexander II

SETTING THE STAGE As revolutions shook the colonies in Latin America, Europe was also undergoing dramatic changes. Under the leadership of Prince Metternich of Austria, the Congress of Vienna had tried to restore the old monarchies and territorial divisions that had existed before the French Revolution. (See Chapter 23.) On an international level, this attempt to turn back history succeeded. For the next century, European countries seldom turned to war to solve their differences. Within countries, however, the effort failed. Revolutions erupted across Europe between 1815 and 1848.

Clash of Philosophies

In the first half of the 1800s, three schools of political thought struggled for supremacy in European societies. Each believed that its style of government would best serve the people. Each attracted a different set of followers. The list below identifies the philosophies, goals, and followers.

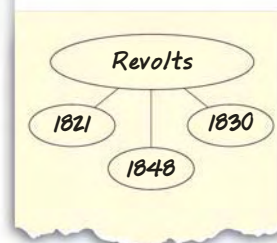
- **Conservative:** usually wealthy property owners and nobility. They argued for protecting the traditional monarchies of Europe.
- **Liberal:** mostly middle-class business leaders and merchants. They wanted to give more power to elected parliaments, but only the educated and the landowners would vote.
- **Radical:** favored drastic change to extend democracy to all people. They believed that governments should practice the ideals of the French Revolution—liberty, equality, and brotherhood.

▼ Prince Clemens von Metternich shaped conservative control of Europe for almost 40 years.



TAKING NOTES

Summarizing Identify major revolutions in Europe.



Nationalism Develops

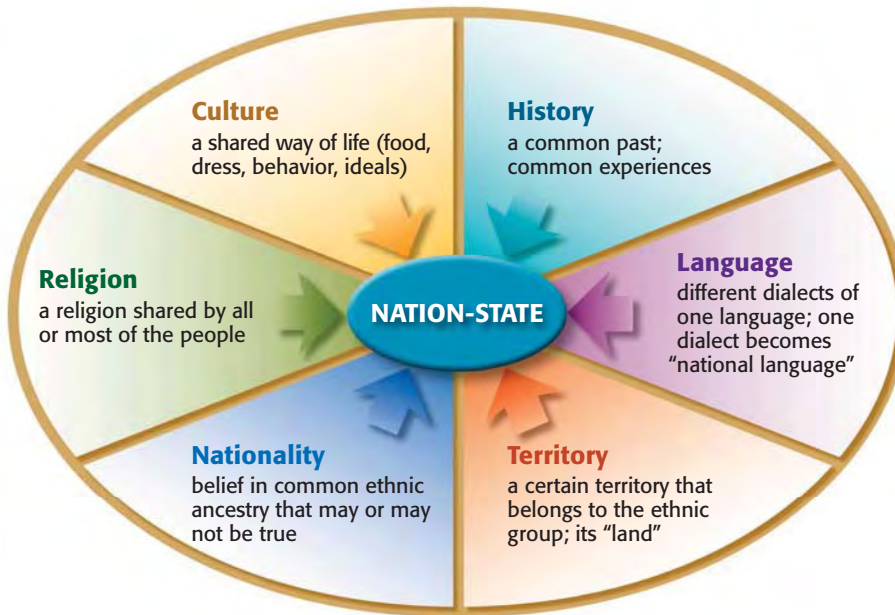
As conservatives, liberals, and radicals debated issues of government, a new movement called nationalism emerged. **Nationalism** is the belief that people's greatest loyalty should not be to a king or an empire but to a nation of people who share a common culture and history. The nationalist movement would blur the lines that separated the three political theories.

When a nation had its own independent government, it became a **nation-state**. A nation-state defends the nation's territory and way of life, and it represents the nation to the rest of the world. In Europe in 1815, only

Nationalism

Nationalism—the belief that people should be loyal to their nation—was not widespread until the 1800s. The rise of modern nationalism is tied to the spread of democratic ideas and the growth of an educated middle class. People wanted to decide how they were governed, instead of having monarchs impose government on them.

Bonds That Create a Nation-State



Positive and Negative Results of Nationalism

Nationalism has not always been a positive influence. For example, extremely strong nationalistic feelings sometimes lead a group to turn against outsiders. The chart below lists some positive and negative results of nationalism. Note how some results, such as competition, can be both positive and negative.

Positive Results	Negative Results
<ul style="list-style-type: none"> • People within a nation overcoming their differences for the common good • The overthrow of colonial rule • Democratic governments in nations throughout the world • Competition among nations spurring scientific and technological advances 	<ul style="list-style-type: none"> • Forced assimilation of minority cultures into a nation's majority culture • Ethnic cleansing, such as in Bosnia and Herzegovina in the 1990s • The rise of extreme nationalistic movements, such as Nazism • Competition between nations leading to warfare

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on nationalism, go to classzone.com

> DATA FILE

IMPACT OF NATIONALISM

- Between 1950 and 1980, 47 African countries overthrew colonial rulers and became independent nations.
- In the 1990s, the republics of Bosnia and Herzegovina, Croatia, Slovenia, and Macedonia broke away from Yugoslavia.
- In 2003, Yugoslavia changed its name to Serbia and Montenegro.
- Europe has 47 countries. (Some of those lie partially in Europe, partially in Asia.) About 50 languages are spoken in the region.
- In most of Latin America, Spanish or Portuguese is the official language. However, many native languages are still spoken. For example, Bolivia has three official languages: Spanish and the Indian languages of Aymara and Quechua.

Connect to Today

1. Forming and Supporting Opinions

Do you think nationalism has had more of a positive or negative impact on the world? Support your opinion with evidence.

See Skillbuilder Handbook, page R20.

2. Comparing and Contrasting

Which of the bonds used to create nation-states are found in the United States?

France, England, and Spain could be called nation-states. But soon that would change as nationalist movements achieved success.

Most of the people who believed in nationalism were either liberals or radicals. In most cases, the liberal middle class—teachers, lawyers, and businesspeople—led the struggle for constitutional government and the formation of nation-states. In Germany, for example, liberals wanted to gather the many different German states into a single nation-state. Other liberals in large empires, such as the Hungarians in the Austrian Empire, wanted to split away and establish self-rule.

Nationalists Challenge Conservative Power

The first people to win self-rule during this period were the Greeks. For centuries, Greece had been part of the Ottoman Empire. The Ottomans controlled most of **the Balkans**. That region includes all or part of present-day Greece, Albania, Bulgaria, Romania, Turkey, and the former Yugoslavia. Greeks, however, had kept alive the memory of their ancient history and culture. Spurred on by the nationalist spirit, they demanded independence and rebelled against the Ottoman Turks in 1821.

Greeks Gain Independence The most powerful European governments opposed revolution. However, the cause of Greek independence was popular with people around the world. Russians, for example, felt a connection to Greek Orthodox Christians, who were ruled by the Muslim Ottomans. Educated Europeans and Americans loved and respected ancient Greek culture.

Eventually, as popular support for Greece grew, the powerful nations of Europe took the side of the Greeks. In 1827, a combined British, French, and Russian fleet destroyed the Ottoman fleet at the Battle of Navarino. In 1830, Britain, France, and Russia signed a treaty guaranteeing an independent kingdom of Greece. **A**

1830s Uprisings Crushed By the 1830s, the old order, carefully arranged at the Congress of Vienna, was breaking down. Revolutionary zeal swept across Europe. Liberals and nationalists throughout Europe were openly revolting against conservative governments.

Nationalist riots broke out against Dutch rule in the Belgian city of Brussels. In October 1830, the Belgians declared their independence from Dutch control. In Italy, nationalists worked to unite the many separate states on the Italian peninsula. Some were independent. Others were ruled by Austria, or by the pope. Eventually, Prince Metternich sent Austrian troops to restore order in Italy. The Poles living under the rule of Russia staged a revolt in Warsaw late in 1830. Russian armies took nearly an entire year to crush the Polish uprising. By the mid-1830s, the old order seemed to have reestablished itself. But the appearance of stability did not last long.

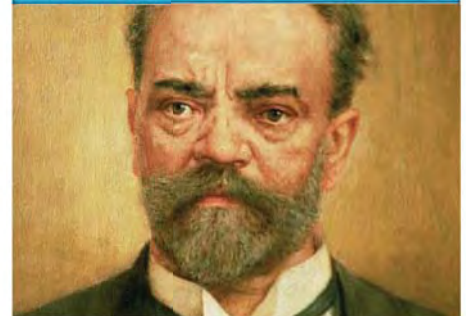
1848 Revolutions Fail to Unite In 1848, ethnic uprisings erupted throughout Europe. (See the map on page 679.) After an unruly mob in Vienna clashed with police, Metternich resigned and liberal uprisings broke out throughout the Austrian empire. In Budapest, nationalist leader Louis Kossuth called for a parliament and self-government

MAIN IDEA

Analyzing Motives

A Why would Europeans and Americans support the Greek revolutionary movement?

Social History



Nationalistic Music

As the force of nationalism began to rise in Europe, ethnic groups recognized their music as a unique element of their culture. Composers used folk melodies in their works. For example, Czech composer Antonin Dvořák (DVAWR-zhahk), pictured above, and the Norwegian composer Edvard Grieg incorporated popular melodies and legends into their works. These works became a source of pride and further encouraged the sense of nationalism. Richard Wagner created a cycle of four musical dramas called *Der Ring des Nibelungen*. His operas are considered the pinnacle of German nationalism.



▲ In *Combat Before the Hotel de Ville, July 28th, 1830*, Victor Schnetz portrays the riots in Paris that forced Charles X to flee to Great Britain.

for Hungary. Meanwhile in Prague, Czech liberals demanded Bohemian independence.

European politics continued to seesaw. Many liberal gains were lost to conservatives within a year. In one country after another, the revolutionaries failed to unite themselves or their nations. Conservatives regained their nerve and their power. By 1849, Europe had practically returned to the conservatism that had controlled governments before 1848. **B**

MAIN IDEA

Hypothesizing

B Why weren't the revolutions of 1830 and 1848 successful?

Radicals Change France

Radicals participated in many of the 1848 revolts. Only in France, however, was the radical demand for democratic government the main goal of revolution. In 1830, France's King Charles X tried to stage a return to absolute monarchy. The attempt sparked riots that forced Charles to flee to Great Britain. He was replaced by Louis-Philippe, who had long supported liberal reforms in France.

The Third Republic However, in 1848, after a reign of almost 18 years, Louis-Philippe fell from popular favor. Once again, a Paris mob

overturned a monarchy and established a republic. The new republican government began to fall apart almost immediately. The radicals split into factions. One side wanted only political reform. The other side also wanted social and economic reform. The differences set off bloody battles in Parisian streets. The violence turned French citizens away from the radicals. As a result, a moderate constitution was drawn up later in 1848. It called for a parliament and a strong president to be elected by the people.

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

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

Reform in Russia

Unlike France, Russia in the 1800s had yet to leap into the modern industrialized world. Under Russia's feudal system, serfs were bound to the nobles whose land they worked. Nobles enjoyed almost unlimited power over them. By the 1820s, many Russians believed that serfdom must end. In their eyes, the system was morally wrong. It also prevented the empire from advancing economically. The czars, however, were reluctant to free the serfs. Freeing them would anger the landowners, whose support the czars needed to stay in power.

MAIN IDEA

Summarizing

C How would you describe the political swings occurring in France between 1830 and 1852?

Defeat Brings Change Eventually, Russia's lack of development became obvious to Russians and to the whole world. In 1853, Czar Nicholas I threatened to take over part of the Ottoman Empire in the Crimean War. However, Russia's industries and transportation system failed to provide adequate supplies for the country's troops. As a result, in 1856, Russia lost the war against the combined forces of France, Great Britain, Sardinia, and the Ottoman Empire.

After the war, Nicholas's son, **Alexander II**, decided to move Russia toward modernization and social change. Alexander and his advisers believed that his reforms would allow Russia to compete with western Europe for world power.

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

Political and social reforms ground to a halt when terrorists assassinated Alexander II in 1881. His successor, Alexander III, tightened czarist control over the country. Alexander III and his ministers, however, encouraged industrial development to expand Russia's power. A major force behind Russia's drive toward industrial expansion was nationalism. Nationalism also stirred other ethnic groups. During the 1800s, such groups were uniting into nations and building industries to survive among other nation-states. **D**

MAIN IDEA

Analyzing Issues

D Why did czars push for industrialization?



History in Depth

Emancipation

In 1861, on the day before Abraham Lincoln became president of the United States, Czar Alexander II issued the Edict of Emancipation, freeing 20 million serfs. Less than two years later, President Lincoln issued the Emancipation Proclamation, freeing enslaved peoples living under the Confederacy.

The emancipation edicts did not entirely fulfill the hopes of Russian serfs or former slaves in the United States. Russian peasant communities, like the one pictured above, were still tied to the land. And Lincoln did not free enslaved people in the border states.

SECTION

2

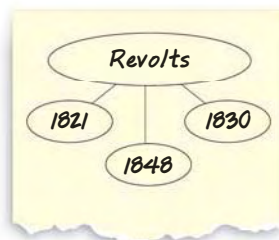
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- conservative
- liberal
- radical
- nationalism
- nation-state
- the Balkans
- Louis-Napoleon
- Alexander II

USING YOUR NOTES

2. Why did most of the revolts fail?



MAIN IDEAS

3. How were radicals different from liberals?
4. Why did France's Third Republic fail?
5. What was the driving force behind Russia's industrial expansion?

CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** Why might liberals and radicals join together in a nationalist cause?
7. **DRAWING CONCLUSIONS** Why did some liberals disapprove of the way Louis-Napoleon ruled France after the uprisings of 1848?
8. **EVALUATING DECISIONS** What consequences did Alexander's reforms have on Russia?
9. **WRITING ACTIVITY** **REVOLUTION** Imagine you live in Europe in 1848. Write a **letter** to a friend, stating your political position—conservative, liberal, or radical. Express your feelings about the uprisings and the future of Europe.

CONNECT TO TODAY WRITING A TV NEWS SCRIPT

Early in the 21st century, hostility between Greeks and Turks on the island of Cyprus was reduced. Prepare a **TV news script** about the current status of governing the island.



Nationalism

CASE STUDY: Italy and Germany

MAIN IDEA

POWER AND AUTHORITY

Nationalism contributed to the formation of two new nations and a new political order in Europe.

WHY IT MATTERS NOW

Nationalism is the basis of world politics today and has often caused conflicts and wars.

TERMS & NAMES

- Russification
- Camillo di Cavour
- Giuseppe Garibaldi
- Junker
- Otto von Bismarck
- realpolitik
- kaiser

SETTING THE STAGE Nationalism was the most powerful idea of the 1800s. Its influence stretched throughout Europe and the Americas. It shaped countries by creating new ones or breaking up old ones. In Europe, it also upset the balance of power set up at the Congress of Vienna in 1815, affecting the lives of millions. Empires in Europe were made up of many different groups of people. Nationalism fed the desire of most of those groups to be free of the rule of empires and govern themselves in their traditional lands.

TAKING NOTES

Following Chronological Order List major events in the unification of Italy and of Germany.

1800 1900

Nationalism: A Force for Unity or Disunity

During the 1800s, nationalism fueled efforts to build nation-states. Nationalists were not loyal to kings, but to their people—to those who shared common bonds. Nationalists believed that people of a single “nationality,” or ancestry, should unite under a single government. However, people who wanted to restore the old order from before the French Revolution saw nationalism as a force for disunity.

Gradually, authoritarian rulers began to see that nationalism could also unify masses of people. They soon began to use nationalist feelings for their own purposes. They built nation-states in areas where they remained firmly in control.

Types of Nationalist Movements

Type	Characteristics	Examples
Unification	• Mergers of politically divided but culturally similar lands	• 19th century Germany • 19th century Italy
Separation	• Culturally distinct group resists being added to a state or tries to break away	• Greeks in the Ottoman Empire • French-speaking Canadians
State-building	• Culturally distinct groups form into a new state by accepting a single culture	• The United States • Turkey

SKILLBUILDER: Interpreting Charts

- 1. Categorizing** What types of nationalist movements can evolve in lands with culturally distinct groups?
- 2. Drawing Conclusions** What must be present for state-building to take place?

In the chart on page 692, you can see the characteristics and examples of three types of nationalist movements. In today's world, groups still use the spirit of nationalism to unify, separate, or build up nation-states.

Nationalism Shakes Aging Empires

Three aging empires—the Austrian Empire of the Hapsburgs, the Russian Empire of the Romanovs, and the Ottoman Empire of the Turks—contained a mixture of ethnic groups. Control of land and ethnic groups moved back and forth between these empires, depending on victories or defeats in war and on royal marriages. When nationalism emerged in the 19th century, ethnic unrest threatened and eventually toppled these empires.

The Breakup of the Austrian Empire The Austrian Empire brought together Slovenes, Hungarians, Germans, Czechs, Slovaks, Croats, Poles, Serbs, and Italians. In 1866, Prussia defeated Austria in the Austro-Prussian War. With its victory, Prussia gained control of the newly organized North German Confederation, a union of Prussia and 21 smaller German political units. Then, pressured by the Hungarians, Emperor Francis Joseph of Austria split his empire in half, declaring Austria and Hungary independent states, with himself as ruler of both. The empire was now called Austria-Hungary or the Austro-Hungarian Empire. Nationalist disputes continued to weaken the empire for more than 40 years. Finally, after World War I, Austria-Hungary broke into several separate nation-states.

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

The ruling Romanov dynasty of Russia was determined to maintain iron control over this diversity. They instituted a policy of **Russification**, forcing Russian culture on all the ethnic groups in the empire. This policy actually strengthened ethnic nationalist feelings and helped to disunify Russia. The weakened czarist empire finally could not withstand the double shock of World War I and the communist revolution. The last Romanov czar gave up his power in 1917. **A**

The Ottoman Empire Weakens The ruling Turks of the Ottoman Empire controlled Greeks, Slavs, Arabs, Bulgarians, and Armenians. In 1856, under pressure from the British and French, the Ottomans granted equal citizenship to all the people under their rule. That measure angered conservative Turks, who wanted no change in the situation, and caused tensions in the empire. For example, in response to nationalism in

MAIN IDEA

Making Inferences

A Why might a policy like Russification produce results that are opposite those intended?



◀ Driven from their homes, Armenians beg for bread at a refugee center.

Armenia, the Ottomans massacred and deported Armenians from 1894 to 1896 and again in 1915. Like Austria-Hungary, the Ottoman Empire broke apart soon after World War I.

CASE STUDY: ITALY

Cavour Unites Italy

While nationalism destroyed empires, it also built nations. Italy was one of the countries to form from the territory of crumbling empires. Between 1815 and 1848, fewer and fewer Italians were content to live under foreign rulers.

Cavour Leads Italian Unification Italian nationalists looked for leadership from the kingdom of Piedmont-Sardinia, the largest and most powerful of the Italian states. The kingdom had adopted a liberal constitution in 1848. So, to the liberal Italian middle classes, unification under Piedmont-Sardinia seemed a good plan.

In 1852, Sardinia's king, Victor Emmanuel II, named Count **Camillo di Cavour** (kuh•VOOR) as his prime minister. Cavour was a cunning statesman who worked tirelessly to expand Piedmont-Sardinia's power. Using skillful diplomacy and well-chosen alliances he set about gaining control of northern Italy for Sardinia.

Cavour realized that the greatest roadblock to annexing northern Italy was Austria. In 1858, the French emperor Napoleon III agreed to help drive Austria out of the northern Italian provinces. Cavour then provoked a war with the Austrians. A combined French-Sardinian army won two quick victories. Sardinia succeeded in taking all of northern Italy, except Venetia.

Garibaldi Brings Unity As Cavour was uniting northern Italy, he secretly started helping nationalist rebels in southern Italy. In May 1860, a small army of Italian nationalists led by a bold and visionary soldier, **Giuseppe Garibaldi** (GAR•uh• BAWL•dee), captured Sicily. In battle, Garibaldi always wore a bright red shirt, as did his followers. As a result, they became known as the Red Shirts.

From Sicily, Garibaldi and his forces crossed to the Italian mainland and marched north. Eventually, Garibaldi agreed to unite the southern areas he had conquered with the kingdom of Piedmont-Sardinia. Cavour arranged for King Victor Emmanuel II to meet Garibaldi in Naples. "The Red One" willingly agreed to step aside and let the Sardinian king rule. **B**

In 1866, the Austrian province of Venetia, which included the city of Venice, became part of Italy. In 1870,



MAIN IDEA

Hypothesizing

B What reasons might Garibaldi have had to step aside and let the Sardinian king rule?

> Analyzing Political Cartoons

“Right Leg in the Boot at Last”

In this 1860 British cartoon, the king of Sardinia is receiving control of lands taken by the nationalist Garibaldi. The act was one of the final steps in the unification of Italy.

SKILLBUILDER: Analyzing Political Cartoons

1. **Clarifying** What symbol does the cartoonist use for the soon-to-be nation of Italy?
2. **Making Inferences** How is Garibaldi portrayed?
3. **Analyzing Bias** What does the title of the cartoon say about the cartoonist’s view of Italian unification?

 See Skillbuilder Handbook, page R29



Italian forces took over the last part of a territory known as the Papal States. With this victory, the city of Rome came under Italian control. Soon after, Rome became the capital of the united kingdom of Italy. The pope, however, would continue to govern a section of Rome known as Vatican City.

CASE STUDY: GERMANY

Bismarck Unites Germany

Like Italy, Germany also achieved national unity in the mid-1800s. Beginning in 1815, 39 German states formed a loose grouping called the German Confederation. The Austrian Empire dominated the confederation. However, Prussia was ready to unify all the German states.

Prussia Leads German Unification Prussia enjoyed several advantages that would eventually help it forge a strong German state. First of all, unlike the Austro-Hungarian Empire, Prussia had a mainly German population. As a result, nationalism actually unified Prussia. In contrast, ethnic groups in Austria-Hungary tore the empire apart. Moreover, Prussia’s army was by far the most powerful in central Europe. In 1848, Berlin rioters forced a constitutional convention to write up a liberal constitution for the kingdom, paving the way for unification.

Bismarck Takes Control In 1861, Wilhelm I succeeded Frederick William to the throne. The liberal parliament refused him money for reforms that would double the strength of the army. Wilhelm saw the parliament’s refusal as a major challenge to his authority. He was supported in his view by the **Junkers** (YUNG•kuhrz), strongly conservative members of Prussia’s wealthy landowning class. In 1862, Wilhelm chose a conservative Junker named **Otto von Bismarck** as his prime minister. Bismarck was a master of what came to be known as **realpolitik**. This

History Makers



Otto von Bismarck
1815–1898

To some Germans, Bismarck was the greatest and noblest of Germany's statesmen. They say he almost single-handedly unified the nation and raised it to greatness. To others, he was nothing but a devious politician who abused his powers and led Germany into dictatorship.

His speeches, letters, and memoirs show him to be both crafty and deeply religious. At one moment, he could declare, "It is the destiny of the weak to be devoured by the strong." At another moment he might claim, "We Germans shall never wage aggressive war, ambitious war, a war of conquest."

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create an interactive time line of Bismarck's actions to unite Germany. Go to classzone.com for your research.

German term means "the politics of reality." The term is used to describe tough power politics with no room for idealism. With *realpolitik* as his style, Bismarck would become one of the commanding figures of German history.

With the king's approval, Bismarck declared that he would rule without the consent of parliament and without a legal budget. Those actions were in direct violation of the constitution. In his first speech as prime minister, he defiantly told members of the Prussian parliament, "It is not by means of speeches and majority resolutions that the great issues of the day will be decided—that was the great mistake of 1848 and 1849—but by blood and iron."

Prussia Expands In 1864, Bismarck took the first step toward molding an empire. Prussia and Austria formed an alliance and went to war against Denmark to win two border provinces, Schleswig and Holstein.

A quick victory increased national pride among Prussians. It also won new respect from other Germans and lent support for Prussia as head of a unified Germany. After the victory, Prussia governed Schleswig, while Austria controlled Holstein.

Seven Weeks' War Bismarck purposely stirred up border conflicts with Austria over Schleswig and Holstein. The tensions provoked Austria into declaring war on Prussia in 1866. This conflict was known as the Seven Weeks' War. The Prussians used their superior training and equipment to win a devastating victory. They humiliated Austria. The Austrians lost the region of Venetia, which was given to Italy. They had to accept Prussian annexation of more German territory.

With its victory in the Seven Weeks' War, Prussia took control of northern Germany. For the first time, the eastern and western parts of the Prussian kingdom were joined. In 1867, the remaining states of the north joined the North German Confederation, which Prussia dominated completely.

The Franco-Prussian War By 1867, a few southern German states remained independent of Prussian control.

The majority of southern Germans were Catholics. Many in the region resisted domination by a Protestant Prussia. However, Bismarck felt he could win the support of southerners if they faced a threat from outside. He reasoned that a war with France would rally the south.

Bismarck was an expert at manufacturing "incidents" to gain his ends. For example, he created the impression that the French ambassador had insulted the Prussian king. The French reacted to Bismarck's deception by declaring war on Prussia on July 19, 1870.

The Prussian army immediately poured into northern France. In September 1870, the Prussian army surrounded the main French force at Sedan. Among the 83,000 French prisoners taken was Napoleon III himself. Parisians withstood a German siege until hunger forced them to surrender.

The Franco-Prussian War was the final stage in German unification. Now the nationalistic fever also seized people in southern Germany. They finally accepted Prussian leadership. On January 18, 1871, at the captured French palace of

MAIN IDEA

Hypothesizing

Bismarck ignored both the parliament and the constitution. How do you think this action would affect Prussian government?

Versailles, King Wilhelm I of Prussia was crowned **kaiser** (KY•zuhr), or emperor. Germans called their empire the Second Reich. (The Holy Roman Empire was the first.) Bismarck had achieved Prussian dominance over Germany and Europe “by blood and iron.”

A Shift in Power

The 1815 Congress of Vienna had established five Great Powers in Europe—Britain, France, Austria, Prussia, and Russia. In 1815, the Great Powers were nearly equal in strength. The wars of the mid-1800s greatly strengthened one of the Great Powers, as Prussia joined with other German states to form Germany.

By 1871, Britain and Germany were clearly the most powerful, both militarily and economically. Austria and Russia lagged far behind. France struggled along somewhere in the middle. The European balance of power had broken down. This shift also found expression in the art of the period. In fact, during that century, artists, composers, and writers pointed to paths that they believed European society should follow.



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Location** What was unusual about the territory of Prussia as it existed in 1865?
- Movement** After 1865, what year saw the biggest expansion of Prussian territory?

SECTION

3

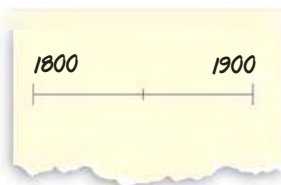
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Russification
- Camillo di Cavour
- Giuseppe Garibaldi
- Junker
- Otto von Bismarck
- realpolitik
- kaiser

USING YOUR NOTES

- Identify an event that made the unification of Italy or Germany possible.



MAIN IDEAS

- Which aging empires suffered from the forces of nationalism?
- What role did Garibaldi play in the unification of Italy?
- What advantages did Prussia have in leading the German states to unify?

CRITICAL THINKING & WRITING

- CLARIFYING** How can nationalism be both a unifying and a disunifying force?
- FORMING GENERALIZATIONS** Why did the Austrian, Russian, and Ottoman Empires face such great challenges to their control of land?
- EVALUATING COURSES OF ACTION** Many liberals wanted government by elected parliaments. How was Bismarck's approach to achieving his goals different?
- WRITING ACTIVITY** **POWER AND AUTHORITY** Write a one paragraph **biographical essay** on either Garibaldi or Cavour.

CONNECT TO TODAY CREATING A MAP AND DATABASE

Study the chart on page 692. Research the names of nations that have emerged in the last ten years. Categorize each nation's nationalist movement using the chart. Then create a **database** and **map** showing the location of the new nations and the category into which each new nation falls.

Revolutions in the Arts

MAIN IDEA

CULTURAL INTERACTION

Artistic and intellectual movements both reflected and fueled changes in Europe during the 1800s.

WHY IT MATTERS NOW

Romanticism and realism are still found in novels, dramas, and films produced today.

TERMS & NAMES

- romanticism
- realism
- impressionism

SETTING THE STAGE During the first half of the 1800s, artists focused on ideas of freedom, the rights of individuals, and an idealistic view of history. After the great revolutions of 1848, political focus shifted to leaders who practiced *realpolitik*. Similarly, intellectuals and artists expressed a “realistic” view of the world. In this view, the rich pursued their selfish interests while ordinary people struggled and suffered. Newly invented photography became both a way to detail this struggle and a tool for scientific investigation.

TAKING NOTES

Outlining Organize ideas and details about movements in the arts.

I. The Romantic Movement

A.

B.

II. The Shift to Realism in the Arts

The Romantic Movement

At the end of the 18th century, the Enlightenment idea of reason gradually gave way to another major movement in art and ideas: **romanticism**. This movement reflected deep interest both in nature and in the thoughts and feelings of the individual. In many ways, romantic thinkers and writers reacted against the ideals of the Enlightenment. They turned from reason to emotion, from society to nature. Romantics rejected the rigidly ordered world of the middle class. Nationalism also fired the romantic imagination. For example, George Gordon, Lord Byron, one of the leading romantic poets of the time, fought for Greece’s freedom.

The Ideas of Romanticism Emotion, sometimes wild emotion, was a key element of romanticism. However, romanticism went beyond feelings. Romantics expressed a wide range of ideas and attitudes. In general, romantic thinkers and artists shared these beliefs:

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

Romanticism in Literature Poetry, music, and painting were the most influential arts because they were able to capture the emotion of romanticism. To romantics, poetry was the highest

▼ Romantic poet Lord Byron fought with Greek nationalists. He did not live to see their victory.



form of expression. The British romantic poets William Wordsworth and Samuel Taylor Coleridge both honored nature as the source of truth and beauty. Later English romantic poets, such as Lord Byron, Percy Bysshe Shelley, and John Keats, wrote poems celebrating rebellious heroes, passionate love, and the mystery and beauty of nature. Like many romantics, many of these British poets lived stormy lives and died young. Byron, for example, died at the age of 36, while Shelley died at 29.

Germany produced one of the earliest and greatest romantic writers. In 1774, Johann Wolfgang von Goethe (YO•hahn VUHLF•gahng fuhn GER•tuh) published *The Sorrows of Young Werther*. Goethe's novel told of a sensitive young man whose hopeless love for a virtuous married woman drives him to suicide. Also in Germany, the brothers Jakob and Wilhelm Grimm collected German fairy tales and created a dictionary and grammar of the German language. Both the tales and the dictionary celebrated the German spirit.

Victor Hugo led the French romantics. His works also reflect the romantic fascination with history and the individual. His novels *Les Misérables* and *The Hunchback of Notre Dame* show the struggles of individuals against a hostile society.

The Gothic Novel Gothic horror stories became hugely popular. These novels often took place in medieval Gothic castles. They were filled with fearful, violent, sometimes supernatural events. Mary Shelley, wife of the poet Percy Bysshe Shelley, wrote one of the earliest and most successful Gothic horror novels, *Frankenstein*. The novel told the story of a monster created from the body parts of dead human beings.

Composers Emphasize Emotion Emotion dominated the music produced by romantic composers. These composers moved away from the tightly controlled, formal compositions of the Enlightenment period. Instead, they celebrated heroism and national pride with a new power of expression.

As music became part of middle-class life, musicians and composers became popular heroes. Composer and pianist Franz Liszt (lihst), for example, achieved earnings and popularity comparable to those of today's rock stars.

One of the composers leading the way into the Romantic period was also its greatest: Ludwig van Beethoven (LOOD•vihg vahn BAY•toh•vuhn). His work evolved from the classical music of the Enlightenment into romantic compositions. His Ninth Symphony soars, celebrating freedom, dignity, and the triumph of the human spirit.

Later romantic composers also appealed to the hearts and souls of their listeners. Robert Schumann's compositions sparkle with merriment. Like many romantic composers, Felix Mendelssohn drew on literature, such as Shakespeare's *A Midsummer Night's Dream*, as the inspiration for his music. Polish composer and concert pianist Frederic Chopin (SHOH•pan) used Polish dance rhythms in his music. Giuseppe Verdi and Richard Wagner brought European opera to a dramatic and theatrical high point. **A**

MAIN IDEA

Summarizing

A What are some of the themes that are key to romantic literature and art?

History Makers



Ludwig van Beethoven
1770–1827

A genius of European music, Beethoven suffered the most tragic disability a composer can endure. At the age of 30, he began to go deaf. His deafness grew worse for 19 years. By 1819, it was total.

At first, Beethoven's handicap barely affected his career. By 1802, however, he knew that his hearing would only worsen. He suffered from bouts of depression. The depression would bring him to the brink of suicide. Nonetheless, he would rebound:

It seemed unthinkable for me to leave the world forever before I had produced all that I felt called upon to produce.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Ludwig van Beethoven, go to classzone.com

The Shift to Realism in the Arts

By the middle of the 19th century, rapid industrialization deeply affected everyday life in Europe. The growing class of industrial workers lived grim lives in dirty, crowded cities. Industrialization began to make the dreams of the romantics seem pointless. In literature and the visual arts, **realism** tried to show life as it was, not as it should be. Realist painting reflected the increasing political importance of the working class in the 1850s. Along with paintings, novels proved especially suitable for describing workers' suffering.

Photographers Capture Reality As realist painters and writers detailed the lives of actual people, photographers could record an instant in time with scientific precision. The first practical photographs were called daguerreotypes (duh•GEHR•uh•TYPs). They were named after their French inventor, Louis Daguerre. The images in his daguerreotypes were startlingly real and won him worldwide fame.

British inventor William Talbot invented a light-sensitive paper that he used to produce photographic negatives. The advantage of paper was that many prints could be made from one negative. The Talbot process also allowed photos to be reproduced in books and newspapers. Mass distribution gained a wide audience for the realism of photography. With its scientific, mechanical, and mass-produced features, photography was the art of the new industrial age.

Writers Study Society Realism in literature flourished in France with writers such as Honoré de Balzac and Émile Zola. Balzac wrote a massive series of almost 100 novels entitled *The Human Comedy*. They describe in detail the brutal struggle for wealth and power among all levels of French society. Zola's novels exposed the

> Analyzing Photographs


Motion Studies

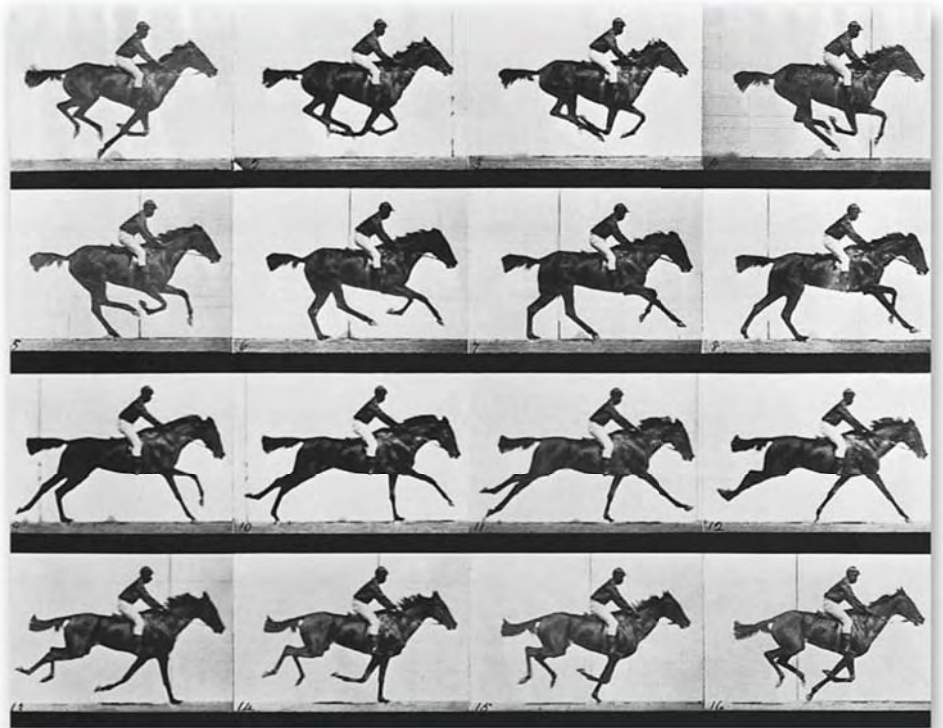
Eadweard Muybridge had a varied career as a photographer. He devoted part of his career to motion studies. These photographic studies froze the motion of an object at an instant in time. They allowed scientists to study motion and to better understand time. The equipment he built helped lead to the development of motion pictures.

This series of photographs taken in 1878, titled "The Horse in Motion," was designed to discover if all of a running horse's legs ever left the ground at the same time.

SKILLBUILDER: Interpreting Visual Sources

- 1. Drawing Conclusions** What do the series of photographs reveal about the question of whether all the legs of a horse ever left the ground at the same time?
- 2. Developing Historical Perspective** What reaction do you think these pictures would have generated among the general public?

 See Skillbuilder Handbook, page R23.



MAIN IDEA**Forming Opinions**

B Which do you think would be more effective in spurring reforms—photographs or a realist novel? Explain.

miseries of French workers in small shops, factories, and coal mines. His revelations shocked readers and spurred reforms of labor laws and working conditions in France. The famous English realist novelist Charles Dickens created unforgettable characters and scenes of London's working poor. Many of the scenes were humorous, but others showed the despair of London's poor. In his book *Little Dorrit*, Dickens described the life of a working-class person as sheer monotony set in a gloomy neighborhood. **B**

Impressionists React Against Realism

Beginning in the 1860s, a group of painters in Paris reacted against the realist style. Instead of showing life “as it really was,” they tried to show their impression of a subject or a moment in time. For this reason, their style of art came to be known as **impressionism**. Fascinated by light, impressionist artists used pure, shimmering colors to capture a moment seen at a glance.

Life in the Moment Unlike the realists, impressionists showed a more positive view of the new urban society in western Europe. Instead of abused workers, they showed shop clerks and dock workers enjoying themselves in dance halls and cafés. They painted performers in theaters and circuses. And they glorified the delights of the life of the rising middle class. Claude Monet (moh•NAY), Edgar Degas (duh•GAH), and Pierre-Auguste Renoir (ruhn•WHAR) were leaders in the movement that became very popular.

Composers also created impressions of mood and atmosphere. By using different combinations of instruments, tone patterns, and music structures, they were able to create mental pictures of such things as flashing lights, the feel of a warm summer day, or the sight of the sea. French composers Maurice Ravel and Claude Debussy are the most notable members of the impressionist music movement.

Changes in political, social, artistic, and intellectual movements during the 19th century signaled important changes in daily life. One of the most significant causes of change was industrialization, which you will learn about in Chapter 25.

SECTION**4****ASSESSMENT**

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- romanticism
- realism
- impressionism

USING YOUR NOTES

2. What was the goal of realist writers?

*I. The Romantic Movement
A.
B.
II. The Shift to Realism in the Arts*

MAIN IDEAS

3. What was the key element of romanticism?
4. What characteristics did photography have that made it the art of the industrial age?
5. What was the goal of impressionist painters?

CRITICAL THINKING & WRITING

6. **COMPARING AND CONTRASTING** How are the movements of romanticism and realism alike and different?
7. **ANALYZING CAUSES** How might a realist novel bring about changes in society? Describe the ways by which this might happen.
8. **SUMMARIZING** How did nationalism influence the artistic movements you read about?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Listen to a piece of music by Beethoven, and then listen to a piece of contemporary music that you like. Write a **comparison-and-contrast essay** on the two pieces of music.

CONNECT TO TODAY Creating an Arts Chart

Look at newspaper listings for films being shown today. Make a **chart** showing which of them might be categorized as romantic and which might be categorized as realistic. Present reasons why each film fell into the designated category.

Revolutions in Painting

European painting underwent revolutionary changes during the 1800s. In the early years, romanticism—which stressed emotion above all else—was the dominant style. As revolutions swept Europe in the 1840s, some artists rejected romanticism in favor of realism. They portrayed common people and everyday life in a realistic manner. Toward the end of the century, art underwent another revolution, influenced by scientific discoveries about vision. Impressionist painters experimented with light and color to capture their impressions of a passing moment.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on 19th-century painting go to classzone.com

▼ Romanticism

In their eagerness to explore emotion, romantic artists had certain favorite subjects: nature, love, religion, and nationalism. This painting, *The Lion Hunt* by Eugène Delacroix, shows that violence and exotic cultures were also popular themes. The swirling capes, snarling lions, and bold reds and yellows help convey the ferocity of the hunt.





▲ Realism

The Stone Breakers by Gustave Courbet shows that realist artists tried to portray everyday life just as it was, without making it pretty or trying to tell a moralistic story. Notice how the workers' clothes are torn and shabby. The boy rests the heavy basket of stones on his knee to ease his burden, while the man bends to his task. The colors are dull and gritty, just as the job itself is.


▼ Impressionism

The impressionists wanted to record the perceptions of the human eye rather than physical reality. To do this, they tried to portray the effect of light on landscapes and buildings. They combined short strokes of many colors to create a shimmering effect. They also used brighter, lighter colors than the artists before them had used. As the painting *Ducal Palace, Venice* by Claude Monet shows, the impressionists often painted water because of its reflective nature.



Connect to Today

1. Developing Historical Perspective If you were a political revolutionary of the 1800s, which of these artistic styles would you use for your propaganda posters? Why?

 See Skillbuilder Handbook, page R12.

2. Drawing Conclusions Impressionism remains extremely popular more than a century after it was first developed. What do you think accounts for its popularity today?

Chapter 24 Assessment

TERMS & NAMES

Briefly explain the importance of each of the following to the revolutions in Latin America or Europe.

1. conservative
2. liberal
3. nationalism
4. nation-state
5. realpolitik
6. romanticism
7. realism
8. impressionism

MAIN IDEAS

Latin American Peoples Win Independence

Section 1 (pages 681–686)

9. What caused the creoles in South America to rebel against Spain?
10. What role did Agustín de Iturbide play in the independence of Mexico?
11. Who was Dom Pedro, and what role did he play in Brazil's move to independence?

Europe Faces Revolutions Section 2 (pages 687–691)

12. How is a liberal different from a conservative?
13. How successful were the revolts of 1848? Explain.
14. Why did the French accept Louis-Napoleon as an emperor?

Case Study: Nationalism Section 3 (pages 692–697)

15. How did nationalism in the 1800s work as a force for both disunity and unity?
16. What approaches did Camillo di Cavour use to acquire more territory for Piedmont-Sardinia?
17. What strategy did Otto von Bismarck use to make Prussia the leader of a united Germany?

Revolutions in the Arts Section 4 (pages 698–703)

18. What are five elements of romanticism?
19. What are two ideas or attitudes of the romantic movement that reflect the ideals of nationalism?
20. What new conditions caused a change in the arts from romanticism to realism?

CRITICAL THINKING

1. USING YOUR NOTES

Using a chart, describe the nationalist movement in each of the countries listed and the results of each movement.

Country	Nationalism and Its Results
Mexico	
Greece	
Italy	
Germany	

2. EVALUATING DECISIONS

POWER AND AUTHORITY Why do you think Giuseppe Garibaldi stepped aside to let Victor Emmanuel II rule areas that Garibaldi had conquered in southern Italy?

3. ANALYZING MOTIVES

REVOLUTION How do you think nationalism might help revolutionaries overcome the disadvantages of old weapons and poor supplies to win a war for national independence? Explain.

4. MAKING INFERENCES

Do you believe the Latin American revolutions would have occurred without a push from European events? Explain.

5. SYNTHESIZING

CULTURAL INTERACTION How did artistic and intellectual movements reflect and fuel changes in Europe in the 1800s?

VISUAL SUMMARY

Nationalist Revolutions Sweep the West

NATIONALISM

Latin America

- Enlightenment ideas
- Haiti: slave-led
- South America: creole-led, especially Bolívar and San Martín
- Brazil: royalty-led

1830 & 1848 Revolutions

- Reactions against conservatives
- A few reforms
- Most failed

Unification Movements

- Garibaldi begins in Italy.
- Prime Minister Cavour completes the task.
- Prime Minister Bismarck leads the way in Germany.

The Arts

- Romantics inspired by emotion
- Dedication to common people or the group
- Realists see flaws and set new goals for nation.
- Impressionists capture the moment.

STANDARDS-BASED ASSESSMENT

Use the quotation and your knowledge of world history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33

PRIMARY SOURCE

When I say that we must strive continually to be ready for all emergencies, I advance the proposition that, on account of our geographical position, we must make greater efforts than other powers would be obliged to make in view of the same ends. We lie in the middle of Europe. We have at least three fronts on which we can be attacked. France has only an eastern boundary; Russia only its western, exposed to assault. . . . So we are spurred forward on both sides to endeavors which perhaps we would not make otherwise.

OTTO VON BISMARCK, *speech to the German parliament on February 6, 1888*

1. According to Bismarck, what key factor makes Germany a potential target for invasion?
 - A. dangerous neighbors
 - B. three borders to protect
 - C. location in the middle of Europe
 - D. massive supplies of coal and iron
2. Based on his remarks above, what actions might Bismarck take?
 - A. form alliances with other nations in Europe
 - B. make peace with France
 - C. make peace with England
 - D. expand industry

Use this 20th-century mural titled *Grito de Dolores* painted by Juan O’Gorman and your knowledge of world history to answer question 3.



3. Look at the people portrayed in the mural. What does the artist suggest about the Mexican revolt against the Spanish?
 - A. It was condemned by the Catholic Church.
 - B. Only the poor fought against Spanish rule.
 - C. People of all classes fought against Spanish rule.
 - D. Only Indians fought Spanish rule.

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to classzone.com

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact *with* History

On page 680, you were asked to create a symbol for your newly independent country. Show your symbol to the class. Explain the elements of your design and what they are intended to express. With your classmates’ comments in mind, what might you change in your design?

2. WRITING ABOUT HISTORY

Write a **speech** that might have been delivered somewhere in Europe at a rally for Greek independence. Urge the country’s leaders to help the Greeks in their struggle for independence from the Ottoman Empire. Consider the following:

- the connections of Greece to Europeans
- reasons to support Greek revolutionaries
- the cause of democracy

INTEGRATED TECHNOLOGY

Creating a Web Page

Use the Internet, newspapers, magazines, and your own experience to make a list of movies that portray social and political conditions. Then create a Web page that classifies each portrayal as either romantic or realistic. Remember to focus on the meanings of the terms romantic and realistic as they apply to the two movements in art and literature. You may want to include on your Web page:

- descriptions of movie plots or character portrayals
- still shots from movies that support your conclusions
- romantic or realistic quotations from movies

Revolutions Across Time

Revolution—which is a sudden or significant change in the old ways of doing things—can occur in many areas, such as government, technology, or art. In Unit 5, you studied political revolutions in Europe and the Americas, in which people rebelled against unjust rulers to gain more rights. Each revolution led to major changes in governmental, social, and economic structures. In these six pages, you will gain a better understanding of those revolutions by examining their similarities and differences.

English Civil War and Glorious Revolution ►

In 1642, civil war broke out between those who supported Parliament and those who supported the king. Parliament won and set up a commonwealth, led by Oliver Cromwell. In time, he became a dictator. After his death, the monarchy returned, but tensions built anew. In 1688, Parliament ousted King James II, shown at right, in the Glorious Revolution and invited William and Mary to rule.



1642

1776

1789



◀ American Revolution

After 1763, Americans began to resent British rule. Clashes such as the Boston Massacre, shown at left, took place. The colonies declared their independence in 1776. War ensued, and the United States won its freedom by defeating Britain.

▼ French Revolution

Beginning in 1789, the French people rose up to overthrow their king. The uprisings included the march by hungry women shown below. Differing goals soon split the revolutionaries. Several years of terror followed. Napoleon restored order and eventually made himself emperor of France.





1791

▲ Latin American Revolutions

From 1791 to 1824, revolutions took place in Haiti, Mexico, and the huge Spanish empire that spread across Central and South America. By the end of that period, nearly all of Latin America had gained its independence from European control. One of South America's great liberators was José de San Martín, shown in the painting above.



Model of a Revolution

From his study of the French Revolution, historian Crane Brinton developed a model of the stages that revolutions often go through. The model below is based on his work. Compare it with the revolutions you learned about in this unit.

STAGE 1

Fall of the Old Order

Revolutions usually cannot occur until a ruler becomes weak. Often this weakness results in problems such as starvation and unfair taxes. Anger builds until the ruler is overthrown.

STAGE 2

Rule by Moderates

The people relax because they think they have achieved their goal. A moderate group rules. But simply overthrowing the old order rarely solves the problems that led to the revolution.

STAGE 3

The Terror

When people realize that the old problems still exist, they look for someone to blame. Radicals take control, push for more extreme changes, and execute "enemies of the revolution."

STAGE 4

Turn from Radical Rule

In time, the violence sickens people, and the use of terror ends. The former radicals adopt a more gradual plan for effecting change.

STAGE 5

Military Rule

The terror often kills most of a country's leaders. Then the turn from radicalism makes people doubt revolutionary ideals. A military leader steps into the gap and becomes dictator.

STAGE 6

Restoration

When the dictatorship ends, through death or overthrow, a power vacuum results. The order that existed before the revolution is restored.

Comparing & Contrasting

1. Which of the revolutions on the time line, besides the French Revolution, is most like the model? Explain.
2. Which revolution is least like the model? Explain.



Causes of the Revolutions

Each of the revolutions you studied in this unit had political, economic, and social causes, as shown in the chart below. Some of the causes mentioned on the chart are the subjects of the primary sources located on the next page. Use the chart and the primary sources together to understand the causes of revolution more fully.

	England	North America	France	Latin America
Political	<ul style="list-style-type: none"> King claimed divine right. King dissolved Parliament. Parliament sought guarantee of freedoms. 	<ul style="list-style-type: none"> Colonists accused British leaders of tyranny. Colonists demanded the same rights as English citizens. 	<ul style="list-style-type: none"> Third Estate wanted greater representation. Louis XVI was a weak ruler; his wife was unpopular. American Revolution inspired political ideas. 	<ul style="list-style-type: none"> French Revolution inspired political ideas. Royal officials committed injustices and repression. Napoleon's conquest of Spain triggered revolts.
Economic	<ul style="list-style-type: none"> King wanted money for wars. King levied taxes and fines without Parliament's approval. 	<ul style="list-style-type: none"> Britain imposed mercantilism. Britain expected colonies to pay for defense. Colonists opposed taxation without representation. 	<ul style="list-style-type: none"> Wars and royal extravagance created debt. Inflation and famine caused problems. Peasants made little money but paid high taxes. 	<ul style="list-style-type: none"> Peninsulares and creoles controlled wealth. Lower classes toiled as peasants with little income or as slaves.
Social	<ul style="list-style-type: none"> Early Stuart kings refused to make Puritan reforms. Parliament feared James II would restore Catholicism. 	<ul style="list-style-type: none"> Colonists began to identify as Americans. Colonists were used to some independence. Enlightenment ideas of equality and liberty spread. 	<ul style="list-style-type: none"> Third Estate resented the First and Second estates' privileges. Enlightenment ideas of equality and liberty spread. 	<ul style="list-style-type: none"> Only peninsulares and creoles had power. Mestizos, mulattos, Africans, and Indians had little status. Educated creoles spread Enlightenment ideas.

SKILLBUILDER: Interpreting Charts

- Analyzing Causes** What was the most frequent political cause of revolution? economic cause? social cause?
- Contrasting** How did the causes of the revolutions in Latin America differ from those of the other three revolutions?



◀ In the 1780s, many French peasants could not afford bread to feed their families. At the same time, Marie Antoinette spent so much money on clothes that her enemies called her Madame Deficit. The harsh contrast between starvation and luxury sparked the anger that led to the Revolution.

PRIMARY SOURCE

Political Cartoon, 1789

This French political cartoon portrayed the way the privileges of the First and Second estates affected the Third Estate.



DOCUMENT-BASED QUESTION

Do you think a member of the First, Second, or Third Estate created this cartoon? Interpret the cartoon and explain who was most likely to hold the viewpoint conveyed.

PRIMARY SOURCE

INTERACTIVE

The English Bill of Rights, 1689

This excerpt from the English Bill of Rights attempted to justify the Glorious Revolution by describing the injustices King James II committed.

The late King James the Second, by the assistance of diverse evil counselors, judges and ministers employed by him, did endeavor to subvert and extirpate [destroy] the Protestant religion and the laws and liberties of this kingdom;

By assuming and exercising a power of dispensing with and suspending of laws and the execution of laws without consent of Parliament; . . .

By levying money for and to the use of the Crown by pretense of prerogative [privilege] for other time and in other manner than the same was granted by Parliament;

By raising and keeping a standing army within this kingdom in time of peace without consent of Parliament; . . .

By violating the freedom of election of members to serve in Parliament; . . .

And excessive bail hath been required of persons committed in criminal cases to elude the benefit of the laws made for the liberty of the subjects;

And excessive fines have been imposed;

And illegal and cruel punishments inflicted.

DOCUMENT-BASED QUESTION

According to this document, how did King James II take away power from Parliament? How did he violate the rights of citizens?

PRIMARY SOURCE

Political Cartoon, 1765

This political cartoon expressed an opinion about the Stamp Act. The act was a British law that required all legal and commercial documents in the American colonies to carry a stamp showing that a tax had been paid.

DOCUMENT-BASED QUESTION

What opinion does this cartoon express about the effect of the Stamp Act on the American economy?



Comparing & Contrasting

1. How are the opinions expressed by the three primary sources similar?
2. Reread the excerpt from the English Bill of Rights. Based on this document, what causes could you add to the chart on page 708?



Effects of Revolutions

The chart below shows political, economic, and social effects of the various revolutions. The primary sources on these two pages describe the political outcomes that three different revolutionaries expected to achieve. Use the chart and the primary sources together to understand the effects of revolution more fully.

	England	North America	France	Latin America
Political	<ul style="list-style-type: none"> A constitutional monarchy was established. The Bill of Rights increased Parliament's power and guaranteed certain rights. The overthrow of a monarch helped inspire American revolutionaries. 	<ul style="list-style-type: none"> The United States gained independence. The Constitution set up a republican government. Revolutionary ideals continued to inspire groups seeking political equality. The American Revolution inspired later revolutions. 	<ul style="list-style-type: none"> The Revolution led to a succession of governments: a republic, a dictatorship, a restored monarchy. It created expectations for equality and freedom that sparked later uprisings in France. It inspired later revolutions. 	<ul style="list-style-type: none"> Nearly all colonial rule in Latin America ended. New countries were established. Representative government was slow to develop. The military or the wealthy controlled much of the region until the late 1900s.
Economic	<ul style="list-style-type: none"> Because it was answerable to taxpayers, Parliament encouraged trade. 	<ul style="list-style-type: none"> The removal of Britain's mercantilist policies allowed free enterprise to develop. 	<ul style="list-style-type: none"> The Revolution and ensuing wars with Europe devastated France's economy. 	<ul style="list-style-type: none"> Upper classes kept control of wealth. Many places kept the plantation system.
Social	<ul style="list-style-type: none"> England remained Protestant. 	<ul style="list-style-type: none"> The ideals of the Revolution continued to inspire groups seeking social equality. 	<ul style="list-style-type: none"> The French feudal system was abolished. 	<ul style="list-style-type: none"> Much of Latin America continued to have a strong class system.

SKILLBUILDER: Interpreting Charts

- Contrasting** Which revolutions had positive economic effects, and which had negative? Explain.
- Recognizing Effects** What common political effect did the revolutions in North America and Latin America achieve?

PRIMARY SOURCE

INTERACTIVE



Thomas Paine

In this excerpt from the pamphlet *Common Sense*, Thomas Paine described the ideal government he wanted to see set up after the American Revolution.

But where, say some, is the king of America? I'll tell you, friend, he reigns above, and doth not make havoc of mankind like the Royal Brute of Great Britain. . . . Let a day be solemnly set apart for proclaiming the charter [constitution]; let it be brought forth placed on the divine law, the Word of God; let a crown be placed thereon, by which the world may know, that so far as we approve of monarchy, that in America THE LAW IS KING. For as in absolute governments the king is law, so in free countries the law *ought* to BE king, and there ought to be no other.

DOCUMENT-BASED QUESTION

What did Paine believe should be the highest power in a new American government?

PRIMARY SOURCE

Simón Bolívar

“The Jamaica Letter” is one of Simón Bolívar’s most important political documents. In this excerpt, he discussed his political goals for South America after the revolution—and his fear that South Americans were not ready to achieve those goals.

The role of the inhabitants of the American hemisphere has for centuries been purely passive. Politically they were non-existent. . . . We have been harassed by a conduct which has not only deprived us of our rights but has kept us in a sort of permanent infancy with regard to public affairs. . . . Americans today, and perhaps to a greater extent than ever before, who live within the Spanish system occupy a position in society no better than that of serfs destined for labor. . . . Although I seek perfection for the government of my country, I cannot persuade myself that the New World can, at the moment, be organized as a great republic.

INTERACTIVE



DOCUMENT-BASED QUESTION

Why did Bolívar believe that South Americans were not ready for a republican form of government?

PRIMARY SOURCE

Maximilien Robespierre

In a speech given on February 5, 1794, Robespierre described his goals for the French Revolution. In this excerpt, he explained his reasons for using terror.

It is necessary to annihilate both the internal and external enemies of the republic or perish with its fall. Now, in this situation your first political maxim should be that one guides the people by reason, and the enemies of the people by terror.

If the driving force of popular government in peacetime is virtue, that of popular government during a revolution is both virtue and terror: virtue, without which terror is destructive; terror, without which virtue is impotent. Terror is only justice that is prompt, severe, and inflexible; it is thus an emanation of virtue; it is less a distinct principle than a consequence of the general principle of democracy applied to the most pressing needs of the patrie [nation].

DOCUMENT-BASED QUESTION

Why did Robespierre believe the use of terror against his enemies was necessary?



INTERACTIVE

Comparing & Contrasting

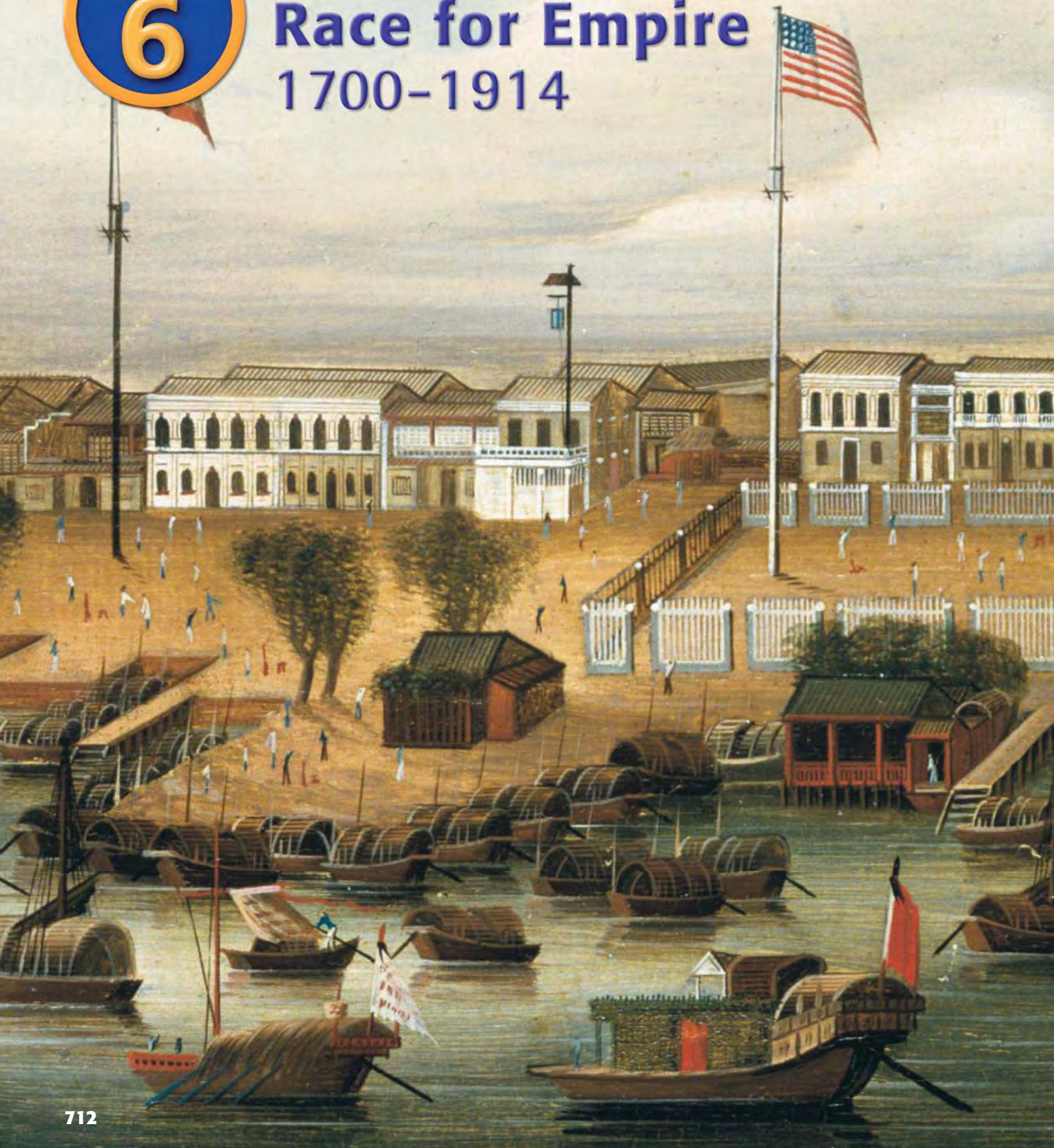
1. Judging from the information on the chart, which revolutions resulted in the establishment of representative government, and which resulted in a return to tyrannical rule?
2. How do the political goals of the revolutionary leaders quoted here differ?
3. Compare the types of government set up in the United States, France, and Latin America after their revolutions. Did Paine, Robespierre, and Bolívar achieve the political goals quoted? Explain.

EXTENSION ACTIVITY

Revolutionary activity continued after the period covered by this unit. Two major 20th-century revolutions were the Russian Revolution (see Chapter 30) and the Chinese revolution and civil war (see Chapter 30 and Chapter 33). Read about one of these revolutions either in this textbook or in an encyclopedia. Then create a chart comparing that revolution with either the American Revolution or the French Revolution.

UNIT
6

Industrialism and the Race for Empire 1700–1914





Although this painting shows Canton, China, the flags flying over the fenced-in areas near the shore are those of Spain, the United States, Great Britain, and the Netherlands. Canton was one of only two Chinese ports open to Westerners until 1842.

Comparing & Contrasting

Scientific and Technological Changes

In Unit 6, you will learn about scientific and technological changes that led to the Industrial Revolution and helped Western nations establish colonies around the world. At the end of the unit, you will have a chance to compare and contrast those changes. (See pages 830–835.)

CHAPTER 25

The Industrial Revolution, 1700–1900

Previewing Main Ideas

SCIENCE AND TECHNOLOGY From the spinning jenny to the locomotive train, there was an explosion of inventions and technological advances. These improvements paved the way for the Industrial Revolution.

Geography *What other European countries besides England had coal, iron, and textile industries in the 1800s?*

EMPIRE BUILDING The global power balance shifted after the Industrial Revolution. This shift occurred because industrialized nations dominated the rest of the world.

Geography *Study the map. Which country appears to be the most industrialized?*

ECONOMICS The Industrial Revolution transformed economic systems. In part, this was because nations dramatically changed the way they produced and distributed goods.

Geography *What geographic factors might have encouraged the development of industry in certain places?*

INTEGRATED TECHNOLOGY

eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



VIDEO *Patterns of Interaction* video series: *The Industrial and Electronic Revolutions*



INTERNET RESOURCES

Go to classzone.com for:

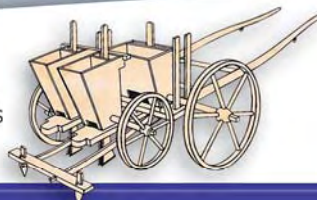
- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

EUROPE AND
UNITED STATES

1700

1701

Jethro Tull invents seed drill. ▶



1750

1765

James Watt builds steam engine.

WORLD

1736

Qian-long begins his reign as emperor of China. (Imperial Palace compound at Beijing) ▶





Industry in Europe, 1870

- Industrialization 1870**
- City population greater than 250,000
 - Major railroads constructed by 1870
- Industry**
- Ironworking
 - Textile industry
 - Coal mining



1793
Eli Whitney
invents
cotton gin. ▶



1848
Marx and Engels
publish *The Communist
Manifesto*. ▶



1875
British unions win
right to strike.

1800

1850

1900

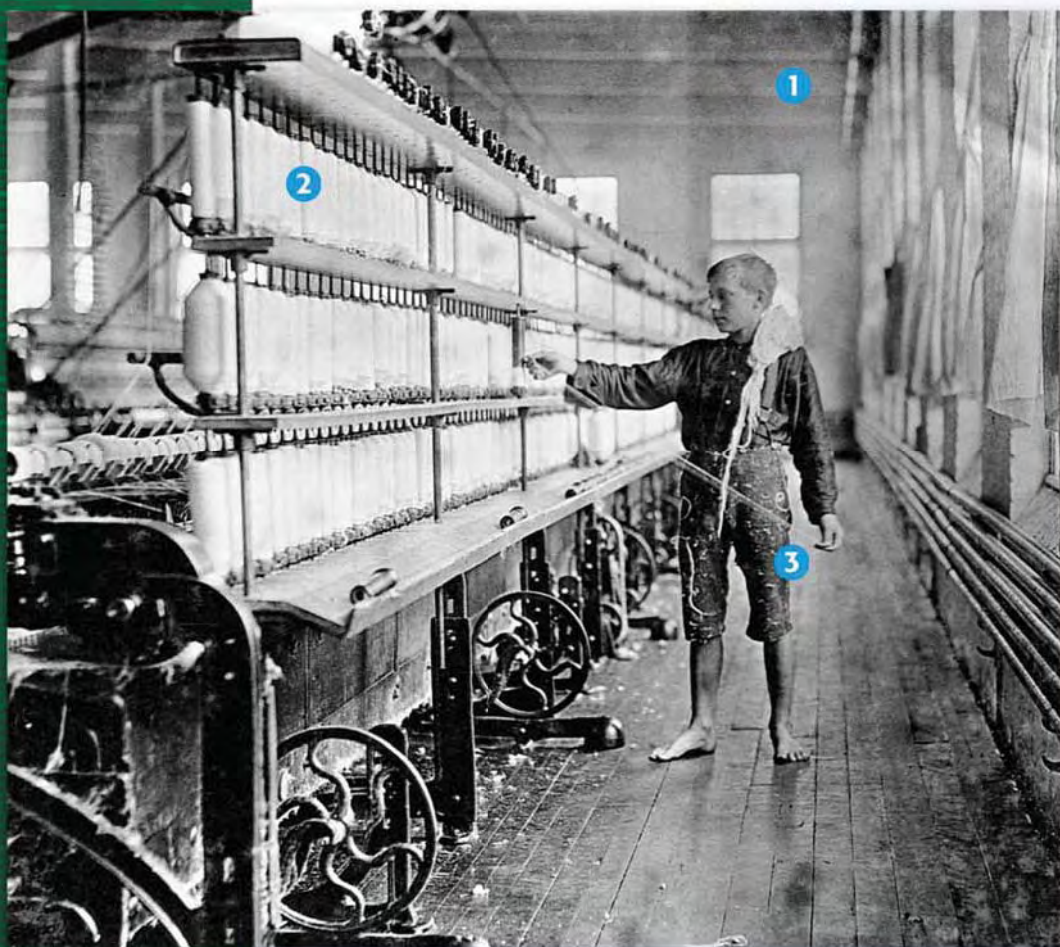
1804
Haiti wins freedom
from France.

1867
Meiji era begins a
period of modernization
in Japan.

1869
Suez Canal
opens in Africa.

What are fair working conditions?

You are a 15-year-old living in England where the Industrial Revolution has spurred the growth of thousands of factories. Cheap labor is in great demand. Like millions of other teenagers, you do not go to school. Instead, you work in a factory 6 days a week, 14 hours a day. The small pay you receive is needed to help support your family. You trudge to work before dawn every day and work until after sundown. Inside the workplace the air is hot and foul, and after sunset it is so dark it is hard to see. Minding the machines is exhausting, dirty, and dangerous.



1 Long hours: The sun may be shining through the windows as this child's day begins, but it will have disappeared by the time his day ends.

2 Dangerous machines: Children usually worked in bare feet with no safety equipment among machines with many moving parts.

3 Hot temperatures and dust-filled air: Dust particles from thousands of bobbins cling to the clothing and hang in air heated by the machinery.

EXAMINING *the* ISSUES

- **Would you attempt to change your working conditions in the factory?**
- **Would you join a union, go to school, or run away?**

In small groups, discuss these questions. Share your conclusions with your class. In your discussions, think about how children lived in preindustrial and industrial societies all over the world. As you read about the changes caused by industrialization, note how reform movements eventually improved conditions for most laborers.



The Beginnings of Industrialization

MAIN IDEA

SCIENCE AND TECHNOLOGY

The Industrial Revolution started in England and soon spread to other countries.

WHY IT MATTERS NOW

The changes that began in Britain paved the way for modern industrial societies.

TERMS & NAMES

- Industrial Revolution
- enclosure
- crop rotation
- industrialization
- factors of production
- factory
- entrepreneur

SETTING THE STAGE In the United States, France, and Latin America, political revolutions brought in new governments. A different type of revolution now transformed the way people worked. The **Industrial Revolution** refers to the greatly increased output of machine-made goods that began in England in the middle 1700s. Before the Industrial Revolution, people wove textiles by hand. Then, machines began to do this and other jobs. Soon the Industrial Revolution spread from England to Continental Europe and North America.

Industrial Revolution Begins in Britain

In 1700, small farms covered England's landscape. Wealthy landowners, however, began buying up much of the land that village farmers had once worked. The large landowners dramatically improved farming methods. These innovations amounted to an agricultural revolution.

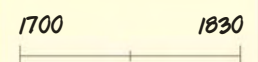
The Agricultural Revolution Paves the Way After buying up the land of village farmers, wealthy landowners enclosed their land with fences or hedges. The increase in their landholdings enabled them to cultivate larger fields. Within these larger fields, called **enclosures**, landowners experimented with more productive seeding and harvesting methods to boost crop yields. The enclosure movement had two important results. First, landowners tried new agricultural methods. Second, large landowners forced small farmers to become tenant farmers or to give up farming and move to the cities.

Jethro Tull was one of the first of these scientific farmers. He saw that the usual way of sowing seed by scattering it across the ground was wasteful. Many seeds failed to take root. He solved this problem with an invention called the seed drill in about 1701. It allowed farmers to sow seeds in well-spaced rows at specific depths. A larger share of the seeds took root, boosting crop yields.

Rotating Crops The process of **crop rotation** proved to be one of the best developments by the scientific farmers. The process improved upon older methods of crop rotation, such as the medieval three-field system discussed in Chapter 14. One year, for example, a farmer might plant a field with wheat, which exhausted soil nutrients. The next year he planted a root crop, such as turnips, to restore nutrients. This might be followed in turn by barley and then clover.

TAKING NOTES

Following Chronological Order On a time line, note important events in Britain's industrialization.



► An English farmer plants his fields in the early 1700s using a seed drill.



Livestock breeders improved their methods too. In the 1700s, for example, Robert Bakewell increased his mutton (sheep meat) output by allowing only his best sheep to breed. Other farmers followed Bakewell's lead. Between 1700 and 1786, the average weight for lambs climbed from 18 to 50 pounds. As food supplies increased and living conditions improved, England's population mushroomed. An increasing population boosted the demand for food and goods such as cloth. As farmers lost their land to large enclosed farms, many became factory workers. **A**

Why the Industrial Revolution Began in England In addition to a large population of workers, the small island country had extensive natural resources. **Industrialization**, which is the process of developing machine production of goods, required such resources. These natural resources included

- water power and coal to fuel the new machines
- iron ore to construct machines, tools, and buildings
- rivers for inland transportation
- harbors from which merchant ships set sail

In addition to its natural resources, Britain had an expanding economy to support industrialization. Businesspeople invested in the manufacture of new inventions. Britain's highly developed banking system also contributed to the country's industrialization. People were encouraged by the availability of bank loans to invest in new machinery and expand their operations. Growing overseas trade, economic prosperity, and a climate of progress led to the increased demand for goods.

Britain's political stability gave the country a tremendous advantage over its neighbors. Though Britain took part in many wars during the 1700s, none occurred on British soil. Their military successes gave the British a positive attitude. Parliament also passed laws to help encourage and protect business ventures. Other countries had some of these advantages. But Britain had all the **factors of production**, the resources needed to produce goods and services that the Industrial Revolution required. They included land, labor, and capital (or wealth).

Inventions Spur Industrialization

In an explosion of creativity, inventions now revolutionized industry. Britain's textile industry clothed the world in wool, linen, and cotton. This industry was the first to be transformed. Cloth merchants boosted their profits by speeding up the process by which spinners and weavers made cloth.

Changes in the Textile Industry As you will learn in the feature on textile technology on page 719, by 1800, several major inventions had modernized the cotton industry. One invention led to another. In 1733, a machinist named John Kay made a shuttle that sped back and forth on wheels. This flying shuttle, a boat-shaped piece

MAIN IDEA

Recognizing Effects

A How did population growth spur the Industrial Revolution?

Textiles Industrialize First

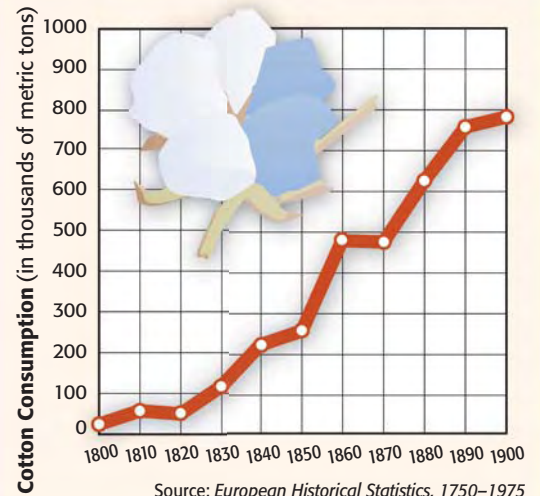
The Industrial Revolution that began in Britain was spurred by a revolution in technology. It started in the textile industry, where inventions in the late 1700s transformed the manufacture of cloth. The demand for clothing in Britain had greatly increased as a result of the population boom caused by the agricultural revolution. These developments, in turn, had an impact worldwide. For example, the consumption of cotton rose dramatically in Britain (see graph at right). This cotton came from plantations in the American South, where cotton production skyrocketed from 1820 to 1860 in response to demand from English textile mills.

► John Kay's flying shuttle (below) speedily carried threads of yarn back and forth when the weaver pulled a handle on the loom. The flying shuttle greatly increased the productivity of weavers.



▲ Flying shuttle

British Cotton Consumption, 1800–1900



Patterns of Interaction

Technology Transforms an Age: The Industrial and Electronic Revolutions

Inventions in the textile industry started in Britain and brought about the Industrial Revolution. This revolution soon spread to other countries. The process of industrialization is still spreading around the world, especially in developing countries. A similar technological revolution is occurring in electronics today, transforming the distribution of information around the world.

Connect to Today

- 1. Synthesizing** How might the technological innovation and industrialization that took place in the textile industry during the Industrial Revolution have provided a model for other industries?
 See Skillbuilder Handbook, Page R21.
- 2. Recognizing Effects** Research the textile industry today to learn how it has been affected by new technology, including computerization. Prepare a two-paragraph summary on the effects of the new technology.



Inventions in America

In the United States, American inventors worked at making railroad travel more comfortable, inventing adjustable upholstered seats. They also revolutionized agriculture, manufacturing, and communications:

- 1831** Cyrus McCormick's reaper boosted American wheat production.
- 1837** Samuel F. B. Morse, a New England painter, first sent electrical signals over a telegraph.
- 1851** I. M. Singer improved the sewing machine by inventing a foot treadle (see photograph).
- 1876** Scottish-born inventor Alexander Graham Bell patented the telephone.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create a photo exhibit on American inventions of the 19th century. Include the name of the inventor and the date with each photograph. Go to classzone.com for your research.

of wood to which yarn was attached, doubled the work a weaver could do in a day. Because spinners could not keep up with these speedy weavers, a cash prize attracted contestants to produce a better spinning machine. Around 1764, a textile worker named James Hargreaves invented a spinning wheel he named after his daughter. His spinning jenny allowed one spinner to work eight threads at a time.

At first, textile workers operated the flying shuttle and the spinning jenny by hand. Then, Richard Arkwright invented the water frame in 1769. This machine used the waterpower from rapid streams to drive spinning wheels. In 1779, Samuel Crompton combined features of the spinning jenny and the water frame to produce the spinning mule. The spinning mule made thread that was stronger, finer, and more consistent than earlier spinning machines. Run by waterpower, Edmund Cartwright's power loom sped up weaving after its invention in 1787. **B**

The water frame, the spinning mule, and the power loom were bulky and expensive machines. They took the work of spinning and weaving out of the house. Wealthy textile merchants set up the machines in large buildings called **factories**. Factories needed waterpower, so the first ones were built near rivers and streams:

PRIMARY SOURCE

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

EDWARD BAINS, *The History of Cotton Manufacture in Great Britain* (1835)

England's cotton came from plantations in the American South in the 1790s. Removing seeds from the raw cotton by hand was hard work. In 1793, an American inventor named Eli Whitney invented a machine to speed the chore. His cotton gin multiplied the amount of cotton that could be cleaned. American cotton production skyrocketed from 1.5 million pounds in 1790 to 85 million pounds in 1810.

MAIN IDEA

Summarizing

B What inventions transformed the textile industry?

Improvements in Transportation

Progress in the textile industry spurred other industrial improvements. The first such development, the steam engine, stemmed from the search for a cheap, convenient source of power. As early as 1705, coal miners were using steam-powered pumps to remove water from deep mine shafts. But this early model of a steam engine gobbled great quantities of fuel, making it expensive to run.

Watt's Steam Engine James Watt, a mathematical instrument maker at the University of Glasgow in Scotland, thought about the problem for two years. In 1765, Watt figured out a way to make the steam engine work faster and more efficiently while burning less fuel. In 1774, Watt joined with a businessman named Matthew Boulton. Boulton was an **entrepreneur** (AHN•truh•pruh•NUR), a person who organizes, manages, and takes on the risks of a business. He paid Watt a salary and encouraged him to build better engines.

Water Transportation Steam could also propel boats. An American inventor named Robert Fulton ordered a steam engine from Boulton and Watt. He built a steamboat called the *Clermont*, which made its first successful trip in 1807. The *Clermont* later ferried passengers up and down New York's Hudson River.

In England, water transportation improved with the creation of a network of canals, or human-made waterways. By the mid-1800s, 4,250 miles of inland channels slashed the cost of transporting both raw materials and finished goods.

Road Transportation British roads improved, too, thanks largely to the efforts of John McAdam, a Scottish engineer. Working in the early 1800s, McAdam equipped road beds with a layer of large stones for drainage. On top, he placed a carefully smoothed layer of crushed rock. Even in rainy weather heavy wagons could travel over the new "macadam" roads without sinking in mud.

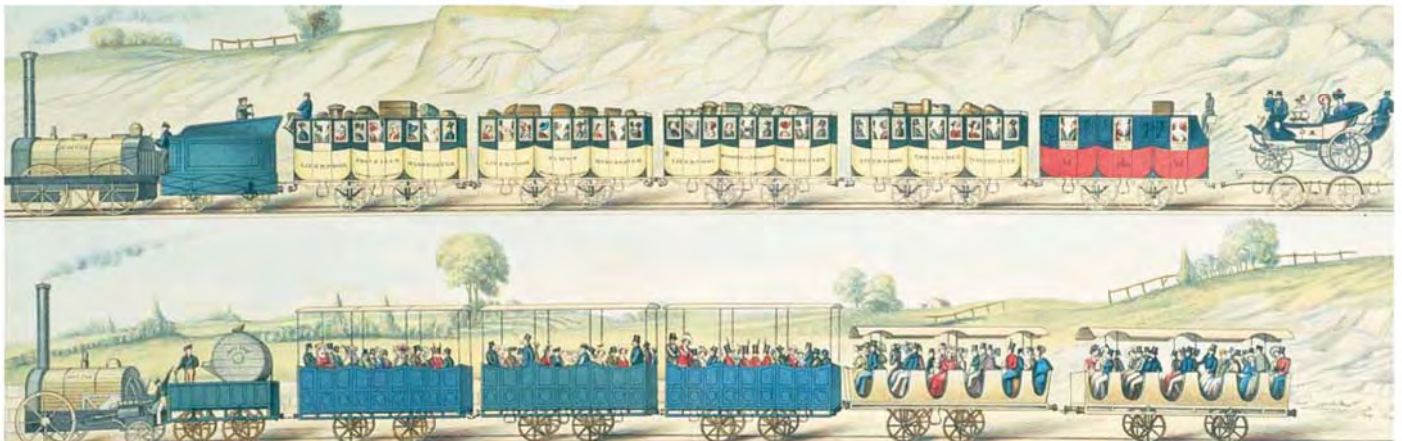
Private investors formed companies that built roads and then operated them for profit. People called the new roads turnpikes because travelers had to stop at toll-gates (turnstiles or turnpikes) to pay tolls before traveling farther.

The Railway Age Begins

Steam-driven machinery powered English factories in the late 1700s. A steam engine on wheels—the railroad locomotive—drove English industry after 1820.

Steam-Driven Locomotives In 1804, an English engineer named Richard Trevithick won a bet of several thousand dollars. He did this by hauling ten tons of iron over nearly ten miles of track in a steam-driven locomotive. Other British engineers soon built improved versions of Trevithick's locomotive. One of these early

▼ First-class passengers on the Liverpool-Manchester Railway in the 1830s rode in covered cars; all others, in open cars.






▲ George Stephenson's Rocket

railroad engineers was George Stephenson. He had gained a solid reputation by building some 20 engines for mine operators in northern England. In 1821, Stephenson began work on the world's first railroad line. It was to run 27 miles from the Yorkshire coal fields to the port of Stockton on the North Sea. In 1825, the railroad opened. It used four locomotives that Stephenson had designed and built.

The Liverpool-Manchester Railroad News of this success quickly spread throughout Britain. The entrepreneurs of northern England wanted a railroad line to connect the port of Liverpool with the inland city of Manchester. The track was laid. In 1829, trials were held to choose the best locomotive for use on the new line. Five engines entered the competition. None could compare with the *Rocket*, designed by Stephenson and his son.


Smoke poured from the *Rocket*'s tall smokestack, and its two pistons pumped to and fro as they drove the front wheels. The locomotive hauled a 13-ton load at an unheard-of speed—more than 24 miles per hour. The Liverpool-Manchester Railway opened officially in 1830. It was an immediate success.

Railroads Revolutionize Life in Britain The invention and perfection of the locomotive had at least four major effects. First, railroads spurred industrial growth by giving manufacturers a cheap way to transport materials and finished products. Second, the railroad boom created hundreds of thousands of new jobs for both railroad workers and miners. These miners provided iron for the tracks and coal for the steam engines. Third, the railroads boosted England's agricultural and fishing industries, which could transport their products to distant cities.

Finally, by making travel easier, railroads encouraged country people to take distant city jobs. Also, railroads lured city dwellers to resorts in the countryside. Like a locomotive racing across the country, the Industrial Revolution brought rapid and unsettling changes to people's lives. 

MAIN IDEA

Synthesizing

 How did improvements in transportation promote industrialization in Britain?

SECTION

1

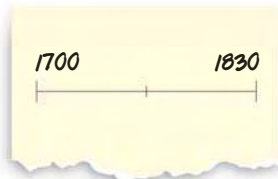
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

• Industrial Revolution • enclosure • crop rotation • industrialization • factors of production • factory • entrepreneur

USING YOUR NOTES

2. Which of the events listed do you think was the most important? Explain.



MAIN IDEAS

3. What were four factors that contributed to industrialization in Britain?

4. How did rising population help the Industrial Revolution?

5. What American invention aided the British textile industry?

CRITICAL THINKING & WRITING

6. **EVALUATING** Was the revolution in agriculture necessary to the Industrial Revolution? Explain.

7. **MAKING INFERENCES** What effect did entrepreneurs have upon the Industrial Revolution?

8. **FORMING AND SUPPORTING OPINIONS** Do you agree or disagree with the statement that the steam engine was the greatest invention of the Industrial Revolution? Why?

9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Write a **letter**, as a British government official during the Industrial Revolution, to an official in a nonindustrial nation explaining how the railroad has changed Britain.

CONNECT TO TODAY CREATING AN ILLUSTRATED NEWS ARTICLE

Find information on a recent agricultural or technological invention or improvement. Write a two-paragraph **news article** about its economic effects and include an illustration, if possible.

Industrialization

CASE STUDY: Manchester

MAIN IDEA

ECONOMICS The factory system changed the way people lived and worked, introducing a variety of problems.

WHY IT MATTERS NOW

Many less-developed countries are undergoing the difficult process of industrialization today.

TERMS & NAMES

- urbanization
- middle class

SETTING THE STAGE The Industrial Revolution affected every part of life in Great Britain, but proved to be a mixed blessing. Eventually, industrialization led to a better quality of life for most people. But the change to machine production initially caused human suffering. Rapid industrialization brought plentiful jobs, but it also caused unhealthy working conditions, air and water pollution, and the ills of child labor. It also led to rising class tensions, especially between the working class and the middle class.

Industrialization Changes Life

The pace of industrialization accelerated rapidly in Britain. By the 1800s, people could earn higher wages in factories than on farms. With this money, more people could afford to heat their homes with coal from Wales and dine on Scottish beef. They wore better clothing, too, woven on power looms in England's industrial cities. Cities swelled with waves of job seekers.

Industrial Cities Rise For centuries, most Europeans had lived in rural areas. After 1800, the balance shifted toward cities. This shift was caused by the growth of the factory system, where the manufacturing of goods was concentrated in a central location. Between 1800 and 1850, the number of European cities boasting more than 100,000 inhabitants rose from 22 to 47. Most of Europe's urban areas at least doubled in population; some even quadrupled. This period was one of **urbanization**—city building and the movement of people to cities.

TAKING NOTES

Outlining Organize main ideas and details.

I. Industrialization Changes Life

A.

B.

II. Class Tensions Grow



◀ As cities grew, people crowded into tenements and row houses such as these in London.

The Day of a Child Laborer, William Cooper

William Cooper began working in a textile factory at the age of ten. He had a sister who worked upstairs in the same factory. In 1832, Cooper was called to testify before a parliamentary committee about the conditions among child laborers in the textile industry. The following sketch of his day is based upon his testimony.



5 A.M. The workday began. Cooper and his sister rose as early as 4:00 or 4:30 in order to get to the factory by 5:00. Children usually ate their breakfast on the run.



12 NOON The children were given a 40-minute break for lunch. This was the only break they received all day.



Factories developed in clusters because entrepreneurs built them near sources of energy, such as water and coal. Major new industrial centers sprang up between the coal-rich area of southern Wales and the Clyde River valley in Scotland. But the biggest of these centers developed in England. (See map on page 715.)

Britain's capital, London, was the country's most important city. It had a population of about one million people by 1800. During the 1800s, its population exploded, providing a vast labor pool and market for new industry. London became Europe's largest city, with twice as many people as its closest rival (Paris). Newer cities challenged London's industrial leadership. Birmingham and Sheffield became iron-smelting centers. Leeds and Manchester dominated textile manufacturing. Along with the port of Liverpool, Manchester formed the center of Britain's bustling cotton industry. During the 1800s, Manchester experienced rapid growth from around 45,000 in 1760 to 300,000 by 1850.

Living Conditions Because England's cities grew rapidly, they had no development plans, sanitary codes, or building codes. Moreover, they lacked adequate housing, education, and police protection for the people who poured in from the countryside to seek jobs. Most of the unpaved streets had no drains, and garbage collected in heaps on them. Workers lived in dark, dirty shelters, with whole families crowding into one bedroom. Sickness was widespread. Epidemics of the deadly disease cholera regularly swept through the slums of Great Britain's industrial cities. In 1842, a British government study showed an average life span to be 17 years for working-class people in one large city, compared with 38 years in a nearby rural area.

Elizabeth Gaskell's *Mary Barton* (1848) is a work of fiction. But it presents a startlingly accurate portrayal of urban life experienced by many at the time. Gaskell provides a realistic description of the dank cellar dwelling of one family in a Manchester slum:

▼ Elizabeth Gaskell (1810–1865) was a British writer whose novels show a sympathy for the working class.




PRIMARY SOURCE

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

ELIZABETH GASKELL, *Mary Barton*

MAIN IDEA

Analyzing Primary Sources

 How does Gaskell indicate her sympathy for the working class in this passage?

But not everyone in urban areas lived miserably. Well-to-do merchants and factory owners often built luxurious homes in the suburbs.



3 P.M. The children often became drowsy during the afternoon or evening hours. In order to keep them awake, adult overseers sometimes whipped the children.



6 P.M. There was no break allowed for an evening meal. Children again ate on the run.



9 P.M. William Cooper's day ended after an exhausting 16-hour shift at work.



11 P.M. Cooper's sister worked another two hours even though she had to be back at work at 5:00 the next morning.



Working Conditions To increase production, factory owners wanted to keep their machines running as many hours as possible. As a result, the average worker spent 14 hours a day at the job, 6 days a week. Work did not change with the seasons, as it did on the farm. Instead, work remained the same week after week, year after year.

Industry also posed new dangers for workers. Factories were seldom well lit or clean. Machines injured workers. A boiler might explode or a drive belt might catch an arm. And there was no government program to provide aid in case of injury. The most dangerous conditions of all were found in coal mines. Frequent accidents, damp conditions, and the constant breathing of coal dust made the average miner's life span ten years shorter than that of other workers. Many women and children were employed in the mining industry because they were the cheapest source of labor.

Class Tensions Grow

Though poverty gripped Britain's working classes, the Industrial Revolution created enormous amounts of wealth in the nation. Most of this new money belonged to factory owners, shippers, and merchants. These people were part of a growing **middle class**, a social class made up of skilled workers, professionals, businesspeople, and wealthy farmers.

The Middle Class The new middle class transformed the social structure of Great Britain. In the past, landowners and aristocrats had occupied the top position in British society. With most of the wealth, they wielded the social and political power. Now some factory owners, merchants, and bankers grew wealthier than the landowners and aristocrats. Yet important social distinctions divided the two wealthy classes. Landowners looked down on those who had made their fortunes in the "vulgar" business world. Not until late in the 1800s were rich entrepreneurs considered the social equals of the lords of the countryside.

Gradually, a larger middle class—neither rich nor poor—emerged. The upper middle class consisted of government employees, doctors, lawyers, and managers of factories, mines, and shops. The lower middle class included factory overseers and such skilled workers as toolmakers, mechanical drafters, and printers. These people enjoyed a comfortable standard of living. **B**

MAIN IDEA

Summarizing

B Describe the social classes in Britain.

The Working Class During the years 1800 to 1850, however, laborers, or the working class, saw little improvement in their living and working conditions. They watched their livelihoods disappear as machines replaced them. In frustration, some smashed the machines they thought were putting them out of work.

One group of such workers was called the Luddites. They were named after Ned Ludd. Ludd, probably a mythical English laborer, was said to have destroyed weaving machinery around 1779. The Luddites attacked whole factories in northern England beginning in 1811, destroying laborsaving machinery. Outside the factories, mobs of workers rioted, mainly because of poor living and working conditions.

Positive Effects of the Industrial Revolution

Despite the problems that followed industrialization, the Industrial Revolution had a number of positive effects. It created jobs for workers. It contributed to the wealth of the nation. It fostered technological progress and invention. It greatly increased the production of goods and raised the standard of living. Perhaps most important, it provided the hope of improvement in people's lives.

The Industrial Revolution produced a number of other benefits as well. These included healthier diets, better housing, and cheaper, mass-produced clothing. Because the Industrial Revolution created a demand for engineers as well as clerical and professional workers, it expanded educational opportunities.

The middle and upper classes prospered immediately from the Industrial Revolution. For the workers it took longer, but their lives gradually improved during the 1800s. Laborers eventually won higher wages, shorter hours, and better working conditions after they joined together to form labor unions.

Long-Term Effects The long-term effects of the Industrial Revolution are still evident. Most people today in industrialized countries can afford consumer goods that would have been considered luxuries 50 or 60 years ago. In addition, their living and working conditions are much improved over those of workers in the 19th century. Also, profits derived from industrialization produced tax revenues. These funds have allowed local, state, and federal governments to invest in urban improvements and raise the standard of living of most city dwellers.

The economic successes of the Industrial Revolution, and also the problems created by it, were clearly evident in one of Britain's new industrial cities in the 1800s—Manchester.

CASE STUDY: Manchester

The Mills of Manchester

Manchester's unique advantages made it a leading example of the new industrial city. This northern English town had ready access to waterpower. It also had available labor from the nearby countryside and an outlet to the sea at Liverpool.

"From this filthy sewer pure gold flows," wrote Alexis de Tocqueville (ah•lehk•SEE duh TOHK•vihl), the French writer, after he visited Manchester in 1835. Indeed, the industrial giant showed the best and worst of the Industrial Revolution. Manchester's rapid, unplanned growth made it an unhealthy place for the poor people who lived and worked there. But wealth flowed from its factories. It went first to the mill owners and the new middle class. Eventually, although not immediately, the working class saw their standard of living rise as well.

Manchester's business owners took pride in mastering each detail of the manufacturing process. They worked many hours and risked their own money. For their efforts, they were rewarded with high profits. Many erected gracious homes on the outskirts of town.

To provide the mill owners with high profits, workers labored under terrible conditions. Children as young as six joined their parents in the factories. There, for six days a week, they toiled from 6 A.M. to 7 or 8 P.M., with only half an hour for

Industrialization

Industrialization is the process of developing industries that use machines to produce goods. This process not only revolutionizes a country's economy, it also transforms social conditions and class structures.

Effects of Industrialization



▼ This engraving shows urban growth and industrial pollution in Manchester.

INTEGRATED TECHNOLOGY

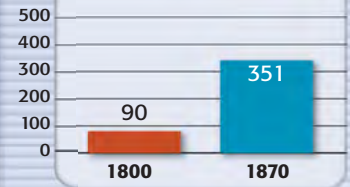
RESEARCH LINKS For more on industrialization, go to classzone.com

> DATA FILE

GROWTH OF CITIES

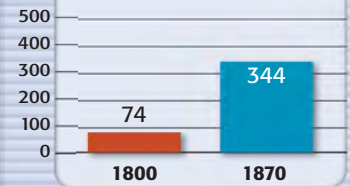
MANCHESTER

Population (in thousands)



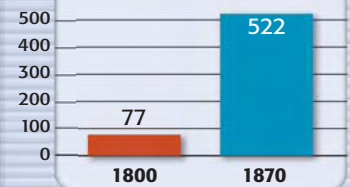
BIRMINGHAM

Population (in thousands)



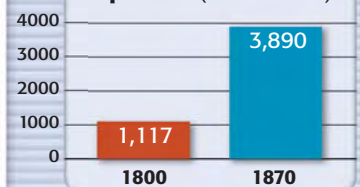
GLASGOW

Population (in thousands)



LONDON

Population (in thousands)



Source: *European Historical Statistics, 1750–1975*

Connect to Today

1. Recognizing Effects What were some advantages and disadvantages of industrialization?

See Skillbuilder Handbook, page R6.

2. Making Inferences Many nations around the world today are trying to industrialize. What do you think they hope to gain from that process?

Connect to Today



Child Labor Today

To save on labor costs, many corporations have moved their operations to developing countries, where young children work long hours under wretched conditions. In 2007, their number was estimated at 218 million children aged 5–17. They are unprotected by labor laws. For mere pennies per hour, children weave carpets, sort vegetables, or assemble expensive athletic shoes.

Several organizations are working to end child labor, including the Child Welfare League of America and the International Labor Rights Fund.

lunch and an hour for dinner. To keep the children awake, mill supervisors beat them. Tiny hands repaired broken threads in Manchester's spinning machines, replaced thread in the bobbins, or swept up cotton fluff. The dangerous machinery injured many children. The fluff filled their lungs and made them cough.

Until the first Factory Act passed in 1819, the British government exerted little control over child labor in Manchester and other factory cities. The act restricted working age and hours. For years after the act passed, young children still did heavy, dangerous work in Manchester's factories.

Putting so much industry into one place polluted the natural environment. The coal that powered factories and warmed houses blackened the air. Textile dyes and other wastes poisoned Manchester's Irwell River. An eyewitness observer wrote the following description of the river in 1862:

PRIMARY SOURCE

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

HUGH MILLER, "Old Red Sandstone"

Like other new industrial cities of the 19th century, Manchester produced consumer goods and created wealth on a grand scale. Yet, it also stood as a reminder of the ills of rapid and unplanned industrialization.

As you will learn in Section 3, the industrialization that began in Great Britain spread to the United States and to continental Europe in the 1800s.

MAIN IDEA

Drawing Conclusions

Whose interests did child labor serve?

SECTION 2 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- urbanization
- middle class

USING YOUR NOTES

2. Which change brought about by industrialization had the greatest impact?

- Industrialization Changes Life
 -
 -
- Class Tensions Grow

MAIN IDEAS

- Why did people flock to British cities and towns during the Industrial Revolution?
- What social class expanded as a result of industrialization?
- What were some of the negative effects of the rapid growth of Manchester?

CRITICAL THINKING & WRITING

- SUMMARIZING** How did industrialization contribute to city growth?
- EVALUATING** How were class tensions affected by the Industrial Revolution?
- FORMING AND SUPPORTING OPINIONS** The Industrial Revolution has been described as a mixed blessing. Do you agree or disagree? Support your answer with text references.
- WRITING ACTIVITY** **ECONOMICS** As a factory owner during the Industrial Revolution, write a **letter** to a newspaper justifying working conditions in your factory.

CONNECT TO TODAY CREATING A COMPARISON CHART

Make a **comparison chart** listing information on child labor in three developing nations—one each from Asia, Africa, and Latin America—and compare with data from the United States.



Industrialization Spreads

MAIN IDEA

EMPIRE BUILDING The industrialization that began in Great Britain spread to other parts of the world.

WHY IT MATTERS NOW

The Industrial Revolution set the stage for the growth of modern cities and a global economy.

TERMS & NAMES

- stock
- corporation

SETTING THE STAGE Great Britain's favorable geography and its financial systems, political stability, and natural resources sparked industrialization. British merchants built the world's first factories. When these factories prospered, more laborsaving machines and factories were built. Eventually, the Industrial Revolution that had begun in Britain spread both to the United States and to continental Europe. Countries that had conditions similar to those in Britain were ripe for industrialization.

Industrial Development in the United States

The United States possessed the same resources that allowed Britain to mechanize its industries. America had fast-flowing rivers, rich deposits of coal and iron ore, and a supply of laborers made up of farm workers and immigrants. During the War of 1812, Britain blockaded the United States, trying to keep it from engaging in international trade. This blockade forced the young country to use its own resources to develop independent industries. Those industries would manufacture the goods the United States could no longer import.

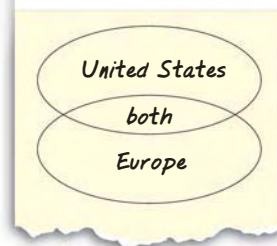
Industrialization in the United States As in Britain, industrialization in the United States began in the textile industry. Eager to keep the secrets of industrialization to itself, Britain had forbidden engineers, mechanics, and toolmakers to leave the country. In 1789, however, a young British mill worker named Samuel Slater emigrated to the United States. There, Slater built a spinning machine

from memory and a partial design. The following year, Moses Brown opened the first factory in the United States to house Slater's machines in Pawtucket, Rhode Island. But the Pawtucket factory mass-produced only one part of finished cloth, the thread.

In 1813, Francis Cabot Lowell of Boston and four other investors revolutionized the American textile industry. They mechanized every stage in the manufacture of cloth. Their weaving factory in Waltham, Massachusetts, earned them enough money to fund a larger

TAKING NOTES

Comparing Use a Venn diagram to compare industrialization in the United States and in Europe.



▼ Teenage mill girls at a Georgia cotton mill

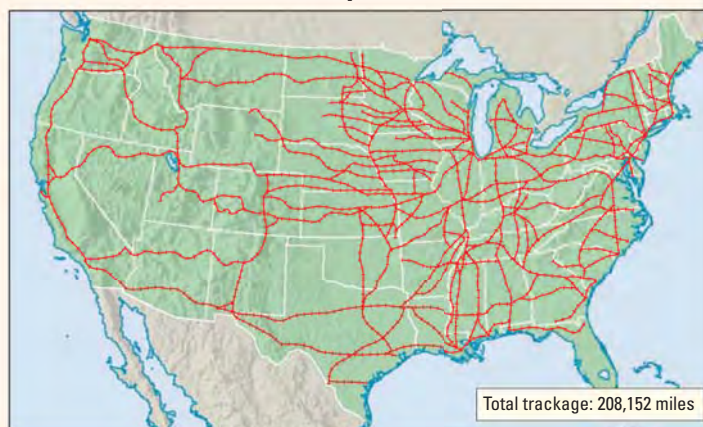


The Growth of Railroads in the United States

Railroad System, 1840



Railroad System, 1890



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** In what part of the country were the first railroads built? By 1890, what other part of the country was densely covered by railroad tracks?
- Movement** In what direction did the railroads help people move across the country?

operation in another Massachusetts town. When Lowell died, the remaining partners named the town after him. By the late 1820s, Lowell, Massachusetts, had become a booming manufacturing center and a model for other such towns.

Thousands of young single women flocked from their rural homes to work as mill girls in factory towns. There, they could make higher wages and have some independence. However, to ensure proper behavior, they were watched closely inside and outside the factory by their employers. The mill girls toiled more than 12 hours a day, 6 days a week, for decent wages. For some, the mill job was an alternative to being a servant and was often the only other job open to them:

PRIMARY SOURCE A

Country girls were naturally independent, and the feeling that at this new work the few hours they had of everyday leisure were entirely their own was a satisfaction to them. They preferred it to going out as "hired help." It was like a young man's pleasure in entering upon business for himself. Girls had never tried that experiment before, and they liked it.

LUCY LARCOM, *A New England Girlhood*

MAIN IDEA

Analyzing Primary Sources

A Why did Lucy Larcom think mill work benefited young women?

Textiles led the way, but clothing manufacture and shoemaking also underwent mechanization. Especially in the Northeast, skilled workers and farmers had formerly worked at home. Now they labored in factories in towns and cities such as Waltham, Lowell, and Lawrence, Massachusetts.

Later Expansion of U.S. Industry The Northeast experienced much industrial growth in the early 1800s. Nonetheless, the United States remained primarily agricultural until the Civil War ended in 1865. During the last third of the 1800s, the country experienced a technological boom. As in Britain, a number of causes contributed to this boom. These included a wealth of natural resources, among them oil, coal, and iron; a burst of inventions, such as the electric light bulb and the telephone; and a swelling urban population that consumed the new manufactured goods.

Also, as in Britain, railroads played a major role in America's industrialization. Cities like Chicago and Minneapolis expanded rapidly during the late 1800s. This

was due to their location along the nation's expanding railroad lines. Chicago's stockyards and Minneapolis's grain industries prospered by selling products to the rest of the country. Indeed, the railroads themselves proved to be a profitable business. By the end of the 1800s, a limited number of large, powerful companies controlled more than two-thirds of the nation's railroad tracks. Businesses of all kinds began to merge as the railroads had. Smaller companies joined together to form a larger one.

The Rise of Corporations Building large businesses like railroads required a great deal of money. To raise the money, entrepreneurs sold shares of **stock**, or certain rights of ownership. Thus people who bought stock became part owners of these businesses, which were called corporations. A **corporation** is a business owned by stockholders who share in its profits but are not personally responsible for its debts. Corporations were able to raise the large amounts of capital needed to invest in industrial equipment.

In the late 1800s, large corporations such as Standard Oil (founded by John D. Rockefeller) and the Carnegie Steel Company (founded by Andrew Carnegie) sprang up. They sought to control every aspect of their own industries in order to make big profits. Big business—the giant corporations that controlled entire industries—also made big profits by reducing the cost of producing goods. In the United States as elsewhere, workers earned low wages for laboring long hours, while stockholders earned high profits and corporate leaders made fortunes.

Continental Europe Industrializes

European businesses yearned to adopt the “British miracle,” the result of Britain's profitable new methods of manufacturing goods. But the troubles sparked by the French Revolution and the Napoleonic wars between 1789 and 1815 had halted trade, interrupted communication, and caused inflation in some parts of the continent. European countries watched the gap widen between themselves and Britain. Even so, industrialization eventually reached continental Europe.

▼ Danish workers labor in a steel mill in this 1885 painting by Peter Severin Kroyer.



Global Impact



Industrialization in Japan

With the beginning of the Meiji era in Japan in 1868, the central government began an ambitious program to transform the country into an industrialized state. It financed textile mills, coal mines, shipyards, and cement and other factories. It also asked private companies to invest in industry.

Some companies had been in business since the 1600s. But new companies sprang up too. Among them was the Mitsubishi company, founded in 1870 and still in business.

The industrializing of Japan produced sustained economic growth for the country. But it also led to strengthening the military and to Japanese imperialism in Asia.

Beginnings in Belgium Belgium led Europe in adopting Britain's new technology. It had rich deposits of iron ore and coal as well as fine waterways for transportation. As in the United States, British skilled workers played a key role in industrializing Belgium.

Samuel Slater had smuggled the design of a spinning machine to the United States. Much like him, a Lancashire carpenter named William Cockerill illegally made his way to Belgium in 1799. He carried secret plans for building spinning machinery. His son John eventually built an enormous industrial enterprise in eastern Belgium. It produced a variety of mechanical equipment, including steam engines and railway locomotives. Carrying the latest British advances, more British workers came to work with Cockerill. Several then founded their own companies in Europe.

Germany Industrializes Germany was politically divided in the early 1800s. Economic isolation and scattered resources hampered countrywide industrialization. Instead, pockets of industrialization appeared, as in the coal-rich Ruhr Valley of west central Germany. Beginning around 1835, Germany began to copy the British model. Germany imported British equipment and engineers. German manufacturers also sent their children to England to learn industrial management. **B**

Most important, Germany built railroads that linked its growing manufacturing cities, such as Frankfurt, with the Ruhr Valley's coal and iron ore deposits. In 1858, a German economist wrote, "Railroads and machine shops, coal mines

and iron foundries, spinneries and rolling mills seem to spring up out of the ground, and smokestacks sprout from the earth like mushrooms." Germany's economic strength spurred its ability to develop as a military power. By the late 1800s, a unified, imperial Germany had become both an industrial and a military giant.

Expansion Elsewhere in Europe In the rest of Europe, as in Germany, industrialization during the early 1800s proceeded by region rather than by country. Even in countries where agriculture dominated, pockets of industrialization arose. For example, Bohemia developed a spinning industry. Spain's Catalonia processed more cotton than Belgium. Northern Italy mechanized its textile production, specializing in silk spinning. Serf labor ran factories in regions around Moscow and St. Petersburg.

In France, sustained industrial growth occurred after 1830. French industrialization was more measured and controlled than in other countries because the agricultural economy remained strong. As a result, France avoided the great social and economic problems caused by industrialization. A thriving national market for new French products was created after 1850, when the government began railroad construction.

For a variety of reasons, many European countries did not industrialize. In some nations, the social structure delayed the adoption of new methods of production. The accidents of geography held back others. In Austria-Hungary and Spain, transportation posed great obstacles. Austria-Hungary's mountains defeated railroad builders. Spain lacked both good roads and waterways for canals.

MAIN IDEA

Analyzing Causes

B What factors slowed industrialization in Germany?

The Impact of Industrialization

The Industrial Revolution shifted the world balance of power. It increased competition between industrialized nations and poverty in less-developed nations.

Rise of Global Inequality Industrialization widened the wealth gap between industrialized and nonindustrialized countries, even while it strengthened their economic ties. To keep factories running and workers fed, industrialized countries required a steady supply of raw materials from less-developed lands. In turn, industrialized countries viewed poor countries as markets for their manufactured products.

Britain led in exploiting its overseas colonies for resources and markets. Soon other European countries, the United States, Russia, and Japan followed Britain's lead, seizing colonies for their economic resources. Imperialism, the policy of extending one country's rule over many other lands, gave even more power and wealth to these already wealthy nations. Imperialism was born out of the cycle of industrialization, the need for resources to supply the factories of Europe, and the development of new markets around the world. (See Chapter 27.)

Transformation of Society Between 1700 and 1900, revolutions in agriculture, production, transportation, and communication changed the lives of people in Western Europe and the United States. Industrialization gave Europe tremendous economic power. In contrast, the economies of Asia and Africa were still based on agriculture and small workshops. Industrialization revolutionized every aspect of society, from daily life to life expectancy. Despite the hardships early urban workers suffered, population, health, and wealth eventually rose dramatically in all industrialized countries. The development of a middle class created great opportunities for education and democratic participation. Greater democratic participation, in turn, fueled a powerful movement for social reform.



▲ The Crystal Palace Exposition in London in 1851 (shown above) celebrated the “works of industry of all nations.”

MAIN IDEA

Clarifying

Why did imperialism grow out of industrialization?

SECTION

3

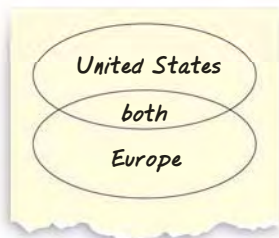
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- stock
- corporation

USING YOUR NOTES

2. Which development had the most impact in the United States? in continental Europe?



MAIN IDEAS

3. What early industries mechanized in the United States?
4. Why did Belgium lead Europe in adopting industrialization?
5. How did the Industrial Revolution shift the world balance of power?

CRITICAL THINKING & WRITING

6. **RECOGNIZING BIAS** Go back to the quote from Lucy Larcom on page 730. Do you think her feelings about working in the mill are typical? Why or why not?
7. **MAKING INFERENCES** Why was Britain unable to keep industrial secrets away from other nations?
8. **FORMING AND SUPPORTING OPINIONS** What was the most significant effect of the Industrial Revolution?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Draw a **political cartoon** that could have been used by the British government to show their sense of their own superiority over nonindustrialized nations that they planned to colonize.

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to research the economy of a less-developed nation in either Asia, Africa, or South America. Create a **database** of economic statistics for that country.

INTERNET KEYWORD
country profiles

Reforming the Industrial World

MAIN IDEA

ECONOMICS The Industrial Revolution led to economic, social, and political reforms.

WHY IT MATTERS NOW

Many modern social welfare programs developed during this period of reform.

TERMS & NAMES

- laissez faire
- Adam Smith
- capitalism
- utilitarianism
- socialism
- Karl Marx
- communism
- union
- strike

SETTING THE STAGE In industrialized countries in the 19th century, the Industrial Revolution opened a wide gap between the rich and the poor. Business leaders believed that governments should stay out of business and economic affairs. Reformers, however, felt that governments needed to play an active role to improve conditions for the poor. Workers also demanded more rights and protection. They formed labor unions to increase their influence.

TAKING NOTES

Summarizing Use a chart to summarize the characteristics of capitalism and socialism.

Capitalism	Socialism
1.	1.
2.	2.
3.	3.

The Philosophers of Industrialization

The term **laissez faire** (LEHS•ay•FAIR) refers to the economic policy of letting owners of industry and business set working conditions without interference. This policy favors a free market unregulated by the government. The term is French for “let do,” and by extension, “let people do as they please.”

Laissez-faire Economics Laissez-faire economics stemmed from French economic philosophers of the Enlightenment. They criticized the idea that nations grow wealthy by placing heavy tariffs on foreign goods. In fact, they argued, government regulations only interfered with the production of wealth. These philosophers believed that if government allowed free trade—the flow of commerce in the world market without government regulation—the economy would prosper.

Adam Smith, a professor at the University of Glasgow, Scotland, defended the idea of a free economy, or free markets, in his 1776 book *The Wealth of Nations*. According to Smith, economic liberty guaranteed economic progress. As a result, government should not interfere. Smith’s arguments rested on what he called the three natural laws of economics:

- the law of self-interest—People work for their own good.
- the law of competition—Competition forces people to make a better product.
- the law of supply and demand—Enough goods would be produced at the lowest possible price to meet demand in a market economy.

The Economists of Capitalism Smith’s basic ideas were supported by British economists Thomas Malthus and David Ricardo. Like Smith, they believed that natural laws governed economic life. Their important ideas were the foundation of laissez-faire capitalism. **Capitalism** is an economic system in which the factors of production are privately owned and money is invested in business ventures to make a profit. These ideas also helped bring about the Industrial Revolution.

In *An Essay on the Principle of Population*, written in 1798, Thomas Malthus argued that population tended to increase more rapidly than the food supply. Without wars and epidemics to kill off the extra people, most were destined to be poor and miserable. The predictions of Malthus seemed to be coming true in the 1840s.

David Ricardo, a wealthy stockbroker, took Malthus's theory one step further in his book, *Principles of Political Economy and Taxation* (1817). Like Malthus, Ricardo believed that a permanent underclass would always be poor. In a market system, if there are many workers and abundant resources, then labor and resources are cheap. If there are few workers and scarce resources, then they are expensive. Ricardo believed that wages would be forced down as population increased.

MAIN IDEA

Summarizing

A What did Malthus and Ricardo say about the effects of population growth?

Laissez-faire thinkers such as Smith, Malthus, and Ricardo opposed government efforts to help poor workers. They thought that creating minimum wage laws and better working conditions would upset the free market system, lower profits, and undermine the production of wealth in society. **A**

The Rise of Socialism

In contrast to laissez-faire philosophy, which advised governments to leave business alone, other theorists believed that governments should intervene. These thinkers believed that wealthy people or the government must take action to improve people's lives. The French writer Alexis de Tocqueville gave a warning:

PRIMARY SOURCE

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

ALEXIS DE TOCQUEVILLE, 1848 speech

Utilitarianism English philosopher Jeremy Bentham modified the ideas of Adam Smith. In the late 1700s, Bentham introduced the philosophy of [utilitarianism](#). Bentham wrote his most influential works in the late 1700s. According to Bentham's theory, people should judge ideas, institutions, and actions on the basis of their utility, or usefulness. He argued that the government should try to promote the greatest good for the greatest number of people. A government policy was only useful if it promoted this goal. Bentham believed that in general the individual should be free to pursue his or her own advantage without interference from the state.

John Stuart Mill, a philosopher and economist, led the utilitarian movement in the 1800s. Mill came to question unregulated capitalism. He believed it was wrong that workers should lead deprived lives that sometimes bordered on starvation. Mill wished to help ordinary working people with policies that would lead to a more equal division of profits. He also favored a cooperative system of agriculture and women's rights, including the right to vote. Mill called for the government to do away with great differences in wealth. Utilitarians also pushed for reforms in the legal and prison systems and in education. **B**

MAIN IDEA

Clarifying

B How did Mill want to change the economic system?

History Makers



Adam Smith
1723–1790

In his book *The Wealth of Nations*, Smith argued that if individuals freely followed their own self-interest, the world would be an orderly and progressive place. Social harmony would result without any government direction, "as if by an invisible hand."

Smith applied an invisible hand of his own. After his death, people discovered that he had secretly donated large sums of his income to charities.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Adam Smith, go to classzone.com

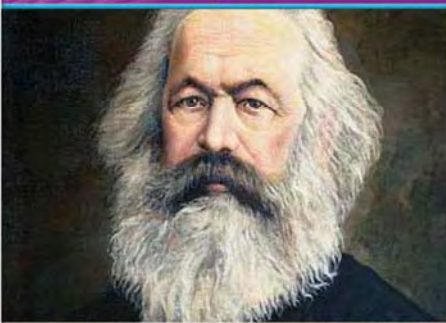
Utopian Ideas Other reformers took an even more active approach. Shocked by the misery and poverty of the working class, a British factory owner named Robert Owen improved working conditions for his employees. Near his cotton mill in New Lanark, Scotland, Owen built houses, which he rented at low rates. He prohibited children under ten from working in the mills and provided free schooling.

Then, in 1824, he traveled to the United States. He founded a cooperative community called New Harmony in Indiana, in 1825. He intended this community to be a utopia, or perfect living place. New Harmony lasted only three years but inspired the founding of other communities.

Socialism French reformers such as Charles Fourier (FUR•ee•AY), Saint-Simon (san see•MOHN), and others sought to offset the ill effects of industrialization with a new economic system called socialism. In **socialism**, the factors of production are owned by the public and operate for the welfare of all.

Socialism grew out of an optimistic view of human nature, a belief in progress, and a concern for social justice. Socialists argued that the government should plan the economy rather than depend on free-market capitalism to do the job. They argued that government control of factories, mines, railroads, and other key industries would end poverty and promote equality. Public ownership, they believed, would help workers, who were at the mercy of their employers. Some socialists—such as Louis Blanc—advocated change through extension of the right to vote.

History Makers



Karl Marx
1818–1883

Karl Marx studied philosophy at the University of Berlin before he turned to journalism and economics. In 1849, Marx joined the flood of radicals who fled continental Europe for England. He had declared in *The Communist Manifesto* that “the working men have no country.”

Marx’s theories of socialism and the inevitable revolt of the working class made him little money. He earned a meager living as a journalist. His wealthy coauthor and fellow German, Friedrich Engels, gave Marx financial aid.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Karl Marx, go to classzone.com

Marxism: Radical Socialism

The writings of a German journalist named **Karl Marx** introduced the world to a radical type of socialism called Marxism. Marx and Friedrich Engels, a German whose father owned a textile mill in Manchester, outlined their ideas in a 23-page pamphlet called *The Communist Manifesto*.

The Communist Manifesto In their manifesto, Marx and Engels argued that human societies have always been divided into warring classes. In their own time, these were the middle class “haves” or employers, called the bourgeoisie (BUR•zhwah•ZEE), and the “have-nots” or workers, called the proletariat (PROH•lih•TAIR•ee•iht). While the wealthy controlled the means of producing goods, the poor performed backbreaking labor under terrible conditions. This situation resulted in conflict:

PRIMARY SOURCE

Freeman and slave, patrician and plebeian, lord and serf, guild-master and journeyman, in a word, oppressor and oppressed, stood in constant opposition to one another, carried on an uninterrupted, now hidden, now open fight, a fight that each time ended, either in a revolutionary reconstitution of society at large, or in the common ruin of the contending classes.

KARL MARX and FRIEDRICH ENGELS, *The Communist Manifesto* (1848)

According to Marx and Engels, the Industrial Revolution had enriched the wealthy and impoverished the poor. The two writers predicted that the workers would overthrow the owners: “The proletarians have nothing to lose but their chains. They have a world to win. Workingmen of all countries, unite.”

MAIN IDEA

Summarizing

C What were the ideas of Marx and Engels concerning relations between the owners and the working class?

Capitalism vs. Socialism

The economic system called capitalism developed gradually over centuries, beginning in the late Middle Ages. Because of the ways industrialization changed society, some people began to think that capitalism led to certain problems, such as the abuse of workers. They responded by developing a new system of economic ideas called socialism.

Capitalism	Socialism
<ul style="list-style-type: none"> Individuals and businesses own property and the means of production. 	<ul style="list-style-type: none"> The community or the state should own property and the means of production.
<ul style="list-style-type: none"> Progress results when individuals follow their own self-interest. 	<ul style="list-style-type: none"> Progress results when a community of producers cooperate for the good of all.
<ul style="list-style-type: none"> Businesses follow their own self-interest by competing for the consumer's money. Each business tries to produce goods or services that are better and less expensive than those of competitors. 	<ul style="list-style-type: none"> Socialists believe that capitalist employers take advantage of workers. The community or state must act to protect workers.
<ul style="list-style-type: none"> Consumers compete to buy the best goods at the lowest prices. This competition shapes the market by affecting what businesses are able to sell. 	<ul style="list-style-type: none"> Capitalism creates unequal distribution of wealth and material goods. A better system is to distribute goods according to each person's need.
<ul style="list-style-type: none"> Government should not interfere in the economy because competition creates efficiency in business. 	<ul style="list-style-type: none"> An unequal distribution of wealth and material goods is unfair. A better system is to distribute goods according to each person's need.

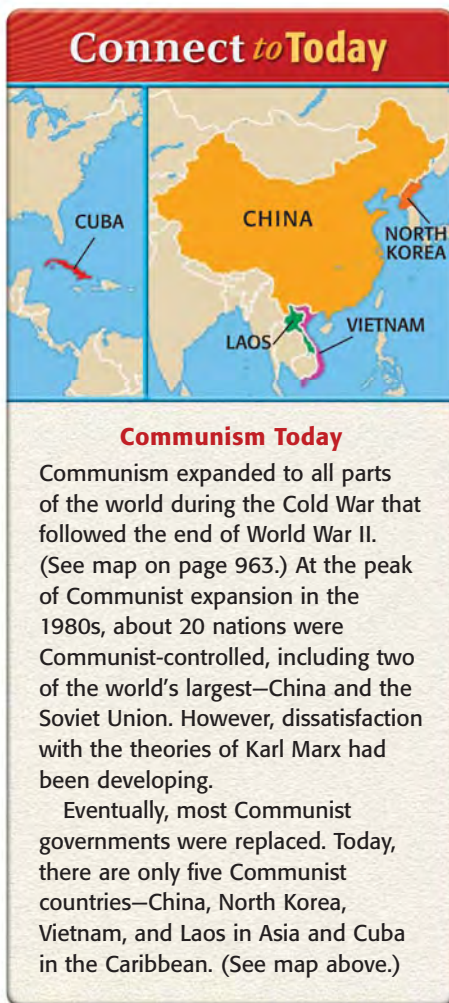
SKILLBUILDER: Interpreting Charts

- Developing Historical Perspective** Consider the following people from 19th-century Britain: factory worker, shop owner, factory owner, unemployed artisan. Which of them would be most likely to prefer capitalism and which would prefer socialism? Why?
- Forming and Supporting Opinions** Which system of economic ideas seems most widespread today? Support your opinion.

The Future According to Marx Marx believed that the capitalist system, which produced the Industrial Revolution, would eventually destroy itself in the following way. Factories would drive small artisans out of business, leaving a small number of manufacturers to control all the wealth. The large proletariat would revolt, seize the factories and mills from the capitalists, and produce what society needed. Workers, sharing in the profits, would bring about economic equality for all people. The workers would control the government in a “dictatorship of the proletariat.” After a period of cooperative living and education, the state or government would wither away as a classless society developed.

Marx called this final phase pure communism. Marx described **communism** as a form of complete socialism in which the means of production—all land, mines, factories, railroads, and businesses—would be owned by the people. Private property would in effect cease to exist. All goods and services would be shared equally.

Published in 1848, *The Communist Manifesto* produced few short-term results. Though widespread revolts shook Europe during 1848 and 1849, Europe's leaders eventually put down the uprisings. Only after the turn of the century did the fiery Marxist pamphlet produce explosive results. In the 1900s, Marxism inspired revolutionaries such as Russia's Lenin, China's Mao Zedong, and Cuba's Fidel Castro. These leaders adapted Marx's beliefs to their own specific situations and needs.



In *The Communist Manifesto*, Marx and Engels stated their belief that economic forces alone dominated society. Time has shown, however, that religion, nationalism, ethnic loyalties, and a desire for democratic reforms may be as strong influences on history as economic forces. In addition, the gap between the rich and the poor within the industrialized countries failed to widen in the way that Marx and Engels predicted, mostly because of the various reforms enacted by governments.

Labor Unions and Reform Laws

Factory workers faced long hours, dirty and dangerous working conditions, and the threat of being laid off. By the 1800s, working people became more active in politics. To press for reforms, workers joined together in voluntary labor associations called **unions**.

Unionization A union spoke for all the workers in a particular trade. Unions engaged in collective bargaining, negotiations between workers and their employers. They bargained for better working conditions and higher pay. If factory owners refused these demands, union members could **strike**, or refuse to work.

Skilled workers led the way in forming unions because their special skills gave them extra bargaining power. Management would have trouble replacing such skilled workers as carpenters, printers, and spinners. Thus, the earliest unions helped the lower middle class more than they helped the poorest workers.

The union movement underwent slow, painful growth in both Great Britain and the United States. For years, the British government denied workers the right to form unions. The government saw unions as a threat to social order and stability. Indeed, the Combination Acts of 1799 and 1800 outlawed unions and strikes. Ignoring the threat of jail or job loss, factory workers joined unions anyway. Parliament finally repealed the Combination Acts in 1824. After 1825, the British government unhappily tolerated unions.

British unions had shared goals of raising wages for their members and improving working conditions. By 1875, British trade unions had won the right to strike and picket peacefully. They had also built up a membership of about 1 million people.

In the United States, skilled workers had belonged to unions since the early 1800s. In 1886, several unions joined together to form the organization that would become the American Federation of Labor (AFL). A series of successful strikes won AFL members higher wages and shorter hours.

Reform Laws Eventually, reformers and unions forced political leaders to look into the abuses caused by industrialization. In both Great Britain and the United States, new laws reformed some of the worst abuses of industrialization. In the 1820s and 1830s, for example, Parliament began investigating child labor and working conditions in factories and mines. As a result of its findings, Parliament passed the Factory Act of 1833. The new law made it illegal to hire children under 9 years old. Children from the ages of 9 to 12 could not work more than 8 hours a day. Young people from 13 to 17 could not work more than 12 hours. In 1842, the Mines Act prevented women and children from working underground.

MAIN IDEA

D Summarizing

What were some of the important reform bills passed in Britain during this period?

In 1847, the Parliament passed a bill that helped working women as well as their children. The Ten Hours Act of 1847 limited the workday to ten hours for women and children who worked in factories. **D**

Reformers in the United States also passed laws to protect child workers. In 1904, a group of progressive reformers organized the National Child Labor Committee to end child labor. Arguing that child labor lowered wages for all workers, union members joined the reformers. Together they pressured national and state politicians to ban child labor and set maximum working hours.

In 1919, the U.S. Supreme Court objected to a federal child labor law, ruling that it interfered with states' rights to regulate labor. However, individual states were allowed to limit the working hours of women and, later, of men.



▲ Hungarian workers meet to plan their strategy before a strike.

The Reform Movement Spreads

Almost from the beginning, reform movements rose in response to the negative impact of industrialization. These reforms included improving the workplace and extending the right to vote to working-class men. The same impulse toward reform, along with the ideals of the French Revolution, also helped to end slavery and promote new rights for women and children.

The Abolition of Slavery William Wilberforce, a highly religious man, was a member of Parliament who led the fight for abolition—the end of the slave trade and slavery in the British Empire. Parliament passed a bill to end the slave trade in the British West Indies in 1807. After he retired from Parliament in 1825, Wilberforce continued his fight to free the slaves. Britain finally abolished slavery in its empire in 1833.

British antislavery activists had mixed motives. Some, such as the abolitionist Wilberforce, were morally against slavery. Others viewed slave labor as an economic threat. Furthermore, a new class of industrialists developed who supported cheap labor rather than slave labor. They soon gained power in Parliament.

In the United States the movement to fulfill the promise of the Declaration of Independence by ending slavery grew in the early 1800s. The enslavement of African people finally ended in the United States when the Union won the Civil War in 1865. Then, enslavement persisted in the Americas only in Puerto Rico, Cuba, and Brazil. In Puerto Rico, slavery was ended in 1873. Spain finally abolished slavery in its Cuban colony in 1886. Not until 1888 did Brazil's huge enslaved population win freedom.

The Fight for Women's Rights The Industrial Revolution proved a mixed blessing for women. On the one hand, factory work offered higher wages than work done at home. Women spinners in Manchester, for example, earned much more money than women who stayed home to spin cotton thread. On the other hand, women factory workers usually made only one-third as much money as men did.

Women led reform movements to address this and other pressing social issues. During the mid-1800s, for example, women formed unions in the trades where they dominated. In Britain, some women served as safety inspectors in factories where other women worked. In the United States, college-educated women like Jane Addams ran settlement houses. These community centers served the poor residents of slum neighborhoods.

History Makers



Jane Addams
1860–1935

After graduating from college, Jane Addams wondered what to do with her life.

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

Addams and her friend Ellen Starr set up Hull House in a working-class district in Chicago. Eventually the facilities included a nursery, a gym, a kitchen, and a boarding house for working women. Hull House not only served the immigrant population of the neighborhood, it also trained social workers.

In both the United States and Britain, women who had rallied for the abolition of slavery began to wonder why their own rights should be denied on the basis of gender. The movement for women's rights began in the United States as early as 1848. Women activists around the world joined to found the International Council for Women in 1888. Delegates and observers from 27 countries attended the council's 1899 meeting. **E**

Reforms Spread to Many Areas of Life In the United States and Western Europe, reformers tried to correct the problems troubling the newly industrialized nations. Public education and prison reform ranked high on the reformers' lists.

One of the most prominent U.S. reformers, Horace Mann of Massachusetts, favored free public education for all children. Mann, who spent his own childhood working at hard labor, warned, "If we do not prepare children to become good citizens . . . if we do not enrich their minds with knowledge, then our republic must go down to destruction." By the 1850s, many states were starting public school systems. In Western Europe, free public schooling became available in the late 1800s.

In 1831, French writer Alexis de Tocqueville had contrasted the brutal conditions in American prisons to the "extended liberty" of American society. Those who sought to reform prisons emphasized the goal of providing prisoners with the means to lead to useful lives upon release.

During the 1800s, democracy grew in industrialized countries even as foreign expansion increased. The industrialized democracies faced new challenges both at home and abroad. You will learn about these challenges in Chapter 26.

MAIN IDEA

E Making Inferences

Why might women abolitionists have headed the movement for women's rights?

SECTION

4

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

• laissez faire • Adam Smith • capitalism • utilitarianism • socialism • Karl Marx • communism • union • strike

USING YOUR NOTES

2. What characteristics do capitalism and socialism share?

Capitalism	Socialism
1.	1.
2.	2.
3.	3.

MAIN IDEAS

- What were Adam Smith's three natural laws of economics?
- What kind of society did early socialists want?
- Why did workers join together in unions?

CRITICAL THINKING & WRITING

- IDENTIFYING PROBLEMS** What were the main problems faced by the unions during the 1800s and how did they overcome them?
- DRAWING CONCLUSIONS** Why do you think that Marx's "dictatorship of the proletariat" did not happen?
- MAKING INFERENCES** Why did the labor reform movement spread to other areas of life?
- WRITING ACTIVITY** **ECONOMICS** Write a two-paragraph persuasive essay on how important economic forces are in society. Support your opinion using evidence from this and previous chapters.

CONNECT TO TODAY PREPARING AN ECONOMIC REPORT

Research a present-day corporation. Prepare an **economic report** that includes the corporation's structure, products or services, number of employees, and any other relevant economic information you are able to find.

Different Perspectives: Using Primary and Secondary Sources

INTERACTIVE

Industrialization

Industrialization eventually raised the standard of living for many people in Europe and North America in the 1800s. Yet the process also brought suffering to countless workers who crowded into filthy cities to toil for starvation wages. The following excerpts reveal a variety of perspectives on this major historical event.

A PRIMARY SOURCE

Mary Paul

Mary Paul worked in a textile factory in Lowell, Massachusetts. In an 1846 letter to her father in New Hampshire, the 16-year-old expressed her satisfaction with her situation at Lowell.

I am at work in a spinning room tending four sides of warp which is one girl's work. The overseer tells me that he never had a girl get along better than I do. . . . I have a very good boarding place, have enough to eat. . . . The girls are all kind and obliging. . . . I think that the factory is the best place for me and if any girl wants employment, I advise them to come to Lowell.

B PRIMARY SOURCE

Andrew Carnegie

In his autobiography, published in 1920, the multimillionaire industrialist views with optimism the growth of American industry.

One great advantage which America will have in competing in the markets of the world is that her manufacturers will have the best home market. Upon this they can depend for a return upon capital, and the surplus product can be exported with advantage, even when the prices received for it do no more than cover actual cost, provided the exports be charged with their proportion of all expenses. The nation that has the best home market, especially if products are standardized, as ours are, can soon outsell the foreign producer.

C PRIMARY SOURCE

Friedrich Engels

Friedrich Engels, who coauthored *The Communist Manifesto* and also managed a textile factory in Manchester, England, spent his nights wandering the city's slums.

Nobody troubles about the poor as they struggle helplessly in the whirlpool of modern industrial life. The working man may be lucky enough to find employment, if by his labor he can enrich some member of the middle classes. But his wages are so low that they hardly keep body and soul together. If he cannot find work, he can steal, unless he is afraid of the police; or he can go hungry and then the police will see to it that he will die of hunger in such a way as not to disturb the equanimity of the middle classes.

D PRIMARY SOURCE

Walter Crane

This political cartoon was published in *Cartoons for the Cause* in Britain in 1886. It shows the vampire bat of Capitalism attacking a laborer. Socialism is pictured as an angel who is coming to the rescue.



Document-Based QUESTIONS

1. Why would Andrew Carnegie (Source B) and Friedrich Engels (Source C) disagree about the effects of industrialization?
2. What might be reasons for 16-year-old Mary Paul's (Source A) satisfaction with her job and life in Lowell?
3. Why might the political cartoon by Walter Crane (Source D) be useful in getting workers to rally to the cause of socialism?

Chapter 25 Assessment

VISUAL SUMMARY

The Industrial Revolution



Economic Effects

- New inventions and development of factories
- Rapidly growing industry in the 1800s
- Increased production and higher demand for raw materials
- Growth of worldwide trade
- Population explosion and expanding labor force
- Exploitation of mineral resources
- Highly developed banking and investment system
- Advances in transportation, agriculture, and communication



Social Effects

- Increase in population of cities
- Lack of city planning
- Loss of family stability
- Expansion of middle class
- Harsh conditions for laborers, including children
- Workers' progress versus laissez-faire economic attitudes
- Improved standard of living
- Creation of new jobs
- Encouragement of technological progress



Political Effects

- Child labor laws to end abuses
- Reformers urging equal distribution of wealth
- Trade unions formed
- Social reform movements, such as utilitarianism, utopianism, socialism, and Marxism
- Reform bills in Parliament and Congress

TERMS & NAMES

For each term or name below, briefly explain its connection to the Industrial Revolution.

1. Industrial Revolution
2. enclosure
3. factory
4. urbanization
5. middle class
6. corporation
7. laissez faire
8. socialism
9. Karl Marx
10. union

MAIN IDEAS

The Beginnings of Industrialization Section 1 (pages 717–722)

11. What were the four natural resources needed for British industrialization?
12. How did the enclosure movement change agriculture in England?
13. What were two important inventions created during the Industrial Revolution? Describe their impact.

Case Study: Industrialization Section 2 (pages 723–728)

14. What were the living conditions like in Britain during industrialization?
15. How did the new middle class transform the social structure of Great Britain during industrialization?
16. How did industrialization affect Manchester's natural environment?

Industrialization Spreads Section 3 (pages 729–733)

17. Why were other European countries slower to industrialize than Britain?
18. What might explain the rise of global inequality during the Industrial Revolution?

Reforming the Industrial World Section 4 (pages 734–741)

19. What were the two warring classes that Marx and Engels outlined in *The Communist Manifesto*?
20. How did women fight for change during the Industrial Revolution?

CRITICAL THINKING

1. USING YOUR NOTES

In a chart, list some of the major technological advances and their effects on society.

Technological Advance	Effect(s)

2. EVALUATING

SCIENCE AND TECHNOLOGY How significant were the changes that the Industrial Revolution brought to the world? Explain your conclusion.

3. ANALYZING CAUSES AND RECOGNIZING EFFECTS

ECONOMICS How important were labor unions in increasing the power of workers? Give reasons for your opinion.

4. DRAWING CONCLUSIONS

How did the Industrial Revolution help to increase Germany's military power? Support your answer with information from the chapter.

5. DEVELOPING HISTORICAL PERSPECTIVE

EMPIRE BUILDING Would a nonindustrialized or an industrialized nation more likely be an empire builder? Why?

Use the quotation about industrialization and your knowledge of world history to answer questions 1 and 2.
Additional Test Practice, pp. S1–S33

PRIMARY SOURCE

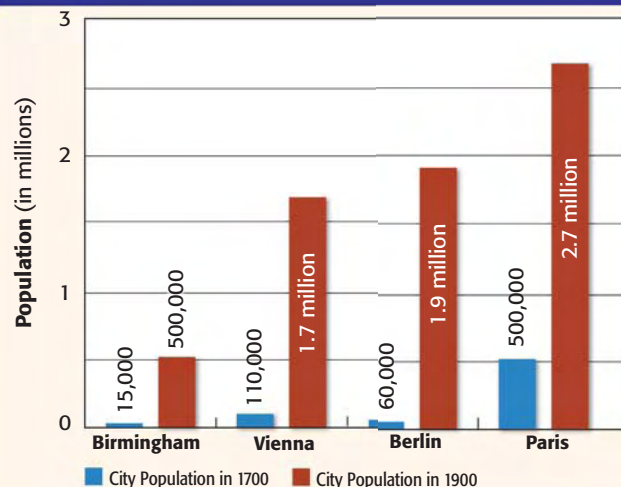
It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it. . . . It was a town of machinery and tall chimneys, out of which interminable [endless] serpents of smoke trailed themselves for ever and ever. . . . It contained several large streets all very like one another, and many small streets still more like one another, inhabited by people equally like one another, who all went in and out at the same hours, with the same sound upon the same pavements, to do the same work, and to whom every day was the same as yesterday and tomorrow, and every year the counterpart of the last and the next.

CHARLES DICKENS, *Hard Times*

- In this passage, the writer is trying to describe how
 - people came from the countryside to the city to work in industry.
 - entrepreneurs built factories.
 - capitalism works.
 - difficult life is for workers in industrial cities.
- What is Dickens's view of industrialization?
 - that it is good for factory owners
 - that it brings progress to a nation
 - that it pollutes the air and exploits the workers
 - that it causes population growth

Use the graph below and your knowledge of world history to answer question 3.

The Growth of Cities, 1700–1900



Sources: *European Historical Statistics, 1750–1975*;
 Eric Hopkins, *The Rise of the Manufacturing Town*

- The graph above shows population growth in four European cities from 1700 to 1900, that is, before and after the Industrial Revolution. Which statement best describes the information in the chart?
 - All of the cities grew at the same rate.
 - The increase in population for each city was less than 2 million people.
 - Paris was the most populous city both before and after the Industrial Revolution.
 - Berlin's population in 1900 was four times its size in 1700.

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to classzone.com

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact *with* History

On page 716, you looked at working conditions in an English factory in the 19th century. Now that you have read the chapter about the Industrial Revolution, rethink your decision about what you would do to change your situation. What working conditions would you like to see change? What benefits might a union bring? What disadvantages might result if workers organize? Discuss your opinions with a small group.

2. WRITING ABOUT HISTORY

The Industrial Revolution's impact varied according to social class. Write a three-paragraph **expository essay** indicating how these people would view the changes in industry: an inventor, an entrepreneur, a skilled worker, and a hand weaver.

INTEGRATED TECHNOLOGY

Using Graphics Software

Make a list of five major inventions or innovations of the Industrial Revolution. Research each to learn about the scientific, economic, and social changes that contributed to its development and the effects that it caused. Use the Internet, books, and other resources to conduct your research. Then use graphics software to create a chart, graph, or diagram depicting the relationship between the inventions and innovations, the changes, and the effects.

You may include some of the following:

- the plow
- the cotton gin
- the power loom
- the telegraph
- the sewing machine

CHAPTER 26

An Age of Democracy and Progress, 1815–1914

Previewing Main Ideas

EMPIRE BUILDING During the 1800s, Great Britain gradually allowed three of its colonies—Canada, Australia, and New Zealand—greater self-rule. However, Britain maintained tight control over Ireland.

Geography According to the map, what Western democracies existed in North America and Western Europe in 1900?

POWER AND AUTHORITY The United States expanded across the continent during the 1800s and added new states to its territory to become a great power.

Geography What geographical factors might have helped to make the United States a great power?

SCIENCE AND TECHNOLOGY The transcontinental railroad helped to link the United States from the Atlantic Ocean to the Pacific Ocean. It was a triumph of 19th-century technology.

Geography How might a technological achievement such as the transcontinental railroad have contributed to American prosperity?

INTEGRATED TECHNOLOGY

eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



INTERNET RESOURCES

Go to classzone.com for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

EUROPE

WORLD

1815

1821
Mexico wins independence from Spain.



1837
Queen Victoria comes to power in Great Britain.

1845
Ireland is struck by famine.

1859
Darwin publishes theory of evolution.

1850



1857
Sepoy Mutiny challenges British rule in India. (native troops in Britain's East India Company)



Western Democracies, 1900



1871
Franco-Prussian War ends.

1889
Eiffel Tower is completed in Paris.



1867
Dominion of Canada is formed.

1869
Suez Canal opens.

1893
New Zealand becomes first nation to allow women to vote.



1914
Panama Canal opens.

What ideals might be worth fighting and dying for?

You are living in Paris in 1871. France is in a state of political upheaval following the Franco-Prussian War. When workers in Paris set up their own government, called the Paris Commune, French soldiers quickly stamp out the movement. Most of the Communards (the supporters of the Commune) are either killed or imprisoned. When your good friend Philippe dies in the fighting, you wonder whether self-government is worth dying for.



▲ Communards lie massacred in this painting titled *A Street in Paris in May 1871*, by Maximilien Luce.

EXAMINING *the* ISSUES

- **What might lead you to join a group seeking self-government?**
- **What ideals would you choose to help shape a new government?**

As a class, discuss these questions. During the discussion, think about some of the ideals that inspired American and French revolutionaries. As you read this chapter, consider the ideals that moved people to action. Also consider how people tried to change government to better reflect their ideals.



Democratic Reform and Activism

MAIN IDEA

POWER AND AUTHORITY

Spurred by the demands of the people, Great Britain and France underwent democratic reforms.

WHY IT MATTERS NOW

During this period, Britain and France were transformed into the democracies they are today.

TERMS & NAMES

- suffrage
- Chartist movement
- Queen Victoria
- Third Republic
- Dreyfus affair
- anti-Semitism
- Zionism

SETTING THE STAGE Urbanization and industrialization brought sweeping changes to Western nations. People looking for solutions to the problems created by these developments began to demand reforms. They wanted to improve conditions for workers and the poor. Many people also began to call for political reforms. They demanded that more people be given a greater voice in government. Many different groups, including the middle class, workers, and women, argued that the right to vote be extended to groups that were excluded.

Britain Enacts Reforms

As Chapter 21 explained, Britain became a constitutional monarchy in the late 1600s. Under this system of government, the monarch serves as the head of state, but Parliament holds the real power. The British Parliament consists of a House of Lords and a House of Commons. Traditionally, members of the House of Lords either inherited their seats or were appointed. However, this changed in 1999, when legislation was passed that abolished the right of hereditary peers to inherit a seat in the House of Lords. Members of the House of Commons are elected by the British people.

In the early 1800s, the method of selecting the British government was not a true democracy. Only about five percent of the population had the right to elect the members of the House of Commons. Voting was limited to men who owned a substantial amount of land. Women could not vote at all. As a result, the upper classes ran the government.

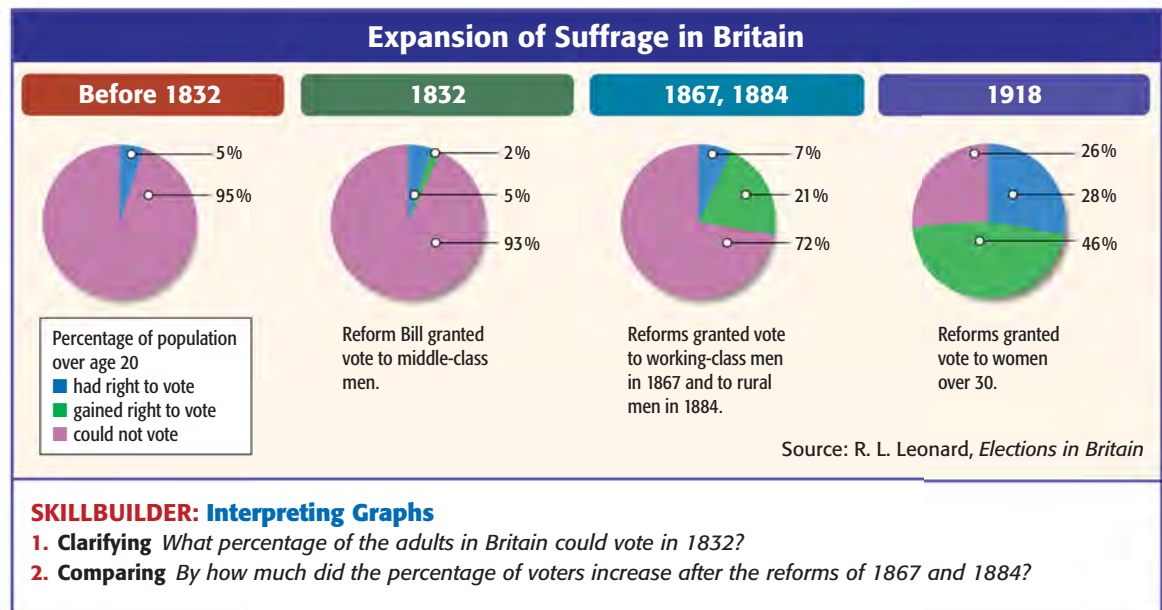
The Reform Bill of 1832 The first group to demand a greater voice in politics was the wealthy middle class—factory owners, bankers, and merchants. Beginning in 1830, protests took place around England in favor of a bill in Parliament that would extend **suffrage**, or the right to vote. The Revolution of 1830 in France frightened parliamentary leaders. They feared that revolutionary violence would spread to Britain. Thus, Parliament passed the Reform Bill of 1832. This law eased the property requirements so that well-to-do men in the middle class could vote. The Reform Bill also modernized the districts for electing members of Parliament and gave the thriving new industrial cities more representation.

Chartist Movement Although the Reform Bill increased the number of British voters, only a small percentage of men were eligible to vote. A popular movement

TAKING NOTES

Evaluating Courses of Action Use a chart to list and evaluate events in this section according to whether they expanded (+) or impeded (-) democracy.

Event	Evaluation



arose among the workers and other groups who still could not vote to press for more rights. It was called the **Chartist movement** because the group first presented its demands to Parliament in a petition called The People's Charter of 1838.


The People's Charter called for suffrage for all men and annual Parliamentary elections. It also proposed to reform Parliament in other ways. In Britain at the time, eligible men voted openly. Since their vote was not secret, they could feel pressure to vote in a certain way. Members of Parliament had to own land and received no salary, so they needed to be wealthy. The Chartists wanted to make Parliament responsive to the lower classes. To do this, they demanded a secret ballot, an end to property requirements for serving in Parliament, and pay for members of Parliament.

Parliament rejected the Chartists' demands. However, their protests convinced many people that the workers had valid complaints. Over the years, workers continued to press for political reform, and Parliament responded. It gave the vote to working-class men in 1867 and to male rural workers in 1884. After 1884, most adult males in Britain had the right to vote. By the early 1900s, all the demands of the Chartists, except for annual elections, became law. **A**

The Victorian Age The figure who presided over all this historic change was **Queen Victoria**. Victoria came to the throne in 1837 at the age of 18. She was queen for nearly 64 years. During the Victorian Age, the British Empire reached the height of its wealth and power. Victoria was popular with her subjects, and she performed her duties capably. However, she was forced to accept a less powerful role for the monarchy.

The kings who preceded Victoria in the 1700s and 1800s had exercised great influence over Parliament. The spread of democracy in the 1800s shifted political power almost completely to Parliament, and especially to the elected House of Commons. Now the government was completely run by the prime minister and the cabinet.

History Makers



Queen Victoria and Prince Albert

About two years after her coronation, Queen Victoria (1819–1901) fell in love with her cousin Albert (1819–1861), a German prince. She proposed to him and they were married in 1840. Together they had nine children. Prince Albert established a tone of politeness and correct behavior at court, and the royal couple presented a picture of loving family life that became a British ideal.

After Albert died in 1861, the queen wore black silk for the rest of her life in mourning. She once said of Albert, "Without him everything loses its interest."

MAIN IDEA

Making Inferences

A Why do you think the Chartists demanded a secret ballot rather than public voting?

Women Get the Vote

By 1890, several industrial countries had universal male suffrage (the right of all men to vote). No country, however, allowed women to vote. As more men gained suffrage, more women demanded the same.

Organization and Resistance During the 1800s, women in both Great Britain and the United States worked to gain the right to vote. British women organized reform societies and protested unfair laws and customs. As women became more vocal, however, resistance to their demands grew. Many people, both men and women, thought that woman suffrage was too radical a break with tradition. Some claimed that women lacked the ability to take part in politics.

Militant Protests After decades of peaceful efforts to win the right to vote, some women took more drastic steps. In Britain, Emmeline Pankhurst formed the Women's Social and Political Union (WSPU) in 1903. The WSPU became the most militant organization for women's rights. Its goal was to draw attention to the cause of woman suffrage. When asked about why her group chose militant means to gain women's rights, Pankhurst replied:

PRIMARY SOURCE

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

EMMELINE PANKHURST, *Why We Are Militant*

MAIN IDEA

Analyzing Motives

B Was the use of militant action effective in achieving the goal of woman suffrage? Explain.

Emmeline Pankhurst, her daughters Christabel and Sylvia, and other WSPU members were arrested and imprisoned many times. When they were jailed, the Pankhursts led hunger strikes to keep their cause in the public eye. British officials force-fed Sylvia and other activists to keep them alive.

Though the woman suffrage movement gained attention between 1880 and 1914, its successes were gradual. Women did not gain the right to vote in national elections in Great Britain and the United States until after World War I. **B**

France and Democracy

While Great Britain moved toward greater democracy in the late 1800s, democracy finally took hold in France.

The Third Republic In the aftermath of the Franco-Prussian War, France went through a series of crises. Between 1871 and 1914, France averaged a change of government almost yearly. A dozen political parties competed for power. Not until 1875 could the National Assembly agree on a new government. Eventually, the members voted to set up a republic. The **Third Republic** lasted over 60 years. However, France remained divided.

The Dreyfus Affair During the 1880s and 1890s, the Third Republic was threatened by monarchists, aristocrats, clergy, and army leaders. These groups wanted a monarchy or military rule. A controversy known as the **Dreyfus affair** became a battleground for these opposing forces. Widespread feelings of **anti-Semitism**, or prejudice against Jews, also played a role in this scandal.

Global Impact

The Women's Movement

By the 1880s, women were working internationally to win more rights. In 1888, women activists from the United States, Canada, and Europe met in Washington, D.C., for the International Council of Women. In 1893, delegates and observers from many countries attended a large congress of women in Chicago. They came from lands as far apart as New Zealand, Argentina, Iceland, Persia, and China.

The first countries to grant suffrage to women were New Zealand (1893) and Australia (1902). Only in two European countries—Finland (1906, then part of the Russian Empire) and Norway (1913)—did women gain voting rights before World War I. In the United States, the territory of Wyoming allowed women to vote in 1869. Several other Western states followed suit.



▲ This engraving from an 1898 French magazine shows Émile Zola being surrounded by an anti-Semitic mob.

In 1894, Captain Alfred Dreyfus, one of the few Jewish officers in the French army, was accused of selling military secrets to Germany. A court found him guilty, based on false evidence, and sentenced him to life in prison. In a few years, new evidence showed that Dreyfus had been framed by other army officers.

Public opinion was sharply divided over the scandal. Many army leaders, nationalists, leaders in the clergy, and anti-Jewish groups refused to let the case be reopened. They feared sudden action would cast doubt on the honor of the army. Dreyfus's defenders insisted that

justice was more important. In 1898, the writer Émile Zola published an open letter titled *J'accuse!* (I accuse) in a popular French newspaper. In the letter, Zola denounced the army for covering up a scandal. Zola was sentenced to a year in prison for his views, but his letter gave strength to Dreyfus's cause. Eventually, the French government declared his innocence.

The Rise of Zionism The Dreyfus case showed the strength of anti-Semitism in France and other parts of Western Europe. However, persecution of Jews was even more severe in Eastern Europe. Russian officials permitted pogroms (puh•GRAHMS), organized campaigns of violence against Jews. From the late 1880s on, thousands of Jews fled Eastern Europe. Many headed for the United States.

For many Jews, the long history of exile and persecution convinced them to work for a homeland in Palestine. In the 1890s, a movement known as **Zionism** developed to pursue this goal. Its leader was Theodor Herzl (HEHRT•suhl), a writer in Vienna. It took many years, however, before the state of Israel was established.

SECTION

1

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- suffrage
- Chartist movement
- Queen Victoria
- Third Republic
- Dreyfus affair
- anti-Semitism
- Zionism

USING YOUR NOTES

2. Which of these events most expanded democracy, and why?

Event	Evaluation

MAIN IDEAS

3. What were some effects of the Reform Bill of 1832?
4. What was the goal of the WSPU in Britain?
5. What was the Dreyfus affair?

CRITICAL THINKING & WRITING

6. **COMPARING** Why was the road to democracy more difficult for France than for England?
7. **SYNTHESIZING** Look again at the primary source on page 749. What is Pankhurst demanding?
8. **RECOGNIZING EFFECTS** What was the connection between anti-Semitism and Zionism?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Among the Chartists' demands was pay for members of Parliament. Write a **letter to the editor** that supports or criticizes a pay raise for your legislators.

CONNECT TO TODAY CREATING A POSTER

Find information on issues in today's world that involve a call for social justice. Then make a **poster** in which you illustrate what you regard as the most compelling example of a current social injustice.



Self-Rule for British Colonies

MAIN IDEA

EMPIRE BUILDING Britain allowed self-rule in Canada, Australia, and New Zealand but delayed it for Ireland.

WHY IT MATTERS NOW

Canada, Australia, and New Zealand are strong democracies today, while Ireland is divided.

TERMS & NAMES

- dominion
- Maori
- Aborigine
- penal colony
- home rule
- Irish Republican Army

SETTING THE STAGE By 1800, Great Britain had colonies around the world. These included outposts in Africa and Asia. In these areas, the British managed trade with the local peoples, but they had little influence over the population at large. In the colonies of Canada, Australia, and New Zealand, on the other hand, European colonists dominated the native populations. As Britain industrialized and prospered in the 1800s, so did these colonies. Some were becoming strong enough to stand on their own.

Canada Struggles for Self-Rule

Canada was originally home to many Native American peoples. The first European country to colonize Canada was France. The earliest French colonists, in the 1600s and 1700s, had included many fur trappers and missionaries. They tended to live among the Native Americans. Some French intermarried with Native Americans.

Great Britain took possession of the country in 1763 after it defeated France in the French and Indian War. The French who remained lived mostly in the lower St. Lawrence Valley. Many English-speaking colonists arrived in Canada after it came under British rule. Some came from Great Britain, and others were Americans who had stayed loyal to Britain after the American Revolution. They settled separately from the French along the Atlantic seaboard and the Great Lakes.

French and English Canada Religious and cultural differences between the mostly Roman Catholic French and the mainly Protestant English-speaking colonists caused conflict in Canada. Both groups pressed Britain for a greater voice in governing their own affairs. In 1791 the British Parliament tried to resolve both issues by creating two new Canadian provinces. Upper Canada (now Ontario) had an English-speaking majority. Lower Canada (now Quebec) had a French-speaking majority. Each province had its own elected assembly.

The Durham Report The division of Upper and Lower Canada temporarily eased tensions. In both colonies, the royal governor and a small group of wealthy British held most of the power. But during the early 1800s, middle-class professionals in both colonies began to demand political and economic reforms. In Lower Canada, these demands were also fueled by French resentment toward British rule. In the late 1830s, rebellions broke out in both Upper and Lower

TAKING NOTES

Comparing Use a chart to compare progress toward self-rule by recording significant events.

Country	Political Events
Canada	
Australia	
New Zealand	
Ireland	

History *in* Depth



Acadians to Cajuns

Colonists from France founded the colony of Acadia on the eastern coast of what is now Canada in 1604. Tensions flared between these settlers and later arrivals from England and Scotland.

In 1713, the British gained control of Acadia and renamed it Nova Scotia (New Scotland). They expelled thousands of descendants of the original Acadians. Many eventually settled in southern Louisiana. Today, their culture still thrives in the Mississippi Delta area, where the people are called Cajuns (an alteration of Acadian).

Canada. The British Parliament sent a reform-minded statesman, Lord Durham, to investigate.

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

The Dominion of Canada By the mid-1800s, many Canadians believed that Canada needed a central government. A central government would be better able to protect the interests of Canadians against the United States, whose territory now extended from the Atlantic to the Pacific oceans. In 1867, Nova Scotia and New Brunswick joined the Province of Canada to form the Dominion of Canada. As a **dominion**, Canada was self-governing in domestic affairs but remained part of the British Empire.

Canada's Westward Expansion Canada's first prime minister, John MacDonald, expanded Canada westward by purchasing lands and persuading frontier territories to join the union. Canada stretched to the Pacific Ocean by 1871. MacDonald began the construction of a transcontinental railroad, completed in 1885.

Australia and New Zealand

The British sea captain James Cook claimed New Zealand in 1769 and part of Australia in 1770 for Great Britain. Both lands were already inhabited. In New Zealand, Cook was greeted by the **Maori**, a Polynesian people who had settled in New Zealand around A.D. 800. Maori culture was based on farming, hunting, and fishing.

When Cook reached Australia, he considered the land uninhabited. In fact, Australia was sparsely populated by **Aborigines**, as Europeans later called the native peoples. Aborigines are the longest ongoing culture in the world. These nomadic peoples fished, hunted, and gathered food.

Britain's Penal Colony Britain began colonizing Australia in 1788 with convicted criminals. The prisons in England were severely overcrowded. To solve this problem, the British government established a penal colony in Australia. A **penal colony** was a place where convicts were sent to serve their sentences. Many European nations used penal colonies as a way to prevent overcrowding of prisons. After their release, the newly freed prisoners could buy land and settle.

Free Settlers Arrive Free British settlers eventually joined the former convicts in both Australia and New Zealand. In the early 1800s, an Australian settler experimented with breeds of sheep until he found one that produced high quality wool and thrived in the country's warm, dry weather. Although sheep are not native to Australia, the raising and exporting of wool became its biggest business.

To encourage immigration, the government offered settlers cheap land. The population grew steadily in the early 1800s and then skyrocketed after a gold rush in 1851. The scattered settlements on Australia's east coast grew into separate colonies. Meanwhile, a few pioneers pushed westward across the vast dry interior and established outposts in western Australia.

MAIN IDEA

Recognizing Effects

A How do you think Durham's report affected French-speaking Canadians?

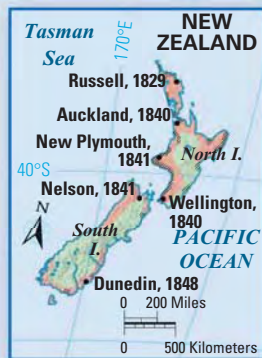


Australia and New Zealand to 1850

INTERACTIVE

Climate Regions

- Desert
- Grassland
- Mediterranean
- Rain forest
- Savanna
- Woodlands
- Densest Aborigine or Maori populations, around 1770
- Date of European settlement



GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Region** What sort of climate region is found along the eastern coast of Australia?
2. **Region** What regions of Australia and New Zealand were most densely inhabited by native peoples?

Settling New Zealand European settlement of New Zealand grew more slowly. This was because Britain did not claim ownership of New Zealand, as it did Australia. Rather, it recognized the land rights of the Maori. In 1814, missionary groups began arriving from Australia seeking to convert the Maori to Christianity.

The arrival of more foreigners stirred conflicts between the Maori and the European settlers over land. Responding to the settlers' pleas, the British decided to annex New Zealand in 1839 and appointed a governor to negotiate with the Maori. In a treaty signed in 1840, the Maori accepted British rule in exchange for recognition of their land rights.

Self-Government Like Canadians, the colonists of Australia and New Zealand wanted to rule themselves yet remain in the British Empire. During the 1850s, the colonies in both Australia and New Zealand became self-governing and created parliamentary forms of government. In 1901, the Australian colonies were united under a federal constitution as the Commonwealth of Australia. During the early 1900s, both Australia and New Zealand became dominions.

The people of Australia and New Zealand pioneered a number of political reforms. For example, the secret ballot, sometimes called the Australian ballot, was first used in Australia in the 1850s. In 1893, New Zealand became the first nation in the world to give full voting rights to women. However, only white women gained these rights.

Status of Native Peoples Native peoples and other non-Europeans were excluded from democracy and prosperity. Diseases brought by the Europeans killed Aborigines and Maori. As Australian settlement grew, the colonists displaced or killed many Aborigines.

In New Zealand, tensions between settlers and Maori continued to grow after it became a British colony. Between 1845 and 1872, the colonial government fought the Maori in a series of wars. Reduced by disease and outgunned by British weapons, the Maori were finally driven into a remote part of the country. **B**

▼ This photograph shows a Maori warrior with traditional dress and face markings.



MAIN IDEA

Contrasting

B How did the colonial settlement of Australia and New Zealand differ?

The Irish Win Home Rule

English expansion into Ireland had begun in the 1100s, when the pope granted control of Ireland to the English king. English knights invaded Ireland, and many settled there to form a new aristocracy. The Irish, who had their own ancestry, culture, and language, bitterly resented the English presence. Laws imposed by the English in the 1500s and 1600s limited the rights of Catholics and favored the Protestant religion and the English language.

Over the years, the British government was determined to maintain its control over Ireland. It formally joined Ireland to Britain in 1801. Though a setback for Irish nationalism, this move gave Ireland representation in the British Parliament. Irish leader Daniel O’Connell persuaded Parliament to pass the Catholic Emancipation Act in 1829. This law restored many rights to Catholics.

The Great Famine In the 1840s, Ireland experienced one of the worst famines of modern history. For many years, Irish peasants had depended on potatoes as virtually their sole source of food. From 1845 to 1848, a plant fungus ruined nearly all of Ireland’s potato crop. Out of a population of 8 million, about a million people died from starvation and disease over the next few years.

During the famine years, about a million and a half people fled from Ireland. Most went to the United States; others went to Britain, Canada, and Australia. At home, in Ireland, the British government enforced the demands of the English landowners that the Irish peasants pay their rent. Many Irish lost their land and fell hopelessly in debt, while large landowners profited from higher food prices.

Demands for Home Rule During the second half of the 1800s, opposition to British rule over Ireland took two forms. Some Irish wanted independence for Ireland. A greater number of Irish preferred [home rule](#), local control over internal

> Analyzing Primary Sources

Starvation in Ireland

A traveler described what he saw on a journey through Ireland in 1847:

PRIMARY SOURCE

We entered a cabin. Stretched in one dark corner, scarcely visible, from the smoke and rags that covered them, were three children huddled together, lying there because they were too weak to rise, pale and ghastly, their little limbs—on removing a portion of the filthy covering—perfectly emaciated, eyes sunk, voice gone, and evidently in the last stage of actual starvation.

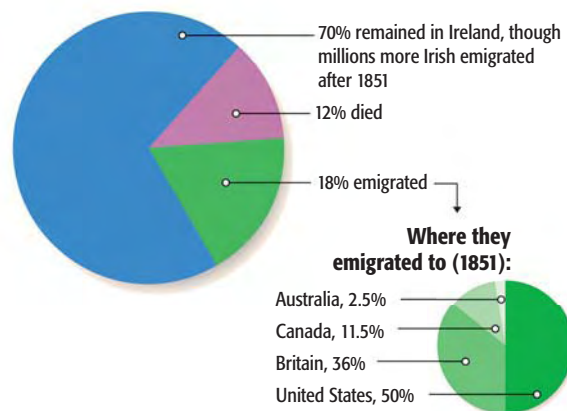
WILLIAM BENNETT, quoted in *Narrative of a Recent Journey of Six Weeks in Ireland*

DOCUMENT-BASED QUESTIONS

- 1. Determining Main Ideas** What was the effect of the destruction of Ireland’s potato crop on the population of Ireland?
- 2. Clarifying** How did 18 percent of the population deal with the famine?
- 3. Comparing** Which country received the most Irish emigrants?

The Great Famine, 1845–1851

Fate of the Irish during the famine:



Sources: R. F. Foster, *Modern Ireland, 1600–1972*; D. Fitzpatrick, *Irish Emigration, 1804–1921*

matters only. The British, fearful of Irish moves toward independence, refused to consider either option.

One reason for Britain's opposition to home rule was concern for Ireland's Protestants. They feared being a minority in a country dominated by Catholics. Most Protestants lived in the northern part of Ireland, known as Ulster. Finally, in 1914, Parliament enacted a home rule bill for southern Ireland. Just one month before the plan was to take effect, World War I broke out in Europe. Irish home rule was put on hold.

Rebellion and Division Frustrated over the delay in gaining independence, a small group of Irish nationalists rebelled in Dublin during Easter week, 1916. British troops put down the Easter Rising and executed its leaders. Their fate, however, aroused wider popular support for the nationalist movement.

After World War I, the Irish nationalists won a victory in the elections for the British Parliament. To protest delays in home rule, the nationalist members decided not to attend Parliament. Instead, they formed an underground Irish government and declared themselves independent. The **Irish Republican Army** (IRA), an unofficial military force seeking independence for Ireland, staged a series of attacks against British officials in Ireland. The attacks sparked war between the nationalists and the British government.

In 1921, Britain divided Ireland and granted home rule to southern Ireland. Ulster, or Northern Ireland, remained a part of Great Britain. The south became a dominion called the Irish Free State. However, many Irish nationalists, led by Eamon De Valera, continued to seek total independence from Britain. In 1949, the Irish Free State declared itself the independent Republic of Ireland. **C**

MAIN IDEA

Evaluating Decisions

C Was Britain's policy in dividing Ireland successful? Why or why not?

Connect to Today

Northern Ireland Today

When Northern Ireland decided to stay united with Great Britain, many Catholics there refused to accept the partition, or division. In the late 1960s, Catholic groups began to demonstrate for more civil rights.

Their protests touched off fighting between Catholics and Protestants. Militant groups on both sides engaged in terrorism. This violent period, called the "troubles," continued into the 1990s.

In 1999, with a peace accord, Catholics and Protestants began sharing power in a new home-rule government. In May 2007, home rule returned under a new power-sharing government.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Design a Web page about the peace process in Northern Ireland today. Include key figures in the peace process, especially Gerry Adams and David Trimble. Go to **classzone.com** for your research.

SECTION

2

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- dominion
- Maori
- Aborigine
- penal colony
- home rule
- Irish Republican Army

USING YOUR NOTES

2. In what ways was Ireland different from the other three colonies?

Country	Political Events
Canada	
Australia	
New Zealand	

MAIN IDEAS

- What were the two major reforms urged by the Durham report?
- What was unusual about the first European settlers in Australia?
- What are the main countries to which the Irish emigrated during the famine?

CRITICAL THINKING & WRITING

- COMPARING** How was Britain's policy toward Canada beginning in the late 1700s similar to its policy toward Ireland in the 1900s?
- DRAWING CONCLUSIONS** What impact did the Great Famine have on the population of Ireland?
- CLARIFYING** Why did Britain create Upper Canada and Lower Canada, and who lived in each colony?
- WRITING ACTIVITY** **EMPIRE BUILDING** Britain encouraged emigration to each of the colonies covered in this section. What effects did this policy have on these areas? Write a **paragraph** in which you provide an explanation.

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to find information on Irish emigration to the United States. Create a **bar graph** showing the years when the largest numbers of Irish came to the United States.

INTERNET KEYWORD

Irish immigration

Life in Early Australia

European explorers located Australia long after they had begun colonizing other lands. Dutch explorers were probably the first Europeans to reach Australia around 1605. Australia was not claimed by a European power, however, until the British did so in 1770.

Early Australia had many groups of people with diverse interests, including a native population that had lived on the island for at least 40,000 years. On these pages you will discover the occupations, motivations, and interests of some Australians in the 17th and 18th centuries.

INTEGRATED TECHNOLOGY

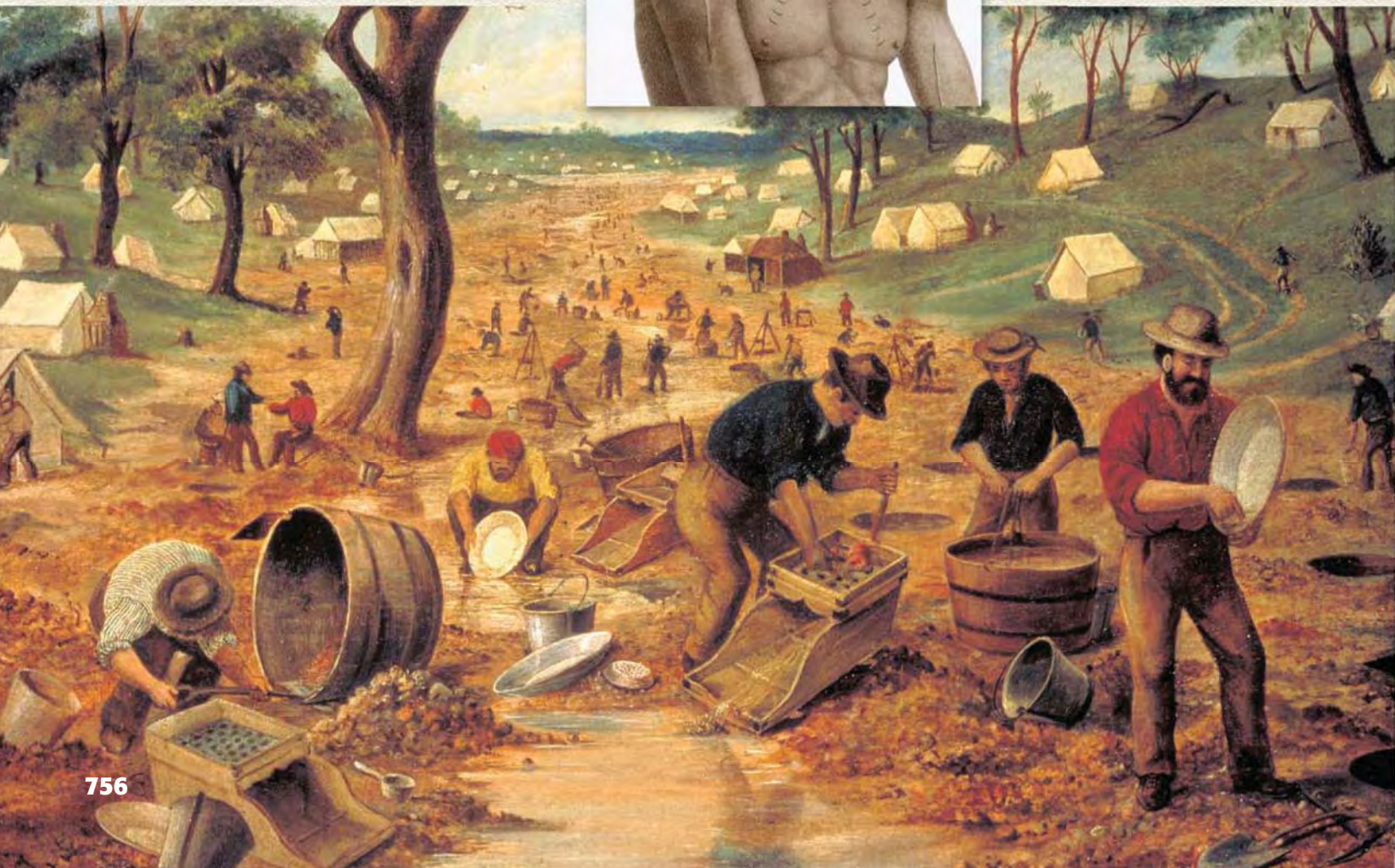
RESEARCH LINKS For more on early Australia, go to classzone.com

▼ Gold Miners

In 1851, lured by the potential of striking it rich, thousands of people began prospecting for gold in Australia. Sometimes whole families moved to the gold fields, but life in the gold camps was hard and very few people struck it rich. Searching for gold was hard and dirty work, as this painting illustrates.

▼ Original Australians

Aboriginal society developed in close harmony with nature. There were between 200 and 300 Aboriginal languages, and most people were bilingual or multilingual. By 1900, half of Australia's original inhabitants had died fighting the British or from disease. The engraving below depicts an Aboriginal man with ceremonial face paint and scars. The other image below is an ancient Aboriginal rock painting.



> DATA FILE

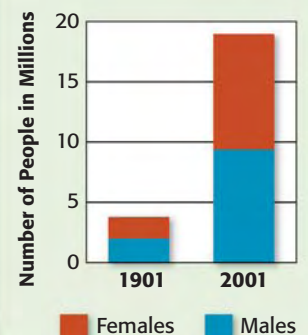
Australia Today

- Australia still mines gold, but it also produces 95 percent of the world's precious opals and 99 percent of black opals.
- Australia has 24 million head of cattle and is the world's largest exporter of beef.
- Australians had 8.6 million cell phones in 2000.

Australia's Population

- In 2001, there was an average of 6.5 people per square mile in Australia. That same year in the United States there were 77.8 people per square mile.
- In Australia's 2001 census, 410,003 people identified themselves as being of indigenous origin.

Australia's Population

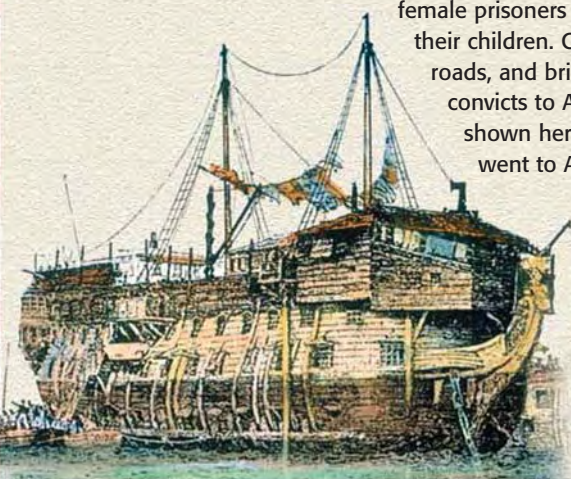


▲ Farmers and Ranchers

Free settlers made the journey to Australia willingly. Many went into farming and ranching. Farms provided much-needed food, and sheep ranching provided wool as a valuable export. Convicts were hired out to farmers and ranchers as cheap labor. Sheep ranching, shown in the picture above, remains an important part of Australia's economy.

▼ Convicts

Beginning in 1788, England sent both male and female prisoners to Australia—sometimes with their children. Convicts built public buildings, roads, and bridges. England stopped sending convicts to Australia in 1868. The prison ship shown here housed prisoners before they went to Australia.



Connect to Today

1. Forming and Supporting Opinions

Of the groups represented on this page, which do you believe had highest quality of living? Why?

See Skillbuilder Handbook, page R20.

2. Comparing and Contrasting

Use the Internet to research the issues that Australian Aborigines and Native Americans in the United States face today and compare them. How are they similar? How are they different?



War and Expansion in the United States

MAIN IDEA

POWER AND AUTHORITY The United States expanded across North America and fought a civil war.

WHY IT MATTERS NOW

The 20th-century movements to ensure civil rights for African Americans and others are a legacy of this period.

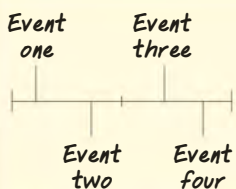
TERMS & NAMES

- manifest destiny
- Abraham Lincoln
- secede
- U.S. Civil War
- Emancipation Proclamation
- segregation

SETTING THE STAGE The United States won its independence from Britain in 1783. At the end of the Revolutionary War, the Mississippi River marked the western boundary of the new republic. As the original United States filled with settlers, land-hungry newcomers pushed beyond the Mississippi. The government helped them by acquiring new territory for settlement. Meanwhile, tensions between northern and southern states over the issues of states' rights and slavery continued to grow and threatened to reach a boiling point.

TAKING NOTES

Following Chronological Order Create a time line to record major events of the United States in the 19th century.



Americans Move West

In 1803, President Thomas Jefferson bought the Louisiana Territory from France. The Louisiana Purchase doubled the size of the new republic and extended its boundary to the Rocky Mountains. In 1819, Spain gave up Florida to the United States. In 1846, a treaty with Great Britain gave the United States part of the Oregon Territory. The nation now stretched from the Atlantic to the Pacific oceans.

Manifest Destiny Many Americans believed in **manifest destiny**, the idea that the United States had the right and duty to rule North America from the Atlantic Ocean to the Pacific Ocean. Government leaders used manifest destiny to justify evicting Native Americans from their tribal lands.

The Indian Removal Act of 1830 made such actions official policy. This law enabled the federal government to force Native Americans living in the East to move to the West. Georgia's Cherokee tribe challenged the law before the Supreme Court. The Court, however, ruled that the suit was not valid. The Cherokees had to move. Most of them traveled 800 miles to Oklahoma, mainly on foot, on a journey later called the Trail of Tears. About a quarter of the Cherokees died on the trip. A survivor recalled how the journey began:

PRIMARY SOURCE

The day was bright and beautiful, but a gloomy thoughtfulness was depicted in the lineaments of every face. . . . At this very moment a low sound of distant thunder fell on my ear . . . and sent forth a murmur, I almost thought a voice of divine indignation for the wrong of my poor and unhappy countrymen, driven by brutal power from all they loved and cherished in the land of their fathers.

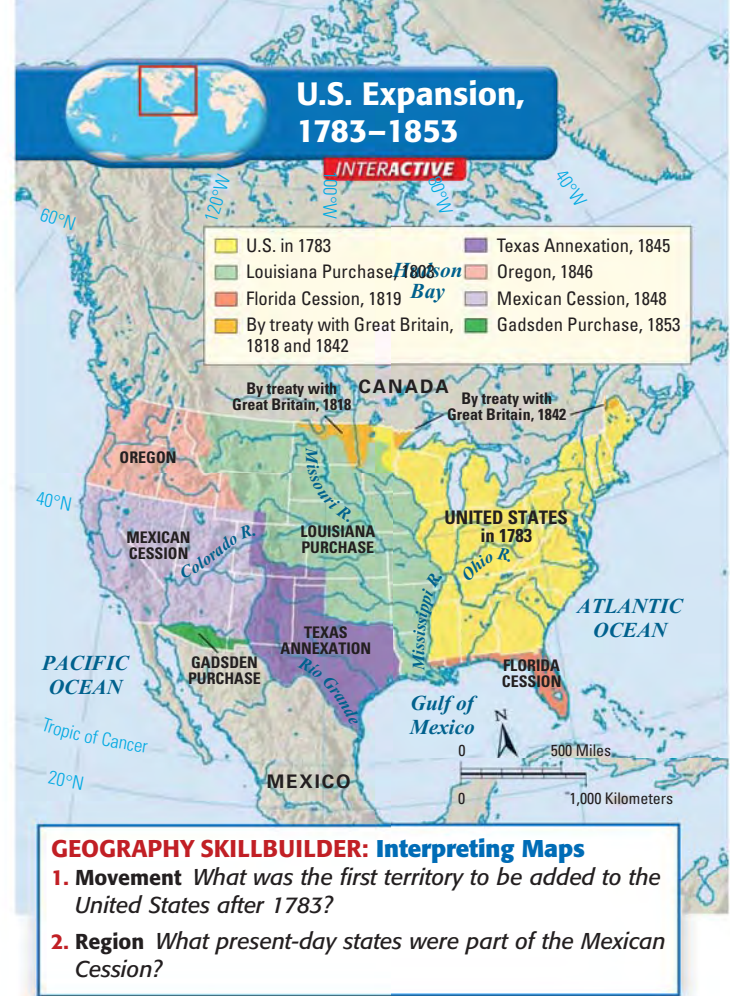
WILLIAM SHOREY COODEY, quoted in *The Trail of Tears*

When the Cherokees reached their destination, they ended up on land inferior to that which they had left. As white settlers moved west during the 19th century, the government continued to push Native Americans off their land.

Texas Joins the United States When Mexico had gained its independence from Spain in 1821, its territory included the lands west of the Louisiana Purchase. With Mexico's permission, American settlers moved into the Mexican territory of Texas. However, settlers were unhappy with Mexico's rule.

In 1836, Texans revolted against Mexican rule and won their independence. Then, in 1845, the United States annexed Texas. Since Mexico still claimed Texas, it viewed this annexation as an act of war.

War with Mexico Between May 1846 and February 1848, war raged between the two countries. Finally, Mexico surrendered. As part of the settlement of the Mexican-American War, Mexico ceded territory to the United States. The Mexican Cession included California and a huge area in the Southwest. In 1853, the Gadsden Purchase from Mexico brought the lower continental United States to its present boundaries.



Civil War Tests Democracy

America's westward expansion raised questions about what laws and customs should be followed in the West. Since the nation's early days, the northern and southern parts of the United States had followed different ways of life. Each section wanted to extend its own way of life to the new territories and states in the West.

North and South The North had a diversified economy, with both farms and industry. For both its factories and farms, the North depended on free workers. The South's economy, on the other hand, was based on just a few cash crops, mainly cotton. Southern planters relied on slave labor. **A**

The economic differences between the two regions led to a conflict over slavery. Many Northerners considered slavery morally wrong. They wanted to outlaw slavery in the new western states. Most white Southerners believed slavery was necessary for their economy. They wanted laws to protect slavery in the West so that they could continue to raise cotton on the fertile soil there.

The disagreement over slavery fueled a debate about the rights of the individual states against those of the federal government. Southern politicians argued that the states had freely joined the Union, and so they could freely leave. Most Northerners felt that the Constitution had established the Union once and for all.

Civil War Breaks Out Conflict between the North and South reached a climax in 1860, when **Abraham Lincoln** was elected president. Southerners fiercely

MAIN IDEA

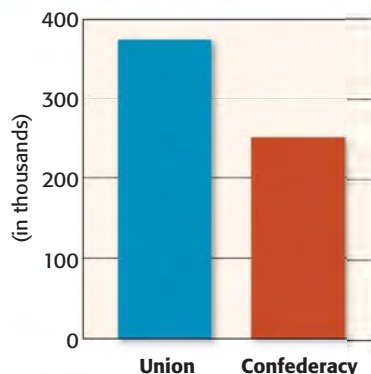
Contrasting

A What were the main economic differences between the Northern and Southern states?

Civil War in the United States, 1861–1865



Civil War Deaths



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Movement** What can you tell about the strategy of the North to defeat the South?
- 2. Human-Environment Interaction** Which side do you think suffered the most devastation? Why?

opposed Lincoln, who had promised to stop the spread of slavery. One by one, Southern states began to **secede**, or withdraw, from the Union. These states came together as the Confederate States of America.

On April 12, 1861, Confederate forces fired on Fort Sumter, a federal fort in Charleston, South Carolina. Lincoln ordered the army to bring the rebel states back into the Union. The **U.S. Civil War** had begun. Four years of fighting followed, most of it in the South. Although the South had superior military leadership, the North had a larger population, better transportation, greater resources, and more factories. These advantages proved too much, and in April 1865, the South surrendered.

Abolition of Slavery Lincoln declared that the war was being fought to save the Union and not to end slavery. He eventually decided that ending slavery would help to save the Union. Early in 1863, he issued the **Emancipation Proclamation**, declaring that all slaves in the Confederate states were free. **B**

At first, the proclamation freed no slaves, because the Confederate states did not accept it as law. As Union armies advanced into the South, however, they freed slaves in the areas they conquered. The Emancipation Proclamation also showed European nations that the war was being fought against slavery. As a result, these nations did not send the money and supplies that the South had hoped they would.

In the aftermath of the war, the U.S. Congress passed the Thirteenth Amendment to the Constitution, which abolished slavery in the United States. The Fourteenth and Fifteenth Amendments extended the rights of citizenship to all Americans and guaranteed former slaves the right to vote.

Reconstruction From 1865 to 1877, Union troops occupied the South and enforced the constitutional protections. This period is called Reconstruction. After federal troops left the South, white Southerners passed laws that limited African

MAIN IDEA

Analyzing Issues


B Did the Emancipation Proclamation reflect a change in Lincoln's main goal for the war?

Americans' rights and made it difficult for them to vote. Such laws also encouraged **segregation**, or separation, of blacks and whites in the South. African Americans continued to face discrimination in the North as well.

The Postwar Economy

The need for mass production and distribution of goods during the Civil War speeded industrialization. After the war, the United States experienced industrial expansion unmatched in history. By 1914, it was a leading industrial power.


Immigration Industrialization could not have occurred so rapidly without immigrants. During the 1870s, immigrants arrived at a rate of nearly 2,000 a day. By 1914, more than 20 million people had moved to the United States from Europe and Asia. Many settled in the cities of the Northeast and Midwest. Others settled in the open spaces of the West.

The Railroads As settlers moved west, so did the nation's rail system. In 1862, Congress had authorized money to build a transcontinental railroad. For seven years, immigrants and other workers dug tunnels, built bridges, and laid track. When the railroad was completed in 1869, railroads linked California with the eastern United States. 

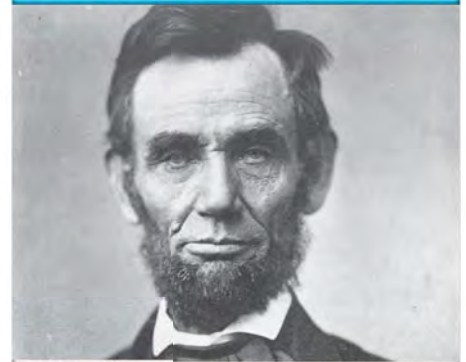
By 1900, nearly 200,000 miles of track crossed the nation. This system linked farm to city and boosted trade and industry. The railroads bought huge quantities of steel. Also, trains brought materials such as coal and iron ore to factories and moved the finished goods to market. They carried corn, wheat, and cattle from the Great Plains to processing plants in St. Louis, Chicago, and Minneapolis. These developments helped to make the United States a world leader.

MAIN IDEA

Recognizing Effects

 How did railroads affect the growth of the United States?

History Makers



Abraham Lincoln
1809–1865

Lincoln passionately believed in preserving the Union. His upbringing might help explain why. The son of rural, illiterate parents, he educated himself. After working as rail splitter, boatman, storekeeper, and surveyor, he taught himself to be a lawyer. This career path led eventually to the White House.

In Europe, people stayed at the level of society into which they had been born. Yet the United States had been founded on the belief that all men were created equal. Small wonder that Lincoln fought to preserve the democracy he described as the "last best hope of earth."

SECTION

3

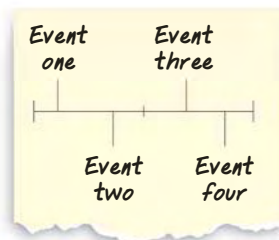
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- manifest destiny
- Abraham Lincoln
- secede
- U.S. Civil War
- Emancipation Proclamation
- segregation

USING YOUR NOTES

2. Which events contributed to U.S. expansion?



MAIN IDEAS

3. What territory did the Mexican-American War open up to American settlers?
4. What were some of the economic differences between the North and the South before the Civil War?
5. How did the Civil War speed up America's industrialization?

CRITICAL THINKING & WRITING

6. **DISTINGUISHING FACT FROM OPINION** Reread the quotation from William Shorey Coodey on page 758. What facts are conveyed in his statement? What opinions does he express about the Trail of Tears?
7. **COMPARING** What were the relative resources of the North and South in the U.S. Civil War?
8. **MAKING INFERENCES** How might the Mexican Cession (see map, page 759) have consequences today?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Imagine that you are making the westward journey by wagon train. Write a number of **journal entries** describing your experience.

CONNECT TO TODAY MAKING A TABLE

Find information on countries today that are experiencing civil wars or conflicts. Make a **table** that includes the name of each country, the continent it is located on, and the dates of the conflict.



Nineteenth-Century Progress

MAIN IDEA

SCIENCE AND TECHNOLOGY

Breakthroughs in science and technology transformed daily life and entertainment.

WHY IT MATTERS NOW

Electric lights, telephones, cars, and many other conveniences of modern life were invented during this period.

TERMS & NAMES

- assembly line
- Charles Darwin
- theory of evolution
- radioactivity
- psychology
- mass culture

SETTING THE STAGE The Industrial Revolution happened because of inventions such as the spinning jenny and the steam engine. By the late 1800s, advances in both industry and technology were occurring faster than ever before. In turn, the demands of growing industries spurred even greater advances in technology. A surge of scientific discovery pushed the frontiers of knowledge forward. At the same time, in industrialized countries, economic growth produced many social changes.

TAKING NOTES

Summarizing Use a web diagram to connect people with their ideas and inventions.



Inventions Make Life Easier

In the early 1800s, coal and steam drove the machines of industry. By the late 1800s, new kinds of energy were coming into use. One was gasoline (made from oil), which powered the internal combustion engine. This engine would make the automobile possible. Another kind of energy was electricity. In the 1870s, the electric generator was developed, which produced a current that could power machines.

Edison the Inventor During his career, Thomas Edison patented more than 1,000 inventions, including the light bulb and the phonograph. Early in his career, Edison started a research laboratory in Menlo Park, New Jersey. Most of his important inventions were developed there, with help from the researchers he employed, such as Lewis H. Latimer, an African-American inventor. Indeed, the idea of a research laboratory may have been Edison's most important invention.

Bell and Marconi Revolutionize Communication Other inventors helped harness electricity to transmit sounds over great distances. Alexander Graham Bell was a teacher of deaf students who invented the telephone in his spare time. He displayed his device at the Philadelphia Centennial Exposition of 1876.

The Italian inventor Guglielmo Marconi used theoretical discoveries about electromagnetic waves to create the first radio in 1895. This device was important because it sent messages (using Morse Code) through the air, without the use of wires. Primitive radios soon became standard equipment for ships at sea.

Ford Sparks the Automobile Industry In the 1880s, German inventors used a gasoline engine to power a vehicle—the automobile. Automobile technology developed quickly, but since early cars were built by hand, they were expensive.

An American mechanic named Henry Ford decided to make cars that were affordable for most people. Ford used standardized, interchangeable parts. He

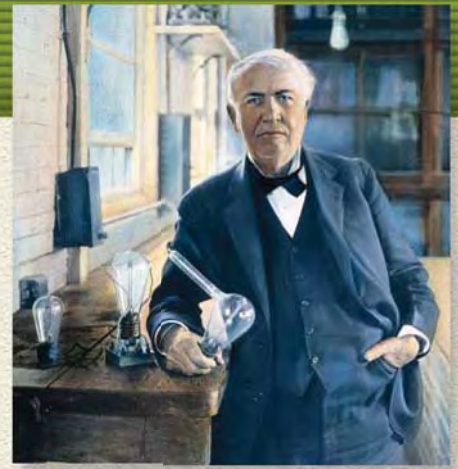
Edison's Inventions

Thomas Alva Edison was one of the greatest inventors in history. He held thousands of patents for his inventions in over 30 countries. The United States Patent Office alone issued Edison 1,093 patents. Among his inventions was an electric light bulb, the phonograph, and motion pictures, all shown on this page.

Some scientists and historians, however, believe that Edison's greatest achievement was his development of the research laboratory. Edison worked with a team of different specialists to produce his creations. His precise manner is illustrated by his famous quote: "Genius is 1 percent inspiration and 99 percent perspiration."

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Thomas Alva Edison, go to classzone.com

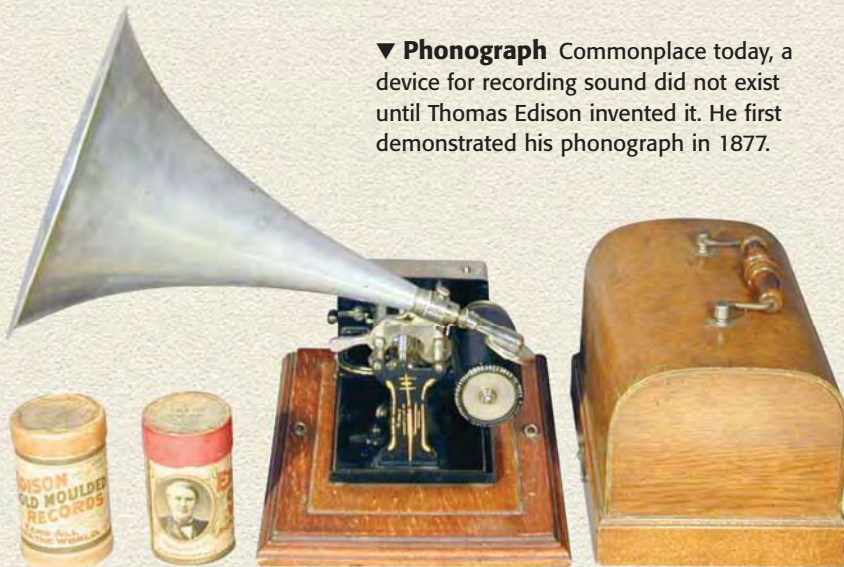


▲ Thomas Edison in his West Orange, New Jersey, laboratory, 1915

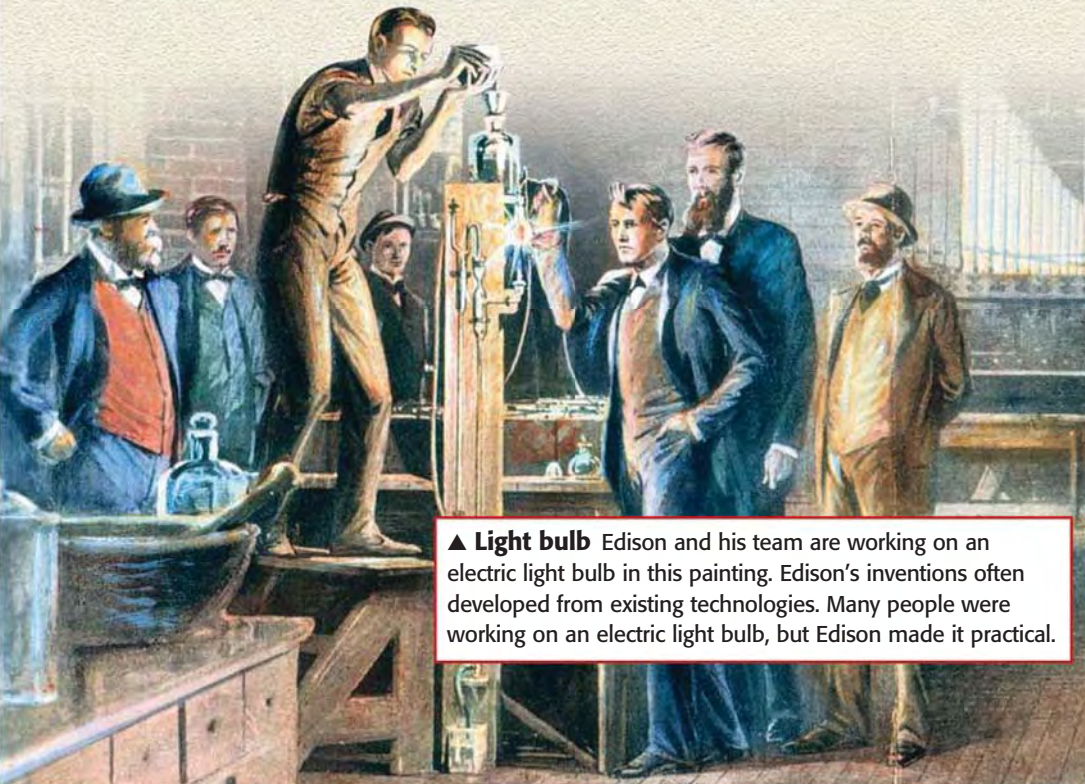
▼ **Motion pictures** The idea of "moving pictures" was not Edison's, but his "Kinetoscope," shown below, made movies practical.



▼ **Phonograph** Commonplace today, a device for recording sound did not exist until Thomas Edison invented it. He first demonstrated his phonograph in 1877.



▲ **Light bulb** Edison and his team are working on an electric light bulb in this painting. Edison's inventions often developed from existing technologies. Many people were working on an electric light bulb, but Edison made it practical.



Connect to Today

1. Clarifying What did Edison mean when he said, "Genius is 1 percent inspiration and 99 percent perspiration"?

See Skillbuilder Handbook, page R4.

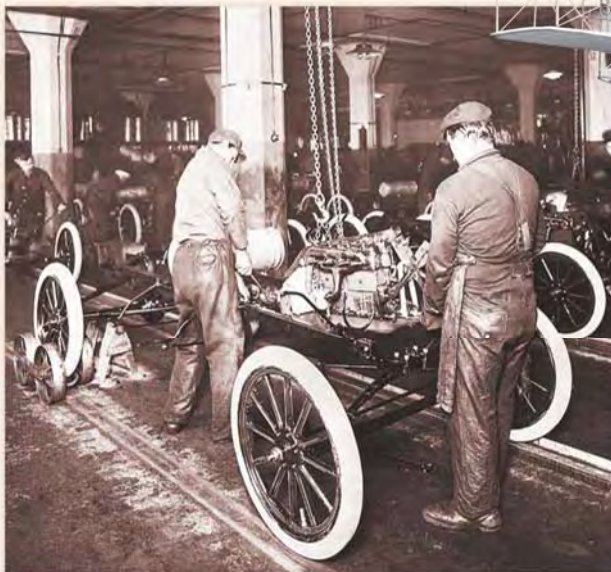
2. Forming and Supporting Opinions Which of Edison's inventions shown on this page do you think has had the most influence?

An Age of Inventions



▲ Telephone

Alexander Graham Bell demonstrated the first telephone in 1876. It quickly became an essential of modern life. By 1900, there were 1.4 million telephones in the United States. By 1912, there were 8.7 million.



▲ Airplane

Through trial and error, the Wright brothers designed wings that provided lift and balance in flight. Their design is based on principles that are still used in every aircraft.

◀ Automobile Assembly Line

Ford's major innovation was to improve efficiency in his factory. By introducing the assembly line, he reduced the time it took to build a car from 12.5 to 1.5 worker-hours.



also built them on an **assembly line**, a line of workers who each put a single piece on unfinished cars as they passed on a moving belt.

Assembly line workers could put together an entire Model T Ford in less than two hours. When Ford introduced this plain, black, reliable car in 1908, it sold for \$850. As his production costs fell, Ford lowered the price. Eventually it dropped to less than \$300. Other factories adopted Ford's ideas. By 1916, more than 3.5 million cars were traveling around on America's roads. **A**

The Wright Brothers Fly Two bicycle mechanics from Dayton, Ohio, named Wilbur and Orville Wright, solved the age-old riddle of flight. On December 17, 1903, they flew a gasoline-powered flying machine at Kitty Hawk, North Carolina. The longest flight lasted only 59 seconds, but it started the aircraft industry.

New Ideas in Medicine

As you learned in Chapter 22, earlier centuries had established the scientific method. Now this method brought new insights into nature as well as practical results.

The Germ Theory of Disease An important breakthrough in the history of medicine was the germ theory of disease. It was developed by French chemist Louis Pasteur in the mid-1800s. While examining the fermentation process of alcohol, Pasteur discovered that it was caused by microscopic organisms he called bacteria. He also learned that heat killed bacteria. This led him to develop the process of pasteurization to kill germs in liquids such as milk. Soon, it became clear to Pasteur and others that bacteria also caused diseases.

Joseph Lister, a British surgeon, read about Pasteur's work. He thought germs might explain why half of surgical patients died of infections. In 1865, he ordered that his surgical wards be kept spotlessly clean. He insisted that wounds be washed in antiseptics, or germ-killing liquids. As a result, 85 percent of Lister's patients survived. Other hospitals adopted Lister's methods.

Public officials, too, began to understand that cleanliness helped prevent the spread of disease. Cities built plumbing and sewer systems and took other steps to improve public health. Meanwhile, medical researchers developed vaccines or cures for such deadly diseases as typhus, typhoid fever, diphtheria, and yellow fever. These advances helped people live longer, healthier lives.

MAIN IDEA

Making Inferences

A Why do you think Ford reduced the price of the Model T?

New Ideas in Science

No scientific idea of modern times aroused more controversy than the work of English naturalist **Charles Darwin**. The cause of the controversy was Darwin's answer to the question that faced biologists: How can we explain the tremendous variety of plants and animals on earth? A widely accepted answer in the 1800s was the idea of special creation—every kind of plant and animal had been created by God at the beginning of the world and had remained the same since then.

Darwin's Theory of Evolution Darwin challenged the idea of special creation. Based on his research as a naturalist on the voyage of the *H.M.S. Beagle*, he developed a theory that all forms of life, including human beings, evolved from earlier living forms that had existed millions of years ago.

In 1859, Darwin published his thinking in a book titled *On the Origin of Species by Means of Natural Selection*. According to the idea of natural selection, populations tend to grow faster than the food supply and so must compete for food. The members of a species that survive are those that are fittest, or best adapted to their environment. These surviving members of a species produce offspring that share their advantages. Gradually, over many generations, the species may change. In this way, new species evolve. Darwin's idea of change through natural selection came to be called the **theory of evolution**. **B**

MAIN IDEA

Clarifying

B According to Darwin, how does natural selection affect evolution?

Mendel and Genetics Although Darwin said that living things passed on their variations from one generation to the next, he did not know how they did so. In the 1850s and 1860s, an Austrian monk named Gregor Mendel discovered that there is a pattern to the way that certain traits are inherited. Although his work was not widely known until 1900, Mendel's work began the science of genetics.

Advances in Chemistry and Physics In 1803, the British chemist John Dalton theorized that all matter is made of tiny particles called atoms. Dalton showed that elements contain only one kind of atom, which has a specific weight. Compounds, on the other hand, contain more than one kind of atom.

In 1869, Dmitri Mendeleev (MEHN•duh•LAY•uhf), a Russian chemist, organized a chart on which all the known elements were arranged in order of weight, from lightest to heaviest. He left gaps where he predicted that new elements would be discovered. Later, his predictions proved correct. Mendeleev's chart, the Periodic Table, is still used today.

A husband and wife team working in Paris, Marie and Pierre Curie, discovered two of the missing elements, which they named radium and polonium. The elements were found in a mineral called pitchblende that released a powerful form of energy. In 1898, Marie Curie gave this energy the name **radioactivity**. In 1903, the Curies shared the Nobel Prize for physics for their work on radioactivity. In 1911, Marie Curie won the Nobel Prize for chemistry for the discovery of radium and polonium.

Physicists around 1900 continued to unravel the secrets of the atom. Earlier scientists believed that the atom was the smallest particle that existed. A British physicist named

History Makers



Marie Curie
1867–1934

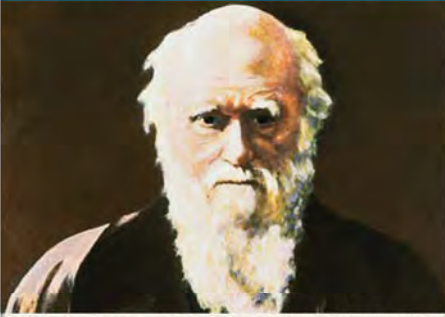
Marie Curie's original name was Marya Skłodowska. Born in Warsaw, Poland, she emigrated to Paris to study, where she changed her name to Marie.

She achieved a number of firsts in her career. She was the first woman to teach in the Sorbonne, a world-famous college that was part of the University of Paris. She was the first woman to win a Nobel Prize—two, in fact.

In 1911, she won the Nobel prize for chemistry. In 1921, she made a journey to the U.S. In 1934, she died from leukemia caused by the radiation she had been exposed to in her work.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Marie Curie, go to **classzone.com**.



Social Darwinism

Charles Darwin (above) was a naturalist, but a number of 19th-century thinkers tried to apply his ideas to economics and politics. The leader in this movement was Herbert Spencer, an English philosopher.

Free economic competition, Spencer argued, was natural selection in action. The best companies make profits, while inefficient ones go bankrupt. Spencer applied the same rules to individuals. Those who were fittest for survival enjoyed wealth and success, while the poor remained poor because they were unfit. This idea became known as Social Darwinism. It also provided a rationalization for imperialism and colonialism.

Ernest Rutherford suggested that atoms were made up of yet smaller particles. Each atom, he said, had a nucleus surrounded by one or more particles called electrons. Soon other physicists such as Max Planck, Neils Bohr, and Albert Einstein were studying the structure and energy of atoms.


Social Sciences Explore Behavior

The scientific theories of the 1800s prompted scholars to study human society and behavior in a scientific way. Interest in these fields grew enormously during that century, as global expeditions produced a flood of new discoveries about ancient civilizations and world cultures. This led to the development of modern social sciences such as archaeology, anthropology, and sociology.

An important new social science was **psychology**, the study of the human mind and behavior. The Russian physiologist Ivan Pavlov believed that human actions were often unconscious reactions to experiences and could be changed by training.


Another pioneer in psychology, the Austrian doctor Sigmund Freud, also believed that the unconscious mind drives how people think and act. In Freud's view, unconscious forces such as suppressed memories, desires, and impulses shape behavior. He founded a type of therapy called psychoanalysis to deal with psychological conflicts created by these forces.

Freud's theories became very influential. However, his idea that the mind was beyond conscious control also shocked many people. The theories of Freud and Pavlov challenged the fundamental idea of the Enlightenment—

that reason was supreme. The new ideas about psychology began to shake the 19th-century faith that humans could perfect themselves and society through reason. 

MAIN IDEA

Clarifying

 Why was the work of Pavlov and Freud groundbreaking?

The Rise of Mass Culture

In earlier periods, art, music, and theater were enjoyed by the wealthy. This group had the money, leisure time, and education to appreciate high culture. It was not until about 1900 that people could speak of **mass culture**—the appeal of art, writing, music, and other forms of entertainment to a larger audience.

Changes Produce Mass Culture There were several causes for the rise of mass culture. Their effects changed life in Europe and North America. Notice in the chart on the next page how working class people's lives were changed by mass culture. The demand for leisure activities resulted in a variety of new pursuits for people to enjoy. People went to music performances, movies, and sporting events.

Music Halls, Vaudeville, and Movies A popular leisure activity was a trip to the local music hall. On a typical evening, a music hall might offer a dozen or more different acts. It might feature singers, dancers, comedians, jugglers, magicians, and acrobats. In the United States, musical variety shows were called vaudeville. Vaudeville acts traveled from town to town, appearing at theaters.

During the 1880s, several inventors worked at trying to project moving images. One successful design came from France. Another came from Thomas Edison's laboratory. The earliest motion pictures were black and white and lasted less than a minute.

Rise of Mass Culture		
Cause	Effect/Cause	Effect
• Public education	• Increase in literacy	• Mass market for books and newspapers
• Improvement in communications	• Publications cheaper and more accessible	• Mass market for books and newspapers
• Invention of phonograph and records	• More music directly in people's homes	• Greater demand for musical entertainment
• Shorter workday—10 hours shorter workweek—5-1/2 days	• More leisure time	• Greater demand for mass entertainment activities
SKILLBUILDER: Interpreting Charts 1. Analyzing Causes <i>What was the immediate cause for the increased demand for mass entertainment activities?</i> 2. Recognizing Effects <i>What was the ultimate effect of public education and improved communications?</i>		

By the early 1900s, filmmakers were producing the first feature films. Movies quickly became big business. By 1910, five million Americans attended some 10,000 theaters each day. The European movie industry experienced similar growth.

Sports Entertain Millions With time at their disposal, more people began to enjoy sports and outdoor activities. Spectator sports now became entertainment. In the United States, football and baseball soared in popularity. In Europe, the first professional soccer clubs formed and drew big crowds. Favorite English sports such as cricket spread to the British colonies of Australia, India, and South Africa.

As a result of the growing interest in sports, the International Olympic Games began in 1896. They revived the ancient Greek tradition of holding an athletic competition every four years. Fittingly, the first modern Olympics took place in Athens, Greece, the country where the games had originated.

SECTION

4

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- assembly line
- Charles Darwin
- theory of evolution
- radioactivity
- psychology
- mass culture

USING YOUR NOTES

2. Which breakthrough helped people the most? Why?



MAIN IDEAS

3. What effect did the assembly line have on production costs?
 4. How did Joseph Lister improve the survival rate of his patients?
 5. What effect did the spread of public education have on culture?

CRITICAL THINKING & WRITING

6. **COMPARING AND CONTRASTING** How is the mass culture that rose at the end of the 19th century similar to mass culture today? How is it different? Explain your response.
 7. **RECOGNIZING EFFECTS** How did the germ theory change living conditions in Europe and the United States?
 8. **ANALYZING CAUSES** What changes led to the rise of mass culture around 1900?
 9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Write a two-paragraph **expository essay** in which you discuss whether advances in science and technology have had a largely positive or negative impact on society.

CONNECT TO TODAY MAKING A POSTER

Find information on the current state of medicines such as antibiotics and problems with their use and overuse. Create a **poster** that shows examples of current antibiotics, their benefits, and their potential negative long-term impact.

Chapter 26 Assessment

TERMS & NAMES

For each term or name below, briefly explain its connection to the reforms, crises, or advances of Western nations from 1815 to 1914.

1. suffrage
2. anti-Semitism
3. dominion
4. home rule
5. manifest destiny
6. Emancipation Proclamation
7. assembly line
8. theory of evolution

MAIN IDEAS

Democratic Reform and Activism Section 1 (pages 747–750)

9. What political reforms expanded democracy for men in Britain?
10. Why did the woman suffrage movement in Great Britain become more militant?

Self-Rule for British Colonies Section 2 (pages 751–757)

11. What cultural conflict caused problems for Canada?
12. How did Australia's early history differ from that of other British colonies?
13. Why did the British pass a home rule bill for southern Ireland only?

War and Expansion in the United States

Section 3 (pages 758–761)

14. In what ways did the United States gain territory in the 1800s?
15. Why was the issue of slavery in the United States so divisive?

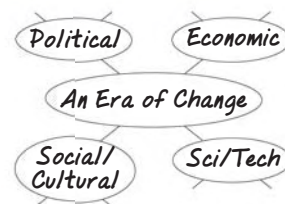
Nineteenth-Century Progress Section 4 (pages 762–767)

16. What was Darwin's principle of natural selection?
17. What prompted the growth of the social sciences?
18. What were some of the effects of increased leisure time?

CRITICAL THINKING

1. USING YOUR NOTES

Create a web diagram of the major political, economic, social and cultural, and scientific and technological changes of the 1800s and early 1900s.



2. RECOGNIZING EFFECTS

SCIENCE AND TECHNOLOGY For a worker, what might be the advantages and disadvantages of an assembly line?

3. ANALYZING MOTIVES

POWER AND AUTHORITY What effect did the call for home rule in British colonies have on Ireland's desire for independence?

4. HYPOTHESIZING

Imagine that circumstances had forced the North to surrender to the South in the Civil War, causing two countries to share the region now occupied by the United States. What economic effects might this have had on the North? the South? the region as a whole?

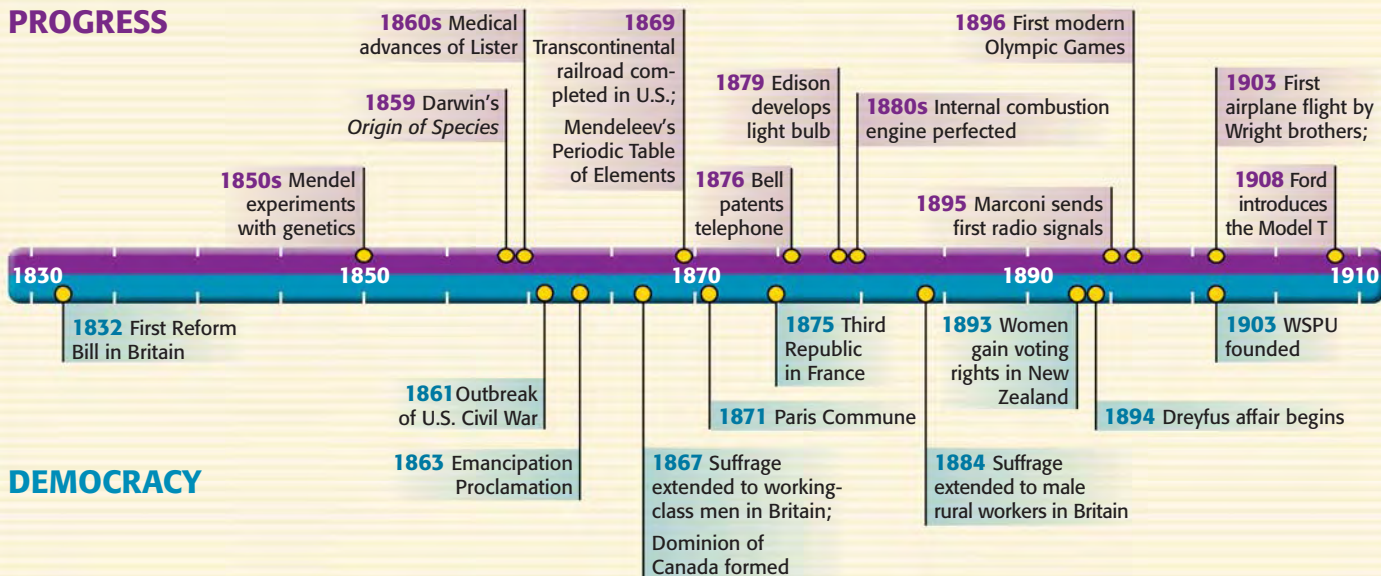
5. DRAWING CONCLUSIONS

How did manifest destiny help shape the U.S. government's policies of land acquisition?

VISUAL SUMMARY

An Age of Democracy and Progress

PROGRESS



Use the declaration from the Seneca Falls convention (held in New York) and your knowledge of world history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33

PRIMARY SOURCE

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

THE SENECA FALLS CONVENTION, “Declaration of Sentiments”

- The purpose of the Seneca Falls convention was to
 - call for an end to slavery.
 - call for the South to secede from the Union.
 - call for women’s rights.
 - call for the release of Emmeline Pankhurst.
- The style of this primary source is based on
 - the U.S. Constitution.
 - the U.S. Declaration of Independence.
 - the Reform Bill of 1832.
 - Émile Zola’s *J’accuse!*



Use this cartoon (*A Court for King Cholera*) and your knowledge of world history to answer question 3.

- Cholera is an infectious disease that has claimed many lives. What details does the artist show about what causes epidemic disease?
 - open windows and signs for travelers
 - children playing with a rat and a woman digging in trash
 - clothing hanging over the street
 - crowded street scene

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to classzone.com

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact *with* History

On page 746, you considered what political ideals might be worth fighting and possibly even dying for. Now that you have read the chapter, reexamine your conclusions both in terms of the content of the chapter and your knowledge of events in the world today. Discuss your opinions with a small group. Consider:

- political ideals
- religious ideals
- family values

2. WRITING ABOUT HISTORY

EMPIRE BUILDING Write an **editorial** that might have appeared in a newspaper in 19th-century New Zealand. In the editorial, address the issue of British settlers’ taking land from the Maori, and the Maori response.

Consider the following:

- the original inhabitants of New Zealand
- means for negotiating land disputes
- balancing the rights of native peoples and new settlers

INTEGRATED TECHNOLOGY

Net Explorations: Mass Entertainment

Go to *NetExplorations* at classzone.com to learn more about the rise of mass culture and mass entertainment. Then use the Internet and the material at *NetExplorations* to research and write a newspaper article about spectators at one of the new forms of mass entertainment. Include in your article quotes from fictional visitors and their reactions to actual events and spectacles. You may want to mention one or more of the following:

- the Boston Pilgrims’ victory over the Pittsburgh Pirates in baseball’s first World Series
- the “Luna” ride at Coney Island
- a late 19th-century European appearance of Barnum & Bailey’s circus
- a visit to the Palace of Electricity at the 1904 World’s Fair in St. Louis

CHAPTER 27

The Age of Imperialism, 1850–1914

Previewing Main Ideas

EMPIRE BUILDING During the 19th and early 20th centuries, Western powers divided Africa and colonized large areas of Asia.

Geography Study the map and time line. How many countries colonized Africa? Which country controlled India? the Philippines?

POWER AND AUTHORITY At the Berlin Conference in 1884–1885, European nations established rules for the division of Africa with little concern about how their actions would affect the African people.

Geography Which two countries claimed most of Africa?

ECONOMICS Industrialization increased the need for raw materials and new markets. Western imperialists were driven by this need as they looked for colonies to acquire.

Geography Compare the size of the Western countries with the areas they colonized. Why were these Western powers interested in lands in Africa and Asia?

INTEGRATED TECHNOLOGY

eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



INTERNET RESOURCES

Go to classzone.com for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

AFRICA AND ASIA

1850

European trading with Africa becomes well established. (Asante brass sculpture) ▶



1869

Suez Canal opens.

1884–1885

Berlin Conference sets rules for African colonization.

1850

WORLD

1852

Napoleon III proclaims himself emperor of France. ▶



1875

1871

Bismarck completes unification of German Empire.

Colonial Claims, 1900



1898

United States acquires Philippines, annexes Hawaii.

1899

Boer War begins in South Africa. ▶



1914

Most of Africa is under European control.

1900

1898

United States wins Spanish-American War.



1910

◀ Mexican Revolution begins.

1914

World War I begins.

1918

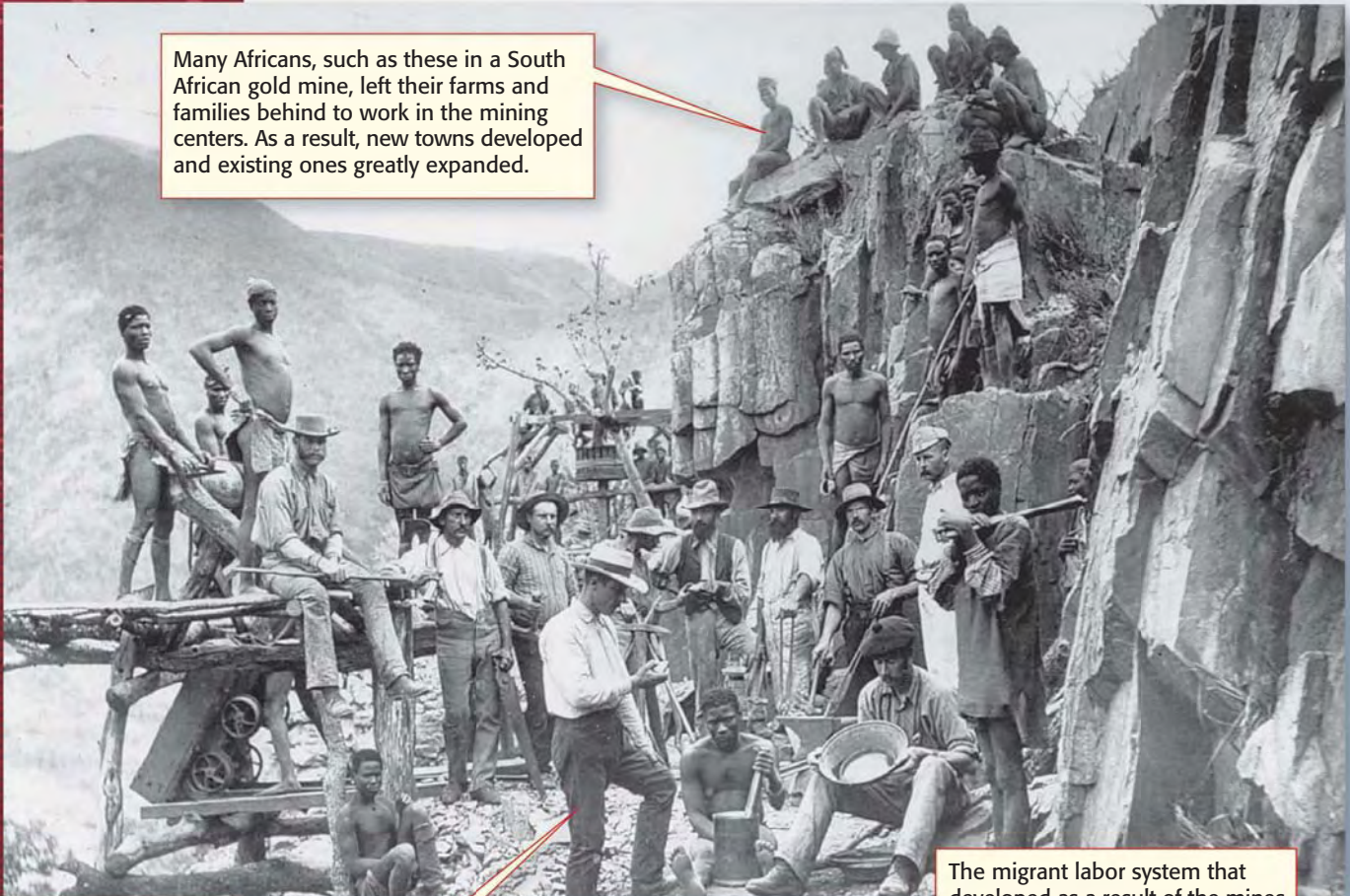
World War I ends.

1925

How would you react to the colonizers?

You are a young South African living in the 1880s. Gold and diamonds have recently been discovered in your country. The European colonizers need laborers to work the mines, such as the one shown below in an 1888 photograph. Along with thousands of other South Africans, you've left your farm and rural village to work for the colonizers. Separated from your family and living in a city for the first time, you don't know what to expect.

Many Africans, such as these in a South African gold mine, left their farms and families behind to work in the mining centers. As a result, new towns developed and existing ones greatly expanded.



The European owners built railways and roads to connect the mining centers, bridging the huge distances between villages and towns in South Africa.

The migrant labor system that developed as a result of the mines would have a great impact on South African society and culture.

EXAMINING *the* ISSUES

- **What advantages and disadvantages might colonizers bring?**
- **What does the photograph suggest about colonization?**

Discuss these questions with your classmates. In your discussion, remember what you have already learned about conquests and cultural interaction. As you read about imperialism in this chapter, look for its effects on both the colonizers and the colonized.



1

The Scramble for Africa

MAIN IDEA

EMPIRE BUILDING Ignoring the claims of African ethnic groups, kingdoms, and city-states, Europeans established colonies.

WHY IT MATTERS NOW

African nations continue to feel the effects of the colonial presence more than 100 years later.

TERMS & NAMES

- imperialism
- racism
- Social Darwinism
- Berlin Conference
- Shaka
- Boer
- Boer War

SETTING THE STAGE Industrialization stirred ambitions in many European nations. They wanted more resources to fuel their industrial production. They competed for new markets for their goods. Many nations looked to Africa as a source of raw materials and as a market for industrial products. As a result, colonial powers seized vast areas of Africa during the 19th and early 20th centuries. This seizure of a country or territory by a stronger country is called **imperialism**. As occurred throughout most of Africa, stronger countries dominated the political, economic, and social life of the weaker countries.

Africa Before European Domination

In the mid-1800s, on the eve of the European domination of Africa, African peoples were divided into hundreds of ethnic and linguistic groups. Most continued to follow traditional beliefs, while others converted to Islam or Christianity. These groups spoke more than 1,000 different languages. Politically, they ranged from large empires that united many ethnic groups to independent villages.

Europeans had established contacts with sub-Saharan Africans as early as the 1450s. However, powerful African armies were able to keep the Europeans out of most of Africa for 400 years. In fact, as late as 1880, Europeans controlled only 10 percent of the continent's land, mainly on the coast.

Furthermore, European travel into the interior on a large-scale basis was virtually impossible. Europeans could not navigate African rivers, which had many rapids, cataracts, and changing flows. The introduction of steam-powered riverboats in the early 1800s allowed Europeans to conduct major expeditions into the interior of Africa. Disease also discouraged European exploration.

Finally, Africans controlled their own trade networks and provided the trade items. These networks were specialized. The Chokwe, for example, devoted themselves to collecting ivory and beeswax in the Angolan highlands.

Nations Compete for Overseas Empires Those Europeans who did penetrate the interior of Africa were explorers, missionaries, or humanitarians who opposed the European and American slave trade. Europeans and Americans learned about Africa through travel books and newspapers. These publications competed for readers by hiring reporters to search the globe for stories of adventure, mystery, or excitement.

TAKING NOTES

Outlining Use an outline to list the forces and events surrounding imperialism in Africa.

The Scramble for Africa

I. Africa Before European Domination

A.

B.

II. Forces Driving Imperialism



▲ This stamp celebrates the centenary (100th) anniversary of Stanley and Livingstone's meeting in 1871.

The Congo Sparks Interest In the late 1860s, David Livingstone, a missionary from Scotland, traveled with a group of Africans deep into central Africa to promote Christianity. When several years passed with no word from him or his party, many people feared he was dead. An American newspaper hired reporter Henry Stanley to find Livingstone. In 1871, he found Dr. Livingstone on the shores of Lake Tanganyika. Stanley's famous greeting—"Dr. Livingstone, I presume?"—made headlines around the world.

Stanley set out to explore Africa himself and trace the course of the Congo River. His explorations sparked the interest of King Leopold II of Belgium, who commissioned Stanley to help him obtain land in the Congo. Between 1879 and 1882, Stanley signed treaties with local chiefs of the Congo River valley. The treaties gave King Leopold II of Belgium control of these lands.

Leopold claimed that his primary motive in establishing the colony was to abolish the slave trade and promote Christianity. However, he licensed companies that brutally exploited Africans by forcing them to collect sap from rubber plants. At least 10 million Congolese died due to the abuses inflicted during Leopold's rule. As a result of his cruelty, humanitarians around the world demanded changes. In 1908, the Belgian government took control of the colony away from Leopold. The Belgian Congo, as the colony later became known, was 80 times larger than Belgium. The Belgian government's seizure of the Congo alarmed France. Earlier, in 1882, the French had approved a treaty that gave France the north bank of the Congo River. Soon Britain, Germany, Italy, Portugal, and Spain were also claiming parts of Africa.

Forces Driving Imperialism

The motives that drove colonization in Africa were also at work in other lands. Similar economic, political, and social forces accelerated the drive to take over land in all parts of the globe. The Industrial Revolution in particular provided European countries with a reason to add lands to their control. As European nations industrialized, they searched for new markets and raw materials to improve their economies.

Belief in European Superiority The race for colonies also grew out of a strong sense of national pride. Europeans viewed an empire as a measure of national greatness. As the competition for colonies intensified, each country was determined to plant its flag on as much of the world as possible.

Many Europeans believed that they were better than other peoples. The belief that one race is superior to others is called **racism**. The attitude was a reflection of **Social Darwinism**, a social theory of the time. In this theory, Charles Darwin's ideas about evolution and natural selection were applied to human society. Those who were fittest for survival enjoyed wealth and success and were considered superior to others. According to the theory, non-Europeans were considered to be on a lower scale of cultural and physical development because they had not made the scientific and technological progress that Europeans had. Europeans believed that they had the right and the duty to bring the results of their progress to other countries. Cecil Rhodes, a successful businessman and a major supporter of British expansion, clearly stated this position:

MAIN IDEA

Analyzing Primary Sources

A What attitude about the British does Rhodes's statement display?

PRIMARY SOURCE **A**

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

CECIL RHODES, *Confession of Faith*, 1877



▲ Rhodes's De Beers Consolidated Mines is the biggest diamond company in the world today.

The push for expansion also came from missionaries who worked to convert the peoples of Asia, Africa, and the Pacific Islands to Christianity. Many missionaries believed that European rule was the best way to end evil practices such as the slave trade. They also wanted to “civilize,” that is, to “Westernize,” the peoples of the foreign land.

Factors Promoting Imperialism in Africa Several factors contributed to the Europeans' conquest of Africa. One overwhelming advantage was the Europeans' technological superiority. The Maxim gun, invented in 1884, was the world's first automatic machine gun. European countries quickly acquired the Maxim, while the resisting Africans were forced to rely on outdated weapons.

European countries also had the means to control their empire. The invention of the steam engine allowed Europeans to easily travel on rivers to establish bases of control deep in the African continent. Railroads, cables, and steamships allowed close communications within a colony and between the colony and its controlling nation.

Even with superior arms and steam engines to transport them, another factor might have kept Europeans confined to the coast. They were highly susceptible to malaria, a disease carried by the dense swarms of mosquitoes in Africa's interior. The perfection of the drug quinine in 1829 eventually protected Europeans from becoming infected with this disease.

Factors within Africa also made the continent easier for Europeans to colonize. Africans' huge variety of languages and cultures discouraged unity among them. Wars fought between ethnic groups over land, water, and trade rights also prevented a unified stand. Europeans soon learned to play rival groups against each other.

The Division of Africa

The scramble for African territory had begun in earnest about 1880. At that time, the French began to expand from the West African coast toward western Sudan. The discoveries of diamonds in 1867 and gold in 1886 in South Africa increased European interest in colonizing the continent. No European power wanted to be left out of the race.

Vocabulary

scramble: a frantic struggle to obtain something. The word is frequently used to describe the competition for African land.

Berlin Conference Divides Africa The competition was so fierce that European countries feared war among themselves. To prevent conflict, 14 European nations met at the **Berlin Conference** in 1884–85 to lay down rules for the division of Africa. They agreed that any European country could claim land in Africa by notifying other nations of its claims and showing it could control the area. The European nations divided the continent with little thought about how African ethnic or linguistic groups were distributed. No African ruler was invited to attend these meetings, yet the conference sealed Africa's fate. By 1914, only Liberia and Ethiopia remained free from European control. **B**

Demand for Raw Materials Shapes Colonies When European countries began colonizing, many believed that Africans would soon be buying European goods in great quantities. They were wrong; few Africans bought European goods. However, European businesses still needed raw materials from Africa. The major source of great wealth in Africa proved to be the continent's rich mineral resources. The Belgian Congo contained untold wealth in copper and tin. Even these riches seemed small compared with the gold and diamonds in South Africa.

Businesses eventually developed cash-crop plantations to grow peanuts, palm oil, cocoa, and rubber. These products displaced the food crops grown by farmers to feed their families.

MAIN IDEA

Clarifying

B What was the purpose of the Berlin Conference?

Three Groups Clash over South Africa

South Africa demonstrated the impact that Europeans had on African peoples. The history of South Africa is a history of Africans, Dutch, and British clashing over land and resources. Although the African lands seemed empty to the Europeans, various ethnic groups had competing claims over huge areas. The local control of these lands, especially in the east, had been in dispute for about 100 years.

Zulus Fight the British From the late 1700s to the late 1800s, a series of local wars shook southern Africa. Around 1816, a Zulu chief, **Shaka**, used highly disciplined warriors and good military organization to create a large centralized state.

Shaka's successors, however, were unable to keep the kingdom together against the superior arms of the British invaders. In 1879, after Zulu king Cetshwayo refused to dismiss his army and accept British rule, the British invaded the Zulu nation. Although the Zulus used spears and shields against British guns, they nearly defeated the great European army. In July 1879, however, the Zulus lost the Battle of Ulundi and their kingdom. The Zulu nation fell to British control in 1887.

Boers and British Settle in the Cape The first Europeans to settle in South Africa had been the Dutch. The Dutch came to the Cape of Good Hope in 1652 to establish a way station for their ships sailing between the Dutch East Indies and the Netherlands. Dutch settlers known as **Boers** (Dutch for "farmers") gradually took Africans' land and established large farms. (The Boers are also known as Afrikaners.) When the British took over the Cape Colony permanently in the early 1800s, they and the Boers clashed over British policy regarding land and slaves.

▼ Reinstated as ruler over part of his former nation, King Cetshwayo was soon driven away and died in exile in 1884.

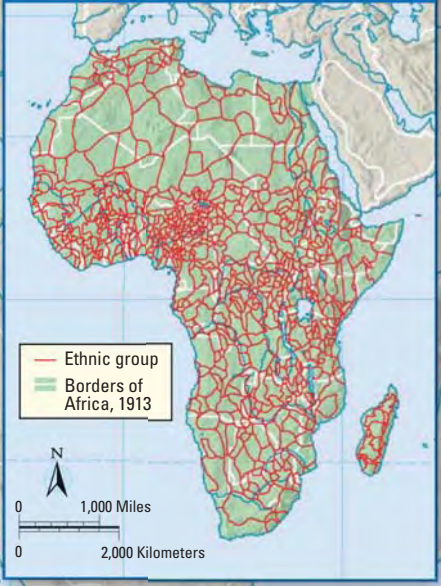




Imperialism in Africa, 1913

INTERACTIVE

Traditional Ethnic Boundaries of Africa



Imperialism in Africa, 1878



GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Region** How does imperialism in Africa in 1878 compare with that in 1913?
2. **Region** What does the map of ethnic boundaries suggest about the number of ethnic groups in Africa in 1913?

History *in* Depth



Winston Churchill and the Boer War

Winston Churchill, who served as the British prime minister during World War II, first came to public attention during the Boer War.

A war correspondent, Churchill was traveling with British soldiers when their train was ambushed by the Boers. Churchill pulled some of the wounded men to safety. When he returned to help the others, however, he was arrested by a Boer soldier. (The soldier, Louis Botha, would later become the prime minister of the Union of South Africa and Churchill's close friend.)

Churchill managed to escape from the South African prison. When he returned to Britain, Churchill was hailed as a national hero at the age of 26.

In the 1830s, to escape the British, several thousand Boers began to move north. This movement has become known as the Great Trek. The Boers soon found themselves fighting fiercely with Zulu and other African groups whose land they were taking.

The Boer War Diamonds and gold were discovered in southern Africa in the 1860s and 1880s. Suddenly, adventurers from all parts of the world rushed in to make their fortunes. The Boers tried to keep these “outsiders” from gaining political rights. An attempt to start a rebellion against the Boers failed. The Boers blamed the British and, in 1899, took up arms against them.

In many ways, the **Boer War** (also known as the South African War) between the British and the Boers was the first modern “total” war. The Boers launched commando raids and used guerrilla tactics against the British. The British countered by burning Boer farms and imprisoning women and children in disease-ridden concentration camps.

Black South Africans were also involved in the war. Some fought; others served as scouts, guards, drivers, and workers. Many black South Africans were captured by the British and placed in concentration camps, where over 14,000 died.

Britain finally won the war. In 1910, the Boer republics were joined into a self-governing Union of South Africa, which was controlled by the British. **C**

The establishing of colonies signaled a change in the way of life of the Africans. The Europeans made efforts to change the political, social, and economic lives of the peoples they conquered. You will learn about these changes in Section 2.

MAIN IDEA

Contrasting

C How was the struggle for land in the Boer War different from other takeovers in Africa?

SECTION 1 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- imperialism
- racism
- Social Darwinism
- Berlin Conference
- Shaka
- Boer
- Boer War

USING YOUR NOTES

2. How did Europeans use Social Darwinism to justify empire building?

The Scramble for Africa
I. Africa Before European Domination
A.
B.
II. Forces Driving Imperialism

MAIN IDEAS

3. Why did the Europeans control such a small portion of Africa in the 1800s?
4. What were some of the internal factors that contributed to imperialism in Africa?
5. Why did the Boers and the British fight over southern Africa?

CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** What can you infer about the Europeans' attitude toward Africans from the Berlin Conference?
7. **FORMING OPINIONS** Why do you think Africans weren't interested in buying European products?
8. **DEVELOPING HISTORICAL PERSPECTIVE** What sort of problems might result from combining or splitting groups of people without regard for ethnic or linguistic traditions?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Write an **expository essay** explaining which European motive behind imperialism in Africa was the most powerful.

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to find out about the population and status of Afrikaners, or Boers, in South Africa today. Present your findings in an oral report.

INTERNET KEYWORD
Afrikaners in South Africa

Imperialism

Case Study: Nigeria

MAIN IDEA

POWER AND AUTHORITY

Europeans embarked on a new phase of empire building that affected both Africa and the rest of the world.

WHY IT MATTERS NOW

Many former colonies have political problems that are the result of colonial rule.

TERMS & NAMES

- paternalism
- assimilation
- Menelik II

SETTING THE STAGE The Berlin Conference of 1884–85 was a European conference. And, although black South Africans participated in it, the Boer War was largely a European war. Europeans argued and fought among themselves over the lands of Africa. In carving up the continent, the European countries paid little or no attention to historical political divisions or to the many ethnic and language groupings in Africa. Uppermost in the minds of the Europeans was the ability to control Africa's land, its people, and its resources.

A New Period of Imperialism

The imperialism of the 18th and 19th centuries was conducted differently from the explorations of the 15th and 16th centuries. In the earlier period, imperial powers often did not penetrate far into the conquered areas in Asia and Africa. Nor did they always have a substantial influence on the lives of the people. During this new period of imperialism, the Europeans demanded more influence over the economic, political, and social lives of the people. They were determined to shape the economies of the lands to benefit European economies. They also wanted the people to adopt European customs.

Forms of Control Each European nation had certain policies and goals for establishing colonies. To establish control of an area, Europeans used different techniques. Over time, four forms of colonial control emerged: colony, protectorate, sphere of influence, and economic imperialism. These terms are defined and discussed in the chart on page 780. In practice, gaining control of an area might involve the use of several of these forms.

Methods of Management European rulers also developed methods of day-to-day management of the colony. Two basic methods emerged. Britain and other nations—such as the United States in its Pacific Island colonies—preferred indirect control. France and most other European nations wielded a more direct control. Later, when colonies gained independence, the management method used had an influence on the type of government chosen in the new nation.

Indirect Control Indirect control relied on existing political rulers. In some areas, the British asked a local ruler to accept British authority to rule. These local officials handled much of the daily management of the colony. In addition,

TAKING NOTES

Summarizing Use a web to record the forms and methods of European imperialism in Africa, the resistance it met with, and its impact.



Imperialism

Imperialism is a policy in which one country seeks to extend its authority by conquering other countries or by establishing economic and political dominance over other countries. The first chart below discusses the four forms of imperialist authority. The second chart shows the two management methods that can be used to control an area.

Forms of Imperialism

Form	Definition	Example
Colony	A country or a territory governed internally by a foreign power	Somaliland in East Africa was a French colony.
Protectorate	A country or a territory with its own internal government but under the control of an outside power	Britain established a protectorate over the Niger River delta.
Sphere of Influence	An area in which an outside power claims exclusive investment or trading privileges	Liberia was under the sphere of influence of the United States.
Economic Imperialism	An independent but less-developed country controlled by private business interests rather than other governments	The Dole Fruit company controlled pineapple trade in Hawaii.

Imperial Management Methods

Indirect Control	Direct Control
<ul style="list-style-type: none"> Local government officials used Limited self-rule Goal: to develop future leaders Government institutions are based on European styles but may have local rules. 	<ul style="list-style-type: none"> Foreign officials brought in to rule No self-rule Goal: assimilation Government institutions are based only on European styles.
Examples: <ul style="list-style-type: none"> British colonies such as Nigeria, India, Burma U.S. colonies on Pacific Islands 	Examples: <ul style="list-style-type: none"> French colonies such as Somaliland, Vietnam German colonies such as German East Africa Portuguese colonies such as Angola

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on imperialism, go to classzone.com

> DATA FILE

In 1905, the British Empire

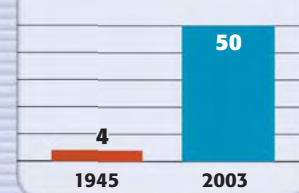
- was the largest and most powerful in the world's history.
- covered about 11 million square miles.
- had about 400 million inhabitants.

Today, the United Kingdom has 13 small dependent territories and is the head of a voluntary association of 54 independent states.

African Colonization and Independence

- In 1884, Western leaders met to divide Africa into colonial holdings.
- By 1914, nearly all of Africa had been distributed among European powers.
- European imperial powers set national borders in Africa without regard for local ethnic or political divisions. This continues to be a problem for African nations today.

Independent African Countries



Connect to Today

1. Forming and Supporting Opinions

Which form of managing imperial interests do you think would be most effective and why?

See Skillbuilder Handbook, page R20.

- 2. Recognizing Effects** Use the Internet or library resources to research the problems many African nations are facing today as a result of imperialism. Report your findings to the class.

each colony had a legislative council that included colonial officials as well as local merchants and professionals nominated by the colonial governor.

The assumption was that the councils would train local leaders in the British method of government and that a time would come when the local population would govern itself. This had happened earlier in the British colonies of Australia and Canada. In the 1890s, the United States began to colonize. It chose the indirect method of control for the Philippines.

Direct Control The French and other European powers preferred more direct control of their colonies. They viewed the Africans as unable to handle the complex business of running a country. Based on this attitude, the Europeans developed a policy called **paternalism**. Using that policy, Europeans governed people in a parental way by providing for their needs but not giving them rights. To accomplish this, the Europeans brought in their own bureaucrats and did not train local people in European methods of governing.

The French also supported a policy of **assimilation**. That policy was based on the idea that in time, the local populations would adopt French culture and become like the French. To aid in the transition, all local schools, courts, and businesses were patterned after French institutions. In practice, the French abandoned the ideal of assimilation for all but a few places and settled for a policy of “association,” which was similar to indirect control. They recognized African institutions and culture but regarded them as inferior to French culture.

CASE STUDY: Nigeria

A British Colony

A close look at Britain’s rule of Nigeria illustrates the forms of imperialism used by European powers to gain control of an area. It also shows management methods used to continue the control of the economic and political life of the area.

Gaining Control Britain gained control of southern Nigeria through both diplomatic and military means. Some local rulers agreed to sign treaties of protection with Britain and accepted British residents. However, others opposed the foreign intervention and rebelled against it. The British used force to put down and defeat these rebellions.

British conquest of northern Nigeria was accomplished by the Royal Niger Company. The company gained control of the palm-oil trade along the Niger River after the Berlin Conference gave Britain a protectorate over the Niger River delta. In 1914, the British claimed the entire area of Nigeria as a colony.



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Region** How many major culture regions are found within the colony of Nigeria? What sort of problems might result from combining or splitting groups of people?
- 2. Movement** Why might the British want to be able to control the Niger River?

Managing the Colony In this new age of imperialism, it was necessary not only to claim a territory but also to govern the people living there. However, managing Nigeria would not prove to be easy. It was one of the most culturally diverse areas in Africa. **A**

About 250 different ethnic groups lived there. The three largest groups were the Hausa-Fulani in the north, the Yoruba in the southwest, and the Igbo in the southeast. These groups were different from one another in many ways, including language, culture, and religion. The Hausa-Fulani people were Muslim and had a strong central government. The Igbo and Yoruba peoples followed traditional religions and relied on local chiefs for control.

Britain did not have enough troops to govern such a complex area. As a result, the British turned to indirect rule of the land. Ruling indirectly through local officials worked well with the Hausa-Fulani. However, this management method did not work as well with the Igbo and Yoruba peoples. Their local chiefs resented having their power limited by the British.

MAIN IDEA

Summarizing

A Which forms of imperialistic control did Britain use in Nigeria?

African Resistance

As in Nigeria, Africans across the continent resisted European attempts to colonize their lands. However, the contest between African states and European powers was never equal because of the Europeans' superior arms. Africans resisted the Europeans with whatever forces they could raise and often surprised the Europeans with their military ability. With the single exception of Ethiopia, though, all these attempts at resistance ultimately failed. Edward Morel, a British journalist who lived for a time in the Congo, made an observation about the Africans' dilemma:

History Makers

Samori Touré about 1830–1900

Samori Touré is a hero of the Mandingo people. His empire is often compared to the great Mali Empire of the 1300s.

Touré was a nationalist who built a powerful Mandingo kingdom by conquering neighboring states. His kingdom became the third largest empire in West Africa.

For 16 years, Touré opposed the French imperialists in West Africa. The well-armed Mandingo were France's greatest foe in West Africa, and the two armies clashed several times. The Mandingo Empire was finally brought down, not in battle, but by a famine.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Draw a map showing the extent of the Mandingo Empire. Go to classzone.com for your research.

PRIMARY SOURCE

Nor is violent physical opposition to abuse and injustice henceforth possible for the African in any part of Africa. His chances of effective resistance have been steadily dwindling with the increasing perfectibility in the killing power of modern armament.

Thus the African is really helpless against the material gods of the white man, as embodied in the trinity of imperialism, capitalistic exploitation, and militarism.

EDWARD MOREL, *The Black Man's Burden*

Unsuccessful Movements The unsuccessful resistance attempts included active military resistance and resistance through religious movements. Algeria's almost 50-year resistance to French rule was one outstanding example of active resistance. The resistance movement led by Samori Touré in West Africa against the French is another example. After modernizing his army, Touré fought the French for 16 years.

Africans in German East Africa put their faith in a spiritual defense. African villagers resisted the Germans' insistence that they plant cotton, a cash crop for export, rather than attend to their own food crops. In 1905, the belief suddenly arose that a magic water (*maji-maji*) sprinkled on

their bodies would turn the Germans' bullets into water. The uprising became known as the Maji Maji rebellion. Over 20 different ethnic groups united to fight for their freedom. The fighters believed that their war had been ordained by God and that their ancestors would return to life and assist their struggle.

However, when resistance fighters armed with spears and protected by the magic water attacked a German machine-gun post, they were mowed down by the thousands. Officially, Germans recorded 75,000 resisters dead. But more than twice that number perished in the famine that followed. The Germans were shaken by the rebellion and its outcome. As a result, they made some government reforms in an effort to make colonialism more acceptable to the Africans.

Ethiopia: A Successful Resistance Ethiopia was the only African nation that successfully resisted the Europeans. Its victory was due to one man—**Menelik II**. He became emperor of Ethiopia in 1889. He successfully played Italians, French, and British against each other, all of whom were striving to bring Ethiopia into their spheres of influence. In the meantime, he built up a large arsenal of modern weapons purchased from France and Russia. In 1889, shortly after Menelik had signed a treaty with Italy, he discovered differences between the wording of the treaty in the Ethiopian language and in Italian. Menelik believed he was giving up a tiny portion of Ethiopia. However, the Italians claimed all of Ethiopia as a protectorate. Meanwhile, Italian forces were advancing into northern Ethiopia. Menelik declared war. In 1896, in one of the greatest battles in the history of Africa—the Battle of Adowa—Ethiopian forces successfully defeated the Italians and kept their nation independent. After the battle, Menelik continued to stockpile rifles and other modern weapons in case another foreign power challenged Ethiopia's liberty.

▼ After defeating Italy, Menelik II modernized Ethiopia by constructing a railroad and weakening the power of the nobility.



The Legacy of Colonial Rule

European colonial rule forever altered Africans' lives. In some cases, the Europeans brought benefits, but for the most part, the effects were negative.

Negative Effects On the negative side, Africans lost control of their land and their independence. Many died of new diseases such as smallpox. They also lost thousands of their people in resisting the Europeans. Famines resulted from the change to cash crops in place of subsistence agriculture.

Africans also suffered from a breakdown of their traditional cultures. Traditional authority figures were replaced. Homes and property were transferred with little regard to their importance to the people. Men were forced to leave villages to find ways to support themselves and their families. Contempt for the traditional culture and admiration of European life undermined stable societies and caused identity problems for Africans.

The most harmful political legacy from the colonial period was the division of the African continent. Long-term rival chiefdoms were sometimes united, while at other times, kinship groups were split between colonies. The artificial boundaries combined or unnaturally divided groups, creating problems that plagued African colonies during European occupation. These boundaries continue to create problems for the nations that evolved from the former colonies.

Positive Effects On the positive side, colonialism reduced local warfare. Humanitarian efforts in some colonies improved sanitation and provided hospitals and schools. As a result, lifespans increased and literacy rates improved. Also positive was the economic expansion. African products came to be valued on the international market. To aid the economic growth, railroads, dams, and telephone and telegraph lines were built in African colonies. But for the most part, these benefited only European business interests, not Africans' lives.

The patterns of behavior of imperialist powers were similar, no matter where their colonies were located. Dealing with local traditions and peoples continued to cause problems in other areas of the world dominated by Europeans. Resistance to the European imperialists also continued, as you will see in Section 3. **B**

MAIN IDEA

Drawing Conclusions

B Why might the problems caused by artificial boundaries continue after the Europeans left?

SECTION

2

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- paternalism
- assimilation
- Menelik II

USING YOUR NOTES

2. Do you think the positive effects of imperialism outweighed the negative impact? Why or why not?



MAIN IDEAS

3. What idea is the policy of assimilation based on?
4. Why were African resistance movements usually unsuccessful?
5. How did colonial rule cause a breakdown in traditional African culture?

CRITICAL THINKING & WRITING

6. **FORMING OPINIONS** Do you think Europeans could have conquered Africa if the Industrial Revolution had never occurred? Explain your answer.
7. **COMPARING** How was the policy of paternalism like Social Darwinism?
8. **ANALYZING CAUSES** Why would the French and Russians sell arms to Ethiopia?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Write a **speech** that you might deliver to colonial rulers, expressing your views on European imperialism in Africa.

CONNECT TO TODAY CREATING A POSTER

After gaining its independence from Portugal in 1975, Angola was plagued by civil war for 27 years. Research to learn what role the legacy of colonialism played in Angola's conflict. Summarize your findings on a **poster** using text, pictures, maps, and charts.

Different Perspectives: Using Primary and Secondary Sources

INTERACTIVE

Views of Imperialism

European imperialism extended to the continents beyond Africa. As imperialism spread, the colonizer and the colonized viewed the experience of imperialism in very different ways. Some Europeans were outspoken about the superiority they felt toward the peoples they conquered. Others thought imperialism was very wrong. Even the conquered had mixed feelings about their encounter with the Europeans.

A PRIMARY SOURCE

J. A. Hobson

Hobson's 1902 book, *Imperialism*, made a great impression on his fellow Britons.

For Europe to rule Asia by force for purposes of gain, and to justify that rule by the pretence that she is civilizing Asia and raising her to a higher level of spiritual life, will be adjudged by history, perhaps, to be the crowning wrong and folly of Imperialism. What Asia has to give, her priceless stores of wisdom garnered from her experience of ages, we refuse to take; the much or little which we could give we spoil by the brutal manner of our giving. This is what Imperialism has done, and is doing, for Asia.

B PRIMARY SOURCE

Dadabhai Naoroji

Dadabhai Naoroji was the first Indian elected to the British Parliament. In 1871, he delivered a speech about the impact of Great Britain on India.

To sum up the whole, the British rule has been—morally, a great blessing; politically peace and order on one hand, blunders on the other, materially, impoverishment. . . . The natives call the British system “Sakar ki Churi,” the knife of sugar. That is to say there is no oppression, it is all smooth and sweet, but it is the knife, notwithstanding. I mention this that you should know these feelings. Our great misfortune is that you do not know our wants. When you will know our real wishes, I have not the least doubt that you would do justice. The genius and spirit of the British people is fair play and justice.

C PRIMARY SOURCE

Jules Ferry

The following is from a speech Ferry delivered before the French National Assembly on July 28, 1883.

Nations are great in our times only by means of the activities which they develop; it is not simply ‘by the peaceful shining forth of institutions . . .’ that they are great at this hour. . . . Something else is needed for France: . . . that she must also be a great country exercising all of her rightful influence over the destiny of Europe, that she ought to propagate this influence throughout the world and carry everywhere that she can her language, her customs, her flag, her arms, and her genius.

D PRIMARY SOURCE

This 1882 American political cartoon, titled “The Devilfish in Egyptian Waters,” depicts England as an octopus. Notice that Egypt is not yet one of the areas controlled by the British.



Document-Based QUESTIONS

1. According to Hobson (Source A), what mistake did European imperialists make in Asia?
2. What position on imperialism does Jules Ferry take in Source C?
3. In Source D, what does the representation of England suggest about the cartoonist's view of British imperialism?
4. In what way does the view of imperialism in Source B contrast with that in Source D?

Europeans Claim Muslim Lands

MAIN IDEA

EMPIRE BUILDING European nations expanded their empires by seizing territories from Muslim states.

WHY IT MATTERS NOW

Political events in this vital resource area are still influenced by actions from the imperialistic period.

TERMS & NAMES

- geopolitics
- Crimean War
- Suez Canal

SETTING THE STAGE The European powers who carved up Africa also looked elsewhere for other lands to control. The Muslim lands that rimmed the Mediterranean had largely been claimed as a result of Arab and Ottoman conquests. As you learned in Chapter 18, the Ottoman Empire at its peak stretched from Hungary in the north, around the Black Sea, and across Egypt all the way west to the borders of Morocco. (See map opposite.) But during the empire's last 300 years, it had steadily declined in power. Europeans competed with each other to gain control of this strategically important area.

TAKING NOTES

Determining Main Ideas

Use a diagram to fill in three details that support the main idea.

Muslim states failed to keep European imperialists out of their lands.

detail detail detail

Ottoman Empire Loses Power

The declining Ottoman Empire had difficulties trying to fit into the modern world. However, the Ottomans made attempts to change before they finally were unable to hold back the European imperialist powers.

Reforms Fail When Suleyman I, the last great Ottoman sultan, died in 1566, he was followed by a succession of weak sultans. The palace government broke up into a number of quarreling, often corrupt factions. Weakening power brought other problems. Corruption and theft had caused financial losses. Coinage was devalued, causing inflation. Once the Ottoman Empire had embraced modern technologies, but now it fell further and further behind Europe.

When Selim III came into power in 1789, he attempted to modernize the army. However, the older janissary corps resisted his efforts. Selim III was overthrown, and reform movements were temporarily abandoned. Meanwhile, nationalist feelings began to stir among the Ottomans' subject peoples. In 1830, Greece gained its independence, and Serbia gained self-rule. The Ottomans' weakness was becoming apparent to European powers, who were expanding their territories. They began to look for ways to take the lands away from the Ottomans.

Europeans Grab Territory

Geopolitics, an interest in or taking of land for its strategic location or products, played an important role in the fate of the Ottoman Empire. World powers were attracted to its strategic location. The Ottomans controlled access to the Mediterranean and the Atlantic sea trade. Merchants in landlocked countries

that lay beyond the Black Sea had to go through Ottoman lands. Russia, for example, desperately wanted passage for its grain exports across the Black Sea and into the Mediterranean Sea. This desire strongly influenced Russia's relations with the Ottoman Empire. Russia attempted to win Ottoman favor, formed alliances with Ottoman enemies, and finally waged war against the Ottomans. Discovery of oil in Persia around 1900 and in the Arabian Peninsula after World War I focused even more attention on the area.

Russia and the Crimean War Each generation of Russian czars launched a war on the Ottomans to try to gain land on the Black Sea. The purpose was to give Russia a warm-weather port. In 1853, war broke out between the Russians and the Ottomans. The war was called the **Crimean War**, after a peninsula in the Black Sea where most of the war was fought. Britain and France wanted to prevent the Russians from gaining control of additional Ottoman lands. So they entered the war on the side of the Ottoman Empire. The combined forces of the Ottoman Empire, Britain, and France defeated Russia. The Crimean War was the first war in which women, led by Florence Nightingale, established their position as army nurses. It was also the first war to be covered by newspaper correspondents.

The Crimean War revealed the Ottoman Empire's military weakness. Despite the help of Britain and France, the Ottoman Empire continued to lose lands. The Russians came to the aid of Slavic people in the Balkans who rebelled against the Ottomans. The Ottomans lost control of Romania, Montenegro, Cyprus, Bosnia, Herzegovina, and an area that became Bulgaria. The Ottomans lost land in Africa too. By the beginning of World War I, the Ottoman Empire was reduced in size and in deep decline. **A**

MAIN IDEA

Making Inferences

A How did the Crimean War help lead to the decline of the Ottoman Empire?



The Great Game For much of the 19th century, Great Britain and Russia engaged in yet another geopolitical struggle, this time over Muslim lands in Central Asia. Known as the “Great Game,” the war was waged over India, one of Britain’s most profitable colonies. Russia sought to extend its empire and gain access to India’s riches. Britain defended its colony and also attempted to spread its empire beyond India’s borders. Afghanistan, which lay between the Russian and British empires, became the center of their struggle. (See the map on page 771.)

In the 1800s, Afghanistan was an independent Muslim kingdom. Its dry, mountainous terrain and determined people continually frustrated the invading imperial powers. After decades of fighting, Great Britain finally withdrew from Afghanistan in 1881. In 1921, Britain formally agreed that its empire would not extend beyond the Khyber Pass, which borders eastern Afghanistan. The newly formed Soviet Union, meanwhile, signed a nonaggression pact with Afghanistan. That agreement was honored until 1979, when the Soviet Union invaded Afghanistan.

Egypt Initiates Reforms

Observing the slow decline of the Ottoman Empire, some Muslim leaders decided that their countries would either have to adjust to the modern world or be consumed by it. Egypt initiated political and social reforms, in part to block European domination of its land.

▼ Muhammad Ali was a common soldier who rose to leadership as a result of his military skill and political shrewdness.

Military and Economic Reforms Modernization came to Egypt as a result of the interest in the area created by the French occupation. Egypt’s strategic location at the head of the Red Sea appeared valuable to France and Britain. After Napoleon failed to win Egypt, a new leader emerged: Muhammad Ali. The Ottomans sent him as part of an expeditionary force to govern Egypt, but he soon broke away

from Ottoman control. Beginning in 1831, he fought a series of battles in which he gained control of Syria and Arabia. Through the combined efforts of European powers, Muhammad Ali and his heirs were recognized as the hereditary rulers of Egypt.

Muhammad Ali began a series of reforms in the military and in the economy. Without foreign assistance, he personally directed a shift of Egyptian agriculture to a plantation cash crop—cotton. This brought Egypt into the international marketplace but at a cost to the peasants. They lost the use of lands they traditionally farmed and were forced to grow cash crops in place of food crops. **B**

The Suez Canal Muhammad Ali’s efforts to modernize Egypt were continued by his grandson, Isma’il. Isma’il supported the construction of the [Suez Canal](#). The canal was a human-made waterway that cut



MAIN IDEA

Recognizing Effects

B What two effects did raising cotton have on Egyptian agriculture?

Suez Canal

The Suez Canal was viewed as the “Lifeline of the Empire” because it allowed Britain quicker access to its colonies in Asia and Africa. In a speech to Parliament, Joseph Chamberlain explained that he believed Britain should continue its occupation of Egypt because of “the necessity for using every legitimate opportunity to extend our influence and control in that great African continent which is now being opened up to civilization and to commerce.”

This painting represents the opening celebration of the canal on November 17, 1869.



GEOGRAPHY SKILLBUILDER:

Interpreting Maps

Place Approximately how long is the Suez Canal?



through the Isthmus of Suez. It connected the Red Sea to the Mediterranean. It was built mainly with French money from private interest groups, using Egyptian labor. The Suez Canal opened in 1869 with a huge international celebration. However, Isma'il's modernization efforts, such as irrigation projects and communication networks, were enormously expensive. Egypt soon found that it could not pay its European bankers even the interest on its \$450 million debt. The British insisted on overseeing financial control of the canal, and in 1882 the British occupied Egypt.

Persia Pressured to Change

Elsewhere in southwest Asia, Russia and Britain competed to exploit Persia commercially and to bring that country under their own spheres of influence. (See map on page 787.) Russia was especially interested in gaining access to the Persian Gulf and the Indian Ocean. Twice Persia gave up territories to Russia, after military defeats in 1813 and 1828. Britain was interested in using Afghanistan as a buffer between India and Russia. In 1857, Persia resisted British demands but was forced to give up all claims to Afghanistan. Britain's interest in Persia increased greatly after the discovery of oil there in 1908.

Persia lacked the capital to develop its own resources. To raise money and to gain economic prestige, the Persian ruler began granting concessions to Western businesses. These concessions allowed businesses to buy the right to operate in a certain area or develop a certain product. For example, a British corporation, the Anglo-Persian Oil Company, began to develop Persia's rich oil fields in the early 1900s.



▲ Nasir al-Din was killed by one of al-Afghani's followers a few years after the boycott.

Battle over Tobacco Tension arose between the often corrupt rulers, who wanted to sell concessions to Europeans, and the people. The people were often backed by religious leaders who feared change or disliked Western influence in their nation. In 1890, Persian ruler Nasir al-Din sold a concession to a British company to export Persian tobacco. This action outraged Jamal al-Din al-Afghani, a leader who supported the modernization of Persia. He helped set up a tobacco boycott by the heavy-smoking Persians. In the following quote, he expresses his contempt for the Persian ruler:

PRIMARY SOURCE

He has sold to the foes of our Faith the greater part of the Persian lands and the profits derived from them, for example . . . tobacco, with the chief centers of its cultivation, the lands on which it is grown and the warehouses, carriers, and sellers, wherever these are found. . . .

In short, this criminal has offered the provinces of Persia to auction among the Powers, and is selling the realms of Islam and the abodes of Muhammad and his household to foreigners.

JAMAL AL-DIN AL-AFGHANI, in a letter to Hasan Shirazi, April 1891

MAIN IDEA

Analyzing Primary Sources

C Why did al-Afghani condemn the actions of the Persian ruler?

The tobacco boycott worked. Riots broke out, and the ruler was forced to cancel the concession. As unrest continued in Persia, however, the government was unable to control the situation. In 1906, a group of revolutionaries forced the ruler to establish a constitution. In 1907, Russia and Britain took over the country and divided it into spheres of influence. They exercised economic control over Persia.

In the Muslim lands, many European imperialists gained control by using economic imperialism and creating spheres of influence. Although some governments made attempts to modernize their nations, in most cases it was too little too late. In other areas of the globe, imperialists provided the modernization. India, for example, became a colony that experienced enormous change as a result of the occupation of the imperialist British. You will learn about India in Section 4.

SECTION

3

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- geopolitics
- Crimean War
- Suez Canal

USING YOUR NOTES

2. What imperialistic forms of control did the Europeans use to govern these lands?

Muslim states failed to keep European imperialists out of their lands.

detail detail detail

MAIN IDEAS

3. What is geopolitics?
4. Why did Great Britain want to control the Suez Canal?
5. Why did the Persian people oppose their ruler's policy of selling business concessions to Europeans?

CRITICAL THINKING & WRITING

6. **COMPARING AND CONTRASTING** How were the reactions of African and Muslim rulers to imperialism similar? How were they different?
7. **MAKING PREDICTIONS** What do you think happened as a result of Muhammad Ali's agriculture reform?
8. **ANALYZING BIAS** What does the quotation in the History in Depth on page 789 suggest about Joseph Chamberlain's view of British imperialism in Africa?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Write a **cause-and-effect paragraph** about reform efforts undertaken in Muslim lands.

CONNECT TO TODAY CREATING A TIME LINE

Iran (formerly Persia) has undergone many changes since the late 1800s. Create a **time line** of important events in Iran's modern history. Include photographs that illustrate the events.



British Imperialism in India

MAIN IDEA

EMPIRE BUILDING As the Mughal Empire declined, Britain seized Indian territory and soon controlled almost the whole subcontinent.

WHY IT MATTERS NOW

India, the second most populated nation in the world, adopted some of its modern political institutions from the British.

TERMS & NAMES

- sepoy
- “jewel in the crown”
- Sepoy Mutiny
- Raj

SETTING THE STAGE British economic interest in India began in the 1600s, when the British East India Company set up trading posts at Bombay, Madras, and Calcutta. At first, India’s ruling Mughal Dynasty kept European traders under control. By 1707, however, the Mughal Empire was collapsing. Dozens of small states, each headed by a ruler or maharajah, broke away from Mughal control. In 1757, Robert Clive led East India Company troops in a decisive victory over Indian forces allied with the French at the Battle of Plassey. From that time until 1858, the East India Company was the leading power in India.

British Expand Control over India

The area controlled by the East India Company grew over time. Eventually, it governed directly or indirectly an area that included modern Bangladesh, most of southern India, and nearly all the territory along the Ganges River in the north.

East India Company Dominates Officially, the British government regulated the East India Company’s efforts both in London and in India. Until the beginning of the 19th century, the company ruled India with little interference from the British government. The company even had its own army, led by British officers and staffed by sepoys, or Indian soldiers. The governor of Bombay, Mountstuart Elphinstone, referred to the sepoy army as “a delicate and dangerous machine, which a little mismanagement may easily turn against us.”

Britain’s “Jewel in the Crown” At first, the British treasured India more for its potential than its actual profit. The Industrial Revolution had turned Britain into the world’s workshop, and India was a major supplier of raw materials for that workshop. Its 300 million people were also a large potential market for British-made goods. It is not surprising, then, that the British considered India the brightest “jewel in the crown.” the most valuable of all of Britain’s colonies.

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

TAKING NOTES

Recognizing Effects Use a diagram to identify the effects of the three causes listed.

Cause	Effect
1. Decline of the Mughal Empire	
2. Colonial policies	
3. Sepoy Mutiny	

▼ A sepoy in uniform



British Transport Trade Goods India became increasingly valuable to the British after they established a railroad network there. Railroads transported raw products from the interior to the ports and manufactured goods back again. Most of the raw materials were agricultural products produced on plantations. Plantation crops included tea, indigo, coffee, cotton, and jute. Another crop was opium. The British shipped opium to China and exchanged it for tea, which they then sold in England.

Trade in these crops was closely tied to international events. For example, the Crimean War in the 1850s cut off the supply of Russian jute to Scottish jute mills. This boosted the export of raw jute from Bengal, a province in India. Likewise, cotton production in India increased when the Civil War in the United States cut off supplies of cotton for British textile mills. **A**

Impact of Colonialism India both benefited from and was harmed by British colonialism. On the negative side, the British held much of the political and economic power. The British restricted Indian-owned industries such as cotton textiles. The emphasis on cash crops resulted in a loss of self-sufficiency for many villagers. The conversion to cash crops reduced food production, causing famines in the late 1800s. The British officially adopted a hands-off policy regarding Indian religious and social customs. Even so, the increased presence of missionaries and the racist attitude of most British officials threatened traditional Indian life.

On the positive side, the laying of the world's third largest railroad network was a major British achievement. When completed, the railroads enabled India to develop a modern economy and brought unity to the connected regions. Along with the railroads, a modern road network, telephone and telegraph lines, dams, bridges, and irrigation canals enabled India to modernize. Sanitation and public health improved. Schools and colleges were founded, and literacy increased. Also, British troops cleared central India of bandits and put an end to local warfare among competing local rulers.

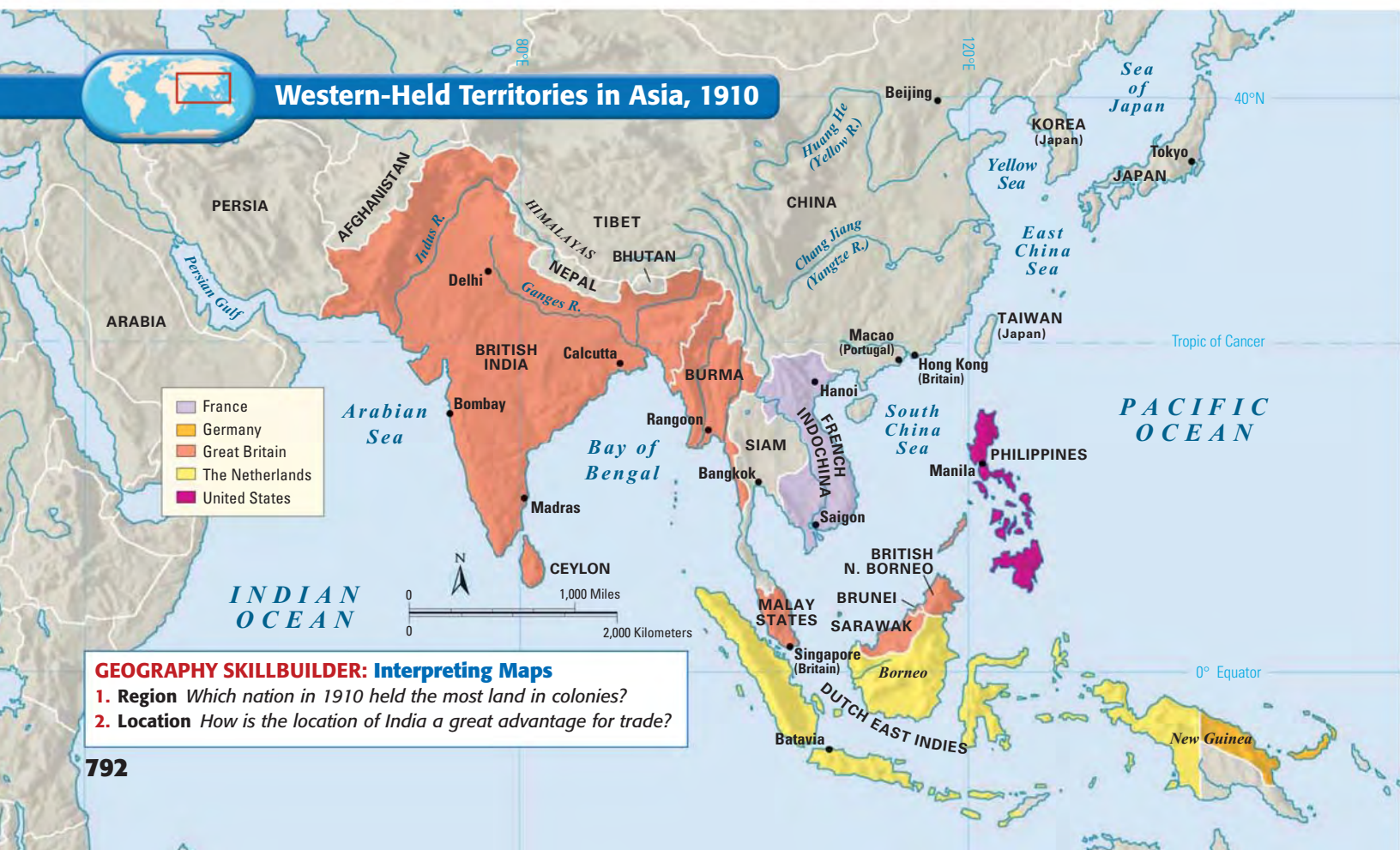
Vocabulary

jute: a fiber used for sacks and cord

MAIN IDEA

Summarizing

A On which continents were Indian goods being traded?



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** Which nation in 1910 held the most land in colonies?
- Location** How is the location of India a great advantage for trade?

Social History

Social Class in India

In the photograph at right, a British officer is waited on by Indian servants. This reflects the class system in India.

British Army

Social class determined the way of life for the British Army in India. Upper-class men served as officers. Lower-class British served at lesser rank and did not advance past the rank of sergeant. Only men with the rank of sergeant and above were allowed to bring their wives to India.

Each English officer's wife attempted to re-create England in the home setting. Like a general, she directed an army of 20 to 30 servants.

Indian Servants

Caste determined Indian occupations. Castes were divided into four broad categories called varna. Indian civil servants were of the third varna. House and personal servants were of the fourth varna.

Even within the varna, jobs were strictly regulated, which is why such large servant staffs were required. For example, in the picture here, both servants were of the same varna. Although the two servants were from the same varna, they had different jobs.



The Sepoy Mutiny

By 1850, the British controlled most of the Indian subcontinent. However, there were many pockets of discontent. Many Indians believed that in addition to controlling their land, the British were trying to convert them to Christianity. The Indian people also resented the constant racism that the British expressed toward them.

Indians Rebel As economic problems increased for Indians, so did their feelings of resentment and nationalism. In 1857, gossip spread among the sepoys, the Indian soldiers, that the cartridges of their new Enfield rifles were greased with beef and pork fat. To use the cartridges, soldiers had to bite off the ends. Both Hindus, who consider the cow sacred, and Muslims, who do not eat pork, were outraged by the news.

A garrison commander was shocked when 85 of the 90 sepoys refused to accept the cartridges. The British handled the crisis badly. The soldiers who had disobeyed were jailed. The next day, on May 10, 1857, the sepoys rebelled. They marched to Delhi, where they were joined by Indian soldiers stationed there. They captured the city of Delhi. From Delhi, the rebellion spread to northern and central India.

Some historians have called this outbreak the **Sepoy Mutiny**. The uprising spread over much of northern India. Fierce fighting took place. Both British and sepoys tried to slaughter each other's armies. The East India Company took more than a year to regain control of the country. The British government sent troops to help them. **B**

The Indians could not unite against the British due to weak leadership and serious splits between Hindus and Muslims. Hindus did not want the Muslim Mughal Empire restored. Indeed, many Hindus preferred British rule to Muslim rule. Most of the princes and maharajahs who had made alliances with the East India

MAIN IDEA

Recognizing Effects

B Look back at Elphinstone's comment on page 791. Did the Sepoy Mutiny prove him correct?

Company did not take part in the rebellion. The Sikhs, a religious group that had been hostile to the Mughals, also remained loyal to the British. Indeed, from then on, the bearded and turbaned Sikhs became the mainstay of Britain's army in India.

Turning Point The mutiny marked a turning point in Indian history. As a result of the mutiny, in 1858 the British government took direct command of India. The term **Raj** refers to British rule after India came under the British crown during the reign of Queen Victoria. A cabinet minister in London directed policy, and a British governor-general in India carried out the government's orders. After 1877, this official held the title of viceroy.

To reward the many princes who had remained loyal to Britain, the British promised to respect all treaties the East India Company had made with them. They also promised that the Indian states that were still free would remain independent. Unofficially, however, Britain won greater and greater control of those states.

The Sepoy Mutiny fueled the racist attitudes of the British. The British attitude is illustrated in the following quote by Lord Kitchener, British commander in chief of the army in India:

PRIMARY SOURCE

It is this consciousness of the inherent superiority of the European which has won for us India. However well educated and clever a native may be, and however brave he may prove himself, I believe that no rank we can bestow on him would cause him to be considered an equal of the British officer.

LORD KITCHENER, quoted in K. M. Panikkar, *Asia and Western Dominance*

The mutiny increased distrust between the British and the Indians. A political pamphlet suggested that both Hindus and Muslims "are being ruined under the tyranny and oppression of the . . . treacherous English."

MAIN IDEA

Recognizing Effects

C In what ways did the Sepoy Mutiny change the political climate of India?

▼ This engraving shows sepoys attacking the British infantry at the Battle of Cawnpore in 1857.



Nationalism Surfaces in India

In the early 1800s, some Indians began demanding more modernization and a greater role in governing themselves. Ram Mohun Roy, a modern-thinking, well-educated Indian, began a campaign to move India away from traditional practices and ideas. Ram Mohun Roy saw arranged child marriages and the rigid caste separation as parts of Indian life that needed to be changed. He believed that if the practices were not changed, India would continue to be controlled by outsiders. Roy's writings inspired other Indian reformers to call for adoption of Western ways. Roy also founded a social reform movement that worked for change in India.

Besides modernization and Westernization, nationalist feelings started to surface in India. Indians hated a system that made them second-class citizens in their own country. They were barred from top posts in the Indian Civil Service. Those who managed to get middle-level jobs were paid less than Europeans. A British engineer on the East India Railway, for example, made nearly 20 times as much money as an Indian engineer.

Nationalist Groups Form This growing nationalism led to the founding of two nationalist groups, the Indian National Congress in 1885 and the Muslim League in 1906. At first, such groups concentrated on specific concerns for Indians. By the early 1900s, however, they were calling for self-government.

The nationalists were further inflamed in 1905 by the partition of Bengal. The province was too large for administrative purposes, so the British divided it into a Hindu section and a Muslim section. Keeping the two religious groups apart made it difficult for them to unite in calling for independence. In 1911, the British took back the order and divided the province in a different way. **D**

Conflict over the control of India continued to develop between the Indians and the British in the following years. Elsewhere in Southeast Asia, the same struggles for control of land took place between local groups and the major European powers that dominated them. You will learn about them in Section 5.

MAIN IDEA

Analyzing Motives

D Why would the British think that dividing the Hindus and Muslims into separate sections would be good?

SECTION

4

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- sepoy
- "jewel in the crown"
- Sepoy Mutiny
- Raj

USING YOUR NOTES

2. Which of the effects you listed later became causes?

Cause	Effect
1. Decline of the Mughal Empire	
2. Colonial policies	
3. Sepoy Mutiny	

MAIN IDEAS

- Why did Britain consider India its "jewel in the crown"?
- Why didn't Indians unite against the British in the Sepoy Mutiny?
- What form did British rule take under the Raj?

CRITICAL THINKING & WRITING

- MAKING INFERENCES** How did economic imperialism lead to India's becoming a British colony?
- EVALUATING DECISIONS** What might the decision to grease the sepoys' cartridges with beef and pork fat reveal about the British attitude toward Indians?
- SYNTHESIZING** How did imperialism contribute to unity and to the growth of nationalism in India?
- WRITING ACTIVITY** **EMPIRE BUILDING** Write an **editorial** to an underground Indian newspaper, detailing grievances against the British and calling for self-government.

CONNECT TO TODAY CREATING A POLITICAL CARTOON

In 1947, India was divided into two countries: mostly Hindu India and mostly Muslim Pakistan. However, the two countries maintain a tense relationship today. Research to learn about the cause of this tension and illustrate it in a **political cartoon**.

Imperialism in Southeast Asia

MAIN IDEA

ECONOMICS Demand for Asian products drove Western imperialists to seek possession of Southeast Asian lands.

WHY IT MATTERS NOW

Southeast Asian independence struggles in the 20th century have their roots in this period of imperialism.

TERMS & NAMES

- Pacific Rim
- King Mongkut
- Emilio Aguinaldo
- annexation
- Queen Liliuokalani

SETTING THE STAGE Just as the European powers rushed to divide Africa, they also competed to carve up the lands of Southeast Asia. These lands form part of the **Pacific Rim**, the countries that border the Pacific Ocean. Western nations desired the Pacific Rim lands for their strategic location along the sea route to China. Westerners also recognized the value of the Pacific colonies as sources of tropical agriculture, minerals, and oil. As the European powers began to appreciate the value of the area, they challenged each other for their own parts of the prize.

TAKING NOTES

Clarifying Use a spider map to identify a Western power and the areas it controlled.



European Powers Invade the Pacific Rim

Early in the 18th century, the Dutch East India Company established control over most of the 3,000-mile-long chain of Indonesian islands. The British established a major trading port at Singapore. The French took over Indochina on the Southeast Asian mainland. The Germans claimed the Marshall Islands and parts of New Guinea and the Solomon islands.

The lands of Southeast Asia were perfect for plantation agriculture. The major focus was on sugar cane, coffee, cocoa, rubber, coconuts, bananas, and pineapple. As these products became more important in the world trade markets, European powers raced each other to claim lands.

Dutch Expand Control The Dutch East India Company, chartered in 1602, actively sought lands in Southeast Asia. It seized Malacca from the Portuguese and fought the British and Javanese for control of Java. The discovery of oil and tin on the islands and the desire for more rubber plantations prompted the Dutch to gradually expand their control over Sumatra, part of Borneo, Celebes, the Moluccas, and Bali. Finally the Dutch ruled the whole island chain of Indonesia, then called the Dutch East Indies. (See map opposite.)

Management of plantations and trade brought a large Dutch population to the islands. In contrast to the British, who lived temporarily in India but retired in Britain, the Dutch thought of Indonesia as their home. They moved to Indonesia and created a rigid social class system there. The Dutch were on top, wealthy and educated Indonesians came next, and plantation workers were at the bottom. The Dutch also forced farmers to plant one-fifth of their land in specified export crops.

British Take the Malayan Peninsula To compete with the Dutch, the British sought a trading base that would serve as a stop for their ships that traveled the India-China sea routes. They found a large, sheltered harbor on Singapore, an island just off the tip of the Malay Peninsula. The opening of the Suez Canal and the increased demand for tin and rubber combined to make Singapore one of the world's busiest ports.

Britain also gained colonies in Malaysia and in Burma (modern Myanmar). Malaysia had large deposits of tin and became the world's leading rubber exporter. Needing workers to mine the tin and tap the rubber trees, Britain encouraged Chinese to immigrate to Malaysia. Chinese flocked to the area. As a result of such immigration, the Malays soon became a minority in their own country. Conflict between the resident Chinese and the native Malays remains unresolved today. **A**

French Control Indochina The French had been active in Southeast Asia since the 17th century. They even helped the Nguyen (nuh•WIN) dynasty rise to power in Vietnam. In the 1840s, during the rule of an anti-Christian Vietnamese emperor, seven French missionaries were killed. Church leaders and capitalists who wanted a larger share of the overseas market demanded military intervention. Emperor Napoleon III ordered the French army to invade southern Vietnam. Later, the French added Laos, Cambodia, and northern Vietnam to the territory. The combined states would eventually be called French Indochina.

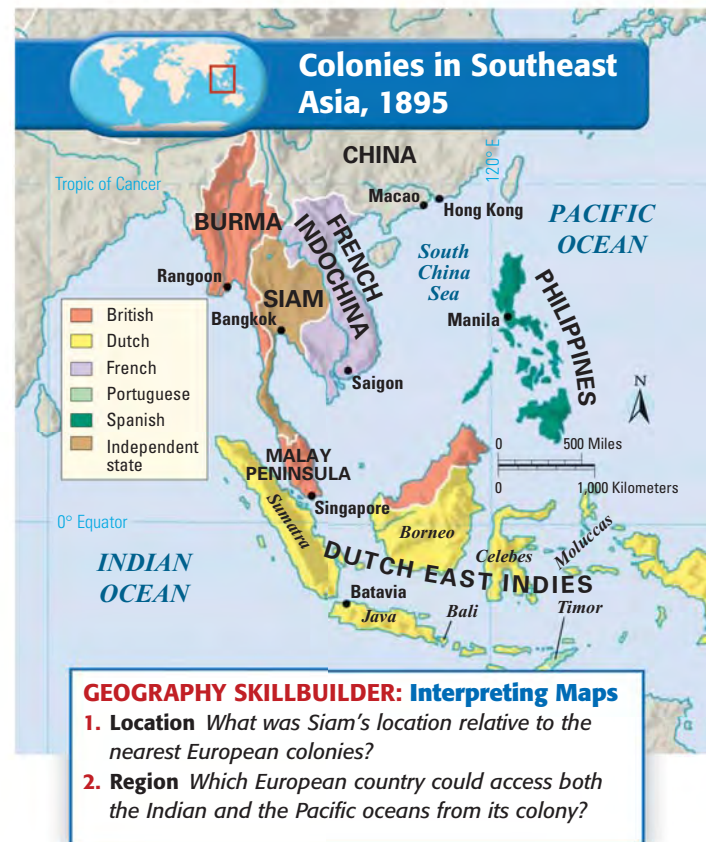
Using direct colonial management, the French themselves filled all important positions in the government bureaucracy. They did not encourage local industry. Four times as much land was devoted to rice production. However, the peasants' consumption of rice decreased because much of the rice was exported. Anger over this reduction set the stage for Vietnamese resistance against the French.

Colonial Impact In Southeast Asia, colonization brought mixed results. Economies grew based on cash crops or goods that could be sold on the world market. Roads, harbors, and rail systems improved communication and transportation but mostly benefited European business. However, education, health, and sanitation did improve.

Unlike other colonial areas, millions of people from other areas of Asia and the world migrated to work on plantations and in the mines in Southeast Asia. The region became a melting pot of Hindus, Muslims, Christians, and Buddhists. The resulting cultural changes often led to racial and religious clashes that are still seen today.

Siam Remains Independent

While its neighbors on all sides fell under the control of imperialists, Siam (present-day Thailand) maintained its independence throughout the colonial period. Siam lay between British-controlled Burma and French Indochina. (See map above.) France and Britain each aimed to prevent the other from gaining control of Siam. Knowing this, Siamese kings skillfully promoted Siam as a neutral zone between the two powers.



MAIN IDEA

Analyzing Motives

A Why do you think so many Chinese moved to Malaysia?

Siam modernized itself under the guidance of **King Mongkut** and his son Chulalongkorn. In a royal proclamation, King Chulalongkorn showed his understanding of the importance of progress:

PRIMARY SOURCE

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

KING CHULALONGKORN, "Royal Proclamation in Education"

To accomplish the changes, Siam started schools, reformed the legal system, and reorganized the government. The government built its own railroads and telegraph systems and ended slavery. Because the changes came from their own government, the Siamese people escaped the social turmoil, racist treatment, and economic exploitation that occurred in other countries controlled by foreigners.

U.S. Imperialism in the Pacific Islands

Because Americans had fought for their independence from Britain, most of them disliked the idea of colonizing other nations. However, two groups of Americans were outspoken in their support of imperialism. One group of ambitious empire builders felt the United States should fulfill its destiny as a world power, colonizing like the Europeans. The other group, composed of business interests, welcomed the opening of new markets and trade possibilities.

The Philippines Change Hands The United States acquired the Philippine Islands, Puerto Rico, and Guam as a result of the Spanish-American War in 1898. Gaining the Philippines touched off a debate in the United States over imperialism. President McKinley's views swayed many to his side. He told a group of Methodist ministers his intention to "educate Filipinos, and uplift and Christianize them."

Filipino nationalists were not happy to trade one colonizer—the Spanish—for another, the Americans. **Emilio Aguinaldo** (eh•MEE•lyoh AH•gee•NAHL•doh), leader of the Filipino nationalists, claimed that the United States had promised immediate independence after the Spanish-American War ended. The nationalists declared independence and established the Philippine Republic.

The United States plunged into a fierce struggle with the Filipino nationalists in 1899 and defeated them in 1902. The United States promised the Philippine people that it would prepare them for self-rule. To achieve this goal, the United States built roads, railroads, and hospitals, and set up school systems. However, as with other Southeast Asian areas, businessmen encouraged growing cash crops such as sugar at the expense of basic food crops. This led to food shortages for the Filipinos.

Hawaii Becomes a Republic U.S. interest in Hawaii began around the 1790s when Hawaii was a port on the way to China and East India. Beginning about the 1820s, sugar trade began to change the Hawaiian economy. Americans established sugar-cane plantations and became highly successful. By the mid-19th century, American sugar plantations accounted for 75 percent of Hawaii's wealth. At the same time, American sugar planters also gained great political power in Hawaii.

Vocabulary

Filipino: an inhabitant of the Philippine Islands

▼ This photograph shows American soldiers fighting the Filipino nationalists in the early years of the war.



Then in 1890, the McKinley Tariff Act passed by the U.S. government set off a crisis in the islands. The act eliminated the tariffs on all sugar entering the United States. Now, sugar from Hawaii was no longer cheaper than sugar produced elsewhere. That change cut into the sugar producers' profits. Some U.S. business leaders pushed for **annexation** of Hawaii, or the adding of the territory to the United States. Making Hawaii a part of the United States meant that Hawaiian sugar could be sold for greater profits because American producers got an extra two cents a pound from the U.S. government.

About the same time, the new Hawaiian ruler, **Queen Liliuokalani** (luh•LEE•uh•oh•kuh•LAH•nee), took the throne. In 1893, she called for a new constitution that would increase her power. It would also restore the political power of Hawaiians at the expense of wealthy planters. To prevent this from happening, a group of American businessmen hatched a plot to overthrow the Hawaiian monarchy. In 1893, Queen Liliuokalani was removed from power.

In 1894, Sanford B. Dole, a wealthy plantation owner and politician, was named president of the new Republic of Hawaii. The president of the new republic asked the United States to annex it. At first, President Cleveland refused. In 1898, however, the Republic of Hawaii was annexed by the United States.

The period of imperialism was a time of great power and domination of others by mostly European powers. As the 19th century closed, the lands of the world were all claimed. The European powers now faced each other with competing claims. Their battles would become the focus of the 20th century.

History Makers



Queen Liliuokalani
1838–1917

Liliuokalani was Hawaii's only queen and the last monarch of Hawaii. She bitterly regretted her brother's loss of power to American planters and worked to regain power for the Hawaiian monarchy. As queen, she refused to renew a treaty signed by her brother that would have given commercial privileges to foreign businessmen. It was a decision that would cost her the crown.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Queen Liliuokalani, go to **classzone.com**

SECTION

5

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Pacific Rim
- King Mongkut
- Emilio Aguinaldo
- annexation
- Queen Liliuokalani

USING YOUR NOTES

2. Which Western power do you think had the most negative impact on its colonies?



MAIN IDEAS

3. How were the Dutch East India Trading Company and the British East India Company similar?
4. What changes took place in Southeast Asia as a result of colonial control?
5. Why did some groups believe that the United States should colonize like the Europeans?

CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** How did the reforms of the Siamese kings help Siam remain independent?
7. **ANALYZING BIAS** What does President McKinley's desire to "uplift and Christianize" the Filipinos suggest about his perception of the people?
8. **ANALYZING MOTIVES** Why do you think Sanford Dole wanted the United States to annex Hawaii?
9. **WRITING ACTIVITY** **ECONOMICS** Compose a **letter to the editor** expressing a Hawaiian's view on the U.S. businessmen who pushed for the annexation of Hawaii for economic gain.

CONNECT TO TODAY DRAWING A BAR GRAPH

Research to find out about the economic situation of Southeast Asian countries today. Rank the economies and present your findings in a **bar graph**.

Chapter 27 Assessment

TERMS & NAMES

For each term or name below, briefly explain its connection to the imperialism of 1850–1914.

1. imperialism
2. racism
3. Berlin Conference
4. Menelik II
5. geopolitics
6. Suez Canal
7. Raj
8. Queen Liliuokalani

MAIN IDEAS

The Scramble for Africa Section 1 (pages 773–778)

9. What motivated the nations of Europe to engage in imperialist activities?
10. What effect did the Boer War have on Africans?

Case Study: Imperialism Section 2 (pages 779–785)

11. What are the forms of imperial rule?
12. How did Ethiopia successfully resist European rule?

Europeans Claim Muslim Lands Section 3 (pages 786–790)

13. Why were the European nations interested in controlling the Muslim lands?
14. What methods did the Muslim leaders use to try to prevent European imperialism?

British Imperialism in India Section 4 (pages 791–795)

15. How was the economy of India transformed by the British?
16. What caused the Sepoy Mutiny?

Imperialism in Southeast Asia Section 5 (pages 796–799)

17. How did Siam manage to remain independent while other countries in the area were being colonized?
18. Describe American attitudes toward colonizing other lands.

CRITICAL THINKING

1. USING YOUR NOTES

In a chart, tell how the local people resisted the demands of the Europeans.

Africa	Muslim Lands	India	Southeast Asia

2. RECOGNIZING EFFECTS

ECONOMICS What effects did imperialism have on the economic life of the lands and people colonized by the European imperialists?

3. DRAWING CONCLUSIONS

Why do you think the British viewed the Suez Canal as the lifeline of their empire?

4. SYNTHESIZING

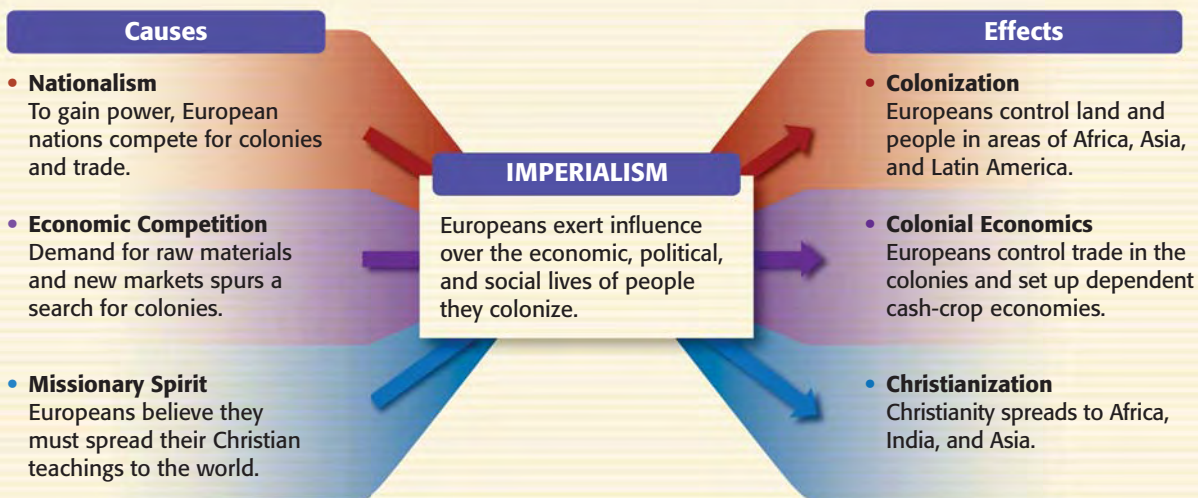
What positive and negative impact did inventions such as the railroad and the steamship have on the land and people conquered by the imperialists?

5. DEVELOPING HISTORICAL PERSPECTIVE

EMPIRE BUILDING What economic, political, and social conditions encouraged the growth of imperialism in Africa and Asia?

VISUAL SUMMARY

The New Imperialism, 1850–1914



STANDARDS-BASED ASSESSMENT

Use the quotation from the king of the Asante people and your knowledge of world history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33

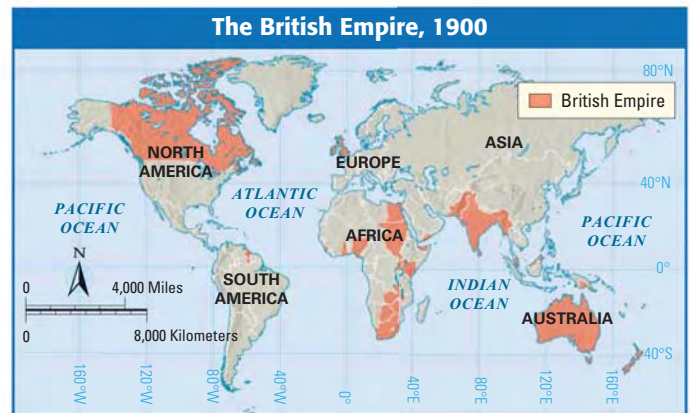
PRIMARY SOURCE

The suggestion that Ashanti [Asante] in its present state should come and enjoy the protection of Her Majesty the Queen and Empress of India, I may say this is a matter of serious consideration, and which I am happy to say we have arrived at the conclusion, that my kingdom of Ashanti will never commit itself to any such conclusion, that Ashanti must remain independent as of old, at the same time to remain friendly with all white men. I do not write this with a boastful spirit, but in the clear sense of its meaning. Ashanti is an independent kingdom.

KWAKU DUA III to Frederic M. Hodgson, December 27, 1889

- What is Kwaku Dua III's answer to the queen?
 - He would enjoy the protection of the queen.
 - He cannot commit himself at this time.
 - He is offended by her offer.
 - He refuses her offer.
- Why do you think Kwaku Dua III responded that he wanted to remain friendly to white men?
 - He wanted his country to be placed under the protection of white men.
 - He was trying to be diplomatic.
 - He wanted to adopt white men's culture.
 - He wanted the assistance of white men.

Use the map of the British Empire and your knowledge of world history to answer question 3.



- "The sun never sets on the British Empire" was a saying about the British Empire at the peak of its power. What do you think this saying meant?
 - The British Empire had colonies in every part of the world.
 - The British felt that the sun revolved around them.
 - The British Empire represented sunlight and hope to the rest of the world.
 - The British were hard working and never slept.

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to classzone.com

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact *with* History

On page 772, you considered the advantages and disadvantages of colonialism. Now, make a chart showing the advantages and disadvantages to a local person living in a place that became a European colony. Next, make a similar chart for a European living in a foreign place. How do they compare? Discuss with members of your class a way to decide whether the advantages outweigh the disadvantages for each group.

2. WRITING ABOUT HISTORY

POWER AND AUTHORITY Write a **news article** about the effects of colonization. Be sure to address the following points:

- Provide some background on the country you're writing about.
- Tell where the colonizers have come from.
- Describe how the colonizers treat the colonized people.
- Include quotations from both the colonizers and the colonized.
- Draw conclusions about each side's opinion of the other.

INTEGRATED TECHNOLOGY

Creating an Interactive Time Line

Use the Internet and your textbook to create a time line of the events covered in Chapter 27. The time line on pages 770–771 can serve as a guide. Use graphics software to add maps and pictures that illustrate the events. Be sure to include the following on your time line:

- important events in the colonization of Africa and Asia
- efforts on the part of the colonies to resist the imperialist powers
- people who played important roles in the events
- places where key events occurred
- visuals that illustrate the events

CHAPTER 28

Transformations Around the Globe, 1800–1914

Previewing Main Ideas

EMPIRE BUILDING During the 19th and early 20th centuries, Great Britain, other European nations, the United States, and Japan sought political and economic influence over other countries.

Geography *What foreign powers were involved in China in the late 1800s?*

CULTURAL INTERACTION Imperialism brought new religions, philosophies, and technological innovations to East Asia and Latin America. People in these areas resisted some Western ideas and adopted or adapted others.

Geography *What geographic factors might explain why certain parts of China were under Japanese, Russian, and French influence?*

REVOLUTION Both China and Japan struggled to deal with foreign influence and to modernize. Mexico underwent a revolution that brought political and economic reforms.

Geography *Japan built up its navy as a step toward modernization. Why do you think Japan wanted a strong navy?*

INTEGRATED TECHNOLOGY

eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



INTERNET RESOURCES

Go to classzone.com for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

EAST ASIA AND LATIN AMERICA

WORLD

1800

1825

1850

1823
Monroe Doctrine
reflects special U.S.
interest in Americas.

1839
China and
Britain clash in
Opium War.

1853
Commodore
Perry enters
Tokyo harbor.

1815
Congress of Vienna
creates a new balance
of power in Europe.

1858
Great Britain
establishes direct
control of India.



Colonial Powers Carve Up China, 1850–1910

INTERACTIVE



1869
Suez Canal opens.



1875

1901
Australia becomes an independent nation. (British flag showing countries of the Empire)

1900

1910
Mexican Revolution begins.

1914
Panama Canal opens. ▶



1925

1905
Russian soldiers open fire on protesting workers in St. Petersburg.

Why might you seek out or resist foreign influence?

You are a local government official in 19th-century China. You are proud of your country, which produces everything that its people need. Like other Chinese officials, you discourage contact with foreigners. Nevertheless, people from the West are eager to trade with China.

Most foreign products are inferior to Chinese goods. However, a few foreign products are not available in China. You are curious about these items. At the same time, you wonder why foreigners are so eager to trade with China and what they hope to gain.



▲ Finely made lanterns were among the Chinese goods favored by Western merchants.

EXAMINING *the* ISSUES

- **How might foreign products affect the quality of life in China both positively and negatively?**
- **What demands might foreigners make on countries they trade with?**

As a class, discuss these questions. Recall what happened in other parts of the world when different cultures came into contact for the first time. As you read this chapter, compare the decisions various governments made about foreign trade and the reasons they made those decisions.



China Resists Outside Influence

MAIN IDEA

CULTURAL INTERACTION

Western economic pressure forced China to open to foreign trade and influence.

WHY IT MATTERS NOW

China has become an increasingly important member of the global community.

TERMS & NAMES

- Opium War
- extraterritorial rights
- Taiping Rebellion
- sphere of influence
- Open Door Policy
- Boxer Rebellion

SETTING THE STAGE Out of pride in their ancient culture, the Chinese looked down on all foreigners. In 1793, however, the Qing emperor agreed to receive an ambassador from England. The Englishman brought gifts of the West’s most advanced technology—clocks, globes, musical instruments, and even a hot-air balloon. The emperor was not impressed. In a letter to England’s King George III, he stated that the Chinese already had everything they needed. They were not interested in the “strange objects” and gadgets that the West was offering them.

China and the West

China was able to reject these offers from the West because it was largely self-sufficient. The basis of this self-sufficiency was China’s healthy agricultural economy. During the 11th century, China had acquired a quick-growing strain of rice from Southeast Asia. By the time of the Qing Dynasty, the rice was being grown throughout the southern part of the country. Around the same time, the 17th and 18th centuries, Spanish and Portuguese traders brought maize, sweet potatoes, and peanuts from the Americas. These crops helped China increase the productivity of its land and more effectively feed its huge population.

China also had extensive mining and manufacturing industries. Rich salt, tin, silver, and iron mines produced great quantities of ore. The mines provided work for tens of thousands of people. The Chinese also produced beautiful silks, high-quality cottons, and fine porcelain.

The Tea-Opium Connection Because of their self-sufficiency, the Chinese had little interest in trading with the West. For decades, the only place they would allow foreigners to do business was at the southern port of Guangzhou (gwahnng•joh). And the balance of trade at Guangzhou was clearly in China’s favor. This means that China earned much more for its exports than it spent on imports.

European merchants were determined to find a product the Chinese would buy in large quantities. Eventually they found one—opium. Opium is a habit-forming narcotic made from the poppy plant. Chinese doctors had been using it to relieve pain for hundreds of years. In the late 18th century, however, British merchants smuggled opium into China for nonmedical use. It took a few decades for opium smoking to catch on, but by 1835, as many as 12 million Chinese people were addicted to the drug.

TAKING NOTES

Identifying Problems

Use a chart to identify the internal and external problems faced by China in the 1800s and early 1900s.

China's Problems	
Internal	External

War Breaks Out This growing supply of opium caused great problems for China. The Qing emperor was angry about the situation. In 1839, one of his highest advisers wrote a letter to England's Queen Victoria about the problem:

PRIMARY SOURCE

By what right do they [British merchants] . . . use the poisonous drug to injure the Chinese people? . . . I have heard that the smoking of opium is very strictly forbidden by your country; that is because the harm caused by opium is clearly understood. Since it is not permitted to do harm to your own country, then even less should you let it be passed on to the harm of other countries.

LIN ZEXU, quoted in *China's Response to the West*

The pleas went unanswered, and Britain refused to stop trading opium. The result was an open clash between the British and the Chinese—the **Opium War** of 1839. The battles took place mostly at sea. China's outdated ships were no match for Britain's steam-powered gunboats. As a result, the Chinese suffered a humiliating defeat. In 1842, they signed a peace treaty, the Treaty of Nanjing. **A**

This treaty gave Britain the island of Hong Kong. After signing another treaty in 1844, U.S. and other foreign citizens also gained **extraterritorial rights**. Under these rights, foreigners were not subject to Chinese law at Guangzhou and four other Chinese ports. Many Chinese greatly resented the foreigners and the bustling trade in opium they conducted.

MAIN IDEA

Analyzing Issues

A What conflicting British and Chinese positions led to the Opium War?

Growing Internal Problems

Foreigners were not the greatest of China's problems in the mid-19th century, however. The country's own population provided an overwhelming challenge. The number of Chinese grew to 430 million by 1850, a 30 percent gain in only 60 years. Yet, in the same period of time, food production barely increased. As a result, hunger was widespread, even in good years. Many people became discouraged, and opium addiction rose steadily. As their problems mounted, the Chinese began to rebel against the Qing Dynasty.

Connect to Today

Special Economic Zones

Today, as in the late 1800s, the Chinese government limits foreign economic activity to particular areas of the country. Most of these areas, called special economic zones (SEZs), are located on the coast and waterways of southeastern China. First established in the late 1970s, the SEZs are designed to attract, but also control, foreign investment.

One of the most successful SEZs is Shanghai (pictured at right). By 2006, dozens of foreign companies—including IBM of the United States, Hitachi of Japan, Siemens of Germany, and Unilever of Great Britain—had invested over \$73 billion in the building and operating of factories, stores, and other businesses. This investment had a huge impact. Shanghai's per capita GDP grew from around \$1200 in 1990 to over \$6000 in 2006.



The Taiping Rebellion During the late 1830s, Hong Xiuquan (hung shee•oo•choo•ahn), a young man from Guangdong province in southern China, began recruiting followers to help him build a “Heavenly Kingdom of Great Peace.” In this kingdom, all Chinese people would share China’s vast wealth and no one would live in poverty. Hong’s movement was called the **Taiping Rebellion**, from the Chinese word *taiping*, meaning “great peace.”

By the 1850s, Hong had organized a massive peasant army of some one million people. Over time, the Taiping army took control of large areas of southeastern China. Then, in 1853, Hong captured the city of Nanjing and declared it his capital. Hong soon withdrew from everyday life and left family members and his trusted lieutenants in charge of the government of his kingdom.

The leaders of the Taiping government, however, constantly feuded among themselves. Also, Qing imperial troops and British and French forces all launched attacks against the Taiping. By 1864, this combination of internal fighting and outside assaults had brought down the Taiping government. But China paid a terrible price. At least 20 million—and possibly twice that many—people died in the rebellion. **B**



▲ A Taiping force surrounds and destroys an enemy village.

MAIN IDEA

Recognizing Effects

B What were the results of the Taiping Rebellion?

Foreign Influence Grows

The Taiping Rebellion and several other smaller uprisings put tremendous internal pressure on the Chinese government. And, despite the Treaty of Nanjing, external pressure from foreign powers was increasing. At the Qing court, stormy debates raged about how best to deal with these issues. Some government leaders called for reforms patterned on Western ways. Others, however, clung to traditional ways and accepted change very reluctantly.

Resistance to Change During the last half of the 19th century, one person was in command at the Qing imperial palace. The Dowager Empress Cixi (tsoo•shee) held the reins of power in China from 1862 until 1908 with only one brief gap. Although she was committed to traditional values, the Dowager Empress did support certain reforms. In the 1860s, for example, she backed the self-strengthening movement. This program aimed to update China’s educational system, diplomatic service, and military. Under this program, China set up factories to manufacture steam-powered gunboats, rifles, and ammunition. The self-strengthening movement had mixed results, however.

Other Nations Step In Other countries were well aware of China’s continuing problems. Throughout the late 19th century, many foreign nations took advantage of the situation and attacked China. Treaty negotiations after each conflict gave these nations increasing control over China’s economy. Many of Europe’s major powers and Japan gained a strong foothold in China. This foothold, or **sphere of influence**, was an area in which the foreign nation controlled trade and investment. (See the map on page 808.)

The United States was a long-time trading partner with China. Americans worried that other nations would soon divide China into formal colonies and shut out American traders. To prevent this occurrence, in 1899 the United States declared

Vocabulary

A *dowager* is a widow who holds a title or property from her deceased husband.

China: Spheres of Influence and Treaty Ports, c. 1900



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Human-Environment Interaction** Which countries had spheres of influence in China?
- Location** What foreign power shown on the map had access to inland China? What geographic feature made this possible?

the **Open Door Policy**. This proposed that China's "doors" be open to merchants of all nations. Britain and the other European nations agreed. The policy thus protected both U.S. trading rights in China, and China's freedom from colonization. But the country was still at the mercy of foreign powers.

An Upsurge in Chinese Nationalism

Humiliated by their loss of power, many Chinese pressed for strong reforms. Among those demanding change was China's young emperor, Guangxu (gwahng•shoo). In June 1898, Guangxu introduced measures to modernize China. These measures called for reorganizing China's educational system, strengthening the economy, modernizing the military, and streamlining the government.

Most Qing officials saw these innovations as threats to their power. They reacted with alarm, calling the Dowager Empress back to the imperial court. On her return, she acted with great speed. She placed Guangxu under arrest and took control of the government. She then reversed his reforms. Guangxu's efforts brought about no change whatsoever. The Chinese people's frustration with their situation continued to grow.

The Boxer Rebellion This widespread frustration finally erupted into violence. Poor peasants and workers resented the special privileges granted to foreigners. They also resented Chinese Christians, who had adopted a foreign faith. To demonstrate their discontent, they formed a secret organization called the Society of Righteous and Harmonious Fists. They soon came to be known as the Boxers. Their campaign against the Dowager Empress's rule and foreigner privilege was called the **Boxer Rebellion**.

MAIN IDEA
Analyzing Causes
 Why did the Boxer Rebellion fail?

In the spring of 1900, the Boxers descended on Beijing. Shouting “Death to the foreign devils,” the Boxers surrounded the European section of the city. They kept it under siege for several months. The Dowager Empress expressed support for the Boxers but did not back her words with military aid. In August, a multinational force of 19,000 troops marched on Beijing and quickly defeated the Boxers.

Despite the failure of the Boxer Rebellion, a strong sense of nationalism had emerged in China. The Chinese people realized that their country must resist more foreign intervention. Even more important, they felt that the government must become responsive to their needs.

The Beginnings of Reform At this point, even the Qing court realized that China needed to make profound changes to survive. In 1905, the Dowager Empress sent a select group of Chinese officials on a world tour to study the operation of different governments. The group traveled to Japan, the United States, Britain, France, Germany, Russia, and Italy. On their return in the spring of 1906, the officials recommended that China restructure its government. They based their suggestions on the constitutional monarchy of Japan. The empress accepted this recommendation and began making reforms. Although she convened a national assembly within a year, change was slow. In 1908, the court announced that it would establish a full constitutional government by 1917.

However, the turmoil in China did not end with these progressive steps. China experienced unrest for the next four decades as it continued to face internal and external threats. China’s neighbor Japan also faced pressure from the West during this time. But it responded to this influence in a much different way.



▲ A gang of Boxers attacks Chinese Christians.

SECTION 1 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Opium War
- extraterritorial rights
- Taiping Rebellion
- sphere of influence
- Open Door Policy
- Boxer Rebellion

USING YOUR NOTES

2. Which created the most trouble for China, internal problems or external problems? Why?

China's Problems	
Internal	External

MAIN IDEAS

- Why did the Chinese have little interest in trading with the West?
- What internal problems did China face prior to the Taiping Rebellion?
- Why did Emperor Guangxu’s efforts at reform and modernization fail?

CRITICAL THINKING & WRITING

- ANALYZING MOTIVES** Why do you think European powers established spheres of influence in China rather than colonies, as they did in Africa and other parts of Asia?
- MAKING INFERENCES** What importance did spheres of influence have for China?
- COMPARING AND CONTRASTING** What were the similarities and differences between the Taiping Rebellion and the Boxer Rebellion?
- WRITING ACTIVITY** **CULTURAL INTERACTION** Write a **dialogue** between two of Dowager Empress Cixi’s advisers—one arguing for continued isolation, the other for openness to foreign influence and trade.

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to find information on special economic zones in China. Use your findings to create an **annotated map** showing the location of these zones.

INTERNET KEYWORDS
special economic zones, SEZs



Modernization in Japan

MAIN IDEA

CULTURAL INTERACTION Japan followed the model of Western powers by industrializing and expanding its foreign influence.

WHY IT MATTERS NOW

Japan's continued development of its own way of life has made it a leading world power.

TERMS & NAMES

- Treaty of Kanagawa
- Meiji era
- Russo-Japanese War
- annexation

SETTING THE STAGE In the early 17th century, Japan had shut itself off from almost all contact with other nations. Under the rule of the Tokugawa shoguns, Japanese society was very tightly ordered. The shogun parceled out land to the daimyo, or lords. The peasants worked for and lived under the protection of their daimyo and his small army of samurai, or warriors. This rigid feudal system managed to keep the country free of civil war. Peace and relative prosperity reigned in Japan for two centuries.

TAKING NOTES

Analyzing Causes List the steps that Japan took toward modernization and the events that contributed to its growth as an imperialistic power.

Modernization
Imperialism

Japan Ends Its Isolation

The Japanese had almost no contact with the industrialized world during this time of isolation. They continued, however, to trade with China and with Dutch merchants from Indonesia. They also had diplomatic contact with Korea. However, trade was growing in importance, both inside and outside Japan.

The Demand for Foreign Trade Beginning in the early 19th century, Westerners tried to convince the Japanese to open their ports to trade. British, French, Russian, and American officials occasionally anchored off the Japanese coast. Like China, however, Japan repeatedly refused to receive them. Then, in 1853, U.S. Commodore Matthew Perry took four ships into what is now Tokyo Harbor. These massive black wooden ships powered by steam astounded the Japanese. The ships' cannons also shocked them. The Tokugawa shogun realized he had no choice but to receive Perry and the letter Perry had brought from U.S. president Millard Fillmore.

Fillmore's letter politely asked the shogun to allow free trade between the United States and Japan. Perry delivered it with a threat, however. He would come back with a larger fleet in a year to receive Japan's reply. That reply was the **Treaty of Kanagawa** of 1854. Under its terms, Japan opened two ports at which U.S. ships could take on supplies. After the United States had pushed open the door, other Western powers soon followed. By 1860, Japan, like China, had granted foreigners permission to trade at several treaty ports. It had also extended extraterritorial rights to many foreign nations.

Meiji Reform and Modernization The Japanese were angry that the shogun had given in to the foreigners' demands. They turned to Japan's young emperor, Mutsuhito (moot•soo•HEE•toh), who seemed to symbolize the country's sense of

pride and nationalism. In 1867, the Tokugawa shogun stepped down, ending the military dictatorships that had lasted since the 12th century. Mutsuhito took control of the government. He chose the name *Meiji* for his reign, which means “enlightened rule.” Mutsuhito’s reign, which lasted 45 years, is known as the **Meiji era**.

The Meiji emperor realized that the best way to counter Western influence was to modernize. He sent diplomats to Europe and North America to study Western ways. The Japanese then chose what they believed to be the best that Western civilization had to offer and adapted it to their own country. They admired Germany’s strong centralized government, for example. And they used its constitution as a model for their own. The Japanese also admired the discipline of the German army and the skill of the British navy. They attempted to imitate these European powers as they modernized their military. Japan adopted the American system of universal public education and required that all Japanese children attend school. Their teachers often included foreign experts. Students could go abroad to study as well.

The emperor also energetically supported following the Western path of industrialization. By the early 20th century, the Japanese economy had become as modern as any in the world. The country built its first railroad line in 1872. The track connected Tokyo, the nation’s capital, with the port of Yokohama, 20 miles to the south. By 1914, Japan had more than 7,000 miles of railroad. Coal production grew from half a million tons in 1875 to more than 21 million tons in 1913. Meanwhile, large, state-supported companies built thousands of factories. Traditional Japanese industries, such as tea processing and silk production, expanded to give the country unique products to trade. Developing modern industries, such as shipbuilding, made Japan competitive with the West.

Imperial Japan

Japan’s race to modernize paid off. By 1890, the country had several dozen warships and 500,000 well-trained, well-armed soldiers. It had become the strongest military power in Asia.

Japan had gained military, political, and economic strength. It then sought to eliminate the extraterritorial rights of foreigners. The Japanese foreign minister assured foreigners that they could rely on fair treatment in Japan. This was because its constitution and legal codes were similar to those of European nations, he explained. His reasoning was convincing, and in 1894, foreign powers accepted the

China and Japan Confront the West



China

- Remains committed to traditional values
- Loses numerous territorial conflicts
- Grants other nations spheres of influence within China
- Finally accepts necessity for reform

Both

- Have well-established traditional values
- Initially resist change
- Oppose Western imperialism

Japan

- Considers modernization to be necessary
- Borrows and adapts Western ways
- Strengthens its economic and military power
- Becomes an empire builder



▲ The Dowager Empress Cixi (1862–1908)

SKILLBUILDER: Interpreting Charts

1. **Contrasting** According to the diagram, in what ways did China and Japan deal differently with Western influence?
2. **Comparing** What similar responses did each country share despite the different paths they followed?

▲ The Meiji Emperor Mutsuhito (1867–1912)

abolition of extraterritorial rights for their citizens living in Japan. Japan's feeling of strength and equality with the Western nations rose.

As Japan's sense of power grew, the nation also became more imperialistic. As in Europe, national pride played a large part in Japan's imperial plans. The Japanese were determined to show the world that they were a powerful nation. **A**

Japan Attacks China The Japanese first turned their sights to their neighbor, Korea. In 1876, Japan forced Korea to open three ports to Japanese trade. But China also considered Korea to be important both as a trading partner and a military outpost. Recognizing their similar interests in Korea, Japan and China signed a hands-off agreement. In 1885, both countries pledged that they would not send their armies into Korea.

In June 1894, however, China broke that agreement. Rebellions had broken out against Korea's king. He asked China for military help in putting them down. Chinese troops marched into Korea. Japan protested and sent its troops to Korea to fight the Chinese. This Sino-Japanese War lasted just a few months. In that time, Japan drove the Chinese out of Korea, destroyed the Chinese navy, and gained a foothold in Manchuria. In 1895, China and Japan signed a peace treaty. This treaty gave Japan its first colonies, Taiwan and the neighboring Pescadores Islands. (See the map on page 803.)

Russo-Japanese War Japan's victory over China changed the world's balance of power. Russia and Japan emerged as the major powers—and enemies—in East Asia. The two countries soon went to war over Manchuria. In 1903, Japan offered to recognize Russia's rights in Manchuria if the Russians would agree to stay out of Korea. But the Russians refused.

In February 1904, Japan launched a surprise attack on Russian ships anchored off the coast of Manchuria. In the resulting **Russo-Japanese War**, Japan drove

MAIN IDEA

Making Inferences

A Why did Japan become imperialistic?

Vocabulary

Sino: a prefix meaning "Chinese"

> Analyzing Political Cartoons

Warlike Japan

Cartoonists often use symbols to identify the countries, individuals, or even ideas featured in their cartoons. Russia has long been symbolized as a bear by cartoonists. Here, the cartoonist uses a polar bear.

Prior to the Meiji era, cartoonists usually pictured Japan as a fierce samurai. Later, however, Japan often was symbolized by a caricature of Emperor Mutsuhito. Here, the cartoonist has exaggerated the emperor's physical features to make him look like a bird of prey.

SKILLBUILDER: Interpreting Political Cartoons

1. **Clarifying** How does the cartoonist signify that Japan is warlike?
2. **Making Inferences** In their fight, Russia and Japan appear to be crushing someone. Who do you think this might be?



Russian troops out of Korea and captured most of Russia's Pacific fleet. It also destroyed Russia's Baltic fleet, which had sailed all the way around Africa to participate in the war.

In 1905, Japan and Russia began peace negotiations. U.S. president Theodore Roosevelt helped draft the treaty, which the two nations signed on a ship off Portsmouth, New Hampshire. This agreement, the Treaty of Portsmouth, gave Japan the captured territories. It also forced Russia to withdraw from Manchuria and to stay out of Korea.

Japanese Occupation of Korea After defeating Russia, Japan attacked Korea with a vengeance. In 1905, it made Korea a protectorate. Japan sent in "advisers," who grabbed more and more power from the Korean government. The Korean king was unable to rally international support for his regime. In 1907, he gave up control of the country. Within two years the Korean Imperial Army was disbanded. In 1910, Japan officially imposed **annexation** on Korea, or brought that country under Japan's control.

The Japanese were harsh rulers. They shut down Korean newspapers and took over Korean schools. There they replaced the study of Korean language and history with Japanese subjects. They took land away from Korean farmers and gave it to Japanese settlers. They encouraged Japanese businessmen to start industries in Korea, but forbade Koreans from going into business. Resentment of Japan's repressive rule grew, helping to create a strong Korean nationalist movement. **B**

The rest of the world clearly saw the brutal results of Japan's imperialism. Nevertheless, the United States and other European countries largely ignored what was happening in Korea. They were too busy with their own imperialistic aims, as you will learn in Section 3.

Vocabulary

protectorate: a country under the partial control and protection of another nation

MAIN IDEA

Clarifying

B How did Japan treat the Koreans after it annexed the country?

Global Impact

Western Views of the East

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

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

SECTION

2

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Treaty of Kanagawa
- Meiji era
- Russo-Japanese War
- annexation

USING YOUR NOTES

2. Do you think that Japan could have become an imperialistic power if it had not modernized? Why or why not?

Modernization
Imperialism

MAIN IDEAS

3. How was the Treaty of Kanagawa similar to the treaties that China signed with various European powers?
4. What steps did the Meiji emperor take to modernize Japan?
5. How did Japan begin its quest to build an empire?

CRITICAL THINKING & WRITING

6. **ANALYZING CAUSES** What influences do you think were most important in motivating Japan to build its empire?
7. **FORMING AND SUPPORTING OPINIONS** In your view, was Japan's aggressive imperialism justified? Support your answer with information from the text.
8. **ANALYZING BIAS** How did Japan's victory in the Russo-Japanese War both explode and create stereotypes?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** In the role of a Japanese official, write a **letter** to the government of a Western power explaining why you think it is necessary for your country to build an empire.

CONNECT TO TODAY CREATING A SYMBOL

Conduct research to discover the name that Akihito, the present emperor of Japan, chose for his reign. Then create a **symbol** that expresses the meaning of this name.

Japanese Woodblock Printing

Woodblock printing in Japan evolved from black-and-white prints created by Buddhists in the 700s. By the late 1700s, artists learned how to create multicolor prints.

Woodblock prints could be produced quickly and in large quantities, so they were cheaper than paintings. In the mid-1800s, a Japanese person could buy a woodblock print for about the same price as a bowl of noodles. As a result, woodblock prints like those shown here became a widespread art form. The most popular subjects included actors, beautiful women, urban life, and landscapes.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Japanese woodblock printing, go to classzone.com



▲ Naniwaya Okita

The artist Kitagawa Utamaro created many prints of attractive women. This print shows Naniwaya Okita, a famous beauty of the late 1700s. Her long face, elaborate hairstyle, and many-colored robes were all considered part of her beauty.



▲ Carving the Block

These photographs show a modern artist carving a block for the black ink. (The artist must carve a separate block for each color that will be in the final print.)

Carving the raised image requires precision and patience. For example, David Bull, the artist in the photographs, makes five cuts to create each strand of hair. One slip of the knife, and the block will be ruined.



▲ Under the Wave off Kanagawa

Katsushika Hokusai was one of the most famous of all Japanese printmakers. This scene is taken from his well-known series *Thirty-Six Views of Mount Fuji*. Mount Fuji, which many Japanese considered sacred, is the small peak in the background of this scene.



▲ Printing

After the carved block is inked, the artist presses paper on it, printing a partial image. He or she repeats this stage for each new color. The artist must ensure that every color ends up in exactly the right place, so that no blocks of color extend beyond the outlines or fall short of them.

Connect to Today

1. Making Inferences What personal qualities and skills would an artist need to be good at making woodblock prints?

See Skillbuilder Handbook, page R10.

2. Forming and Supporting Opinions

Hokusai's print of the wave, shown above, remains very popular today. Why do you think this image appeals to modern people?



3

U.S. Economic Imperialism

MAIN IDEA

EMPIRE BUILDING The United States put increasing economic and political pressure on Latin America during the 19th century.

WHY IT MATTERS NOW

This policy set the stage for 20th-century relations between Latin America and the United States.

TERMS & NAMES

- caudillo
- Monroe Doctrine
- José Martí
- Spanish-American War
- Panama Canal
- Roosevelt Corollary

SETTING THE STAGE Latin America's long struggle to gain independence from colonial domination between the late 18th and the mid-19th centuries left the new nations in shambles. Farm fields had been neglected and were overrun with weeds. Buildings in many cities bore the scars of battle. Some cities had been left in ruins. The new nations of Latin America faced a struggle for economic and political recovery that was every bit as difficult as their struggle for independence had been.

TAKING NOTES

Following Chronological Order

Use a time line to list the major events in U.S. involvement in Latin America.

1823 1898 1903 1914

Latin America After Independence

Political independence meant little for most citizens of the new Latin American nations. The majority remained poor laborers caught up in a cycle of poverty.

Colonial Legacy Both before and after independence, most Latin Americans worked for large landowners. The employers paid their workers with vouchers that could be used only at their own supply stores. Since wages were low and prices were high, workers went into debt. Their debt accumulated and passed from one generation to the next. In this system known as peonage, “free” workers were little better than slaves.

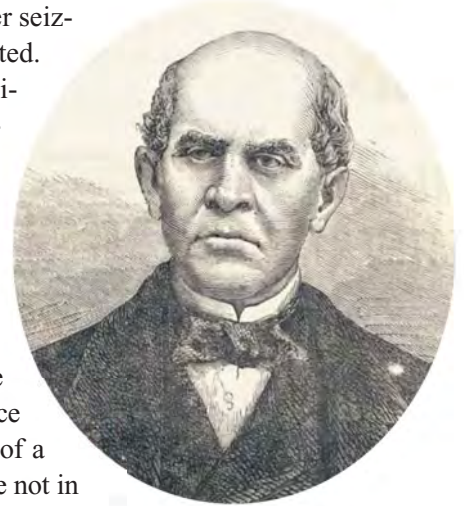
Landowners, on the other hand, only got wealthier after independence. Many new Latin American governments took over the lands owned by native peoples and by the Catholic Church. Then they put those lands up for sale. Wealthy landowners were the only people who could afford to buy them, and they snapped them up. But as one Argentinean newspaper reported, “Their greed for land does not equal their ability to use it intelligently.” The unequal distribution of land and the landowners’ inability to use it effectively combined to prevent social and economic development in Latin America.

Political Instability Political instability was another widespread problem in 19th-century Latin America. Many Latin American army leaders had gained fame and power during their long struggle for independence. They often continued to assert their power. They controlled the new nations as military dictators, or **caudillos** (kaw•DEEL•yohz). They were able to hold on to power because they were backed by the military. By the mid-1800s, nearly all the countries of Latin America were ruled by caudillos. One typical caudillo was Juan Vicente Gómez.

He was a ruthless man who ruled Venezuela for nearly 30 years after seizing power in 1908. “All Venezuela is my cattle ranch,” he once boasted.

There were some exceptions, however. Reform-minded presidents, such as Argentina’s Domingo Sarmiento, made strong commitments to improving education. During Sarmiento’s presidency, between 1868 and 1874, the number of students in Argentina doubled. But such reformers usually did not stay in office long. More often than not, a caudillo, supported by the army, seized control of the government.

The caudillos faced little opposition. The wealthy landowners usually supported them because they opposed giving power to the lower classes. In addition, Latin Americans had gained little experience with democracy under European colonial rule. So, the dictatorship of a caudillo did not seem unusual to them. But even when caudillos were not in power, most Latin Americans still lacked a voice in the government. Voting rights—and with them, political power—were restricted to the relatively few members of the upper and middle classes who owned property or could read. **A**



▲ Argentine reformer Domingo Sarmiento

MAIN IDEA

Identifying Problems

A What difficulties did lower-class Latin Americans continue to face after independence?

Economies Grow Under Foreign Influence

When colonial rule ended in Latin America in the early 1800s, the new nations were no longer restricted to trading with colonial powers. Britain and, later, the United States became Latin America’s main trading partners.

Old Products and New Markets Latin America’s economies continued to depend on exports, no matter whom they were trading with. As during the colonial era, each country concentrated on one or two products. With advances in technology, however, Latin America’s exports grew. The development of the steamship and the building of railroads in the 19th century, for example, greatly increased Latin American trade. Toward the end of the century, the invention of refrigeration helped increase Latin America’s exports. The sale of beef, fruits and vegetables, and other perishable goods soared.

But foreign nations benefited far more from the increased trade than Latin America did. In exchange for their exports, Latin Americans imported European and North American manufactured goods. As a result, they had little reason to develop their own manufacturing industries. And as long as Latin America remained unindustrialized, it could not play a leading role on the world economic stage.

▼ Workers unload coffee beans at a plantation in Brazil. Until recently, Brazil’s economy depended heavily on the export of coffee.



Outside Investment and Interference Furthermore, Latin American countries used little of their export income to build roads, schools, or hospitals. Nor did they fund programs that would help them become self-sufficient. Instead, they often borrowed money at high interest rates to develop facilities for their export industries. Countries such as Britain, France, the United States, and Germany were willing lenders. The Latin American countries often were unable to pay back their loans, however. In response, foreign lenders sometimes threatened to collect the debt by force. At other times, they threatened to take over the facilities they had funded. In this way, foreign companies gained control of many Latin American industries. This began a new age of economic colonialism in Latin America.

History Makers



José Martí
1853–1895

José Martí was only 15 in 1868 when he first began speaking out for Cuban independence. In 1871, the Spanish colonial government punished Martí's open opposition with exile. Except for a brief return to his homeland in 1878, Martí remained in exile for about 20 years. For most of this time, he lived in New York City. There he continued his career as a writer and a revolutionary. "Life on earth is a hand-to-hand combat . . . between the law of love and the law of hate," he proclaimed.

While in New York, Martí helped raise an army to fight for Cuban independence. He died on the battlefield only a month after the war began. But Martí's cry for freedom echoes in his essays and poems and in folk songs about him that are still sung throughout the world.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on José Martí, go to classzone.com

A Latin American Empire

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.

The Monroe Doctrine Most Latin American colonies had gained their independence by the early 1800s. 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. So, in 1823, President James Monroe issued what came to be called the **Monroe Doctrine**. This document stated that "the American continents . . . are henceforth not to be considered as subjects for future colonization by any European powers." Until 1898, though, the United States did little to enforce the Monroe Doctrine. Cuba provided a real testing ground.

Cuba Declares Independence The Caribbean island of Cuba was one of Spain's last colonies in the Americas. In 1868, Cuba declared its independence and fought a ten-year war against Spain. In 1878, with the island in ruins, the Cubans gave up the fight. But some Cubans continued to seek independence from Spain. In 1895, **José Martí**, a writer who had been exiled from Cuba by the Spanish, returned to launch a second war for Cuban independence. Martí was killed early in the fighting, but the Cubans battled on.

By the mid-1890s, the United States had developed substantial business holdings in Cuba. Therefore it had an economic stake in the fate of the country. In addition, the Spanish had forced many Cuban civilians into concentration camps. Americans objected to the Spanish brutality. In 1898, the United States joined the Cuban war for independence. This conflict, which became known as the **Spanish-American War**, lasted about four months. U.S. forces launched their first attack not on Cuba but on the Philippine Islands, a Spanish colony thousands of miles away in the Pacific. Unprepared for a war on two fronts, the Spanish military quickly collapsed. (See the maps on the opposite page.) **B**

MAIN IDEA

Analyzing Motives

B Why did the United States join the Cuban war for independence?



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Location** Where is Cuba located in relation to the United States?
- 2. Location** In the war, the United States launched its first attack against the Philippine Islands. Why might this have surprised the Spanish?

In 1901, Cuba became an independent nation, at least in name. However, the United States installed a military government and continued to exert control over Cuban affairs. This caused tremendous resentment among many Cubans, who had assumed that the United States' aim in intervening was to help Cuba become truly independent. The split that developed between the United States and Cuba at this time continues to keep these close neighbors miles apart more than a century later.

After its defeat in the Spanish-American War, Spain turned over the last of its colonies. Puerto Rico, Guam, and the Philippines became U.S. territories. Having become the dominant imperial power in Latin America, the United States next set its sights on Panama.

Connecting the Oceans Latin Americans were beginning to regard the United States as the political and economic “Colossus of the North.” The United States was a colossus in geographic terms too. By the 1870s, the transcontinental railroad connected its east and west coasts. But land travel still was time-consuming and difficult. And sea travel between the coasts involved a trip of about 13,000 miles around the tip of South America. If a canal could be dug across a narrow section of Central America, however, the coast-to-coast journey would be cut in half.

The United States had been thinking about such a project since the early 19th century. In the 1880s, a French company tried—but failed—to build a canal across Panama. Despite this failure, Americans remained enthusiastic about the canal. And no one was more enthusiastic than President Theodore Roosevelt, who led the nation from 1901 to 1909. In 1903, Panama was a province of Colombia. Roosevelt offered that country \$10 million plus a yearly payment for the right to build a canal. When the Colombian government demanded more money, the United States

Vocabulary

A colossus is a huge statue that towers over the surrounding area.

Panama Canal

The Panama Canal is considered one of the world's greatest engineering accomplishments. Its completion changed the course of history by opening a worldwide trade route between the Atlantic and Pacific oceans. As shown in the diagram below, on entering the canal, ships are raised about 85 feet in a series of three locks. On leaving the canal, ships are lowered to sea level by another series of three locks.

The canal also had a lasting effect on other technologies. Since the early 1900s, ships have been built to dimensions that will allow them to pass through the canal's locks.

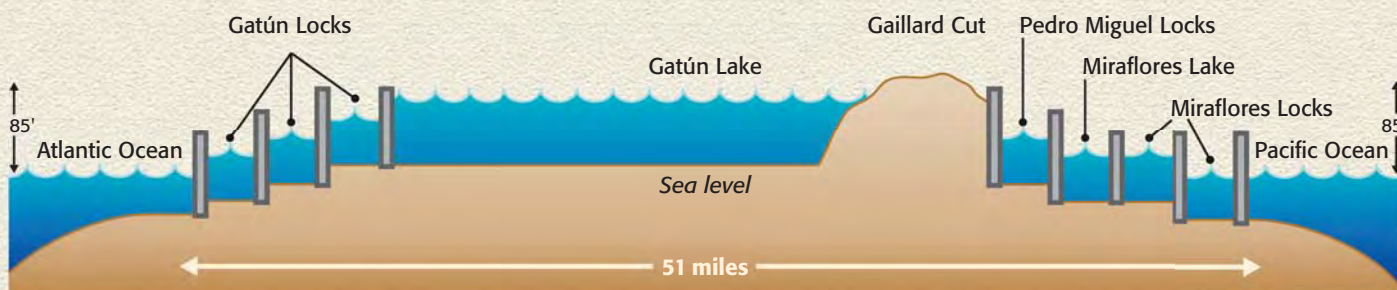
INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on the Panama Canal, go to classzone.com



▲ Ships passing through the Pedro Miguel Locks

Panama Canal Cross-section



Canal Facts

- The canal took ten years to build (1904–1914) and cost \$380 million.
- During the construction of the canal, workers dug up more than 200 million cubic yards of earth.
- Thousands of workers died from diseases while building the canal.
- The trip from San Francisco to New York City via the Panama Canal is about 9,000 miles shorter than the trip around South America.
- The 51-mile trip through the canal takes 8 to 10 hours.
- The canal now handles more than 13,000 ships a year from around 70 nations carrying 192 million short tons of cargo.
- Panama took control of the canal on December 31, 1999.

▲ This cross-section shows the different elevations and locks that a ship moves through on the trip through the canal.

Connect to Today

1. Identifying Problems What difficulties did workers face in constructing the canal?

See Skillbuilder Handbook, page R5.

2. Evaluating Decisions In the more than 90 years since it was built, do you think that the benefits of the Panama Canal to world trade have outweighed the costs in time, money, and human life? Explain your answer.

responded by encouraging a revolution in Panama. The Panamanians had been trying to break away from Colombia for almost a century. In 1903, with help from the United States Navy, they won their country's independence. In gratitude, Panama gave the United States a ten-mile-wide zone in which to build a canal.

For the next decade, American engineers contended with floods and withering heat to build the massive waterway. However, their greatest challenge was the disease-carrying insects that infested the area. The United States began a campaign to destroy the mosquitoes that carried yellow fever and malaria, and the rats that carried bubonic plague. The effort to control these diseases was eventually successful. Even so, thousands of workers died during construction of the canal. The **Panama Canal** finally opened in 1914. Ships from around the world soon began to use it. Latin America had become a crossroads of world trade. And the United States controlled the tollgate. **C**

▼ This cartoon suggests that the Roosevelt Corollary turned the Caribbean into a U.S. wading pool.

MAIN IDEA

Analyzing Motives

C Why was the United States so interested in building the Panama Canal?

The Roosevelt Corollary The building of the Panama Canal was only one way that the United States expanded its influence in Latin America in the early 20th century. Its presence in Cuba and its large investments in many Central and South American countries strengthened its foothold. To protect those economic interests, in 1904, President Roosevelt issued a corollary, or extension, to the Monroe Doctrine. The **Roosevelt Corollary** gave the United States the right to be “an international police power” in the Western Hemisphere.

The United States used the Roosevelt Corollary many times in the following years to justify U.S. intervention in Latin America. U.S. troops occupied some countries for decades. Many Latin Americans protested this intervention, but they were powerless to stop their giant neighbor to the north. The U.S. government simply turned a deaf ear to their protests. It could not ignore the rumblings of revolution just over its border with Mexico, however. You will learn about this revolution in Section 4.



SECTION

3

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- caudillo
- Monroe Doctrine
- José Martí
- Spanish-American War
- Panama Canal
- Roosevelt Corollary

USING YOUR NOTES

2. Which event do you think was most beneficial to Latin America? Why?

1823 1898 1903 1914

MAIN IDEAS

- Why did the gap between rich and poor in Latin America grow after independence?
- What economic gains and setbacks did Latin American countries experience after independence?
- Why was the United States so interested in the security of Latin America?

CRITICAL THINKING & WRITING

- ANALYZING MOTIVES** Why do you think upper-class Latin Americans favored governments run by caudillos?
- FORMING OPINIONS** Do you think that U.S. imperialism was more beneficial or harmful to Latin American people? Explain.
- CONTRASTING** How was the principle of the Roosevelt Corollary different from that of the Monroe Doctrine?
- WRITING ACTIVITY** **REVOLUTION** Assume the role of a Cuban fighting for independence from Spain. Design a political **poster** that shows your feelings about the United States joining the struggle for independence.

CONNECT TO TODAY CREATING A DATAFILE

Conduct research to find statistics on the ships and cargo that travel through the Panama Canal. Use your findings to create a **datafile** for usage of the canal in a recent year.



Turmoil and Change in Mexico

MAIN IDEA

REVOLUTION Political, economic, and social inequalities in Mexico triggered a period of revolution and reform.

WHY IT MATTERS NOW

Mexico has moved toward political democracy and is a strong economic force in the Americas.

TERMS & NAMES

- Antonio López de Santa Anna
- Benito Juárez
- *La Reforma*
- Porfirio Díaz
- Francisco Madero
- “Pancho” Villa
- Emiliano Zapata

SETTING THE STAGE The legacy of Spanish colonialism and long-term political instability that plagued the newly emerging South American nations caused problems for Mexico as well. Mexico, however, had a further issue to contend with—a shared border with the United States. The “Colossus of the North,” as the United States was known in Latin America, wanted to extend its territory all the way west to the Pacific Ocean. But most of the lands in the American Southwest belonged to Mexico.

TAKING NOTES

Comparing Use a chart to compare the major accomplishments of the Mexican leaders discussed in this section.

Leader	Major Accomplishment

Santa Anna and the Mexican War

During the early 19th century, no one dominated Mexican political life more than **Antonio López de Santa Anna**. Santa Anna played a leading role in Mexico’s fight for independence from Spain in 1821. In 1829, he fought against Spain again as the European power tried to regain control of Mexico. Then, in 1833, Santa Anna became Mexico’s president.

One of Latin America’s most powerful caudillos, Santa Anna was a clever politician. He would support a measure one year and oppose it the next if he thought that would keep him in power. His policy seemed to work. Between 1833 and 1855, Santa Anna was Mexico’s president four times. He gave up the presidency twice, however, to serve Mexico in a more urgent cause—leading the Mexican army in an effort to retain the territory of Texas.

The Texas Revolt In the 1820s, Mexico encouraged American citizens to move to the Mexican territory of Texas to help populate the country. Thousands of English-speaking colonists, or Anglos, answered the call. In return for inexpensive land, they pledged to follow the laws of Mexico. As the Anglo population grew, though, tensions developed between the colonists and Mexico over several issues, including slavery and religion. As a result, many Texas colonists wanted greater self-government. But when Mexico refused to grant this, Stephen Austin, a leading Anglo, encouraged a revolt against Mexico in 1835.

▼ Mexican leader Santa Anna





◀ Santa Anna's army met with strong resistance from the defenders of the Alamo.

Santa Anna led Mexican forces north to try to hold on to the rebellious territory. He won a few early battles, including a bitter fight at the Alamo, a mission in San Antonio. However, his fortunes changed at the Battle of San Jacinto. His troops were defeated and he was captured. Texan leader Sam Houston released Santa Anna after he promised to respect the independence of Texas. When Santa Anna returned to Mexico in 1836, he was quickly ousted from power.

War and the Fall of Santa Anna Santa Anna regained power, though, and fought against the United States again. In 1845, the United States annexed Texas. Outraged Mexicans considered this an act of aggression. In a dispute over the border, the United States invaded Mexico. Santa Anna's army fought valiantly, but U.S. troops defeated them after two years of war. In 1848, the two nations signed the Treaty of Guadalupe Hidalgo. The United States received the northern third of what was then Mexico, including California and the American Southwest. Santa Anna went into exile. He returned as dictator one final time, however, in 1853. After his final fall, in 1855, he remained in exile for almost 20 years. When he returned to Mexico in 1874, he was poor, blind, powerless, and essentially forgotten.

Juárez and *La Reforma*

During the mid-19th century, as Santa Anna's power rose and fell, a liberal reformer, **Benito Juárez** (HWAHR•ehz), strongly influenced the politics of Mexico. Juárez was Santa Anna's complete opposite in background as well as in goals. Santa Anna came from a well-off Creole family. Juárez was a poor Zapotec Indian who was orphaned at the age of three. While Santa Anna put his own personal power first, Juárez worked primarily to serve his country. **A**

MAIN IDEA

Contrasting

A In what ways did Benito Juárez differ from Santa Anna?

Juárez Rises to Power Ancestry and racial background were important elements of political power and economic success in 19th-century Mexico. For that reason, the rise of Benito Juárez was clearly due to his personal leadership qualities. Juárez was raised on a small farm in the Mexican state of Oaxaca. When he was 12, he moved to the city of Oaxaca. He started going to school at age 15, and in 1829, he entered a newly opened state-run university. He received a law degree in 1831.

Juárez: Symbol of Mexican Independence

In 1948, more than 75 years after Benito Juárez's death, Mexican mural painter José Clemente Orozco celebrated him in the fresco *Juárez, the Church and the Imperialists*. A portrait of Juárez, which accentuates his Indian features, dominates the work. The supporters of Emperor Maximilian, carrying his body, are shown below Juárez. To either side of Juárez, the soldiers of Mexican independence prepare to attack these representatives of imperialism. By constructing the fresco in this way, Orozco seemed to suggest that Juárez was both a symbol of hope and a rallying cry for Mexican independence.



SKILLBUILDER: Interpreting Visual Sources

1. **Contrasting** How is Orozco's portrayal of the imperialists different from his portrayal of the forces of independence?
2. **Drawing Conclusions** Based on this fresco, how do you think Orozco felt about Benito Juárez?

He then returned to the city of Oaxaca, where he opened a law office. Most of his clients were poor people who could not otherwise have afforded legal assistance. Juárez gained a reputation for honesty, integrity, hard work, and good judgment. He was elected to the city legislature and then rose steadily in power. Beginning in 1847, he served as governor of the state of Oaxaca.

Juárez Works for Reform Throughout the late 1840s and early 1850s, Juárez worked to start a liberal reform movement. He called this movement [*La Reforma*](#). Its major goals were redistribution of land, separation of church and state, and increased educational opportunities for the poor. In 1853, however, Santa Anna sent Juárez and other leaders of *La Reforma* into exile.

Just two years later, a rebellion against Santa Anna brought down his government. Juárez and other exiled liberal leaders returned to Mexico to deal with their country's tremendous problems. As in other Latin American nations, rich landowners kept most other Mexicans in a cycle of debt and poverty. Liberal leader Ponciano Arriaga described how these circumstances led to great problems for both poor farmers and the government:

PRIMARY SOURCE B

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

PONCIANO ARRIAGA, speech to the Constitutional Convention, 1856–1857

MAIN IDEA

Analyzing Primary Sources

B What does Ponciano Arriaga think is Mexico's greatest problem?

Not surprisingly, Arriaga's ideas and those of the other liberals in government threatened most conservative upper-class Mexicans. Many conservatives responded

by launching a rebellion against the liberal government in 1858. They enjoyed some early successes in battle and seized control of Mexico City. The liberals kept up the fight from their headquarters in the city of Veracruz. Eventually the liberals gained the upper hand and, after three years of bitter civil war, they defeated the rebels. Juárez became president of the reunited country after his election in 1861.

The French Invade Mexico The end of the civil war did not bring an end to Mexico's troubles, though. Exiled conservatives plotted with some Europeans to reconquer Mexico. In 1862, French ruler Napoleon III responded by sending a large army to Mexico. Within 18 months, France had taken over the country. Napoleon appointed Austrian Archduke Maximilian to rule Mexico as emperor. Juárez and other Mexicans fought against French rule. After five years under siege, the French decided that the struggle was too costly. In 1867, Napoleon ordered the army to withdraw from Mexico. Maximilian was captured and executed.

Juárez was reelected president of Mexico in 1867. He returned to the reforms he had proposed more than ten years earlier. He began rebuilding the country, which had been shattered during years of war. He promoted trade with foreign countries, the opening of new roads, the building of railroads, and the establishment of a telegraph service. He set up a national education system separate from that run by the Catholic Church. In 1872, Juárez died of a heart attack. But after half a century of civil strife and chaos, he left his country a legacy of relative peace, progress, and reform.

Porfirio Díaz and "Order and Progress"

Juárez's era of reform did not last long, however. In the mid-1870s, a new caudillo, **Porfirio Díaz**, came to power. Like Juárez, Díaz was an Indian from Oaxaca. He rose through the army and became a noted general in the civil war and the fight against the French. Díaz expected to be rewarded with a government position for the part he played in the French defeat. Juárez refused his request, however. After this, Díaz opposed Juárez. In 1876, Díaz took control of Mexico by ousting the president. He had the support of the military, whose power had been reduced during and after the Juárez years. Indians and small landholders also supported him, because they thought he would work for more radical land reform.

During the Díaz years, elections became meaningless. Díaz offered land, power, or political favors to anyone who supported him. He terrorized many who refused to support him, ordering them to be beaten or put in jail. Using such strong-arm methods, Díaz managed to remain in power until 1911. Over the years, Díaz used a political slogan adapted from a rallying cry of the Juárez era. Juárez had called for "Liberty, Order, and Progress." Díaz, however, wanted merely "Order and Progress."

Díaz's use of dictatorial powers ensured that there was order in Mexico. But the country saw progress under Díaz too. Railroads expanded, banks were built, the currency stabilized, and foreign investment grew. Mexico seemed to be a stable, prospering country. Appearances were deceiving,

History Makers



Porfirio Díaz
1830–1915

To control all the various groups in Mexican society, Porfirio Díaz adopted an approach called *pan o palo*—"bread or the club." The "bread" he provided took many forms. To potential political opponents, he offered positions in his government. To business leaders, he gave huge subsidies or the chance to operate as monopolies in Mexico. And he won the support of the Church and wealthy landowners simply by promising not to meddle in their affairs. Those who turned down the offer of bread and continued to oppose Díaz soon felt the blow of the club. Thousands were killed, beaten, or thrown into jail.

His use of the club, Díaz admitted, was harsh and cruel—but also necessary if Mexico was to have peace. That peace, Díaz argued, enabled the country to progress economically. "If there was cruelty," he said, "results have justified it."

Recognizing Effects

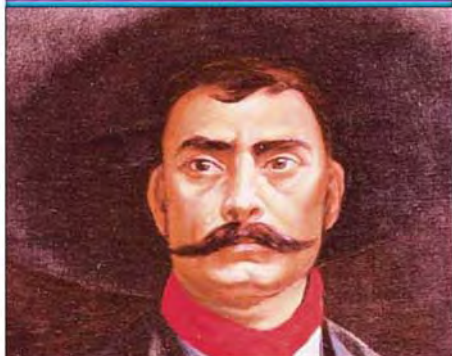
C What effects did Díaz's rule have on Mexico?

however. The wealthy acquired more and more land, which they did not put to good use. As a result, food costs rose steadily. Most Mexicans remained poor farmers and workers, and they continued to grow poorer. **C**

Revolution and Civil War

In the early 1900s, Mexicans from many walks of life began to protest Díaz's harsh rule. Idealistic liberals hungered for liberty. Farm laborers hungered for land. Workers hungered for fairer wages and better working conditions. Even some of Díaz's handpicked political allies spoke out for reform. A variety of political parties opposed to Díaz began to form. Among the most powerful was a party led by Francisco Madero.

History Makers



Emiliano Zapata 1879–1919

Shortly after Francisco Madero took office, he met with Emiliano Zapata, one of his leading supporters. Madero's reluctance to quickly enact real land reform angered Zapata. He left the meeting convinced that Madero was not the man to carry through the Mexican Revolution.

A few days later, Zapata issued the Plan of Ayala. This called for the removal of Madero and the appointment of a new president. The plan also demanded that the large landowners give up a third of their land for redistribution to the peasants. Zapata's rallying cry, "Land and Liberty," grew out of the Plan of Ayala.

When Venustiano Carranza ordered Zapata's assassination, he expected Zapata's revolutionary ideas on land reform to die with him. However, they lived on and were enacted by Alvaro Obregón, a follower of Zapata, who seized power from Carranza in 1920.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create a short biographical dictionary of leaders of the Mexican Revolution. Go to classzone.com for your research.

Madero Begins the Revolution Born into one of Mexico's ten richest families, **Francisco Madero** was educated in the United States and France. He believed in democracy and wanted to strengthen its hold in Mexico. Madero announced his candidacy for president of Mexico early in 1910. Soon afterward, Díaz had him arrested. From exile in the United States, Madero called for an armed revolution against Díaz.

The Mexican Revolution began slowly. Leaders arose in different parts of Mexico and gathered their own armies. In the north, Francisco "**Pancho**" **Villa** became immensely popular. He had a bold Robin Hood policy of taking money from the rich and giving it to the poor. South of Mexico City, another strong, popular leader, **Emiliano Zapata**, raised a powerful revolutionary army. Like Villa, Zapata came from a poor family. He was determined to see that land was returned to peasants and small farmers. He wanted the laws reformed to protect their rights. "*Tierra y Libertad*" ("Land and Liberty") was his battle cry. Villa, Zapata, and other armed revolutionaries won important victories against Díaz's army. By the spring of 1911, Díaz agreed to step down. He called for new elections.

Mexican Leaders Struggle for Power Madero was elected president in November 1911. However, his policies were seen as too liberal by some and not revolutionary enough by others. Some of those who had supported Madero, including Villa and Zapata, took up arms against him. In 1913, realizing that he could not hold on to power, Madero resigned. The military leader General Victoriano Huerta then took over the presidency. Shortly after, Madero was assassinated, probably on Huerta's orders.

Huerta was unpopular with many people, including Villa and Zapata. These revolutionary leaders allied themselves with Venustiano Carranza, another politician who wanted to overthrow Huerta. Their three armies advanced, seizing the Mexican countryside from Huerta's forces and approaching the capital, Mexico City. They overthrew Huerta only 15 months after he took power.

Carranza took control of the government and then turned his army on his former revolutionary allies. Both Villa and Zapata continued to fight. In 1919, however, Carranza lured

Reforms of Mexican Constitution of 1917			
Land	Religion	Labor	Social Issues
<ul style="list-style-type: none"> • Breakup of large estates • Restrictions on foreign ownership of land • Government control of resources (oil) 	<ul style="list-style-type: none"> • State takeover of land owned by the Church 	<ul style="list-style-type: none"> • Minimum wage for workers • Right to strike • Institution of labor unions 	<ul style="list-style-type: none"> • Equal pay for equal work • Limited legal rights for women (spending money and bringing lawsuits)
SKILLBUILDER: Interpreting Charts 1. Making Inferences Which reforms do you think landowners resented? 2. Recognizing Effects Which reforms benefited workers?			

Zapata into a trap and murdered him. With Zapata's death, the civil war also came to an end. More than a million Mexicans had lost their lives.

The New Mexican Constitution Carranza began a revision of Mexico's constitution. It was adopted in 1917. A revolutionary document, that constitution is still in effect today. As shown in the chart above, it promoted education, land reforms, and workers' rights. Carranza did not support the final version of the constitution, however, and in 1920, he was overthrown by one of his generals, Alvaro Obregón.

Although Obregón seized power violently, he did not remain a dictator. Instead, he supported the reforms the constitution called for, particularly land reform. He also promoted public education. Mexican public schools taught a common language—Spanish—and stressed nationalism. In this way, his policies helped unite the various regions and peoples of the country. Nevertheless, Obregón was assassinated in 1928.

The next year, a new political party, the Institutional Revolutionary Party (PRI), arose. Although the PRI did not tolerate opposition, it initiated an ongoing period of peace and political stability in Mexico. While Mexico was struggling toward peace, however, the rest of the world was on the brink of war.

MAIN IDEA
Summarizing
D What were Obregón's accomplishments?

SECTION

4

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

• Antonio López de Santa Anna • Benito Juárez • *La Reforma* • Porfirio Díaz • Francisco Madero • "Pancho" Villa • Emiliano Zapata

USING YOUR NOTES

2. Which leader do you think benefited Mexico most? Why?

Leader	Major Accomplishment

MAIN IDEAS

3. In what ways was Santa Anna a typical caudillo?
4. How did Porfirio Díaz change the direction of government in Mexico?
5. How were "Pancho" Villa and Emiliano Zapata different from other Mexican revolutionary leaders?

CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** Why might Benito Juárez's rise to power be considered surprising?
7. **ANALYZING CAUSES** Why did Villa and Zapata turn against Madero?
8. **SUPPORTING OPINIONS** The revision of Mexico's constitution is considered revolutionary. Do you agree with this characterization? Why or why not?
9. **WRITING ACTIVITY** **REVOLUTION** Juárez's motto was "Liberty, Order, and Progress." Díaz's slogan was "Order and Progress." Write an **expository essay** explaining what this difference in goals meant for the people of Mexico.

CONNECT TO TODAY DESIGNING A CAMPAIGN POSTER

Conduct research on the Institutional Revolutionary Party (PRI) today, particularly its political platform. Use your findings to design a **campaign poster** for the PRI in an upcoming election.

Chapter 28 Assessment

TERMS & NAMES

For each term or name below, briefly explain its connection to the changes in global power between 1800 and 1914.

1. Opium War
2. Boxer Rebellion
3. Meiji era
4. Russo-Japanese War
5. Monroe Doctrine
6. Spanish-American War
7. Benito Juárez
8. Porfirio Díaz

MAIN IDEAS

China Resists Outside Influence Section 1 (pages 805–809)

9. Why was China traditionally not interested in trading with the West?
10. Although Guangxu's effort at reform failed, what changes did it finally set in motion?

Modernization in Japan Section 2 (pages 810–815)

11. What events caused Japan to end its isolation and begin to westernize?
12. What were the results of Japan's growing imperialism at the end of the 19th century?

U.S. Economic Imperialism Section 3 (pages 816–821)

13. How were Latin American caudillos able to achieve power and hold on to it?
14. What effects did the Monroe Doctrine and the Roosevelt Corollary have on Latin America?

Turmoil and Change in Mexico Section 4 (pages 822–827)

15. What were the major causes of tension between the Mexicans and the American colonists who settled in Texas?
16. What roles did Francisco "Pancho" Villa and Emiliano Zapata play in the Mexican Revolution?

CRITICAL THINKING

1. USING YOUR NOTES

On a time line, indicate the major events of Santa Anna's military and political career in Mexico. Why do you think he was able to remain in power for so long?

Fights for independence from Spain

1820s

2. MAKING INFERENCES

Do you think that Emperor Guangxu would have been able to put his reforms into practice if the Dowager Empress Cixi had not intervened? Why or why not?

3. COMPARING

CULTURAL INTERACTION How do Japan's efforts at westernization in the late 1800s compare with Japan's cultural borrowing of earlier times?

4. EVALUATING COURSES OF ACTION

REVOLUTION Consider what you have learned in this and other chapters about Latin American colonial history and about how countries undergo change. What are the pros and cons of using both military strategies and peaceful political means to improve a country's economic, social, and political conditions?

VISUAL SUMMARY

Transformations Around the Globe

FOREIGN INFLUENCE

China

- Fails to prevent Britain from pursuing illegal opium trade
- Deals with internal unrest during almost two decades of Taiping Rebellion
- Attempts to build self-sufficiency during 1860s in self-strengthening movement
- Violently opposes foreigners in 1900 Boxer Rebellion
- Begins to establish constitutional government in 1908

Japan

- Signs 1854 Treaty of Kanagawa, opening Japanese ports to foreign trade
- Modernizes based on Western models during Meiji era (1867–1912)
- Fights 1894 Sino-Japanese War to control Korea
- Wages 1904 Russo-Japanese War to control Manchuria
- Annexes Korea in 1910

Latin America

- Depends on exports to fuel economy
- Receives much foreign investment
- Gains U.S. military support in 1898 Spanish-American War
- Becomes crossroads of world trade when U.S. completes Panama Canal in 1914

Mexico

- Fights to hold Texas territory from U.S. colonialism (1835–1845)
- Tries to establish a national identity in the early 1850s under Benito Juárez's *La Reforma*
- Overcomes French occupation in 1867
- Stages the Mexican Revolution in 1910

STANDARDS-BASED ASSESSMENT

Use the excerpt—which deals with changes made during the Meiji era in Japan—and your knowledge of world history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33

PRIMARY SOURCE

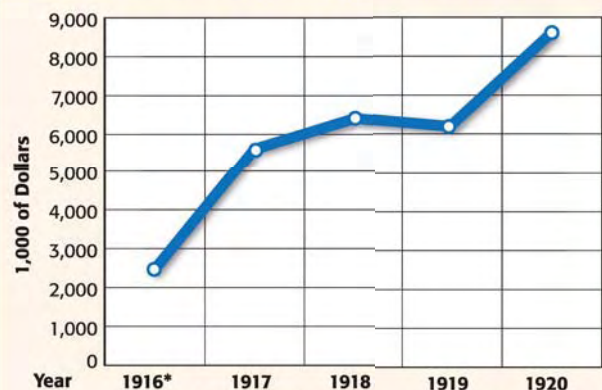
In the second and third years of Meiji, the demand for foreign goods remarkably increased. Those who formerly looked upon them with contempt changed their minds and even dressed in foreign clothes. Our males adopted the European style. They put on fine tall hats instead of wearing large [queues] on their heads, and took to carrying sticks after discarding their swords. They dressed in coats of the English fashion and trousers of the American. They would only eat from tables and nothing would satisfy them but French cookery.

Tokyo Times, 1877

- According to the excerpt, what happened in the second and third years of Meiji?
 - The Japanese ate only English food.
 - The Japanese wore only Japanese clothes.
 - The demand for foreign goods increased.
 - The demand for Japanese goods decreased.
- Which statement best sums up the way the writer feels about the Japanese adoption of foreign ways?
 - The writer expresses no opinion of the matter.
 - The writer chooses to reserve judgment until a later date.
 - The writer feels that it is a good thing for Japan.
 - The writer feels that it is a bad thing for Japan.

Use the graph and your knowledge of world history to answer question 3.

Tolls Collected on the Panama Canal, 1916–1920



Source: *Historical Statistics of the United States*

*Canal closed for about seven months because of rock slides.

- In which year did tolls collected on the Panama Canal first exceed \$6 million?
 - 1917
 - 1918
 - 1919
 - 1920

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to classzone.com

- Diagnostic tests
- Tutorials
- Strategies
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact *with* History

On page 804, you considered whether you would seek out or resist foreign influence. Now that you have learned how several countries dealt with foreign influence and what the results were, would you change your recommendation? Discuss your ideas in a small group.

2. WRITING ABOUT HISTORY

EMPIRE BUILDING Write a **dialogue** that might have taken place between a conservative member of the Dowager Empress Cixi's court and an official in Emperor Mutsuhito's Meiji government. In the dialogue, have the characters discuss

- the kinds of foreign intervention their countries faced
- the actions their leaders took to deal with this foreign intervention

INTEGRATED TECHNOLOGY

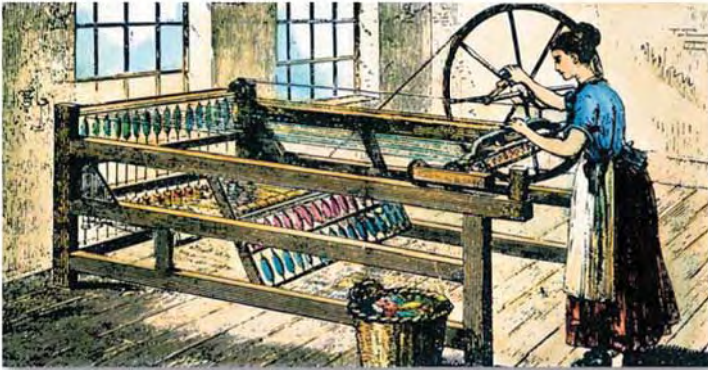
Planning a Television News Special

On May 5, 1862, badly outnumbered Mexican forces defeated the French at the Battle of Puebla. Mexicans still celebrate their country's triumph on the holiday Cinco de Mayo. Working in a group with two other students, plan a television news special on how Cinco de Mayo is celebrated by Mexicans today. Focus on celebrations in Mexico or in Mexican communities in cities in the United States. Consider including

- information on the Battle of Puebla
- an explanation of how and why Cinco de Mayo became a national holiday
- images of any special activities or traditions that have become part of the celebration
- interviews with participants discussing how they feel about Cinco de Mayo

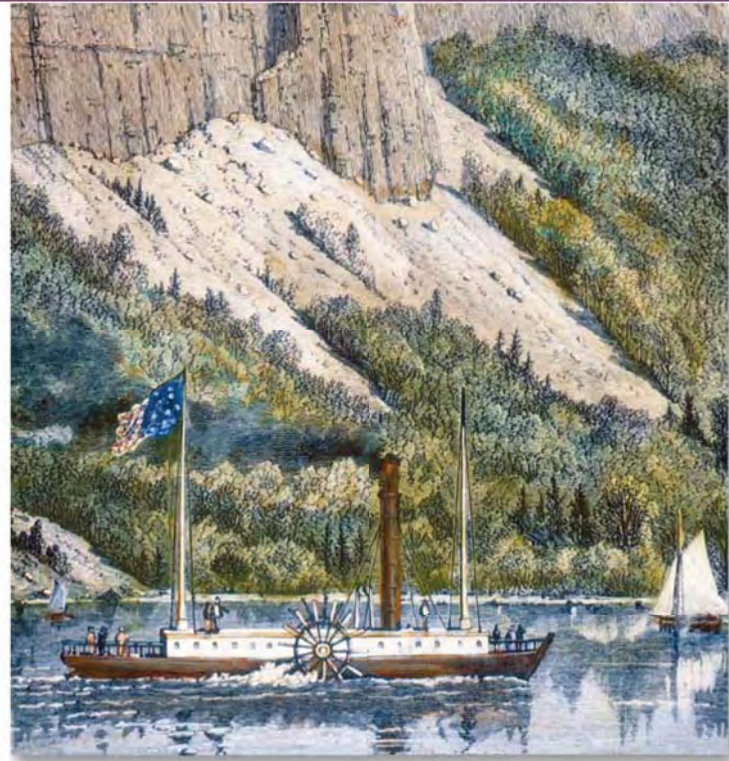
A Period of Change

The period from 1700 to 1914 was a time of tremendous scientific and technological change. The great number of discoveries and inventions in Europe and the United States promoted economic, social, and cultural changes. Use the information on these six pages to study the impact of scientific and technological changes.



▲ Spinning Jenny

Using James Hargreaves's invention, a spinner could turn several spindles with one wheel and produce many threads. Machine-made thread was weak, so it was used only for the horizontal threads of fabric.



▲ Steamboat

Robert Fulton held the first commercially successful steamboat run. One advantage of a steamboat was that it could travel against a river's current. These boats soon began to travel rivers around the world.

Theory of Atoms

John Dalton theorized that atoms are the basic parts of elements and that each type of atom has a specific weight. He was one of the founders of atomic chemistry.

1733

Flying Shuttle

A shuttle is a holder that carries horizontal threads back and forth between the vertical threads in weaving. John Kay's mechanical flying shuttle enabled one weaver to do the work of two.

1764

Power Loom

Edmund Cartwright created the first water-powered loom. Others later improved on the speed and efficiency of looms and the quality of the fabrics.

1785

1803 1807

▼ Steam Locomotive

In 1830, the first steam locomotive was put into operation in the United States. Besides passengers, locomotives could rapidly transport tons of raw materials from mines to factories, and manufactured goods from factories to consumers and ports.

1830





Panama Canal

The Panama Canal shortened trips between the Atlantic and Pacific oceans by thousands of miles since ships no longer had to go around South America.

◀ Radioactivity

Marie Curie won the Nobel prize in chemistry for her (and her late husband's) discovery of the elements polonium and radium. Their work paved the way for later discoveries in nuclear physics and chemistry.

Antiseptics

Joseph Lister pioneered the use of carbolic acid to kill bacteria in operating rooms and later directly in wounds. The rate of death by infection after surgery dropped from about 50 to 15 percent.

Radio
Guglielmo Marconi's radio sent Morse code messages by electromagnetic waves that traveled through the air. It enabled rapid communication between distant places.

1865

1876

1879

1895

1903

1908

1911

1914

▼ Telephone

Alexander Graham Bell produced the first instrument that successfully carried the sounds of speech over electric wires. The telephone's design underwent a number of changes in its early years.



Light Bulb

The light bulb that Thomas A. Edison and his staff made was first used in businesses and public buildings that installed small lighting plants. Cities slowly built the electrical systems needed to power lights.

Airplane

The Wright brothers built the first machine-powered aircraft, which burned gasoline. The edge of the wing was adjusted during flight to steer.

Model T Ford

By using a moving assembly line, Henry Ford produced an automobile that working people could afford to buy.

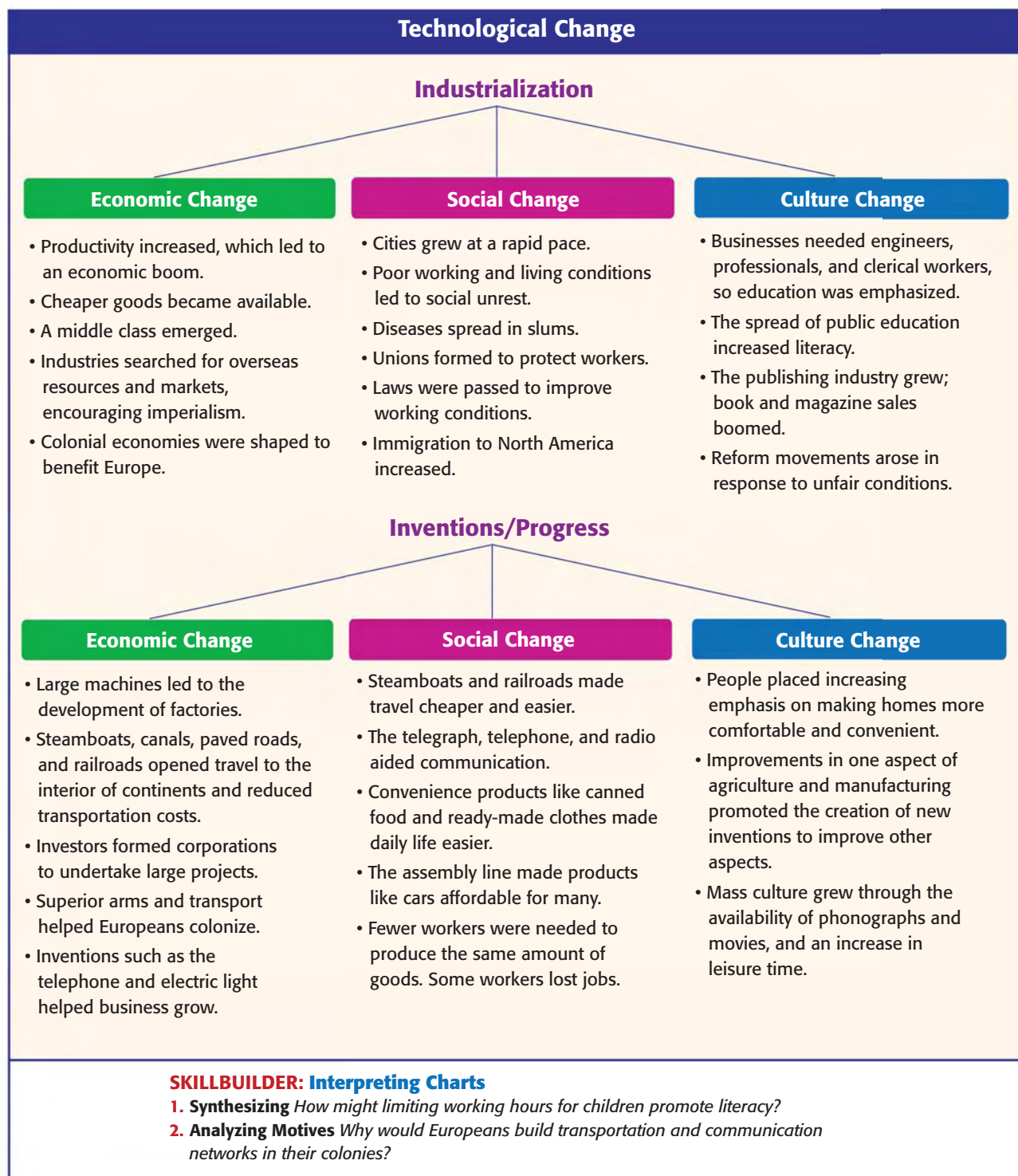
Comparing & Contrasting

1. How were the steamboat and the locomotive similar in their impact?
2. How did the scientific theory of John Dalton differ from Joseph Lister's discovery in terms of its impact on daily life?



Impact of Technological Change

Use the charts below, and the documents and photograph on the next page, to learn about some of the great changes technology produced.



PRIMARY SOURCE

Child Workers in Textile Factory

Many jobs did not require skilled workers, so children were hired to do them because they could be paid lower wages than adults. Some industries also hired children because their small fingers could fit between the machinery or handle fine parts more easily than adult fingers could.



DOCUMENT-BASED QUESTION

Judging by the children's appearance, how generous were the wages they received? Explain your answer.

PRIMARY SOURCE

Impact of the Telephone

In this excerpt from "Thirty Years of the Telephone," published in September 1906, John Vaughn discussed how Bell's invention affected life in the United States.

Various industries, unknown thirty years ago, but now sources of employment to many thousands of workers, depend entirely on the telephone for support. . . . The Bell Companies employ over 87,000 persons, and it may be added, pay them well. . . . These figures may be supplemented by the number of telephones in use (5,698,000), by the number of miles of wire (6,043,000) in the Bell lines, and by the number of conversations (4,479,500,000) electrically conveyed in 1905. The network of wire connects more than 33,000 cities, towns, villages, and hamlets.

DOCUMENT-BASED QUESTION

What were some of the effects of the invention of the telephone?

SECONDARY SOURCE

INTERACTIVE

How Technology Aided Imperialism

In this excerpt from the book *Guns, Germs, and Steel*, Jared Diamond related an incident to show how technology helped Europeans conquer other lands.

In 1808 a British sailor named Charlie Savage equipped with muskets and excellent aim arrived in the Fiji Islands. [He] proceeded single-handedly to upset Fiji's balance of power. Among his many exploits, he paddled his canoe up a river to the Fijian village of Kasavu, halted less than a pistol shot's length from the village fence, and fired away at the undefended inhabitants. His victims were so numerous that . . . the stream beside the village was red with blood. Such examples of the power of guns against native peoples lacking guns could be multiplied indefinitely.

DOCUMENT-BASED QUESTION

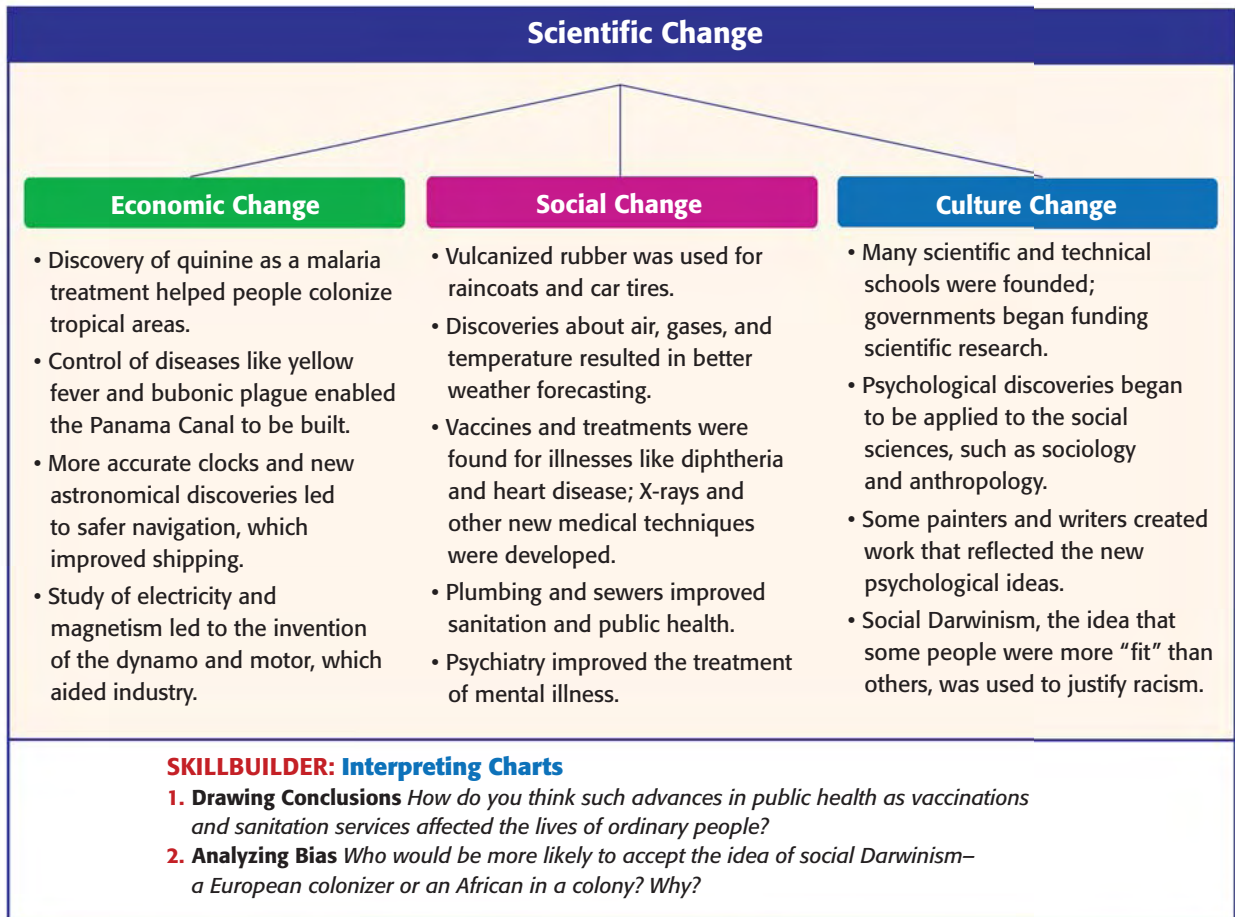
How did guns give Europeans an advantage over native peoples?

Comparing & Contrasting

1. Reread the passage by John Vaughn and then compare it with the information on the chart. What could you add to the chart based on this passage?
2. Does the photograph of factory workers confirm or contradict the information on the chart? Explain.

Impact of Scientific Change

Many scientific discoveries resulted in practical applications that affected daily life. Other discoveries increased our understanding of the way the universe works. Use the information on these two pages to explore the impact of scientific change.



PRIMARY SOURCE

Chloroform Machine

The person with the mask is receiving the anesthetic chloroform. By removing pain, anesthetics enabled doctors to perform procedures—such as surgery—that would have been difficult for the patient to endure.

DOCUMENT-BASED QUESTION

How did practical inventions, like the chloroform machine, contribute to medicine and other sciences?

PRIMARY SOURCE

Smallpox Vaccination

This newspaper engraving shows a Board of Health doctor administering the smallpox vaccine to poor people at a police station in New York City.

DOCUMENT-BASED QUESTION

Why would public health officials especially want to carry out vaccination programs in poor neighborhoods?



SECONDARY SOURCE

INTERACTIVE

Impact of Scientific Research

This passage from *The Birth of the Modern* by Paul Johnson discusses the far-reaching results of Michael Faraday's experiments with electromagnetism in the 1820s.

[By 1831, Faraday] had not only the first electric motor, but, in essence, the first dynamo: He could generate power. . . . What was remarkable about his work between 1820 and 1831 was that by showing exactly how mechanical could be transformed into electrical power, he made the jump between theoretical research and its practical application a comparatively narrow one. The electrical industry was the direct result of his work, and its first product, the electric telegraph, was soon in use. The idea of cause and effect was of great importance, for both industry and governments now began to appreciate the value of fundamental research and to finance it.

DOCUMENT-BASED QUESTION

How did Faraday's work affect society in the long term?

Comparing & Contrasting

1. In your opinion, was there more economic progress or social progress during the period 1700 to 1914? Use information from the charts on pages 832 and 834 to support your answer.
2. Consider the impact of medical advances and the idea of Social Darwinism on imperialism. How were their impacts alike?


EXTENSION ACTIVITY

Research a more recent scientific or technological change, such as the development of computer chips, plastics, the Internet, or space travel. Make a chart like the one shown on page 834 listing the economic, social, and cultural changes that have resulted.



The World at War 1900–1945





World War I was characterized by long, bloody battles. This painting by François Flameng shows one such engagement. French soldiers attempt to cross the River Yser in Belgium on pontoon bridges.

Comparing & Contrasting

The Changing Nature of Warfare

In Unit 7, you will learn about the changing nature of warfare in the 20th century. At the end of the unit, you will have a chance to compare and contrast different aspects of the wars you studied. (See pages 954–959.)

CHAPTER 29

The Great War, 1914–1918

Previewing Main Ideas

SCIENCE AND TECHNOLOGY Advances in weaponry, from improvements to the machine gun and airplane, to the invention of the tank, led to mass devastation during World War I.

Geography Which Allied nation could the Central Powers invade only by airplane?

ECONOMICS The war affected many European economies. Desperate for resources, the warring governments converted many industries to munitions factories. They also took greater control of the production of goods.

Geography According to the map, why might Russia have struggled to obtain resources from its allies?

POWER AND AUTHORITY The quest among European nations for greater power played a role in causing World War I. By the turn of the 20th century, relations among these countries had grown increasingly tense.

Geography Which alliance may have had the greater challenge, given the geography of the conflict? Why?

INTEGRATED TECHNOLOGY

eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



INTERNET RESOURCES

Go to classzone.com for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

EUROPE

WORLD

1914

World War I begins as Austria declares war on Serbia.

1914

1914

U.S.-built Panama Canal opens for operation.



1915

◀ A World War I soldier readies for battle on the Western Front.

1915

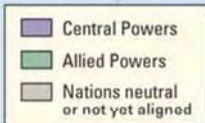


May 1915

◀ German forces sink the British ship *Lusitania*.



Europe, 1914



1916

French and Germans engage in battle at Verdun.

1917

U.S. war poster encourages enlistment as America enters war. ▶



1918

Armistice signed as Allies defeat Central Powers.

1916

1916

U.S. President Woodrow Wilson wins reelection. ▶



1917

1917

Communists seize power in Russian Revolution.

1918

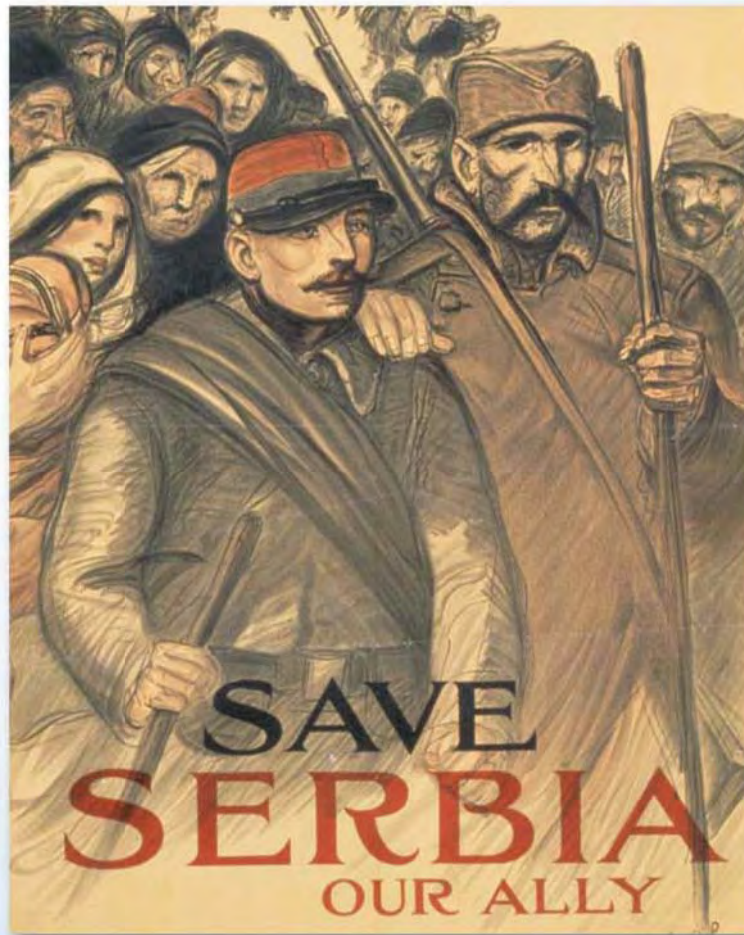
1918

◀ U.S. worker guards against deadly flu that kills millions worldwide.



Should you always support an ally?

World War I has begun. You are the leader of a European country and must decide what to do. Your nation is one of several that have agreed to support each other in the event of war. Some of your allies already have joined the fight. You oppose the thought of war and fear that joining will lead to even more lives lost. Yet, you believe in being loyal to your allies. You also worry that your rivals want to conquer all of Europe—and if you don't join the war now, your country may end up having to defend itself.



▲ A World War I poster urges nations to come to the aid of Serbia.

EXAMINING *the* ISSUES

- **Should you always support a friend, no matter what he or she does?**
- **What might be the long-term consequences of refusing to help an ally?**

As a class, discuss these questions. In your discussion, consider the various reasons countries go to war. As you read about World War I in this chapter, see what factors influenced the decisions of each nation.



Marching Toward War

MAIN IDEA

POWER AND AUTHORITY In Europe, military buildup, nationalistic feelings, and rival alliances set the stage for a continental war.

WHY IT MATTERS NOW

Ethnic conflict in the Balkan region, which helped start the war, continued to erupt in that area in the 1990s.

TERMS & NAMES

- militarism
- Triple Alliance
- Kaiser Wilhelm II
- Triple Entente

SETTING THE STAGE At the turn of the 20th century, the nations of Europe had been largely at peace with one another for nearly 30 years. This was no accident. Efforts to outlaw war and achieve a permanent peace had been gaining momentum in Europe since the middle of the 19th century. By 1900, hundreds of peace organizations were active. In addition, peace congresses convened regularly between 1843 and 1907. Some Europeans believed that progress had made war a thing of the past. Yet in a little more than a decade, a massive war would engulf Europe and spread across the globe.

Rising Tensions in Europe

While peace and harmony characterized much of Europe at the beginning of the 1900s, there were less visible—and darker—forces at work as well. Below the surface of peace and goodwill, Europe witnessed several gradual developments that would ultimately help propel the continent into war.

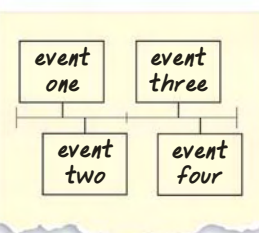
The Rise of Nationalism One such development was the growth of nationalism, or a deep devotion to one's nation. Nationalism can serve as a unifying force within a country. However, it also can cause intense competition among nations, with each seeking to overpower the other. By the turn of the 20th century, a fierce rivalry indeed had developed among Europe's Great Powers. Those nations were Germany, Austria-Hungary, Great Britain, Russia, Italy, and France.

This increasing rivalry among European nations stemmed from several sources. Competition for materials and markets was one. Territorial disputes were another. France, for example, had never gotten over the loss of Alsace-Lorraine to Germany in the Franco-Prussian War (1870). Austria-Hungary and Russia both tried to dominate in the Balkans, a region in southeast Europe. Within the Balkans, the intense nationalism of Serbs, Bulgarians, Romanians, and other ethnic groups led to demands for independence.

Imperialism and Militarism Another force that helped set the stage for war in Europe was imperialism. As Chapter 27 explained, the nations of Europe competed fiercely for colonies in Africa and Asia. The quest for colonies sometimes pushed European nations to the brink of war. As European countries continued to compete for overseas empires, their sense of rivalry and mistrust of one another deepened.

TAKING NOTES

Summarizing Create a time line of major events that led to the start of World War I.



Yet another troubling development throughout the early years of the 20th century was the rise of a dangerous European arms race. The nations of Europe believed that to be truly great, they needed to have a powerful military. By 1914, all the Great Powers except Britain had large standing armies. In addition, military experts stressed the importance of being able to quickly mobilize, or organize and move troops in case of a war. Generals in each country developed highly detailed plans for such a mobilization.

The policy of glorifying military power and keeping an army prepared for war was known as **militarism**. Having a large and strong standing army made citizens feel patriotic. However, it also frightened some people. As early as 1895, Frédéric Passy, a prominent peace activist, expressed a concern that many shared:

PRIMARY SOURCE

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

FÉDÉRIC PASSY, quoted in *Nobel: The Man and His Prizes*

History Makers



Kaiser Wilhelm II
1859–1941

Wilhelm II was related to the leaders of two nations he eventually would engage in war. Wilhelm, George V of Great Britain, and Nicholas II of Russia were all cousins.

The kaiser thought a great deal of himself and his place in history. Once, when a doctor told him he had a small cold, Wilhelm reportedly responded, “No, it is a big cold. Everything about me must be big.”

He also could be sly and deceitful. After forcing the popular Bismarck to resign, Wilhelm pretended to be upset. Most people, however, including Bismarck, were not fooled.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Wilhelm II, go to classzone.com

Tangled Alliances

Growing rivalries and mutual mistrust had led to the creation of several military alliances among the Great Powers as early as the 1870s. This alliance system had been designed to keep peace in Europe. But it would instead help push the continent into war.

Bismarck Forges Early Pacts Between 1864 and 1871, Prussia’s blood-and-iron chancellor, Otto von Bismarck, freely used war to unify Germany. After 1871, however, Bismarck declared Germany to be a “satisfied power.” He then turned his energies to maintaining peace in Europe.

Bismarck saw France as the greatest threat to peace. He believed that France still wanted revenge for its defeat in the Franco-Prussian War. Bismarck’s first goal, therefore, was to isolate France. “As long as it is without allies,” Bismarck stressed, “France poses no danger to us.” In 1879, Bismarck formed the Dual Alliance between Germany and Austria-Hungary. Three years later, Italy joined the two countries, forming the **Triple Alliance**. In 1881, Bismarck took yet another possible ally away from France by making a treaty with Russia.

Shifting Alliances Threaten Peace In 1890, Germany’s foreign policy changed dramatically. That year, **Kaiser Wilhelm II**—who two years earlier had become ruler of Germany—forced Bismarck to resign. A proud and stubborn man, Wilhelm II did not wish to share power with anyone. Besides wanting to assert his own power, the new kaiser was eager to show the world just how mighty Germany had become. The army was his greatest pride. “I and the army were born for one another,” Wilhelm declared shortly after taking power.

Wilhelm let his nation's treaty with Russia lapse in 1890. Russia responded by forming a defensive military alliance with France in 1892 and 1894. Such an alliance had been Bismarck's fear. War with either Russia or France would make Germany the enemy of both. Germany would then be forced to fight a two-front war, or a war on both its eastern and western borders.

Next, Wilhelm began a tremendous shipbuilding program in an effort to make the German navy equal to that of the mighty British fleet. Alarmed, Great Britain formed an entente, or alliance, with France. In 1907, Britain made another entente, this time with both France and Russia. The **Triple Entente**, as it was called, did not bind Britain to fight with France and Russia. However, it did almost certainly ensure that Britain would not fight against them.

By 1907, two rival camps existed in Europe. On one side was the Triple Alliance—Germany, Austria-Hungary, and Italy. On the other side was the Triple Entente—Great Britain, France, and Russia. A dispute between two rival powers could draw all the nations of Europe into war.

Crisis in the Balkans

Nowhere was that dispute more likely to occur than on the Balkan Peninsula. This mountainous peninsula in the southeastern corner of Europe was home to an assortment of ethnic groups. With a long history of nationalist uprisings and ethnic clashes, the Balkans was known as the “powder keg” of Europe.

A Restless Region By the early 1900s, the Ottoman Empire, which included the Balkan region, was in rapid decline. While some Balkan groups struggled to free themselves from the Ottoman Turks, others already had succeeded in breaking away from their Turkish rulers. These peoples had formed new nations, including Bulgaria, Greece, Montenegro, Romania, and Serbia.

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

In 1908, Austria annexed, or took over, Bosnia and Herzegovina. These were two Balkan areas with large Slavic populations. Serbian leaders, who had sought to rule these provinces, were outraged. In the years that followed, tensions between Serbia and Austria steadily rose. The Serbs continually vowed to take Bosnia and Herzegovina away from Austria. In response, Austria-Hungary vowed to crush any Serbian effort to undermine its authority in the Balkans. **A**

MAIN IDEA

Analyzing Issues

A What were the reasons for the hostility between Austria-Hungary and Serbia?



History *in* Depth

The Armenian Massacre



One group in southeastern Europe that suffered greatly for its independence efforts was the Armenians. By

the 1880s, the roughly 2.5 million Armenians in the Ottoman Empire had begun to demand their freedom. As a result, relations between the group and its Turkish rulers grew strained.

Throughout the 1890s, Turkish troops killed tens of thousands of Armenians. When World War I erupted in 1914, the Armenians pledged their support to the Turks' enemies. In response, the Turkish government deported nearly 2 million Armenians. Along the way, more than 600,000 died of starvation or were killed by Turkish soldiers.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create a chart or graphic about any aspect of modern Armenian culture. Go to classzone.com for your research.

A Shot Rings Throughout Europe Into this poisoned atmosphere of mutual dislike and mistrust stepped the heir to the Austro-Hungarian throne, Archduke Franz Ferdinand, and his wife, Sophie. On June 28, 1914, the couple paid a state visit to Sarajevo, the capital of Bosnia. It would be their last. The royal pair was shot at point-blank range as they rode through the streets of Sarajevo in an open car. The killer was Gavrilo Princip, a 19-year-old Serbian and member of the Black Hand. The Black Hand was a secret society committed to ridding Bosnia of Austrian rule.

Because the assassin was a Serbian, Austria decided to use the murders as an excuse to punish Serbia. On July 23, Austria presented Serbia with an ultimatum containing numerous demands. Serbia knew that refusing the ultimatum would lead to war against the more powerful Austria. Therefore, Serbian leaders agreed to most of Austria's demands. They offered to have several others settled by an international conference.

Austria, however, was in no mood to negotiate. The nation's leaders, it seemed, had already settled on war. On July 28, Austria rejected Serbia's offer and declared war. That same day, Russia, an ally of Serbia with its largely Slavic population, took action. Russian leaders ordered the mobilization of troops toward the Austrian border.

Leaders all over Europe suddenly took notice. The fragile European stability seemed ready to collapse into armed conflict. The British foreign minister, the Italian government, and even Kaiser Wilhelm himself urged Austria and Russia to negotiate. But it was too late. The machinery of war had been set in motion.

Vocabulary

An *ultimatum* is a list of demands that, if not met, will lead to serious consequences.

SECTION

1

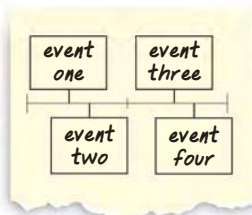
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- militarism
- Triple Alliance
- Kaiser Wilhelm II
- Triple Entente

USING YOUR NOTES

2. Which event do you consider most significant? Why?



MAIN IDEAS

3. What were the three forces at work in Europe that helped set the stage for war?
4. Who were the members of the Triple Alliance? the Triple Entente?
5. What single event set in motion the start of World War I?

CRITICAL THINKING & WRITING

6. **ANALYZING CAUSES** Which of the forces at work in Europe played the greatest role in helping to prompt the outbreak of war?
7. **ANALYZING ISSUES** Was the description of the Balkans as the "powder keg" of Europe justified? Explain.
8. **FORMING AND SUPPORTING OPINIONS** Do you think World War I was avoidable? Use information from the text to support your answer.
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Write a brief letter to the editor of a European newspaper expressing what your views might have been about the coming war.

CONNECT TO TODAY CREATING A TIME LINE

Working with a partner, use the library and other resources to create a **time line** of key events in the Balkans from 1914 until today. Limit your time line to the six to eight events you consider most significant.



Europe Plunges into War

MAIN IDEA

SCIENCE AND TECHNOLOGY

One European nation after another was drawn into a large and industrialized war that resulted in many casualties.

WHY IT MATTERS NOW

Much of the technology of modern warfare, such as fighter planes and tanks, was introduced in World War I.

TERMS & NAMES

- Central Powers
- Allies
- Western Front
- Schlieffen Plan
- trench warfare
- Eastern Front

SETTING THE STAGE By 1914, Europe was divided into two rival camps. One alliance, the Triple Entente, included Great Britain, France, and Russia. The other, known as the Triple Alliance, included Germany, Austria-Hungary, and Italy. Austria-Hungary's declaration of war against Serbia set off a chain reaction within the alliance system. The countries of Europe followed through on their pledges to support one another. As a result, nearly all of Europe soon joined what would be the largest, most destructive war the world had yet seen.

The Great War Begins

In response to Austria's declaration of war, Russia, Serbia's ally, began moving its army toward the Russian-Austrian border. Expecting Germany to join Austria, Russia also mobilized along the German border. To Germany, Russia's mobilization amounted to a declaration of war. On August 1, the German government declared war on Russia.

Russia looked to its ally France for help. Germany, however, did not even wait for France to react. Two days after declaring war on Russia, Germany also declared war on France. Soon afterward, Great Britain declared war on Germany. Much of Europe was now locked in battle.

Nations Take Sides By mid-August 1914, the battle lines were clearly drawn. On one side were Germany and Austria-Hungary. They were known as the **Central Powers** because of their location in the heart of Europe. Bulgaria and the Ottoman Empire would later join the Central Powers in the hopes of regaining lost territories.

On the other side were Great Britain, France, and Russia. Together, they were known as the Allied Powers or the **Allies**. Japan joined the Allies within weeks. Italy joined later. Italy had been a member of the Triple Alliance with Germany and Austria-Hungary. However, the Italians joined the other side after accusing their former partners of unjustly starting the war.

In the late summer of 1914, millions of soldiers marched happily off to battle, convinced that the war would be short. Only a few people foresaw the horror ahead. One of them was Britain's foreign minister, Sir Edward Grey. Staring out over London at nightfall, Grey said sadly to a friend, "The lamps are going out all over Europe. We shall not see them lit again in our lifetime."

TAKING NOTES

Outlining Use an outline to organize main ideas and details.

- I. The Great War Begins
 - A.
 - B.
- II. A Bloody Stalemate

World War I in Europe, 1914–1918

INTERACTIVE



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Location** In which country was almost all of the war in the West fought?
- 2. Location** What geographic disadvantage did Germany and Austria-Hungary face in fighting the war? How might this have affected their war strategy?

A Bloody Stalemate

It did not take long for Sir Edward Grey's prediction to ring true. As the summer of 1914 turned to fall, the war turned into a long and bloody stalemate, or deadlock, along the battlefields of France. This deadlocked region in northern France became known as the **Western Front**.

The Conflict Grinds Along Facing a war on two fronts, Germany had developed a battle strategy known as the **Schlieffen Plan**, named after its designer, General Alfred Graf von Schlieffen (SHLEE•fuhn). The plan called for attacking and defeating France in the west and then rushing east to fight Russia. The Germans felt they could carry out such a plan because Russia lagged behind the rest of Europe in its railroad system and thus would take longer to supply its front lines. Nonetheless, speed was vital to the Schlieffen Plan. German leaders knew they needed to win a quick victory over France.

Early on, it appeared that Germany would do just that. By early September, German forces had swept into France and reached the outskirts of Paris. A major German victory appeared just days away. On September 5, however, the Allies regrouped and attacked the Germans northeast of Paris, in the valley of the Marne River. Every available soldier was hurled into the struggle. When reinforcements were needed, more than 600 taxicabs rushed soldiers from Paris to the front. After four days of fighting, the German generals gave the order to retreat.

Although it was only the first major clash on the Western Front, the First Battle of the Marne was perhaps the single most important event of the war. The defeat

MAIN IDEA**Recognizing Effects**

A Why was the Battle of the Marne so significant?

of the Germans left the Schlieffen Plan in ruins. A quick victory in the west no longer seemed possible. In the east, Russian forces had already invaded Germany. Germany was going to have to fight a long war on two fronts. Realizing this, the German high command sent thousands of troops from France to aid its forces in the east. Meanwhile, the war on the Western Front settled into a stalemate. **A**

War in the Trenches By early 1915, opposing armies on the Western Front had dug miles of parallel trenches to protect themselves from enemy fire. This set the stage for what became known as **trench warfare**. In this type of warfare, soldiers fought each other from trenches. And armies traded huge losses of human life for pitifully small land gains.

Life in the trenches was pure misery. “The men slept in mud, washed in mud, ate mud, and dreamed mud,” wrote one soldier. The trenches swarmed with rats. Fresh food was nonexistent. Sleep was nearly impossible.

The space between the opposing trenches won the grim name “no man’s land.” When the officers ordered an attack, their men went over the top of their trenches into this bombed-out landscape. There, they usually met murderous rounds of machine-gun fire. Staying put, however, did not ensure one’s safety. Artillery fire brought death right into the trenches. “Shells of all calibers kept raining on our sector,” wrote one French soldier. “The trenches disappeared, filled with earth . . . the air was unbreathable. Our blinded, wounded, crawling, and shouting soldiers kept falling on top of us and died splashing us with blood. It was living hell.”

The Western Front had become a “terrain of death.” It stretched nearly 500 miles from the North Sea to the Swiss border. A British officer described it in a letter:

PRIMARY SOURCE

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

VALENTINE FLEMING, quoted in *The First World War*

▼ Allied troops crawl through a trench along the Western Front.



The New Weapons of War



Poison Gas

Soldiers wore masks like those shown at left to protect themselves from poison gas. Gas was introduced by the Germans but used by both sides. Some gases caused blindness or severe blisters, others death by choking.

Machine Gun

The machine gun, which fires ammunition automatically, was much improved by the time of World War I. The gun, shown to the left, could wipe out waves of attackers and thus made it difficult for forces to advance.

Tank

The tank, shown to the left, was an armored combat vehicle that moved on chain tracks—and thus could cross many types of terrain. It was introduced by the British in 1916 at the Battle of the Somme.

Submarine

In 1914, the Germans introduced the submarine as an effective warship. The submarine's primary weapon against ships was the torpedo, an underwater missile.

Military strategists were at a loss. New tools of war—machine guns, poison gas, armored tanks, larger artillery—had not delivered the fast-moving war they had expected. All this new technology did was kill greater numbers of people more effectively.

The slaughter reached a peak in 1916. In February, the Germans launched a massive attack against the French near Verdun. Each side lost more than 300,000 men. In July, the British army tried to relieve the pressure on the French. British forces attacked the Germans northwest of Verdun, in the valley of the Somme River. In the first day of battle alone, more than 20,000 British soldiers were killed. By the time the Battle of the Somme ended in November, each side had suffered more than half a million casualties.

What did the warring sides gain? Near Verdun, the Germans advanced about four miles. In the Somme valley, the British gained about five miles.

Vocabulary

In war, a *casualty* is anyone killed, injured, captured, or considered missing in action.

The Battle on the Eastern Front

Even as the war on the Western Front claimed thousands of lives, both sides were sending millions more men to fight on the **Eastern Front**. This area was a stretch of battlefield along the German and Russian border. Here, Russians and Serbs battled Germans and Austro-Hungarians. The war in the east was a more mobile war than that in the west. Here too, however, slaughter and stalemate were common.

Early Fighting At the beginning of the war, Russian forces had launched an attack into both Austria and Germany. At the end of August, Germany counterattacked near the town of Tannenberg. During the four-day battle, the Germans crushed the

invading Russian army and drove it into full retreat. More than 30,000 Russian soldiers were killed.

Russia fared somewhat better against the Austrians. Russian forces defeated the Austrians twice in September 1914, driving deep into their country. Not until December of that year did the Austrian army manage to turn the tide. Austria defeated the Russians and eventually pushed them out of Austria-Hungary.

Russia Struggles By 1916, Russia's war effort was near collapse. 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. Moreover, the Allied supply shipments to Russia were sharply limited by German control of the Baltic Sea, combined with Germany's relentless submarine campaign in the North Sea and beyond. In the south, the Ottomans still controlled the straits leading from the Mediterranean to the Black Sea.

The Russian army had only one asset—its numbers. Throughout the war the Russian army suffered a staggering number of battlefield losses. Yet the army continually rebuilt its ranks from the country's enormous population. For more than three years, the battered Russian army managed to tie up hundreds of thousands of German troops in the east. As a result, Germany could not hurl its full fighting force at the west. **B**

Germany and her allies, however, were concerned with more than just the Eastern or Western Front. As the war raged on, fighting spread beyond Europe to Africa, as well as to Southwest and Southeast Asia. In the years after it began, the massive European conflict indeed became a world war.

MAIN IDEA

Synthesizing

B Why was Russia's involvement in the war so important to the other Allies?

Social History



The Frozen Front

For soldiers on the Eastern Front, like those shown above, the overall misery of warfare was compounded by deadly winters. "Every day hundreds froze to death," noted one Austro-Hungarian officer during a particularly brutal spell.

Russian troops suffered too, mainly due to their lack of food and clothing. "I am at my post all the time—frozen [and] soaked . . .," lamented one soldier. "We walk barefoot or in rope-soled shoes. It's incredible that soldiers of the Russian army are in rope-soled shoes!"

SECTION

2

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Central Powers
- Allies
- Western Front
- Schlieffen Plan
- trench warfare
- Eastern Front

USING YOUR NOTES

2. What were some of the conditions that soldiers on the front lines had to face?

I. The Great War Begins
A.
B.
II. A Bloody Stalemate

MAIN IDEAS

3. Which countries comprised the Central Powers? Which countries comprised the Allies?
4. What were the characteristics of trench warfare?
5. What factors contributed to Russia's war difficulties?

CRITICAL THINKING & WRITING

6. **COMPARING AND CONTRASTING** How was war on the Western and Eastern Fronts different? How was it the same?
7. **ANALYZING CAUSES** Why did the Schlieffen Plan ultimately collapse? Cite specific details from the text.
8. **MAKING INFERENCES** Why might it be fair to say that neither side won the battles of the Somme or Verdun?
9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** In an **explanatory essay**, describe the effects of the new technology on warfare. Use examples from your reading.

CONNECT TO TODAY PRESENTING AN ORAL REPORT

Find an image of a World War I monument from any one of the combatant countries. In an **oral report**, present the image to the class and provide details about its origin and purpose.

Military Aviation

World War I introduced airplane warfare—and by doing so, ushered in an era of tremendous progress in the field of military aviation. Although the plane itself was relatively new and untested by 1914, the warring nations quickly recognized its potential as a powerful weapon. Throughout the conflict, countries on both sides built faster and stronger aircraft, and designed them to drop bombs and shoot at one another in the sky. Between the beginning and end of the war, the total number of planes in use by the major combatants soared from around 850 to nearly 10,000. After the war, countries continued to maintain a strong and advanced airforce, as they realized that supremacy of the air was a key to military victory.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on military aviation go to classzone.com



▲ A World War I pilot shows off an early air-to-ground communication device.



- 1 Designers kept nearly all weight in the center, giving the planes tremendous maneuverability.
- 2 A timing device enabled machine guns to fire through the propeller.
- 3 Engines were continuously strengthened for greater speed and carrying capability.

Two Top Fighter Planes: A Comparison

	Fokker D VII (German)	Sopwith F1 Camel (British)
Length	23 feet	18 feet 8 inches
Wingspan	29 feet 3 inches	28 feet
Maximum Speed	116 mph	122 mph
Maximum Height	22,900 feet	24,000 feet
Maximum Flight Time	1.5 hours	2.5 hours

Connect to Today

1. Drawing Conclusions Why would communication with someone outside the plane be important for pilots of World War I and today?

See Skillbuilder Handbook, Page R11.

2. Comparing Using the Internet and other resources, find out more about a recent innovation with regard to fighter planes and explain its significance.



A Global Conflict

MAIN IDEA

ECONOMICS World War I spread to several continents and required the full resources of many governments.

WHY IT MATTERS NOW

The war propelled the United States to a new position of international power, which it holds today.

TERMS & NAMES

- unrestricted submarine warfare
- total war
- rationing
- propaganda
- armistice

SETTING THE STAGE World War I was much more than a European conflict. Australia and Japan, for example, entered the war on the Allies' side, while India supplied troops to fight alongside their British rulers. Meanwhile, the Ottoman Turks and later Bulgaria allied themselves with Germany and the Central Powers. As the war promised to be a grim, drawn-out affair, all the Great Powers looked for other allies around the globe to tip the balance. They also sought new war fronts on which to achieve victory.

War Affects the World

As the war dragged on, the main combatants looked beyond Europe for a way to end the stalemate. However, none of the alliances they formed or new battlefronts they opened did much to end the slow and grinding conflict.

The Gallipoli Campaign A promising strategy for the Allies seemed to be to attack a region in the Ottoman Empire known as the Dardanelles. This narrow sea strait was the gateway to the Ottoman capital, Constantinople. By securing the Dardanelles, the Allies believed that they could take Constantinople, defeat the Turks, and establish a supply line to Russia.



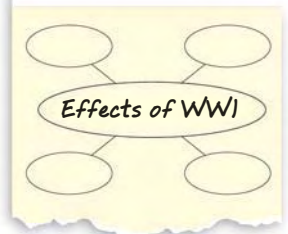
The effort to take the Dardanelles strait began in February 1915. It was known as the Gallipoli campaign. British, Australian, New Zealand, and French troops made repeated assaults on the Gallipoli Peninsula on the western side of the strait. Turkish troops, some commanded by German officers, vigorously defended the region. By May, Gallipoli had turned into another bloody stalemate. Both sides dug trenches, from which they battled for the rest of the year. In December, the Allies gave up the

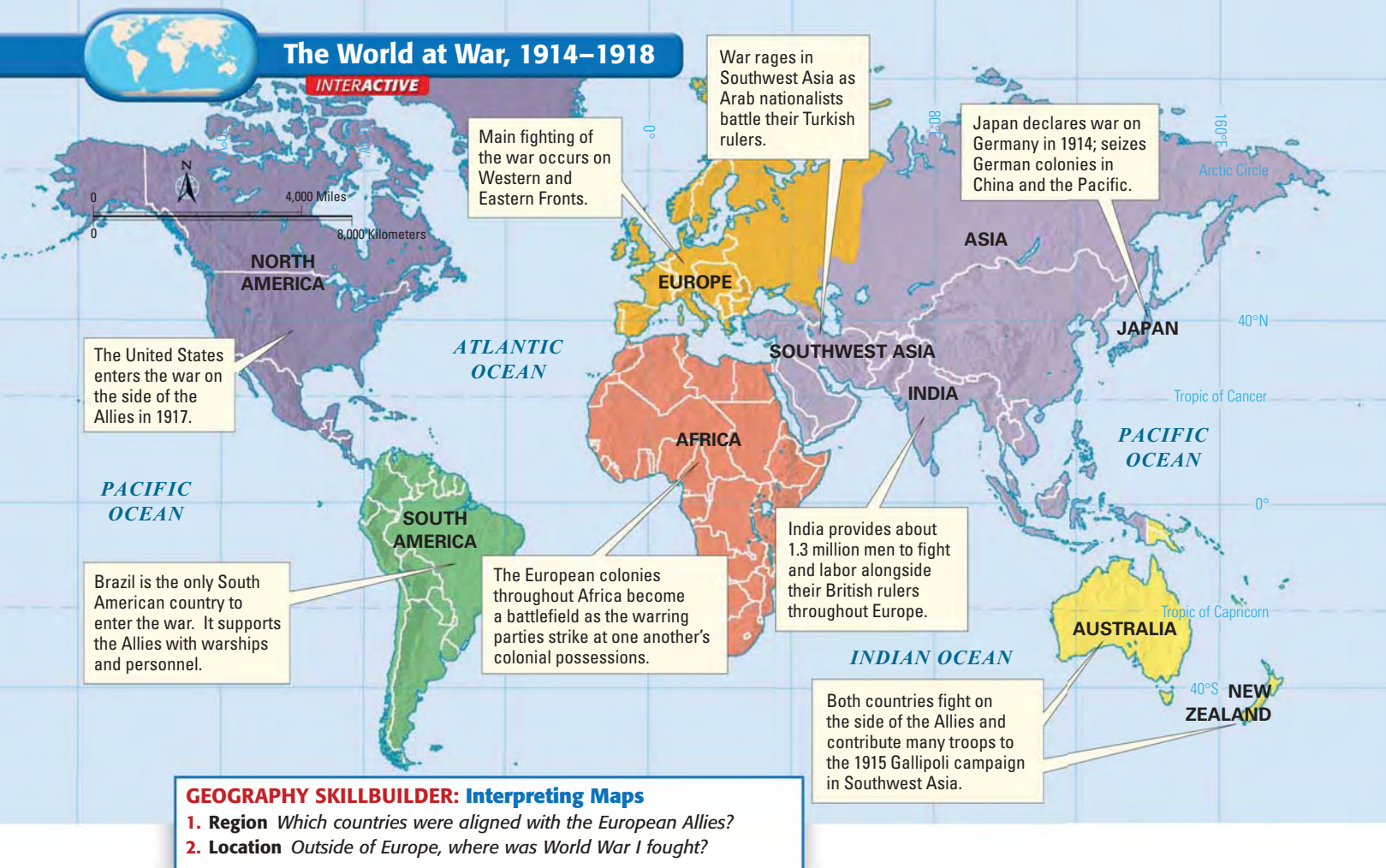
campaign and began to evacuate. They had suffered about 250,000 casualties.

Battles in Africa and Asia In various parts of Asia and Africa, Germany's colonial possessions came under assault. The Japanese quickly overran German outposts in

TAKING NOTES

Recognizing Effects Use a web diagram to show the effects of World War I.





China. They also captured Germany's Pacific island colonies. English and French troops attacked Germany's four African possessions. They seized control of three.

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

America Joins the Fight In 1917, the focus of the war shifted to the high seas. That year, the Germans intensified the submarine warfare that had raged in the Atlantic Ocean since shortly after the war began. In January 1917, the Germans announced that their submarines would sink without warning any ship in the waters around Britain. This policy was called **unrestricted submarine warfare**.

The Germans had tried this policy before. On May 7, 1915, a German submarine, or U-boat, had sunk the British passenger ship *Lusitania*. The attack left 1,198 people dead, including 128 U.S. citizens. Germany claimed that the ship had been carrying ammunition, which turned out to be true. Nevertheless, the American public was outraged. President Woodrow Wilson sent a strong protest to Germany. After two further attacks, the Germans finally agreed to stop attacking neutral and passenger ships.

Desperate for an advantage over the Allies, however, the Germans returned to unrestricted submarine warfare in 1917. They knew it might lead to war with the United States. They gambled that their naval blockade would starve Britain into defeat before the United States could mobilize. Ignoring warnings by President Wilson, German U-boats sank three American ships.

In February 1917, another German action pushed the United States closer to war. Officials intercepted a telegram written by Germany's foreign secretary, Arthur Zimmermann, stating that Germany would help Mexico "reconquer" the land it had lost to the United States if Mexico would ally itself with Germany.

The Zimmermann note simply proved to be the last straw. A large part of the American population already favored the Allies. In particular, America felt a bond with England. The two nations shared a common ancestry and language, as well as similar democratic institutions and legal systems. More important, America's economic ties with the Allies were far stronger than those with the Central Powers. On April 2, 1917, President Wilson asked Congress to declare war on Germany. The United States entered the war on the side of the Allies.

War Affects the Home Front

By the time the United States joined the Allies, the war had been raging for nearly three years. In those three years, Europe had lost more men in battle than in all the wars of the previous three centuries. The war had claimed the lives of millions and had changed countless lives forever. The Great War, as the conflict came to be known, affected everyone. It touched not only the soldiers in the trenches, but civilians as well.

Governments Wage Total War World War I soon became a **total war**. This meant that countries devoted all their resources to the war effort. In Britain, Germany, Austria, Russia, and France, the entire force of government was dedicated to winning the conflict. In each country, the wartime government took control of the economy. Governments told factories what to produce and how much.

Global Impact

The Influenza Epidemic

In the spring of 1918, a powerful new enemy emerged, threatening nations on each side of World War I. This "enemy" was a deadly strain of influenza. The Spanish flu, as it was popularly known, hit England and India in May. By the fall, it had spread through Europe, Russia, Asia, and to the United States.

The influenza epidemic killed soldiers and civilians alike. In India, at least 12 million people died of influenza. In Berlin, on a single day in October, 1,500 people died. In the end, this global epidemic was more destructive than the war itself, killing 20 million people worldwide.

► City officials and street cleaners in Chicago guard against the Spanish flu.





▲ A woman relief worker writes a letter home for a wounded soldier.

Numerous facilities were converted to munitions factories. Nearly every able-bodied civilian was put to work. Unemployment in many European countries all but disappeared.

So many goods were in short supply that governments turned to **rationing**. Under this system, people could buy only small amounts of those items that were also needed for the war effort. Eventually, rationing covered a wide range of goods, from butter to shoe leather.

Governments also suppressed antiwar activity, sometimes forcibly. In addition, they censored news about the war. Many leaders feared that honest reporting of the war would turn people against it. Governments also used **propaganda**, one-sided information designed to persuade, to keep up morale and support for the war. **A**

Women and the War Total war meant that governments turned to help from women as never before. Thousands of women replaced

men in factories, offices, and shops. Women built tanks and munitions, plowed fields, paved streets, and ran hospitals. They also kept troops supplied with food, clothing, and weapons. Although most women left the work force when the war ended, they changed many people's views of what women were capable of doing.

Women also saw the horrors of war firsthand, working on or near the front lines as nurses. Here, American nurse Shirley Millard describes her experience with a soldier who had lost both eyes and feet:

A PRIMARY SOURCE

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

SHIRLEY MILLARD, *I Saw Them Die*

The Allies Win the War

With the United States finally in the war, the balance, it seemed, was about to tip in the Allies' favor. Before that happened, however, events in Russia gave Germany a victory on the Eastern Front, and new hope for winning the conflict.

Russia Withdraws In March 1917, civil unrest in Russia—due in large part to war-related shortages of food and fuel—forced Czar Nicholas to step down. In his place a provisional government was established. The new government pledged to continue fighting the war. However, by 1917, nearly 5.5 million Russian soldiers had been wounded, killed, or taken prisoner. As a result, the war-weary Russian army refused to fight any longer.

Eight months after the new government took over, a revolution shook Russia (see Chapter 30). In November 1917, Communist leader Vladimir Ilyich Lenin seized power. Lenin insisted on ending his country's involvement in the war. One of his first acts was to offer Germany a truce. In March 1918, Germany and Russia signed the Treaty of Brest-Litovsk, which ended the war between them.

MAIN IDEA

Summarizing

A How did the governments of the warring nations fight a total war?

> Analyzing Primary Sources

Allied View of Armistice

News of the armistice affected the Allied and Central powers differently. Here, a U.S. soldier named Harry Truman, who would go on to become president, recalls the day the fighting stopped.

PRIMARY SOURCE

Every single one of them [the French soldiers] had to march by my bed and salute and yell, "Vive President Wilson, Vive le capitaine d'artillerie américaine!" No sleep all night. The infantry fired Very pistols, sent up all the flares they could lay their hands on, fired rifles, pistols, whatever else would make noise, all night long.

HARRY TRUMAN, quoted in *The First World War*

German Reaction to Armistice

On the other side of the fighting line, German officer Herbert Sulzbach struggled to inform his troops of the war's end.

PRIMARY SOURCE

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

HERBERT SULZBACH, *With the German Guns*

DOCUMENT-BASED QUESTIONS

1. **Summarizing** What is the main difference between these two excerpts?
2. **Drawing Conclusions** How did Herbert Sulzbach's vision of the armistice differ from what actually occurred?

The Central Powers Collapse Russia's withdrawal from the war at last allowed Germany to send nearly all its forces to the Western Front. In March 1918, the Germans mounted one final, massive attack on the Allies in France. As in the opening weeks of the war, the German forces crushed everything in their path. By late May 1918, the Germans had again reached the Marne River. Paris was less than 40 miles away. Victory seemed within reach.

By this time, however, the German military had weakened. The effort to reach the Marne had exhausted men and supplies alike. Sensing this weakness, the Allies—with the aid of nearly 140,000 fresh U.S. troops—launched a counterattack. In July 1918, the Allies and Germans clashed at the Second Battle of the Marne. Leading the Allied attack were some 350 tanks that rumbled slowly forward, smashing through the German lines. With the arrival of 2 million more American troops, the Allied forces began to advance steadily toward Germany. **B**

Soon, the Central Powers began to crumble. First the Bulgarians and then the Ottoman Turks surrendered. In October, revolution swept through Austria-Hungary. In Germany, soldiers mutinied, and the public turned on the kaiser.

On November 9, 1918, Kaiser Wilhelm II stepped down. Germany declared itself a republic. A representative of the new German government met with French Commander Marshal Foch in a railway car near Paris. The two signed an **armistice**, or an agreement to stop fighting. On November 11, World War I came to an end.

The Legacy of the War

World War I was, in many ways, a new kind of war. It involved the use of new technologies. It ushered in the notion of war on a grand and global scale. It also left behind a landscape of death and destruction such as was never before seen.

Both sides in World War I paid a tremendous price in terms of human life. About 8.5 million soldiers died as a result of the war. Another 21 million were wounded. In addition, the war led to the death of countless civilians by way of

MAIN IDEA

Comparing

B How was the Second Battle of the Marne similar to the first?

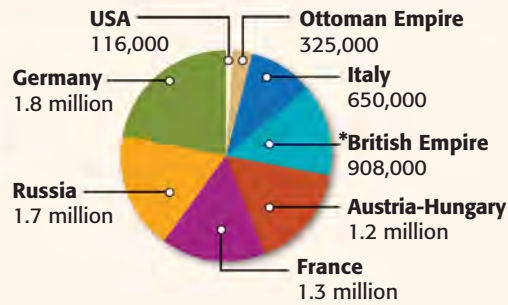
World War I Statistics

Total Number of Troops Mobilized

Allied Powers:
42 million

Central Powers:
23 million

Battlefield Deaths of Major Combatants



Source:
Encyclopaedia Britannica

* Includes troops from Britain, Canada, Australia, New Zealand, India, and South Africa

SKILLBUILDER: Interpreting Graphs

- 1. Comparing** Which Allied nation suffered the greatest number of battlefield deaths?
- 2. Analyzing Issues** Which four nations accounted for about 75 percent of all battlefield deaths?

starvation, disease, and slaughter. Taken together, these figures spelled tragedy—an entire generation of Europeans wiped out.

The war also had a devastating economic impact on Europe. The great conflict drained the treasuries of European countries. One account put the total cost of the war at \$338 billion, a staggering amount for that time. The war also destroyed acres of farmland, as well as homes, villages, and towns.

The enormous suffering that resulted from the Great War left a deep mark on Western society as well. A sense of disillusionment settled over the survivors. The insecurity and despair that many people experienced are reflected in the art and literature of the time.

Another significant legacy of the war lay in its peace agreement. As you will read in the next section, the treaties to end World War I were forged after great debate and compromise. And while they sought to bring a new sense of security and peace to the world, they prompted mainly anger and resentment.

SECTION

3

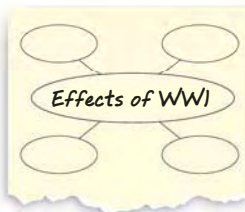
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- unrestricted submarine warfare
- total war
- rationing
- propaganda
- armistice

USING YOUR NOTES

2. Which effect do you think was most significant? Why?



MAIN IDEAS

3. What factors helped prompt the United States to join the war for the Allies?
4. What role did women play in the war?
5. What was the significance of the Second Battle of the Marne?

CRITICAL THINKING & WRITING

6. **ANALYZING ISSUES** In what ways was World War I truly a global conflict?
7. **FORMING OPINIONS** Do you think governments are justified in censoring war news? Why or why not?
8. **DRAWING CONCLUSIONS** Which of the non-European countries had the greatest impact on the war effort? Explain.
9. **WRITING ACTIVITY** **ECONOMICS** Write a **paragraph** explaining how the concept of total war affected the warring nations' economies.

CONNECT TO TODAY CREATING A GRAPHIC

Using the library and other resources, compare the role of women in combat today in any two countries. Display your comparison in a **chart** or other type of **graphic**.

Different Perspectives: Using Primary and Secondary Sources

INTERACTIVE

Views of War

When World War I broke out, Europe had not experienced a war involving all the major powers for nearly a century, since Napoleon's defeat in 1815. As a result, people had an unrealistic view of warfare. Many expected the war to be short and romantic. Many men enlisted in the army because of patriotism or out of a desire to defend certain institutions. What the soldiers experienced changed their view of war forever.

A PRIMARY SOURCE

Woodrow Wilson

On April 2, 1917, President Wilson asked Congress to declare war so that the United States could enter World War I. This excerpt from his speech gives some of his reasons.

The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifice we shall freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them.

B FICTION

Erich Maria Remarque

In the German novel *All Quiet on the Western Front*, Erich Maria Remarque draws upon his own wartime experience of trench warfare.

No one would believe that in this howling waste there could still be men; but steel helmets now appear on all sides of the trench, and fifty yards from us a machine-gun is already in position and barking.

The wire entanglements are torn to pieces. Yet they offer some obstacle. We see the storm-troops coming. Our artillery opens fire. . . .

I see [a French soldier], his face upturned, fall into a wire cradle. His body collapses, his hands remain suspended as though he were praying. Then his body drops clean away and only his hands with the stumps of his arms, shot off, now hang in the wire.

C POETRY

Wilfred Owen

The English poet Wilfred Owen was killed in the trenches just one week before World War I ended. This excerpt from his poem "Dulce et Decorum Est" describes a gas attack.

Gas! GAS! Quick, boys!—An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling,
And flound'ring like a man in fire or lime . . .
Dim, through the misty panes and thick green light,
As under a green sea, I saw him drowning.
In all my dreams, before my helpless sight,
He plunges at me, guttering, choking, drowning.

D PRIMARY SOURCE

Maurice Neumont

France, 1918

This French poster is titled, "They Shall Not Pass, 1914–1918."

Translated into English, the text at the bottom reads, "Twice I have stood fast and conquered on the Marne, my brother civilian. A deceptive 'peace offensive' will attack you in your turn; like me you must stand firm and conquer. Be strong and shrewd—beware of Boche [German] hypocrisy."



Document-Based QUESTIONS

1. What reasons does Woodrow Wilson (Source A) give for entering the war?
2. What emotions does the French poster (Source D) try to arouse?
3. Judging from Sources B and C, what was it like for the average soldier in the trenches? Explain how you think such experiences affected the average soldier's view of war.



A Flawed Peace

MAIN IDEA	WHY IT MATTERS NOW	TERMS & NAMES
POWER AND AUTHORITY After winning the war, the Allies dictated a harsh peace settlement that left many nations feeling betrayed.	Hard feelings left by the peace settlement helped cause World War II.	<ul style="list-style-type: none">• Woodrow Wilson• Georges Clemenceau• Fourteen Points• self-determination• Treaty of Versailles• League of Nations

SETTING THE STAGE World War I was over. The killing had stopped. The terms of peace, however, still had to be worked out. On January 18, 1919, a conference to establish those terms began at the Palace of Versailles, outside Paris. Attending the talks, known as the Paris Peace Conference, were delegates representing 32 countries. For one year, this conference would be the scene of vigorous, often bitter debate. The Allied powers struggled to solve their conflicting aims in various peace treaties.

TAKING NOTES
Clarifying Use a chart to record the reaction by various groups to the Treaty of Versailles.

Reaction to Treaty	
Germany	
Africans & Asians	
Italy & Japan	

The Allies Meet and Debate

Despite representatives from numerous countries, the meeting’s major decisions were hammered out by a group known as the Big Four: [Woodrow Wilson](#) of the United States, [Georges Clemenceau](#) of France, David Lloyd George of Great Britain, and Vittorio Orlando of Italy. Russia, in the grip of civil war, was not represented. Neither were Germany and its allies.

Wilson’s Plan for Peace In January 1918, while the war was still raging, President Wilson had drawn up a series of peace proposals. Known as the [Fourteen Points](#), they outlined a plan for achieving a just and lasting peace.

The first four points included an end to secret treaties, freedom of the seas, free trade, and reduced national armies and navies. The fifth goal was the adjustment of colonial claims with fairness toward colonial peoples. The sixth through thirteenth points were specific suggestions for changing borders and creating new nations. The guiding idea behind these points was [self-determination](#). This meant allowing people to decide for themselves under what government they wished to live.

Finally, the fourteenth point proposed a “general association of nations” that would protect “great and small states alike.” This reflected Wilson’s hope for an organization that could peacefully negotiate solutions to world conflicts.

The Versailles Treaty As the Paris Peace Conference opened, Britain and France showed little sign of agreeing to Wilson’s vision of peace. Both nations were concerned with national security. They also wanted to strip Germany of its war-making power.

The differences in French, British, and U.S. aims led to heated arguments among the nations’ leaders. Finally a compromise was reached. The [Treaty of Versailles](#)

between Germany and the Allied powers was signed on June 28, 1919, five years to the day after Franz Ferdinand's assassination in Sarajevo. Adopting Wilson's fourteenth point, the treaty created a **League of Nations**. The league was to be an international association whose goal would be to keep peace among nations.

The treaty also punished Germany. The defeated nation lost substantial territory and had severe restrictions placed on its military operations. As tough as these provisions were, the harshest was Article 231. It was also known as the "war guilt" clause. It placed sole responsibility for the war on Germany's shoulders. As a result, Germany had to pay reparations to the Allies.

All of Germany's territories in Africa and the Pacific were declared mandates, or territories to be administered by the League of Nations. Under the peace agreement, the Allies would govern the mandates until they were judged ready for independence.

A Troubled Treaty

The Versailles treaty was just one of five treaties negotiated by the Allies. In the end, these agreements created feelings of bitterness and betrayal—among the victors and the defeated.

The Creation of New Nations The Western powers signed separate peace treaties in 1919 and 1920 with each of the other defeated nations: Austria-Hungary, Bulgaria, and the Ottoman Empire. These treaties, too, led to huge land losses for the Central Powers. Several new countries were created out of the Austro-Hungarian Empire. Austria, Hungary, Czechoslovakia, and Yugoslavia were all recognized as independent nations.

The Ottoman Turks were forced to give up almost all of their former empire. They retained only the territory that is today the country of Turkey. The Allies carved up the lands that the Ottomans lost in Southwest Asia into mandates rather than independent nations. Palestine, Iraq, and Transjordan came under British control; Syria and Lebanon went to France.

Russia, which had left the war early, suffered land losses as well. Romania and Poland both gained Russian territory. Finland, Estonia, Latvia, and Lithuania, formerly part of Russia, became independent nations.

"A Peace Built on Quicksand" In the end, the Treaty of Versailles did little to build a lasting peace. For one thing, the United States—considered after the war to be the dominant nation in the world—ultimately rejected the treaty. Many Americans objected to the settlement and especially to President Wilson's League of Nations. Americans believed that the United States' best hope for peace was to stay out of European affairs. The United States worked out a separate treaty with Germany and its allies several years later.

Vocabulary

Reparations is money paid by a defeated nation to compensate for damage or injury during a war.

HistoryMakers



Woodrow Wilson
1856–1924

Wilson was tall and thin and often in poor health. He suffered from terrible indigestion and sometimes had to use a stomach pump on himself. A scholarly man, Wilson once served as president of Princeton University in New Jersey.

Passionate about international peace, he took on the U.S. Senate after it vowed to reject the Treaty of Versailles. During the political battle, he suffered a stroke that disabled him for the rest of his term.



Georges Clemenceau
1841–1929

The near opposite of Wilson, Clemenceau had a compact physique and a combative style that earned him the nickname "Tiger." He had worked as a physician and journalist before entering the political arena.

Determined to punish Germany, Clemenceau rarely agreed with Wilson and his larger quest for world peace. He once remarked of Wilson, "He thinks he is another Jesus Christ come upon earth to reform men."

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Woodrow Wilson and Georges Clemenceau, go to classzone.com

Europe Pre-World War I



Europe Post-World War I



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** Which Central Powers nation appears to have lost the most territory?
- Location** On which nation's former lands were most of the new countries created?

The Treaty of Versailles: Major Provisions

League of Nations	Territorial Losses	Military Restrictions	War Guilt
<ul style="list-style-type: none"> International peace organization; enemy and neutral nations initially excluded Germany and Russia excluded 	<ul style="list-style-type: none"> Germany returns Alsace-Lorraine to France; French border extended to west bank of Rhine River Germany surrenders all of its overseas colonies in Africa and the Pacific 	<ul style="list-style-type: none"> Limits set on the size of the German army Germany prohibited from importing or manufacturing weapons or war material Germany forbidden to build or buy submarines or have an air force 	<ul style="list-style-type: none"> Sole responsibility for the war placed on Germany's shoulders Germany forced to pay the Allies \$33 billion in reparations over 30 years

SKILLBUILDER: Interpreting Charts

1. Analyzing Issues *In what ways did the treaty punish Germany?*

2. Clarifying *What two provinces were returned to France as a result of the treaty?*

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

Some Allied powers, too, were embittered by the outcome. Both Japan and Italy, which had entered the war to gain territory, had gained less than they wanted. Lacking the support of the United States, and later other world powers, the League of Nations was in no position to take action on these and other complaints. The settlements at Versailles represented, as one observer noted, “a peace built on quicksand.” Indeed, that quicksand eventually would give way. In a little more than two decades, the treaties’ legacy of bitterness would help plunge the world into another catastrophic war.

MAIN IDEA

Analyzing Issues

A What complaints did various mandated countries voice about the Treaty of Versailles?

SECTION

4

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

• Woodrow Wilson • Georges Clemenceau • Fourteen Points • self-determination • Treaty of Versailles • League of Nations

USING YOUR NOTES

2. Which group was most justified in its reaction to the treaty? Why?

Reaction to Treaty	
Germany	
Africans & Asians	
Italy & Japan	

MAIN IDEAS

- What was the goal of Woodrow Wilson’s Fourteen Points?
- What was the “war guilt” clause in the Treaty of Versailles?
- Why did the United States reject the Treaty of Versailles?

CRITICAL THINKING & WRITING

- FORMING OPINIONS** Were the Versailles treaties fair? Consider all the nations affected.
- ANALYZING MOTIVES** Why might the European Allies have been more interested in punishing Germany than in creating a lasting peace?
- EVALUATING DECISIONS** Was the United States right to reject the Treaty of Versailles? Why or why not?
- WRITING ACTIVITY** **POWER AND AUTHORITY** Create a list of five **interview questions** a reporter might ask Wilson or Clemenceau about the Paris Peace Conference. Then write the possible **answers** to those questions.

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to explore a recent achievement or activity by the United Nations, the modern-day equivalent of the League of Nations. Present your findings in a brief **oral report** to the class.

INTERNET KEYWORD

United Nations

Chapter 29 Assessment

VISUAL SUMMARY

The Great War

Long-Term Causes

- Nationalism spurs competition among European nations.
- Imperialism deepens national rivalries.
- Militarism leads to large standing armies.
- The alliance system divides Europe into two rival camps.

Immediate Causes

- The assassination of Archduke Franz Ferdinand in June 1914 prompts Austria to declare war on Serbia.
- The alliance system requires nations to support their allies.



Immediate Effects

- A generation of Europeans is killed or wounded.
- Dynasties fall in Germany, Austria-Hungary, and Russia.
- New countries are created.
- The League of Nations is established to help promote peace.

Long-Term Effects

- Many nations feel bitter and betrayed by the peace settlements.
- Forces that helped cause the war—nationalism, competition—remain.

TERMS & NAMES

For each term below, briefly explain its connection to World War I.

- | | |
|--------------------|-------------------------|
| 1. Triple Alliance | 5. total war |
| 2. Triple Entente | 6. armistice |
| 3. Central Powers | 7. Fourteen Points |
| 4. Allies | 8. Treaty of Versailles |

MAIN IDEAS

Marching Toward War Section 1 (pages 841–844)

9. How did nationalism, imperialism, and militarism help set the stage for World War I?
10. Why was the Balkans known as “the powder keg of Europe”?

Europe Plunges into War Section 2 (pages 845–850)

11. Why was the first Battle of the Marne considered so significant?
12. Where was the Western Front? the Eastern Front?
13. What were the characteristics of trench warfare?

A Global Conflict Section 3 (pages 851–857)

14. What was the purpose of the Gallipoli campaign?
15. What factors prompted the United States to enter the war?
16. In what ways was World War I a total war?

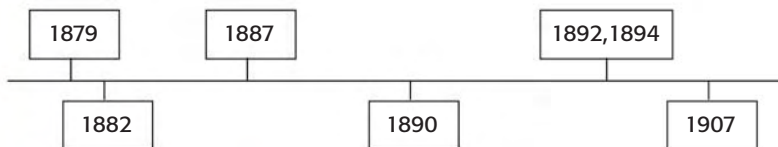
A Flawed Peace Section 4 (pages 858–861)

17. What was the purpose of the League of Nations?
18. What was the mandate system, and why did it leave many groups feeling betrayed?

CRITICAL THINKING

1. USING YOUR NOTES

Trace the formation of the two major alliance systems that dominated Europe on the eve of World War I by providing the event that corresponds with each date on the chart.



2. EVALUATING DECISIONS

POWER AND AUTHORITY How did the Treaty of Versailles reflect the different personalities and agendas of the men in power at the end of World War I?

3. CLARIFYING

ECONOMICS How did the war have both a positive and negative impact on the economies of Europe?

4. ANALYZING ISSUES

One British official commented that the Allied victory in World War I had been “bought so dear [high in price] as to be indistinguishable from defeat.” What did he mean by this statement? Use examples from the text to support your answer.

STANDARDS-BASED ASSESSMENT

Use the quotation about Germany's sinking of the British passenger ship *Lusitania* and your knowledge of world history to answer questions 1 and 2.

Additional Test Practice, pp. S1-S33.

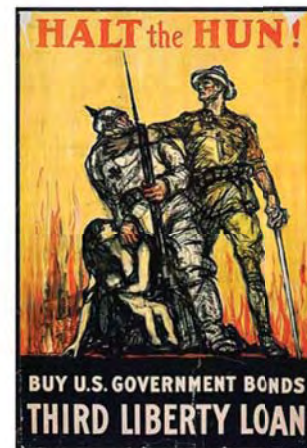
PRIMARY SOURCE

The responsibility for the death of so many American citizens, which is deeply regretted by everyone in Germany, in a large measure falls upon the American government. It could not admit that Americans were being used as shields for English contraband [smuggled goods]. In this regard America had permitted herself to be misused in a disgraceful manner by England. And now, instead of calling England to account, she sends a note to the German government.

from *Vossische Zeitung*, May 18, 1915

- Which of the following statements best describes the sentiments of the writer?
 - The sinking of the *Lusitania* was a tragic mistake.
 - America was right to blame Germany for the attack.
 - The American government failed to protect its citizens.
 - England should keep its vessels off the Atlantic Ocean.
- The sinking of the *Lusitania* ultimately played a role in prompting Germany to
 - abandon the Schlieffen Plan.
 - halt unrestricted submarine warfare.
 - declare war on the United States.
 - begin a widespread rationing program.

Use this anti-German (Hun) World War I poster and your knowledge of world history to answer question 3.



- Which of the following best describes the depiction of the German soldier in this poster?
 - noble and courageous
 - weak and disorganized
 - cruel and barbaric
 - dangerous and cunning

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to classzone.com

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact *with* History

On page 840, you examined whether it is always right to support an ally or friend. Now that you have read the chapter, reevaluate your decision. If you chose to follow your ally into World War I, do you still feel it was the right thing to do? Why or why not? If you decided to stay out of war, what are your feelings now? Discuss your opinions with a small group.

2. WRITING ABOUT HISTORY

SCIENCE AND TECHNOLOGY Explain in several paragraphs which one of the new or enhanced weapons of World War I you think had the greatest impact on the war and why. Consider the following:

- which weapon might have had the widest use
- which weapon might have inflicted the greatest damage on the enemy

INTEGRATED TECHNOLOGY

Conducting Internet Research

While World War I was extremely costly, staying prepared for the possibility of war today is also expensive. Work in groups of three or four to research the defense budgets of several of the world's nations. Have each group member be responsible for one country. Go to the *Web Research Guide* at classzone.com to learn about conducting research on the Internet. Use your research to

- examine how much money each country spends on defense, as well as what percentage of the overall budget such spending represents.
- create a large comparison chart of the countries' budgets.
- discuss with your classmates whether the amounts spent for military and defense are justified.

Present your research to the class. Include a list of your Web resources.

CHAPTER 30

Revolution and Nationalism, 1900–1939

Previewing Main Ideas

REVOLUTION Widespread social unrest troubled China and Russia during the late 1800s and early 1900s. Eventually revolutions erupted.

Geography Study the time line. In what years did revolutions take place in China and in Russia?

POWER AND AUTHORITY New nations appeared during the 1920s and 1930s in the former Ottoman Empire in Southwest Asia. These nations adopted a variety of government styles—from a republic to a monarchy.

Geography According to the map, which new nations in Southwest Asia emerged from the former Ottoman Empire?

EMPIRE BUILDING Nationalist movements in Southwest Asia, India, and China successfully challenged the British, Ottoman, and Chinese Empires.

Geography According to the map, which European nations still control large areas of Southwest Asia?

INTEGRATED TECHNOLOGY

eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



INTERNET RESOURCES

Go to classzone.com for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

EUROPE
AND ASIA

WORLD

1900

1905

Russian workers protest for better conditions.



1911

Chinese Nationalists oust the last Qing emperor. (Emperor P'u-i)

1917

Russian Bolsheviks rebel in October Revolution.

1910

1910

Mexican Revolution begins.



1914–1918
World War I



1920
Gandhi leads Indian campaign of civil disobedience.



1923
Mustafa Kemal transforms Turkey into a republic.

1929
Stalin becomes dictator of Soviet Union.

1934
Mao Zedong heads Long March.



1920

1930

1940

1922
Mussolini comes to power in Italy.

1929
U.S. stock market crashes.

1933
Hitler is named chancellor of Germany.



How do you resist oppressive rule—with violent or nonviolent action?

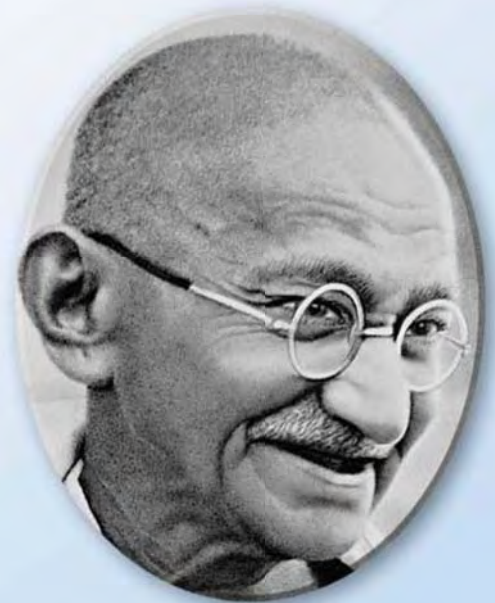
You believe that the policies of your government are unjust and oppressive. The policies favor a small, wealthy class—but the vast majority of people are poor with few rights. The government has failed to tackle economic, social, and political problems. Many of your friends are joining revolutionary groups that plan to overthrow the government by force. Others support nonviolent methods of change, such as peaceful strikes, protests, and refusal to obey unjust laws. You wonder which course of action to choose.

▼ **Mao Zedong**, Communist leader, believed revolution would solve China's problems.



"Political power grows out of the barrel of a gun."

▼ **Mohandas K. Gandhi** became the leader of the independence movement to free India of British rule.



"Victory attained by violence is tantamount to a defeat, for it is momentary."

EXAMINING *the* ISSUES

- How might armed and powerful opponents respond to groups committed to nonviolent action?
- Which strategy might prove more successful and bring more long-lasting consequences? Why?

As a class, discuss these questions. In your discussion, consider what you have learned about the strategies revolutionaries use to accomplish change. As you read about the revolutions and independence movements, see which strategy was successful.



1

Revolutions in Russia

MAIN IDEA

REVOLUTION Long-term social unrest in Russia exploded in revolution, and ushered in the first Communist government.

WHY IT MATTERS NOW

The Communist Party controlled the Soviet Union until the country's breakup in 1991.

TERMS & NAMES

- proletariat
- Bolsheviks
- Lenin
- Rasputin
- provisional government
- soviet
- Communist Party
- Joseph Stalin

SETTING THE STAGE The Russian Revolution was like a firecracker with a very long fuse. The explosion came in 1917, yet the fuse had been burning for nearly a century. The cruel, oppressive rule of most 19th-century czars caused widespread social unrest for decades. Army officers revolted in 1825. Secret revolutionary groups plotted to overthrow the government. In 1881, revolutionaries angry over the slow pace of political change assassinated the reform-minded czar, Alexander II. Russia was heading toward a full-scale revolution.

Czars Resist Change

In 1881, Alexander III succeeded his father, Alexander II, and halted all reforms in Russia. Like his grandfather Nicholas I, Alexander III clung to the principles of autocracy, a form of government in which he had total power. Anyone who questioned the absolute authority of the czar, worshiped outside the Russian Orthodox Church, or spoke a language other than Russian was labeled dangerous.

Czars Continue Autocratic Rule To wipe out revolutionaries, Alexander III used harsh measures. He imposed strict censorship codes on published materials and written documents, including private letters. His secret police carefully watched both secondary schools and universities. Teachers had to send detailed reports on every student. Political prisoners were sent to Siberia, a remote region of eastern Russia.

To establish a uniform Russian culture, Alexander III oppressed other national groups within Russia. He made Russian the official language of the empire and forbade the use of minority languages, such as Polish, in schools. Alexander made Jews the target of persecution. A wave of pogroms—organized violence against Jews—broke out in many parts of Russia. Police and soldiers stood by and watched Russian citizens loot and destroy Jewish homes, stores, and synagogues.

When Nicholas II became czar in 1894, he continued the tradition of Russian autocracy. Unfortunately, it blinded him to the changing conditions of his times.

▼ Alexander III turned Russia into a police state, teeming with spies and informers.



TAKING NOTES

Following Chronological Order Create a time line to show major events in the changing of Russian government.

1894 1922

Russia Industrializes

Rapid industrialization changed the face of the Russian economy. The number of factories more than doubled between 1863 and 1900. Still, Russia lagged behind the industrial nations of western Europe. In the 1890s, Nicholas's most capable minister launched a program to move the country forward. To finance the buildup of Russian industries, the government sought foreign investors and raised taxes. These steps boosted the growth of heavy industry, particularly steel. By around 1900, Russia had become the world's fourth-ranking producer of steel. Only the United States, Germany, and Great Britain produced more steel.

With the help of British and French investors, work began on the world's longest continuous rail line—the Trans-Siberian Railway. Begun in 1891, the railway was not completed until 1916. It connected European Russia in the west with Russian ports on the Pacific Ocean in the east.

The Revolutionary Movement Grows Rapid industrialization stirred discontent among the people of Russia. The growth of factories brought new problems, such as grueling working conditions, miserably low wages, and child labor. The government outlawed trade unions. To try to improve their lives,

workers unhappy with their low standard of living and lack of political power organized strikes. **A**

As a result of all of these factors, several revolutionary movements began to grow and compete for power. A group that followed the views of Karl Marx successfully established a following in Russia. The Marxist revolutionaries believed that the industrial class of workers would overthrow the czar. These workers would then form “a dictatorship of the proletariat.” This meant that the **proletariat**—the workers—would rule the country.

In 1903, Russian Marxists split into two groups over revolutionary tactics. The more moderate Mensheviks (MEHN•shuh•vihks) wanted a broad base of popular support for the revolution. The more radical **Bolsheviks** (BOHL•shuh•vihks) supported a small number of committed revolutionaries willing to sacrifice everything for change.

The major leader of the Bolsheviks was Vladimir Ilyich Ulyanov (ool•YAH•nuhf). He adopted the name of **Lenin**. He had an engaging personality and was an excellent organizer. He was also ruthless. These traits would ultimately help him gain command of the Bolsheviks. In the early 1900s, Lenin fled to western Europe to avoid arrest by the czarist regime. From there he maintained contact with other Bolsheviks. Lenin then waited until he could safely return to Russia.

Crises at Home and Abroad

The revolutionaries would not have to wait long to realize their visions. Between 1904 and 1917, Russia faced a series of crises. These events showed the czar's weakness and paved the way for revolution.

The Russo-Japanese War In the late 1800s, Russia and Japan competed for control of Korea and Manchuria. The two nations signed a series of agreements over the territories,

Vocabulary

minister: person in charge of an area of government, such as finance

MAIN IDEA

Analyzing Causes

A Why did industrialization in Russia lead to unrest?

History Makers



V.I. Lenin
1870–1924

In 1887, when he was 17, Lenin's brother, Alexander, was hanged for plotting to kill the czar. Legend has it that this event turned Lenin into a revolutionary.

Though Alexander's execution influenced Lenin, he already harbored ill feelings against the government. By the early 1900s, he planned to overthrow the czar. After the revolution in 1917, Russians revered him as the “Father of the Revolution.”

Following Lenin's death in 1924, the government placed his tomb in Red Square in Moscow. His preserved body, encased in a bulletproof, glass-topped coffin, is still on display. Many Russians today, though, favor moving Lenin's corpse away from public view.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on V. I. Lenin, go to classzone.com

but Russia broke them. Japan retaliated by attacking the Russians at Port Arthur, Manchuria, in February 1904. News of repeated Russian losses sparked unrest at home and led to a revolt in the midst of the war.

Bloody Sunday: The Revolution of 1905

On January 22, 1905, about 200,000 workers and their families approached the czar's Winter Palace in St. Petersburg. They carried a petition asking for better working conditions, more personal freedom, and an elected national legislature. Nicholas II's generals ordered soldiers to fire on the crowd. More than 1,000 were wounded and several hundred were killed. Russians quickly named the event "Bloody Sunday."

Bloody Sunday provoked a wave of strikes and violence that spread across the country. In October 1905, Nicholas reluctantly promised more freedom. He approved the creation of the Duma (DOO•muh)—Russia's first parliament. The first Duma met in May 1906. Its leaders were moderates who wanted Russia to become a constitutional monarchy similar to Britain. But because he was hesitant to share his power, the czar dissolved the Duma after ten weeks.

World War I: The Final Blow In 1914, Nicholas II made the fateful decision to drag Russia into World War I. Russia was unprepared to handle the military and economic costs. Its weak generals and poorly equipped troops were no match for the German army. German machine guns mowed down advancing Russians by the thousands. Defeat followed defeat. Before a year had passed, more than 4 million Russian soldiers had been killed, wounded, or taken prisoner. As in the Russo-Japanese War, Russia's involvement in World War I revealed the weaknesses of czarist rule and military leadership.

In 1915, Nicholas moved his headquarters to the war front. From there, he hoped to rally his discouraged troops to victory. His wife, Czarina Alexandra, ran the government while he was away. She ignored the czar's chief advisers. Instead, she fell under the influence of the mysterious **Rasputin** (ras•PYOO•tih). A self-described "holy man," he claimed to have magical healing powers.

Nicholas and Alexandra's son, Alexis, suffered from hemophilia, a life-threatening disease. Rasputin seemed to ease the boy's symptoms. To show her gratitude, Alexandra allowed Rasputin to make key political decisions. He opposed reform measures and obtained powerful positions for his friends. In 1916, a group of nobles murdered Rasputin. They feared his increasing role in government affairs.

Meanwhile, on the war front Russian soldiers mutinied, deserted, or ignored orders. On the home front, food and fuel supplies were dwindling. Prices were wildly inflated. People from all classes were clamoring for change and an end to the war. Neither Nicholas nor Alexandra proved capable of tackling these enormous problems.

The March Revolution

In March 1917, women textile workers in Petrograd led a citywide strike. In the next five days, riots flared up over shortages of bread and fuel. Nearly 200,000 workers swarmed the streets shouting, "Down with the autocracy!" and "Down with the war!" At first the soldiers obeyed orders to shoot the rioters but later sided with them.



▲ Soldiers fired on unarmed workers demonstrating at the czar's Winter Palace on "Bloody Sunday."

Vocabulary

constitutional monarchy: a form of government in which a single ruler heads the state and shares authority with elected lawmakers

The Czar Steps Down The local protest exploded into a general uprising—the March Revolution. It forced Czar Nicholas II to abdicate his throne. A year later revolutionaries executed Nicholas and his family. The three-century czarist rule of the Romanovs finally collapsed. The March Revolution succeeded in bringing down the czar. Yet it failed to set up a strong government to replace his regime.

Leaders of the Duma established a **provisional government**, or temporary government. Alexander Kerensky headed it. His decision to continue fighting in World War I cost him the support of both soldiers and civilians. As the war dragged on, conditions inside Russia worsened. Angry peasants demanded land. City workers grew more radical. Socialist revolutionaries, competing for power, formed soviets. **Soviets** were local councils consisting of workers, peasants, and soldiers. In many cities, the soviets had more influence than the provisional government. **B**

Lenin Returns to Russia The Germans believed that Lenin and his Bolshevik supporters would stir unrest in Russia and hurt the Russian war effort against Germany. They arranged Lenin's return to Russia after many years of exile. Traveling in a sealed railway boxcar, Lenin reached Petrograd in April 1917.

MAIN IDEA

Making Inferences

B Why did Kerensky's decision to continue fighting the war cost him the support of the Russian people?

The Bolshevik Revolution

Lenin and the Bolsheviks soon gained control of the Petrograd soviet, as well as the soviets in other major Russian cities. By the fall of 1917, people in the cities were rallying to the call, "All power to the soviets." Lenin's slogan—"Peace, Land, and Bread"—gained widespread appeal. Lenin decided to take action.

The Provisional Government Topples In November 1917, without warning, armed factory workers stormed the Winter Palace in Petrograd. Calling themselves



the Bolshevik Red Guards, they took over government offices and arrested the leaders of the provisional government. Kerensky and his colleagues disappeared almost as quickly as the czarist regime they had replaced.

Bolsheviks in Power Within days after the Bolshevik takeover, Lenin ordered that all farmland be distributed among the peasants. Lenin and the Bolsheviks gave control of factories to the workers. The Bolshevik government also signed a truce with Germany to stop all fighting and began peace talks.

In March 1918, Russia and Germany signed the Treaty of Brest-Litovsk. Russia surrendered a large part of its territory to Germany and its allies. The humiliating terms of this treaty triggered widespread anger among many Russians. They objected to the Bolsheviks and their policies and to the murder of the royal family.

Civil War Rages in Russia The Bolsheviks now faced a new challenge—stamping out their enemies at home. Their opponents formed the White Army. The White Army was made up of very different groups. There were those groups who supported the return to rule by the czar, others who wanted democratic government, and even socialists who opposed Lenin’s style of socialism. Only the desire to defeat the Bolsheviks united the White Army. The groups barely cooperated with each other. At one point there were three White Armies fighting against the Bolsheviks’ Red Army.

The revolutionary leader, Leon Trotsky, expertly commanded the Bolshevik Red Army. From 1918 to 1920, civil war raged in Russia. Several Western nations, including the United States, sent military aid and forces to Russia to help the White Army. However, they were of little help.



▲ Red Army forces were victorious in the two-year civil war against the White Army.


Causes and Effects of Two Russian Revolutions, 1917



SKILLBUILDER: Interpreting Charts

1. **Analyzing Causes** What role did World War I play in the two revolutions?


2. **Recognizing Effects** Why were the effects of the March Revolution also causes of the Bolshevik Revolution?

Russia's civil war proved far more deadly than the earlier revolutions. Around 14 million Russians died in the three-year struggle and in the famine that followed. The destruction and loss of life from fighting, hunger, and a worldwide flu epidemic left Russia in chaos. In the end, the Red Army crushed all opposition. The victory showed that the Bolsheviks were able both to seize power and to maintain it. 

Comparing World Revolutions In its immediate and long-term effects, the Russian Revolution was more like the French Revolution than the American Revolution. The American Revolution expanded English political ideas into a constitutional government that built on many existing structures. In contrast, both the French and Russian revolutions attempted to destroy existing social and political structures. Revolutionaries in France and Russia used violence and terror to control people. France became a constitutional monarchy for a time, but the Russian Revolution established a state-controlled society that lasted for decades.

MAIN IDEA

Identifying Problems

 What problems did Lenin and the Bolsheviks face after the revolution?

Lenin Restores Order

War and revolution destroyed the Russian economy. Trade was at a standstill. Industrial production dropped, and many skilled workers fled to other countries. Lenin turned to reviving the economy and restructuring the government.

New Economic Policy In March 1921, Lenin temporarily put aside his plan for a state-controlled economy. Instead, he resorted to a small-scale version of capitalism called the New Economic Policy (NEP). The reforms under the NEP allowed peasants to sell their surplus crops instead of turning them over to the government. The government kept control of major industries, banks, and means of communication, but it let some small factories, businesses, and farms operate under private ownership. The government also encouraged foreign investment.

> Analyzing Key Concepts

Communism

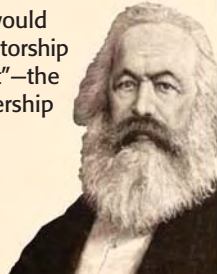
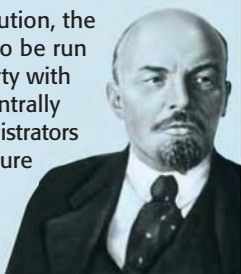
Communism is a political and economic system of organization. In theory, property is owned by the community and all citizens share in the common wealth according to their need. In practice, this was difficult to achieve.

German philosopher Karl Marx saw communism as the end result of an essential historical process. Russian revolutionary Vladimir Lenin built on Marx's theories and sought ways of applying those theories. Ultimately, however, Lenin's communist state—the Union of Soviet Socialist Republics (USSR)—became a one-party, totalitarian system. This chart compares how Marx and Lenin viewed communism.

SKILLBUILDER: Interpreting Charts

Comparing and Contrasting *How did Lenin's ideas about communism differ from those of Marx?*

Evolution of Communist Thought

Marx	Lenin
<ul style="list-style-type: none"> History was the story of class struggle. 	<ul style="list-style-type: none"> History was the story of class struggle.
<ul style="list-style-type: none"> The struggle Marx saw was between capitalists and the proletariat, or the workers. 	<ul style="list-style-type: none"> The struggle Lenin saw was capitalists against the proletariat and the peasants.
<ul style="list-style-type: none"> The proletariat's numbers would become so great and their condition so poor that a spontaneous revolution would occur. 	<ul style="list-style-type: none"> The proletariat and the peasants were not capable of leading a revolution and needed the guidance of professional revolutionaries.
<ul style="list-style-type: none"> The revolution would end with a "dictatorship of the proletariat"—the communal ownership of wealth. 	<ul style="list-style-type: none"> After the revolution, the state needed to be run by a single party with disciplined, centrally directed administrators in order to ensure its goals. 

Thanks partly to the new policies and to the peace that followed the civil war, the country slowly recovered. By 1928, Russia's farms and factories were producing as much as they had before World War I.

Political Reforms Bolshevik leaders saw nationalism as a threat to unity and party loyalty. To keep nationalism in check, Lenin organized Russia into several self-governing republics under the central government. In 1922, the country was named the Union of Soviet Socialist Republics (USSR), in honor of the councils that helped launch the Bolshevik Revolution. **D**

MAIN IDEA
Summarizing
D How did the Communist government prevent nationalism from threatening the new state created by the revolution?

The Bolsheviks renamed their party the **Communist Party**. The name came from the writings of Karl Marx. He used the word *communism* to describe the classless society that would exist after workers had seized power. In 1924, the Communists created a constitution based on socialist and democratic principles. In reality, the Communist Party held all the power. Lenin had established a dictatorship of the Communist Party, not "a dictatorship of the proletariat," as Marx had promoted.

Stalin Becomes Dictator

Lenin suffered a stroke in 1922. He survived, but the incident set in motion competition for heading up the Communist Party. Two of the most notable men were Leon Trotsky and **Joseph Stalin**. Stalin was cold, hard, and impersonal. During his early days as a Bolshevik, he changed his name to Stalin, which means "man of steel" in Russian. The name fit well.

Stalin began his ruthless climb to the head of the government between 1922 and 1927. In 1922, as general secretary of the Communist Party, he worked behind the scenes to move his supporters into positions of power. Lenin believed that Stalin was a dangerous man. Shortly before he died in 1924, Lenin wrote, "Comrade Stalin . . . has concentrated enormous power in his hands, and I am not sure that he always knows how to use that power with sufficient caution." By 1928, Stalin was in total command of the Communist Party. Trotsky, forced into exile in 1929, was no longer a threat. Stalin now stood poised to wield absolute power as a dictator.

SECTION

1

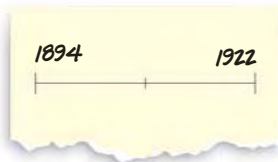
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- proletariat • Bolsheviks • Lenin • Rasputin • provisional government • soviet • Communist Party • Joseph Stalin

USING YOUR NOTES

2. Which event on your time line caused the deaths of 14 million Russians?



MAIN IDEAS

3. How did World War I help to bring about the Russian Revolution?
4. What groups made up the Red Army and the White Army?
5. Why did the Bolsheviks rename their party the Communist Party?

CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** How did the czar's autocratic policies toward the people lead to social unrest?
7. **EVALUATING DECISIONS** What do you think were Czar Nicholas II's worst errors in judgment during his rule?
8. **FORMING OPINIONS** Which of the events during the last phase of czarist rule do you think was most responsible for the fall of the czar?
9. **WRITING ACTIVITY** **REVOLUTION** Write a paragraph **analysis** of Lenin's leadership in the success of the Bolshevik Revolution.

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to visit Lenin's Tomb in Red Square in Moscow. Write an **evaluation** of the Web site.

INTERNET KEYWORD
Lenin's mausoleum

Totalitarianism

CASE STUDY: Stalinist Russia

MAIN IDEA

POWER AND AUTHORITY After Lenin died, Stalin seized power and transformed the Soviet Union into a totalitarian state.

WHY IT MATTERS NOW

More recent dictators have used Stalin's tactics for seizing total control over individuals and the state.

TERMS & NAMES

- totalitarianism
- Five-Year Plan
- Great Purge
- collective farm
- command economy

SETTING THE STAGE Stalin, Lenin's successor, dramatically transformed the government of the Soviet Union. Stalin was determined that the Soviet Union should find its place both politically and economically among the most powerful of nations in the world. Using tactics designed to rid himself of opposition, Stalin worked to establish total control of all aspects of life in the Soviet Union. He controlled not only the government, but also the economy and many aspects of citizens' private lives.

TAKING NOTES

Categorizing Create a chart listing examples of methods of control used in the Soviet Union.

Methods of control	Example
1.	
2.	
3.	
4.	

A Government of Total Control

The term **totalitarianism** describes a government that takes total, centralized, state control over every aspect of public and private life. Totalitarian leaders appear to provide a sense of security and to give a direction for the future. In the 20th century, the widespread use of mass communication made it possible to reach into all aspects of citizens' lives.

A dynamic leader who can build support for his policies and justify his actions heads most totalitarian governments. Often the leader utilizes secret police to crush opposition and create a sense of fear among the people. No one is exempt from suspicion or accusations that he or she is an enemy of the state.

Totalitarianism challenges the highest values prized by Western democracies—reason, freedom, human dignity, and the worth of the individual. As the chart on the next page shows, all totalitarian states share basic characteristics.

To dominate an entire nation, totalitarian leaders devised methods of control and persuasion. These included the use of terror, indoctrination, propaganda, censorship, and religious or ethnic persecution.

Police Terror Dictators of totalitarian states use terror and violence to force obedience and to crush opposition. Normally, the police are expected to respond to criminal activity and protect the citizens. In a totalitarian state, the police serve to enforce the central government's policies. They may do this by spying on the citizens or by intimidating them. Sometimes they use brutal force and even murder to achieve their goals.

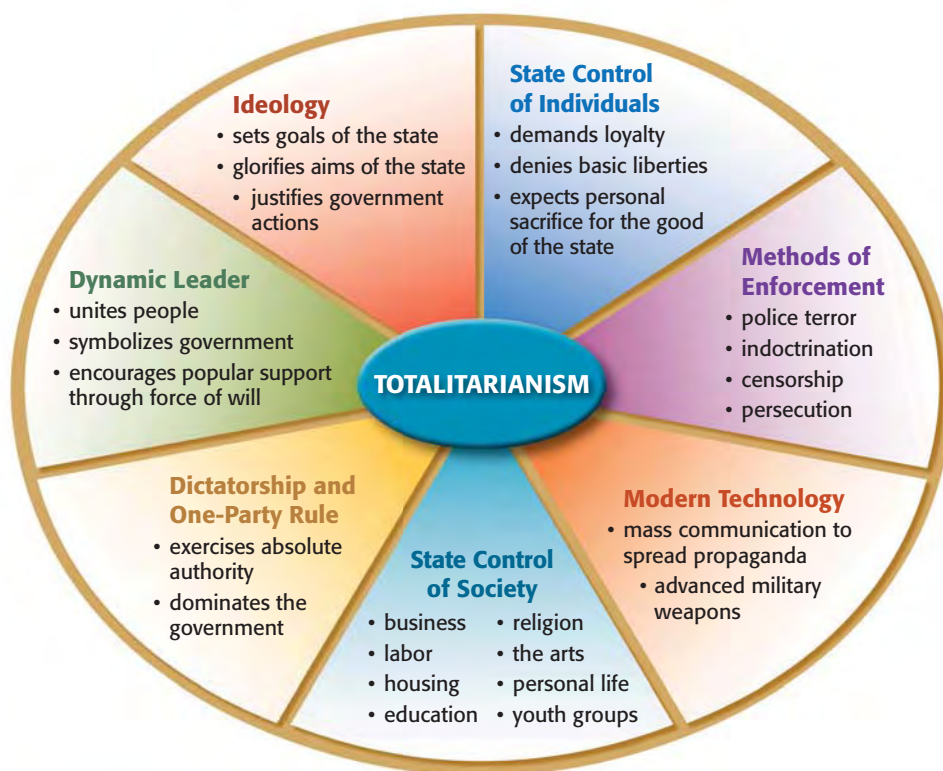
Indoctrination Totalitarian states rely on indoctrination—instruction in the government's beliefs—to mold people's minds. Control of education is absolutely essential to glorify the leader and his policies and to convince all citizens that their

Totalitarianism

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

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

Key Traits of Totalitarianism



Fear of Totalitarianism

George Orwell illustrated the horrors of a totalitarian government in his novel, *1984*. The novel depicts a world in which personal freedom and privacy have vanished. It is a world made possible through modern technology. Even citizens' homes have television cameras that constantly survey their behavior.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on totalitarianism, go to classzone.com

> DATA FILE

Totalitarian leaders in the 20th century

- Adolf Hitler (Germany) 1933–1945
- Benito Mussolini (Italy) 1925–1943
- Joseph Stalin (Soviet Union) 1929–1953
- Kim IL Sung (North Korea) 1948–1994
- Saddam Hussein (Iraq) 1979–2003

State Terror

- The two most infamous examples of state terror in the 20th century were in Nazi Germany and Stalinist Russia.
- An estimated 12.5–20 million people were killed in Nazi Germany.
- An estimated 8–20 million people were killed in Stalinist Russia.

Totalitarianism Today

- There are many authoritarian regimes in the world, but there are very few actual totalitarian governments. In 2000, one monitoring agency identified five totalitarian regimes—Afghanistan, Cuba, North Korea, Laos, and Vietnam.

Connect to Today

1. Synthesizing How does a totalitarian state attempt to make citizens obey its rules?



See Skillbuilder Handbook, page R21.

2. Hypothesizing How would your life change if you lived in a totalitarian state?



▲ Members of a Russian youth group called Young Communists line up for a parade. Notice the picture of Stalin in the background.

unconditional loyalty and support are required. Indoctrination begins with very young children, is encouraged by youth groups, and is strongly enforced by schools.

Propaganda and Censorship Totalitarian states spread propaganda, biased or incomplete information used to sway people to accept certain beliefs or actions. Control of all mass media allows this to happen. No publication, film, art, or music is allowed to exist without the permission of the state. Citizens are surrounded with false information that appears to be true. Suggesting that the information is incorrect is considered an act of treason and severely punished. Individuals who dissent must retract their work or they are imprisoned or killed.

Religious or Ethnic Persecution Totalitarian leaders often create “enemies of the state” to blame for things that go wrong. Frequently these enemies are members of religious or ethnic groups. Often these groups are easily identified and are subjected to campaigns of terror and violence. They may be forced to live in certain areas or are subjected to rules that apply only to them. **A**

MAIN IDEA

Evaluating Courses of Action

A Of the weapons of totalitarianism, which allows the most long-term control?

CASE STUDY: Stalinist Russia

Stalin Builds a Totalitarian State

Stalin aimed to create a perfect Communist state in Russia. To realize his vision, Stalin planned to transform the Soviet Union into a totalitarian state. He began building his totalitarian state by destroying his enemies—real and imagined.

Police State Stalin built a police state to maintain his power. Stalin’s secret police used tanks and armored cars to stop riots. They monitored telephone lines, read mail, and planted informers everywhere. Even children told authorities about disloyal remarks they heard at home. Every family came to fear the knock on the door in the early morning hours, which usually meant the arrest of a family member. The secret police arrested and executed millions of so-called traitors.

In 1934, Stalin turned against members of the Communist Party. In 1937, he launched the **Great Purge**, a campaign of terror directed at eliminating anyone who threatened his power. Thousands of old Bolsheviks who helped stage the Revolution in 1917 stood trial. They were executed or sent to labor camps for “crimes against the Soviet state.” When the Great Purge ended in 1938, Stalin had gained total control of the Soviet government and the Communist Party. Historians estimate that during this time he was responsible for 8 million to 13 million deaths. **B**

Russian Propaganda and Censorship Stalin’s government controlled all newspapers, motion pictures, radio, and other sources of information. Many Soviet writers, composers, and other artists also fell victim to official censorship. Stalin would not tolerate individual creativity that did not conform to the views of the state. Soviet newspapers and radio broadcasts glorified the achievements of communism, Stalin, and his economic programs.

Under Stalin, the arts also were used for propaganda. In 1930, an editorial in the Communist Party newspaper *Pravda* explained the purpose of art: “Literature, the

MAIN IDEA

Recognizing Effects

B How would the actions of the Great Purge increase Stalin’s power?

cinema, the arts are levers in the hands of the proletariat which must be used to show the masses positive models of initiative and heroic labor.”

Education and Indoctrination Under Stalin, the government controlled all education from nursery schools through the universities. Schoolchildren learned the virtues of the Communist Party. College professors and students who questioned the Communist Party’s interpretations of history or science risked losing their jobs or faced imprisonment. Party leaders in the Soviet Union lectured workers and peasants on the ideals of communism. They also stressed the importance of sacrifice and hard work to build the Communist state. State-supported youth groups trained future party members.

Religious Persecution Communists aimed to replace religious teachings with the ideals of communism. Under Stalin, the government and the League of the Militant Godless, an officially sponsored group of atheists, spread propaganda attacking religion. “Museums of atheism” displayed exhibits to show that religious beliefs were mere superstitions. Yet many people in the Soviet Union still clung to their faiths.

The Russian Orthodox Church was the main target of persecution. Other religious groups also suffered greatly. The police destroyed magnificent churches and synagogues, and many religious leaders were killed or sent to labor camps.

Achieving the perfect Communist state came at a tremendous cost to Soviet citizens. Stalin’s total control of society eliminated personal rights and freedoms in favor of the power of the state.

Stalin Seizes Control of the Economy

As Stalin began to gain complete control of society, he was setting plans in motion to overhaul the economy. He announced, “We are fifty or a hundred years behind the advanced countries. We must make good this distance in ten years.” In 1928 Stalin’s plans called for a **command economy**, a system in which the government made all economic decisions. Under this system, political leaders identify the country’s economic needs and determine how to fulfill them.

An Industrial Revolution Stalin outlined the first of several **Five-Year Plans** for the development of the Soviet Union’s economy. The Five-Year Plans set impossibly high quotas, or numerical goals, to increase the output of steel, coal, oil, and electricity. To reach these targets, the government limited production of consumer goods. As a result, people faced severe shortages of housing, food, clothing, and other necessary goods.

Stalin’s tough methods produced impressive economic results. Although most of the targets of the first Five-Year Plan fell short, the Soviets made substantial gains. (See the graphs on page 878 for coal and steel production.) A second plan, launched in 1933, proved equally successful. From 1928 to 1937, industrial production of steel increased more than 25 percent.

Vocabulary

atheists: people who do not think there is a god

History Makers



Joseph Stalin
1879–1953

Stalin was born in bitter poverty in Georgia, a region in southern Russia. Unlike the well-educated and cultured Lenin, Stalin was rough and crude.


Stalin tried to create a myth that he was the country’s father and savior. Stalin glorified himself as the symbol of the nation. He encouraged people to think of him as “The Greatest Genius of All Times and Peoples.”

Many towns, factories, and streets in the Soviet Union were named for Stalin. A new metal was called Stalinite. An orchid was named Stalinchid. Children standing before their desks every morning said, “Thank Comrade Stalin for this happy life.”

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create a Web page on Joseph Stalin. Include pictures and a time line of his rule in the USSR. Go to classzone.com for your research.


An Agricultural Revolution In 1928, the government began to seize over 25 million privately owned farms in the USSR. It combined them into large, government-owned farms, called **collective farms**. Hundreds of families worked on these farms, called collectives, producing food for the state. The government expected that the modern machinery on the collective farms would boost food production and reduce the number of workers. Resistance was especially strong among kulaks, a class of wealthy peasants. The Soviet government decided to eliminate them.

Peasants actively fought the government's attempt to take their land. Many killed livestock and destroyed crops in protest. Soviet secret police herded peasants onto collective farms at the point of a bayonet. Between 5 million and 10 million peasants died as a direct result of Stalin's agricultural revolution. By 1938, more than 90 percent of all peasants lived on collective farms. As you see in the charts below, agricultural production was on the upswing. That year the country produced almost twice the wheat than it had in 1928 before collective farming. 

In areas where farming was more difficult, the government set up state farms. These state farms operated like factories. The workers received wages instead of a share of the profits. These farms were much larger than collectives and mostly produced wheat.

MAIN IDEA

Clarifying

 What methods did Stalin use to bring agriculture under state control?

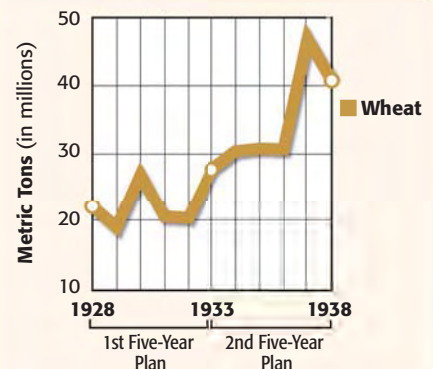
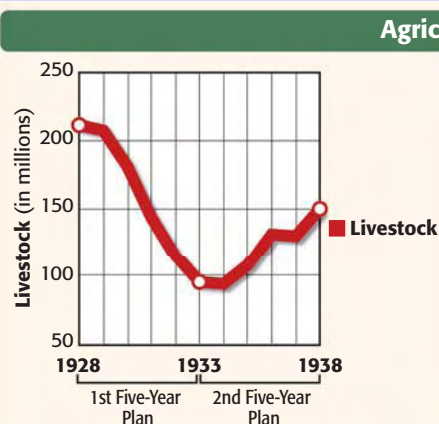
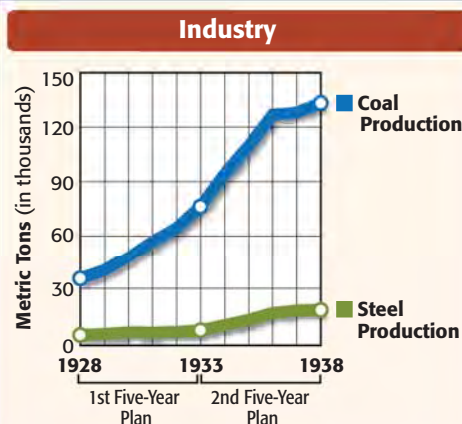
Daily Life Under Stalin

Stalin's totalitarian rule revolutionized Soviet society. Women's roles greatly expanded. People became better educated and mastered new technical skills. The dramatic changes in people's lives, came at great cost. Soviet citizens found their personal freedoms limited, consumer goods in short supply, and dissent prohibited.

Stalin's economic plans created a high demand for many skilled workers. University and technical training became the key to a better life. As one young man explained, "If a person does not want to become a collective farmer or just a cleaning woman, the only means you have to get something is through education."

Women Gain Rights The Bolshevik Revolution of 1917 declared men and women equal. Laws were passed to grant women equal rights. After Stalin became dictator, women helped the state-controlled economy prosper. Under his Five-Year

The Buildup of the Soviet Economy, 1928–1938



Source: *European Historical Statistics*

SKILLBUILDER: Interpreting Graphs

- Clarifying** How many more metric tons of coal were produced in 1938 than in 1928?
- Drawing Conclusions** What do the graphs show about the contrast between the progress of industry and agriculture production under Stalin's first Five-Year Plan?

Plans, they had no choice but to join the labor force. The state provided child care for all working mothers. Some young women performed the same jobs as men. Millions of women worked in factories and in construction. However, men continued to hold the best jobs.

Given new educational opportunities, women prepared for careers in engineering and science. Medicine, in particular, attracted many women. By 1950, they made up 75 percent of Soviet doctors.

MAIN IDEA

Summarizing

D How did daily life under Stalin's rule change the lives of women in the Soviet Union?

Soviet women paid a heavy price for their rising status in society. Besides having full-time jobs, they were responsible for housework and child care. Motherhood is considered a patriotic duty in totalitarian regimes. Soviet women were expected to provide the state with future generations of loyal, obedient citizens. **D**

Total Control Achieved

By the mid-1930s, Stalin had forcibly transformed the Soviet Union into a totalitarian regime and an industrial and political power. He stood unopposed as dictator and maintained his authority over the Communist Party. Stalin would not tolerate individual creativity. He saw it as a threat to the conformity and obedience required of citizens in a totalitarian state. He ushered in a period of total social control and rule by terror, rather than constitutional government.

Like Russia, China would fall under the influence of Karl Marx's theories and Communist beliefs. The dynamic leader Mao Zedong would pave the way for transforming China into a totalitarian Communist state, as you will read in Section 3.

Social History



Ukrainian Kulaks

The kulaks in Ukraine (shown above) fiercely resisted collectivization. They murdered officials, torched the property of the collectives, and burned their own crops and grain in protest.

Recognizing the threat kulaks posed to his policies, Stalin declared that they should "liquidate kulaks as a class." The state took control of kulak land and equipment, and confiscated stores of food and grain. More than 3 million Ukrainians were shot, exiled, or imprisoned. Some 6 million people died in the government-engineered famine that resulted from the destruction of crops and animals. By 1935, the kulaks had been eliminated.

SECTION

2

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- totalitarianism
- Great Purge
- command economy
- Five-Year Plans
- collective farm

USING YOUR NOTES

2. Which of the methods of control do you think was most influential in maintaining Stalin's power? Why?

Methods of control	Example
1.	
2.	
3.	
4.	

MAIN IDEAS

3. What are the key traits of a totalitarian state?
4. What are some ways totalitarian rulers keep their power?
5. How did the Soviet economy change under the direction of Stalin?

CRITICAL THINKING & WRITING

6. **CONTRASTING** How do totalitarian states and constitutional governments differ?
7. **SUMMARIZING** Summarize Joseph Stalin's rise to power and how his control expanded.
8. **EVALUATING COURSES OF ACTION** Were the Five-Year plans the best way to move the Soviet economy forward? Explain.
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** As an industrial worker, a female doctor, a Russian Orthodox priest, or a Communist Party member, write a **journal entry** about your life under Stalin.

CONNECT TO TODAY Graphing Russia's Economy

Research Russia's industrial and agricultural production in the last 10 years. Create a series of **graphs** similar to those found on page 878.

Propaganda

You have read how a totalitarian government can use propaganda to support its goals. These pages show three examples of visual propaganda from the Soviet Union—low-cost posters, traditional painting, and altered photographs.

Posters were mass produced and placed in very visible areas. They were constant reminders of Communist policy and guides for proper thought. Artists were required to paint scenes that supported and glorified the Communist Party. Even photographs were altered if they contained individuals who had fallen out of favor with the party leadership.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on propaganda, go to **classzone.com**



Woman Worker Poster ▲

A translation of this poster says, "What the October Revolution has given to working and peasant women." The woman is pointing to buildings such as a library, a worker's club, and a school for adults.



◀ Factory Poster

"Help build the gigantic factories." This poster advertises a state loan for the building of large factories. Developing heavy industry was an important goal in the early days of the Soviet Union.

▼ Painting

In this painting the central figure, Communist leader Joseph Stalin, is greeted enthusiastically. The expressions of the diverse and happy crowd imply not only that Stalin has broad support, but that he is worshiped as well.



▼ Altered Photographs

Stalin attempted to enhance his legacy and erase his rivals from history by extensively altering photographs as this series shows.



1 The original photograph was taken in 1926 and showed, from left to right, Nikolai Antipov, Stalin, Sergei Kirov, and Nikolai Shvernik.


2 This altered image appeared in a 1949 biography of Stalin. Why Shvernik was removed is unclear—he was head of the Central Committee of the Communist Party until Stalin's death in 1954. Antipov, however, was arrested during Stalin's purge and executed in 1941.

3 This heroic oil painting by Isaak Brodsky is based on the original photograph, but only Stalin is left. Kirov was assassinated in 1934 by a student, but the official investigation report has never been released. Stalin did fear Kirov's popularity and considered him a threat to his leadership.



Connect to Today

1. Forming and Supporting Opinions Of the examples on this page, which do you think would have been most effective as propaganda? Why?

 See Skillbuilder Handbook, page R20.

2. Comparing and Contrasting What are the similarities and differences between propaganda and modern advertising campaigns? Support your answer with examples.



Imperial China Collapses

MAIN IDEA

REVOLUTION After the fall of the Qing dynasty, nationalist and Communist movements struggled for power.

WHY IT MATTERS NOW

The seeds of China's late-20th-century political thought, communism, were planted at this time.

TERMS & NAMES

- Kuomintang
- Sun Yixian
- May Fourth Movement
- Mao Zedong
- Jiang Jieshi
- Long March

SETTING THE STAGE In the early 1900s, China was ripe for revolution. China had faced years of humiliation at the hands of outsiders. Foreign countries controlled its trade and economic resources. Many Chinese believed that modernization and nationalism held the country's keys for survival. They wanted to build up the army and navy, to construct modern factories, and to reform education. Yet others feared change. They believed that China's greatness lay in its traditional ways.

TAKING NOTES

Comparing and Contrasting Make a chart to compare and contrast the actions of Jiang Jieshi and Mao Zedong in controlling China.

Jiang	Mao
1.	1.
2.	2.
3.	3.

Nationalists Overthrow Qing Dynasty

Among the groups pushing for modernization and nationalization was the **Kuomintang** (KWOH•mihn•TANG), or the Nationalist Party. Its first great leader was **Sun Yixian** (soon yee•shyahn). In 1911, the Revolutionary Alliance, a forerunner of the Kuomintang, succeeded in overthrowing the last emperor of the Qing dynasty. The Qing had ruled China since 1644.

Shaky Start for the New Republic In 1912, Sun became president of the new Republic of China. Sun hoped to establish a modern government based on the “Three Principles of the People”: (1) nationalism—an end to foreign control, (2) people's rights—democracy, and (3) people's livelihood—economic security for all Chinese. Sun Yixian considered nationalism vital. He said, “The Chinese people . . . do not have national spirit. Therefore even though we have four hundred million people gathered together in one China, in reality, they are just a heap of loose sand.” Despite his lasting influence as a revolutionary leader, Sun lacked the authority and military support to secure national unity.

Sun turned over the presidency to a powerful general, Yuan Shikai, who quickly betrayed the democratic ideals of the revolution. His actions sparked local revolts. After the general died in 1916, civil war broke out. Real authority fell into the hands of provincial warlords or powerful military leaders. They ruled territories as large as their armies could conquer.

▼ Sun Yixian led the overthrow of the last Chinese emperor.



World War I Spells More Problems In 1917, the government in Beijing, hoping for an Allied victory, declared war against Germany. Some leaders mistakenly believed that for China's participation the thankful Allies would return control of Chinese territories that had previously belonged to Germany. However, under the Treaty of Versailles, the Allied leaders gave Japan those territories.

When news of the Treaty of Versailles reached China, outrage swept the country. On May 4, 1919, over 3,000 angry students gathered in the center of Beijing. The demonstrations spread to other cities and exploded into a national movement. It was called the **May Fourth Movement**. Workers, shopkeepers, and professionals joined the cause. Though not officially a revolution, these demonstrations showed the Chinese people's commitment to the goal of establishing a strong, modern nation. Sun Yixian and members of the Kuomintang also shared the aims of the movement. But they could not strengthen central rule on their own. Many young Chinese intellectuals turned against Sun Yixian's belief in Western democracy in favor of Lenin's brand of Soviet communism. **A**

MAIN IDEA

Identifying Problems

A What problems did the new Republic of China face?

The Communist Party in China

In 1921, a group met in Shanghai to organize the Chinese Communist Party. **Mao Zedong** (MOW dzuh•dahng), an assistant librarian at Beijing University, was among its founders. Later he would become China's greatest revolutionary leader.

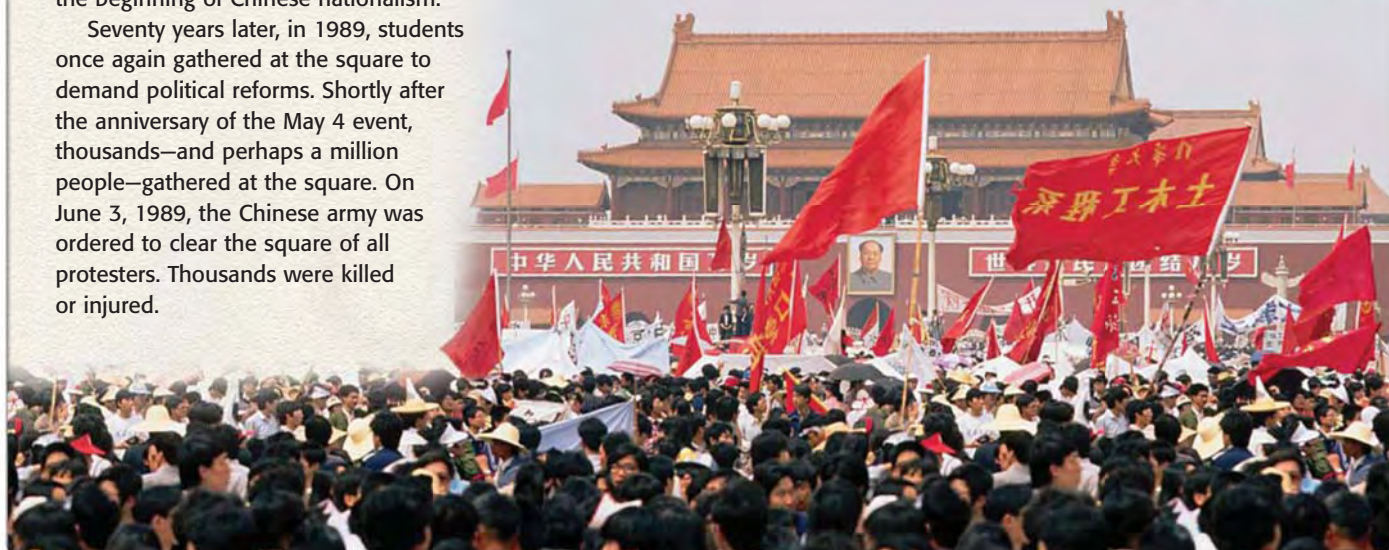
Mao Zedong had already begun to develop his own brand of communism. Lenin had based his Marxist revolution on his organization in Russia's cities. Mao envisioned a different setting. He believed he could bring revolution to a rural country

Connect to Today

Tiananmen Square

In Tiananmen Square, the Gate of Heavenly Peace was the site of many political activities during the 20th century. Early in the century, May 4, 1919, thousands of students gathered there to protest the terms of the Versailles Treaty. (upper right). The May Fourth Movement was born that day. The movement marks the beginning of Chinese nationalism.

Seventy years later, in 1989, students once again gathered at the square to demand political reforms. Shortly after the anniversary of the May 4 event, thousands—and perhaps a million people—gathered at the square. On June 3, 1989, the Chinese army was ordered to clear the square of all protesters. Thousands were killed or injured.



where the peasants could be the true revolutionaries. He argued his point passionately in 1927:

PRIMARY SOURCE **B**

The force of the peasantry is like that of the raging winds and driving rain. It is rapidly increasing in violence. No force can stand in its way. The peasantry will tear apart all nets which bind it and hasten along the road to liberation. They will bury beneath them all forces of imperialism, militarism, corrupt officialdom, village bosses and evil gentry.

MAO ZEDONG, quoted in *Chinese Communism and the Rise of Mao*

MAIN IDEA

Analyzing Primary Sources

B What forces does Mao identify as those that the peasants will overcome?

Lenin Befriends China While the Chinese Communist Party was forming, Sun Yixian and his Nationalist Party set up a government in south China. Like the Communists, Sun became disillusioned with the Western democracies that refused to support his struggling government. Sun decided to ally the Kuomintang with the newly formed Communist Party. He hoped to unite all the revolutionary groups for common action.

Lenin seized the opportunity to help China's Nationalist government. In 1923, he sent military advisers and equipment to the Nationalists in return for allowing the Chinese Communists to join the Kuomintang.

Peasants Align with the Communists After Sun Yixian died in 1925, **Jiang Jieshi** (jee•ahng jee•shee), formerly called Chiang Kai-shek, headed the Kuomintang. Jiang was the son of a middle-class merchant. Many of Jiang's followers were bankers and businesspeople. Like Jiang, they feared the Communists' goal of creating a socialist economy modeled after the Soviet Union's.

Jiang had promised democracy and political rights to all Chinese. Yet his government became steadily less democratic and more corrupt. Most peasants believed that Jiang was doing little to improve their lives. As a result, many peasants threw their support to the Chinese Communist Party. To enlist the support of the peasants, Mao divided land that the Communists won among the local farmers.

Nationalists and Communists Clash At first, Jiang put aside his differences with the Communists. Together Jiang's Nationalist forces and the Communists successfully fought the warlords. Soon afterward, though, he turned against the Communists.

In April 1927, Nationalist troops and armed gangs moved into Shanghai. They killed many Communist leaders and trade union members in the city streets. Similar killings took place in other cities. The Nationalists nearly wiped out the Chinese Communist Party.

In 1928, Jiang became president of the Nationalist Republic of China. Great Britain and the United States both formally recognized the new government. Because of the slaughter of Communists at Shanghai, the Soviet Union did not. Jiang's treachery also had long-term effects. The Communists' deep-seated rage over the massacre erupted in a civil war that would last until 1949.

Civil War Rages in China

By 1930, Nationalists and Communists were fighting a bloody civil war. Mao and other Communist leaders established themselves in the hills of south-central China. Mao referred to this tactic of taking his revolution to the countryside as "swimming in the peasant sea." He recruited the peasants to join his Red Army. He then trained them in guerrilla warfare. Nationalists attacked the Communists repeatedly but failed to drive them out.

The Long March In 1933, Jiang gathered an army of at least 700,000 men. Jiang's army then surrounded the Communists' mountain stronghold. Outnumbered, the



▲ Jiang Jieshi and the Nationalist forces united China under one government in 1928.

The Long March

The Long March of the Chinese Communists from the south of China to the caves of Shaanxi [shahn-shee] in the north is a remarkable story. The march covered 6,000 miles, about the distance from New York to San Francisco and back again. They crossed miles of swampland. They slept sitting up, leaning back-to-back in pairs, to keep from sinking into the mud and drowning. In total, the Communists crossed 18 mountain ranges and 24 rivers in their yearlong flight from the Nationalist forces.

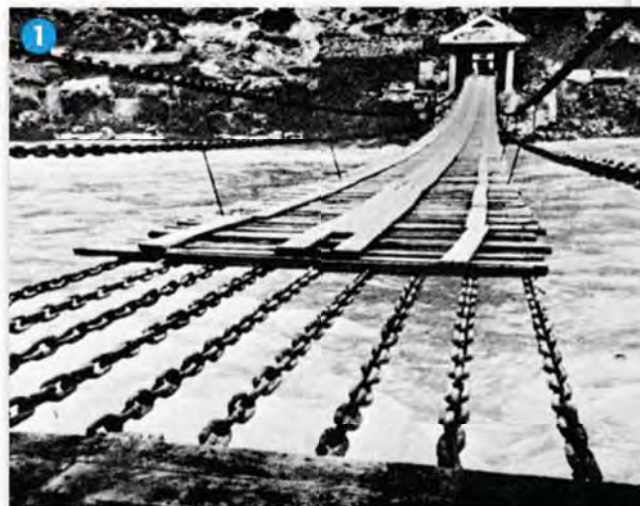
The Long March, 1934–1935



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Movement** What was the course of the Long March, in terms of direction, beginning in Ruijin and ending near Yan'an?
- 2. Movement** Why didn't Mao's forces move west or south?

▼ In one of the more daring and difficult acts of the march, the Red Army crossed a bridge of iron chains whose planks had been removed.



▼ The Red Army had to cross the Snowy Mountains, some of the highest in the world. Every man carried enough food and fuel to last for ten days. They marched six to seven hours a day.



◀ After finally arriving at the caves in Shaanxi, Mao declared, "If we can survive all this, we can survive everything. This is but the first stage of our Long March. The final stage leads to Peking [Beijing]!"



▲ A Japanese landing party approaches the Chinese mainland. The invasion forced Mao and Jiang to join forces to fight the Japanese.

Communist Party leaders realized that they faced defeat. In a daring move, 100,000 Communist forces fled. They began a hazardous, 6,000-mile-long journey called the **Long March**. Between 1934 and 1935, the Communists kept only a step ahead of Jiang's forces. Thousands died from hunger, cold, exposure, and battle wounds.

Finally, after a little more than a year, Mao and the seven or eight thousand Communist survivors settled in caves in northwestern China. There they gained new followers. Meanwhile, as civil war

between Nationalists and Communists raged, Japan invaded China. **C**

Civil War Suspended In 1931, as Chinese fought Chinese, the Japanese watched the power struggles with rising interest. Japanese forces took advantage of China's weakening situation. They invaded Manchuria, an industrialized province in the northeast part of China.

In 1937, the Japanese launched an all-out invasion of China. Massive bombings of villages and cities killed thousands of Chinese. The destruction of farms caused many more to die of starvation. By 1938, Japan held control of a large part of China.

The Japanese threat forced an uneasy truce between Jiang's and Mao's forces. The civil war gradually ground to a halt as Nationalists and Communists temporarily united to fight the Japanese. The National Assembly further agreed to promote changes outlined in Sun Yixian's "Three Principles of the People"—nationalism, democracy, and people's livelihood. As you will learn in Section 4, similar principles were also serving as a guiding force in India and Southwest Asia.

MAIN IDEA

Recognizing Effects

C What were the results of the Long March?

SECTION

3

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

• Kuomintang • Sun Yixian • May Fourth Movement • Mao Zedong • Jiang Jieshi • Long March

USING YOUR NOTES

2. Whose reforms had a greater appeal to the peasants? Why?

Jiang	Mao
1.	1.
2.	2.
3.	3.

MAIN IDEAS

- How did the Treaty of Versailles trigger the May Fourth Movement?
- How was Mao's vision of communism different from that of Lenin?
- What started the civil war in China?

CRITICAL THINKING & WRITING

- RECOGNIZING EFFECTS** What influence did foreign nations have on China from 1912 to 1938?
- ANALYZING CAUSES** What caused the Communist revolutionary movement in China to gain strength?
- HYPOTHESIZING** If the Long March had failed, do you think the Nationalist party would have been successful in uniting the Chinese? Why or why not?
- WRITING ACTIVITY** **REVOLUTION** Write a series of **interview questions** you would pose to Sun Yixian, Mao Zedong, and Jiang Jieshi.

CONNECT TO TODAY REPORTING ON CURRENT EVENTS

Research the selection of the newest Communist Party leader of China. Write a brief **report** identifying that person and explaining how this new leader got into office.



Nationalism in India and Southwest Asia

MAIN IDEA

EMPIRE BUILDING Nationalism triggered independence movements to overthrow colonial powers.

WHY IT MATTERS NOW

These independent nations—India, Turkey, Iran, and Saudi Arabia—are key players on the world stage today.

TERMS & NAMES

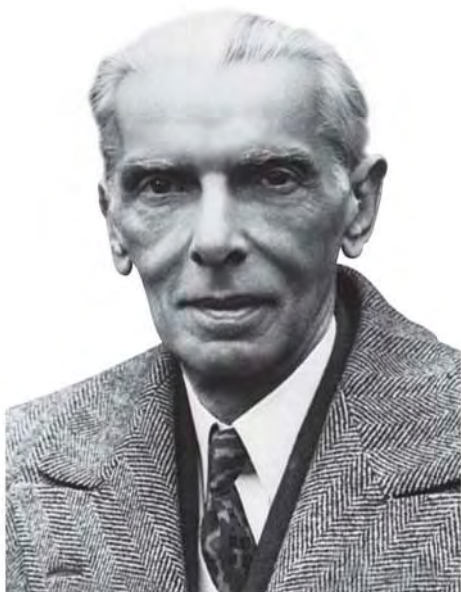
- Rowlatt Acts
- Amritsar Massacre
- Mohandas K. Gandhi
- civil disobedience
- Salt March
- Mustafa Kemal

SETTING THE STAGE As you learned in Chapter 29, the end of World War I broke up the Ottoman Empire. The British Empire, which controlled India, began to show signs of cracking. The weakening of these empires stirred nationalist activity in India, Turkey, and some Southwest Asian countries. Indian nationalism had been growing since the mid-1800s. Many upper-class Indians who attended British schools learned European views of nationalism and democracy. They began to apply these political ideas to their own country.

Indian Nationalism Grows

Two groups formed to rid India of foreign rule: the primarily Hindu Indian National Congress, or Congress Party, in 1885, and the Muslim League in 1906. Though deep divisions existed between Hindus and Muslims, they found common ground. They shared the heritage of British rule and an understanding of democratic ideals. These two groups both worked toward the goal of independence from the British.

▼ Ali Jinnah, leader of the Muslim League of India, fought for Indian independence from Great Britain.



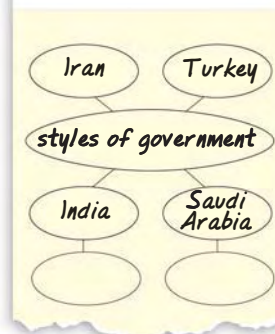
World War I Increases Nationalist Activity Until World War I, the vast majority of Indians had little interest in nationalism. The situation changed as over a million Indians enlisted in the British army. In return for their service, the British government promised reforms that would eventually lead to self-government.

In 1918, Indian troops returned home from the war. They expected Britain to fulfill its promise. Instead, they were once again treated as second-class citizens. Radical nationalists carried out acts of violence to show their hatred of British rule. To curb dissent, in 1919 the British passed the **Rowlatt Acts**. These laws allowed the government to jail protesters without trial for as long as two years. To Western-educated Indians, denial of a trial by jury violated their individual rights.

Amritsar Massacre To protest the Rowlatt Acts, around 10,000 Hindus and Muslims flocked to Amritsar, a major city in the Punjab, in the spring of 1919. At a huge festival in an enclosed square, they intended to fast and pray and to listen to political


TAKING NOTES

Categorizing Create a web diagram identifying the styles of government adopted by nations in this section.




speeches. The demonstration, viewed as a nationalist outburst, alarmed the British. They were especially concerned about the alliance of Hindus and Muslims.

Most people at the gathering were unaware that the British government had banned public meetings. However, the British commander at Amritsar believed they were openly defying the ban. He ordered his troops to fire on the crowd without warning. The shooting in the enclosed courtyard continued for ten minutes. Official reports showed nearly 400 Indians died and about 1,200 were wounded. Others estimate the numbers were higher.

News of the slaughter, called the **Amritsar Massacre**, sparked an explosion of anger across India. Almost overnight, millions of Indians changed from loyal British subjects into nationalists. These Indians demanded independence. 

MAIN IDEA

Recognizing Effects

 What changes resulted from the Amritsar massacre?

Gandhi's Tactics of Nonviolence

The massacre at Amritsar set the stage for **Mohandas K. Gandhi** (GAHN•dee) to emerge as the leader of the independence movement. Gandhi's strategy for battling injustice evolved from his deeply religious approach to political activity. His teachings blended ideas from all of the major world religions, including Hinduism, Jainism, Buddhism, Islam, and Christianity. Gandhi attracted millions of followers. Soon they began calling him the Mahatma (muh•HAHT•muh), meaning "great soul."

Noncooperation When the British failed to punish the officers responsible for the Amritsar massacre, Gandhi urged the Indian National Congress to follow a policy of noncooperation with the British government. In 1920, the Congress Party endorsed **civil disobedience**, the deliberate and public refusal to obey an unjust

> Analyzing Primary Sources

Satyagraha

A central element of Gandhi's philosophy of nonviolence was called *satyagraha*, often translated as "soul-force" or "truth-force."

PRIMARY SOURCE

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

GANDHI Chapter XVII, *Hind Swaraj*

Nonviolence

In *The Origin of Nonviolence*, Gandhi offered a warning to those who were contemplating joining the struggle for independence.

PRIMARY SOURCE

[I]t is not at all impossible that we might have to endure every hardship that we can imagine, and wisdom lies in pledging ourselves on the understanding that we shall have to suffer all that and worse. If some one asks me when and how the struggle may end, I may say that if the entire community manfully stands the test, the end will be near. If many of us fall back under storm and stress, the struggle will be prolonged. But I can boldly declare, and with certainty, that so long as there is even a handful of men true to their pledge, there can only be one end to the struggle, and that is victory.

GANDHI *The Origin of Nonviolence*

DOCUMENT-BASED QUESTIONS

1. **Comparing** How is soul-force different from body-force?
2. **Making Inferences** What do Gandhi's writings suggest about his view of suffering? Give examples from each document.

law, and nonviolence as the means to achieve independence. Gandhi then launched his campaign of civil disobedience to weaken the British government's authority and economic power over India.

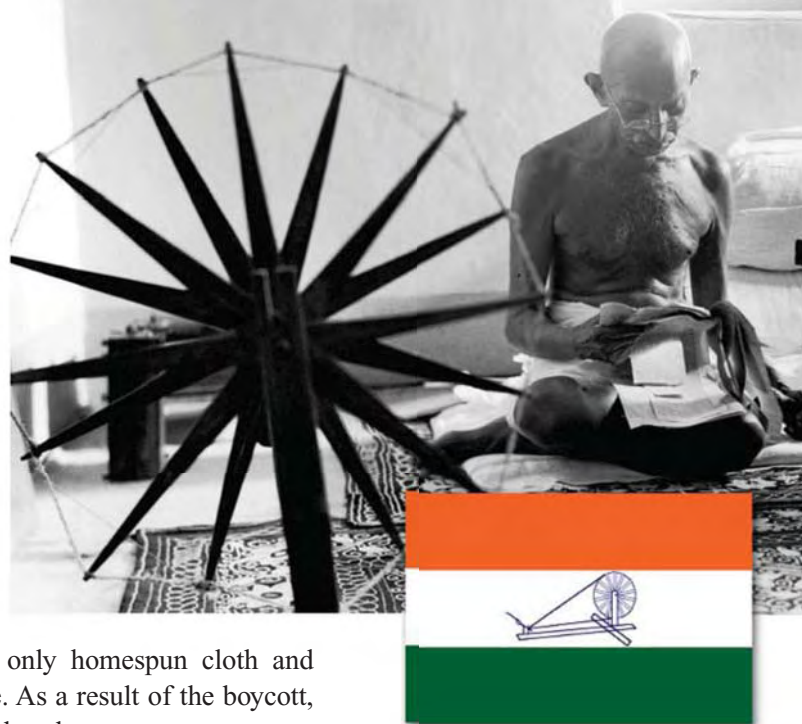
Boycotts Gandhi called on Indians to refuse to buy British goods, attend government schools, pay British taxes, or vote in elections. Gandhi staged a successful boycott of British cloth, a source of wealth for the British. He urged all Indians to weave their own cloth. Gandhi himself devoted two hours each day to spinning his own yarn on a simple handwheel. He wore only homespun cloth and encouraged Indians to follow his example. As a result of the boycott, the sale of British cloth in India dropped sharply.

Strikes and Demonstrations Gandhi's weapon of civil disobedience took an economic toll on the British. They struggled to keep trains running, factories operating, and overcrowded jails from bursting. Throughout 1920, the British arrested thousands of Indians who had participated in strikes and demonstrations. But despite Gandhi's pleas for nonviolence, protests often led to riots.

The Salt March In 1930, Gandhi organized a demonstration to defy the hated Salt Acts. According to these British laws, Indians could buy salt from no other source but the government. They also had to pay sales tax on salt. To show their opposition, Gandhi and his followers walked about 240 miles to the seacoast. There they began to make their own salt by collecting seawater and letting it evaporate. This peaceful protest was called the [Salt March](#).

Soon afterward, some demonstrators planned a march to a site where the British government processed salt. They intended to shut this saltworks down. Police officers with steel-tipped clubs attacked the demonstrators. An American journalist was an eyewitness to the event. He described the "sickening whacks of clubs on unprotected skulls" and people "writhing in pain with fractured skulls or broken shoulders." Still the people continued to march peacefully, refusing to defend themselves against their attackers. Newspapers across the globe carried the journalist's story, which won worldwide support for Gandhi's independence movement.

More demonstrations against the salt tax took place throughout India. Eventually, about 60,000 people, including Gandhi, were arrested. **B**



▲ Gandhi adopted the spinning wheel as a symbol of Indian resistance to British rule. The wheel was featured on the Indian National Congress flag, a forerunner of India's national flag.

MAIN IDEA

Making Inferences

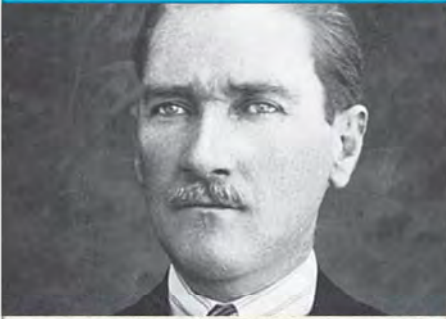
B How did the Salt March represent Gandhi's methods for change?

Britain Grants Limited Self-Rule

Gandhi and his followers gradually reaped the rewards of their civil disobedience campaigns and gained greater political power for the Indian people. In 1935, the British Parliament passed the Government of India Act. It provided local self-government and limited democratic elections, but not total independence.

However, the Government of India Act also fueled mounting tensions between Muslims and Hindus. These two groups had conflicting visions of India's future as an independent nation. Indian Muslims, outnumbered by Hindus, feared that Hindus would control India if it won independence. In Chapter 34, you will read about the outcome of India's bid for independence.

History Makers



Mustafa Kemal
1881–1938

As president of Turkey, Mustafa Kemal campaigned vigorously to mold the new republic into a modern nation. His models were the United States and other European countries.

Kemal believed that even the clothing of the Turks should be changed to reflect a civilized, international dress. To reach this goal, Kemal set rules for clothing. He required government workers to wear Western-style business suits and banned the fez, a brimless red felt hat that was part of traditional Turkish clothing.

Nationalism in Southwest Asia

The breakup of the Ottoman Empire and growing Western political and economic interest in Southwest Asia spurred the rise of nationalism in this region. Just as the people of India fought to have their own nation after World War I, the people of Southwest Asia also launched independence movements to rid themselves of imperial rulers.

Turkey Becomes a Republic At the end of World War I, the Ottoman Empire was forced to give up all its territories except Turkey. Turkish lands included the old Turkish homeland of Anatolia and a small strip of land around Istanbul.


In 1919, Greek soldiers invaded Turkey and threatened to conquer it. The Turkish sultan was powerless to stop the Greeks. However, in 1922, a brilliant commander, **Mustafa Kemal** (keh•MAHL), successfully led Turkish nationalists in fighting back the Greeks and their British backers. After winning a peace, the nationalists overthrew the last Ottoman sultan.

In 1923, Kemal became the president of the new Republic of Turkey, the first republic in Southwest Asia. To achieve his goal of transforming Turkey into a modern nation, he ushered in these sweeping reforms:

- separated the laws of Islam from the laws of the nation
- abolished religious courts and created a new legal system based on European law
- granted women the right to vote and to hold public office
- launched government-funded programs to industrialize Turkey and to spur economic growth

Kemal died in 1938. From his leadership, Turkey gained a new sense of its national identity. His influence was so strong that the Turkish people gave him the name Atatürk—“father of the Turks.”

Persia Becomes Iran Before World War I, both Great Britain and Russia had established spheres of influence in the ancient country of Persia. After the war, when Russia was still reeling from the Bolshevik Revolution, the British tried to take over all of Persia. This maneuver triggered a nationalist revolt in Persia. In 1921, a Persian army officer seized power. In 1925 he deposed the ruling shah.


Persia’s new leader, Reza Shah Pahlavi (PAL•uh•vee), like Kemal in Turkey, set out to modernize his country. He established public schools, built roads and railroads, promoted industrial growth, and extended women’s rights. Unlike Kemal, Reza Shah Pahlavi kept all power in his own hands. In 1935, he changed the name of the country from the Greek name Persia to the traditional name Iran. 

Saudi Arabia Keeps Islamic Traditions While Turkey broke with many Islamic traditions, another new country held strictly to Islamic law. In 1902, Abd al-Aziz Ibn Saud (sah•OOD), a member of a once-powerful Arabian family, began a successful campaign to unify Arabia. In 1932, he renamed the new kingdom Saudi Arabia after his family.

Ibn Saud carried on Arab and Islamic traditions. Loyalty to the Saudi government was based on custom, religion, and family ties. Like Kemal and Reza Shah, Ibn Saud brought some modern technology, such as telephones and radios, to his

MAIN IDEA

Comparing

 How were Kemal’s leadership and Reza Shah Pahlavi’s leadership similar?

country. However, modernization in Saudi Arabia was limited to religiously acceptable areas. There also were no efforts to begin to practice democracy.

Oil Drives Development While nationalism steadily emerged as a major force in Southwest Asia, the region's economy was also taking a new direction. The rising demand for petroleum products in industrialized countries brought new oil explorations to Southwest Asia. During the 1920s and 1930s, European and American companies discovered enormous oil deposits in Iran, Iraq, Saudi Arabia, and Kuwait. Foreign businesses invested huge sums of money to develop these oil fields. For example, the Anglo-Persian Oil Company, a British company, started developing the oil fields of Iran. Geologists later learned that the land around the Persian Gulf has nearly two-thirds of the world's known supply of oil.

This important resource led to rapid and dramatic economic changes and development. Because oil brought huge profits, Western nations tried to dominate this region. Meanwhile, these same Western nations were about to face a more immediate crisis as power-hungry leaders seized control in Italy and Germany.



SECTION

4

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Rowlatt Acts
- Amritsar Massacre
- Mohandas K. Gandhi
- civil disobedience
- Salt March
- Mustafa Kemal

USING YOUR NOTES

2. Why do you think the nations in this section adopted different styles of government?



MAIN IDEAS

- How did Gandhi's tactics of civil disobedience affect the British?
- How did Southwest Asia change as a result of nationalism?
- How did newly found petroleum supplies change the new nations in Southwest Asia?

CRITICAL THINKING & WRITING

- HYPOTHESIZING** What do you think a nation might gain and lose by modernizing?
- RECOGNIZING EFFECTS** How did World War I create an atmosphere for political change in both India and Southwest Asia?
- COMPARING AND CONTRASTING** Compare and contrast the different forms of government adopted by the four nations in this section.
- WRITING ACTIVITY** **POWER AND AUTHORITY** Write a **persuasive essay** supporting the use of nonviolent resistance.

CONNECT TO TODAY GRAPHING OIL EXPORTS

Do research to find out how many barrels of oil have been exported each year for the last ten years from Iran, Iraq, and Saudi Arabia. Create a **graph** showing your results.

Chapter 30 Assessment

TERMS & NAMES

Briefly explain the importance of each of the following in Russia, China, or India.

1. Bolsheviks
2. Lenin
3. soviet
4. Joseph Stalin
5. totalitarianism
6. Mao Zedong
7. Mohandas K. Gandhi
8. civil disobedience

MAIN IDEAS

Revolutions in Russia Section 1 (pages 867–873)

9. How did World War I lead to the downfall of Czar Nicholas II?
10. Why did the provisional government fail?
11. Explain the causes of Russia's civil war and its outcome.

Case Study: Totalitarianism Section 2 (pages 874–881)

12. What are the key traits of totalitarianism?
13. What individual freedoms are denied in a totalitarian state?
14. How did Joseph Stalin create a totalitarian state in the Soviet Union?

Imperial China Collapses Section 3 (pages 882–886)

15. Why did the peasants align themselves with the Chinese Communists?
16. Why did Mao Zedong undertake the Long March?

Nationalism in India and Southwest Asia

Section 4 (pages 887–891)

17. What are some examples of civil disobedience led by Mohandas Gandhi?
18. What steps did Kemal take to modernize Turkey?

CRITICAL THINKING

1. USING YOUR NOTES

In a diagram show the causes of changes in government in the countries listed.



2. FORMING AND SUPPORTING OPINIONS

Which of the weapons of totalitarian governments do you think is most effective in maintaining control of a country? Explain.

3. ANALYZING CAUSES

REVOLUTION What role did World War I play in the revolutions and nationalistic uprisings discussed in this chapter?

4. HYPOTHESIZING







EMPIRE BUILDING Why were the empires discussed in this chapter unable to remain in control of all of their lands?

5. RECOGNIZING EFFECTS

POWER AND AUTHORITY How did women's roles change under Stalin in Russia and Kemal in Turkey?

VISUAL SUMMARY

Revolutionary Leaders: 1900–1939

	 Lenin	 Stalin	 Sun Yixian	 Mao Zedong	 Gandhi	 Kemal
Country	Russia	Russia	China	China	India	Turkey
Career	late 1890s–1924	early 1900s–1953	late 1890s–1925	early 1900s–1976	late 1800s–1948	early 1900s–1938
Key Role	Bolshevik revolutionary and first ruler of Communist Russia	Dictator	First president of the new Republic of China	Leader of the Chinese Communist Party	Leader of the Indian independence movement	First president of the new Republic of Turkey
Popular Name	"Father of the Revolution"	"Man of Steel"	"Father of Modern China"	"The Great Helmsman"	"Great Soul"	"Father of the Turks"
Goal	Promote a worldwide Communist revolution led by workers	Perfect a Communist state in Russia through totalitarian rule	Establish a modern government based on nationalism, democracy, and economic security	Stage a Communist revolution in China led by peasants	Achieve Indian self-rule through campaigns of civil disobedience	Transform Turkey into a modern nation

STANDARDS-BASED ASSESSMENT

Use the quotation and your knowledge of world history to answer questions 1 and 2

Additional Test Practice, pp. S1–S33

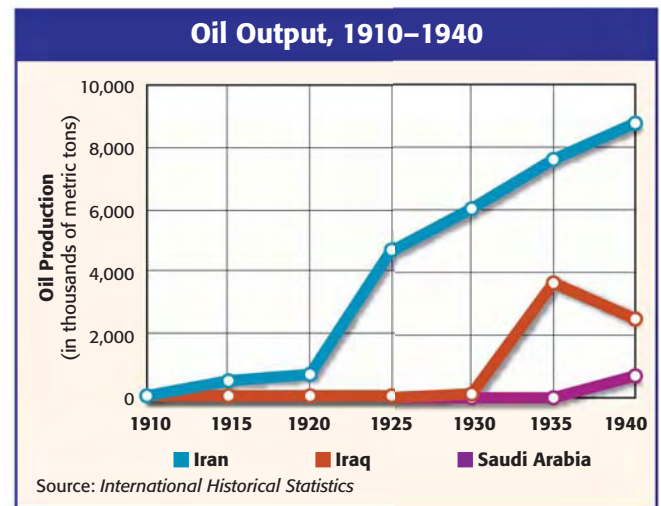
PRIMARY SOURCE

India does not need to be industrialized in the modern sense of the term. It has 7,500,000 villages scattered over a vast area 1,900 miles long, 1,500 broad. The people are rooted to the soil, and the vast majority are living a hand-to-mouth life. . . . Agriculture does not need revolutionary changes. The Indian peasant requires a supplementary industry. The most natural is the introduction of the spinning-wheel.

MOHANDAS K. GANDHI, Letter to Sir Daniel Hamilton

- What picture does Gandhi present of India and its people?
 - India is adequately industrialized.
 - India is dominated by the British.
 - India is primarily an agricultural nation.
 - Indians are well-off and do not need additional industries.
- What did Gandhi believe about the spinning wheel?
 - Gandhi believed that the spinning wheel would make Indians less dependent on the British economy.
 - Gandhi believed that the spinning wheel was a threat to the Indian economy.
 - Gandhi believed the main economic industry in India should be spinning cloth.
 - Gandhi believed the spinning wheel was not necessary to the Indian economy.

Use the graph and your knowledge of world history to answer question 3.



- Between which years did Iran show a dramatic increase in oil production?
 - 1910–1920
 - 1920–1925
 - 1930–1935
 - 1935–1940

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to classzone.com

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact *with* History

On page 866, you played the role of a citizen whose country was brimming with revolutionary activity. You evaluated two tactics for change—violence and nonviolence. Now that you have read the chapter, how would you assess the pros and cons of Mao's and Gandhi's strategies? What role did violence play in the Russian and Chinese revolutions? How successful were Gandhi's nonviolent methods in India? Discuss your opinions in a small group.

2. WRITING ABOUT HISTORY

Write a **science fiction story** about a totalitarian state that uses modern technology to spread propaganda and control people. Refer to the case study on totalitarianism for ideas. Consider the following:

- the need to control information
- methods to control the actions of people
- reasons people oppose totalitarian control of a country

INTEGRATED TECHNOLOGY

Writing a Documentary Film Script

Write a documentary film script profiling a country where nationalistic revolutionary movements are currently active. Consider the following:

- What type of government is currently in power? (constitutional monarchy, single-party dictatorship, theocracy, republic) How long has it been in power?
- Who are the top political leaders, and how are they viewed inside and outside the country?
- Do citizens have complaints about their government? What are they?
- What nationalist revolutionary groups are active? What are their goals and strategies?

The script should also include narration, locations, sound, and visuals.

Years of Crisis, 1919–1939

Previewing Main Ideas

SCIENCE AND TECHNOLOGY In the 1920s, new scientific ideas changed the way people looked at the world. New inventions improved transportation and communication.

Geography *Innovations in transportation allowed pilot Charles Lindbergh to fly solo from North America across the Atlantic Ocean. Toward what continent did Lindbergh fly?*

ECONOMICS The collapse of the American economy in 1929 triggered a depression that threatened the economic and political systems of countries throughout the world.

Geography *Study the map and time line. What events occurred after the economic crisis that changed the balance of world power?*

POWER AND AUTHORITY In the 1930s, several countries—including Japan, Germany, and Italy—adopted aggressive, militaristic policies.

Geography *What land did Germany invade in 1939?*

INTEGRATED TECHNOLOGY

eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



INTERNET RESOURCES

Go to classzone.com for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

EUROPE

1919

Weimar Republic is established in Germany.

1921

Albert Einstein receives the Nobel Prize. ▶



1928

Kellogg-Briand peace pact is signed by almost every country in the world.

1920

1925

WORLD

1927

◀ American pilot Charles Lindbergh crosses Atlantic.



1929

U.S. stock market crashes; Great Depression begins.



Expansion in Europe, 1931–1939



- Germany, 1935
- German annexations
- Italy, 1935
- Italian annexation

1930

1931
Hirohito's Japan seizes Manchuria. ▶

1933
Hitler is named German chancellor.



1935

1935
Ethiopia is invaded by Italian forces.

1936
▶ Spanish Civil War begins.

1939
Germany and Soviet Union sign nonaggression pact.

1940

Which candidate will you choose?

On a spring evening in the early 1930s during the Great Depression, you are one of thousands of Germans gathered at an outdoor stadium in Munich. You are unemployed; your country is suffering. Like everyone else, you have come to this mass meeting to hear two politicians campaigning for office. Huge speakers blare out patriotic music, while you and the rest of the crowd wait impatiently for the speeches to begin.

Before long you will have to cast your ballot.

First candidate's platform

- Remember Germany's long and glorious past
- Replace our present indecisive leadership with a strong, effective leader
- Rebuild the army to protect against enemies
- Regain the lands taken unfairly from us
- Make sacrifices to return to economic health
- Put the welfare of the state above all, and our country will be a great power again

Second candidate's platform

- Realize that there are no simple or quick solutions to problems
- Put people back to work, but economic recovery will be slow
- Provide for the poor, elderly, and sick
- Avoid reckless military spending
- Act responsibly to safeguard democracy
- Be a good neighbor country; honor our debts and treaty commitments

EXAMINING *the* ISSUES

- **What strategy does each candidate have for solving the nation's problems?**
- **Which candidate makes the stronger appeal to the listener's emotions?**

As a class, discuss these questions. In your discussion, remember what you have read about the defeated nations' bitterness toward the Versailles Treaty following World War I. As you read this chapter, notice that dictators were voted into power as people lost faith in democratic government in the 1920s and 1930s.



Postwar Uncertainty

MAIN IDEA

SCIENCE AND TECHNOLOGY

The postwar period was one of loss and uncertainty but also one of invention, creativity, and new ideas.

WHY IT MATTERS NOW

Postwar trends in physics, psychiatry, art, literature, communication, music, and transportation still affect our lives.

TERMS & NAMES

- Albert Einstein
- theory of relativity
- Sigmund Freud
- existentialism
- Friedrich Nietzsche
- surrealism
- jazz
- Charles Lindbergh

SETTING THE STAGE The horrors of World War I shattered the Enlightenment belief that progress would continue and reason would prevail. In the postwar period, people began questioning traditional beliefs. Some found answers in new scientific developments, which challenged the way people looked at the world. Many enjoyed the convenience of technological improvements in transportation and communication. As society became more open, women demanded more rights, and young people adopted new values. Meanwhile, unconventional styles and ideas in literature, philosophy, and music reflected the uncertain times.

A New Revolution in Science

The ideas of Albert Einstein and Sigmund Freud had an enormous impact on the 20th century. These thinkers were part of a scientific revolution as important as that brought about centuries earlier by Copernicus and Galileo.

Impact of Einstein's Theory of Relativity German-born physicist [Albert Einstein](#) offered startling new ideas on space, time, energy, and matter. Scientists had found that light travels at exactly the same speed no matter what direction it moves in relation to earth. In 1905, Einstein theorized that while the speed of light is constant, other things that seem constant, such as space and time, are not. Space and time can change when measured relative to an object moving near the speed of light—about 186,000 miles per second. Since relative motion is the key to Einstein's idea, it is called the [theory of relativity](#). Einstein's ideas had implications not only for science but also for how people viewed the world. Now uncertainty and relativity replaced Isaac Newton's comforting belief of a world operating according to absolute laws of motion and gravity.

Influence of Freudian Psychology The ideas of Austrian physician [Sigmund Freud](#) were as revolutionary as Einstein's. Freud treated patients with psychological problems. From his experiences, he constructed a theory about the human mind. He believed that much of human behavior is irrational, or beyond reason. He called the irrational part of the mind the unconscious. In the unconscious, a number of drives existed, especially pleasure-seeking drives, of which the conscious mind was unaware. Freud's ideas weakened faith in reason. Even so, by the 1920s, Freud's theories had developed widespread influence.

TAKING NOTES

Summarizing Use a chart to identify two people who contributed to each field.

Field	Contributors
science	
literature and philosophy	
art and music	
technology	

Literature in the 1920s

The brutality of World War I caused philosophers and writers to question accepted ideas about reason and progress. Disillusioned by the war, many people also feared the future and expressed doubts about traditional religious beliefs. Some writers and thinkers expressed their anxieties by creating disturbing visions of the present and the future.

In 1922, T. S. Eliot, an American poet living in England, wrote that Western society had lost its spiritual values. He described the postwar world as a barren “wasteland,” drained of hope and faith. In 1921, the Irish poet William Butler Yeats conveyed a sense of dark times ahead in the poem “The Second Coming”: “Things fall apart; the centre cannot hold; / Mere anarchy is loosed upon the world.”

Writers Reflect Society’s Concerns The horror of war made a deep impression on many writers. The Czech-born author Franz Kafka wrote eerie novels such as *The Trial* (1925) and *The Castle* (1926). His books feature people caught in threatening situations they can neither understand nor escape. The books struck a chord among readers in the uneasy postwar years.

Many novels showed the influence of Freud’s theories on the unconscious. The Irish-born author James Joyce gained widespread attention with his stream-of-consciousness novel *Ulysses* (1922). This book focuses on a single day in the lives of three people in Dublin, Ireland. Joyce broke with normal sentence structure and vocabulary in a bold attempt to mirror the workings of the human mind.

Thinkers React to Uncertainties In their search for meaning in an uncertain world, some thinkers turned to the philosophy known as **existentialism**. A major leader of this movement was the philosopher Jean Paul Sartre (SAHR•truh) of France. Existentialists believed that there is no universal meaning to life. Each person creates his or her own meaning in life through choices made and actions taken.

Vocabulary

stream of consciousness: a literary technique used to present a character’s thoughts and feelings as they develop

> Analyzing Primary Sources

Writers of the “Lost Generation”

During the 1920s, many American writers, musicians, and painters left the United States to live in Europe. These expatriates, people who left their native country to live elsewhere, often settled in Paris. American writer Gertrude Stein called them the “Lost Generation.” They moved frantically from one European city to another, trying to find meaning in life. Life empty of meaning is the theme of F. Scott Fitzgerald’s *The Great Gatsby* (1925).

PRIMARY SOURCE

And as I sat there brooding on the old, unknown world, I thought of Gatsby’s wonder when he first picked out the green light at the end of Daisy’s dock. He had come a long way to this blue lawn, and his dream must have seemed so close that he could hardly fail to grasp it. He did not know that it was already behind him, somewhere back in that vast obscurity beyond the city, where the dark fields of the republic rolled on under the night.

Gatsby believed in the green light, the . . . future that year by year recedes before us. It eluded us then, but that’s no matter—tomorrow we will run faster, stretch out our arms farther. . . . And one fine morning—

So we beat on, boats against the current, borne back ceaselessly into the past.

F. SCOTT FITZGERALD, *The Great Gatsby*



A 1920s photo of F. Scott Fitzgerald

DOCUMENT-BASED QUESTIONS

1. **Making Inferences** What seems to be the narrator’s attitude toward the future?
2. **Drawing Conclusions** How would you describe the overall mood of the excerpt?

The existentialists were influenced by the German philosopher **Friedrich Nietzsche** (NEE•chuh). In the 1880s, Nietzsche wrote that Western ideas such as reason, democracy, and progress had stifled people's creativity and actions. Nietzsche urged a return to the ancient heroic values of pride, assertiveness, and strength. His ideas attracted growing attention in the 20th century and had a great impact on politics in Italy and Germany in the 1920s and 1930s.

Revolution in the Arts

Although many of the new directions in painting and music began in the prewar period, they evolved after the war.

Artists Rebel Against Tradition Artists rebelled against earlier realistic styles of painting. They wanted to depict the inner world of emotion and imagination rather than show realistic representations of objects. Expressionist painters like Paul Klee and Wassily Kandinsky used bold colors and distorted or exaggerated forms.

Inspired by traditional African art, Georges Braque of France and Pablo Picasso of Spain founded Cubism in 1907. Cubism transformed natural shapes into geometric forms. Objects were broken down into different parts with sharp angles and edges. Often several views were depicted at the same time.

Surrealism, an art movement that sought to link the world of dreams with real life, was inspired by Freud's ideas. The term *surreal* means “beyond or above reality.” Surrealists tried to call on the unconscious part of their minds. Many of their paintings have an eerie, dreamlike quality and depict objects in unrealistic ways. **A**

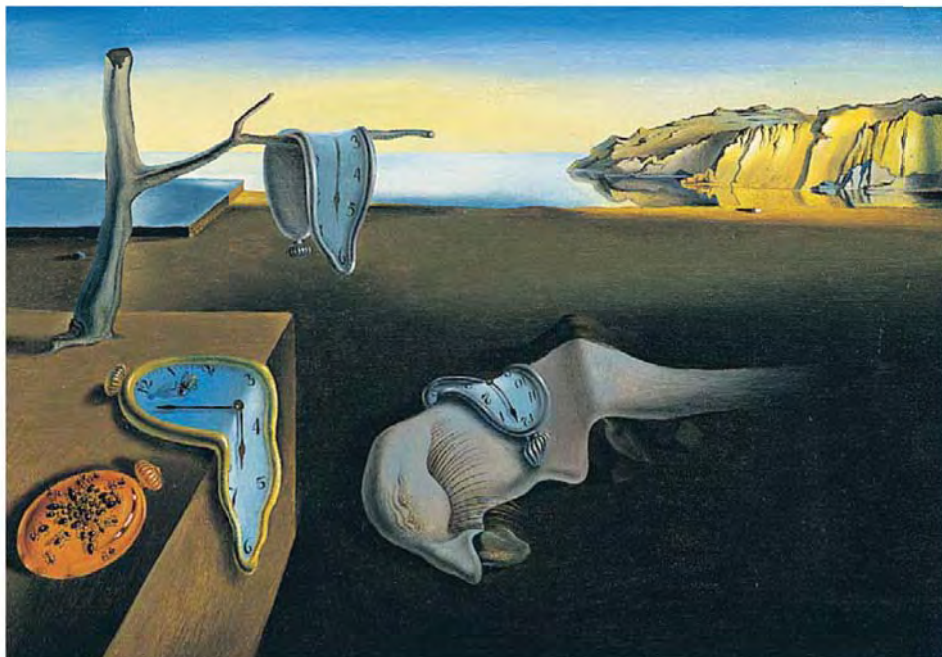
Composers Try New Styles In both classical and popular music, composers moved away from traditional styles. In his ballet masterpiece, *The Rite of Spring*, the Russian composer Igor Stravinsky used irregular rhythms and dissonances, or harsh combinations of sound. The Austrian composer Arnold Schoenberg rejected traditional harmonies and musical scales.

A new popular musical style called **jazz** emerged in the United States. It was developed by musicians, mainly African Americans, in New Orleans, Memphis, and Chicago. It swept the United States and Europe. The lively, loose beat of jazz seemed to capture the new freedom of the age.

MAIN IDEA

Making Inferences

A What was the major trend in postwar art?



◀ *The Persistence of Memory* (1931), a surrealist work by Spanish artist Salvador Dali, shows watches melting in a desert.



▲ Women like these marching in a 1912 suffrage parade in New York City helped gain American women's right to vote in 1920.

Society Challenges Convention

World War I had disrupted traditional social patterns. New ideas and ways of life led to a new kind of individual freedom during the 1920s. Young people especially were willing to break with the past and experiment with modern values.

Women's Roles Change The independent spirit of the times showed clearly in the changes women were making in their lives. The war had allowed women to take on new roles. Their work in the war effort was decisive in helping them win the right to vote. After the war, women's suffrage became law in many countries, including the United States, Britain, Germany, Sweden, and Austria.

Women abandoned restrictive clothing and hairstyles. They wore shorter, looser garments and had their hair "bobbed," or cut short. They also wore makeup, drove cars, and drank and smoked in public. Although most women still followed traditional paths of marriage and family, a growing number spoke out for greater freedom in their lives. Margaret Sanger and Emma Goldman risked arrest by speaking in favor of birth control. As women sought new careers, the numbers of women in medicine, education, journalism, and other professions increased. **B**

MAIN IDEA

Summarizing

B How did the changes of the postwar years affect women?

Technological Advances Improve Life

During World War I, scientists developed new drugs and medical treatments that helped millions of people in the postwar years. The war's technological advances were put to use to improve transportation and communication after the war.

The Automobile Alters Society The automobile benefited from a host of wartime innovations and improvements—electric starters, air-filled tires, and more powerful engines. Cars were now sleek and brightly polished, complete with headlights and chrome-plated bumpers. In prewar Britain, autos were owned exclusively by the rich. British factories produced 34,000 autos in 1913. After the war, prices dropped, and the middle class could afford cars. By 1937, the British were producing 511,000 autos a year.

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

Airplanes Transform Travel International air travel became an objective after the war. In 1919, two British pilots made the first successful flight across the Atlantic, from Newfoundland to Ireland. In 1927, an American pilot named **Charles Lindbergh** captured world attention with a 33-hour solo flight from New York to Paris. Most of the world's major passenger airlines were established during the 1920s. At first only the rich were able to afford air travel. Still, everyone enjoyed the exploits of the aviation pioneers, including those of Amelia Earhart. She was an American who, in 1932, became the first woman to fly solo across the Atlantic.

Radio and Movies Dominate Popular Entertainment Guglielmo Marconi conducted his first successful experiments with radio in 1895. However, the real push for radio development came during World War I.

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

Motion pictures were also a major industry in the 1920s. Many countries, from Cuba to Japan, produced movies. In Europe, film was a serious art form. However, in the Hollywood district of Los Angeles, where 90 percent of all films were made, movies were entertainment.

The king of Hollywood's silent screen was the English-born Charlie Chaplin, a comic genius best known for his portrayal of the lonely little tramp bewildered by life. In the late 1920s, the addition of sound transformed movies.

The advances in transportation and communication that followed the war had brought the world in closer touch. Global prosperity came to depend on the economic well-being of all major nations, especially the United States.



▲ Dressed in a ragged suit and oversize shoes, Charlie Chaplin's little tramp used gentle humor to get himself out of difficult situations.

MAIN IDEA

Recognizing Effects

C What were the results of the peacetime adaptations of the technology of war?

SECTION

1

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

• Albert Einstein • theory of relativity • Sigmund Freud • existentialism • Friedrich Nietzsche • surrealism • jazz • Charles Lindbergh

USING YOUR NOTES

2. In your opinion, whose contribution has had the most lasting impact?

Field	Contributors
science	
literature and philosophy	

MAIN IDEAS

- Why were the ideas of Einstein and Freud revolutionary?
- How did literature in the 1920s reflect the uncertainty of the period?
- What impact did the increased use of the automobile have on average people?

CRITICAL THINKING & WRITING

- HYPOTHESIZING** Why do you think writers and artists began exploring the unconscious?
- DEVELOPING HISTORICAL PERSPECTIVE** Why did some women begin demanding more political and social freedom?
- MAKING INFERENCES** Why were new medical treatments and inventions developed during World War I?
- WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Write an advertisement that might have appeared in a 1920s newspaper or magazine for one of the technological innovations discussed in this section.

CONNECT TO TODAY PREPARING AN ORAL REPORT

Movies in the 1920s reflected the era. What do films made today say about our age? Review some recent, representative films and present your ideas in an **oral report**.

Labor-Saving Devices in the United States

Several changes that took place during the 1920s made the use of electrical household appliances more widespread.

- Wiring for electricity became common. In 1917, only 24 percent of U.S. homes had electricity; by 1930, that figure was almost 70 percent.
- Merchants offered the installment plan, which allowed buyers to make payments over time. That way, people could purchase appliances even if they didn't have the whole price.
- The use of advertising grew. Ads praised appliances, claiming that they would shorten tasks and give women more free time.

Ironically, the new labor-saving devices generally did not decrease the amount of time women spent doing housework. Because the tasks became less physically difficult, many families stopped hiring servants to do the work and relied on the wife to do all the jobs herself.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on daily life in the 1920s, go to classzone.com

▼ Refrigerator

People used to keep perishable food in iceboxes cooled by large chunks of ice that gradually melted and had to be replaced. Electric refrigerators, like the one in this 1929 advertisement, kept the food at a fairly constant temperature, which reduced spoilage. Because food kept longer, housewives could shop less frequently.

Some day you'll buy her a Frigidaire
why not for Christmas

Of course, she wants Frigidaire! And some day you'll buy it. So why not make that *some day* now!

Give her a Frigidaire for Christmas.

Give her the convenience of making desserts with the famous Frigidaire "Cold Control." Give her the care-free, beautiful refrigeration assured by Frigidaire's surplus power. Give her the advantage of self-sealing freezing trays that permit two widely different temperatures in the same cabinet at the same time.

In other words, give her a *real* Frigidaire... one with the Frigidaire name-plate on it. Then you'll be sure she'll have a truly modern electric refrigerator. She'll have a cabinet of striking beauty in Tu-Tone Porcelain-on-steel. She'll have the incredible quietness of the Frigidaire power unit... a unit that is out of sight and away from dust and dirt. And she'll have the convenient arrangement of the Frigidaire shelves... shelves placed at a height that makes stooping unnecessary.

And it's *easy* to give her a Frigidaire. Prices are low and terms can be arranged to suit your convenience. So, avoid the usual last minute rush. Call at the nearest Frigidaire display room and have Frigidaire in your home on Christmas morning. Frigidaire Corporation, Subsidiary of General Motors Corporation, Dayton, Ohio.

FRIGIDAIRE
More than a MILLION in use

902

COLDER

▼ Washing Machine

To do laundry manually, women had to carry and heat about 50 gallons of water for each load. They rubbed the clothes on ridged washboards, rinsed them in tubs, and wrung them out by hand.

This early electric washing machine, photographed in 1933, made the job less strenuous. The casters on the legs made it easier to move tubs of water. The two rollers at the top of the machine squeezed water from clothes. That innovation alone saved women's wrists from constant strain.





Five women's magazine editors agree that women would sit to iron if they could

▲ Iron

Before electrical appliances, women heated irons on a stove. The irons cooled quickly, and as they did so, women had to push down harder to press out wrinkles. Early electric irons also had inconsistent heat. This 1926 ad offered an electric iron that stayed evenly hot, so women didn't have to put so much force into their ironing. Therefore, they could iron sitting down.

Coffee Pot ►

The electric coffee pot shown in this 1933 photograph was a vacuum pot. The water in the bottom chamber would come to a boil and bubble up into the top chamber, where the grounds were. The resulting vacuum in the lower chamber pulled the liquid back through the grounds and into the lower chamber.



◀ Vacuum Cleaner

This 1920 ad promised "Twice as many rooms cleaned. . . . twice as much leisure left for you to enjoy." However, women rarely experienced that benefit. Because the new appliances made housework easier, people began to expect homes to be cleaner. As a result, many women vacuumed more often and generally used their newfound "leisure" time to do even more household chores than before.

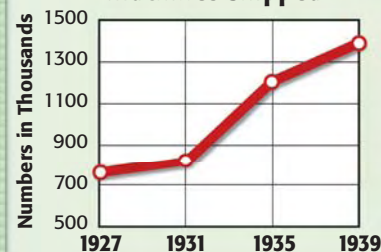


DATA FILE

APPLIANCES IN THE HOME

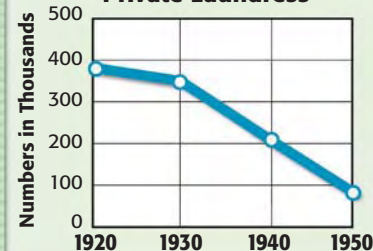
- In 1929, a survey of 100 Ford employees showed that 98 of them had electric irons in their homes.
- The same survey showed that 49 of the 100 had washing machines at home.

Mechanical Washing Machines Shipped



Source: Historical Statistics of the United States

Persons Employed as Private Laundress



Source: Historical Statistics of the United States

Connect to Today

1. Analyzing Issues What benefits did advertisers promise that the new electrical appliances would provide for women? Explain whether women actually received those benefits.

See Skillbuilder Handbook, page R17.

2. Comparing and Contrasting Ask two or three adults about the way that technology has affected their work life and whether modern technologies are "labor-saving devices." How do your findings compare to the effect of electrical appliances in the 1920s?



A Worldwide Depression

MAIN IDEA

ECONOMICS An economic depression in the United States spread throughout the world and lasted for a decade.

WHY IT MATTERS NOW

Many social and economic programs introduced worldwide to combat the Great Depression are still operating.

TERMS & NAMES

- coalition government
- Weimar Republic
- Great Depression
- Franklin D. Roosevelt
- New Deal

SETTING THE STAGE By the late 1920s, European nations were rebuilding war-torn economies. They were aided by loans from the more prosperous United States. Only the United States and Japan came out of the war in better financial shape than before. In the United States, Americans seemed confident that the country would continue on the road to even greater economic prosperity. One sign of this was the booming stock market. Yet the American economy had serious weaknesses that were soon to bring about the most severe economic downturn the world had yet known.

TAKING NOTES

Recognizing Effects

Use a diagram to show the effects of the Great Depression in the United States.



Postwar Europe

In both human suffering and economic terms, the cost of World War I was immense. The Great War left every major European country nearly bankrupt. In addition, Europe's domination in world affairs declined after the war.

Unstable New Democracies War's end saw the sudden rise of new democracies. From 1914 to 1918, Europe's last absolute rulers had been overthrown. The first of the new governments was formed in Russia in 1917. The Provisional Government, as it was called, hoped to establish constitutional and democratic rule. However, within months it had fallen to a Communist dictatorship. Even so, for the first time, most European nations had democratic governments.

Many citizens of the new democracies had little experience with representative government. For generations, kings and emperors had ruled Germany and the new nations formed from Austria-Hungary. Even in France and Italy, whose parliaments had existed before World War I, the large number of political parties made effective government difficult. Some countries had a dozen or more political groups. In these countries, it was almost impossible for one party to win enough support to govern effectively. When no single party won a majority, a **coalition government**, or temporary alliance of several parties, was needed to form a parliamentary majority. Because the parties disagreed on so many policies, coalitions seldom lasted very long.

Frequent changes in government made it hard for democratic countries to develop strong leadership and move toward long-term goals. The weaknesses of a coalition government became a major problem in times of crisis. Voters in several countries were then willing to sacrifice democratic government for strong, authoritarian leadership.

The Weimar Republic

Germany's new democratic government was set up in 1919. Known as the **Weimar Republic** (WY•MAHR) **Republic**, it was named after the city where the national assembly met. The Weimar Republic had serious weaknesses from the start. First, Germany lacked a strong democratic tradition. Furthermore, postwar Germany had several major political parties and many minor ones. Worst of all, millions of Germans blamed the Weimar government, not their wartime leaders, for the country's defeat and postwar humiliation caused by the Versailles Treaty. **A**

MAIN IDEA

Identifying Problems

A What political problems did the Weimar Republic face?

Inflation Causes Crisis in Germany Germany also faced enormous economic problems that had begun during the war. Unlike Britain and France, Germany had not greatly increased its wartime taxes. To pay the expenses of the war, the Germans had simply printed money. After Germany's defeat, this paper money steadily lost its value. Burdened with heavy reparations payments to the Allies and with other economic problems, Germany printed even more money. As a result, the value of the mark, as Germany's currency was called, fell sharply. Severe inflation set in. Germans needed more and more money to buy even the most basic goods. For example, in Berlin a loaf of bread cost less than a mark in 1918, more than 160 marks in 1922, and some 200 billion marks by late 1923. People took wheelbarrows full of money to buy food. As a result, many Germans questioned the value of their new democratic government.

Attempts at Economic Stability

Germany recovered from the 1923 inflation thanks largely to the work of an international committee. The committee was headed by Charles Dawes, an American banker. The Dawes Plan provided for a \$200 million loan from American banks to stabilize German currency and strengthen its economy. The plan also set a more realistic schedule for Germany's reparations payments.

Put into effect in 1924, the Dawes Plan helped slow inflation. As the German economy began to recover, it attracted more loans and investments from the United States. By 1929, German factories were producing as much as they had before the war.

Efforts at a Lasting Peace As prosperity returned, Germany's foreign minister, Gustav Stresemann (STRAY•zuh•MAHN), and France's foreign minister, Aristide Briand (bree•AHND), tried to improve relations between their countries. In 1925, the two ministers met in Locarno, Switzerland, with officials from Belgium, Italy, and Britain. They signed a treaty promising that France and Germany would never

▼ German children use stacks of money as building blocks during the 1923 inflation.



again make war against each other. Germany also agreed to respect the existing borders of France and Belgium. It then was admitted to the League of Nations.

In 1928, the hopes raised by the “spirit of Locarno” led to the Kellogg-Briand peace pact. Frank Kellogg, the U.S. Secretary of State, arranged this agreement with France’s Briand. Almost every country in the world, including the Soviet Union, signed. They pledged “to renounce war as an instrument of national policy.”

Unfortunately, the treaty had no means to enforce its provisions. The League of Nations, the obvious choice as enforcer, had no armed forces. The refusal of the United States to join the League also weakened it. Nonetheless, the peace agreements seemed a good start.

Financial Collapse

In the late 1920s, American economic prosperity largely sustained the world economy. If the U.S. economy weakened, the whole world’s economic system might collapse. In 1929, it did.

A Flawed U.S. Economy Despite prosperity, several weaknesses in the U.S. economy caused serious problems. These included uneven distribution of wealth, overproduction by business and agriculture, and the fact that many Americans were buying less.

By 1929, American factories were turning out nearly half of the world’s industrial goods. The rising productivity led to enormous profits. However, this new wealth was not evenly distributed. The richest 5 percent of the population received 33 percent of all personal income in 1929. Yet 60 percent of all American families earned less than \$2,000 a year. Thus, most families were too poor to buy the goods being produced. Unable to sell all their goods, store owners eventually cut back their orders from factories. Factories in turn reduced production and laid off workers. A downward economic spiral began. As more workers lost their jobs, families bought even fewer goods. In turn, factories made further cuts in production and laid off more workers.

During the 1920s, overproduction affected American farmers as well. Scientific farming methods and new farm machinery had dramatically increased crop yields. American farmers were producing more food. Meanwhile, they faced new competition from farmers in Australia, Latin America, and Europe. As a result, a worldwide surplus of agricultural products drove prices and profits down.

Unable to sell their crops at a profit, many farmers could not pay off the bank loans that kept them in business. Their unpaid debts weakened banks and forced some to close. The danger signs of overproduction by factories and farms should have warned people against gambling on the stock market. Yet no one heeded the warning. **B**

The Stock Market Crashes In 1929, New York City’s Wall Street was the financial capital of the world. Banks and investment companies lined its sidewalks. At Wall Street’s New York Stock Exchange, optimism about the booming U.S. economy showed in soaring prices for stocks. To get in on the boom, many middle-income people began buying

History *in* Depth

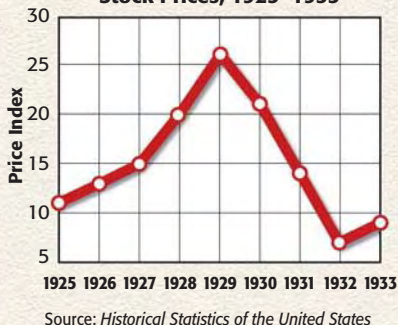
Investing in Stocks

Stocks are shares of ownership in a company. Businesses get money to operate by selling “shares” of stock to investors, or buyers. Companies pay interest on the invested money in the form of dividends to the shareholders. Dividends rise or fall depending on a company’s profits.

Investors do not buy stocks directly from the company; instead, stockbrokers transact the business of buying and selling.

Investors hope to make more money on stocks than if they put their money elsewhere, such as in a savings account with a fixed rate of interest. However, if the stock price goes down, investors lose money when they sell their stock at a lower price than when they bought it.

Stock Prices, 1925–1933



MAIN IDEA

Identifying Problems

B What major weaknesses had appeared in the American economy by 1929?

Social History

Life in the Depression

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

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create a photo-essay on the Great Depression in the United States. Go to classzone.com for your research.



stocks on margin. This meant that they paid a small percentage of a stock's price as a down payment and borrowed the rest from a stockbroker. The system worked well as long as stock prices were rising. However, if they fell, investors had no money to pay off the loan.

In September 1929, some investors began to think that stock prices were unnaturally high. They started selling their stocks, believing the prices would soon go down. By Thursday, October 24, the gradual lowering of stock prices had become an all-out slide downward. A panic resulted. Everyone wanted to sell stocks, and no one wanted to buy. Prices plunged to a new low on Tuesday, October 29. A record 16 million stocks were sold. Then the market collapsed.

The Great Depression

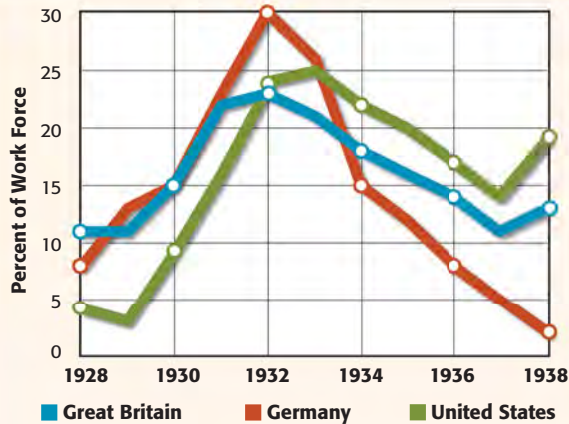
People could not pay the money they owed on margin purchases. Stocks they had bought at high prices were now worthless. Within months of the crash, unemployment rates began to rise as industrial production, prices, and wages declined. A long business slump, which would come to be called the **Great Depression**, followed. The stock market crash alone did not cause the Great Depression, but it quickened the collapse of the economy and made the Depression more difficult. By 1932, factory production had been cut in half. Thousands of businesses failed, and banks closed. Around 9 million people lost the money in their savings accounts when banks had no money to pay them. Many farmers lost their lands when they could not make mortgage payments. By 1933, one-fourth of all American workers had no jobs.

A Global Depression The collapse of the American economy sent shock waves around the world. Worried American bankers demanded repayment of their overseas loans, and American investors withdrew their money from Europe. The American market for European goods dropped sharply as the U.S. Congress placed high tariffs on imported goods so that American dollars would stay in the United States and pay for American goods. This policy backfired. Conditions worsened for the United

Vocabulary

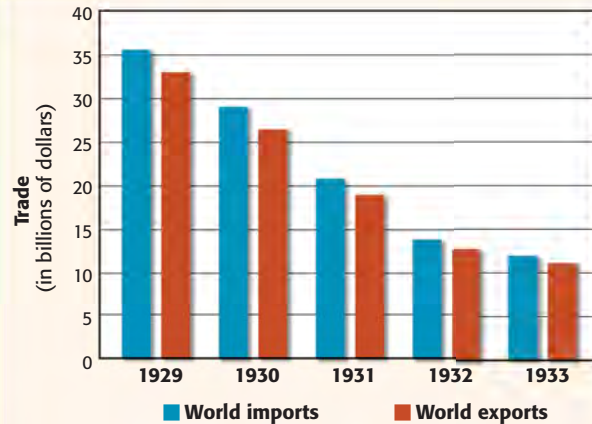
tariffs: taxes charged by a government on imported or exported goods

Unemployment Rate, 1928–1938



Sources: *European Historical Statistics: 1750–1970*; *Historical Statistics of the United States: Colonial Times to 1970*.

World Trade, 1929–1933



Source: Kenneth Oye, *Economic Discrimination and Political Exchange*

SKILLBUILDER: Interpreting Graphs

- Comparing** What nation had the highest rate of unemployment? How high did it reach?
- Clarifying** Between 1929 and 1933, how much did world exports drop? What about world imports?

States. Many countries that depended on exporting goods to the United States also suffered. Moreover, when the United States raised tariffs, it set off a chain reaction. Other nations imposed their own higher tariffs. World trade dropped by 65 percent. This contributed further to the economic downturn. Unemployment rates soared.

Effects Throughout the World Because of war debts and dependence on American loans and investments, Germany and Austria were particularly hard hit. In 1931, Austria's largest bank failed. In Asia, both farmers and urban workers suffered as the value of exports fell by half between 1929 and 1931. The crash was felt heavily in Latin America as well. As European and U.S. demand for such Latin American products as sugar, beef, and copper dropped, prices collapsed.

The World Confronts the Crisis

The Depression confronted democracies with a serious challenge to their economic and political systems. Each country met the crisis in its own way.

Britain Takes Steps to Improve Its Economy The Depression hit Britain severely. To meet the emergency, British voters elected a multiparty coalition known as the National Government. It passed high protective tariffs, increased taxes, and regulated the currency. It also lowered interest rates to encourage industrial growth. These measures brought about a slow but steady recovery. By 1937, unemployment had been cut in half, and production had risen above 1929 levels. Britain avoided political extremes and preserved democracy.

France Responds to Economic Crisis Unlike Britain, France had a more self-sufficient economy. In 1930, it was still heavily agricultural and less dependent on foreign trade. Nevertheless, by 1935, one million French workers were unemployed.

The economic crisis contributed to political instability. In 1933, five coalition governments formed and fell. Many political leaders were frightened by the growth of antidemocratic forces both in France and in other parts of Europe. So in 1936, moderates, Socialists, and Communists formed a coalition. The Popular Front, as it was called, passed a series of reforms to help the workers. Unfortunately, price increases quickly offset wage gains. Unemployment remained high. Yet France also preserved democratic government.

Socialist Governments Find Solutions The Socialist governments in the Scandinavian countries of Denmark, Sweden, and Norway also met the challenge of economic crisis successfully. They built their recovery programs on an existing tradition of cooperative community action. In Sweden, the government sponsored massive public works projects that kept people employed and producing. All the Scandinavian countries raised pensions for the elderly and increased unemployment insurance, subsidies for housing, and other welfare benefits. To pay for these benefits, the governments taxed all citizens. Democracy remained intact.

Recovery in the United States In 1932, in the first presidential election after the Depression had begun, U.S. voters elected **Franklin D. Roosevelt**. His confident manner appealed to millions of Americans who felt bewildered by the Depression. On March 4, 1933, the new president sought to restore Americans' faith in their nation.

MAIN IDEA

Analyzing Primary Sources

C What effect do you think Roosevelt's speech had on the American people?

PRIMARY SOURCE **C**

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

FRANKLIN ROOSEVELT, First Inaugural Address

Roosevelt immediately began a program of government reform that he called the **New Deal**. Large public works projects helped to provide jobs for the unemployed. New government agencies gave financial help to businesses and farms. Large amounts of public money were spent on welfare and relief programs. Roosevelt and his advisers believed that government spending would create jobs and start a recovery. Regulations were imposed to reform the stock market and the banking system.

The New Deal did eventually reform the American economic system. Roosevelt's leadership preserved the country's faith in its democratic political system. It also established him as a leader of democracy in a world threatened by ruthless dictators, as you will read about in Section 3.



▲ Stricken with polio in 1921, Roosevelt vowed he would not allow bodily disability to defeat his will.

SECTION

2

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- coalition government
- Weimar Republic
- Great Depression
- Franklin D. Roosevelt
- New Deal

USING YOUR NOTES

2. What did President Roosevelt do to try to counter the effects of the Great Depression?



MAIN IDEAS

3. How did World War I change the balance of economic power in the world?
4. What problems did the collapse of the American economy cause in other countries?
5. How did Europe respond to the economic crisis?

CRITICAL THINKING & WRITING

6. **MAKING PREDICTIONS** What did the weakness of the League of Nations in 1928 suggest about its future effectiveness?
7. **ANALYZING CAUSES** List one cause for each of the following effects: American market for European goods dropped; unemployment rates soared; European banks and businesses closed.
8. **EVALUATING COURSES OF ACTION** Why do you think Roosevelt immediately established the New Deal?
9. **WRITING ACTIVITY** **ECONOMICS** Write **headlines** on the stock market crash and the world's response to it.

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to follow the ups and downs of the stock market for a week. Chart the stock market's course in a **line graph**.

INTERNET KEYWORD
stock market



Fascism Rises in Europe

MAIN IDEA

POWER AND AUTHORITY In response to political turmoil and economic crises, Italy and Germany turned to totalitarian dictators.

WHY IT MATTERS NOW

These dictators changed the course of history, and the world is still recovering from their abuse of power.

TERMS & NAMES

- fascism
- Benito Mussolini
- Adolf Hitler
- Nazism
- *Mein Kampf*
- *lebensraum*

SETTING THE STAGE Many democracies, including the United States, Britain, and France, remained strong despite the economic crisis caused by the Great Depression. However, millions of people lost faith in democratic government. In response, they turned to an extreme system of government called fascism. Fascists promised to revive the economy, punish those responsible for hard times, and restore order and national pride. Their message attracted many people who felt frustrated and angered by the peace treaties that followed World War I and by the Great Depression.

TAKING NOTES

Comparing and Contrasting Use a chart to compare Mussolini's rise to power and his goals with Hitler's.

Hitler	Mussolini
Rise:	Rise:
Goals:	Goals:

Fascism's Rise in Italy

Fascism (FASH•IHZ•uhm) was a new, militant political movement that emphasized loyalty to the state and obedience to its leader. Unlike communism, fascism had no clearly defined theory or program. Nevertheless, most Fascists shared several ideas. They preached an extreme form of nationalism, or loyalty to one's country. Fascists believed that nations must struggle—peaceful states were doomed to be conquered. They pledged loyalty to an authoritarian leader who guided and brought order to the state. In each nation, Fascists wore uniforms of a certain color, used special salutes, and held mass rallies.

In some ways, fascism was similar to communism. Both systems were ruled by dictators who allowed only their own political party (one-party rule). Both denied individual rights. In both, the state was supreme. Neither practiced any kind of democracy. However, unlike Communists, Fascists did not seek a classless society. Rather, they believed that each class had its place and function. In most cases, Fascist parties were made up of aristocrats and industrialists, war veterans, and the lower middle class. Also, Fascists were nationalists, and Communists were internationalists, hoping to unite workers worldwide.

Mussolini Takes Control Fascism's rise in Italy was fueled by bitter disappointment over the failure to win large territorial gains at the 1919 Paris Peace Conference. Rising inflation and unemployment also contributed to widespread social unrest. To growing numbers of Italians, their democratic government seemed helpless to deal with the country's problems. They wanted a leader who would take action.

> Analyzing Key Concepts

Fascism

Fascism is a political movement that promotes an extreme form of nationalism and militarism. It also includes a denial of individual rights and dictatorial one-party rule. Nazism was the Fascist movement that developed in Germany in the 1920s and the 1930s; it included a belief in the racial superiority of the German people. The Fascists in Italy were led by Benito Mussolini, shown in the chart at right.



SKILLBUILDER: Interpreting Charts

- 1. Synthesizing** Which political, cultural, and economic characteristics helped make fascism an authoritarian system?
- 2. Making Inferences** What characteristics of fascism might make it attractive to people during times of crisis such as the Great Depression?

A newspaper editor and politician named **Benito Mussolini** boldly promised to rescue Italy by reviving its economy and rebuilding its armed forces. He vowed to give Italy strong leadership. Mussolini had founded the Fascist Party in 1919. As economic conditions worsened, his popularity rapidly increased. Finally, Mussolini publicly criticized Italy's government. Groups of Fascists wearing black shirts attacked Communists and Socialists on the streets. Because Mussolini played on the fear of a workers' revolt, he began to win support from the middle classes, the aristocracy, and industrial leaders.

In October 1922, about 30,000 Fascists marched on Rome. They demanded that King Victor Emmanuel III put Mussolini in charge of the government. The king decided that Mussolini was the best hope for his dynasty to survive. After widespread violence and a threatened uprising, Mussolini took power "legally." **A**

Il Duce's Leadership Mussolini was now Il Duce (ihl DOO•chay), or the leader. He abolished democracy and outlawed all political parties except the Fascists. Secret police jailed his opponents. Government censors forced radio stations and publications to broadcast or publish only Fascist doctrines. Mussolini outlawed strikes. He sought to control the economy by allying the Fascists with the industrialists and large landowners. However, Mussolini never had the total control achieved by Joseph Stalin in the Soviet Union or Adolf Hitler in Germany.

Hitler Rises to Power in Germany

When Mussolini became dictator of Italy in the mid-1920s, **Adolf Hitler** was a little-known political leader whose early life had been marked by disappointment. When World War I broke out, Hitler found a new beginning. He volunteered for the German army and was twice awarded the Iron Cross, a medal for bravery.

MAIN IDEA

Clarifying

A What promises did Mussolini make to the Italian people?

HistoryMakers



Benito Mussolini 1883–1945

Because Mussolini was of modest height, he usually chose a location for his speeches where he towered above the crowds—often a balcony high above a public

square. He then roused audiences with his emotional speeches and theatrical gestures and body movements.

Vowing to lead Italy “back to her ways of ancient greatness,” Mussolini peppered his speeches with aggressive words such as *war* and *power*.



Adolf Hitler 1889–1945

Like Mussolini, Hitler could manipulate huge audiences with his fiery oratory. Making speeches was crucial to Hitler. He believed: “All great world-shaking events have

been brought about . . . by the spoken word!”

Because he appeared awkward and unimposing, Hitler rehearsed his speeches. Usually he began a speech in a normal voice. Suddenly, he spoke louder as his anger grew. His voice rose to a screech, and his hands flailed the air. Then he would stop, smooth his hair, and look quite calm.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Benito Mussolini and Adolf Hitler, go to classzone.com

The Rise of the Nazis At the end of the war, Hitler settled in Munich. In 1919, he joined a tiny right-wing political group. This group shared his belief that Germany had to overturn the Treaty of Versailles and combat communism. The group later named itself the National Socialist German Workers’ Party, called Nazi for short. Its policies formed the German brand of fascism known as **Nazism**. The party adopted the swastika, or hooked cross, as its symbol. The Nazis also set up a private militia called the storm troopers or Brown Shirts.

Within a short time, Hitler’s success as an organizer and speaker led him to be chosen *der Führer* (duhr FYUR•uhr), or the leader, of the Nazi party. Inspired by Mussolini’s march on Rome, Hitler and the Nazis plotted to seize power in Munich in 1923. The attempt failed, and Hitler was arrested. He was tried for treason but was sentenced to only five years in prison. He served less than nine months.

While in jail, Hitler wrote *Mein Kampf* (*My Struggle*). This book set forth his beliefs and his goals for Germany. Hitler asserted that the Germans, whom he incorrectly called “Aryans,” were a “master race.” He declared that non-Aryan “races,” such as Jews, Slavs, and Gypsies, were inferior. He called the Versailles Treaty an outrage and vowed to regain German lands. Hitler also declared that Germany was overcrowded and needed more **lebensraum**, or living space. He promised to get that space by conquering eastern Europe and Russia.

After leaving prison in 1924, Hitler revived the Nazi Party. Most Germans ignored him and his angry message until the Great Depression ended the nation’s brief postwar recovery. When American loans stopped, the German economy collapsed. Civil unrest broke out. Frightened and confused, Germans now turned to Hitler, hoping for security and firm leadership.

Hitler Becomes Chancellor

The Nazis had become the largest political party by 1932. Conservative leaders mistakenly believed they could control Hitler and use him for their purposes. In January 1933, they advised President Paul von Hindenburg to name Hitler chancellor. Thus Hitler came to power legally. Soon after, General Erich Ludendorff, a former Hitler ally, wrote to Hindenburg:

PRIMARY SOURCE

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

ERICH LUDENDORFF, letter to President Hindenburg, February 1, 1933

Vocabulary

chancellor: the prime minister or president in certain countries

Once in office, Hitler called for new elections, hoping to win a parliamentary majority. Six days before the election, a fire destroyed the Reichstag building, where the parliament met. The Nazis blamed the Communists. By stirring up fear of the Communists, the Nazis and their allies won by a slim majority.

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

The Nazis quickly took command of the economy. New laws banned strikes, dissolved independent labor unions, and gave the government authority over business and labor. Hitler put millions of Germans to work. They constructed factories, built highways, manufactured weapons, and served in the military. As a result, the number of unemployed dropped from about 6 million to 1.5 million in 1936. **B**

The Führer Is Supreme Hitler wanted more than just economic and political power—he wanted control over every aspect of German life. To shape public opinion and to win praise for his leadership, Hitler turned the press, radio, literature, painting, and film into propaganda tools. Books that did not conform to Nazi beliefs were burned in huge bonfires. Churches were forbidden to criticize the Nazis or the government. Schoolchildren had to join the Hitler Youth (for boys) or the League of German Girls. Hitler believed that continuous struggle brought victory to the strong. He twisted the philosophy of Friedrich Nietzsche to support his use of brute force.

Hitler Makes War on the Jews Hatred of Jews, or anti-Semitism, was a key part of Nazi ideology. Although Jews were less than 1 percent of the population, the Nazis used them as scapegoats for all Germany's troubles since the war. This led to a wave of anti-Semitism across Germany. Beginning in 1933, the Nazis passed laws depriving Jews of most of their rights. Violence against Jews mounted. On the

▼ At a 1933 rally in Nuremberg, Germany, storm troopers carried flags bearing the swastika.

MAIN IDEA

Making Inferences

B Why did Germans at first support Hitler?



Global Impact



Fascism in Argentina

Juan Perón served as Argentina's president from 1946 to 1955 and again in 1973 and 1974. The two years he spent in Europe before World War II greatly influenced his strong-man rule.

A career army officer, Perón went to Italy in 1939 for military training. He then served at the Argentine embassy in Rome. A visit to Berlin gave Perón a chance to see Nazi Germany. The ability of Hitler and Mussolini to manipulate their citizens impressed Perón.

When Perón himself gained power, he patterned his military dictatorship on that of the European Fascists.

night of November 9, 1938, Nazi mobs attacked Jews in their homes and on the streets and destroyed thousands of Jewish-owned buildings. This rampage, called *Kristallnacht* (Night of the Broken Glass), signaled the real start of the process of eliminating the Jews from German life. You'll learn more about this in Chapter 32.

Other Countries Fall to Dictators

While Fascists took power in Italy and Germany, the nations formed in eastern Europe after World War I also were falling to dictators. In Hungary in 1919, after a brief Communist regime, military forces and wealthy landowners joined to make Admiral Miklós Horthy the first European postwar dictator. In Poland, Marshal Jozef Pilsudski (pihl•SOOT•skee) seized power in 1926. In Yugoslavia, Albania, Bulgaria, and Romania, kings turned to strong-man rule. They suspended constitutions and silenced foes. In 1935, only one democracy, Czechoslovakia, remained in eastern Europe.

Only in European nations with strong democratic traditions—Britain, France, and the Scandinavian countries—did democracy survive. With no democratic experience and severe economic problems, many Europeans saw dictatorship as the only way to prevent instability.

By the mid-1930s, the powerful nations of the world were split into two antagonistic camps—democratic and totalitarian. And to gain their ends, the Fascist dictatorships had indicated a willingness to use military aggression. Although all of these dictatorships restricted civil rights, none asserted control with the brutality of the Russian Communists or the Nazis.

SECTION

3

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- fascism
- Benito Mussolini
- Adolf Hitler
- Nazism
- *Mein Kampf*
- *lebensraum*

USING YOUR NOTES

2. Do you think Hitler and Mussolini were more alike or different? Explain why.

Hitler	Mussolini
Rise:	Rise:
Goals:	Goals:

MAIN IDEAS

3. What factors led to the rise of fascism in Italy?
4. How did Hitler maintain power?
5. Why did the leadership of many eastern European nations fall to dictators?

CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** Why did a movement like fascism and leaders like Mussolini and Hitler come to power during a period of crisis?
7. **ANALYZING MOTIVES** Why do you think Hitler had German children join Nazi organizations?
8. **SYNTHESIZING** What emotions did both Hitler and Mussolini stir in their followers?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Reread the History Makers on Mussolini and Hitler on page 912. Then write a **description** of the techniques the two leaders used to appear powerful to their listeners.

CONNECT TO TODAY PRESENTING AN ORAL REPORT

Some modern rulers have invaded other countries for political and economic gain. Research to learn about a recent invasion and discuss your findings in an **oral report**.



Aggressors Invade Nations

MAIN IDEA

POWER AND AUTHORITY As Germany, Italy, and Japan conquered other countries, the rest of the world did nothing to stop them.

WHY IT MATTERS NOW

Many nations today take a more active and collective role in world affairs, as in the United Nations.

TERMS & NAMES

- appeasement
- Axis Powers
- Francisco Franco
- isolationism
- Third Reich
- Munich Conference

SETTING THE STAGE By the mid-1930s, Germany and Italy seemed bent on military conquest. The major democracies—Britain, France, and the United States—were distracted by economic problems at home and longed to remain at peace. With the world moving toward war, many nations pinned their hopes for peace on the League of Nations. As fascism spread in Europe, however, a powerful nation in Asia moved toward a similar system. Following a period of reform and progress in the 1920s, Japan fell under military rule.

Japan Seeks an Empire

During the 1920s, the Japanese government became more democratic. In 1922, Japan signed an international treaty agreeing to respect China's borders. In 1928, it signed the Kellogg-Briand Pact renouncing war. Japan's parliamentary system had several weaknesses, however. Its constitution put strict limits on the powers of the prime minister and the cabinet. Most importantly, civilian leaders had little control over the armed forces. Military leaders reported only to the emperor.

Militarists Take Control of Japan As long as Japan remained prosperous, the civilian government kept power. But when the Great Depression struck in 1929, many Japanese blamed the government. Military leaders gained support and soon won control of the country. Unlike the Fascists in Europe, the militarists did not try to establish a new system of government. They wanted to restore traditional control of the government to the military. Instead of a forceful leader like Mussolini or Hitler, the militarists made the emperor the symbol of state power.

Keeping Emperor Hirohito as head of state won popular support for the army leaders who ruled in his name. Like Hitler and Mussolini, Japan's militarists were extreme nationalists. They wanted to solve the country's economic problems through foreign expansion. They planned a Pacific empire that included a conquered China. The empire would provide Japan with raw materials and markets for its goods. It would also give Japan room for its rising population.

Japan Invades Manchuria Japanese businesses had invested heavily in China's northeast province, Manchuria. It was an area rich in iron and coal. In 1931, the Japanese army seized Manchuria, despite objections from the Japanese parliament. The army then set up a puppet government. Japanese engineers and technicians began arriving in large numbers to build mines and factories.

TAKING NOTES

Following Chronological Order Use a time line to trace the movement of Japan from democratic reform to military aggression.



The Japanese attack on Manchuria was the first direct challenge to the League of Nations. In the early 1930s, the League's members included all major democracies except the United States. The League also included the three countries that posed the greatest threat to peace—Germany, Japan, and Italy. When Japan seized Manchuria, many League members vigorously protested. Japan ignored the protests and withdrew from the League in 1933. **A**

MAIN IDEA

Making Inferences

A What was the major weakness of the League of Nations?

Japan Invades China Four years later, a border incident touched off a full-scale war between Japan and China. Japanese forces swept into northern China. Despite having a million soldiers, China's army led by Jiang Jieshi was no match for the better equipped and trained Japanese.

Beijing and other northern cities as well as the capital, Nanjing, fell to the Japanese in 1937. Japanese troops killed tens of thousands of captured soldiers and civilians in Nanjing. Forced to retreat westward, Jiang Jieshi set up a new capital at Chongqing. At the same time, Chinese guerrillas led by China's Communist leader, Mao Zedong, continued to fight the Japanese in the conquered area.

European Aggressors on the March

The League's failure to stop the Japanese encouraged European Fascists to plan aggression of their own. The Italian leader Mussolini dreamed of building a colonial empire in Africa like those of Britain and France.

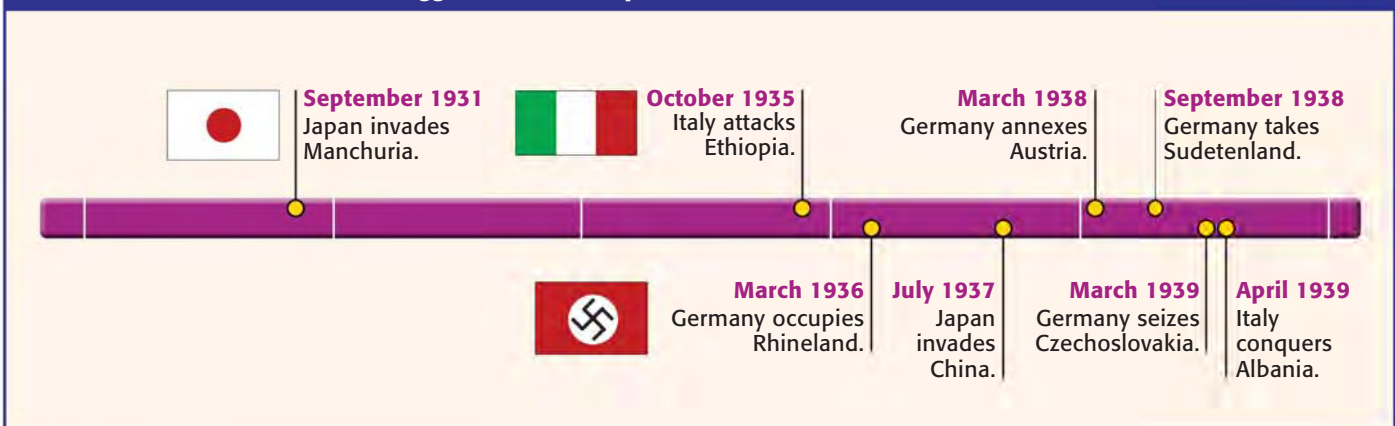
Mussolini Attacks Ethiopia Ethiopia was one of Africa's three independent nations. The Ethiopians had successfully resisted an Italian attempt at conquest during the 1890s. To avenge that defeat, Mussolini ordered a massive invasion of Ethiopia in October 1935. The spears and swords of the Ethiopians were no match for Italian airplanes, tanks, guns, and poison gas.

The Ethiopian emperor, Haile Selassie, urgently appealed to the League for help. Although the League condemned the attack, its members did nothing. Britain continued to let Italian troops and supplies pass through the British-controlled Suez Canal on their way to Ethiopia. By giving in to Mussolini in Africa, Britain and France hoped to keep peace in Europe.

Hitler Defies Versailles Treaty Hitler had long pledged to undo the Versailles Treaty. Among its provisions, the treaty limited the size of Germany's army. In March 1935, the Führer announced that Germany would not obey these restrictions. The League issued only a mild condemnation.

The League's failure to stop Germany from rearming convinced Hitler to take even greater risks. The treaty had forbidden German troops to enter a 30-mile-wide zone on either side of the Rhine River. Known as the Rhineland, the zone formed

Aggression in Europe, Asia, and Africa, 1931–1939

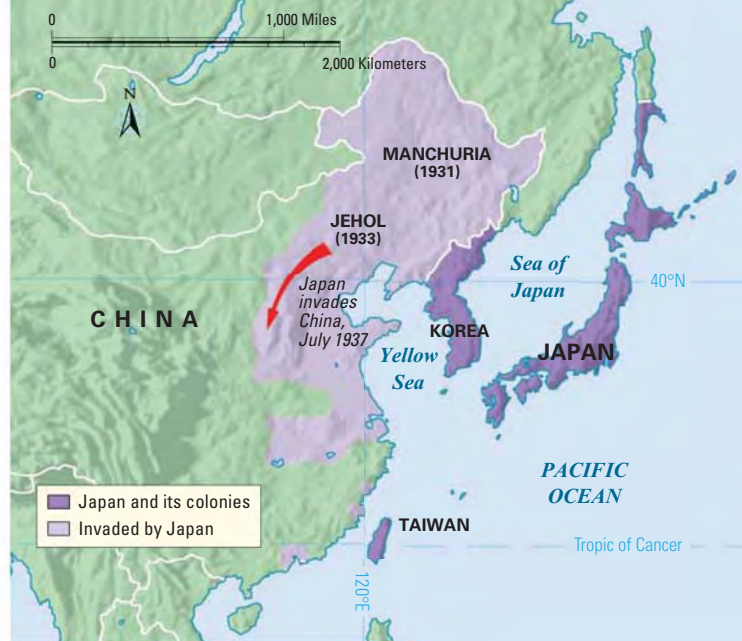




Aggression in Africa, 1935–1939



Aggression in Asia, 1931–1937



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Location** On these maps, which countries are the aggressors?
- Movement** On what two continents did the aggression occur?

a buffer between Germany and France. It was also an important industrial area. On March 7, 1936, German troops moved into the Rhineland. Stunned, the French were unwilling to risk war. The British urged **appeasement**, giving in to an aggressor to keep peace.

Hitler later admitted that he would have backed down if the French and British had challenged him. The German reoccupation of the Rhineland marked a turning point in the march toward war. First, it strengthened Hitler's power and prestige within Germany. Second, the balance of power changed in Germany's favor. France and Belgium were now open to attack from German troops. Finally, the weak response by France and Britain encouraged Hitler to speed up his expansion.

Hitler's growing strength convinced Mussolini that he should seek an alliance with Germany. In October 1936, the two dictators reached an agreement that became known as the Rome-Berlin Axis. A month later, Germany also made an agreement with Japan. Germany, Italy, and Japan came to be called the **Axis Powers**.

Civil War Erupts in Spain Hitler and Mussolini again tested the will of the democracies of Europe in the Spanish Civil War. Spain had been a monarchy until 1931, when a republic was declared. The government, run by liberals and Socialists, held office amid many crises. In July 1936, army leaders, favoring a Fascist-style government, joined General **Francisco Franco** in a revolt. Thus began a civil war that dragged on for three years.

Hitler and Mussolini sent troops, tanks, and airplanes to help Franco's forces, which were called the Nationalists. The armed forces of the Republicans, as supporters of Spain's elected government were known, received little help from abroad. The Western democracies remained neutral. Only the Soviet Union sent equipment and advisers. An international brigade of volunteers fought on the Republican side. Early in 1939, Republican resistance collapsed. Franco became Spain's Fascist dictator.

Vocabulary

axis: a straight line around which an object rotates. Hitler and Mussolini expected their alliance to become the axis around which Europe would rotate.

Guernica

On April 26, 1937, Franco's German allies bombed the ancient Basque city of Guernica in Spain. The photograph (above) shows the city reduced to rubble by the bombing. However, Spanish artist Pablo Picasso's painting, called *Guernica* (below), captures the human horror of the event.

Using the geometric forms of Cubism, Picasso shows a city and people that have been torn to pieces. Unnatural angles and overlapping images of people, severed limbs, and animals reflect the suffering and chaos caused by the attack. At left, a mother cries over her dead child. In the center, a horse screams and a soldier lies dead. At right, a woman falls from a burning house.



SKILLBUILDER: Interpreting Visual Sources

1. **Analyzing Motives** What were Picasso's probable motives for painting *Guernica*?
2. **Hypothesizing** What feelings do you think *Guernica* stirred in the public in the late 1930s?

Democratic Nations Try to Preserve Peace

Instead of taking a stand against Fascist aggression in the 1930s, Britain and France repeatedly made concessions, hoping to keep peace. Both nations were dealing with serious economic problems as a result of the Great Depression. In addition, the horrors of World War I had created a deep desire to avoid war.

United States Follows an Isolationist Policy Many Americans supported **isolationism**, the belief that political ties to other countries should be avoided. Isolationists argued that entry into World War I had been a costly error. Beginning in 1935, Congress passed three Neutrality Acts. These laws banned loans and the sale of arms to nations at war.

The German Reich Expands On November 5, 1937, Hitler announced to his advisers his plans to absorb Austria and Czechoslovakia into the **Third Reich** (ryk), or German Empire. The Treaty of Versailles prohibited *Anschluss* (AHN•SHLUS), or a union between Austria and Germany. However, many Austrians supported unity with Germany. In March 1938, Hitler sent his army into Austria and annexed it. France and Britain ignored their pledge to protect Austrian independence.

Hitler next turned to Czechoslovakia. About three million German-speaking people lived in the western border regions of Czechoslovakia called the Sudetenland. (See map, page 895.) This heavily fortified area formed the Czechs' main defense against Germany. The Anschluss raised pro-Nazi feelings among Sudeten Germans. In September 1938, Hitler demanded that the Sudetenland be given to Germany. The Czechs refused and asked France for help.

Britain and France Again Choose Appeasement France and Britain were preparing for war when Mussolini proposed a meeting of Germany, France, Britain, and Italy in Munich, Germany. The **Munich Conference** was held on September 29, 1938. The Czechs were not invited. British prime minister Neville Chamberlain believed that he could preserve peace by giving in to Hitler's demand. Britain and France agreed that Hitler could take the Sudetenland. In exchange, Hitler pledged to respect Czechoslovakia's new borders.

When Chamberlain returned to London, he told cheering crowds, "I believe it is peace for our time." Winston Churchill, then a member of the British Parliament, strongly disagreed. He opposed the appeasement policy and gloomily warned of its consequences:



▲ Chamberlain waves the statement he read following the Munich Conference.

MAIN IDEA

Analyzing Primary Sources

B Why did Churchill believe that Chamberlain's policy of appeasement was a defeat for the British?

PRIMARY SOURCE **B**

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

WINSTON CHURCHILL, speech before the House of Commons, October 5, 1938

Less than six months after the Munich meeting, Hitler took Czechoslovakia. Soon after, Mussolini seized Albania. Then Hitler demanded that Poland return the former German port of Danzig. The Poles refused and turned to Britain and France for aid. But appeasement had convinced Hitler that neither nation would risk war.

Nazis and Soviets Sign Nonaggression Pact Britain and France asked the Soviet Union to join them in stopping Hitler's aggression. As Stalin talked with Britain and France, he also bargained with Hitler. The two dictators reached an agreement. Once bitter enemies, Fascist Germany and Communist Russia now publicly pledged never to attack one another. On August 23, 1939, their leaders signed a nonaggression pact. As the Axis Powers moved unchecked at the end of the decade, war appeared inevitable.

SECTION

4

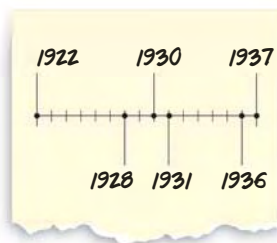
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- appeasement
- Axis Powers
- Francisco Franco
- isolationism
- Third Reich
- Munich Conference

USING YOUR NOTES

2. What event was the most significant? Why?



MAIN IDEAS

3. Compare the militarists in Japan with the European Fascists.
4. Which countries formed the Axis Powers?
5. What were the effects of isolationism and appeasement?

CRITICAL THINKING & WRITING

6. **SYNTHESIZING** What similar goals did Hitler, Mussolini, and Hirohito share?
7. **FORMING OPINIONS** Do you think the Fascist nations of the Axis Powers could have been stopped? Explain.
8. **EVALUATING DECISIONS** Why weren't the Czechs invited to take part in the Munich Conference?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Write a **letter to the editor** in which you voice your opinion about the U.S. policy of isolationism during the 1930s.

CONNECT TO TODAY STAGING A DEBATE

Established in 1945, the United Nations was intended to be an improvement on the League of Nations. Research to learn about the recent successes and failures of the UN. Then hold a **debate** in which you argue whether the institution should be preserved.

Chapter 31 Assessment

VISUAL SUMMARY

The Great Depression

Long-Term Causes

- World economies are connected.
- Some countries have huge war debts from World War I.
- Europe relies on American loans and investments.
- Prosperity is built on borrowed money.
- Wealth is unequally distributed.

Immediate Causes

- U.S. stock market crashes.
- Banks demand repayment of loans.
- Farms fail and factories close.
- Americans reduce foreign trade to protect economy.
- Americans stop loans to foreign countries.
- American banking system collapses.

WORLDWIDE ECONOMIC DEPRESSION

Immediate Effects

- Millions become unemployed worldwide.
- Businesses go bankrupt.
- Governments take emergency measures to protect economies.
- Citizens lose faith in capitalism and democracy.
- Nations turn toward authoritarian leaders.

Long-Term Effects

- Nazis take control in Germany.
- Fascists come to power in other countries.
- Democracies try social welfare programs.
- Japan expands in East Asia.
- World War II breaks out.

TERMS & NAMES

For each term or name below, briefly explain its connection to world history from 1919 to 1939.

- | | |
|--------------------|-----------------------|
| 1. Albert Einstein | 6. Benito Mussolini |
| 2. Sigmund Freud | 7. Adolf Hitler |
| 3. Weimar Republic | 8. appeasement |
| 4. New Deal | 9. Francisco Franco |
| 5. fascism | 10. Munich Conference |

MAIN IDEAS

Postwar Uncertainty Section 1 (pages 897–903)

11. What effect did Einstein's theory of relativity and Freud's theory of the unconscious have on the public?
12. What advances were made in transportation and communication in the 1920s and 1930s?

A Worldwide Depression Section 2 (pages 904–909)

13. Why was the Weimar Republic considered weak?
14. What caused the stock market crash of 1929?

Fascism Rises in Europe Section 3 (pages 910–914)

15. For what political and economic reasons did the Italians turn to Mussolini?
16. What beliefs and goals did Hitler express in *Mein Kampf*?

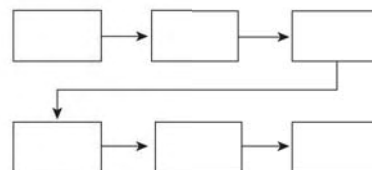
Aggressors Invade Nations Section 4 (pages 915–919)

17. How did Japan plan to solve its economic problems?
18. Why was Germany's reoccupation of the Rhineland a significant turning point toward war?

CRITICAL THINKING

1. USING YOUR NOTES

ECONOMICS Use a sequence graphic to identify the events that led to the stock market collapse.



2. MAKING INFERENCES

POWER AND AUTHORITY What were the advantages and disadvantages of being under Fascist rule?

3. DRAWING CONCLUSIONS

What weaknesses made the League of Nations an ineffective force for peace in the 1920s and 1930s?

4. SYNTHESIZING

SCIENCE AND TECHNOLOGY How did the scientific and technological revolutions of the 1920s help set the stage for transportation in the United States today?

5. HYPOTHESIZING

What might have been the outcome if Great Britain, France, and other European nations had not chosen to appease German, Italian, and Japanese aggression?

STANDARDS-BASED ASSESSMENT

Use the quotation from a live radio report during the Munich Conference and your knowledge of world history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33

PRIMARY SOURCE

It took the Big Four [France, Britain, Italy, and Germany] just five hours and twenty-five minutes here in Munich today to dispel the clouds of war and come to an agreement over the partition of Czechoslovakia. There is to be no European war. . . the price of that peace is, roughly, the ceding by Czechoslovakia of the Sudeten territory to Herr Hitler's Germany. The German Führer gets what he wanted, only he has to wait a little longer for it.

WILLIAM SHIRER, quoted in *The Strenuous Decade*

1. Why did France, Britain, and Italy agree to give the Sudeten territory to Germany?
 - A. to provoke war
 - B. to avoid war
 - C. to make Czechoslovakia happy
 - D. to make Czechoslovakia unhappy
2. How were the expectations expressed in the radio report overturned by reality?
 - A. Czechoslovakia refused to give the Sudeten territory to Hitler.
 - B. Hitler did not get what he wanted.
 - C. The Big Four didn't come to an agreement over Czechoslovakia.
 - D. Europe was not saved from war.

Use the photograph of Adolf Hitler and your knowledge of world history to answer question 3.



3. Why do you think Hitler had his photograph taken with this little girl?
 - A. to demonstrate his power
 - B. to frighten his enemies
 - C. to make him appear more human
 - D. to demonstrate his hatred of Jews

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to classzone.com

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact *with* History

On page 896, you chose a candidate to support in German elections in the early 1930s. Now that you have read the chapter, did what you read confirm your decision? Why or why not? Would the candidate you selected have a good or bad effect on the rest of the world? Discuss your opinions with a small group.

2. WRITING ABOUT HISTORY

Write a **radio script** for a report on a speech given by Hitler or Mussolini. Imagine that you have just seen the dictator deliver the speech and you want to share your impressions with the public in your broadcast. Be sure to

- summarize the main ideas of the speech.
- describe the speaker's gestures and facial expressions.
- provide phrases that demonstrate the emotional power of the speech.
- convey the public's response to the speech.
- offer your opinion of the speech and speaker.

INTEGRATED TECHNOLOGY

NetExplorations: Life in the 1920s

Go to *NetExplorations* at classzone.com to learn more about life in the 1920s. Use your research to create a Web page on films from that era. Consider including

- reviews of the films, including a positive or negative recommendation.
- background information about silent films.
- biographical information about the stars and directors of the films.
- stills and clips from the films.
- a comparison between films of the 1920s and modern films.

CHAPTER 32

World War II, 1939–1945

Previewing Main Ideas

EMPIRE BUILDING Germany, Italy, and Japan tried to build empires. They began their expansion by conquering other nations and dominating them politically and economically.

Geography *What areas did the Axis powers control at the height of their power?*

SCIENCE AND TECHNOLOGY Far-reaching developments in science and technology changed the course of World War II. Improvements in aircraft, tanks, and submarines and the development of radar and the atomic bomb drastically altered the way wars were fought.

Geography *Why might submarines have been a key weapon for the Axis powers in their fight against Great Britain?*

ECONOMICS Fighting the Axis terror weakened the economies of Great Britain, the Soviet Union, and other European countries. In contrast, when the United States entered the war, its economy grew sharply. The strength of the American economy bolstered the Allied war effort.

Geography *In terms of location, why was the American economy able to function at a high level while the European economies struggled?*

INTEGRATED TECHNOLOGY

eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



VIDEO *Patterns of Interaction: Modern and Medieval Weapons*



INTERNET RESOURCES

Go to classzone.com for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

EUROPE AND THE MEDITERRANEAN

PACIFIC

Sept. 1939

Germany invades Poland; France and Great Britain declare war on Germany. (political cartoon) ▼

1939



June 1940

France surrenders to Germany; Battle of Britain begins.

1940



June 1941

Germans invade Soviet Union.

1941

Dec. 1941

◀ Japan attacks Pearl Harbor.

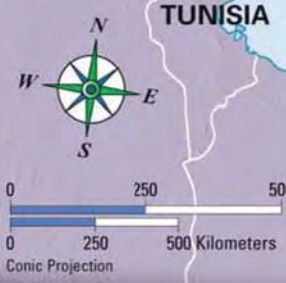


European and African Battles, 1939–1945



Legend:

- Allied control
- Axis nation
- Farthest extent of Axis control
- Neutral nation
- Major Battle



<p>Nov. 1942 Allies invade North Africa.</p>	<p>Feb. 1943 Germans surrender at Stalingrad.</p>	<p>June 1944 D-Day invasion takes place.</p>	<p>May 1945 Germany surrenders.</p>
<p>June 1942 Allies defeat Japan at Battle of Midway.</p>	<p>Feb. 1943 Allies defeat Japan at Guadalcanal.</p>	<p>Oct. 1944 Japanese suffer devastating defeat at the Battle of Leyte Gulf.</p>	<p>Aug.–Sept. 1945 Allies use atomic bombs; Japan surrenders.</p>



Under what circumstances is war justified?

Every day your newspaper carries stories of the latest bombing raids on London and other British cities. The photographs of the devastation are shocking. As you read the stories and view the photographs, you wonder what the United States should do to help Great Britain, its longtime ally. The editorial pages of the newspapers ask the same question. Should the United States stand aside and let the European nations settle the issues themselves? Should it offer help to Great Britain in the form of arms and other supplies? Or should the United States join Britain in its struggle against the Axis powers?



▲ A German bombing raid on London during the Battle of Britain

EXAMINING *the* ISSUES

- **What circumstances would lead you to support or oppose your country's participation in a war?**
- **How are civilians sometimes as much a part of a war effort as soldiers?**

As a class, discuss these questions. In your discussion, weigh the arguments for and against fighting. As you read about World War II, think about the role that civilians play in a situation of total war. Think also about the hard moral choices that people often face in times of war.



Hitler's Lightning War

MAIN IDEA

EMPIRE BUILDING Using the sudden mass attack called the blitzkrieg, Germany overran much of Europe and North Africa.

WHY IT MATTERS NOW

Hitler's actions set off World War II. The results of the war still affect the politics and economics of today's world.

TERMS & NAMES

- nonaggression pact
- blitzkrieg
- Charles de Gaulle
- Winston Churchill
- Battle of Britain
- Erwin Rommel
- Atlantic Charter

SETTING THE STAGE During the 1930s, Hitler played on the hopes and fears of the Western democracies. Each time the Nazi dictator grabbed new territory, he would declare an end to his demands. Peace seemed guaranteed—until Hitler moved again. After his moves into the Rhineland, Austria, and Czechoslovakia, Hitler turned his eyes to Poland. After World War I, the Allies had cut out the Polish Corridor from German territory to give Poland access to the sea. In 1939, Hitler demanded that the Polish Corridor be returned to Germany.

Germany Sparks a New War in Europe

At this point, as you recall from Chapter 31, Soviet dictator Joseph Stalin signed a ten-year [nonaggression pact](#) with Hitler. After being excluded from the Munich Conference, Stalin was not eager to join with the West. Also, Hitler had promised him territory. In a secret part of the pact, Germany and the Soviet Union agreed to divide Poland between them. They also agreed that the USSR could take over Finland and the Baltic countries of Lithuania, Latvia, and Estonia.

Germany's Lightning Attack After signing this nonaggression pact, Hitler quickly moved ahead with plans to conquer Poland. His surprise attack took place at dawn on September 1, 1939. German tanks and troop trucks rumbled across the Polish border. At the same time, German aircraft and artillery began a merciless bombing of Poland's capital, Warsaw.

France and Great Britain declared war on Germany on September 3. But Poland fell some time before those nations could make any military response. After his victory, Hitler annexed the western half of Poland. That region had a large German population.

The German invasion of Poland was the first test of Germany's newest military strategy—the [blitzkrieg](#) (BLIHTS•kreeg), or “lightning war.” It involved using fast-moving airplanes and tanks, followed by massive infantry forces, to take enemy defenders by surprise and quickly overwhelm them. In the case of Poland, the strategy worked.

The Soviets Make Their Move On September 17, Stalin sent Soviet troops to occupy the eastern half of Poland. Stalin then moved to annex countries to the north of Poland. Lithuania, Latvia, and Estonia fell without a struggle, but Finland resisted. In November, Stalin sent nearly one million Soviet troops into

TAKING NOTES

Recognizing Effects

Use a chart to identify the effects of some of the early events of World War II.

Cause	Effect
First blitzkrieg	
Allies stranded at Dunkirk	
Lend-Lease Act	

Finland. The Soviets expected to win a quick victory, so they were not prepared for winter fighting. This was a crucial mistake.

The Finns were outnumbered and outgunned, but they fiercely defended their country. In the freezing winter weather, soldiers on skis swiftly attacked Soviet positions. In contrast, the Soviets struggled to make progress through the deep snow. The Soviets suffered heavy losses, but they finally won through sheer force of numbers. By March 1940, Stalin had forced the Finns to accept his surrender terms. **A**

The Phony War After they declared war on Germany, the French and British had mobilized their armies. They stationed their troops along the Maginot (MAZH•uh•NOH) Line, a system of fortifications along France's border with Germany. There they waited for the Germans to attack—but nothing happened. With little to do, the bored Allied soldiers stared eastward toward the enemy. Equally bored, German soldiers stared back from their Siegfried Line a few miles away. Germans jokingly called it the *sitzkrieg*, or “sitting war.” Some newspapers referred to it simply as “the phony war.”

Suddenly, on April 9, 1940, the calm ended. Hitler launched a surprise invasion of Denmark and Norway. In just four hours after the attack, Denmark fell. Two months later, Norway surrendered as well. The Germans then began to build bases along the Norwegian and Danish coasts from which they could launch strikes on Great Britain.

MAIN IDEA

Analyzing Motives

A What were Stalin's goals in Europe at the beginning of World War II?

The Fall of France

In May of 1940, Hitler began a dramatic sweep through the Netherlands, Belgium, and Luxembourg. This was part of a strategy to strike at France. Keeping the Allies' attention on those countries, Hitler then sent an even larger force of tanks



and troops to slice through the Ardennes (ahr•DEHN). This was a heavily wooded area in northern France, Luxembourg, and Belgium. Moving through the forest, the Germans “squeezed between” the Maginot Line. From there, they moved across France and reached the country’s northern coast in ten days.

Rescue at Dunkirk After reaching the French coast, the German forces swung north again and joined with German troops in Belgium. By the end of May 1940, the Germans had trapped the Allied forces around the northern French city of Lille (leel). Outnumbered, outgunned, and pounded from the air, the Allies retreated to the beaches of Dunkirk, a French port city near the Belgian border. They were trapped with their backs to the sea.

In one of the most heroic acts of the war, Great Britain set out to rescue the army. It sent a fleet of about 850 ships across the English Channel to Dunkirk. Along with Royal Navy ships, civilian craft—yachts, lifeboats, motorboats, paddle steamers, and fishing boats—joined the rescue effort. From May 26 to June 4, this amateur armada, under heavy fire from German bombers, sailed back and forth from Britain to Dunkirk. The boats carried some 338,000 battle-weary soldiers to safety.

France Falls Following Dunkirk, resistance in France began to crumble. By June 14, the Germans had taken Paris. Accepting the inevitable, French leaders surrendered on June 22, 1940. The Germans took control of the northern part of the country. They left the southern part to a puppet government headed by Marshal Philippe Pétain (pay•TAN), a French hero from World War I. The headquarters of this government was in the city of Vichy (VEESH•ee).

After France fell, [Charles de Gaulle](#) (duh GOHL), a French general, set up a government-in-exile in London. He committed all his energy to reconquering France. In a radio broadcast from England, de Gaulle called on the people of France to join him in resisting the Germans:

PRIMARY SOURCE

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

GENERAL CHARLES DE GAULLE, quoted in
Charles de Gaulle: A Biography

De Gaulle went on to organize the Free French military forces that battled the Nazis until France was liberated in 1944.

The Battle of Britain

With the fall of France, Great Britain stood alone against the Nazis. [Winston Churchill](#), the new British prime minister, had already declared that his nation would never give in. In a rousing speech, he proclaimed, “We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets . . . we shall never surrender.”

Hitler now turned his mind to an invasion of Great Britain. His plan was first to knock out the Royal Air Force (RAF) and then to land more than 250,000 soldiers on England’s shores.

History Makers



Winston Churchill
1874–1965

Possibly the most powerful weapon the British had as they stood alone against Hitler’s Germany was the nation’s prime minister—Winston Churchill. “Big Winnie,” Londoners boasted, “was the lad for us.”

Although Churchill had a speech defect as a youngster, he grew to become one of the greatest orators of all time. He used all his gifts as a speaker to rally the people behind the effort to crush Germany. In one famous speech he promised that Britain would

*. . . wage war, by sea, land and air,
with all our might and with all the
strength that God can give us . . .
against a monstrous tyranny.*

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Winston Churchill, go to classzone.com



▲ A London bus is submerged in a bomb crater after a German air raid.

In the summer of 1940, the Luftwaffe (LOOFT•VAHF•uh), Germany's air force, began bombing Great Britain. At first, the Germans targeted British airfields and aircraft factories. Then, on September 7, 1940, they began focusing on the cities, especially London, to break British morale. Despite the destruction and loss of life, the British did not waver.

The RAF, although badly outnumbered, began to hit back hard. Two technological devices helped turn the tide in the RAF's favor. One was an electronic tracking system known as radar. Developed in the late 1930s, radar could tell the number, speed, and direction of incoming warplanes. The other device was a German code-making machine named Enigma. A complete Enigma machine had been smuggled into Great Britain in the late 1930s. Enigma enabled the British to decode German secret messages. With information

gathered by these devices, RAF fliers could quickly launch attacks on the enemy.

To avoid the RAF's attacks, the Germans gave up daylight raids in October 1940 in favor of night bombing. At sunset, the wail of sirens filled the air as Londoners flocked to the subways, which served as air-raid shelters. Some rode out the bombing raids at home in smaller air-raid shelters or basements. This **Battle of Britain** continued until May 10, 1941. Stunned by British resistance, Hitler decided to call off his attacks. Instead, he focused on the Mediterranean and Eastern Europe. The Battle of Britain taught the Allies a crucial lesson. Hitler's attacks could be blocked. **B**

Vocabulary
Luftwaffe is the German word for "air weapon."

MAIN IDEA

Recognizing Effects

B Why was the outcome of the Battle of Britain important for the Allies?

The Mediterranean and the Eastern Front

The stubborn resistance of the British in the Battle of Britain caused a shift in Hitler's strategy in Europe. He decided to deal with Great Britain later. He then turned his attention east to the Mediterranean area and the Balkans—and to the ultimate prize, the Soviet Union.

Axis Forces Attack North Africa Germany's first objective in the Mediterranean region was North Africa, mainly because of Hitler's partner, Mussolini. Despite its alliance with Germany, Italy had remained neutral at the beginning of the war. With Hitler's conquest of France, however, Mussolini knew he had to take action. After declaring war on France and Great Britain, Mussolini moved into France.

Mussolini took his next step in North Africa in September 1940. While the Battle of Britain was raging, he ordered his army to attack British-controlled Egypt. Egypt's Suez Canal was key to reaching the oil fields of the Middle East. Within a week, Italian troops had pushed 60 miles inside Egypt, forcing British units back. Then both sides dug in and waited.

Britain Strikes Back Finally, in December, the British struck back. The result was a disaster for the Italians. By February 1941, the British had swept 500 miles across North Africa and had taken 130,000 Italian prisoners. Hitler had to step in to save his Axis partner. To reinforce the Italians, Hitler sent a crack German tank force, the Afrika Korps, under the command of General **Erwin Rommel**. In late March 1941, Rommel's Afrika Korps attacked. Caught by surprise, British forces retreated east to Tobruk, Libya. (See the map on page 923.)

Vocabulary
The *Middle East* includes the countries of Southwest Asia and northeast Africa.

After fierce fighting for Tobruk, the British began to drive Rommel back. By mid-January 1942, Rommel had retreated to where he had started. By June 1942, the tide of battle turned again. Rommel regrouped, pushed the British back across the desert, and seized Tobruk—a shattering loss for the Allies. Rommel's successes in North Africa earned him the nickname "Desert Fox."

The War in the Balkans While Rommel campaigned in North Africa, other German generals were active in the Balkans. Hitler had begun planning to attack his ally, the USSR, as early as the summer of 1940. The Balkan countries of southeastern Europe were key to Hitler's invasion plan. Hitler wanted to build bases in southeastern Europe for the attack on the Soviet Union. He also wanted to make sure that the British did not interfere.

To prepare for his invasion, Hitler moved to expand his influence in the Balkans. By early 1941, through the threat of force, he had persuaded Bulgaria, Romania, and Hungary to join the Axis powers. Yugoslavia and Greece, which had pro-British governments, resisted. In early April 1941, Hitler invaded both countries. Yugoslavia fell in 11 days. Greece surrendered in 17. In Athens, the Nazis celebrated their victory by raising swastikas on the Acropolis.


Hitler Invades the Soviet Union With the Balkans firmly in control, Hitler could move ahead with Operation Barbarossa, his plan to invade the Soviet Union. Early in the morning of June 22, 1941, the roar of German tanks and aircraft announced the beginning of the invasion. The Soviet Union was not prepared for this attack. Although it had the largest army in the world, its troops were neither well equipped nor well trained.

The invasion rolled on week after week until the Germans had pushed 500 miles inside the Soviet Union. As the Soviet troops retreated, they burned and destroyed everything in the enemy's path. The Russians had used this scorched-earth strategy against Napoleon.

On September 8, German forces put Leningrad under siege. By early November, the city was completely cut off from the rest of the Soviet Union. To force a surrender, Hitler was ready to starve the city's more than 2.5 million inhabitants. German bombs destroyed warehouses where food was stored. Desperately hungry, people began eating cattle and horse feed, as well as cats and dogs and, finally, crows and rats. Nearly one million people died in Leningrad during the winter of 1941–1942. Yet the city refused to fall.

▼ Russian soldiers prepare to attack German lines outside Leningrad.



Impatient with the progress in Leningrad, Hitler looked to Moscow, the capital and heart of the Soviet Union. A Nazi drive on the capital began on October 2, 1941. By December, the Germans had advanced to the outskirts of Moscow. Soviet General Georgi Zhukov (ZHOO•kuhf) counterattacked. As temperatures fell, the Germans, in summer uniforms, retreated. Ignoring Napoleon's winter defeat 130 years before, Hitler sent his generals a stunning order: "No retreat!" German troops dug in about 125 miles west of Moscow. They held the line against the Soviets until March 1943. Hitler's advance on the Soviet Union gained nothing but cost the Germans 500,000 lives. 

MAIN IDEA

Making Inferences

 What does the fact that German armies were not prepared for the Russian winter indicate about Hitler's expectations for the Soviet campaign?

The United States Aids Its Allies

Most Americans felt that the United States should not get involved in the war. Between 1935 and 1937, Congress passed a series of Neutrality Acts. The laws made it illegal to sell arms or lend money to nations at war. But President Roosevelt knew that if the Allies fell, the United States would be drawn into the war. In September 1939, he asked Congress to allow the Allies to buy American arms. The Allies would pay cash and then carry the goods on their own ships.

Under the Lend-Lease Act, passed in March 1941, the president could lend or lease arms and other supplies to any country vital to the United States. By the summer of 1941, the U.S. Navy was escorting British ships carrying U.S. arms. In response, Hitler ordered his submarines to sink any cargo ships they met.

Although the United States had not yet entered the war, Roosevelt and Churchill met secretly and issued a joint declaration called the [Atlantic Charter](#). It upheld free trade among nations and the right of people to choose their own government. The charter later served as the Allies' peace plan at the end of World War II.

On September 4, a German U-boat fired on a U.S. destroyer in the Atlantic. In response, Roosevelt ordered navy commanders to shoot German submarines on sight. The United States was now involved in an undeclared naval war with Hitler. To almost everyone's surprise, however, the attack that actually drew the United States into the war did not come from Germany. It came from Japan.

SECTION

1

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

• nonaggression pact • blitzkrieg • Charles de Gaulle • Winston Churchill • Battle of Britain • Erwin Rommel • Atlantic Charter

USING YOUR NOTES

2. Which of the listed events might be considered a turning point for the Allies? Why?

Cause	Effect
First blitzkrieg	
Allies stranded at Dunkirk	
Lend-Lease Act	

MAIN IDEAS

- Why were the early months of World War II referred to as the "phony war"?
- Why was Egypt of strategic importance in World War II?
- Why did President Franklin Roosevelt want to offer help to the Allies?

CRITICAL THINKING & WRITING

- CLARIFYING** What do you think is meant by the statement that Winston Churchill possibly was Britain's most powerful weapon against Hitler's Germany?
- MAKING INFERENCES** What factors do you think a country's leaders consider when deciding whether to surrender or fight?
- COMPARING** How were Napoleon's invasion of Russia and Hitler's invasion of the Soviet Union similar?
- WRITING ACTIVITY** [EMPIRE BUILDING](#) Write a **magazine article** on German conquests in Europe through 1942.

CONNECT TO TODAY PREPARING AN ORAL REPORT

Conduct research into "stealth" technology, which is designed to evade radar. Use your findings to prepare a brief **oral report** titled "How Stealth Technology Works."



Japan's Pacific Campaign

MAIN IDEA

EMPIRE BUILDING Japan attacked Pearl Harbor in Hawaii and brought the United States into World War II.

WHY IT MATTERS NOW

World War II established the United States as a leading player in international affairs.

TERMS & NAMES

- Isoroku Yamamoto
- Pearl Harbor
- Battle of Midway
- Douglas MacArthur
- Battle of Guadalcanal

SETTING THE STAGE Like Hitler, Japan's military leaders also had dreams of empire. Japan's expansion had begun in 1931. That year, Japanese troops took over Manchuria in northeastern China. Six years later, Japanese armies swept into the heartland of China. They expected quick victory. Chinese resistance, however, caused the war to drag on. This placed a strain on Japan's economy. To increase their resources, Japanese leaders looked toward the rich European colonies of Southeast Asia.

Surprise Attack on Pearl Harbor

By October 1940, Americans had cracked one of the codes that the Japanese used in sending secret messages. Therefore, they were well aware of Japanese plans for Southeast Asia. If Japan conquered European colonies there, it could also threaten the American-controlled Philippine Islands and Guam. To stop the Japanese advance, the U.S. government sent aid to strengthen Chinese resistance. And when the Japanese overran French Indochina—Vietnam, Cambodia, and Laos—in July 1941, Roosevelt cut off oil shipments to Japan.

Despite an oil shortage, the Japanese continued their conquests. They hoped to catch the European colonial powers and the United States by surprise. So they planned massive attacks on British and Dutch colonies in Southeast Asia and on American outposts in the Pacific—at the same time. Admiral **Isoroku Yamamoto** (ih•soh•ROO•koo YAH•muh•MOH•toh), Japan's greatest naval strategist, also called for an attack on the U.S. fleet in Hawaii. It was, he said, “a dagger pointed at [Japan's] throat” and must be destroyed.

Day of Infamy Early in the morning of December 7, 1941, American sailors at **Pearl Harbor** in Hawaii awoke to the roar of explosives. A Japanese attack was underway! U.S. military leaders had known from a coded Japanese message that an attack might come. But they did not know when or where it would occur. Within two hours, the Japanese had sunk or damaged 19 ships, including 8 battleships, moored in Pearl Harbor. More than 2,300 Americans were killed—with over 1,100 wounded. News of the attack stunned the American people. The next day, President Roosevelt addressed Congress. December 7, 1941, he declared, was “a date which will live in infamy.” Congress quickly accepted his request for a declaration of war on Japan and its allies.

TAKING NOTES

Recognizing Effects

Use a chart to identify the effects of four major events of the war in the Pacific between 1941 and 1943.

Event	Effect



▲ The U.S.S. *West Virginia* is engulfed by flames after taking a direct hit during the Japanese attack on Pearl Harbor.

Almost at the same time of the Pearl Harbor attack, the Japanese launched bombing raids on the British colony of Hong Kong and American-controlled Guam and Wake Island. (See the map on the opposite page.) They also landed an invasion force in Thailand. The Japanese drive for a Pacific empire was under way.

Japanese Victories

Lightly defended, Guam and Wake Island quickly fell to Japanese forces. The Japanese then turned their attention to the Philippines. In January 1942, they marched into the Philippine capital of Manila. American and Filipino forces took up a defensive position on the Bataan (buh•TAN) Peninsula on the

northwestern edge of Manila Bay. At the same time, the Philippine government moved to the island of Corregidor just to the south of Bataan. After about three months of tough fighting, the Japanese took the Bataan Peninsula in April. Corregidor fell the following month.

The Japanese also continued their strikes against British possessions in Asia. After seizing Hong Kong, they invaded Malaya from the sea and overland from Thailand. By February 1942, the Japanese had reached Singapore, strategically located at the southern tip of the Malay Peninsula. After a fierce pounding, the colony surrendered. Within a month, the Japanese had conquered the resource-rich Dutch East Indies (now Indonesia), including the islands of Java, Sumatra, Borneo, and Celebes (SEHL•uh•BEEZ). The Japanese also moved westward, taking Burma. From there, they planned to launch a strike against India, the largest of Great Britain's colonies.

By the time Burma fell, Japan had taken control of more than 1 million square miles of Asian land. About 150 million people lived in this vast area. Before these conquests, the Japanese had tried to win the support of Asians with the anticolonialist idea of “East Asia for the Asiatics.” After victory, however, the Japanese quickly made it clear that they had come as conquerors. They often treated the people of their new colonies with extreme cruelty.

However, the Japanese reserved the most brutal treatment for Allied prisoners of war. The Japanese considered it dishonorable to surrender, and they had contempt for the prisoners of war in their charge. On the Bataan Death March—a forced march of more than 50 miles up the peninsula—the Japanese subjected their captives to terrible cruelties. One Allied prisoner of war reported:

PRIMARY SOURCE

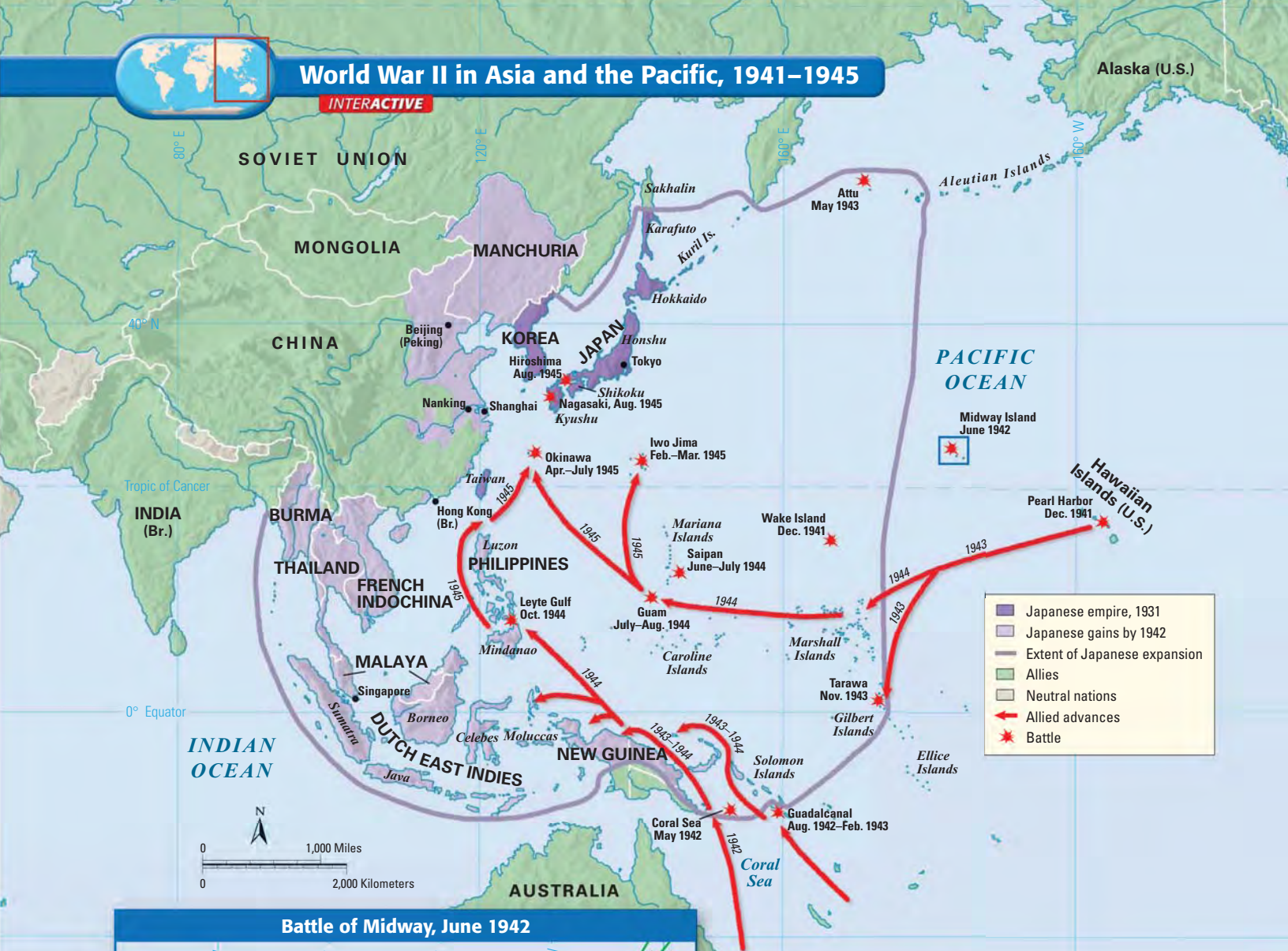
I was questioned by a Japanese officer, who found out that I had been in a Philippine Scout Battalion. The [Japanese] hated the Scouts. . . . Anyway, they took me outside and I was forced to watch as they buried six of my Scouts alive. They made the men dig their own graves, and then had them kneel down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

LIEUTENANT JOHN SPAINHOWER, quoted in *War Diary 1939–1945*

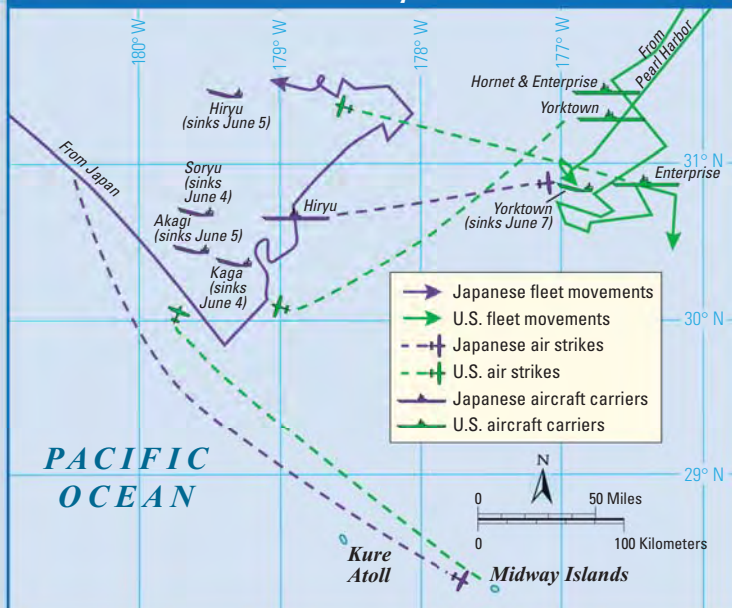
Of the approximately 70,000 prisoners who started the Bataan Death March, only 54,000 survived.

World War II in Asia and the Pacific, 1941–1945

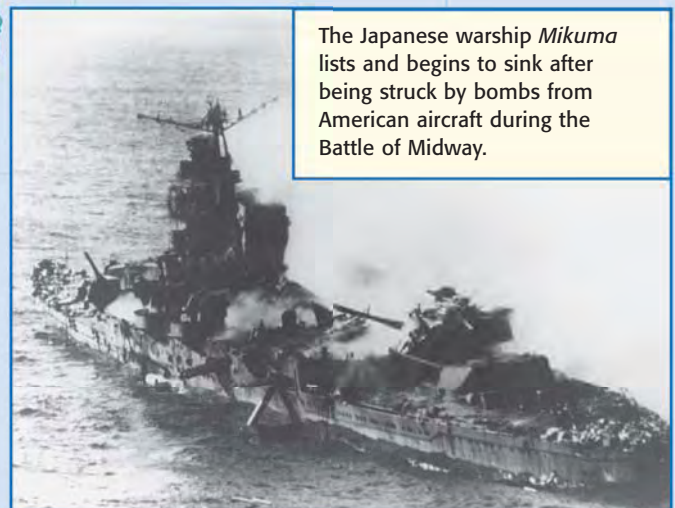
INTERACTIVE



Battle of Midway, June 1942



Some Japanese search aircraft were late getting into the air. As a result, the Japanese were completely unaware that U.S. ships were nearby.



The Japanese warship *Mikuma* lists and begins to sink after being struck by bombs from American aircraft during the Battle of Midway.

GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Location** Which battle was fought in the most northern region?
- Movement** From what two general directions did Allied forces move in on Japan?

The Allies Strike Back

After a string of victories, the Japanese seemed unbeatable. Nonetheless, the Allies—mainly Americans and Australians—were anxious to strike back in the Pacific. The United States in particular wanted revenge for Pearl Harbor. In April 1942, 16 B-25 bombers under the command of Lieutenant Colonel James H. Doolittle bombed Tokyo and several other Japanese cities. The bombs did little damage. The raid, however, made an important psychological point to both Americans and Japanese: Japan was vulnerable to attack.

The Allies Turn the Tide Doolittle's raid on Japan raised American morale and shook the confidence of some in Japan. As one Japanese citizen noted, "We started to doubt that we were invincible." In addition, some Japanese worried that defending and controlling a vast empire had caused them to spread their resources too thin.

Slowly, the Allies began to turn the tide of war. Early in May 1942, an American fleet with Australian support intercepted a Japanese strike force headed for Port Moresby in New Guinea. This city housed a critical Allied air base. Control of the air base would put the Japanese in easy striking distance of Australia.

In the battle that followed—the Battle of the Coral Sea—both sides used a new kind of naval warfare. The opposing ships did not fire a single shot. In fact, they often could not see one another. Instead, airplanes taking off from huge aircraft carriers attacked the ships. The Allies suffered more losses in ships and troops than did the Japanese. However, the Battle of the Coral Sea was something of a victory, for the Allies had stopped Japan's southward advance.

The Battle of Midway Japan next targeted Midway Island, some 1,500 miles west of Hawaii, the location of a key American airfield. Thanks to Allied code breakers, Admiral Chester Nimitz, commander in chief of the U.S. Pacific Fleet, knew that a huge Japanese force was heading toward Midway. Admiral Yamamoto himself was in command of the Japanese fleet. He hoped that the attack on Midway would draw the whole of the U.S. Pacific Fleet from Pearl Harbor to defend the island. **A**

On June 4, with American forces hidden beyond the horizon, Nimitz allowed the Japanese to begin their assault on the island. As the first Japanese planes got into the air, American planes swooped in to attack the Japanese fleet. Many Japanese planes were still on the decks of the aircraft carriers. The strategy was a success. American pilots destroyed 332 Japanese planes, all four aircraft carriers, and one support ship. Yamamoto ordered his crippled fleet to withdraw. By June 7, 1942, the battle was over. The **Battle of Midway** turned the tide of war in the Pacific. (See the inset map on page 933.)

An Allied Offensive

With morale high after their victory at Midway, the Allies took the offensive. The war in the Pacific involved vast distances. Japanese troops had dug in on hundreds of islands across the ocean. General **Douglas MacArthur**, the commander of the Allied land forces in the Pacific, developed a plan to handle this problem.

Vocabulary

invincible:
unconquerable

History Makers



General Douglas MacArthur
1880–1964

Douglas MacArthur's qualities as a leader and a fighting soldier emerged in France during World War I. Showing incredible dash and courage on the battlefield, he received several decorations for bravery. And he won promotion from the rank of major to brigadier general.

After serving in several positions in the United States, MacArthur received a posting to the Philippines in 1935. He remained there until shortly before the islands fell in 1941. But he left very reluctantly. In a message to the troops who remained behind, he vowed, "I shall return." As you will read later in the chapter, MacArthur kept his promise.

MAIN IDEA

Analyzing Motives

A Why might the Americans send their entire Pacific Fleet to defend Midway Island?

MAIN IDEA**Identifying Problems**

B If the vast distances of the Pacific caused problems for the Allies, how might they have also caused problems for the Japanese?

MacArthur believed that storming each island would be a long, costly effort. Instead, he wanted to “island-hop” past Japanese strongholds. He would then seize islands that were not well defended but were closer to Japan. **B**

MacArthur’s first target soon presented itself. U.S. military leaders had learned that the Japanese were building a huge air base on the island of Guadalcanal in the Solomon Islands. The Allies had to strike fast before the base was completed and became another Japanese stronghold. At dawn on August 7, 1942, several thousand U.S. Marines, with Australian support, landed on Guadalcanal and the neighboring island of Tulagi.

The marines had little trouble seizing Guadalcanal’s airfield. But the battle for control of the island turned into a savage struggle as both sides poured in fresh troops. In February 1943, after six months of fighting on land and at sea, the **Battle of Guadalcanal** finally ended. After losing more than 24,000 of a force of 36,000 soldiers, the Japanese abandoned what they came to call “the Island of Death.”

To American war correspondent Ralph Martin and the U.S. soldiers who fought there, Guadalcanal was simply “hell”:

PRIMARY SOURCE

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

RALPH G. MARTIN, *The GI War*



▲ U.S. Marines storm ashore at Guadalcanal.

As Japan worked to establish a new order in Southeast Asia and the Pacific, the Nazis moved ahead with Hitler’s design for a new order in Europe. This design included plans for dealing with those Hitler considered unfit for the Third Reich. You will learn about these plans in Section 3.

SECTION**2****ASSESSMENT**

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Isoroku Yamamoto
- Pearl Harbor
- Battle of Midway
- Douglas MacArthur
- Battle of Guadalcanal

USING YOUR NOTES

2. Which event was most important in turning the tide of the war in the Pacific against the Japanese? Why?

Event	Effect

MAIN IDEAS

3. How did the Japanese plan to catch the European colonial powers and the United States by surprise?
4. In what way was the Battle of the Coral Sea a new kind of naval warfare?
5. What was General Douglas MacArthur’s island-hopping strategy?

CRITICAL THINKING & WRITING

6. **EVALUATING DECISIONS** Did Admiral Yamamoto make a wise decision in bombing Pearl Harbor? Why or why not?
7. **ANALYZING MOTIVES** Why do you think the Japanese changed their approach from trying to win the support of the colonized peoples to acting as conquerors?
8. **IDENTIFYING PROBLEMS** What problems did Japan face in building an empire in the Pacific?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Imagine you are a foreign diplomat living in Asia during World War II. Write **journal entries** describing the Japanese advance across Asia and the Pacific during 1941 and 1942.

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to research the Pearl Harbor Memorial in Hawaii. Create a **Web page** that describes the memorial and provides background information on the attack.

INTERNET KEYWORD
Pearl Harbor



The Holocaust

MAIN IDEA

EMPIRE BUILDING During the Holocaust, Hitler's Nazis killed six million Jews and five million other "non-Aryans."

WHY IT MATTERS NOW

The violence against Jews during the Holocaust led to the founding of Israel after World War II.

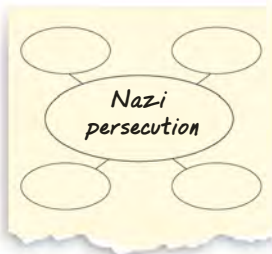
TERMS & NAMES

- Aryan
- Holocaust
- *Kristallnacht*
- ghetto
- "Final Solution"
- genocide

SETTING THE STAGE As part of their vision for Europe, the Nazis proposed a new racial order. They proclaimed that the Germanic peoples, or **Aryans**, were a "master race." (This was a misuse of the term *Aryan*. The term actually refers to the Indo-European peoples who began to migrate into the Indian subcontinent around 1500 B.C.) The Nazis claimed that all non-Aryan peoples, particularly Jewish people, were inferior. This racist message would eventually lead to the **Holocaust**, the systematic mass slaughter of Jews and other groups judged inferior by the Nazis.

TAKING NOTES

Analyzing Bias Use a web diagram to identify examples of Nazi persecution.



The Holocaust Begins

To gain support for his racist ideas, Hitler knowingly tapped into a hatred for Jews that had deep roots in European history. For generations, many Germans, along with other Europeans, had targeted Jews as the cause of their failures. Some Germans even blamed Jews for their country's defeat in World War I and for its economic problems after that war.

In time, the Nazis made the targeting of Jews a government policy. The Nuremberg Laws, passed in 1935, deprived Jews of their rights to German citizenship and forbade marriages between Jews and non-Jews. Laws passed later also limited the kinds of work that Jews could do.

"Night of Broken Glass" Worse was yet to come. Early in November 1938, 17-year-old Herschel Grynszpan (GRIHN•shpahn), a Jewish youth from Germany, was visiting an uncle in Paris. While Grynszpan was there, he received a postcard. It said that after living in Germany for 27 years, his father had been deported to Poland. On November 7, wishing to avenge his father's deportation, Grynszpan shot a German diplomat living in Paris.

When Nazi leaders heard the news, they launched a violent attack on the Jewish community. On November 9, Nazi storm troopers attacked Jewish homes, businesses, and synagogues across Germany and murdered close to 100 Jews. An American in Leipzig wrote, "Jewish shop windows by the hundreds were systematically . . . smashed. . . . The main streets of the city were a positive litter of shattered plate glass." It is for this reason that the night of November 9 became known as ***Kristallnacht*** (krih•STAHL•NAHKT), or "Night of Broken Glass." A 14-year-old boy described his memory of that awful night:

PRIMARY SOURCE

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

M. I. LIBAU, quoted in *Never to Forget: The Jews of the Holocaust*

Kristallnacht marked a major step-up in the Nazi policy of Jewish persecution. The future for Jews in Germany looked truly grim.

A Flood of Refugees After *Kristallnacht*, some Jews realized that violence against them was bound to increase. By the end of 1939, a number of German Jews had fled to other countries. Many however, remained in Germany. Later, Hitler conquered territories in which millions more Jews lived.

At first, Hitler favored emigration as a solution to what he called “the Jewish problem.” Getting other countries to continue admitting Germany’s Jews became an issue, however. After admitting tens of thousands of Jewish refugees, such countries as France, Britain, and the United States abruptly closed their doors to further immigration. Germany’s foreign minister observed, “We all want to get rid of our Jews. The difficulty is that no country wishes to receive them.”

Isolating the Jews When Hitler found that he could not get rid of Jews through emigration, he put another plan into effect. He ordered Jews in all countries under his control to be moved to designated cities. In those cities, the Nazis herded the Jews into dismal, overcrowded **ghettos**, or segregated Jewish areas. The Nazis then sealed off the ghettos with barbed wire and stone walls. They hoped that the Jews inside would starve to death or die from disease. **A**

Even under these horrible conditions, the Jews hung on. Some, particularly the Jews in Warsaw, Poland, formed resistance organizations within the ghettos. They also struggled to keep their traditions. Ghetto theaters produced plays and concerts. Teachers taught lessons in secret schools. Scholars kept records so that one day people would find out the truth.



▲ After 1941, all Jews in German-controlled areas had to wear a yellow Star of David patch.

MAIN IDEA

Recognizing Effects

A What steps did Hitler take to rid Germany of Jews?

The “Final Solution”

Hitler soon grew impatient waiting for Jews to die from starvation or disease. He decided to take more direct action. His plan was called the “**Final Solution**.” It was actually a program of **genocide**, the systematic killing of an entire people.

▼ German soldiers round up Jews in the Warsaw ghetto.



Hitler believed that his plan of conquest depended on the purity of the Aryan race. To protect racial purity, the Nazis had to eliminate other races, nationalities, or groups they viewed as inferior—as “subhumans.” They included Roma (gypsies), Poles, Russians, homosexuals, the insane, the disabled, and the incurably ill. But the Nazis focused especially on the Jews. **B**

The Killings Begin As Nazi troops swept across Eastern Europe and the Soviet Union, the killings began. Units from the SS (Hitler’s elite security force) moved from town to town to hunt down Jews. The SS and their collaborators rounded up men, women, children, and even babies and took them to isolated spots. They then shot their prisoners in pits that became the prisoners’ graves.

Jews in communities not reached by the killing squads were rounded up and taken to concentration camps, or slave-labor prisons. These camps were located mainly in Germany and Poland. Hitler hoped that the horrible conditions in the camps would speed the total elimination of the Jews.

The prisoners worked seven days a week as slaves for the SS or for German businesses. Guards severely beat or killed their prisoners for not working fast enough. With meals of thin soup, a scrap of bread, and potato peelings, most prisoners lost 50 pounds in the first few months. Hunger was so intense, recalled one survivor, “that if a bit of soup spilled over, prisoners would . . . dig their spoons into the mud and stuff the mess in their mouths.”

The Final Stage Hitler’s war on the Jews turned toward the “Final Solution” in 1942. The Nazis built extermination camps equipped with huge gas chambers that could kill as many as 6,000 human beings in a day. (See the map on page 953.)

When prisoners arrived at Auschwitz (OUSH•vihts), the largest of the extermination camps, they paraded before a committee of SS doctors. With a wave of the hand, these doctors separated the strong—mostly men—from the weak—mostly women, young children, the elderly, and the sick. Those labeled as weak would die that day. They were told to undress for a shower and then led into a chamber with

MAIN IDEA

Analyzing Bias

B How was the “Final Solution” a natural outcome of Nazi racial theory?

History *in* Depth

Jewish Resistance

Even in the extermination camps, Jews rose up and fought against the Nazis. At Treblinka in August 1943, and at Sobibor in October 1943, small groups of Jews revolted. They killed guards, stormed the camp armories and stole guns and grenades, and then broke out. In both uprisings, about 300 prisoners escaped. Most were killed soon after. Of those who survived, many joined up with partisan groups and continued to fight until the end of the war.

Late in 1944, prisoners at Auschwitz revolted, too. Like the escapees at Treblinka and Sobibor, most were caught and killed. Young women like Ella Gartner and Roza Robota made the Auschwitz uprising possible. Gartner smuggled gunpowder into the camp from the munitions factory where she worked. Robota helped organize resistance in the camp. Gartner and Robota were executed on January 6, 1945. Less than a month later, Auschwitz was liberated.



▲ Ella Gartner



► Roza Robota

Jews Killed Under Nazi Rule*			
	Original Jewish Population	Jews Killed	Percent Surviving
Poland	3,300,000	2,800,000	15%
Soviet Union (area occupied by Germans)	2,100,000	1,500,000	29%
Hungary	404,000	200,000	49%
Romania	850,000	425,000	50%
Germany/Austria	270,000	210,000	22%
*Estimates		Source: Hannah Vogt, <i>The Burden of Guilt</i>	

fake showerheads. After the doors were closed, cyanide gas or carbon dioxide poured from the showerheads or holes in the ceiling. All inside were killed in a matter of minutes. Later, the Nazis installed crematoriums, or ovens, to burn the bodies.

The Survivors Some six million European Jews died in these death camps and in Nazi massacres. Fewer than four million survived. Some escaped the horrors of the death camps with help from non-Jewish people. These rescuers, at great risk to their own lives, hid Jews in their homes or helped them escape to neutral countries.

Those who survived the camps were changed forever by what they had experienced. As Elie Wiesel, nearly 15 years old when he entered Auschwitz, noted:

PRIMARY SOURCE

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

ELIE WIESEL, quoted in *Night*

SECTION

3

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Aryan
- Holocaust
- *Kristallnacht*
- ghetto
- "Final Solution"
- genocide

USING YOUR NOTES

2. What Nazi actions were part of the "Final Solution"?



MAIN IDEAS

3. What was the new racial order proposed by the Nazis?
4. What Nazi action marked the final stage of the "Final Solution"?
5. How did some non-Jews oppose Hitler's "Final Solution"?

CRITICAL THINKING & WRITING

6. **ANALYZING MOTIVES** Why might people want to blame a minority group for most of their country's problems?
7. **MAKING INFERENCES** Why do you think the German people went along with the Nazi policy of persecution of the Jews?
8. **RECOGNIZING EFFECTS** What impact did the Holocaust have on the Jewish population of Europe?
9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Write a **persuasive essay** discussing how German scientists, engineers, and doctors asked to participate in the Holocaust might have opposed Hitler's policy.

CONNECT TO TODAY CREATING A MAP

Find information on instances of genocide and ethnic cleansing in the last 20 years. Use the information to create an **annotated map** titled "Genocide in the Late 20th Century."



The Allied Victory

MAIN IDEA

EMPIRE BUILDING Led by the United States, Great Britain, and the Soviet Union, the Allies scored key victories and won the war.

WHY IT MATTERS NOW

The Allies' victory in World War II set up conditions for both the Cold War and today's post-Cold War world.

TERMS & NAMES

- Dwight D. Eisenhower
- Battle of Stalingrad
- D-Day
- Battle of the Bulge
- kamikaze

SETTING THE STAGE On December 22, 1941, just after Pearl Harbor, Winston Churchill and President Roosevelt met at the White House to develop a joint war policy. Stalin had asked his allies to relieve German pressure on his armies in the east. He wanted them to open a second front in the west. This would split the Germans' strength by forcing them to fight major battles in two regions instead of one. Churchill agreed with Stalin's strategy. The Allies would weaken Germany on two fronts before dealing a deathblow. At first, Roosevelt was torn, but ultimately he agreed.

TAKING NOTES

Recognizing Effects

Use a chart to identify the outcomes of several major World War II battles.

Battle	Outcome
Battle of El Alamein	
Battle of Stalingrad	
D-Day Invasion	

The Tide Turns on Two Fronts

Churchill wanted Britain and the United States to strike first at North Africa and southern Europe. The strategy angered Stalin. He wanted the Allies to open the second front in France. The Soviet Union, therefore, had to hold out on its own against the Germans. All Britain and the United States could offer in the way of help was supplies. Nevertheless, late in 1942, the Allies began to turn the tide of war both in the Mediterranean and on the Eastern Front.

The North African Campaign As you recall from Section 1, General Erwin Rommel took the key Libyan port city of Tobruk in June 1942. With Tobruk's fall, London sent General Bernard Montgomery—"Monty" to his troops—to take control of British forces in North Africa. By the time Montgomery arrived, however, the Germans had advanced to an Egyptian village called El Alamein (AL•uh•MAYN), west of Alexandria. (See the map on page 942.) They were dug in so well that British forces could not go around them. The only way to dislodge them, Montgomery decided, was with a massive frontal attack. The Battle of El Alamein began on the night of October 23. The roar of about 1,000 British guns took the Axis soldiers totally by surprise. They fought back fiercely and held their ground for several days. By November 4, however, Rommel's army had been beaten. He and his forces fell back.

As Rommel retreated west, the Allies launched Operation Torch. On November 8, an Allied force of more than 100,000 troops—mostly Americans—landed in Morocco and Algeria. American general [Dwight D. Eisenhower](#) led this force. Caught between Montgomery's and Eisenhower's armies, Rommel's Afrika Korps was finally crushed in May 1943.

The Battle for Stalingrad As Rommel suffered defeats in North Africa, German armies also met their match in the Soviet Union. The German advance had stalled at Leningrad and Moscow late in 1941. And the bitter winter made the situation worse. When the summer of 1942 arrived, however, Hitler sent his Sixth Army, under the command of General Friedrich Paulus, to seize the oil fields in the Caucasus Mountains. The army was also to capture Stalingrad (now Volgograd), a major industrial center on the Volga River. (See the map on page 942.)

The **Battle of Stalingrad** began on August 23, 1942. The Luftwaffe went on nightly bombing raids that set much of the city ablaze and reduced the rest to rubble. The situation looked desperate. Nonetheless, Stalin had already told his commanders to defend the city named after him to the death.

By early November 1942, Germans controlled 90 percent of the ruined city. Then another Russian winter set in. On November 19, Soviet troops outside the city launched a counterattack. Closing in around Stalingrad, they trapped the Germans inside and cut off their supplies. General Paulus begged Hitler to order a retreat. But Hitler refused, saying the city was “to be held at all costs.” **A**

On February 2, 1943, some 90,000 frostbitten, half-starved German troops surrendered to the Soviets. These pitiful survivors were all that remained of an army of 330,000. Stalingrad’s defense had cost the Soviets over one million soldiers. The city was 99 percent destroyed. However, the Germans were now on the defensive, with the Soviets pushing them steadily westward.

The Invasion of Italy As the Battle of Stalingrad raged, Stalin continued to urge the British and Americans to invade France. However, Roosevelt and Churchill decided to attack Italy first. On July 10, 1943, Allied forces landed on Sicily and captured it from Italian and German troops about a month later.

The conquest of Sicily toppled Mussolini from power. On July 25, King Victor Emmanuel III had the dictator arrested. On September 3, Italy surrendered. But the Germans seized control of northern Italy and put Mussolini back in charge. Finally, the Germans retreated northward, and the victorious Allies entered Rome on June 4, 1944. Fighting in Italy, however, continued until Germany fell in May 1945. On April 27, 1945, Italian resistance fighters ambushed some German trucks near the northern Italian city of Milan. Inside one of the trucks, they found Mussolini disguised as a German soldier. They shot him the next day and later hung his body in downtown Milan for all to see.

The Allied Home Fronts

Wherever Allied forces fought, people on the home fronts rallied to support them. In war-torn countries like the Soviet Union and Great Britain, civilians endured extreme hardships. Many lost their lives. Except for a few of its territories, such as Hawaii, the United States did not suffer invasion or bombing. Nonetheless, Americans at home made a crucial contribution to the Allied war effort. Americans produced the weapons and equipment that would help win the war.



▲ Soviet troops launch an attack during the battle for Stalingrad.

MAIN IDEA

Making Inferences

A What advantages might a weaker army fighting on its home soil have over a stronger invading army?



World War II: Allied Advances, 1942–1945

INTERACTIVE

- Axis nations, 1938
- Axis-controlled, 1942
- Allies
- Neutral nations
- Allied advances
- ★ Major Battles



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Region** Which European countries remained neutral during World War II?
- 2. Movement** What seems to be the destination for most of the Allied advances that took place in Europe during 1943–1944?

Mobilizing for War Defeating the Axis powers required mobilizing for total war. In the United States, factories converted their peacetime operations to wartime production and made everything from machine guns to boots. Automobile factories produced tanks. A typewriter company made armor-piercing shells. By 1944, between 17 and 18 million U.S. workers—many of them women—had jobs in war industries.

With factories turning out products for the war, a shortage of consumer goods hit the United States. From meat and sugar to tires and gasoline, from nylon stockings to laundry soap, the American government rationed scarce items. Setting the speed limit at 35 miles per hour also helped to save gasoline and rubber. In European countries directly affected by the war, rationing was even more drastic.

To inspire their people to greater efforts, Allied governments conducted highly effective propaganda campaigns. In the Soviet Union, a Moscow youngster collected enough scrap metal to produce 14,000 artillery shells. And a Russian family used its life savings to buy a tank for the Red Army. In the United States, youngsters saved their pennies and bought government war stamps and bonds to help finance the war.

War Limits Civil Rights Government propaganda also had a negative effect. After Pearl Harbor, a wave of prejudice arose in the United States against Japanese Americans. Most lived in Hawaii and on the West Coast. The bombing of Pearl Harbor frightened Americans. This fear, encouraged by government propaganda, was turned against Japanese Americans. They were suddenly seen as “the enemy.” On February 19, 1942, President Roosevelt issued an executive order calling for the internment of Japanese Americans because they were considered a threat to the country. **B**

In March, the military began rounding up “aliens” and shipping them to relocation camps. The camps were restricted military areas located far away from the coast. Such locations, it was thought, would prevent these “enemy aliens” from assisting a Japanese invasion. However, two-thirds of those interned were Nisei, native-born American citizens whose parents were Japanese. Many of them volunteered for military service and fought bravely for the United States, even though their families remained in the camps.

Victory in Europe

While the Allies were dealing with issues on the home front, they also were preparing to push toward victory in Europe. In 1943, the Allies began secretly building an invasion force in Great Britain. Their plan was to launch an attack on German-held France across the English Channel.

The D-Day Invasion By May 1944, the invasion force was ready. Thousands of planes, ships, tanks, and landing craft and more than three million troops awaited the order to attack. General Dwight D. Eisenhower, the commander of this enormous force, planned to strike on the coast of Normandy, in northwestern France. The Germans knew that an attack was coming. But they did not know where it would be launched. To keep Hitler guessing, the Allies set up a huge dummy army with its own headquarters and equipment. This make-believe army appeared to be preparing to attack the French seaport of Calais (ka•LAY).

Vocabulary

rationed: distributed in limited amounts

MAIN IDEA

Analyzing Motives

B Why did U.S. government propaganda try to portray the Japanese as sinister?



▲ American schoolchildren helped the war effort by recycling scrap metal and rubber and by buying war bonds.

The D-Day Invasion, June 6, 1944

INTERACTIVE

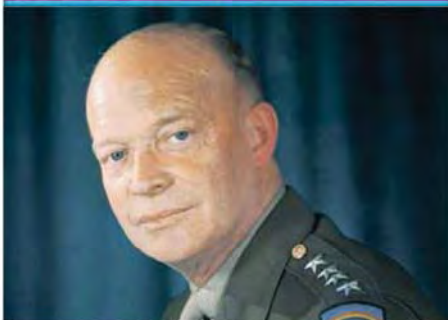
English Channel



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Human-Environment Interaction** What environmental problem might have been encountered by 1st Army soldiers landing at Utah Beach?
- Movement** Looking at the map, what might have been the Allied strategy behind parachuting troops into France?

History Makers



General Dwight D. Eisenhower 1890–1969

In his career, U.S. General Dwight Eisenhower had shown an uncommon ability to work with all kinds of people—even competitive Allies. His chief of staff said of Eisenhower, “The sun rises and sets on him for me.” He was also wildly popular with the troops, who affectionately called him “Uncle Ike.”

So it was not a surprise when, in December 1943, U.S. Army Chief of Staff George Marshall named Eisenhower as supreme commander of the Allied forces in Europe. The new commander’s “people skills” enabled him to join American and British forces together to put a permanent end to Nazi aggression.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create an illustrated report on Eisenhower’s military career. Go to classzone.com for your research.

Code-named Operation Overlord, the invasion of Normandy was the largest land and sea attack in history. The invasion began on June 6, 1944—known as **D-Day**. At dawn on that day, British, American, French, and Canadian troops fought their way onto a 60-mile stretch of beach in Normandy. (See the map on this page.) The Germans had dug in with machine guns, rocket launchers, and cannons. They sheltered behind concrete walls three feet thick. Not surprisingly, the Allies took heavy casualties. Among the American forces alone, more than 2,700 men died on the beaches that day.

Despite heavy losses, the Allies held the beachheads. Within a month of D-Day, more than one million additional troops had landed. Then, on July 25, the Allies punched a hole in the German defenses near Saint-Lô (san•LOH), and the United States Third Army, led by General George Patton, broke out. A month later, the Allies marched triumphantly into Paris. By September, they had liberated France, Belgium, and Luxembourg. They then set their sights on Germany.

The Battle of the Bulge As Allied forces moved toward Germany from the west, the Soviet army was advancing toward Germany from the east. Hitler now faced a war on two fronts. In a desperate gamble, he decided to counter-attack in the west. Hitler hoped a victory would split American and British forces and break up Allied supply lines. Explaining the reasoning behind his plan, Hitler said, “This battle is to decide whether we shall live or die. . . . All resistance must be broken in a wave of terror.”

On December 16, German tanks broke through weak American defenses along a 75-mile front in the Ardennes. The push into Allied lines gave the campaign its name—the **Battle of the Bulge**. Although caught off guard, the Allies eventually pushed the Germans back. The Germans had little choice but to retreat, since there were no reinforcements available.

Vocabulary

beachheads: enemy shoreline captured just before invading forces move inland

Germany's Unconditional Surrender After the Battle of the Bulge, the war in Europe rapidly drew to a close. In late March 1945, the Allies rolled across the Rhine River into Germany. By the middle of April, a noose was closing around Berlin. About three million Allied soldiers approached Berlin from the southwest. Another six million Soviet troops approached from the east. By April 25, 1945, the Soviets had surrounded the capital and were pounding the city with artillery fire.

While Soviet shells burst over Berlin, Hitler prepared for his end in an underground headquarters beneath the crumbling city. On April 29, he married his long-time companion, Eva Braun. The next day, Hitler and Eva Braun committed suicide. Their bodies were then carried outside and burned.

On May 7, 1945, General Eisenhower accepted the unconditional surrender of the Third Reich from the German military. President Roosevelt, however, did not live to witness the long-awaited victory. He had died suddenly on April 12, as Allied armies were advancing toward Berlin. Roosevelt's successor, Harry Truman, received the news of the Nazi surrender. On May 9, the surrender was officially signed in Berlin. The United States and other Allied powers celebrated V-E Day—Victory in Europe Day. After nearly six years of fighting, the war in Europe had ended.

Victory in the Pacific

Although the war in Europe was over, the Allies were still fighting the Japanese in the Pacific. With the Allied victory at Guadalcanal, however, the Japanese advances in the Pacific had been stopped. For the rest of the war, the Japanese retreated before the counterattack of the Allied powers.

The Japanese in Retreat By the fall of 1944, the Allies were moving in on Japan. In October, Allied forces landed on the island of Leyte (LAY•tee) in the Philippines. General Douglas MacArthur, who had been ordered to leave the islands before their surrender in May 1942, waded ashore at Leyte with his troops. On reaching the beach, he declared, “People of the Philippines, I have returned.”

Actually, the takeover would not be quite that easy. The Japanese had devised a bold plan to halt the Allied advance. They would destroy the American fleet, thus preventing the Allies from resupplying their ground troops. This plan, however, required risking almost the entire Japanese fleet. They took this gamble on October 23, in the Battle of Leyte Gulf. Within four days, the Japanese navy had lost disastrously—eliminating it as a fighting force in the war. Now, only the Japanese army and the feared kamikaze stood between the Allies and Japan. The **kamikazes** were Japanese suicide pilots. They would sink Allied ships by crash-diving their bomb-filled planes into them.

In March 1945, after a month of bitter fighting and heavy losses, American Marines took Iwo Jima (EE•wuh JEE•muh), an island 760 miles from Tokyo. On April 1, U.S. troops moved onto the island of Okinawa, only about 350 miles from southern Japan. The Japanese put up a desperate fight. Nevertheless, on June 21, one of the bloodiest land battles of the war ended. The Japanese lost over 100,000 troops, and the Americans 12,000.

▼ U.S. marines raise the Stars and Stripes after their victory at Iwo Jima.



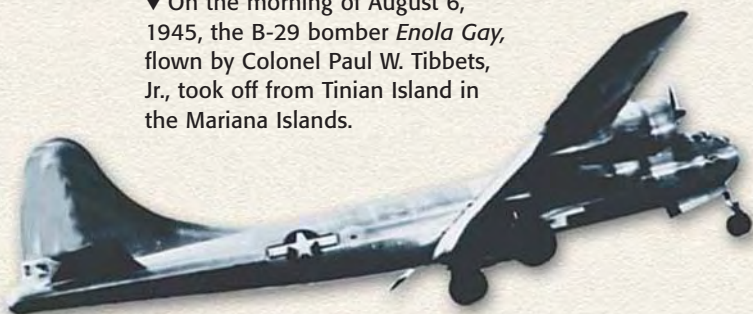
Vocabulary

These pilots took their name from the *kamikaze*, or “divine wind,” that saved Japan from a Mongol invasion in 1281.

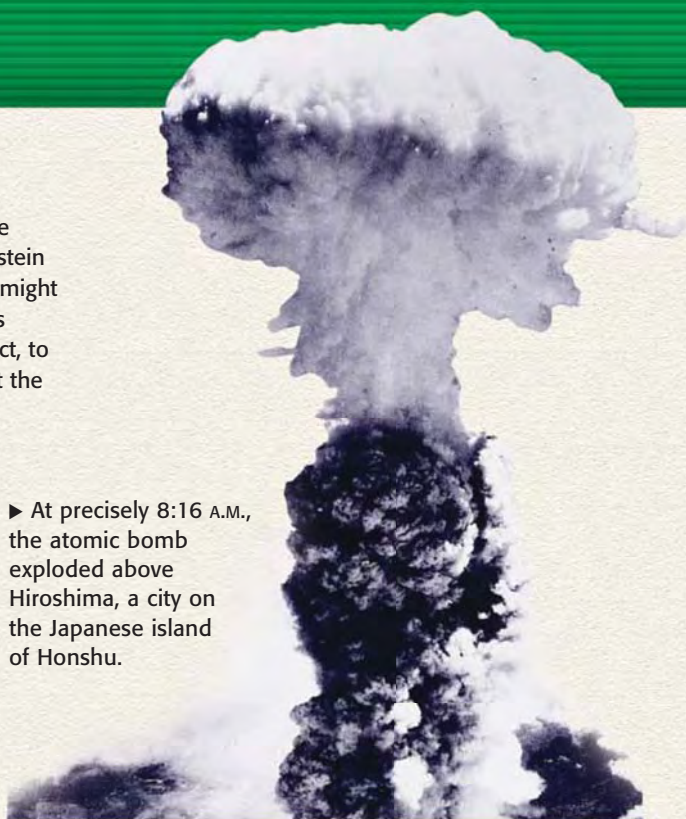
The Atomic Bomb

On the eve of World War II, scientists in Germany succeeded in splitting the nucleus of a uranium atom, releasing a huge amount of energy. Albert Einstein wrote to President Franklin Roosevelt and warned him that Nazi Germany might be working to develop atomic weapons. Roosevelt responded by giving his approval for an American program, later code-named the Manhattan Project, to develop an atomic bomb. Roosevelt's decision set off a race to ensure that the United States would be the first to develop the bomb.

▼ On the morning of August 6, 1945, the B-29 bomber *Enola Gay*, flown by Colonel Paul W. Tibbets, Jr., took off from Tinian Island in the Mariana Islands.



► At precisely 8:16 A.M., the atomic bomb exploded above Hiroshima, a city on the Japanese island of Honshu.



Hiroshima: Day of Fire

Impact of the Bombing

Ground temperatures	7,000°F
Hurricane force winds	980 miles per hour
Energy released	20,000 tons of TNT
Buildings destroyed	62,000 buildings
Killed immediately	70,000 people
Dead by the end of 1945	140,000 people
Total deaths related to A-bomb	210,000 people

The overwhelming destructive power of the Hiroshima bomb, and of the bomb dropped on Nagasaki three days later, changed the nature of war forever. Nuclear destruction also led to questions about the ethics of scientists and politicians who chose to develop and use the bomb.



Patterns of Interaction video series

Arming for War: Modern and Medieval Weapons

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

Nagasaki citizens trudge through the still smoldering ruins of their city in this photograph by Yosuke Yamahata. ▼

Connect to Today

1. Making Inferences What advantages did the United States have over Germany in the race to develop the atomic bomb?



See Skillbuilder Handbook, page R10.

2. Comparing and Contrasting If you were to design a memorial to the victims of the Hiroshima and Nagasaki bombings, what symbol would you use? Make a sketch of your memorial.



The Japanese Surrender After Okinawa, the next stop for the Allies had to be Japan. President Truman's advisers had informed him that an invasion of the Japanese homeland might cost the Allies half a million lives. Truman had to make a decision whether to use a powerful new weapon called the atomic bomb, or A-bomb. Most of his advisers felt that using it would bring the war to the quickest possible end. The bomb had been developed by the top-secret Manhattan Project, headed by General Leslie Groves and chief scientist J. Robert Oppenheimer. Truman first learned of the new bomb's existence when he became president.

The first atomic bomb was exploded in a desert in New Mexico on July 16, 1945. President Truman then warned the Japanese. He told them that unless they surrendered, they could expect a "rain of ruin from the air." The Japanese did not reply. So, on August 6, 1945, the United States dropped an atomic bomb on Hiroshima, a Japanese city of nearly 350,000 people. Between 70,000 and 80,000 people died in the attack. Three days later, on August 9, a second bomb was dropped on Nagasaki, a city of 270,000. More than 70,000 people were killed immediately. Radiation fallout from the two explosions killed many more.

The Japanese finally surrendered to General Douglas MacArthur on September 2. The ceremony took place aboard the United States battleship *Missouri* in Tokyo Bay. With Japan's surrender, the war had ended. Now, countries faced the task of rebuilding a war-torn world.



▲ J. Robert Oppenheimer (left) and General Leslie Groves inspect the site of the first atomic bomb test near Alamogordo, New Mexico.

SECTION

4

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Dwight D. Eisenhower
- Battle of Stalingrad
- D-Day
- Battle of the Bulge
- kamikaze

USING YOUR NOTES

2. Which battle do you think was most important in turning the war in favor of the Allies? Why?

Battle	Outcome
Battle of El Alamein	
Battle of Stalingrad	
D-Day Invasion	

MAIN IDEAS

3. Why did Stalin want the United States and Britain to launch a second front in the west?
4. How did the Allies try to conceal the true location for the D-Day landings?
5. What brought about the Japanese surrender?

CRITICAL THINKING & WRITING

6. **CLARIFYING** How do governments gather support for a war effort on the home front?
7. **ANALYZING ISSUES** Should governments have the power to limit the rights of their citizens during wartime? Explain your answer.
8. **FORMING AND SUPPORTING OPINIONS** Did President Truman make the correct decision in using the atomic bomb? Why or why not?
9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Write a **research report** on the work of the Manhattan Project in developing the atomic bomb.

CONNECT TO TODAY CREATING A POSTER

During World War II, the U.S. government used propaganda posters to encourage citizens to support the war effort. Create a similar kind of **poster** to encourage support for a war on litter in your neighborhood.



Europe and Japan in Ruins

MAIN IDEA

ECONOMICS World War II cost millions of human lives and billions of dollars in damages. It left Europe and Japan in ruins.

WHY IT MATTERS NOW

The United States survived World War II undamaged, allowing it to become a world leader.

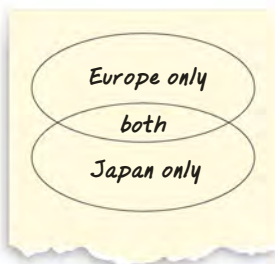
TERMS & NAMES

- Nuremberg Trials
- demilitarization
- democratization

SETTING THE STAGE After six long years of war, the Allies finally were victorious. However, their victory had been achieved at a very high price. World War II had caused more death and destruction than any other conflict in history. It left 60 million dead. About one-third of these deaths occurred in one country, the Soviet Union. Another 50 million people had been uprooted from their homes and wandered the countryside in search of somewhere to live. Property damage ran into billions of U.S. dollars.

TAKING NOTES

Comparing and Contrasting Use a Venn diagram to compare and contrast the aftermath of World War II in Europe and Japan.



Devastation in Europe

By the end of World War II, Europe lay in ruins. Close to 40 million Europeans had died, two-thirds of them civilians. Constant bombing and shelling had reduced hundreds of cities to rubble. The ground war had destroyed much of the countryside. Displaced persons from many nations were left homeless.

A Harvest of Destruction A few of the great cities of Europe—Paris, Rome, and Brussels—remained largely undamaged by war. Many, however, had suffered terrible destruction. The Battle of Britain left huge areas of London little more than blackened ruins. Warsaw, the capital of Poland, was almost completely destroyed. In 1939, Warsaw had a population of nearly 1.3 million. When Soviet soldiers entered the city in January 1945, only 153,000 people remained. Thousands of tons of Allied bombs had demolished 95 percent of the central area of Berlin. One U.S. officer stationed in the German capital reported, “Wherever we looked we saw desolation. It was like a city of the dead.”

After the bombings, many civilians stayed where they were and tried to get on with their lives. Some lived in partially destroyed homes or apartments. Others huddled in cellars or caves made from rubble. They had no water, no electricity, and very little food.

A large number of people did not stay where they were. Rather, they took to the roads. These displaced persons included the survivors of concentration camps, prisoners of war, and refugees who found themselves in the wrong country when postwar treaties changed national borders. They wandered across Europe, hoping to find their families or to find a safe place to live.

Simon Weisenthal, a prisoner at Auschwitz, described the search made by Holocaust survivors:

Costs of World War II: Allies and Axis			
	Direct War Costs	Military Killed/Missing	Civilians Killed
United States	\$288.0 billion*	292,131**	—
Great Britain	\$117.0 billion	272,311	60,595
France	\$111.3 billion	205,707***	173,260†
USSR	\$93.0 billion	13,600,000	7,720,000
Germany	\$212.3 billion	3,300,000	2,893,000††
Japan	\$41.3 billion	1,140,429	953,000
* In 1994 dollars. ** An additional 115,187 servicemen died from non-battle causes. *** Before surrender to Nazis. † Includes 65,000 murdered Jews. †† Includes about 170,000 murdered Jews and 56,000 foreign civilians in Germany.		SKILLBUILDER: Interpreting Charts 1. Drawing Conclusions Which of the nations listed in the chart suffered the greatest human costs? 2. Comparing How does U.S. spending on the war compare with the spending of Germany and Japan?	

PRIMARY SOURCE

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

SIMON WEISENTHAL, quoted in *Never to Forget: The Jews of the Holocaust*

Misery Continues After the War The misery in Europe continued for years after the war. The fighting had ravaged Europe's countryside, and agriculture had been completely disrupted. Most able-bodied men had served in the military, and the women had worked in war production. Few remained to plant the fields. With the transportation system destroyed, the meager harvests often did not reach the cities. Thousands died as famine and disease spread through the bombed-out cities. The first postwar winter brought more suffering as people went without shoes and coats.

Postwar Governments and Politics

Despairing Europeans often blamed their leaders for the war and its aftermath. Once the Germans had lost, some prewar governments—like those in Belgium, Holland, Denmark, and Norway—returned quickly. In countries like Germany, Italy, and France, however, a return to the old leadership was not desirable. Hitler's Nazi government had brought Germany to ruins. Mussolini had led Italy to defeat. The Vichy government had collaborated with the Nazis. Much of the old leadership was in disgrace. Also, in Italy and France, many resistance fighters were communists. **A**

After the war, the Communist Party promised change, and millions were ready to listen. In both France and Italy, Communist Party membership skyrocketed. The communists made huge gains in the first postwar elections. Anxious to speed up a political takeover, the communists staged a series of violent strikes. Alarmed French and Italians reacted by voting for anticommunist parties. Communist Party membership and influence began to decline. And they declined even more as the economies of France and Italy began to recover.

MAIN IDEA

Identifying Problems

A Why might it have been difficult to find democratic government leaders in post-Nazi Germany?



A New War Crimes Tribunal

In 1993, the UN established the International Criminal Tribunal for the Former Yugoslavia (ICTY) to prosecute war crimes committed in the Balkan conflicts of the 1990s. (See Chapter 35.) This was the first international war crimes court since those held in Nuremberg and Tokyo after World War II.

The ICTY issued its first indictment in 1994 and began trial proceedings in 1996. By mid-2007, 161 defendants had been indicted. Ratko Mladić and Radovan Karadžić, the leaders of the Bosnian Serbs, remain at large. The most prominent of those charged was Slobodan Milosevic (above), the former president of Yugoslavia. He was charged with 66 counts of genocide, crimes against humanity, and other war crimes. On March 11, 2006, Milosevic, who had suffered from poor health, was found dead in his cell.

The Nuremberg Trials While nations were struggling to recover politically and economically, they also tried to deal with the issue of war crimes. During 1945 and 1946, an International Military Tribunal representing 23 nations put Nazi war criminals on trial in Nuremberg, Germany. In the first of these **Nuremberg Trials**, 22 Nazi leaders were charged with waging a war of aggression. They were also accused of committing “crimes against humanity”—the murder of 11 million people.

Adolf Hitler, SS chief Heinrich Himmler, and Minister of Propaganda Joseph Goebbels had committed suicide long before the trials began. However, Hermann Göring, the commander of the Luftwaffe; Rudolf Hess, Hitler’s former deputy; and other high-ranking Nazi leaders remained to face the charges.

Hess was found guilty and was sentenced to life in prison. Göring received a death sentence, but cheated the executioner by committing suicide. Ten other Nazi leaders were hanged on October 16, 1946. Hans Frank, the “Slayer of Poles,” was the only convicted Nazi to express remorse: “A thousand years will pass,” he said, “and still this guilt of Germany will not have been erased.” The bodies of those executed were burned at the concentration camp of Dachau (DAHK•ow). They were cremated in the same ovens that had burned so many of their victims.

Postwar Japan

The defeat suffered by Japan in World War II left the country in ruins. Two million lives had been lost. The country’s major cities, including the capital, Tokyo, had been largely destroyed by bombing raids. The atomic bomb had turned Hiroshima and Nagasaki into blackened wastelands. The Allies had stripped Japan of its colonial empire.

Occupied Japan General Douglas MacArthur, who had accepted the Japanese surrender, took charge of the U.S. occupation of Japan. MacArthur was determined to be fair and not to plant the seeds of a future war. Nevertheless, to ensure that peace would prevail, he began a process of **demilitarization**, or disbanding the Japanese armed forces. He achieved this quickly, leaving the Japanese with only a small police force. MacArthur also began bringing war criminals to trial. Out of 25 surviving defendants, former Premier Hideki Tojo and six others were condemned to hang.

MacArthur then turned his attention to **democratization**, the process of creating a government elected by the people. In February 1946, he and his American political advisers drew up a new constitution. It changed the empire into a constitutional monarchy like that of Great Britain. The Japanese accepted the constitution. It went into effect on May 3, 1947.


MacArthur was not told to revive the Japanese economy. However, he was instructed to broaden land ownership and increase the participation of workers and farmers in the new democracy. To this end, MacArthur put forward a plan that required absentee landlords with huge estates to sell land to the government. The government then sold the land to tenant farmers at reasonable prices. Other reforms pushed by MacArthur gave workers the right to create independent labor unions. **B**

MAIN IDEA

Making Inferences


B How would demilitarization and a revived economy help Japan achieve democracy?

Occupation Brings Deep Changes

The new constitution was the most important achievement of the occupation. It brought deep changes to Japanese society. A long Japanese tradition had viewed the emperor as divine. He was also an absolute ruler whose will was law. The emperor now had to declare that he was not divine. That admission was as shocking to the Japanese as defeat. His power was also dramatically reduced. Like the ruler of Great Britain, the emperor became largely a figurehead—a symbol of Japan. 

MAIN IDEA

Analyzing Causes

 Why did the Americans choose the British system of government for the Japanese, instead of the American system?

The new constitution guaranteed that real political power in Japan rested with the people. The people elected a two-house parliament, called the Diet. All citizens over the age of 20, including women, had the right to vote. The government was led by a prime minister chosen by a majority of the Diet. A constitutional bill of rights protected basic freedoms. One more key provision of the constitution—Article 9—stated that the Japanese could no longer make war. They could fight only if attacked.

In September 1951, the United States and 47 other nations signed a formal peace treaty with Japan. The treaty officially ended the war. Some six months later, the U.S. occupation of Japan was over. However, with no armed forces, the Japanese agreed to a continuing U.S. military presence to protect their country. The United States and Japan, once bitter enemies, were now allies.

In the postwar world, enemies not only became allies. Sometimes, allies became enemies. World War II had changed the political landscape of Europe. The Soviet Union and the United States emerged from the war as the world's two major powers. They also ended the war as allies. However, it soon became clear that their postwar goals were very different. This difference stirred up conflicts that would shape the modern world for decades.



▲ Emperor Hirohito and U.S. General Douglas MacArthur look distant and uncomfortable as they pose here.

SECTION

5

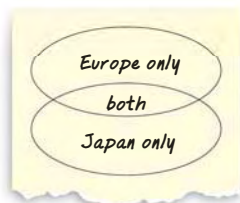
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Nuremberg Trials
- demilitarization
- democratization

USING YOUR NOTES

2. How did the aftermath of the war in Europe differ from the aftermath of the war in Japan?



MAIN IDEAS

3. Why did so many Europeans take to the roads and wander the countryside after the war?
4. How did the Allies deal with the issue of war crimes in Europe?
5. What three programs did General Douglas MacArthur introduce during the U.S. occupation of Japan?

CRITICAL THINKING & WRITING

6. **ANALYZING CAUSES** Why do you think that many Europeans favored communism after World War II?
7. **FORMING AND SUPPORTING OPINIONS** Do you think it was right for the Allies to try only Nazi and Japanese leaders for war crimes? Why or why not?
8. **MAKING INFERENCES** Why was demilitarization such an important part of the postwar program for Japan?
9. **WRITING ACTIVITY** **ECONOMICS** In the role of an observer for the United States government, write a **report** on the economic situation in Europe after World War II. Illustrate your report with appropriate charts and graphs.

CONNECT TO TODAY CREATING A RADIO NEWS REPORT

Conduct research on a recent trial at the International War Crimes Tribunal in The Hague. Use your findings to create a two-minute radio **news report** on the trial.

Chapter 32 Assessment

TERMS & NAMES

For each term or name below, briefly explain its connection to World War II.

1. blitzkrieg
2. Atlantic Charter
3. Battle of Midway
4. Holocaust
5. genocide
6. D-Day
7. Nuremberg Trials
8. demilitarization

MAIN IDEAS

Hitler's Lightning War Section 1 (pages 925–930)

9. What event finally unleashed World War II?
10. Why was capturing Egypt's Suez Canal so important to the Axis powers?

Japan's Pacific Campaign Section 2 (pages 931–935)

11. What was Yamamoto's objective at Pearl Harbor?
12. How did Japan try to win support from other Asian countries?

The Holocaust Section 3 (pages 936–939)

13. Name two tactics that Hitler used to rid Germany of Jews before creating his "Final Solution."
14. What tactics did Hitler use during the "Final Solution"?

The Allied Victory Section 4 (pages 940–947)

15. Why were consumer goods rationed during the war?
16. What was Operation Overlord?

Europe and Japan in Ruins Section 5 (pages 948–951)

17. Why did Europeans leave their homes following the war?
18. What were two of the most important steps that MacArthur took in Japan following the war?

CRITICAL THINKING

1. USING YOUR NOTES

Copy the chart into your notebook and specify for each listed battle or conflict whether the Axis powers or the Allied powers gained an advantage.

Battle/Conflict	Allied or Axis Powers?
Battle of Britain	
War in the Balkans	
Pearl Harbor	
Battle of the Coral Sea	
Battle of Midway	

2. DRAWING CONCLUSIONS

Consider the personalities, tactics, and policies of Hitler, Rommel, MacArthur, and Churchill. What qualities make a good war leader?

3. COMPARING AND CONTRASTING

EMPIRE BUILDING Compare and contrast Japan's and Germany's goals in World War II.

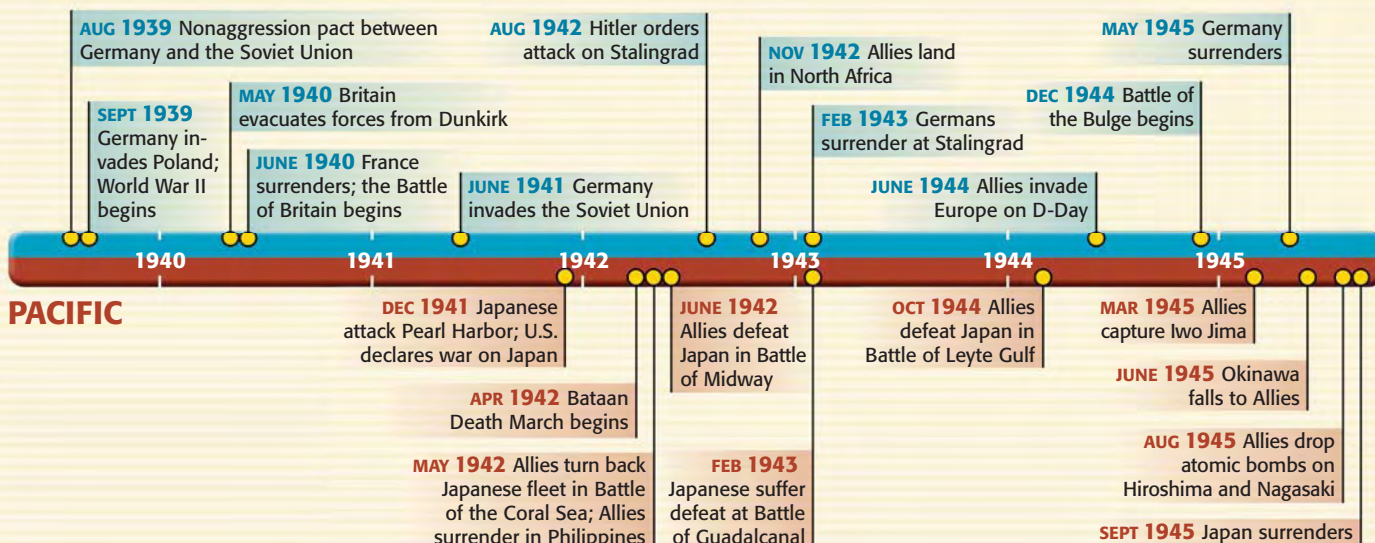
4. EVALUATING COURSES OF ACTION

ECONOMICS Why do you think the governments of the United States and other countries encouraged people on the home front to organize programs for such activities as scrap collection and Victory gardens?

VISUAL SUMMARY

Events of World War II

EUROPE



STANDARDS-BASED ASSESSMENT

Use the excerpt and your knowledge of world history to answer question 1.

Additional Test Practice, pp. S1–S33

PRIMARY SOURCE

But there was no military advantage in hurling the bomb upon Japan without warning. The least we might have done was to announce to our foe that we possessed the atomic bomb; that its destructive power was beyond anything known in warfare; and that its terrible effectiveness had been experimentally demonstrated in this country. . . . If [Japan] doubted the good faith of our representations, it would have been a simple matter to select a demonstration target in the enemy's own country at a place where the loss of human life would be at a minimum. If, despite such warning, Japan had still held out, we would have been in a far less questionable position had we then dropped the bombs on Hiroshima and Nagasaki.

The Christian Century, August 29, 1945

- According to the writer, what is the least the Allies might have done with reference to using the atomic bomb?
 - tell Japan that they possessed the atomic bomb, a weapon with incredible destructive power
 - demonstrate it on a selected target in the United States where loss of life would be limited
 - invite Japanese leaders to a demonstration explosion of the bomb in the United States
 - drop the bomb on cities in Germany as well as on Japanese cities

Use the map and your knowledge of world history to answer question 2.



- In which country were most death camps located?

- Austria
- Germany
- Poland
- Yugoslavia

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to classzone.com

- Diagnostic tests
- Tutorials
- Strategies
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact *with* History

On page 924, you had to decide under what circumstances war is justified. Now that you have read the chapter, do you think that Germany and Japan were justified in waging war? Were the Allies justified in declaring war on Germany and Japan? As you think about these questions, consider the moral issues that confront world leaders when they contemplate war as an option.

2. WRITING ABOUT HISTORY

SCIENCE AND TECHNOLOGY Conduct research on the scientific and technological developments used in the Allied war effort. Use your findings to create several **information cards** for a card series titled "Science and Technology During World War II." Organize the information on your cards in the following categories:

- name of invention or development
- country
- year
- use in the war
- use today

INTEGRATED TECHNOLOGY

Writing an Internet-Based Research Paper

During World War II, many consumer-goods manufacturers switched to the production of military goods. Many of these companies still exist. Working with a partner, use the Internet to research one such company. Find out what products the company made before and during the war, and how the company's wartime role affected its reputation. Go to the *Web Research Guide* at classzone.com to learn about conducting research on the Internet.

Present the results of your research in a well-organized paper. Be sure to

- apply a search strategy check when using directories and search engines to locate Web resources
- judge the usefulness and reliability of each Web site
- correctly cite your Web sources
- edit for organization and correct use of language

Technology of War

In Unit 7, you studied the economic and political upheavals that led to two world wars. For the first time, war involved not only the interested countries, but also their allies near and far and their colonies in far-flung places. In the next six pages, you will analyze the widespread use of machines and other technologies as tools for fighting and the increasingly involved role of civilians in war.



Maxim Machine Gun ▲

Hiram Maxim (above) invented the first portable, automatic machine gun. Machine guns fired hundreds of rounds per minute and were used by all the combatants in World War I.



Tanks ▲

Tanks, like the early British model shown above, enabled armies to travel over uneven ground and barbed wire. Although too slow to be used to full advantage at first, they were devastating against soldiers in trenches.

1884

1909

1915 1916

▼ First Military Plane

The earliest military planes were used for reconnaissance of enemy positions. A passenger could drop bombs (below) and, in later World War I models, operate a machine gun.



Poison Gas ▼

Poison gases were introduced to help break the stalemate of trench warfare. They caused suffocation, blistered skin, or blindness (below) to those exposed.





Blitzkrieg ▲

The Germans used blitzkrieg or "lightning war" to invade Poland.

They employed air strikes, fast tanks, and artillery, followed by soldiers sped into battle on trucks (shown above). They swiftly overwhelmed Poland and disrupted its command and communications.



Atomic Bomb ►

The United States dropped two atomic bombs on Japan and became the first nation to use nuclear weapons. An atomic bomb (right) creates an explosion that causes massive damage. The radioactive particles released are carried by winds for weeks.

1939

1944

1945

▼ German Me 262

Military jet planes were first used by the Germans in 1944. These planes added speed to fire power. The Me 262 (below) was the only jet to be used extensively in World War II.



Comparing & Contrasting

1. How did technology change the nature of war in the 20th century?
2. Compared with earlier guns, what made machine guns so effective?
3. How did airplanes change the way war was carried out?



Expansion of Warfare

World War I and World War II both began as localized wars. As the allies of the opposing combatants became involved in the wars, combat spread to distant parts of the world. Countries attacked each other's colonies, attempted to gain territory for themselves, dedicated massive amounts of physical and human resources, and sometimes sought to kill entire populations.

Total War

A feature of warfare in the 20th century was how entire national economies were directed toward the war effort. As a result, civilians were not only potential victims of combat, but they also became actual targets themselves. Civilians also became active participants, producing arms, food, vehicles, and other goods needed for war. Many factories stopped producing consumer goods and began making products needed by the military.

London ►

The photograph shows a section of London destroyed by bombs in the Battle of Britain during World War II.



DOCUMENT-BASED QUESTION

What effect do you think the kind of destruction shown in the photograph had on the residents of London?

The New York Times
EXTRA
5:30 A. M.
NEW YORK, SATURDAY, APRIL 5, 1915—TWENTY-THIRD EDITION.

**LUSITANIA SUNK BY A SUBMARINE, PROBABLY 1,260 DEAD;
TWICE TORPEDOED OFF IRISH COAST; SINKS IN 15 MINUTES;
CAPT. TURNER SAVED, FROHMAN AND VANDERBILT MISSING;
WASHINGTON BELIEVES THAT A GRAVE CRISIS IS AT HAND**

SINKS THE PRESIDENT
Washington Deeply Struck by the Loss of American Lives.

BULLETIN AT WHITE HOUSE
Wilson Reads Them Closely, but is Silent on the Nation's Course.

HINTS OF CONGRESS CALL
Loss of Lusitania Reveals Form of Our First Warning to Germany.

CAPITAL FULL OF RUMORS
Rumors That Lister Will be Run over Next Week.

THE LOST CANADIAN SLEUTH
Canard Office Here Designed for News; Fate of 1,918 on Lusitania Long in Doubt.

Nothing Heard from the Well-Known Passenger on Board—Story of Disaster Long Unsettled While American Canals Look On.

List of Saved Includes Capt. Turner; Vanderbilt and Frohman Reported Lost

Saw the Submarine 100 Y. and Watched Torpedo on

NOTICE!
TRAVELLERS intending to embark on the Atlantic voyage are reminded that a state of war exists between Germany and her allies and Great Britain and her allies, that the zone of war includes the waters adjacent to the British Isles; that, in accordance with formal notice given by the Imperial German Government, vessels flying the flag of Great Britain, or of any of her allies, are liable to destruction in those waters and that travellers sailing in the war zone on ships of Great Britain or her allies do so at their own risk.

IMPERIAL GERMAN EMBASSY
WASHINGTON, D. C., APRIL 22, 1915.

◀ Lusitania

This newspaper shows the headline and various articles about the sinking of the British passenger ship *Lusitania* during World War I. Note also the announcement from the German embassy warning civilians not to travel to Great Britain because Germany considered it a war zone.

DOCUMENT-BASED QUESTION

What effect would the headline and photograph have on the American public?

Genocide

Genocide is the calculated and methodical destruction of a national, religious, ethnic, or racial group. The perpetrators consider their victims inferior or wish to take over their lands and property, or both. The mass killing of Armenians by Ottoman Turks beginning in 1915 is considered the first genocide of the 20th century. During the Holocaust, the Nazis killed more than 6 million people. As a result, in 1948 the United Nations approved an international convention to prevent and punish genocide.

PRIMARY SOURCE

INTERACTIVE

Genocide in WWI

The following excerpts are from telegrams sent to the secretary of state by the U.S. embassy in the Ottoman Empire. They concern the situation of Armenians in Turkey. The first passage was written by the American Consul General at Beirut and describes the deportation of villagers from the Zeitoon region, and the second calls attention to the killing of people in eastern Turkey.

July 20, 1915:

Whole villages were deported at an hours notice, with no opportunity to prepare for the journey, not even in some cases to gather together the scattered members of the family, so that little children were left behind. . . .

In many cases the men were (those of military age were nearly all in the army) bound tightly together with ropes or chains. Women with little children in their arms, or in the last days of pregnancy were driven along under the whip like cattle. Three different cases came under my knowledge where the woman was delivered on the road, and because her brutal driver hurried her along she died. . . .

These people are being scattered in small units, three or four families in a place, among a population of different race and religion, and speaking a different language. I speak of them as being composed of families, but four fifths of them are women and children.

July 31, 1915:

[The president of a charitable organization] has information from [a] reliable source that Armenians, mostly women and children, deported from the Erzerum district, have been massacred near Kemakh. . . . Similar reports comes from other sources showing that but few of these unfortunate people will ever reach their stated destination.

DOCUMENT-BASED QUESTION

What would be the result of scattering Armenian villagers in unfamiliar places under such terrible conditions?

PRIMARY SOURCE

INTERACTIVE

Genocide in WWII

Primo Levi describes how prisoners at the Nazi concentration camp of Auschwitz were selected for death.

Text not available for electronic use. Please refer to the text in the textbook.

DOCUMENT-BASED QUESTION

What was the Nazis' attitude toward selecting prisoners to be killed?

Comparing & Contrasting

1. Judging from the examples on these two pages, in what ways did warfare expand to include civilians?
2. If civilians manufacture materials for the war effort, should they be military targets? Why or why not?
3. How did modern weaponry contribute to both the sinking of the *Lusitania* and the bombing of London?



The Human Cost of War

The global nature of World Wars I and II wreaked a level of destruction unknown before. National economies were exhausted; farmland, towns, and villages were destroyed. More soldiers died in World War I than in all the conflicts of the previous three centuries, and millions more died in World War II. Civilians died by the millions as a result of military operations, concentration camps, the bombing of towns and cities, and starvation and disease.

Military Cost

Both sides in the two world wars suffered tremendous military casualties, including dead, wounded, and missing in action. About 8.5 million soldiers died in World War I and 19.4 million in World War II. The excerpts show how weapons and tactics contributed to the large number of casualties.

PRIMARY SOURCE

INTERACTIVE

Trench Warfare

British sergeant major Ernest Shephard remembers the first day of the Battle of the Somme in his diary.

A lovely day, intensely hot. Lots of casualties in my trench. The enemy are enfilading us with heavy shell, dropping straight on us. A complete trench mortar battery of men killed by one shell, scores of dead and badly wounded in trench . . . Every move we make brings intense fire, as trenches so badly battered the enemy can see all our movements. Lot of wounded [from the front] . . . several were hit again and killed in trench. We put as many wounded as possible in best spots in trench and I sent a lot down, but I had so many of my own men killed and wounded that after a time I could not do this. . . .

[L]iterally we were blown from place to place. Men very badly shaken. As far as possible we cleared trenches of debris and dead. These we piled in heaps, enemy shells pitching on them made matters worse.

DOCUMENT-BASED QUESTION

Judging from the quotation, what was Shephard's attitude toward the battle?

PRIMARY SOURCE

INTERACTIVE

Iwo Jima

Japan lost 21,000 soldiers and the United States 6,800 in the Battle of Iwo Jima. A U.S. Marines correspondent described part of the fighting below.

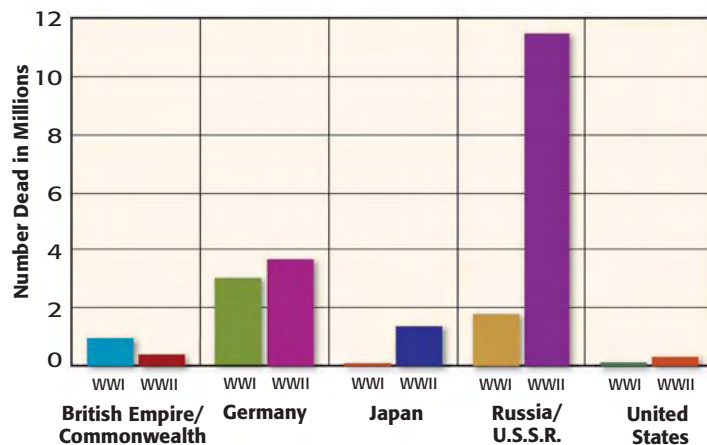
Behind a rolling artillery barrage and with fixed bayonets, the unit leaped forward in . . . [a] charge and advanced to the very mouths of the fixed [Japanese] defenses. . . . [T]he men flung themselves at the tiny flaming holes, throwing grenades and jabbing with bayonets. Comrades went past, hurdled the defenses and rushed across Airfield no. 2. . . . Men died at every step. That was how we broke their line. . . .

Across the field we attacked a ridge. The enemy rose up out of holes to hurl our assault back. The squads re-formed and went up again. At the crest they plunged on the [Japanese] with bayonets. . . . The [Japanese] on the ridge were annihilated.

DOCUMENT-BASED QUESTION

What attitude do you think the soldiers on both sides had to adopt to fight in such a bloody conflict as this?

Military Casualties, World War I and World War II



Source: Encyclopaedia Britannica

SKILLBUILDER: Interpreting Graphs

What factors may have contributed to the increased number of deaths in World War II over World War I?

Civilian Cost

Civilians suffered not only as the direct victims of war, but also from the loss of their homes, the workplaces that gave them an income and produced useful goods, and the farms that supplied food. They also experienced the unsanitary conditions that resulted from bombing.

PRIMARY SOURCE

Displaced Persons

Laura de Gozdawa Turczynowicz, an American married to a Polish nobleman, described fleeing the advance of the German army into Suwalki, Poland.

At the [Vilno] station were crowds of Suwalki people. One man of our acquaintance had brought with him only his walking stick! Another man had become separated from his young son, fourteen, and daughter, sixteen, . . . and the poor father was on the verge of losing his reason. . . .

Such a lot of people came for help that my money melted like snow in the sunshine. I took just as many as could be packed in our [hotel] rooms. . . .

The next day dragged wearily along, everybody waiting, living only to hear better news. The city was rapidly filling with refugees. In one place, an old convent, they were given a roof to sleep under, and hot tea.

DOCUMENT-BASED QUESTION

Under what conditions did the Polish refugees flee from the Germans?

INTERACTIVE

PRIMARY SOURCE

Internment Camps

After Pearl Harbor, thousands of Japanese Americans were sent to internment camps mainly located in the western United States.

DOCUMENT-BASED QUESTION

Judging from the photograph, what was the government's attitude toward Japanese Americans?



PRIMARY SOURCE

Atomic Bomb

In this excerpt, Dr. Tatsuichiro Akizuki describes the people who began arriving at his hospital in Nagasaki the day the bomb was dropped.

It was all he could do to keep standing. Yet it didn't occur to me that he had been seriously injured. . . .

As time passed, more and more people in a similar plight came up to the hospital . . . All were of the same appearance, sounded the same. "I'm hurt, hurt! I'm burning! Water!" They all moaned the same lament. . . . [T]hey walked with strange, slow steps, groaning from deep inside themselves as if they had travelled from the depths of hell. They looked whitish; their faces were like masks.

DOCUMENT-BASED QUESTION

Why did the doctor not recognize his patients' symptoms?

INTERACTIVE

Comparing & Contrasting

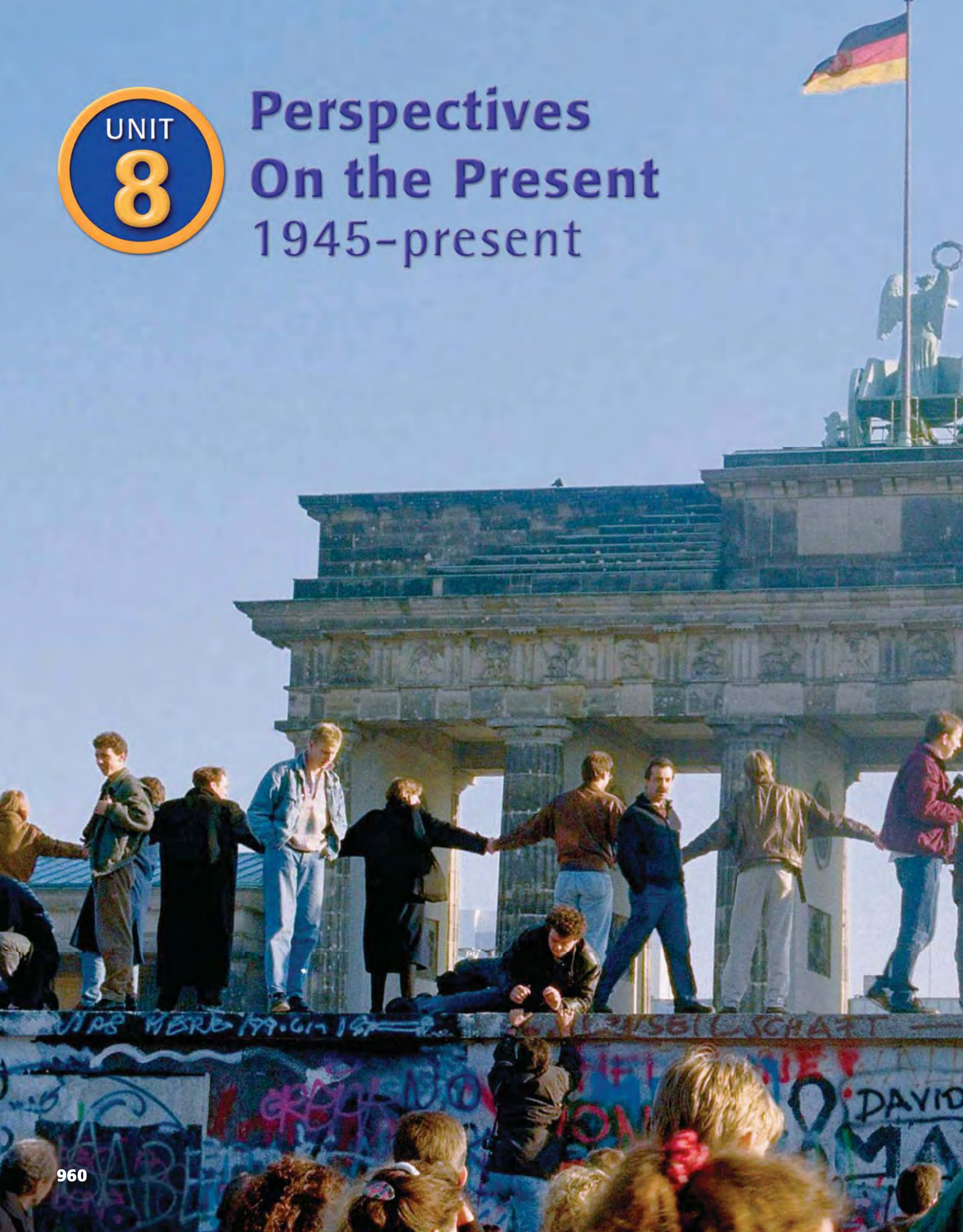
1. Given the conditions described during trench warfare and on Iwo Jima, why would soldiers continue to fight?
2. How were the human costs of war, military and civilian, similar to each other? How were they different?
3. Given what you have read on these pages, if another world war broke out, would you prefer to be in the military or to be a civilian? Why?

EXTENSION ACTIVITY

Look up the numbers of civilian casualties suffered in different countries during World War II in an encyclopedia or other reference source. Use the graph on page 958 as a model. Be sure to include the countries with the most significant figures in different parts of the world. Write a paragraph explaining why these countries had the greatest number of casualties.

UNIT
8

Perspectives On the Present 1945–present





On November 10, 1989, all borders between East and West Germany were opened. Here, people celebrate in front of the Brandenburg Gate, one of the former border crossings between East and West.

Comparing & Contrasting

Nation Building

In Unit 8, you will learn about the emergence or growth of several different nations. At the end of the unit, you will have a chance to compare and contrast the nations you have studied. (See pages 1100–1105.)

CHAPTER 33

Restructuring the Postwar World, 1945–Present

Previewing Main Ideas

ECONOMICS Two conflicting economic systems, capitalism and communism, competed for influence and power after World War II. The superpowers in this struggle were the United States and the Soviet Union.

Geography Study the map and the key. What does the map show about the state of the world in 1949?

REVOLUTION In Asia, the Americas, and Eastern Europe, people revolted against repressive governments or rule by foreign powers. These revolutions often became the areas for conflict between the two superpowers.

Geography Look at the map. Which of the three areas mentioned was not Communist in 1949?

EMPIRE BUILDING The United States and the Soviet Union used military, economic, and humanitarian aid to extend their control over other countries. Each also tried to prevent the other superpower from gaining influence.

Geography Why might the clear-cut division shown on this map be misleading?

INTEGRATED TECHNOLOGY

eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



INTERNET RESOURCES

Go to classzone.com for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events



1945

United Nations formed.

1949

Communists take control of China.

1957

Soviets launch Sputnik.

1959

Cuba becomes Communist. (Fidel Castro) ▶



WORLD

1945

1947

Independent India partitioned into India and Pakistan.

1957

Ghana achieves independence from Great Britain. ▶



1965

Cold War Enemies, 1949



1969

U.S. lands astronauts on the moon. ▶

1975

Vietnam War ends.

1990

Communists voted out of power in Nicaragua.

2000

South Korea and North Korea meet to improve relations.

1985



1989

◀ Berlin Wall is knocked down in Germany.

1994

First all-race election in South Africa is held. (Nelson Mandela) ▶

2003



1973

Arab forces attack Israel in the Yom Kippur War.

If you were president, what policies would you follow to gain allies?

World War II has ended. You are the leader of a great superpower—one of two in the world. To keep the balance of power in your nation's favor, you want to gain as many allies as possible. You are particularly interested in gaining the support of nations in Africa, Asia, and Central and South America who do not yet favor either superpower.

You call your advisers together to develop policies for making uncommitted nations your allies.



EXAMINING *the* ISSUES

- How might the actions taken affect your country? the other superpower?
- How might being caught in a struggle between superpowers affect a developing nation?

As a class, discuss how the conflict between the superpowers affects the rest of the world. As you read about how the superpowers tried to gain allies, notice the part weaker countries played in their conflict.



Cold War: Superpowers Face Off

MAIN IDEA

ECONOMICS The opposing economic and political philosophies of the United States and the Soviet Union led to global competition.

WHY IT MATTERS NOW

The conflicts between the United States and the Soviet Union played a major role in reshaping the modern world.

TERMS & NAMES

- United Nations
- iron curtain
- containment
- Truman Doctrine
- Marshall Plan
- Cold War
- NATO
- Warsaw Pact
- brinkmanship

SETTING THE STAGE During World War II, the United States and the Soviet Union had joined forces to fight against the Germans. The Soviet army marched west; the Americans marched east. When the Allied soldiers met at the Elbe River in Germany in 1945, they embraced each other warmly because they had defeated the Nazis. Their leaders, however, regarded each other much more coolly. This animosity caused by competing political philosophies would lead to a nearly half-century of conflict called the Cold War.

Allies Become Enemies

Even before World War II ended, the U.S. alliance with the Soviet Union had begun to unravel. The United States was upset that Joseph Stalin, the Soviet leader, had signed a nonaggression pact with Germany in 1939. Later, Stalin blamed the Allies for not invading German-occupied Europe earlier than 1944. Driven by these and other disagreements, the two allies began to pursue opposing goals.

Yalta Conference: A Postwar Plan The war was not yet over in February 1945. But the leaders of the United States, Britain, and the Soviet Union met at the Soviet Black Sea resort of Yalta. There, they agreed to divide Germany into zones of occupation controlled by the Allied military forces. Germany also would have

TAKING NOTES

Following Chronological Order Organize important early Cold War events in a time line.

1945 1960
Yalta conference U-2 incident

► Winston Churchill, Franklin D. Roosevelt, and Joseph Stalin meet at Yalta in 1945.



to pay the Soviet Union to compensate for its loss of life and property. Stalin agreed to join the war against Japan. He also promised that Eastern Europeans would have free elections. A skeptical Winston Churchill predicted that Stalin would keep his pledge only if the Eastern Europeans followed “a policy friendly to Russia.”

Creation of the United Nations In June 1945, the United States and the Soviet Union temporarily set aside their differences. They joined 48 other countries in forming the **United Nations** (UN). This international organization was intended to protect the members against aggression. It was to be based in New York.

The charter for the new peacekeeping organization established a large body called the General Assembly. There, each UN member nation could cast its vote on a broad range of issues. An 11-member body called the Security Council had the real power to investigate and settle disputes, though. Its five permanent members were Britain, China, France, the United States, and the Soviet Union. Each could veto any Security Council action. This provision was intended to prevent any members of the Council from voting as a bloc to override the others.

Differing U.S. and Soviet Goals Despite agreement at Yalta and their presence on the Security Council, the United States and the Soviet Union split sharply after the war. The war had affected them very differently. The United States, the world’s richest and most powerful country, suffered 400,000 deaths. But its cities and factories remained intact. The Soviet Union had at least 50 times as many fatalities. One in four Soviets was wounded or killed. Also, many Soviet cities were demolished. These contrasting situations, as well as political and economic differences, affected the two countries’ postwar goals. (See chart below.) **A**

MAIN IDEA

Summarizing

A Why did the United States and the Soviet Union split after the war?

Superpower Aims in Europe

INTERACTIVE

United States

- Encourage democracy in other countries to help prevent the rise of Communist governments
- Gain access to raw materials and markets to fuel booming industries
- Rebuild European governments to promote stability and create new markets for U.S. goods
- Reunite Germany to stabilize it and increase the security of Europe

Soviet Union

- Encourage communism in other countries as part of a worldwide workers’ revolution
- Rebuild its war-ravaged economy using Eastern Europe’s industrial equipment and raw materials
- Control Eastern Europe to protect Soviet borders and balance the U.S. influence in Western Europe
- Keep Germany divided to prevent its waging war again



SKILLBUILDER: Interpreting Maps and Charts

- 1. Drawing Conclusions** Which countries separated the Soviet Union from Western Europe?
- 2. Comparing** Which U.S. and Soviet aims in Europe conflicted?

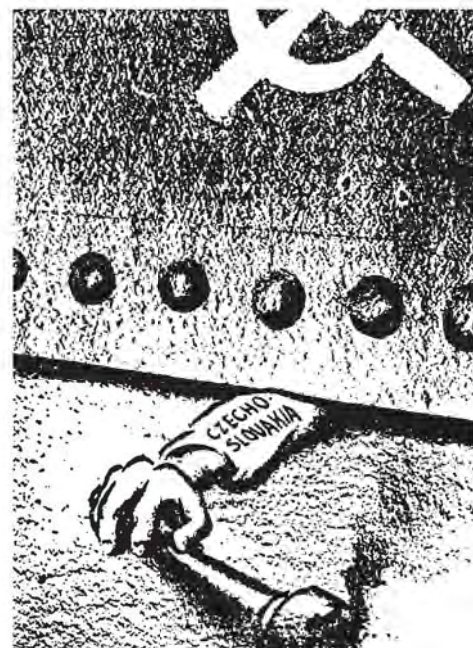
Eastern Europe's Iron Curtain

A major goal of the Soviet Union was to shield itself from another invasion from the west. Centuries of history had taught the Soviets to fear invasion. Because it lacked natural western borders, Russia fell victim to each of its neighbors in turn. In the 17th century, the Poles captured the Kremlin. During the next century, the Swedes attacked. Napoleon overran Moscow in 1812. The Germans invaded Russia during World Wars I and II.

Soviets Build a Buffer As World War II drew to a close, the Soviet troops pushed the Nazis back across Eastern Europe. At war's end, these troops occupied a strip of countries along the Soviet Union's own western border. Stalin regarded these countries as a necessary buffer, or wall of protection. He ignored the Yalta agreement and installed or secured Communist governments in Albania, Bulgaria, Hungary, Czechoslovakia, Romania, Poland, and Yugoslavia.

The Soviet leader's American partner at Yalta, Franklin D. Roosevelt, had died on April 12, 1945. To Roosevelt's successor, Harry S. Truman, Stalin's reluctance to allow free elections in Eastern European nations was a clear violation of those countries' rights. Truman, Stalin, and Churchill met at Potsdam, Germany, in July 1945. There, Truman pressed Stalin to permit free elections in Eastern Europe. The Soviet leader refused. In a speech in early 1946, Stalin declared that communism and capitalism could not exist in the same world.

An Iron Curtain Divides East and West Europe now lay divided between East and West. Germany had been split into two sections. The Soviets controlled the eastern part, including half of the capital, Berlin. Under a Communist government, East Germany was named the German Democratic Republic. The western zones became the Federal Republic of Germany in 1949. Winston Churchill described the division of Europe:



▲ The Iron Curtain is shown dropping on Czechoslovakia in this 1948 political cartoon.

MAIN IDEA

Analyzing Primary Sources

B Why might Winston Churchill use “iron curtain” to refer to the division between Western and Eastern Europe?

PRIMARY SOURCE **B**

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

WINSTON CHURCHILL, “Iron Curtain” speech, March 5, 1946

Churchill's phrase “[iron curtain](#)” came to represent Europe's division into mostly democratic Western Europe and Communist Eastern Europe.

United States Tries to Contain Soviets

U.S.-Soviet relations continued to worsen in 1946 and 1947. An increasingly worried United States tried to offset the growing Soviet threat to Eastern Europe. President Truman adopted a foreign policy called [containment](#). It was a policy directed at blocking Soviet influence and stopping the expansion of communism. Containment policies included forming alliances and helping weak countries resist Soviet advances.


The Truman Doctrine In a speech asking Congress for foreign aid for Turkey and Greece, Truman contrasted democracy with communism:

PRIMARY SOURCE

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


PRESIDENT HARRY S. TRUMAN, speech to Congress, March 12, 1947

Truman's support for countries that rejected communism was called the **Truman Doctrine**. It caused great controversy. Some opponents objected to American interference in other nations' affairs. Others argued that the United States could not afford to carry on a global crusade against communism. Congress, however, immediately authorized more than \$400 million in aid to Turkey and Greece.

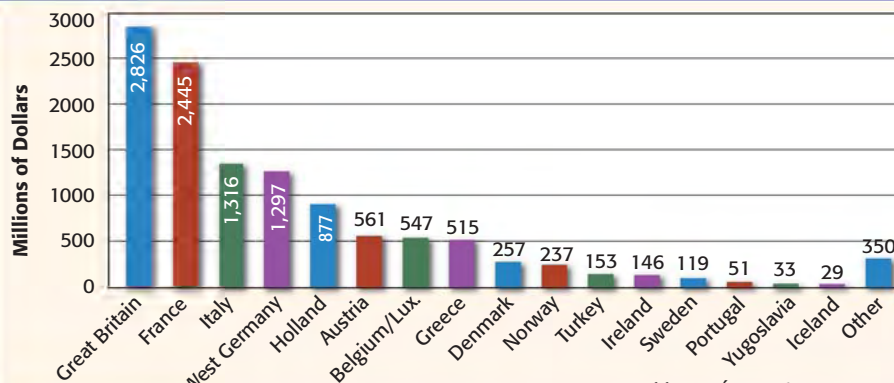
The Marshall Plan Much of Western Europe lay in ruins after the war. There was also economic turmoil—a scarcity of jobs and food. In 1947, U.S. Secretary of State George Marshall proposed that the United States give aid to needy European countries. This assistance program, called the **Marshall Plan**, would provide food, machinery, and other materials to rebuild Western Europe. (See chart.) As Congress debated the \$12.5 billion program in 1948, the Communists seized power in Czechoslovakia. Congress immediately voted approval. The plan was a spectacular success. Even Communist Yugoslavia received aid after it broke away from Soviet domination. 

MAIN IDEA

Making Inferences

 What was Truman's major reason for offering aid to other countries?

Countries Aided by the Marshall Plan, 1948–1951



Source: *Problèmes Économiques* No. 306

SKILLBUILDER: Interpreting Charts

- 1. Drawing Conclusions** Which country received the most aid from the United States?
- 2. Making Inferences** Why do you think Great Britain and France received so much aid?

The Berlin Airlift While Europe began rebuilding, the United States and its allies clashed with the Soviet Union over Germany. The Soviets wanted to keep their former enemy weak and divided. But in 1948, France, Britain, and the United States decided to withdraw their forces from Germany and allow their occupation zones to form one nation. The Soviet Union responded by holding West Berlin hostage.

Although Berlin lay well within the Soviet occupation zone of Germany, it too had been divided into four zones. (See map on next page.) The Soviet Union cut off highway, water, and rail traffic into Berlin's western zones. The city faced starvation. Stalin gambled that the Allies would surrender West Berlin or give up

The Berlin Airlift

From June 1948 to May 1949, Allied planes took off and landed every three minutes in West Berlin. On 278,000 flights, pilots brought in 2.3 million tons of food, fuel, medicine, and even Christmas gifts to West Berliners.



Divided Germany, 1948–1949



MAIN IDEA

Summarizing

D What Soviet actions led to the Berlin airlift?

their idea of reunifying Germany. But American and British officials flew food and supplies into West Berlin for nearly 11 months. In May 1949, the Soviet Union admitted defeat and lifted the blockade. **D**

The Cold War Divides the World

These conflicts marked the start of the **Cold War** between the United States and the Soviet Union. A cold war is a struggle over political differences carried on by means short of military action or war. Beginning in 1949, the superpowers used spying, propaganda, diplomacy, and secret operations in their dealings with each other. Much of the world allied with one side or the other. In fact, until the Soviet Union finally broke up in 1991, the Cold War dictated not only U.S. and Soviet foreign policy, but influenced world alliances as well.

Superpowers Form Rival Alliances The Berlin blockade heightened Western Europe's fears of Soviet aggression. As a result, in 1949, ten western European nations joined with the United States and Canada to form a defensive military alliance. It was called the North Atlantic Treaty Organization (**NATO**). An attack on any NATO member would be met with armed force by all member nations.

The Soviet Union saw NATO as a threat and formed its own alliance in 1955. It was called the **Warsaw Pact** and included the Soviet Union, East Germany, Czechoslovakia, Poland, Hungary, Romania, Bulgaria, and Albania. In 1961, the East Germans built a wall to separate East and West Berlin. The Berlin Wall symbolized a world divided into rival camps. However, not every country joined the new alliances. Some, like India, chose not to align with either side. And China, the largest Communist country, came to distrust the Soviet Union. It remained nonaligned.

The Threat of Nuclear War As these alliances were forming, the Cold War threatened to heat up enough to destroy the world. The United States already had atomic bombs. In 1949, the Soviet Union exploded its own atomic weapon. President Truman was determined to develop a more deadly weapon before the Soviets did. He authorized work on a thermonuclear weapon in 1950.

The hydrogen or H-bomb would be thousands of times more powerful than the A-bomb. Its power came from the fusion, or joining together, of atoms, rather than the splitting of atoms, as in the A-bomb. In 1952, the United States tested the first H-bomb. The Soviets exploded their own in 1953.

Dwight D. Eisenhower became the U.S. president in 1953. He appointed the firmly anti-Communist John Foster Dulles as his secretary of state. If the Soviet Union or its supporters attacked U.S. interests, Dulles threatened, the United States would “retaliate instantly, by means and at places of our own choosing.” This willingness to go to the brink, or edge, of war became known as **brinkmanship**. Brinkmanship required a reliable source of nuclear weapons and airplanes to deliver them. So, the United States strengthened its air force and began producing stockpiles of nuclear weapons. The Soviet Union responded with its own military buildup, beginning an arms race that would go on for four decades. **E**

The Cold War in the Skies The Cold War also affected the science and education programs of the two countries. In August 1957, the Soviets announced the development of a rocket that could travel great distances—an intercontinental ballistic missile, or ICBM. On October 4, the Soviets used an ICBM to push *Sputnik*, the first unmanned satellite, above the earth’s atmosphere. Americans felt they had fallen behind in science and technology, and the government poured money into science education. In 1958, the United States launched its own satellite.

In 1960, the skies again provided the arena for a superpower conflict. Five years earlier, Eisenhower had proposed that the United States and the Soviet Union be able to fly over each other’s territory to guard against surprise nuclear attacks. The Soviet Union said no. In response, the U.S. Central Intelligence Agency (CIA) started secret high-altitude spy flights over Soviet territory in planes called U-2s. In May 1960, the Soviets shot down a U-2 plane, and its pilot, Francis Gary Powers, was captured. This U-2 incident heightened Cold War tensions.

While Soviet Communists were squaring off against the United States, Communists in China were fighting a civil war for control of that country.

MAIN IDEA

Recognizing Effects

E How did the U.S. policy of brinkmanship contribute to the arms race?

SECTION

1

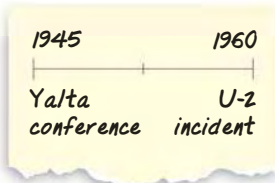
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

• United Nations • iron curtain • containment • Truman Doctrine • Marshall Plan • Cold War • NATO • Warsaw Pact • brinkmanship

USING YOUR NOTES

2. Which effect of the Cold War was the most significant? Explain.



MAIN IDEAS

3. What was the purpose in forming the United Nations?
4. What was the goal of the Marshall Plan?
5. What were the goals of NATO and the Warsaw Pact?

CRITICAL THINKING & WRITING

6. **COMPARING AND CONTRASTING** What factors help to explain why the United States and the Soviet Union became rivals instead of allies?
7. **ANALYZING MOTIVES** What were Stalin’s objectives in supporting Communist governments in Eastern Europe?
8. **ANALYZING ISSUES** Why might Berlin be a likely spot for trouble to develop during the Cold War?
9. **WRITING ACTIVITY** **ECONOMICS** Draw a **political cartoon** that shows either capitalism from the Soviet point of view or communism from the U.S. point of view.

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to research NATO today. Prepare a **chart** listing members today and the date they joined. Then compare it with a list of the founding members.

INTERNET KEYWORD

North Atlantic Treaty Organization

The Space Race

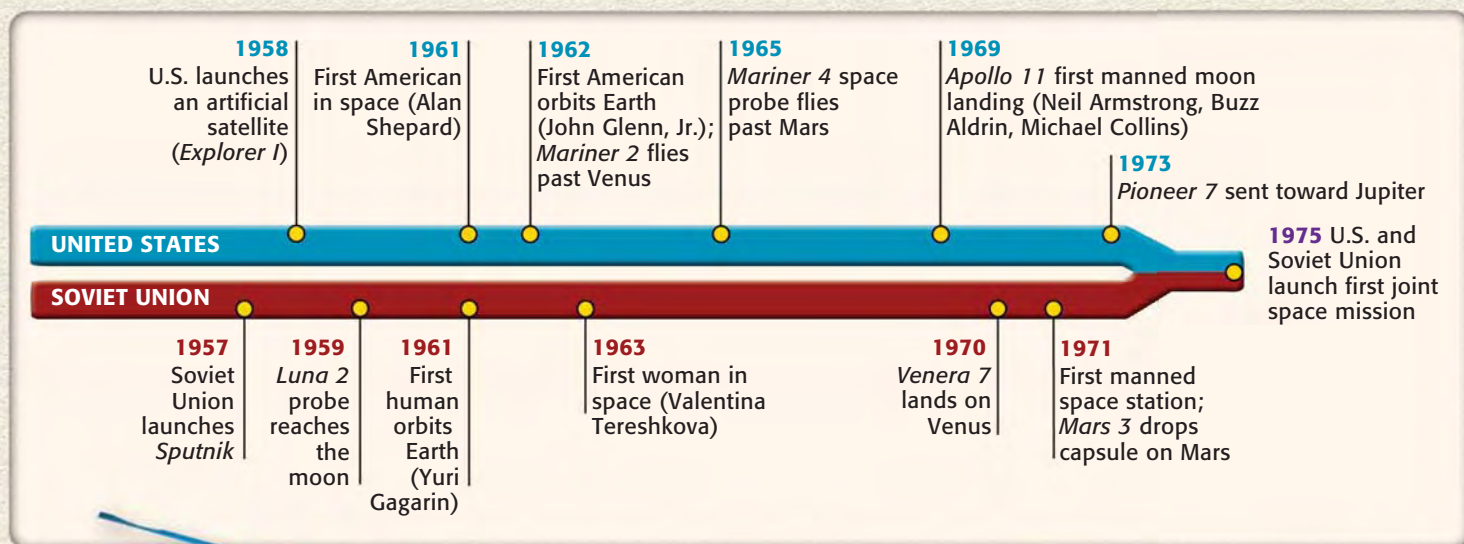
Beginning in the late 1950s, the United States and the Soviet Union competed for influence not only among the nations of the world, but in the skies as well. Once the superpowers had ICBMs (intercontinental ballistic missiles) to deliver nuclear warheads and aircraft for spying missions, they both began to develop technology that could be used to explore—and ultimately control—space. However, after nearly two decades of costly competition, the two superpowers began to cooperate in space exploration.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on the space race, go to classzone.com



▲ In a major technological triumph, the United States put human beings on the moon on July 20, 1969. Astronaut Buzz Aldrin is shown on the lunar surface with the lunar lander spacecraft.



▲ The Soviet Union launched *Sputnik*, the first successful artificial space satellite, on October 4, 1957. As it circled the earth every 96 minutes, Premier Nikita Khrushchev boasted that his country would soon be “turning out long-range missiles like sausages.” The United States accelerated its space program. After early failures, a U.S. satellite was launched in 1958.



◀ The joint *Apollo* and *Soyuz* mission ushered in an era of U.S.-Soviet cooperation in space.

Connect to Today

1. Comparing Which destinations in space did both the United States and the Soviet Union explore?

See Skillbuilder Handbook, page R7.

2. Making Inferences What role might space continue to play in achieving world peace?



Communists Take Power in China

MAIN IDEA

REVOLUTION After World War II, Chinese Communists defeated Nationalist forces and two separate Chinas emerged.

WHY IT MATTERS NOW

China remains a Communist country and a major power in the world.

TERMS & NAMES

- Mao Zedong
- Red Guards
- Jiang Jieshi
- Cultural Revolution
- commune

SETTING THE STAGE In World War II, China fought on the side of the victorious Allies. But the victory proved to be a hollow one for China. During the war, Japan's armies had occupied and devastated most of China's cities. China's civilian death toll alone was estimated between 10 to 22 million persons. This vast country suffered casualties second only to those of the Soviet Union. However, conflict did not end with the defeat of the Japanese. In 1945, opposing Chinese armies faced one another.

TAKING NOTES

Recognizing Effects

Use a chart to identify the causes and effects of the Communist Revolution in China.

Cause	Effect
1.	1.
2.	2.
3.	3.

Communists vs. Nationalists

As you read in Chapter 30, a bitter civil war was raging between the Nationalists and the Communists when the Japanese invaded China in 1937. During World War II, the political opponents temporarily united to fight the Japanese. But they continued to jockey for position within China.

World War II in China Under their leader, **Mao Zedong** (MOW dzuh•dahng), the Communists had a stronghold in northwestern China. From there, they mobilized peasants for guerrilla war against the Japanese in the northeast. Thanks to their efforts to promote literacy and improve food production, the Communists won the peasants' loyalty. By 1945, they controlled much of northern China.

Meanwhile, the Nationalist forces under **Jiang Jieshi** (jee•ahng jee•shee) dominated southwestern China. Protected from the Japanese by rugged mountain ranges, Jiang gathered an army of 2.5 million men. From 1942 to 1945, the United States sent the Nationalists at least \$1.5 billion in aid to fight the Japanese. Instead of benefiting the army, however, these supplies and money often ended up in the hands of a few corrupt officers. Jiang's army actually fought few battles against the Japanese. Instead, the Nationalist army saved its strength for the coming battle against Mao's Red Army. After Japan surrendered, the Nationalists and Communists resumed fighting.

Civil War Resumes The renewed civil war lasted from 1946 to 1949. At first, the Nationalists had the advantage. Their army outnumbered the Communists' army by as much as three to one. And the United States continued its support by providing nearly \$2 billion in aid. The Nationalist forces, however, did little to win popular support. With China's economy collapsing, thousands of Nationalist soldiers deserted to the Communists. In spring 1949, China's major cities fell to



Chinese Political Opponents, 1945		
Nationalists		Communists
Jiang Jieshi	Leader	Mao Zedong
Southern China	Area Ruled	Northern China
United States	Foreign Support	Soviet Union
Defeat of Communists	Domestic Policy	National liberation
Weak due to inflation and failing economy	Public Support	Strong due to promised land reform for peasants
Ineffective, corrupt leadership and poor morale	Military Organization	Experienced, motivated guerrilla army
SKILLBUILDER: Interpreting Charts 1. Drawing Conclusions Which party's domestic policy might appeal more to Chinese peasants? 2. Forming and Supporting Opinions Which aspect of the Communist approach do you think was most responsible for Mao's victory? Explain.		

MAIN IDEA

Recognizing Effects

A How did the outcome of the Chinese civil war contribute to Cold War tensions?

the well-trained Red forces. Mao's troops were also enthusiastic about his promise to return land to the peasants. The remnants of Jiang's shattered army fled south. In October 1949, Mao Zedong gained control of the country. He proclaimed it the People's Republic of China. Jiang and other Nationalist leaders retreated to the island of Taiwan, which Westerners called Formosa.

Mao Zedong's victory fueled U.S. anti-Communist feelings. Those feelings only grew after the Chinese and Soviets signed a treaty of friendship in 1950. Many people in the United States viewed the takeover of China as another step in a Communist campaign to conquer the world. **A**

The Two Chinas Affect the Cold War

China had split into two nations. One was the island of Taiwan, or Nationalist China, with an area of 13,000 square miles. The mainland, or People's Republic of China, had an area of more than 3.5 million square miles. The existence of two Chinas, and the conflicting international loyalties they inspired, intensified the Cold War.

The Superpowers React After Jiang Jieshi fled to Taiwan, the United States helped him set up a Nationalist government on that small island. It was called the Republic of China. The Soviets gave financial, military, and technical aid to Communist China. In addition, the Chinese and the Soviets pledged to come to each other's defense if either was attacked. The United States tried to halt Soviet expansion in Asia. For example, when Soviet forces occupied the northern half of Korea after World War II and set up a Communist government, the United States supported a separate state in the south.

China Expands under the Communists In the early years of Mao's reign, Chinese troops expanded into Tibet, India, and southern, or Inner, Mongolia. Northern, or Outer, Mongolia, which bordered the Soviet Union, remained in the Soviet sphere.

In a brutal assault in 1950 and 1951, China took control of Tibet. The Chinese promised autonomy to Tibetans, who followed their religious leader, the Dalai Lama. When China's control over Tibet tightened in the late 1950s, the Dalai Lama fled to India. India welcomed many Tibetan refugees after a failed revolt in Tibet in

History Makers



Mao Zedong
1893–1976

Born into a peasant family, Mao embraced Marxist socialism as a young man. Though he began as an urban labor organizer, Mao quickly realized the revolutionary potential of China's peasants. In 1927, Mao predicted:

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

Mao's first attempt to lead the peasants in revolt failed in 1927. But during the Japanese occupation, Mao and his followers won widespread peasant support by reducing rents and promising to redistribute land.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Mao Zedong, go to classzone.com

1959. As a result, resentment between India and China grew. In 1962, they clashed briefly over the two countries' unclear border. The fighting stopped but resentment continued.

The Communists Transform China

For decades, China had been in turmoil, engaged in civil war or fighting with Japan. So, when the Communists took power, they moved rapidly to strengthen their rule over China's 550 million people. They also aimed to restore China as a powerful nation.

Communists Claim a New "Mandate of Heaven" After taking control of China, the Communists began to tighten their hold. The party's 4.5 million members made up just 1 percent of the population. But they were a disciplined group. Like the Soviets, the Chinese Communists set up two parallel organizations, the Communist party and the national government. Mao headed both until 1959.

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

Mao's changes also transformed industry and business. Gradually, private companies were nationalized, or brought under government ownership. In 1953, Mao launched a five-year plan that set high production goals for industry. By 1957, China's output of coal, cement, steel, and electricity had increased dramatically. **B**

"The Great Leap Forward" To expand the success of the first Five-Year Plan, Mao proclaimed the "Great Leap Forward" in early 1958. This plan called for still larger collective farms, or **communes**. By the end of 1958, about 26,000 communes had been created. The average commune sprawled over 15,000 acres and supported over 25,000 people. In the strictly controlled life of the communes, peasants worked the land together. They ate in communal dining rooms, slept in communal dormitories, and raised children in communal nurseries. And they owned nothing. The peasants had no incentive to work hard when only the state profited from their labor.

The Great Leap Forward was a giant step backward. Poor planning and inefficient "backyard," or home, industries hampered growth. The program was ended in 1961 after crop failures caused a famine that killed about 20 million people.

New Policies and Mao's Response China was facing external problems as well as internal ones in the late 1950s. The spirit of cooperation that had bound the Soviet Union and China began to fade. Each sought to lead the worldwide Communist movement. As they also shared the longest border in the world, they faced numerous territorial disputes.

MAIN IDEA

Analyzing Issues

B What aspects of Marxist socialism did Mao try to bring to China?

After the failure of the Great Leap Forward and the split with the Soviet Union, Mao reduced his role in government. Other leaders moved away from Mao's strict socialist ideas. For example, farm families could live in their own homes and could sell crops they grew on small private plots. Factory workers could compete for wage increases and promotions.

Mao thought China's new economic policies weakened the Communist goal of social equality. He was determined to revive the revolution. In 1966, he urged China's young people to "learn revolution by making revolution." Millions of high school and college students responded. They left their classrooms and formed militia units called **Red Guards**.

The Cultural Revolution The Red Guards led a major uprising known as the **Cultural Revolution**. Its goal was to establish a society of peasants and workers in which all were equal. The new hero was the peasant who worked with his hands. The life of the mind—intellectual and artistic activity—was considered useless and dangerous. To stamp out this threat, the Red Guards shut down colleges and schools. They targeted anyone who resisted the regime. Intellectuals had to "purify" themselves by doing hard labor in remote villages. Thousands were executed or imprisoned.

Chaos threatened farm production and closed down factories. Civil war seemed possible. By 1968, even Mao admitted that the Cultural Revolution had to stop. The army was ordered to put down the Red Guards. Zhou Enlai (joh ehn•leye), Chinese Communist party founder and premier since 1949, began to restore order. While China was struggling to become stable, the Cold War continued to rage. Two full-scale wars were fought—in Korea and in Vietnam. **C**

MAIN IDEA

Drawing Conclusions

C Why did the Cultural Revolution fail?

History *in* Depth



The Red Guards

The Red Guards were students, mainly teenagers. They pledged their devotion to Chairman Mao and the Cultural Revolution. From 1966 to 1968, 20 to 30 million Red Guards roamed China's cities and countryside causing widespread chaos. To smash the old, non-Maoist way of life, they destroyed buildings and beat and even killed Mao's alleged enemies. They lashed out at professors, government officials, factory managers, and even parents.

Eventually, even Mao turned on them. Most were exiled to the countryside. Others were arrested and some executed.

SECTION

2

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Mao Zedong
- Jiang Jieshi
- commune
- Red Guards
- Cultural Revolution

USING YOUR NOTES

2. Which effect of the Communist Revolution in China do you think had the most permanent impact? Explain.

Cause	Effect
1.	1.
2.	2.
3.	3.

MAIN IDEAS

3. How did the Chinese Communists increase their power during World War II?
4. What actions did the Nationalists take during World War II?
5. What was the goal of the Cultural Revolution?

CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** Why did the United States support the Nationalists in the civil war in China?
7. **ANALYZING ISSUES** What policies or actions enabled the Communists to defeat the Nationalists in their long civil war?
8. **IDENTIFYING PROBLEMS** What circumstances prevented Mao's Great Leap Forward from bringing economic prosperity to China?
9. **WRITING ACTIVITY** **REVOLUTION** Write **summaries** of the reforms Mao Zedong proposed for China that could be placed on a propaganda poster.

CONNECT TO TODAY CREATING A COMPARISON CHART

Find political, economic, and demographic information on the People's Republic of China and Taiwan, and make a **comparison chart**.



3

Wars in Korea and Vietnam

MAIN IDEA

REVOLUTION In Asia, the Cold War flared into actual wars supported mainly by the superpowers.

WHY IT MATTERS NOW

Today, Vietnam is a Communist country, and Korea is split into Communist and non-Communist nations.

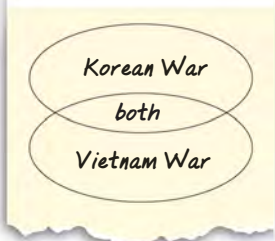
TERMS & NAMES

- 38th parallel
- Douglas MacArthur
- Ho Chi Minh
- domino theory
- Ngo Dinh Diem
- Vietcong
- Vietnamization
- Khmer Rouge

SETTING THE STAGE When World War II ended, Korea became a divided nation. North of the **38th parallel**, a line that crosses Korea at 38 degrees north latitude, Japanese troops surrendered to Soviet forces. South of this line, the Japanese surrendered to American troops. As in Germany, two nations developed. (See map on next page.) One was the Communist industrial north, whose government had been set up by the Soviets. The other was the non-Communist rural south, supported by the Western powers.

TAKING NOTES

Comparing and Contrasting Use a diagram to compare and contrast the Korean and Vietnam Wars.



War in Korea

By 1949, both the United States and the Soviet Union had withdrawn most of their troops from Korea. The Soviets gambled that the United States would not defend South Korea. So they supplied North Korea with tanks, airplanes, and money in an attempt to take over the peninsula.

Standoff at the 38th Parallel On June 25, 1950, North Koreans swept across the 38th parallel in a surprise attack on South Korea. Within days, North Korean troops had penetrated deep into the south. President Truman was convinced that the North Korean aggressors were repeating what Hitler, Mussolini, and the Japanese had done in the 1930s. Truman's policy of containment was being put to the test. And Truman resolved to help South Korea resist communism.

South Korea also asked the United Nations to intervene. When the matter came to a vote in the Security Council, the Soviets were absent. They had refused to take part in the Council to protest admission of Nationalist China (Taiwan), rather than

▼ UN forces landing at Inchon in South Korea in 1950



Communist China, into the UN. As a result, the Soviet Union could not veto the UN's plan to send an international force to Korea to stop the invasion. A total of 15 nations, including the United States and Britain, participated under the command of General **Douglas MacArthur**.

Meanwhile, the North Koreans continued to advance. By September 1950, they controlled the entire Korean peninsula except for a tiny area around Pusan in the far southeast. That month, however, MacArthur launched a surprise attack. Troops moving north from Pusan met with forces that had made an amphibious landing at Inchon. Caught in this “pincer action,” about half of the North Koreans surrendered. The rest retreated.

The Fighting Continues The UN troops pursued the retreating North Koreans across the 38th parallel into North Korea. They pushed them almost to the Yalu River at the Chinese border. The UN forces were mostly from the United States. The Chinese felt threatened by these troops and by an American fleet off their coast. In October 1950, they sent 300,000 troops into North Korea.

The Chinese greatly outnumbered the UN forces. By January 1951, they had pushed UN and South Korean troops out of North Korea. The Chinese then moved into South Korea and captured the capital of Seoul. “We face an entirely new war,” declared MacArthur. He called for a nuclear attack against China. Truman viewed MacArthur’s proposals as reckless. “We are trying to prevent a world war, not start one,” he said. MacArthur tried to go over the President’s head by taking his case to Congress and the press. In response, Truman removed him.

Over the next two years, UN forces fought to drive the Chinese and North Koreans back. By 1952, UN troops had regained control of South Korea. Finally, in July 1953, the UN forces and North Korea signed a cease-fire agreement. The border between the two Koreas was set near the 38th parallel, almost where it had been before the war. In the meantime, 4 million soldiers and civilians had died. **A**

Aftermath of the War After the war, Korea remained divided. A demilitarized zone, which still exists, separated the two countries. In North Korea, the Communist dictator Kim Il Sung established collective farms, developed heavy industry, and built up the military. At Kim’s death in 1994, his son Kim Jong Il took power. Under his rule, Communist North Korea developed nuclear weapons but had serious economic problems. On the other hand, South Korea prospered, thanks partly to massive aid from the United States and other countries. In the 1960s, South



MAIN IDEA

Recognizing Effects

A What effects did the Korean war have on the Korean people and nation?

Korea concentrated on developing its industry and expanding foreign trade. A succession of dictatorships ruled the rapidly developing country. With the 1987 adoption of a democratic constitution, however, South Korea established free elections. During the 1980s and 1990s, South Korea had one of the highest economic growth rates in the world.

Political differences have kept the two Koreas apart, despite periodic discussions of reuniting the country. North Korea's possession of nuclear weapons is a major obstacle. The United States still keeps troops in South Korea.

War Breaks Out in Vietnam

Much like its involvement in the Korean War, the involvement of the United States in Vietnam stemmed from its Cold War containment policy. After World War II, stopping the spread of communism was the principal goal of U.S. foreign policy.

The Road to War In the early 1900s, France controlled most of resource-rich Southeast Asia. (French Indochina included what are now Vietnam, Laos, and Cambodia.) But nationalist independence movements had begun to develop. A young Vietnamese nationalist, **Ho Chi Minh**, turned to the Communists for help in his struggle. During the 1930s, Ho's Indochinese Communist party led revolts and strikes against the French.

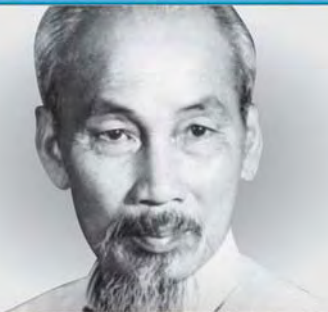
The French responded by jailing Vietnamese protesters. They also sentenced Ho to death. He fled into exile, but returned to Vietnam in 1941, a year after the Japanese seized control of his country during World War II. Ho and other nationalists founded the Vietminh (Independence) League. The Japanese were forced out of Vietnam after their defeat in 1945. Ho Chi Minh believed that independence would follow, but France intended to regain its colony.

The Fighting Begins Vietnamese Nationalists and Communists joined to fight the French armies. The French held most major cities, but the Vietminh had widespread support in the countryside. The Vietminh used hit-and-run tactics to confine the French to the cities. In France the people began to doubt that their colony was worth the lives and money the struggle cost. In 1954, the French suffered a major military defeat at Dien Bien Phu. They surrendered to Ho.

The United States had supported France in Vietnam. With the defeat of the French, the United States saw a rising threat to the rest of Asia. President Eisenhower described this threat in terms of the **domino theory**. The Southeast Asian nations were like a row of dominos, he said. The fall of one to communism would lead to the fall of its neighbors. This theory became a major justification for U.S. foreign policy during the Cold War era. **B**

Vietnam—A Divided Country After France's defeat, an international peace conference met in Geneva to discuss the future of Indochina. Based on these talks, Vietnam was divided at 17° north latitude. North of that line, Ho Chi Minh's Communist forces governed. To the south, the United States and France set up an anti-Communist government under the leadership of **Ngo Dinh Diem** (NOH dihn D'YEM).

History Makers



Ho Chi Minh
1890–1969

When he was young, the poor Vietnamese Nguyen That (uhng-wihn thaht) Thanh worked as a cook on a French steamship. In visiting U.S. cities where the boat docked, he learned about American culture and ideals. He later took a new name—Ho Chi Minh, meaning “He who enlightens.” Though a Communist, in proclaiming Vietnam’s independence from France in 1945, he declared, “All men are created equal.”

His people revered him, calling him Uncle Ho. However, Ho Chi Minh did not put his democratic ideals into practice. He ruled North Vietnam by crushing all opposition.

MAIN IDEA

Making Inferences

B What actions might the United States have justified by the domino theory?



War in Vietnam, 1957–1973



1965—U.S. bombing of North Vietnam



1968—U.S. Marines at the Battle of Hue

1975—Evacuation of the U.S. embassy in Saigon



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Human-Environment Interaction** Did the Saigon government or the Vietcong control more of South Vietnam in 1973?
- Movement** Through what other countries did North Vietnamese troops move to invade South Vietnam?

Diem ruled the south as a dictator. Opposition to his government grew. Communist guerrillas, called **Vietcong**, began to gain strength in the south. While some of the Vietcong were trained soldiers from North Vietnam, most were South Vietnamese who hated Diem. Gradually, the Vietcong won control of large areas of the countryside. In 1963, a group of South Vietnamese generals had Diem assassinated. But the new leaders were no more popular than he had been. It appeared that a takeover by the Communist Vietcong, backed by North Vietnam, was inevitable.

The United States Gets Involved

Faced with the possibility of a Communist victory, the United States decided to escalate, or increase, its involvement. Some U.S. troops had been serving as advisers to the South Vietnamese since the late 1950s. But their numbers steadily grew, as did the numbers of planes and other military equipment sent to South Vietnam.

U.S. Troops Enter the Fight In August 1964, U.S. President Lyndon Johnson told Congress that North Vietnamese patrol boats had attacked two U.S. destroyers in the Gulf of Tonkin. As a result, Congress authorized the president to send U.S. troops to fight in Vietnam. By late 1965, more than 185,000 U.S. soldiers were in combat on Vietnamese soil. U.S. planes had also begun to bomb North Vietnam. By 1968, more than half a million U.S. soldiers were in combat there.

The United States had the best-equipped, most advanced army in the world. Yet it faced two major difficulties. First, U.S. soldiers were fighting a guerrilla war in unfamiliar jungle terrain. Second, the South Vietnamese government that they were defending was becoming more unpopular. At the same time, support for the Vietcong grew, with help and supplies from Ho Chi Minh, the Soviet Union, and China. Unable to win a decisive victory on the ground, the United States turned to air power. U.S. forces bombed millions of acres of farmland and forest in an attempt to destroy enemy hideouts. This bombing strengthened peasants' opposition to the South Vietnamese government.

The United States Withdraws During the late 1960s, the war grew increasingly unpopular in the United States. Dissatisfied young people began to protest the tremendous loss of life in a conflict on the other side of the world. Bowing to intense public pressure, President Richard Nixon began withdrawing U.S. troops from Vietnam in 1969.

Nixon had a plan called **Vietnamization**. It allowed for U.S. troops to gradually pull out, while the South Vietnamese increased their combat role. To pursue Vietnamization while preserving the South Vietnamese government, Nixon authorized a massive bombing campaign against North Vietnamese bases and supply routes. He also authorized bombings in neighboring Laos and Cambodia to destroy Vietcong hiding places.

In response to protests and political pressure at home, Nixon kept withdrawing U.S. troops. The last left in 1973. Two years later, the North Vietnamese overran South Vietnam. The war ended, but more than 1.5 million Vietnamese and 58,000 Americans lost their lives.


Postwar Southeast Asia

War's end did not bring an immediate halt to bloodshed and chaos in Southeast Asia. Cambodia (also known as Kampuchea) was under siege by Communist rebels.

▼ The skulls and bones of Cambodian citizens form a haunting memorial to the brutality of its Communist government in the 1970s.




During the war, it had suffered U.S. bombing when it was used as a sanctuary by North Vietnamese and Vietcong troops.

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

MAIN IDEA

Recognizing Effects

 What was one of the effects of Pol Pot's efforts to turn Cambodia into a rural society?

Vietnam after the War After 1975, the victorious North Vietnamese imposed tight controls over the South. Officials sent thousands of people to "reeducation camps" for training in Communist thought. They nationalized industries and strictly controlled businesses. They also renamed Saigon, the South's former capital, Ho Chi Minh City. Communist oppression caused 1.5 million people to flee Vietnam. Most escaped in dangerously overcrowded ships. More than 200,000 "boat people" died at sea. The survivors often spent months in refugee camps in Southeast Asia. About 70,000 eventually settled in the United States or Canada. Although Communists still govern Vietnam, the country now welcomes foreign investment. The United States normalized relations with Vietnam in 1995.

While the superpowers were struggling for advantage during the Korean and Vietnam wars, they also were seeking influence in other parts of the world.

Connect to Today



Vietnam Today

Vietnam remains a Communist country. But, like China, it has introduced elements of capitalism into its economy. In 1997, a travel magazine claimed that Hanoi, the capital of Vietnam, "jumps with vitality, its streets and shops jammed with locals and handfuls of Western tourists and businesspeople." Above, two executives tour the city.

Along Hanoi's shaded boulevards, billboards advertise U.S. and Japanese copiers, motorcycles, video recorders, and soft drinks. On the streets, enterprising Vietnamese businesspeople offer more traditional services. These include bicycle repair, a haircut, a shave, or a tasty snack.

SECTION

3

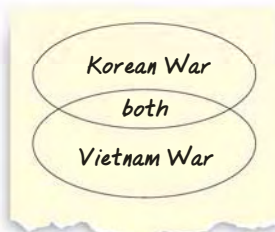
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

• 38th parallel • Douglas MacArthur • Ho Chi Minh • domino theory • Ngo Dinh Diem • Vietcong • Vietnamization • Khmer Rouge

USING YOUR NOTES

2. In what ways were the causes and effects of the wars in Korea and Vietnam similar?



MAIN IDEAS

3. What role did the United Nations play in the Korean War?
4. How did Vietnam become divided?
5. What was the Khmer Rouge's plan for Cambodia?

CRITICAL THINKING & WRITING

6. **ANALYZING MOTIVES** What role did the policy of containment play in the involvement of the United States in wars in Korea and Vietnam?
7. **IDENTIFYING CAUSES** How might imperialism be one of the causes of the Vietnam War?
8. **FORMING OPINIONS** Do you think U.S. involvement in Vietnam was justified? Why or why not?
9. **WRITING ACTIVITY** **EMPIRE BUILDING** Write a two-paragraph **expository essay** for either the United States or the Soviet Union supporting its involvement in Asia.

CONNECT TO TODAY WRITING A BIOGRAPHY

Research the present-day leader of one of the countries discussed in this section. Then write a three-paragraph **biography**.



The Cold War Divides the World

MAIN IDEA

REVOLUTION The superpowers supported opposing sides in Latin American and Middle Eastern conflicts.

WHY IT MATTERS NOW

Many of these areas today are troubled by political, economic, and military conflict and crisis.

TERMS & NAMES

- Third World
- nonaligned nations
- Fidel Castro
- Anastasio Somoza
- Daniel Ortega
- Ayatollah Ruholla Khomeini

SETTING THE STAGE Following World War II, the world's nations were grouped politically into three "worlds." The first was the industrialized capitalist nations, including the United States and its allies. The second was the Communist nations led by the Soviet Union. The **Third World** consisted of developing nations, often newly independent, who were not aligned with either superpower. These nonaligned countries provided yet another arena for competition between the Cold War superpowers.

TAKING NOTES

Determining Main Ideas
Use a chart to list main points about Third World confrontations.

Country	Conflict
Cuba	
Nicaragua	
Iran	

Fighting for the Third World

The Third World nations were located in Latin America, Asia, and Africa. They were economically poor and politically unstable. This was largely due to a long history of colonialism. They also suffered from ethnic conflicts and lack of technology and education. Each needed a political and economic system around which to build its society. Soviet-style communism and U.S.-style free-market democracy were the main choices.

Cold War Strategies The United States, the Soviet Union, and, in some cases, China, used a variety of techniques to gain influence in the Third World. (See feature on next page.) They backed wars of revolution, liberation, or counterrevolution. The U.S. and Soviet intelligence agencies—the CIA and the KGB—engaged in various covert, or secret, activities, ranging from spying to assassination attempts. The United States also gave military aid, built schools, set up programs to combat poverty, and sent volunteer workers to many developing nations. The Soviets offered military and technical assistance, mainly to India and Egypt.

Association of Nonaligned Nations Other developing nations also needed assistance. They became important players in the Cold War competition between the United States, the Soviet Union, and later, China. But not all Third World countries wished to play a role in the Cold War. As mentioned earlier India vowed to remain neutral. Indonesia, a populous island nation in Southeast Asia, also struggled to stay uninvolved. In 1955, it hosted many leaders from Asia and Africa at the Bandung Conference. They met to form what they called a "third force" of independent countries, or **nonaligned nations**. Some nations, such as India and Indonesia, were able to maintain their neutrality. But others took sides with the superpowers or played competing sides against each other.

How the Cold War Was Fought

During the Cold War, the United States and the Soviet Union both believed that they needed to stop the other side from extending its power. What differentiated the Cold War from other 20th century conflicts was that the two enemies did not engage in a shooting war. Instead, they pursued their rivalry by using the strategies shown below.



Egypt built the Aswan Dam with Soviet aid.



Major Strategies of the Cold War

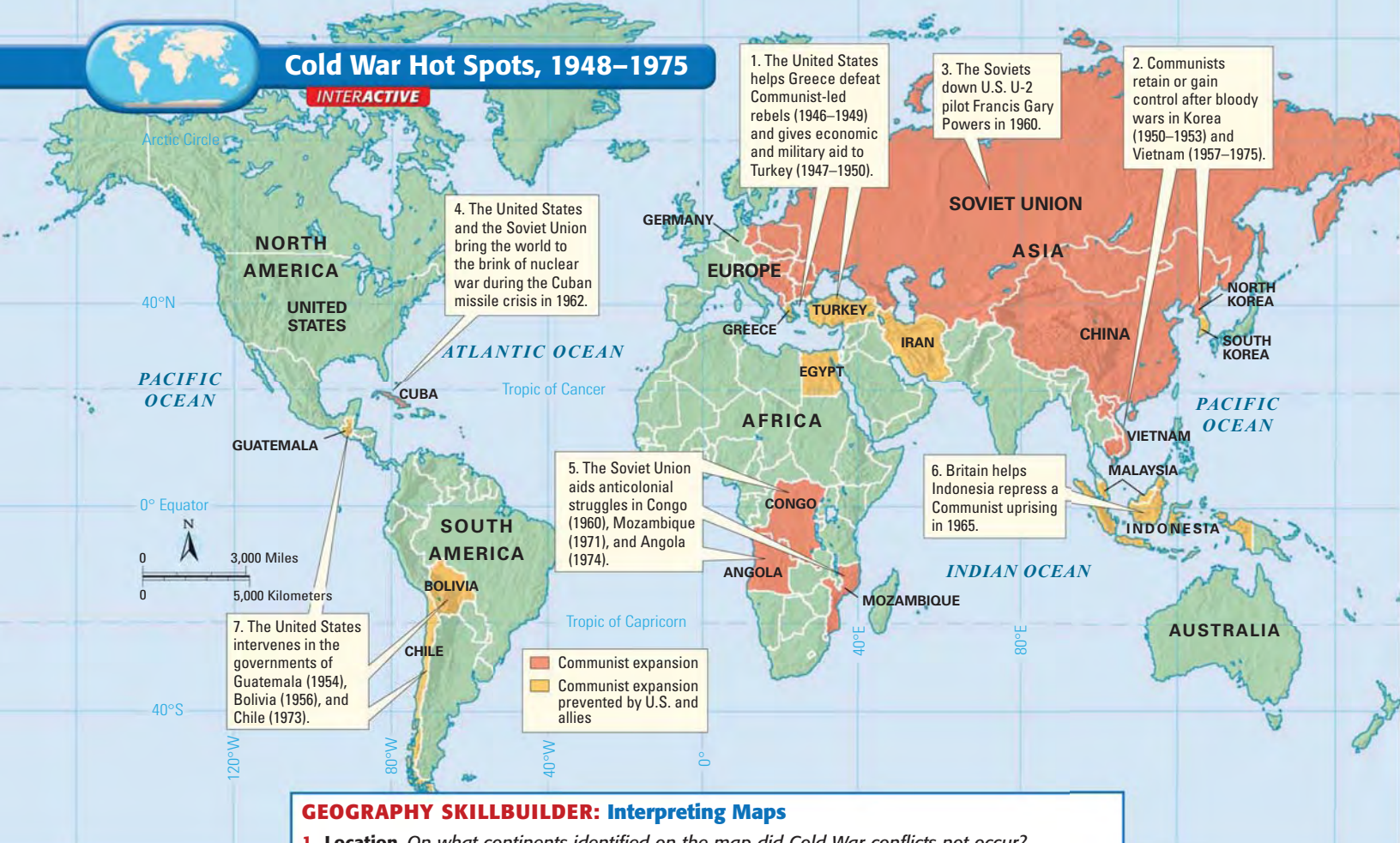
Foreign Aid	Espionage	Multinational Alliances
The two superpowers tried to win allies by giving financial aid to other nations. For instance, Egypt took aid from the Soviet Union to build the Aswan High Dam (see photograph above).	Fearing the enemy might be gaining the advantage, each side spied on the other. One famous incident was the Soviet downing of a U.S. U-2 spy plane in 1960.	To gain the support of other nations, both the Soviet Union and the United States entered into alliances. Two examples of this were NATO and the Warsaw Pact (shown on map above).
Propaganda	Brinkmanship	Surrogate Wars
Both superpowers used propaganda to try to win support overseas. For example, Radio Free Europe broadcast radio programs about the rest of the world into Eastern Europe.	The policy of brinkmanship meant going to the brink of war to make the other side back down. One example was the Cuban Missile Crisis.	The word <i>surrogate</i> means substitute. Although the United States and the Soviet Union did not fight each other directly, they fought indirectly by backing opposing sides in many smaller conflicts.

SKILLBUILDER: Interpreting Visuals

- Generalizing** Judging from the map, how would you describe the effect on Europe of multinational alliances?
- Analyzing Motives** What motive did the two superpowers have for fighting surrogate wars?

Cold War Hot Spots, 1948–1975

INTERACTIVE



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Location** On what continents identified on the map did Cold War conflicts not occur?
- Region** About what fraction of the globe did Communists control by 1975?

Confrontations in Latin America

After World War II, rapid industrialization, population growth, and a lingering gap between the rich and the poor led Latin American nations to seek aid from both superpowers. At the same time, many of these countries alternated between short-lived democracy and harsh military rule. As described in Chapter 28, U.S. involvement in Latin America began long before World War II. American businesses backed leaders who protected U.S. interests but who also often oppressed their people. After the war, communism and nationalistic feelings inspired revolutionary movements. These found enthusiastic Soviet support. In response, the United States provided military and economic assistance to anti-Communist dictators.

Fidel Castro and the Cuban Revolution In the 1950s, Cuba was ruled by an unpopular dictator, Fulgencio Batista, who had U.S. support. Cuban resentment led to a popular revolution, which overthrew Batista in January 1959. A young lawyer named **Fidel Castro** led that revolution. At first, many people praised Castro for

bringing social reforms to Cuba and improving the economy. Yet Castro was a harsh dictator. He suspended elections, jailed or executed his opponents, and tightly controlled the press.

When Castro nationalized the Cuban economy, he took over U.S.-owned sugar mills and refineries. In response, Eisenhower ordered an embargo on all trade with Cuba. Castro then turned to the Soviets for economic and military aid.



In 1960, the CIA began to train anti-Castro Cuban exiles. In April 1961, they invaded Cuba, landing at the Bay of Pigs. However, the United States did not provide the hoped for air support. Castro's forces easily defeated the invaders, humiliating the United States.

Nuclear Face-off: the Cuban Missile Crisis The failed Bay of Pigs invasion convinced Soviet leader Nikita Khrushchev that the United States would not resist Soviet expansion in Latin America. So, in July 1962, Khrushchev secretly began to build 42 missile sites in Cuba. In October, an American spy plane discovered the sites. President John F. Kennedy declared that missiles so close to the U.S. mainland were a threat. He demanded their removal and also announced a naval blockade of Cuba to prevent the Soviets from installing more missiles.

Castro protested his country's being used as a pawn in the Cold War:

PRIMARY SOURCE

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

FIDEL CASTRO, quoted in an interview October 27, 1962

But Castro and Cuba were deeply involved. Kennedy's demand for the removal of Soviet missiles put the United States and the Soviet Union on a collision course. People around the world feared nuclear war. Fortunately, Khrushchev agreed to remove the missiles in return for a U.S. promise not to invade Cuba. **A**

The resolution of the Cuban Missile Crisis left Castro completely dependent on Soviet support. In exchange for this support, Castro backed Communist revolutions in Latin America and Africa. Soviet aid to Cuba, however, ended abruptly with the breakup of the Soviet Union in 1991. This loss dealt a crippling blow to the Cuban economy. Eventually, Castro loosened state control of Cuba's economy and sought better relations with other countries.

Civil War in Nicaragua Just as the United States had supported Batista in Cuba, it had funded the Nicaraguan dictatorship of **Anastasio Somoza** and his family since 1933. In 1979, Communist Sandinista rebels toppled Somoza's son. Both the United States and the Soviet Union initially gave aid to the Sandinistas and their leader, **Daniel Ortega** (awr•TAY•guh). The Sandinistas, however, gave assistance to other Marxist rebels in nearby El Salvador. To help the El Salvadoran government fight those rebels, the United States supported Nicaraguan anti-Communist forces called the Contras or *contrarevolucionarios*. **B**

The civil war in Nicaragua lasted more than a decade and seriously weakened the country's economy. In 1990, President Ortega agreed to hold free elections, the first in the nation's history. Violeta Chamorro, a reform candidate, defeated him. The Sandinistas were also defeated in elections in 1996 and 2001.

History Makers



Fidel Castro
1926–

The son of a wealthy Spanish-Cuban farmer, Fidel Castro became involved in politics at the University of Havana. He first tried to overthrow the Cuban dictator, Batista, in 1953. He was imprisoned, but vowed to continue the struggle for independence:

Personally, I am not interested in power nor do I envisage assuming it at any time. All that I will do is to make sure that the sacrifices of so many compatriots should not be in vain.

Despite this declaration, Castro has ruled Cuba as a dictator for more than 40 years.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create a time line of the important events in Castro's rule of Cuba. Go to **classzone.com** for your research.

MAIN IDEA

Contrasting

A What differing U.S. and Soviet aims led to the Cuban missile crisis?

MAIN IDEA

Analyzing Motives

B Why did the U.S. switch its support from the Sandinistas to the Contras?

Confrontations in the Middle East

As the map on page 984 shows, Cold War confrontations continued to erupt around the globe. The oil-rich Middle East attracted both superpowers.

Religious and Secular Values Clash in Iran Throughout the Middle East, oil industry wealth fueled a growing clash between traditional Islamic values and modern Western materialism. In no country was this cultural conflict more dramatically shown than in Iran (Persia before 1935). After World War II, Iran's leader, Shah Mohammed Reza Pahlavi (pah•luh•vee), embraced Western governments and wealthy Western oil companies. Iranian nationalists resented these foreign alliances and united under Prime Minister Muhammed Mossadeq (moh•sah•DEHK). They nationalized a British-owned oil company and, in 1953, forced the shah to flee. Fearing Iran might turn to the Soviets for support, the United States helped restore the shah to power. 🕒

The United States Supports Secular Rule With U.S. support, the shah westernized his country. By the end of the 1950s, Iran's capital, Tehran, featured gleaming skyscrapers, foreign banks, and modern factories. Millions of Iranians, however, still lived in extreme poverty. The shah tried to weaken the political influence of Iran's conservative Muslim leaders, known as ayatollahs (eye•uh• TOH•luhz), who opposed Western influences. The leader of this religious opposition, **Ayatollah Ruholla Khomeini** (koh• MAY•nee), was living in exile. Spurred by his tape-recorded messages, Iranians rioted in every major city in late 1978. Faced with overwhelming opposition, the shah fled Iran in 1979. A triumphant Khomeini returned to establish an Islamic state and to export Iran's militant form of Islam.

Khomeini's Anti-U.S. Policies Strict adherence to Islam ruled Khomeini's domestic policies. But hatred of the United States, because of U.S. support for the shah, was at the heart of his foreign policy. In 1979, with the ayatollah's blessing, young Islamic revolutionaries seized the U.S. embassy in Tehran. They took more than 60 Americans hostage and demanded the United States force the shah to face trial. Most hostages remained prisoners for 444 days before being released in 1981.

Khomeini encouraged Muslim radicals elsewhere to overthrow their secular governments. Intended to unify Muslims, this policy heightened tensions between Iran and its neighbor and territorial rival, Iraq. A military leader, Saddam Hussein (hoo•SAYN), governed Iraq as a secular state.



MAIN IDEA

Analyzing Motives

🕒 Why did the United States support the shah of Iran?

▼ Ayatollah Khomeini (inset) supported the taking of U.S. hostages by Islamic militants in Tehran in 1979.



War broke out between Iran and Iraq in 1980. The United States secretly gave aid to both sides because it did not want the balance of power in the region to change. The Soviet Union, on the other hand, had long been a supporter of Iraq. A million Iranians and Iraqis died in the war before the UN negotiated a ceasefire in 1988.

The Superpowers Face Off in Afghanistan For several years following World War II, Afghanistan maintained its independence from both the neighboring Soviet Union and the United States. In the 1950s, however, Soviet influence in the country began to increase. In the late 1970s, a Muslim revolt threatened to topple Afghanistan's Communist regime. This revolt led to a Soviet invasion in 1979.

The Soviets expected to prop up the Afghan Communists and quickly withdraw. Instead, just like the United States in Vietnam, the Soviets found themselves stuck. And like the Vietcong in Vietnam, rebel forces outmaneuvered a military superpower. Supplied with American weapons, the Afghan rebels, called mujahideen, or holy warriors, fought on. **D**

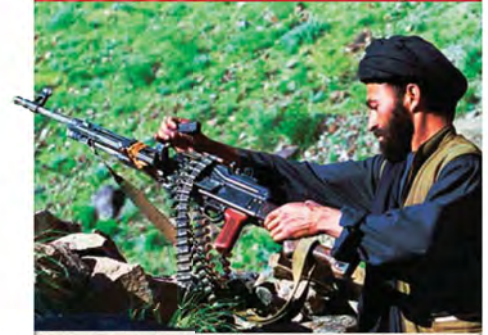
The United States had armed the rebels because they considered the Soviet invasion a threat to Middle Eastern oil supplies. President Jimmy Carter warned the Soviets against any attempt to gain control of the Persian Gulf. To protest the invasion, he stopped U.S. grain shipments to the Soviet Union and ordered a U.S. boycott of the 1980 Moscow Olympics. In the 1980s, a new Soviet president, Mikhail Gorbachev, acknowledged the war's devastating costs. He withdrew all Soviet troops by 1989. By then, internal unrest and economic problems were tearing apart the Soviet Union itself.

MAIN IDEA

Comparing

D In what ways were U.S. involvement in Vietnam and Soviet involvement in Afghanistan similar?

Connect to Today



The Taliban

Islamic religious students, or taliban, were among the *mujahideen* rebels who fought the Soviet occupation of Afghanistan. Various groups of students loosely organized themselves during a civil war among *mujahideen* factions that followed the Soviet withdrawal in 1989.

In 1996, one of these groups, called the Taliban, seized power and established an Islamic government. They imposed a repressive rule especially harsh on women, and failed to improve people's lives. They also gave sanctuary to international Islamic terrorists. In 2001, an anti-terrorist coalition led by the United States drove them from power. However, they have regrouped and have been fighting NATO forces in Afghanistan since 2006.

SECTION 4 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Third World
- nonaligned nations
- Fidel Castro
- Anastasio Somoza
- Daniel Ortega
- Ayatollah Ruholla Khomeini

USING YOUR NOTES

2. Which confrontation had the most lasting significance?

Country	Conflict
Cuba	
Nicaragua	
Iran	

MAIN IDEAS

- How was the Cuban Missile Crisis resolved?
- What was significant about the 1990 elections in Nicaragua?
- Why did the Soviet Union invade Afghanistan?

CRITICAL THINKING & WRITING

- MAKING INFERENCES** What advantages and disadvantages might being nonaligned have offered a developing nation during the Cold War?
- COMPARING** What similarities do you see among U.S. actions in Nicaragua, Cuba, and Iran?
- ANALYZING CAUSES** What were the reasons that Islamic fundamentalists took control of Iran?
- WRITING ACTIVITY** **REVOLUTION** For either Cuba, Nicaragua, or Iran, write an annotated **time line** of events discussed in this section.

CONNECT TO TODAY WRITING AN OPINION PAPER

Research the effects of the U.S. trade embargo on Cuba. Write a two-paragraph **opinion paper** on whether it would be in the best interests of the United States to lift that embargo.



5

The Cold War Thaws

MAIN IDEA

EMPIRE BUILDING The Cold War began to thaw as the superpowers entered an era of uneasy diplomacy.

WHY IT MATTERS NOW

The United States and the countries of the former Soviet Union continue to cooperate and maintain a cautious peace.

TERMS & NAMES

- Nikita Khrushchev
- Leonid Brezhnev
- John F. Kennedy
- Lyndon Johnson
- détente
- Richard M. Nixon
- SALT
- Ronald Reagan

SETTING THE STAGE In the postwar years, the Soviet Union kept a firm grip on its satellite countries in Eastern Europe. These countries were Poland, Czechoslovakia, Hungary, Romania, Bulgaria, Albania, and East Germany. (Yugoslavia had broken away from Soviet control in 1948, although it remained Communist.) The Soviet Union did not allow them to direct and develop their own economies. Instead, it insisted that they develop industries to meet Soviet needs. These policies greatly hampered Eastern Europe's economic recovery.

TAKING NOTES

Outlining Organize main ideas and details about the Cold War thaw.

I. Soviet Policy in Eastern Europe and China

A.

B.

II. From Brinkmanship to Détente

Soviet Policy in Eastern Europe and China

More moderate Soviet leaders came to power after Stalin's death. They allowed satellite countries somewhat more independence, as long as they remained allied with the Soviet Union. During the 1950s and 1960s, however, growing protest movements in Eastern Europe threatened the Soviet grip on the region. Increasing tensions with China also diverted Soviet attention and forces.

Destalinization and Rumblings of Protest After Stalin died in 1953, [Nikita Khrushchev](#) became the dominant Soviet leader. In 1956, the shrewd, tough Khrushchev denounced Stalin for jailing and killing loyal Soviet citizens. His speech signaled the start of a policy called destalinization, or purging the country of Stalin's memory. Workers destroyed monuments of the former dictator. Khrushchev called for "peaceful competition" with capitalist states.

But this new Soviet outlook did not change life in satellite countries. Their resentment at times turned to active protest. In October 1956, for example, the Hungarian army joined protesters to overthrow Hungary's Soviet-controlled government. Storming through the capital, Budapest, mobs waved Hungarian flags with the Communist hammer-and-sickle emblem cut out. "From the youngest child to the oldest man," one protester declared, "no one wants communism."

A popular and liberal Hungarian Communist leader named Imre Nagy (IHMray nahj) formed a new government. Nagy promised free elections and demanded Soviet troops leave. In response, Soviet tanks and infantry entered Budapest in November. Thousands of Hungarian freedom fighters armed themselves with pistols and bottles, but were overwhelmed. A pro-Soviet government was installed, and Nagy was eventually executed.



Imre Nagy (1896–1958)

Imre Nagy was born into a peasant family in Hungary. During World War I, he was captured by the Soviets and recruited into their army. He then became a Communist.

Nagy held several posts in his country's Communist government, but his loyalty remained with the peasants. Because of his independent approach, he fell in and out of favor with the Soviet Union. In October 1956, he led an anti-Soviet revolt. After the Soviets forcefully put down the uprising, they tried and executed him.

In 1989, after Communists lost control of Hungary's government, Nagy was reburied with official honors.



▲ Czech demonstrators fight Soviet tanks in 1968.



Alexander Dubček (1921–1992)

Alexander Dubček was the son of a Czech Communist Party member. He moved rapidly up through its ranks, becoming party leader in 1968.

Responding to the spirit of change in the 1960s, Dubček instituted broad reforms during the so-called Prague Spring of 1968. The Soviet Union reacted by sending tanks into Prague to suppress a feared revolt. The Soviets expelled Dubček from the party. He regained political prominence in 1989, when the Communists agreed to share power in a coalition government. When Czechoslovakia split into two nations in 1992, Dubček became head of the Social Democratic Party in Slovakia.

MAIN IDEA

Analyzing Issues

A Why was Nikita Khrushchev removed from power in 1964?

The Revolt in Czechoslovakia Despite the show of force in Hungary, Khrushchev lost prestige in his country as a result of the Cuban Missile Crisis in 1962. In 1964, party leaders voted to remove him from power. His replacement, **Leonid Brezhnev**, quickly adopted repressive domestic policies. The party enforced laws to limit such basic human rights as freedom of speech and worship. Government censors controlled what writers could publish. Brezhnev clamped down on those who dared to protest his policies. For example, the secret police arrested many dissidents, including Aleksandr Solzhenitsyn, winner of the 1970 Nobel Prize for literature. They then expelled him from the Soviet Union. **A**

Brezhnev made clear that he would not tolerate dissent in Eastern Europe either. His policy was put to the test in early 1968. At that time, Czech Communist leader Alexander Dubček (DOOB•chek) loosened controls on censorship to offer his country socialism with “a human face.” This period of reform, when Czechoslovakia’s capital bloomed with new ideas, became known as Prague Spring. However, it did not survive the summer. On August 20, armed forces from the Warsaw Pact nations invaded Czechoslovakia. Brezhnev justified this invasion by claiming the Soviet Union had the right to prevent its satellites from rejecting communism, a policy known as the Brezhnev Doctrine.

The Soviet-Chinese Split While many satellite countries resisted Communist rule, China was committed to communism. In fact, to cement the ties between Communist powers, Mao and Stalin had signed a 30-year treaty of friendship in 1950. Their spirit of cooperation, however, ran out before the treaty did.

The Soviets assumed the Chinese would follow Soviet leadership in world affairs. As the Chinese grew more confident, however, they resented being in Moscow’s shadow. They began to spread their own brand of communism in Africa and other

parts of Asia. In 1959, Khrushchev punished the Chinese by refusing to share nuclear secrets. The following year, the Soviets ended technical economic aid. The Soviet-Chinese split grew so wide that fighting broke out along their common border. After repeated incidents, the two neighbors maintained a fragile peace.

From Brinkmanship to Détente

In the 1970s, the United States and the Soviet Union finally backed away from the aggressive policies of brinkmanship that they had followed during the early post-war years. The superpowers slowly moved to lower tensions.

Brinkmanship Breaks Down The brinkmanship policy followed during the presidencies of Eisenhower, Kennedy, and Johnson led to one terrifying crisis after another. Though these crises erupted all over the world, they were united by a common fear. Nuclear war seemed possible.

In 1960, the U-2 incident prevented a meeting between the United States and the Soviet Union to discuss the buildup of arms on both sides. Then, during the administration of [John F. Kennedy](#) in the early 1960s, the Cuban Missile Crisis made the superpowers' use of nuclear weapons a real possibility. (See page 985.) The crisis ended when Soviet ships turned back to avoid a confrontation at sea. "We're eyeball to eyeball," the relieved U.S. Secretary of State Dean Rusk said, "and I think the other fellow just blinked." But Kennedy's secretary of defense, Robert McNamara, admitted how close the world had come to disaster:

PRIMARY SOURCE **B**

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

ROBERT MCNAMARA, quoted in *Inside the Cold War*

Tensions remained high. After the assassination of Kennedy in 1963, [Lyndon Johnson](#) assumed the presidency. Committed to stopping the spread of communism, President Johnson escalated U.S. involvement in the war in Vietnam.

The United States Turns to Détente Widespread popular protests wracked the United States during the Vietnam War. And the turmoil did not end with U.S. withdrawal. As it tried to heal its internal wounds, the United States backed away from its policy of direct confrontation with the Soviet Union. **Détente**, a policy of lessening Cold War tensions, replaced brinkmanship under [Richard M. Nixon](#).

President Nixon's move toward détente grew out of a philosophy known as realpolitik. This term comes from the German word meaning "realistic politics." In practice, realpolitik meant dealing with other nations in a practical and flexible manner. While the United States continued to try to contain the spread of communism, the two superpowers agreed to pursue détente and to reduce tensions.

Nixon Visits Communist Powers Nixon's new policy represented a personal reversal as well as a political shift for the country. His rise in politics in the 1950s was largely due to his strong anti-Communist position. Twenty years later, he became the first U.S. president to visit Communist China. The visit made sense in a world in which three, not just two,

▼ U.S. president Nixon visits China in 1972, accompanied by Chinese premier Zhou Enlai (left).



MAIN IDEA

Analyzing Primary Sources

B Do you think that Robert McNamara's view of the Soviet threat in Cuba was justified? Explain.

Vocabulary

Détente is a French word meaning "a loosening."

superpowers eyed each other suspiciously. “We want the Chinese with us when we sit down and negotiate with the Russians,” Nixon explained.

Three months after visiting Beijing in February 1972, Nixon visited the Soviet Union. After a series of meetings called the Strategic Arms Limitation Talks (**SALT**), Nixon and Brezhnev signed the SALT I Treaty. This five-year agreement, limited to 1972 levels the number of intercontinental ballistic and submarine-launched missiles each country could have. In 1975, 33 nations joined the United States and the Soviet Union in signing a commitment to détente and cooperation, the Helsinki Accords.



▲ Ronald Reagan's 1980 political button highlights the strong patriotic theme of his campaign.

The Collapse of Détente

Under presidents Nixon and Gerald Ford, the United States improved relations with China and the Soviet Union. In the late 1970s, however, President Jimmy Carter was concerned over harsh treatment of protesters in the Soviet Union. This threatened to prevent a second round of SALT negotiations. In 1979, Carter and Brezhnev finally signed the SALT II agreement. When the Soviets invaded Afghanistan later that year, however, the U.S. Congress refused to ratify SALT II. Concerns mounted as more nations, including China and India, began building nuclear arsenals.

Reagan Takes an Anti-Communist Stance A fiercely anti-Communist U.S. president, **Ronald Reagan**, took office in 1981. He continued to move away from détente. He increased defense spending, putting both economic and military pressure on the Soviets. In 1983, Reagan also announced the Strategic Defense Initiative (SDI), a program to protect against enemy missiles. It was not put into effect but remained a symbol of U.S. anti-Communist sentiment.

Tensions increased as U.S. activities such as arming Nicaragua's Contras pushed the United States and Soviet Union further from détente. However, a change in Soviet leadership in 1985 brought a new policy toward the United States and the beginnings of a final thaw in the Cold War. Meanwhile, as you will learn in the next chapter, developing countries continued their own struggles for independence.

MAIN IDEA

Contrasting

🕒 In what ways did Nixon's and Reagan's policies toward the Soviet Union differ?

SECTION

5

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

• Nikita Khrushchev • Leonid Brezhnev • John F. Kennedy • Lyndon Johnson • détente • Richard M. Nixon • SALT • Ronald Reagan

USING YOUR NOTES

2. What do you consider the most significant reason for the collapse of détente?

I. *Soviet Policy in Eastern Europe and China*

A.

B.

II. *From Brinkmanship to Détente*

MAIN IDEAS

3. What effects did destalinization have on Soviet satellite countries?

4. What changes did Alexander Dubček seek to make in Czechoslovakia in 1968, and what happened?

5. Why was the policy of brinkmanship replaced?

CRITICAL THINKING & WRITING

6. **DEVELOPING HISTORICAL PERSPECTIVE** In view of Soviet policies toward Eastern Europe in the postwar era, what reasons did people in Eastern Europe have for resistance?

7. **EVALUATING DECISIONS** Do you think it was a wise political move for Nixon to visit Communist China and the Soviet Union? Why or why not?

8. **RECOGNIZING EFFECTS** What was the result of Reagan's move away from détente?

9. **WRITING ACTIVITY** **REVOLUTION** Write a short poem or song lyrics expressing protest against Communist rule by a citizen of a country behind the Iron Curtain.

CONNECT TO TODAY WRITING A SUMMARY

Look through a major newspaper or newsmagazine for articles on Eastern European countries. Then, write a brief **summary** of recent developments there.

Chapter 33 Assessment

TERMS & NAMES

For each term or name below, briefly explain its connection to the restructuring of the postwar world since 1945.

1. containment
2. Cold War
3. Mao Zedong
4. Cultural Revolution
5. 38th parallel
6. Vietnamization
7. Fidel Castro
8. Nikita Khrushchev
9. détente
10. SALT

MAIN IDEAS

Cold War: Superpowers Face Off

Section 1 (pages 965–971)

11. Why did some Americans oppose the Truman Doctrine?
12. How did the Soviet Union respond to the U.S. policy of brinkmanship?

Communists Take Power in China

Section 2 (pages 972–975)

13. Who did the superpowers support in the Chinese civil war?
14. What were the results of Mao Zedong's Great Leap Forward and Cultural Revolution?

Wars in Korea and Vietnam

- Section 3 (pages 976–981)
15. What effects did the Korean War have on Korea's land and its people?
 16. What difficulties did the U.S. Army face fighting the war in Vietnam?

The Cold War Divides the World

Section 4 (pages 982–987)

17. Why did developing nations often align themselves with one or the other superpower?
18. How did the Soviet Union respond to the Bay of Pigs?

The Cold War Thaws

Section 5 (pages 988–991)

19. In what ways did Soviet actions hamper Eastern Europe's economic recovery after World War II?
20. What policies characterized realpolitik?

CRITICAL THINKING

1. USING YOUR NOTES

Use a diagram to show superpower Cold War tactics.



2. COMPARING

EMPIRE BUILDING In what ways were the United States and the Soviet Union more similar than different?

3. HYPOTHESIZING

ECONOMICS How might the Cold War have proceeded if the United States had been economically and physically damaged in World War II?

4. DRAWING CONCLUSIONS

REVOLUTION Which two Cold War events do you think had the greatest impact on the U.S. decision to pursue détente?

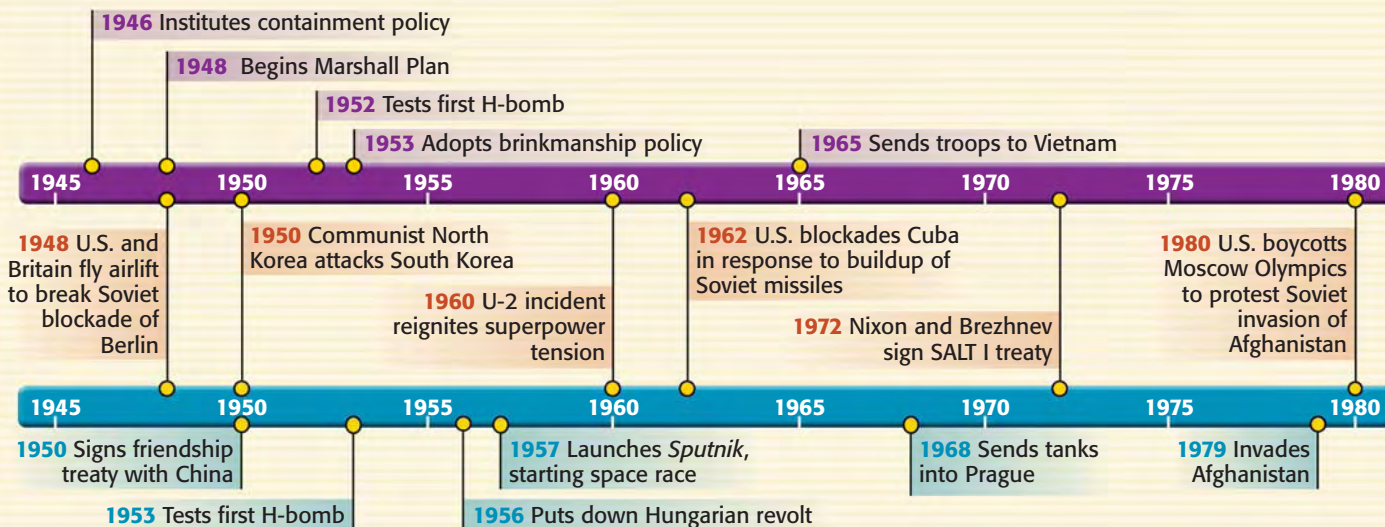
5. MAKING INFERENCES

Why do you think the United States and the Soviet Union chose cooperation in space after years of competition?

VISUAL SUMMARY

United States

Cold War, 1946–1980



Soviet Union

STANDARDS-BASED ASSESSMENT

Use the quotation and your knowledge of world history to answer questions 1 and 2.

Additional Test Practice, pp. S1-S33

The following poem by Ho Chi Minh was broadcast over Hanoi Radio on January 1, 1968.

PRIMARY SOURCE

*This Spring far outshines the previous Springs,
Of victories throughout the land come happy tidings.
South and North, rushing heroically together, shall
smite the American invaders!
Go Forward!
Total victory shall be ours.*

HO CHI MINH, quoted in *America and Vietnam*

- In Ho's opinion, who was the enemy in the Vietnam War?
 - the South Vietnamese
 - the changing seasons
 - the United States
 - the French
- What purpose might the North Vietnamese have had in broadcasting this poem?
 - to show that their political leader was also a poet
 - to warn the United States that it would be defeated
 - to single out the North Vietnamese people for special attention
 - to be used as propaganda to show that North and South were fighting together

Use the chart and your knowledge of world history to answer question 3.

U.S.–Soviet Military Power, 1986–1987

U.S.		Soviet
1,010	Intercontinental ballistic missiles	1,398
640	Submarine-launched missiles	983
260	Long-range bombers	160
24,700	Nuclear warheads	36,800
0	Antiballistic missile launchers	100
14	Aircraft carriers	5
2,143,955	Armed forces personnel	5,130,000

Sources: *The Military Balance 1986–1987*; *Nuclear Weapons Databook, Vol. IV, Soviet Nuclear Weapons*

- The chart clearly shows that
 - the United States had more troops than the Soviet Union.
 - the Soviet Union had clear superiority in the number of ballistic missiles.
 - the United States and the Soviet Union were equal in nuclear warheads.
 - the Soviet Union had more aircraft carriers.

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to classzone.com

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact *with* History

On page 964, you considered what policies a nation might follow to gain allies. Now that you have learned more about the Cold War, would your decision change? Discuss your ideas with a small group.

2. WRITING ABOUT HISTORY

Study the information in the infographic on how the Cold War was fought on page 983. Write a two-paragraph **persuasive essay** on which means was the most successful for the United States and which was most successful for the Soviet Union.

Consider the following:

- who received foreign aid
- whether propaganda was successful
- how strong the military alliances were
- what was gained in surrogate wars

INTEGRATED TECHNOLOGY

Creating an Interactive Time Line

In October 1962, President John F. Kennedy and his advisers had to defuse a potentially devastating nuclear standoff with the Soviet Union. Using books, the Internet, and other resources, create an interactive time line of the crisis. Use graphics software to add maps and photographs. In addition to noting key dates, use the time line to address some of the following:

- Who were members of Kennedy's inner circle during the crisis?
- What did Kennedy say about the events in his first public address to the nation?
- How did Soviet premier Nikita Krushchev approach the crisis in Cuba?
- What details did Americans learn only after the crisis had been resolved?

CHAPTER 34

The Colonies Become New Nations, 1945–Present

Previewing Main Ideas

REVOLUTION Independence movements swept Africa and Asia as World War II ended. Through both nonviolent and violent means, revolutionaries overthrew existing political systems to create their own nations.

Geography Which continent witnessed the greatest number of its countries gain independence?

POWER AND AUTHORITY Systems of government shifted for one billion people when colonies in Africa and Asia gained their freedom. New nations struggled to unify their diverse populations. In many cases, authoritarian rule and military dictatorships emerged.

Geography According to the time line, which southeast Asian country dealt with dictatorship in the years following independence?

ECONOMICS The emergence of new nations from European- and U.S.-ruled colonies brought a change in ownership of vital resources. In many cases, however, new nations struggled to create thriving economies.

Geography Which colonial power had enjoyed the resources from the greatest number of regions of the world?

INTEGRATED TECHNOLOGY

eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



INTERNET RESOURCES

Go to classzone.com for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

COLONIES

WORLD

1945

1945

Sukarno proclaims Indonesian independence.

1947

India gains independence from Britain.

1957

Ghana wins independence. (first prime minister Kwame Nkrumah) ▶

1965

1966

Mao Zedong launches Cultural Revolution in China.

1948

South Africa establishes apartheid system. ("whites only" sign) ▶

BLANKE
INGANG
EUROPEAN
ENTRANCE





New Nations, 1946–1991



1986

◀ Election of Corazón Aquino ends Marcos dictatorship in Philippines.

1997

Mobutu dictatorship in Zaire falls.

1985

1975

Communist North Vietnam conquers South Vietnam.

1982

Britain defeats Argentina in war over Falkland Islands.

1991

Soviet Union breaks up into 15 republics.

2003

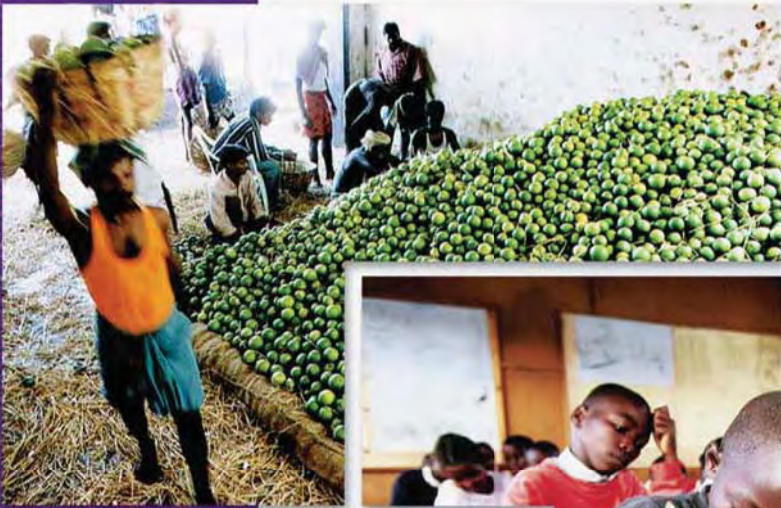
2003

United States drives Saddam Hussein from power in Iraq.

How would you build a new nation?

As a political leader of a former colony, you watch with pride as your country becomes independent. However, you know that difficult days lay ahead. You want peace and prosperity for your nation. To accomplish this, however, you need to create a sound government and a strong economy. In addition, food and adequate health care are scarce and many people receive little education. These and other challenges await your immediate attention.

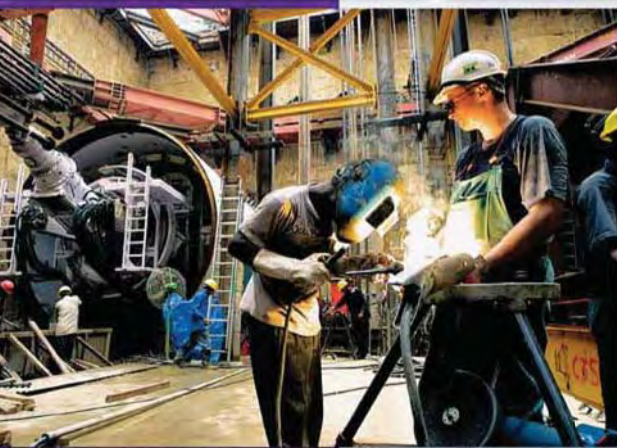
▼ Agriculture



▼ Health Care



▲ Education



▲ Employment



▲ Voting Rights

EXAMINING *the* ISSUES

- **What are the first steps you would take? Why?**
- **What might be the most difficult challenge to overcome?**

As a class, discuss these questions. Remember what you have learned about what makes a stable and unified nation. As you read about the emergence of new nations around the world, note what setbacks and achievements they make in their effort to build a promising future.



1

The Indian Subcontinent Achieves Freedom

MAIN IDEA

POWER AND AUTHORITY New nations emerged from the British colony of India.

WHY IT MATTERS NOW

India today is the largest democracy in the world.

TERMS & NAMES

- Congress Party
- Muslim League
- Muhammad Ali Jinnah
- partition
- Jawaharlal Nehru
- Indira Gandhi
- Benazir Bhutto

SETTING THE STAGE After World War II, dramatic political changes began to take place across the world. This was especially the case with regard to the policy of colonialism. Countries that held colonies began to question the practice. After the world struggle against dictatorship, many leaders argued that no country should control another nation. Others questioned the high cost and commitment of holding colonies. Meanwhile, the people of colonized regions continued to press even harder for their freedom. All of this led to independence for one of the largest and most populous colonies in the world: British-held India.

A Movement Toward Independence

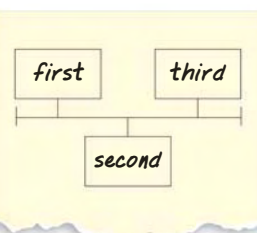
The British had ruled India for almost two centuries. Indian resistance to Britain, which had existed from the beginning, intensified in 1939, when Britain committed India's armed forces to World War II without first consulting the colony's elected representatives. The move left Indian nationalists stunned and humiliated. Indian leader Mohandas Gandhi launched a nonviolent campaign of noncooperation with the British. Officials imprisoned numerous nationalists for this action. In 1942, the British tried to gain the support of the nationalists by promising governmental changes after the war. But the offer did not include Indian independence.

As they intensified their struggle against the British, Indians also struggled with each other. India has long been home to two main religious groups. In the 1940s, India had approximately 350 million Hindus and about 100 million Muslims. The Indian National Congress, or the **Congress Party**, was India's national political party. Most members of the Congress Party were Hindus, but the party at times had many Muslim members.

In competition with the Congress Party was the **Muslim League**, an organization founded in 1906 in India to protect Muslim interests. Members of the league felt that the mainly Hindu Congress Party looked out primarily for Hindu interests. The leader of the Muslim League, **Muhammad Ali Jinnah** (mu•HAM•ihd ah•LEE JINH•uh), insisted that all Muslims resign from the Congress Party. The Muslim League stated that it would never accept Indian independence if it meant rule by the Hindu-dominated Congress Party. Jinnah stated, "The only thing the Muslim has in common with the Hindu is his slavery to the British."

TAKING NOTES

Following Chronological Order Create a time line of prominent Indian prime ministers from independence through the current day.



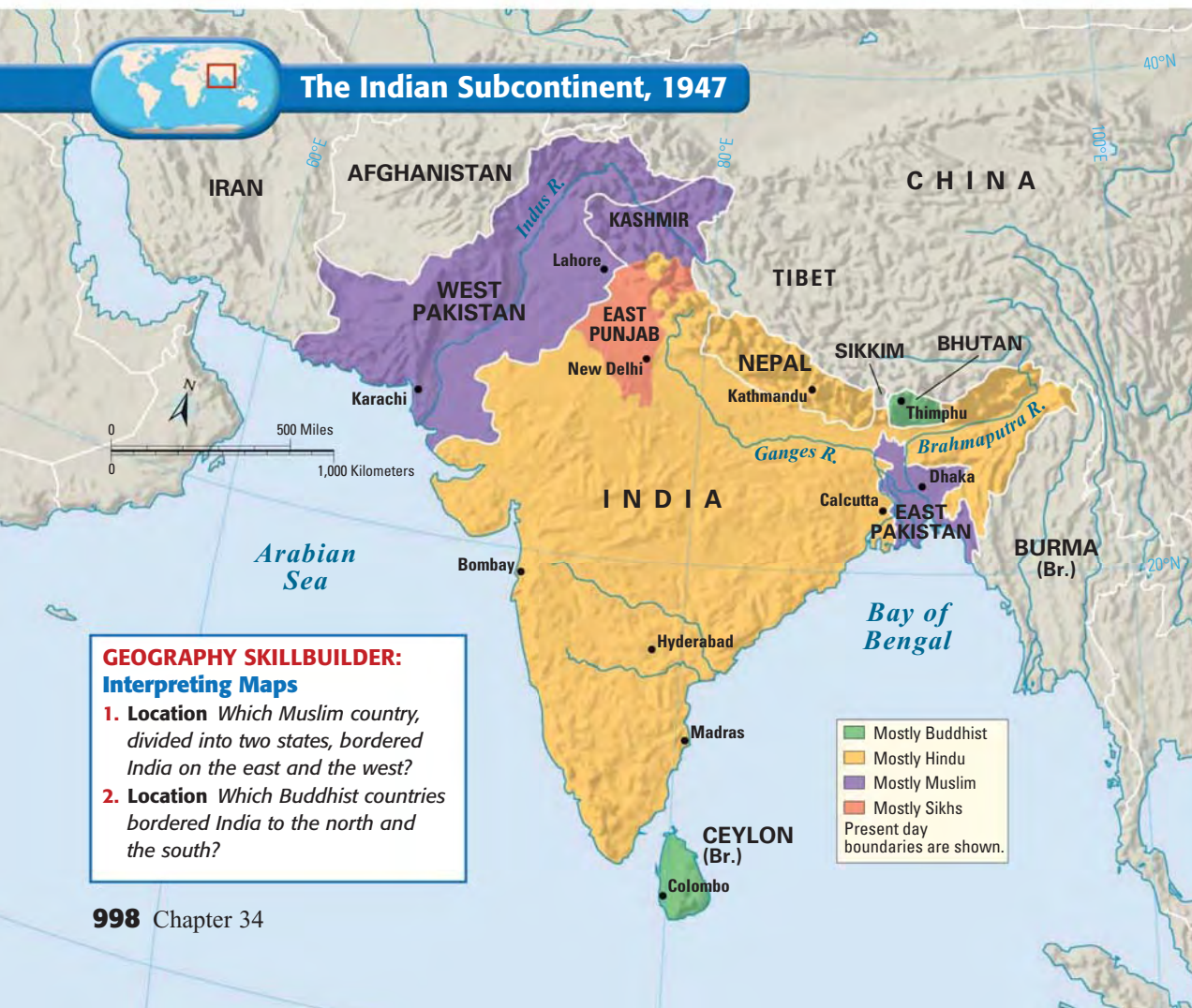
Freedom Brings Turmoil

When World War II ended, Britain found itself faced with enormous war debts. As a result, British leaders began to rethink the expense of maintaining and governing distant colonies. With India continuing to push for independence, the stage was set for the British to hand over power. However, a key problem emerged: Who should receive the power—Hindus or Muslims?

Partition and Bloodshed Muslims resisted attempts to include them in an Indian government dominated by Hindus. Rioting between the two groups broke out in several Indian cities. In August 1946, four days of clashes in Calcutta left more than 5,000 people dead and more than 15,000 hurt.

British officials soon became convinced that partition, an idea first proposed by India's Muslims, would be the only way to ensure a safe and secure region. **Partition** was the term given to the division of India into separate Hindu and Muslim nations. The northwest and eastern regions of India, where most Muslims lived, would become the new nation of Pakistan. (Pakistan, as the map shows, comprised two separate states in 1947: West Pakistan and East Pakistan.)

The British House of Commons passed an act on July 16, 1947, that granted two nations, India and Pakistan, independence in one month's time. In that short period, more than 500 independent native princes had to decide which nation they would join. The administration of the courts, the military, the railways, and the police—the whole of the civil service—had to be divided down to the last paper clip. Most difficult of all, millions of Indian citizens—Hindus, Muslims, and yet another significant religious group, the Sikhs—had to decide where to go.



During the summer of 1947, 10 million people were on the move in the Indian subcontinent. As people scrambled to relocate, violence among the different religious groups erupted. Muslims killed Sikhs who were moving into India. Hindus and Sikhs killed Muslims who were headed into Pakistan. The following passage is representative of the experiences of people in both the Hindu and Muslim communities:

PRIMARY SOURCE

All passengers were forced into compartments like sheep and goats. Because of which the heat and suffocating atmosphere was intensified and it was very hard to breathe. In the ladies compartment women and children were in a terrible condition. Women tried in vain to calm down and comfort their children. If you looked out the window you could see dead bodies lying in the distance. At many places you could see corpses piled on top of each other and no one seemed to have any concern. . . . These were the scenes that made your heart bleed and everybody loudly repented their sins and recited verses asking God's forgiveness. Every moment seemed to be the most terrifying and agonizing.

ZAHIDA AMJAD ALI, quoted in *Freedom, Trauma, Continuities*

In all, an estimated 1 million died. "What is there to celebrate?" Gandhi mourned. "I see nothing but rivers of blood." Gandhi personally went to the Indian capital of Delhi to plead for fair treatment of Muslim refugees. While there, he himself became a victim of the nation's violence. A Hindu extremist who thought Gandhi too protective of Muslims shot and killed him on January 30, 1948.

The Battle for Kashmir As if partition itself didn't result in enough bloodshed between India's Muslims and Hindus, the two groups quickly squared off over the small region of Kashmir. Kashmir lay at the northern point of India next to Pakistan. Although its ruler was Hindu, Kashmir had a majority Muslim population. Shortly after independence, India and Pakistan began battling each other for control of the region. The fighting continued until the United Nations arranged a cease-fire in 1949. The cease-fire left a third of Kashmir under Pakistani control and the rest under Indian control. The two countries continue to fight over the region today. **A**

MAIN IDEA

Analyzing Causes

A What was the cause of the conflict between India and Pakistan over Kashmir?

Modern India

With the granting of its independence on August 15, 1947, India became the world's largest democracy. As the long-awaited hour of India's freedom approached, **Jawaharlal Nehru**, the independent nation's first prime minister, addressed the country's political leaders:

PRIMARY SOURCE

Long years ago, we made a tryst [appointment] with destiny, and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially. At the stroke of the midnight hour, when the world sleeps, India will wake to life and freedom.

JAWAHARLAL NEHRU, speech before the Constituent Assembly, August 14, 1947

Connect to Today



The Coldest War

No part of Kashmir is beyond a fight for India and Pakistan—including the giant Siachen glacier high above the region. The dividing line established by the 1949 cease-fire did not extend to the glacier because officials figured neither side would try to occupy such a barren and frigid strip of land.

They figured wrong. In 1984, both sides sent troops to take the glacier, and they have been dug in ever since. At altitudes nearing 21,000 feet, Indian and Pakistani soldiers shoot at each other from trenches in temperatures that reach 70 degrees below zero. This bitterly cold war was interrupted in 2003 when Pakistan and India declared a ceasefire.

History Makers



Jawaharlal Nehru
1889–1964

Nehru's father was an influential attorney, and so the first prime minister of India grew up amid great wealth. As a young man, he lived and studied in England. "In my likes and dislikes I was perhaps more an Englishman than an Indian," he once remarked.

Upon returning to India, however, he became moved by the horrible state in which many of his fellow Indians lived. "A new picture of India seemed to rise before me," he recalled, "naked, starving, crushed, and utterly miserable." From then on, he devoted his life to improving conditions in his country.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Jawaharlal Nehru, go to classzone.com

Nehru Leads India Nehru served as India's leader for its first 17 years of independence. He had been one of Gandhi's most devoted followers. Educated in Britain, Nehru won popularity among all groups in India. He emphasized democracy, unity, and economic modernization.

Nehru used his leadership to move India forward. He led other newly independent nations of the world in forming an alliance of countries that were neutral in the Cold War conflicts between the United States and the Soviet Union. On the home front, Nehru called for a reorganization of the states by language. He also pushed for industrialization and sponsored social reforms. He tried to elevate the status of the lower castes, or those at the bottom of society, and help women gain the rights promised by the constitution.

Troubled Times Nehru died in 1964. His death left the Congress Party with no leader strong enough to hold together the many political factions that had emerged with India's independence. Then, in 1966, Nehru's daughter, [Indira Gandhi](#), was chosen prime minister. After a short spell out of office, she was reelected in 1980.

Although she ruled capably, Gandhi faced many challenges, including the growing threat from Sikh extremists who themselves wanted an independent state. The Golden Temple at Amritsar stood as the religious center for the Sikhs. From there, Sikh nationalists ventured out to attack symbols of Indian authority. In June 1984, Indian army troops overran the Golden Temple. They killed about 500 Sikhs and destroyed sacred property. In retaliation, Sikh bodyguards assigned to Indira Gandhi gunned her down. This violent act set off another murderous frenzy, causing the deaths of thousands of Sikhs.

In the wake of the murder of Indira Gandhi, her son, Rajiv (rah•JEEV) Gandhi, took over as prime minister. His party, however, lost its power in 1989 because of accusations of widespread corruption. In 1991, while campaigning again for prime minister near the town of Madras, Rajiv was killed by a bomb. Members of a group opposed to his policies claimed responsibility.

Twenty-First Century Challenges Since winning election as prime minister in 1998, Atal Bihari Vajpayee, leader of the Hindu nationalist party, has ruled over a vibrant but often unstable nation. He faces challenges brought on by an increasing population that is expected to push India past China as the world's most populous nation by 2035. In addition, the country is racked with social inequality and constantly threatened by religious strife.

Even more troubling are India's tense relations with its neighbor Pakistan, and the fact that both have become nuclear powers. In 1974, India exploded a "peaceful" nuclear device. For the next 24 years, the nation quietly worked on building up its nuclear capability. In 1998, Indian officials conducted five underground nuclear tests. Meanwhile, the Pakistanis had been building their own nuclear program. Shortly after India conducted its nuclear tests, Pakistan demonstrated that it, too, had nuclear weapons. The presence of these weapons in the hands of such bitter

enemies and neighbors has become a matter of great international concern, especially in light of their continuing struggle over Kashmir:

PRIMARY SOURCE

Now that India and Pakistan have tested nuclear weapons . . . [There is] fear that a remote but savage ethnic and religious conflict could deteriorate into a nuclear exchange with global consequences. India and Pakistan must learn to talk to each other and move toward a more trusting relationship.

The New York Times, June 28, 1998

In 2002, the two nations came close to war over Kashmir. However, in 2003 a peace process began to ease tension.

Pakistan Copes with Freedom

The history of Pakistan since independence has been no less turbulent than that of India. Pakistan actually began as two separate and divided states, East Pakistan and West Pakistan. East Pakistan lay to the east of India, West Pakistan to the northwest. These regions were separated by more than 1,000 miles of Indian territory. In culture, language, history, geography, economics, and ethnic background, the two regions were very different. Only the Islamic religion united them.

Civil War From the beginning, the two regions of Pakistan experienced strained relations. While East Pakistan had the larger population, it was often ignored by West Pakistan, home to the central government. In 1970, a giant cyclone and tidal wave struck East Pakistan and killed an estimated 266,000 residents. While international aid poured into Pakistan, the government in West Pakistan did not quickly transfer that aid to East Pakistan. Demonstrations broke out in East Pakistan, and protesters called for an end to all ties with West Pakistan.

A Turbulent History

Pakistan



1977 Ali Bhutto

Prime Minister Ali Bhutto of Pakistan is deposed in a coup led by General Zia. Bhutto is later hanged for having ordered the assassination of a political opponent.

1988

General Zia, president of Pakistan, dies in a mysterious plane crash.

1999

General Pervez Musharraf seizes control of government in a military coup.

India

1948 Mohandas Gandhi

Gandhi is shot to death by a Hindu extremist. The assassin opposes Gandhi's efforts to achieve equal treatment for all Indians, including Muslims.



1984 Indira Gandhi

Indira Gandhi is gunned down by two of her Sikh bodyguards. Her murder is in retaliation for an attack she ordered on a Sikh temple.



1991 Rajiv Gandhi

Rajiv Gandhi is killed by a bomb while campaigning. The bomb is carried by a woman opposed to Gandhi's policies.



On March 26, 1971, East Pakistan declared itself an independent nation called Bangladesh. A civil war followed between Bangladesh and Pakistan. Eventually, Indian forces stepped in and sided with Bangladesh. Pakistan forces surrendered. More than 1 million people died in the war. Pakistan lost about one-seventh of its area and about one-half of its population to Bangladesh. **B**

A Pattern of Instability Muhammad Ali Jinnah, the first governor-general of Pakistan, died shortly after independence. This left the nation without strong leadership, and Pakistan went through a series of military coups, the first in 1958. Ali Bhutto took control of the country following the civil war. A military coup in 1977 led by General Zia removed Bhutto, who was later executed for crimes allegedly committed while in office.

After Zia's death, Bhutto's daughter, **Benazir Bhutto**, was twice elected prime minister. After months of disorder, she was removed from office in 1996. Nawaz Sharif became prime minister after the 1997 elections. In 1999, army leaders led by General Pervez Musharraf ousted Sharif in yet another coup and imposed military rule over Pakistan. After the September 11 attacks on the United States, Musharraf became a key American ally. By 2007, however, he faced growing political opposition at home.

MAIN IDEA

Comparing

B How does the history of Pakistan in 1971 parallel the history of India in 1947?

Bangladesh and Sri Lanka Struggle

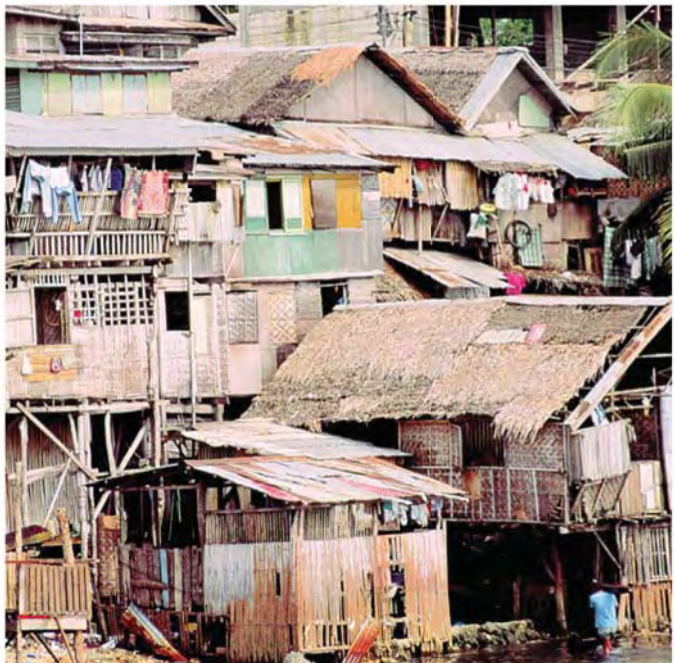
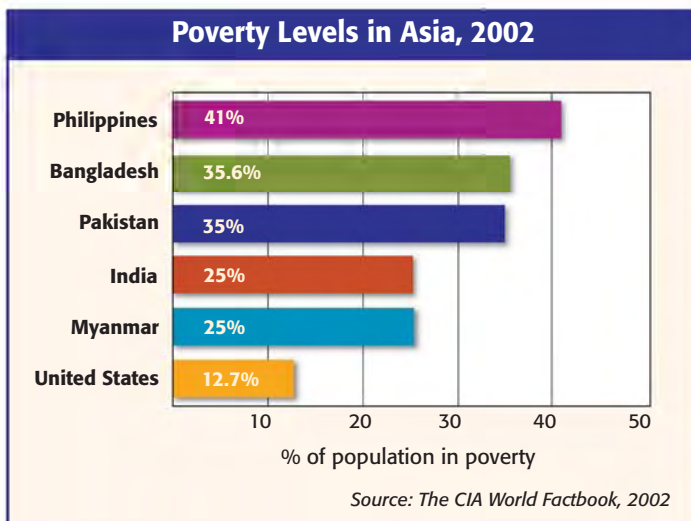
Meanwhile, the newly created nations of Bangladesh and Sri Lanka struggled with enormous problems of their own in the decades following independence.

Bangladesh Faces Many Problems The war with Pakistan had ruined the economy of Bangladesh and fractured its communications system. Rebuilding the shattered country seemed like an overwhelming task. Sheik Mujibur Rahman became the nation's first prime minister. He appeared more interested in strengthening his own power than in rebuilding his nation. He soon took over all authority and declared Bangladesh a one-party state. In August 1975, military leaders assassinated him.

Over the years Bangladesh has attempted with great difficulty to create a more democratic form of government. Charges of election fraud and government corruption are common. In recent years, however, the government has become more stable. The latest elections were held in October of 2001, and Begum Khaleda Zia took over as the nation's prime minister.

Bangladesh also has had to cope with crippling natural disasters. Bangladesh is a low-lying nation that is subject to many cyclones and tidal waves. Massive storms

▼ Overcrowded and poor villages are a common sight throughout Bangladesh.



regularly flood the land, ruin crops and homes, and take lives. A cyclone in 1991 killed approximately 139,000 people. Such catastrophes, along with a rapidly growing population, have put much stress on the country's economy. Bangladesh is one of the poorest nations in the world. The per capita income there is about \$360 per year.

Civil Strife Grips Sri Lanka Another newly freed and deeply troubled country on the Indian subcontinent is Sri Lanka, a small, teardrop-shaped island nation just off the southeast coast of India. Formerly known as Ceylon, Sri Lanka gained its independence from Britain in February of 1948. Two main ethnic groups dominate the nation. Three-quarters of the population are Sinhalese, who are Buddhists. A fifth are Tamils, a Hindu people of southern India and northern Sri Lanka.

Sri Lanka's recent history has also been one of turmoil. A militant group of Tamils has long fought an armed struggle for a separate Tamil nation. Since 1981, thousands of lives have been lost. In an effort to end the violence, Rajiv Gandhi and the Sri Lankan president tried to reach an accord in 1987. The agreement called for Indian troops to enter Sri Lanka and help disarm Tamil rebels. This effort was not successful, and the Indian troops left in 1990. A civil war between Tamils and other Sri Lankans continues today.

As difficult as post-independence has been for the countries of the Indian subcontinent, the same can be said for former colonies elsewhere. As you will read in the next section, a number of formerly held territories in Southeast Asia faced challenges as they became independent nations.



▲ This emblem of the separatist group Liberation Tigers of Tamil Eelam represents the struggle for independence of the Tamils.

SECTION

1

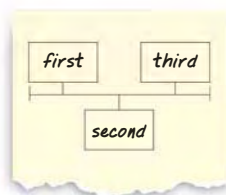
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Congress Party • Muslim League • Muhammad Ali Jinnah • partition • Jawaharlal Nehru • Indira Gandhi • Benazir Bhutto

USING YOUR NOTES

2. What tragic connection did many of the leaders share?



MAIN IDEAS

3. Why did British officials partition India into India and Pakistan?
4. In what way did Pakistan also undergo a partition?
5. What is the main cause today of civil strife in Sri Lanka?

CRITICAL THINKING & WRITING

6. **SYNTHESIZING** Why might India's political and economic success be so crucial to the future of democracy in Asia?
7. **ANALYZING ISSUES** How did religious and cultural differences create problems for newly emerging nations?
8. **DRAWING CONCLUSIONS** Why has the conflict between India and Pakistan over Kashmir become such a concern to the world today?
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Write several paragraphs detailing the problems shared by leaders of India and Pakistan.

CONNECT TO TODAY CREATING A GRAPHIC

Research the current percentages of religions in India, Pakistan, Bangladesh, or Sri Lanka. Create a **graphic** of your choosing to illustrate your findings.



2

Southeast Asian Nations Gain Independence

MAIN IDEA

ECONOMICS Former colonies in Southeast Asia worked to build new governments and economies.

WHY IT MATTERS NOW

The power and influence of the Pacific Rim nations are likely to expand during the next century.

TERMS & NAMES

- Ferdinand Marcos
- Corazón Aquino
- Aung San Suu Kyi
- Sukarno
- Suharto

SETTING THE STAGE World War II had a significant impact on the colonized groups of Southeast Asia. During the war, the Japanese seized much of Southeast Asia from the European nations that had controlled the region for many years. The Japanese conquest helped the people of Southeast Asia see that the Europeans were far from invincible. When the war ended, and the Japanese themselves had been forced out, many Southeast Asians refused to live again under European rule. They called for and won their independence, and a series of new nations emerged.

TAKING NOTES

Summarizing Use a chart to summarize the major challenges that Southeast Asian countries faced after independence.

Nation	Challenges Following Independence
The Philippines	
Burma	
Indonesia	

The Philippines Achieves Independence

The Philippines became the first of the world's colonies to achieve independence following World War II. The United States granted the Philippines independence in 1946, on the anniversary of its own Declaration of Independence, the Fourth of July.

The United States and the Philippines The Filipinos' immediate goals were to rebuild the economy and to restore the capital of Manila. The city had been badly damaged in World War II. The United States had promised the Philippines \$620 million in war damages. However, the U.S. government insisted that Filipinos approve the Bell Act in order to get the money. This act would establish free trade between the United States and the Philippines for eight years, to be followed by gradually increasing tariffs. Filipinos were worried that American businesses would exploit the resources and environment of the Philippines. In spite of this concern, Filipinos approved the Bell Act and received their money.

The United States also wanted to maintain its military presence in the Philippines. With the onset of the Cold War (see Chapter 33), the United States needed to protect its interests in Asia. Both China and the Soviet Union were rivals of the United States at the time. Both were Pacific powers with bases close to allies of the United States and to resources vital to U.S. interests. Therefore, the United States demanded a 99-year lease on its military and naval bases in the Philippines. The bases, Clark Air Force Base and Subic Bay Naval Base near Manila, proved to be critical to the United States later in the staging of the Korean and Vietnam wars.



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Location** Which former Dutch colony is made up of a series of islands spread out from the Indian Ocean to the Pacific Ocean?
- Region** From what European country did the most colonies shown above gain their independence?

MAIN IDEA

Making Inferences

A Why might the United States have been interested in maintaining military bases in the Philippines?

These military bases also became the single greatest source of conflict between the United States and the Philippines. Many Filipinos regarded the bases as proof of American imperialism. Later agreements shortened the terms of the lease, and the United States gave up both bases in 1992. **A**

After World War II, the Philippine government was still almost completely dependent on the United States economically and politically. The Philippine government looked for ways to lessen this dependency. It welcomed Japanese investments. It also broadened its contacts with Southeast Asian neighbors and with nonaligned nations.

From Marcos to Ramos **Ferdinand Marcos** was elected president of the Philippines in 1965. The country suffered under his rule from 1966 to 1986. Marcos imposed an authoritarian regime and stole millions of dollars from the public treasury. Although the constitution limited Marcos to eight years in office, he got around this restriction by imposing martial law from 1972 to 1981. Two years later, his chief opponent, Benigno Aquino, Jr., was assassinated as he returned from the United States to the Philippines, lured by the promise of coming elections.

In the elections of 1986, Aquino's widow, **Corazón Aquino**, challenged Marcos. Aquino won decisively, but Marcos refused to acknowledge her victory. When he declared himself the official winner, a public outcry resulted. He was forced into exile in Hawaii, where he later died. In 1995, the Philippines succeeded in recovering \$475 million Marcos had stolen from his country and deposited in Swiss banks.

As she took the oath of office, Aquino promised to usher in a more open and democratic form of government.

PRIMARY SOURCE

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

CORAZÓN AQUINO, inaugural speech, Feb. 24, 1986

During Aquino's presidency, the Philippine government ratified a new constitution. It also negotiated successfully with the United States to end the lease on the U.S. military bases. In 1992, Fidel V. Ramos succeeded Aquino as president. Ramos was restricted by the constitution to a single six-year term. The single-term limit is intended to prevent the abuse of power that occurred during Marcos's 20-year rule.

The Government Battles Rebels Since gaining its independence, the Philippines has had to battle its own separatist group. For centuries, the southern part of the country has been a stronghold of Muslims known as the Moros. In the early 1970s, a group of Moros formed the Moro National Liberation Front (MNLF). They began an armed struggle for independence from Philippine rule.

In 1996, the government and rebels agreed to a cease-fire, and the Moros were granted an autonomous region in the southern Philippines. The agreement, however, did not satisfy a splinter group of the MNLF called Abu Sayyaf. These rebels have continued fighting the government, often using terror tactics to try to achieve their goals. In 2000, they kidnapped 21 people including foreign tourists. While the group eventually was freed, subsequent kidnappings and bombings by Abu Sayyaf have killed and injured hundreds of people. The current Philippines president, Gloria Macapagal Arroyo, has launched an all-out military response to this group. The United States has provided military assistance to the government's efforts.

History Makers



Aung San Suu Kyi
1945–

Aung San Suu Kyi won the Nobel Peace Prize in 1991 for her efforts to establish democracy in Myanmar. She could not accept the award in person, however, because she was still under house arrest.

The Nobel Prize committee said that in awarding her the peace prize, it intended:

to show its support for the many people throughout the world who are striving to attain democracy, human rights, and ethnic conciliation by peaceful means. Suu Kyi's struggle is one of the most extraordinary examples of civil courage in Asia in recent decades.

British Colonies Gain Independence

Britain's timetable for granting independence to its Southeast Asian colonies depended on local circumstances. Burma had been pressing for independence from Britain for decades. It became a sovereign republic in 1948. In 1989, Burma was officially named Myanmar (myahn•MAH), its name in the Burmese language.

Burma Experiences Turmoil After gaining freedom, Burma suffered one political upheaval after another. Its people struggled between repressive military governments and pro-democracy forces. Conflict among Communists and ethnic minorities also disrupted the nation. In 1962, General Ne Win set up a military government, with the goal of making Burma a socialist state. Although Ne Win stepped down in 1988, the military continued to rule repressively.

In 1988, [Aung San Suu Kyi](#) (owng sahn soo chee) returned to Burma after many years abroad. She is the

Vocabulary

House arrest is confinement to one's quarters, or house, rather than to prison.

daughter of Aung San, a leader of the Burmese nationalists' army killed years before by political rivals. Aung San Suu Kyi became active in the newly formed National League for Democracy. For her pro-democracy activities, she was placed under house arrest for six years by the government. In the 1990 election—the country's first multiparty election in 30 years—the National League for Democracy won 80 percent of the seats. The military government refused to recognize the election, and it kept Aung San Suu Kyi under house arrest. She was finally released in 1995, only to be placed under house arrest again in 2000. Freed in 2002, she was detained again in 2003. In June 2007, Aung San Suu Kyi's house arrest was extended for another year.

Malaysia and Singapore During World War II, the Japanese conquered the Malay Peninsula, formerly ruled by the British. The British returned to the peninsula after the Japanese defeat in 1945. They tried, unsuccessfully, to organize the different peoples of Malaya into one state. They also struggled to put down a Communist uprising. Ethnic groups resisted British efforts to unite their colonies on the peninsula and in the northern part of the island of Borneo. Malays were a slight majority on the peninsula, while Chinese were the largest group on the southern tip, the island of Singapore.

In 1957, officials created the Federation of Malaya from Singapore, Malaya, Sarawak, and Sabah. The two regions—on the Malay Peninsula and on northern Borneo—were separated by 400 miles of ocean. In 1965, Singapore separated from the federation and became an independent city-state. The federation, consisting of Malaya, Sarawak, and Sabah, became known as Malaysia. A coalition of many ethnic groups maintained steady economic progress in Malaysia.

Singapore, which has one of the busiest ports in the world, has become an extremely prosperous nation. Lee Kuan Yew ruled Singapore as prime minister from 1959 to 1990. Under his guidance, Singapore emerged as a banking center as well as a center of trade. It had a standard of living far higher than any of its Southeast Asian neighbors. In 1997, the Geneva World Economic Forum listed the world's strongest economies. Singapore topped the list. It was followed, in order, by Hong Kong, the United States, Canada, New Zealand, Switzerland, and Great Britain. **B**

▼ A glittering skyline rises above the bustling harbor of Singapore.

MAIN IDEA**Making Inferences**

B What do the top economies listed by the Geneva World Economic Forum have in common?



Indonesia Gains Independence from the Dutch

Like members of other European nations, the Dutch, who ruled the area of Southeast Asia known as Indonesia, saw their colonial empire crumble with the onset of World War II. The Japanese conquered the region and destroyed the Dutch colonial order. When the war ended and the defeated Japanese were forced to leave, the people of Indonesia moved to establish a free nation.

Sukarno Leads the Independence Movement Leading the effort to establish an independent Indonesia was **Sukarno** (soo•KAHR•noh), known only by his one name. In August 1945, two days after the Japanese surrendered, Sukarno proclaimed Indonesia's independence and named himself president. A guerrilla army backed him. The Dutch, supported initially by Britain and the United States, attempted to regain control of Indonesia. But after losing the support of the United Nations and the United States, the Dutch agreed to grant Indonesia its independence in 1949.

The new Indonesia became the world's fourth most populous nation. It consisted of more than 13,600 islands, with 300 different ethnic groups, 250 languages, and most of the world's major religions. It contained the world's largest Islamic population. Sukarno, who took the official title of "life-time president," attempted to guide this diverse nation in a parliamentary democracy.

Instability and Turmoil Sukarno's efforts to build a stable democratic nation were unsuccessful. He was not able to manage Indonesia's economy, and the country slid downhill rapidly. Foreign banks refused to lend money to Indonesia and inflation occasionally soared as high as one thousand percent. In 1965, a group of junior army officers attempted a coup. A general named **Suharto** (suh•HAHR•toh) put down the rebellion. He then seized power for himself and began a bloodbath in which 500,000 to 1 million Indonesians were killed.

Suharto, officially named president in 1967, turned Indonesia into a police state and imposed frequent periods of martial law. Outside observers heavily criticized him for his annexation of nearby East Timor in 1976 and for human rights violations there. (See the map on page 1005.) Suharto's government also showed little tolerance for religious freedoms.

Bribery and corruption became commonplace. The economy improved under Suharto for a while but from 1997 through 1998 the nation suffered one of the worst financial crises in its history. Growing unrest over both government repression and a crippling economic crisis prompted Suharto to step down in 1998. While turmoil continued to grip the country, it moved slowly toward democracy. The daughter of Sukarno, Megawati Sukarnoputri, was elected to the presidency in 2001.

Upon taking office, the new president hailed the virtues of democracy and urged her fellow Indonesians to do what they could to maintain such a form of government:



PRIMARY SOURCE

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


MEGAWATI SUKARNOPUTRI, July 23, 2001

Vocabulary

A *coup* is the sudden overthrow of a government by a small group of people.

MAIN IDEA

Analyzing Primary Sources

 What are the cornerstones of democracy, according to Sukarnoputri?

Sukarnoputri faces enormous challenges, including a fragile economy, ethnic strife, security problems, and government corruption.

East Timor Wins Independence As Indonesia worked to overcome its numerous obstacles, it lost control of East Timor. Indonesian forces had ruled the land with brutal force since Suharto seized it in the 1970s. The East Timorese, however, never stopped pushing to regain their freedom. Jose Ramos Horta, an East Timorese independence campaigner, won the 1996 Nobel Peace Prize (along with East Timor's Roman Catholic bishop) for his efforts to gain independence for the region without violence.

In a United Nations-sponsored referendum held in August 1999, the East Timorese voted for independence. The election angered pro-Indonesian forces. They ignored the referendum results and went on a bloody rampage. They killed hundreds and forced thousands into refugee camps in West Timor, which is a part of Indonesia. UN intervention forces eventually brought peace to the area. In 2002 East Timor celebrated independence. In May 2007, Jose Ramos Horta won the presidency. Today, President Horta faces the challenges of developing the resources of his young nation.

As on the Indian subcontinent, violence and struggle were part of the transition in Southeast Asia from colonies to free nations. The same would be true in Africa, where numerous former colonies shed European rule and created independent countries in the wake of World War II.



▲ An earthquake off the coast of Indonesia on December 26, 2004, triggered a devastating tsunami. The tidal waves and floods killed more than 150,000 people.

SECTION

2

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Ferdinand Marcos
- Corazón Aquino
- Aung San Suu Kyi
- Sukarno
- Suharto

USING YOUR NOTES

2. Which nation faced the greatest challenges? Why?

Nation	Challenges Following Independence
The Philippines	
Burma	
Indonesia	

MAIN IDEAS

3. Why did the retention of U.S. military bases in the Philippines so anger Filipinos?
4. What was the outcome of the 1990 Myanmar election? How did the government respond?
5. How did Suharto come to power in Indonesia?

CRITICAL THINKING & WRITING

6. **CLARIFYING** How did World War II play a role in the eventual decolonization of Southeast Asia?
7. **MAKING INFERENCES** Why do you think that the United States demanded a 99-year lease on military and naval bases in the Philippines?
8. **COMPARING AND CONTRASTING** What was similar and different about the elections that brought defeat to the ruling governments in the Philippines and in Burma?
9. **WRITING ACTIVITY** **ECONOMICS** Write a two-paragraph **expository essay** contrasting Singapore's economy with others in Southeast Asia.

CONNECT TO TODAY CREATING A TELEVISION NEWS SCRIPT

Locate several of the most recent news articles about one of the countries discussed in this section. Combine the stories into a brief television **news script** and present it to the class.

Changing Times in Southeast Asia

As you have read, many countries in Southeast Asia have undergone revolutionary changes in their political and social organization. The region continues to struggle with its past and to face new challenges, but democratic reforms are becoming more common.

The past and present exist side by side throughout much of Southeast Asia. For an increasing number of Southeast Asians, housing, transportation, even purchasing food are a mixture of old and new. These images explore the differences between traditional and modern, rich and poor, past and present.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on life in Southeast Asia, go to classzone.com



▲ ▼ Transportation

The water buffalo-drawn cart (shown above) is a common sight in rural Thailand. It is a mode of transport that reaches deep into the past.

In Bangkok, Thailand (shown below)—with its cars, motorcycles, and public buses—transportation is a very different thing. These distinctly past and present modes of transportation symbolize the changes many Southeast Asian countries are facing.



◀ Housing

The luxury apartment building (background) in Jakarta, Indonesia, towers over the shabby and polluted slum of Muarabaru (foreground). Indonesia declared its independence in 1945, but was not recognized by the United Nations until 1950. Since independence, Indonesians have enjoyed relative economic prosperity, but bridging the gap between rich and poor is an issue that faces Indonesia and much of Southeast Asia.



SOUTHEAST ASIA

Geography

- Eleven countries are generally referred to as Southeast Asia: Brunei, Cambodia, East Timor, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam.

Population

- About 9 percent of the world's population lives in Southeast Asia.
- Indonesia is the world's fourth most populous country, behind China, India, and the United States.

Economics

- Ten Southeast Asian nations—Indonesia, Malaysia, the Philippines, Singapore, Brunei, Cambodia, Laos, Vietnam, Myanmar, and Thailand—make up a trading alliance known as the Association of South-East Asian Nations (ASEAN)

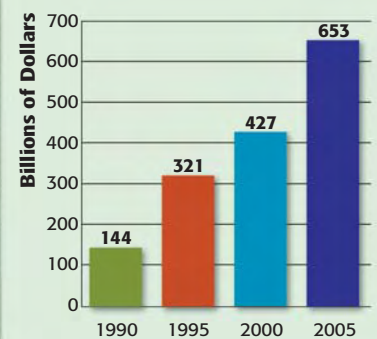


▲▼ Markets

As the post-colonial economies of Southeast Asia grow, traditional markets, like the floating market in Thailand (shown below), give way to the modern convenience of stores with prepackaged foods, like this street-side store (above) in Vietnam.



ASEAN Exports, 1990–2005



Source: World Trade Organization

Connect to Today

1. Drawing Conclusions Why might some countries in Southeast Asia have more successful economies than others?

See Skillbuilder Handbook, page R10.

2. Forming and Supporting Opinions Are the issues facing Southeast Asians discussed here also a concern for Americans? Why or why not?



New Nations in Africa

MAIN IDEA

REVOLUTION After World War II, African leaders threw off colonial rule and created independent countries.

WHY IT MATTERS NOW

Today, many of those independent countries are engaged in building political and economic stability.

TERMS & NAMES

- Negritude movement
- Kwame Nkrumah
- Jomo Kenyatta
- Ahmed Ben Bella
- Mobutu Sese Seko

SETTING THE STAGE Throughout the first half of the 20th century, Africa resembled little more than a European outpost. As you recall, the nations of Europe had marched in during the late 1800s and colonized much of the continent. Like the diverse groups living in Asia, however, the many different peoples of Africa were unwilling to return to colonial domination after World War II. And so, in the decades following the great global conflict, they, too, won their independence from foreign rule and went to work building new nations.

TAKING NOTES

Clarifying Use a chart to list an idea, an event, or a leader important to that country's history.

Ghana	
Kenya	
Zaire	
Algeria	
Angola	

Achieving Independence

The African push for independence actually began in the decades before World War II. French-speaking Africans and West Indians began to express their growing sense of black consciousness and pride in traditional Africa. They formed the **Negritude movement**, a movement to celebrate African culture, heritage, and values.

When World War II erupted, African soldiers fought alongside Europeans to “defend freedom.” This experience made them unwilling to accept colonial domination when they returned home. The war had changed the thinking of Europeans too. Many began to question the cost, as well as the morality, of maintaining colonies abroad. These and other factors helped African colonies gain their freedom throughout the 1950s and 1960s.

The ways in which African nations achieved independence, however, differed across the continent. In Chapter 27, you learned that European nations employed two basic styles of government in colonial Africa—direct and indirect. Under indirect rule, local officials did much of the governing and colonists enjoyed limited self-rule. As a result, these colonies generally experienced an easier transition to independence. For colonies under direct rule, in which foreigners governed at all levels and no self-rule existed, independence came with more difficulty. Some colonies even had to fight wars of liberation, as European settlers refused to surrender power to African nationalist groups.

No matter how they gained their freedom, however, most new African nations found the road to a strong and stable nation to be difficult. They had to deal with everything from creating a new government to establishing a postcolonial economy. Many new countries were also plagued by great ethnic strife. In colonizing Africa, the Europeans had created artificial borders that had little to

do with the areas where ethnic groups actually lived. While national borders separated people with similar cultures, they also enclosed traditional enemies who began fighting each other soon after the Europeans left. For many African nations, all of this led to instability, violence, and an overall struggle to deal with their newly gained independence.

Ghana Leads the Way

The British colony of the Gold Coast became the first African colony south of the Sahara to achieve independence. Following World War II, the British in the Gold Coast began making preparations. For example, they allowed more Africans to be nominated to the Legislative Council. However, the Africans wanted full freedom. The leader of their largely nonviolent movement was **Kwame Nkrumah** (KWAH•mee uhn•KROO•muh). Starting in 1947, he worked to liberate the Gold Coast from the British. Nkrumah organized strikes and boycotts and was often imprisoned by the British government. Ultimately, his efforts were successful.

On receiving its independence in 1957, the Gold Coast took the name Ghana. This name honored a famous West African kingdom of the past. Nkrumah became Ghana's first prime minister and later its president-for-life. Nkrumah pushed through new roads, new schools, and expanded health facilities. These costly projects soon crippled the country. His programs for industrialization, health and welfare, and expanded educational facilities showed good intentions. However, the expense of the programs undermined the economy and strengthened his opposition.

In addition, Nkrumah was often criticized for spending too much time on Pan-African efforts and neglecting economic problems in his own country. He dreamed of a "United States of Africa." In 1966, while Nkrumah was in China, the army and police in Ghana seized power. Since then, the country has shifted back and forth between civilian and military rule and has struggled for economic stability. In 2000, Ghana held its first open elections.

Vocabulary

Pan-African refers to a vision of strengthening all of Africa, not just a single country.

Fighting for Freedom

In contrast to Ghana, nations such as Kenya and Algeria had to take up arms against their European rulers in order to ultimately win their freedom.

Kenya Claims Independence The British ruled Kenya, and many British settlers resisted Kenyan independence—especially those who had taken over prize farmland in the northern highlands of the country. They were forced to accept African self-government as a result of two developments. One was the strong leadership of Kenyan nationalist **Jomo Kenyatta**. The second was the rise of a group known as the Mau Mau (MOW mow). This was a secret society made up mostly of native Kenyan farmers forced out of the highlands by the British. **A**

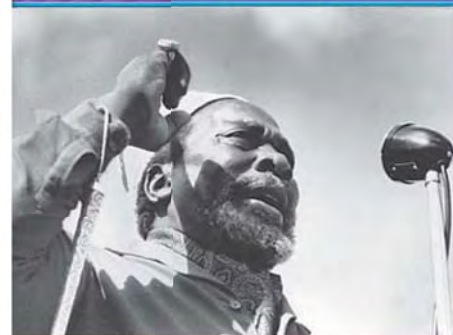
Using guerrilla war tactics, the Mau Mau sought to push the white farmers into leaving the highlands. Kenyatta claimed to have no connection to the Mau Mau. However, he refused to condemn the organization. As a result, the

MAIN IDEA

Contrasting

A How did the granting of independence to the British colonies of Ghana and Kenya differ?

History Makers



Jomo Kenyatta
1891–1978

A man willing to spend years in jail for his beliefs, Kenyatta viewed independence as the only option for Africans.

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

On the official day that freedom finally came to Kenya, December 12, 1963, Kenyatta recalls watching with overwhelming delight as the British flag came down and the new flag of Kenya rose up. He called it "the greatest day in Kenya's history and the happiest day in my life."

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Jomo Kenyatta, go to classzone.com



Africa, 1955

INTERACTIVE



Africa, 1975

INTERACTIVE



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Place** Which countries in Africa were already independent in 1955?
- Location** In what decade did most of the African nations gain their independence?

British imprisoned him for nearly a decade. By the time the British granted Kenya independence in 1963, more than 10,000 Africans and 100 settlers had been killed.

Kenyatta became president of the new nation. He worked hard to unite the country's various ethnic and language groups. Kenyatta died in 1978. His successor, Daniel arap Moi, was less successful in governing the country. Moi faced increasing opposition to his one-party rule. Adding to the nation's woes were corruption in Moi's government and ethnic conflicts that killed hundreds and left thousands homeless. Moi stepped down in 2002, and a new party gained power through free elections.

Algeria Struggles with Independence France's principal overseas colony, Algeria, had a population of one million French colonists and nine million Arabs and Berber Muslims. After World War II, the French colonists refused to share political power with the native Algerians. In 1954, the Algerian National Liberation Front, or FLN, announced its intention to fight for independence. The French sent about half a million troops into Algeria to fight the FLN. Both sides committed atrocities. The FLN prevailed, and Algeria gained its independence in July 1962.

The leader of the FLN, **Ahmed Ben Bella**, became first president of the newly independent Algeria. He attempted to make Algeria a socialist state, but was overthrown in 1965 by his army commander. From 1965 until 1988, Algerians tried unsuccessfully to modernize and industrialize the nation. Unemployment and dissatisfaction with the government contributed to the rise of religious fundamentalists who wanted to make Algeria an Islamic state. The chief Islamic party, the Islamic Salvation Front (FIS), won local and parliamentary elections in 1990 and 1991. However, the ruling government and army refused to accept the election results. As a result, a civil war broke out between Islamic militants and the government. The war continues, on and off, to this day.

Civil War in Congo and Angola

Civil war also plagued the new nations of Congo and Angola. Congo's problems lay in its corrupt dictatorship and hostile ethnic groups. Meanwhile, Angola's difficulties stemmed from intense political differences.

Freedom and Turmoil for Congo Of all the European possessions in Africa, one of the most exploited was the Belgian Congo. Belgium had ruthlessly plundered the colony's rich resources of rubber and copper. In addition, Belgian officials ruled with a harsh hand and provided the population with no social services. They also had made no attempt to prepare the people for independence. Not surprisingly, Belgium's granting of independence in 1960 to the Congo (known as Zaire from 1971 to 1997) resulted in upheaval. **B**

After years of civil war, an army officer, Colonel Joseph Mobutu, later known as **Mobutu Sese Seko** (moh•BOO•too SAY•say SAY•koh), seized power in 1965. For 32 years, Mobutu ruled the country that he renamed Zaire. He maintained control through a combination of force, one-party rule, and gifts to supporters. Mobutu successfully withstood several armed rebellions. He was finally overthrown in 1997 by rebel leader Laurent Kabila after months of civil war. Shortly thereafter, the country was renamed the Democratic Republic of the Congo.

On becoming president, Kabila promised a transition to democracy and free elections by April 1999. Such elections never came. By 2000 the nation endured another round of civil war, as three separate rebel groups sought to overthrow Kabila's autocratic rule. In January 2001, a bodyguard assassinated Kabila.



▲ Mobutu Sese Seko

MAIN IDEA

Recognizing Effects

B Why was the Congo vulnerable to turmoil after independence?

History *in* Depth



Genocide in East Africa

In East Africa, both Rwanda and Darfur, a region in Sudan, have suffered from campaigns of genocide.

In the spring of 1994, the Rwandan president, a Hutu, died in a suspicious plane crash. In the months that followed, Hutus slaughtered about 1 million Tutsis before Tutsi rebels put an end to the killings. The United Nations set up a tribunal to punish those responsible for the worst acts of genocide.

In 2004, Sudanese government forces and pro-government militias began killing villagers in Darfur as part of a campaign against rebel forces. In 2007, President Bush announced fresh sanctions against Sudan.

His son, Joseph Kabila, took power and began a quest for peace. In 2002, the government signed peace deals with rebel groups and neighboring countries. In 2006, Kabila was elected president under a new constitution.

War Tears at Angola To the southwest of Congo lies Angola, a country that not only had to fight to gain its freedom but to hold itself together after independence. The Portuguese had long ruled Angola and had no desire to stop. When an independence movement broke out in the colony, Portugal sent in 50,000 troops. The cost of the conflict amounted to almost half of Portugal's national budget. The heavy cost of fighting, as well as growing opposition at home to the war, prompted the Portuguese to withdraw from Angola in 1975.

Almost immediately, the Communist-leaning MPLA (Popular Movement for the Liberation of Angola) declared itself the new nation's rightful government. This led to a prolonged civil war, as various rebel groups fought the government and each other for power. Each group received help from outside sources. The MPLA was assisted by some 50,000 Cuban troops and by the Soviet Union. The major opposition to the MPLA was UNITA (National Union for the Total Independence of Angola), to which South Africa and the United States lent support. For decades, the two sides agreed to and then abandoned various cease-fire agreements. In 2002, the warring sides agreed to a peace accord, and the long civil war came to an end.

As the colonies of Africa worked to become stable nations, the new nation of Israel was emerging in the Middle East. Its growth, as you will read in the next section, upset many in the surrounding Arab world and prompted one of the longest-running conflicts in modern history.

SECTION

3

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Negritude movement
- Kwame Nkrumah
- Jomo Kenyatta
- Ahmed Ben Bella
- Mobutu Sese Seko

USING YOUR NOTES

2. Which item had the greatest impact on its country? Why?

Ghana	
Kenya	
Zaire	
Algeria	
Angola	

MAIN IDEAS

3. Who were the Mau Mau of Kenya? What was their goal?
4. What sparked the present-day civil struggle in Algeria?
5. What prompted Portugal to eventually grant Angola its freedom?

CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** How did the way in which European colonialists carved up Africa in the 1800s lead to civil strife in many new African nations?
7. **ANALYZING MOTIVES** Why do you think the United States and the Soviet Union participated in Angola's civil war?
8. **ANALYZING ISSUES** Why do you think revolution swept so many African nations following their independence from European rule?
9. **WRITING ACTIVITY** **REVOLUTION** Imagine you are a reporter covering a revolution in one of the African nations. Write a **headline** and **article** describing it.

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to examine the current status of two countries discussed in this section. Choose from various economic, governmental, and social statistics and display your information in a **comparison chart**.

INTERNET KEYWORD
country profiles



Conflicts in the Middle East

MAIN IDEA

POWER AND AUTHORITY

Division of Palestine after World War II made the Middle East a hotbed of competing nationalist movements.

WHY IT MATTERS NOW

Conflicts in the Middle East threaten the stability of the world today.

TERMS & NAMES

- Anwar Sadat
- Golda Meir
- PLO
- Yasir Arafat
- Camp David Accords
- intifada
- Oslo Peace Accords

SETTING THE STAGE In the years following World War II, the Jewish people won what for so long had eluded them: their own state. The gaining of their homeland along the eastern coast of the Mediterranean Sea, however, came at a heavy price. A Jewish state was unwelcome in this mostly Arab region, and the resulting hostility led to a series of wars. Perhaps no Arab people, however, have been more opposed to a Jewish state than the Palestinians, who claim that much of the Jewish land belongs to them. These two groups have waged a bloody battle that goes on today.

Israel Becomes a State

The land called Palestine now consists of Israel, the West Bank, and the Gaza Strip. To Jews, their claim to the land dates back 3,000 years, when Jewish kings ruled the region from Jerusalem. To Palestinians (both Muslim and Christian), the land has belonged to them since the Jews were driven out around A.D. 135. To Arabs, the land has belonged to them since their conquest of the area in the 7th century.

After being forced out of Palestine during the second century, the Jewish people were not able to establish their own state and lived in different countries throughout the world. The global dispersal of the Jews is known as the Diaspora. During the late 19th and early 20th centuries, a group of Jews began returning to the region their ancestors had fled so long ago. They were known as Zionists, people who favored a Jewish national homeland in Palestine. At this time, Palestine was still part of the Ottoman Empire, ruled by Islamic Turks. After the defeat of the Ottomans in World War I, the League of Nations asked Britain to oversee Palestine until it was ready for independence.

By this time, the Jews had become a growing presence in Palestine, and were already pressing for their own nation in the territory. The Arabs living in the region strongly opposed such a move. In a 1917 letter to Zionist leaders, British Foreign Secretary Sir Arthur Balfour promoted the idea of creating a Jewish homeland in Palestine while protecting the “rights of existing non-Jewish communities.” Despite the Balfour Declaration, however, efforts to create a Jewish state failed—and hostility between Palestinian Arabs and Jews continued to grow.

At the end of World War II, the United Nations took action. In 1947, the UN General Assembly voted to partition Palestine into an Arab Palestinian state and

TAKING NOTES

Following Chronological Order Use a graphic to fill in some important political and military events that occurred following the Suez Crisis.

Suez Crisis

a Jewish state. Jerusalem was to be an international city owned by neither side. The terms of the partition gave Jews 55 percent of the area even though they made up only 34 percent of the population. In the wake of the war and the Holocaust, the United States and many European nations felt great sympathy for the Jews.

All of the Islamic countries voted against partition, and the Palestinians rejected it outright. They argued that the UN did not have the right to partition a territory without considering the wishes of the majority of its people. Finally, the date was set for the formation of Israel, May 14, 1948. On that date, David Ben Gurion, long-time leader of the Jews residing in Palestine, announced the creation of an independent Israel. **A**

MAIN IDEA

Summarizing

A What recommendations did the UN make for Palestine?

Israel and Arab States in Conflict

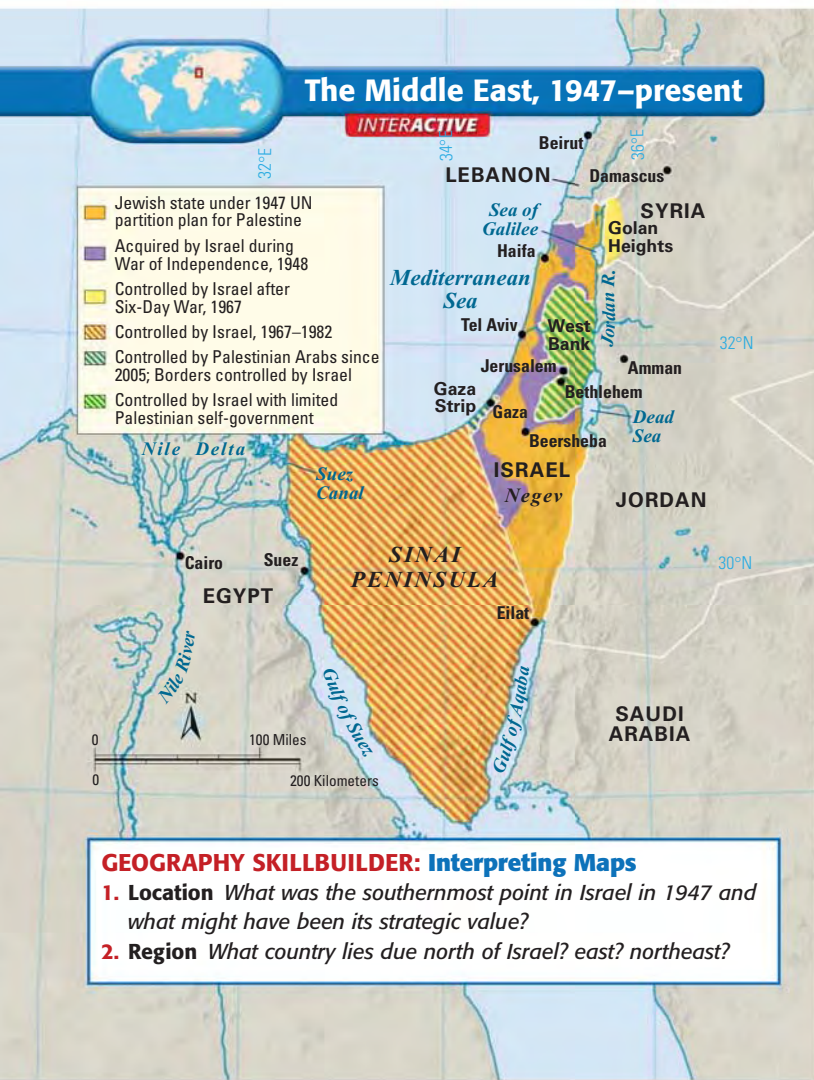
The new nation of Israel got a hostile greeting from its neighbors. The day after it proclaimed itself a state, six Islamic states—Egypt, Iraq, Jordan, Lebanon, Saudi Arabia, and Syria—invaded Israel. The first of many Arab-Israeli wars, this one ended within months in a victory for Israel. Full-scale war broke out again in 1956, 1967, and 1973. Because of Arab-Israeli tensions, several hundred thousand Jews living in Arab lands moved to Israel.

Largely as a result of this fighting, the state that the UN had set aside for Arabs never came into being. Israel seized half the land in the 1948–1949 fighting. While the fighting raged, at least 600,000 Palestinians fled, migrating from the areas under Israeli control. They settled in UN-sponsored refugee camps that ringed the borders of their former homeland. Meanwhile, various Arab nations seized other Palestinian lands. Egypt took control of the Gaza Strip, while Jordan annexed the

West Bank of the Jordan River. (See the map at left.)

The 1956 Suez Crisis The second Arab-Israeli war followed in 1956. That year, Egypt seized control of the Suez Canal, which ran along Egypt's eastern border between the Gulf of Suez and the Mediterranean Sea. Egyptian president Gamal Abdel Nasser sent in troops to take the canal, which was controlled by British interests. The military action was prompted in large part by Nasser's anger over the loss of U.S. and British financial support for the building of Egypt's Aswan Dam.

Outraged, the British made an agreement with France and Israel to retake the canal. With air support provided by their European allies, the Israelis marched on the Suez Canal and quickly defeated the Egyptians. However, pressure from the world community, including the United States and the Soviet Union, forced Israel and the Europeans to



withdraw from Egypt. This left Egypt in charge of the canal and thus ended the Suez Crisis.

Arab-Israeli Wars Continue Tensions between Israel and the Arab states began to build again in the years following the resolution of the Suez Crisis. By early 1967, Nasser and his Arab allies, equipped with Soviet tanks and aircraft, felt ready to confront Israel. “We are eager for battle in order to force the enemy to awake from his dreams,” Nasser announced, “and meet Arab reality face to face.” He moved to close off the Gulf of Aqaba, Israel’s outlet to the Red Sea.

Soon after the strikes on Arab airfields began, the Israelis struck airfields in Egypt, Iran, Jordan, and Syria. Safe from air attack, Israeli ground forces struck like lightning on three fronts. Israel defeated the Arab states in what became known as the Six-Day War, because it was over in six days. Israel lost 800 troops in the fighting, while Arab losses exceeded 15,000.

As a consequence of the Six-Day War, Israel gained control of the old city of Jerusalem, the Sinai Peninsula, the Golan Heights, and the West Bank. Israelis saw these new holdings along their southern, eastern, and western borders as a key buffer zone against further Arab attacks. Arabs who lived in Jerusalem were given the choice of Israeli or Jordanian citizenship. Most chose the latter. People who lived in the other areas were not offered Israeli citizenship and simply came under Jewish control.

A fourth Arab-Israeli conflict erupted in October 1973. Nasser’s successor, Egyptian president **Anwar Sadat** (AHN•wahr suh•DAT), planned a joint Arab attack on the date of Yom Kippur, the holiest of Jewish holidays. This time the Israelis were caught by surprise. Arab forces inflicted heavy casualties and recaptured some of the territory lost in 1967. The Israelis, under their prime minister, **Golda Meir** (MY•uhr), launched a counterattack and regained most of the lost territory. Both sides agreed to a truce after several weeks of fighting, and the Yom Kippur war came to an end. **B**

The Palestine Liberation Organization As Israel and its Arab neighbors battled each other, Arab Palestinians struggled for recognition. While the United Nations had granted the Palestinians their own homeland, the Israelis had seized much of that land, including the West Bank and Gaza Strip, during its various wars. Israel insisted that such a move was vital to its national security.

In 1964, Palestinian officials formed the Palestine Liberation Organization (**PLO**) to push for the formation of an Arab Palestinian state that would include land claimed by Israel. Originally, the PLO was an umbrella organization made up of different groups—laborers, teachers, lawyers, and guerrilla fighters. Soon, guerrilla groups came to dominate the organization and insisted that the only way to achieve their goal was through armed struggle. In 1969 **Yasir Arafat** (YAH•sur AR•uh•FAT) became chairman of the PLO. Throughout the 1960s and 1970s the group carried out numerous terrorist attacks against Israel. Some of Israel’s Arab neighbors supported the PLO’s goals by allowing PLO guerrillas to operate from their lands.

History Makers



Golda Meir
1898–1978

Meir was born in Kiev, Russia, but grew up in the American Heartland. Although a skilled carpenter, Meir’s father could not find enough work in Kiev. So he sold his tools and other belongings and moved his family to Milwaukee, Wisconsin. Meir would spend more than a decade in the United States before moving to Palestine.

The future Israeli prime minister exhibited strong leadership qualities early on. When she learned that many of her fellow fourth grade classmates could not afford textbooks, she created the American Young Sisters Society, an organization that succeeded in raising the necessary funds.

MAIN IDEA

Recognizing Effects

B What were some of the effects of the Arab-Israeli conflicts?

> Analyzing Primary Sources

The Palestinian View

Writer Fawaz Turki articulates the view held by many of his fellow Palestinians—that the Israelis are illegal occupiers of Palestinian land.

PRIMARY SOURCE

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

FAWAZ TURKI, quoted in *The Arab-Israeli Conflict*

The Israeli View

Many Israelis, including former Israeli General Abraham Tamir, feel that controlling the disputed lands is vital to their security.

PRIMARY SOURCE

Since the establishment of the State of Israel, its national security policy has been designed to defend its existence, integrity and security, and not for expansionist territorial aspirations. Hence, if Arab confrontation states did not initiate wars against Israel or pose threats to its existence, then Israel would not start a war . . . to extend its territories . . . Our national security policy created from its very beginning the linkage between Israel's political willingness for peace and Israel's military capability to repel aggression of any kind and scale.

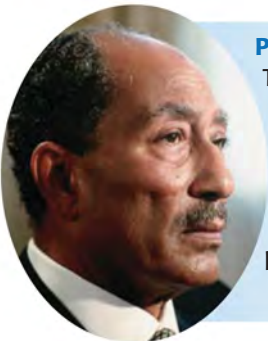
ABRAHAM TAMIR, quoted in *From War to Peace*

DOCUMENT-BASED QUESTIONS

1. **Analyzing Issues** Why does Fawaz Turki refer to the Israelis as colonizers?
2. **Drawing Conclusions** What might be the best way for the Palestinians to regain control of their land, according to Abraham Tamir?

Efforts at Peace

In November 1977, just four years after the Yom Kippur war, Anwar Sadat stunned the world by extending a hand to Israel. No Arab country up to this point had recognized Israel's right to exist. In a dramatic gesture, Sadat went before the Knesset, the Israeli parliament, and invited his one-time enemies to join him in a quest for peace.



PRIMARY SOURCE

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

ANWAR SADAT, Knesset speech, November 20, 1977


Sadat emphasized that in exchange for peace Israel would have to recognize the rights of Palestinians. Furthermore, it would have to withdraw from territory seized in 1967 from Egypt, Jordan, and Syria.

U.S. president Jimmy Carter recognized that Sadat had created a historic opportunity for peace. In 1978, Carter invited Sadat and Israeli prime minister Menachem Begin (mehn•AHK•hehm BAY•gihn) to Camp David, the presidential retreat in rural Maryland. Isolated from the press and from domestic political pressures, Sadat and Begin worked to reach an agreement. After 13 days of negotiations, Carter triumphantly announced that Egypt recognized Israel as a legitimate state. In exchange, Israel agreed to return the Sinai Peninsula to Egypt. Signed in 1979, the **Camp David Accords** ended 30 years of hostilities between Egypt and Israel and became the first signed agreement between Israel and an Arab country.

MAIN IDEA

Clarifying

What was the significance of the Camp David Accords?

While world leaders praised Sadat, his peace initiative enraged many Arab countries. In 1981, a group of Muslim extremists assassinated him. However, Egypt's new leader, Hosni Mubarak (HAHS•nee moo•BAHR•uhk), has worked to maintain peace with Israel. 

Israeli-Palestinian Tensions Increase One Arab group that continued to clash with the Israelis was the Palestinians, a large number of whom lived in the West Bank and Gaza Strip—lands controlled by Israel. During the 1970s and 1980s, the military wing of the PLO conducted a campaign against Israel. Israel responded forcefully, bombing suspected rebel bases in Palestinian towns. In 1982, the Israeli army invaded Lebanon in an attempt to destroy strongholds in Palestinian villages. The Israelis became involved in Lebanon's civil war and were forced to withdraw.

In 1987, Palestinians began to express their frustrations in a widespread campaign of civil disobedience called the **intifada**, or “uprising.” The intifada took the form of boycotts, demonstrations, attacks on Israeli soldiers, and rock throwing by unarmed teenagers. The intifada continued into the 1990s, with little progress made toward a solution. However, the civil disobedience affected world opinion, which, in turn, put pressure on Israel to seek negotiations with the Palestinians. Finally, in October 1991, Israeli and Palestinian delegates met for a series of peace talks.

The Oslo Peace Accords Negotiations between the two sides made little progress, as the status of the Palestinian territories proved to be a bitterly divisive issue. In 1993, however, secret talks held in Oslo, Norway, produced a surprise agreement: a document called the Declaration of Principles, also known as the **Oslo Peace Accords**. Israel, under the leadership of Prime Minister Yitzhak Rabin (YIHTS•hahk rah•BEEN), agreed to grant the Palestinians self-rule in the Gaza Strip and the West Bank, beginning with the town of Jericho. Rabin and Arafat signed the agreement on September 13, 1993.

The difficulty of making the agreement work was demonstrated by the assassination of Rabin in 1995. He was killed by a right-wing Jewish extremist who opposed concessions to the Palestinians. Rabin was succeeded as prime minister by Benjamin Netanyahu (neh•tan•YAH•hoo), who had opposed the Oslo Accords. Still, Netanyahu made efforts to keep to the agreement. In January 1997, Netanyahu met with Arafat to work out plans for a partial Israeli withdrawal from the West Bank.

The Israeli–Palestinian Struggle

1947 UN votes to partition Palestine into a Jewish and a Palestinian Arab state.

1949 Israel repels attack by Arab states and controls most of the territory of Palestine except the West Bank and Gaza Strip.

1967 Israel wins Six-Day War and control of East Jerusalem, the West Bank, Golan Heights, Gaza Strip, and Sinai.

1987 Palestinians intensify their resistance with start of intifada movement (see below).

1993 Israel agrees to withdraw from several Palestinian regions and the Palestinian Authority recognizes Israel as a state in historic Oslo Peace Accords.

2000 Israeli leader Ariel Sharon visits the Temple Mount; Palestinians launch the second intifada.

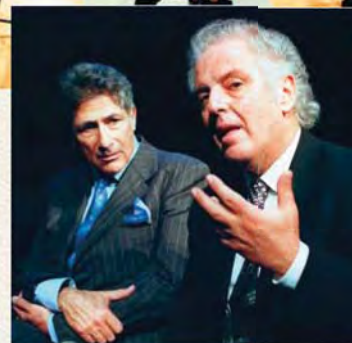


Signs of Hope

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



▲ Palestinian and Israeli campers bond at Seeds of Peace, located in Maine.



▲ Edward Said (left) and Daniel Barenboim talk about their orchestra, shown above.

Peace Slips Away

In 1999, the slow and difficult peace negotiations between Israel and the Palestinians seemed to get a boost. Ehud Barak won election as Israeli prime minister. Many observers viewed him as a much stronger supporter of the peace plan than Netanyahu had been. The world community, led by the United States, was determined to take advantage of such a development.

In July of 2000, U.S. president Bill Clinton hosted a 15-day summit meeting at Camp David between Ehud Barak and Yasir Arafat. The two men, however, could not reach a compromise, and the peace plan once again stalled. Just two months later, Israeli political leader Ariel Sharon visited Jerusalem's Temple Mount, a site holy to both Jews and Muslims. The next day, the Voice of Palestine, the Palestinian Authority's official radio station, called upon Palestinians to protest the visit. Riots broke out in Jerusalem and the West Bank, and a second intifada, sometimes called the Al-Aqsa intifada, was launched.

The Conflict Intensifies The second intifada began much like the first with demonstrations, attacks on Israeli soldiers, and rock throwing by unarmed teenagers. But this time the Palestinian militant groups began using a new weapon—suicide bombers. Their attacks on Jewish settlements in occupied territories and on civilian locations throughout Israel significantly raised the level of bloodshed. As the second intifada continued through 2007, thousands of Israelis and Palestinians had died in the conflict.

In response to the uprising, Israeli forces moved into Palestinian refugee camps and clamped down on terrorists. Troops destroyed buildings in which they suspected extremists were hiding and bulldozed entire areas of Palestinian towns and camps. The Israeli army bombed Arafat's headquarters, trapping him inside his compound for many days.

Arab-Israeli relations did not improve with Israel's next prime minister, Ariel Sharon. Sharon, a former military leader, refused to negotiate with the Palestinians until attacks on Israelis stopped. Eventually, under intense pressure from the world community, Arafat agreed to take a less prominent role in peace talks.

In early 2003, the Palestinian Authority appointed its first-ever prime minister, PLO official Mahmoud Abbas. Shortly afterward, U.S. president George W. Bush brought together Sharon and Abbas to begin working on a new peace plan known as the "road map." But violence increased again in 2003, and talks stalled.

Shifting Power and Alliances In the summer of 2005, Israel unilaterally evacuated all its settlers and military from the Gaza Strip. Then in 2006, Hamas, a militant terrorist group intent on replacing Israel with an Islamic state, won majority control in Palestinian Authority elections.

Israel refused to recognize the new Hamas government. Instead, in August 2007, Israel's new prime minister, Ehud Olmert, began a series of formal talks with Mahmoud Abbas. Both Olmert and Abbas favor a two-state solution to the conflict over Palestine, and both leaders have an interest in forming an agreement that does not involve Hamas. After many years of violence, hope remains that harmony will one day come to this region.



▲ A U.S. magazine cover highlights America's involvement in the Middle East crisis.

SECTION

4

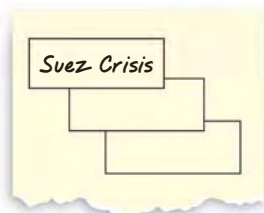
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Anwar Sadat • Golda Meir • PLO • Yasir Arafat • Camp David Accords • intifada • Oslo Peace Accords

USING NOTES

2. Which events do you think were most important? Why?



MAIN IDEAS

3. What historic claim do both Palestinians and Jews make to the land of Palestine?
4. What land did Israel gain from the wars against its Arab neighbors?
5. What were the terms of the Oslo Accords?

CRITICAL THINKING & WRITING

6. **COMPARING** How was the creation of Israel similar to the establishment of an independent India?
7. **DRAWING CONCLUSIONS** Why do you think all the Israeli-Palestinian accords ultimately have failed?
8. **ANALYZING ISSUES** Some have said that the Palestinian-Israeli conflict represents the struggle of right against right. Explain why you agree or disagree.
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** In groups of three or four, create a list of ten **interview questions** for Gamal Abdel Nasser, Anwar Sadat, Yasir Arafat, Yitzhak Rabin, or a current leader of either Israel or Palestine.

CONNECT TO TODAY

DRAWING A POLITICAL CARTOON

Draw a **political cartoon** or other type of image that conveys your thoughts about the stalled peace effort today between Palestinians and Israelis.



Central Asia Struggles

MAIN IDEA

POWER AND AUTHORITY

Lands controlled or influenced by the Soviet Union struggle with the challenges of establishing new nations.

WHY IT MATTERS NOW

The security issues in these nations pose a threat to world peace and security.

TERMS & NAMES

- Transcaucasian Republics
- Central Asian Republics
- mujahideen
- Taliban

SETTING THE STAGE For thousands of years, the different peoples of Central Asia suffered invasions and domination by powerful groups such as the Mongols, Byzantines, Ottomans, and finally the Communist rulers of the Soviet Union. While such occupation brought many changes to this region, its various ethnic groups worked to keep alive much of their culture. They also longed to create nations of their own, a dream they realized in the early 1990s with the collapse of the Soviet Union. In the decade since then, however, these groups have come to know the challenges of building strong and stable independent nations.

TAKING NOTES

Outlining Use an outline to organize main ideas and details.

Freedom Brings New Challenges

A.

B.

Afghanistan and the World

A.

B.

Freedom Brings New Challenges

In 1991 the Soviet Union collapsed, and the republics that it had conquered emerged as 15 independent nations. Among them were those that had made up the Soviet empire's southern borders. Geographers often group these new nations into two geographic areas.

Armenia, Azerbaijan, and Georgia make up the [Transcaucasian Republics](#). These three nations lie in the Caucasus Mountains between the Black and Caspian seas. East of the Caspian Sea and extending to the Tian Shan and Pamir mountains lie the five nations known as the [Central Asian Republics](#). They are Uzbekistan, Turkmenistan, Tajikistan, Kazakhstan, and Kyrgyzstan.

Economic Struggles Since gaining independence, these nations have struggled economically and are today some of the poorest countries in the world. Much of the problem stems from their heavy reliance on the Soviet Union for economic help. As a result, they have had a difficult time standing on their own. Economic practices during the Soviet era have created additional problems. The Soviets, for example, converted much of the available farmland in the Central Asian Republics to grow “white gold”—cotton. Dependence on a single crop has hurt the development of a balanced economy in these nations.

Azerbaijan, which is located among the oil fields of the Caspian Sea, has the best chance to build a solid economy based on the income from oil and oil products. Meanwhile, Kazakhstan and Turkmenistan are working hard to tap their large reserves of oil and natural gas.

Ethnic and Religious Strife Fighting among various ethnic and religious groups has created another obstacle to stability for many of the newly independent

countries of Central Asia. The region is home to a number of different peoples, including some with long histories of hostility toward each other. With their iron-fisted rule, the Soviets kept a lid on these hostilities and largely prevented any serious ethnic clashes. After the breakup of the Soviet Union, however, long-simmering ethnic rivalries erupted into fighting. Some even became small regional wars.

Such was the case in Azerbaijan. Within this mostly Muslim country lies Nagorno-Karabakh, a small region of mainly Armenian Christians. In the wake of the Soviet Union's collapse, the people of this area declared their independence. Azerbaijan had no intention of letting go of this land, and fighting quickly broke out. Neighboring Armenia rushed to aid the Armenian people in the district. The war raged from 1991 through 1994, when the two sides agreed to a cease-fire. As of 2007, the status of Nagorno-Karabakh remained unresolved. **A**

MAIN IDEA

Clarifying

A Why was there little ethnic or religious strife in Central Asia during Soviet rule?

Afghanistan and the World

Just to the south of the Central Asian Republics lies one of the region's more prominent nations. Afghanistan is a small nation with both mountainous and desert terrain. It is one of the least-developed countries in the world, as most of its inhabitants are farmers or herders. And yet, over the past several decades, this mostly Muslim nation has grabbed the world's attention with two high-profile wars—one against the Soviet Union and the other against the United States.

Struggle for Freedom Afghanistan has endured a long history of struggle. During the 1800s, both Russia and Britain competed for control of its land. Russia wanted access to the Indian Ocean through Afghanistan, while Britain wanted control of the land in order to protect the northern borders of its Indian Empire. Britain fought three separate wars with the Afghans before eventually leaving in 1919.

▼ The terrain of Central Asia varies widely, from mountains to plains.



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Location** Which Transcaucasian Republic nation extends the farthest east?
- Place** Which is the only Central Asian Republic that neither contains nor has access to a sea or lake?

That year, Afghanistan declared itself an independent nation and established a monarchy. The government implemented various reforms and tried to modernize the country. In 1964, the country devised a constitution that sought to establish a more democratic style of government. However, officials could not agree on a reform program and most people showed little interest in the effort to transform the government. As a result, a democratic system failed to develop.

Pushing Back the Soviets Nonetheless, Afghanistan had grown stable enough to establish good relations with many Western European nations and to hold its own on the world stage. When the Cold War conflict between the United States and Soviet Union broke out, Afghanistan chose to remain neutral. However, over the years, it received aid from both of the opposing superpowers.

Situated so close to the Soviet Union, however, Afghanistan could not hold out against the force of communism forever. In 1973, military leaders overthrew the government. Five years later, in 1978, a rival group with strong ties to the Soviet

Union seized control of the country. Much of the population opposed the group and its strong association with communism. Many Afghanis felt that Communist policies conflicted with the teachings of Islam.

The opposition forces banded together to form a group known as the **mujahideen** (moo•JAH•heh•DEEN), or holy warriors. These rebels took up arms and fought fiercely against the Soviet-supported government. The rebellion soon prompted the Soviet Union to step in. In 1979 and 1980, Soviet troops rolled into Afghanistan to conquer the country and add it to their Communist empire.

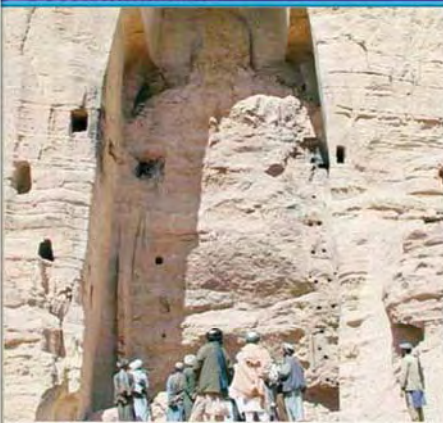
With the Soviets' superior military force and advanced weaponry, the war had all the makings of a quick and lopsided affair. But the Afghan rebels used the land and guerilla tactics to their advantage. In addition, the United States provided financial and military assistance. After nearly 10 years of bloody and fruitless fighting, the Soviet Union withdrew its troops. The Afghanis had taken on the world's Communist superpower and won. **B**

Rise and Fall of the Taliban With the Soviets gone, various Afghan rebel groups began battling each other for control of the country. A conservative Islamic group known as the **Taliban** emerged as the victor. By 1998, it controlled 90 percent of the country. Another rebel group, the Northern Alliance, held the northwest corner of the country. Observers initially viewed the Taliban as a positive force, as it brought order to the war-torn nation, rooted out corruption, and promoted the growth of business.

However, the group followed an extreme interpretation of Islamic law and applied it to nearly every aspect of Afghan society. Taliban leaders restricted women's lives by forbidding them to go to school or hold jobs. They banned everything from television and movies to modern music. Punishment for violating the rules included severe beatings, amputation, and even execution.

Even more troubling to the world community was the Taliban's role in the growing problem of world terrorism, which you will read more about in Chapter 36. Western

History *in* Depth



Destroying the Past

Among the Taliban's extreme policies that stemmed from their interpretation of Islam, one in particular shocked and angered historians around the world. In the years after gaining power, Taliban leaders destroyed some of Afghanistan's most prized artifacts—two centuries-old Buddhas carved out of cliffs.

The Taliban deemed the giant statues offensive to Islam. Ignoring pleas from scholars and museums, they demolished the ancient figures with dynamite and bombs. One of the two statues was thought to have dated back to the third century A.D.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Choose a country and highlight its top archaeological treasures. Go to **classzone.com** for your research.

MAIN IDEA

Drawing Conclusions

B Why do you think the Soviets finally decided to leave Afghanistan?

leaders accused the Taliban of allowing terrorist groups to train in Afghanistan. The Taliban also provided refuge for terrorist leaders, including Osama bin Laden, whose al-Qaeda organization is thought to be responsible for numerous attacks on the West—including the attacks on the World Trade Center in New York and the Pentagon in Washington, D.C., on September 11, 2001.

In the wake of the September 11 attacks, the U.S. government demanded that the Taliban turn over bin Laden. After its leaders refused, the United States took military action. In October 2001, U.S. forces began bombing Taliban air defense, airfields, and command centers, as well as al-Qaeda training camps. On the ground, the United States provided assistance to anti-Taliban forces, such as the Northern Alliance. By December, the United States had driven the Taliban from power.



Challenges Ahead While the Taliban regrouped in remote parts of Afghanistan and Pakistan, Afghan officials selected a new government under the leadership of Hamid Karzai. Later, in 2004, he was elected president for a five-year term. His government faced the task of rebuilding a country that had endured more than two decades of warfare. However, in 2006, the Taliban appeared resurgent, and NATO troops took over military operations in the South. Heavy fighting with the Taliban continued into 2007.

The challenge before Afghanistan, is neither unique nor new. As you will read in the next chapter, over the past 50 years countries around the world have attempted to shed their old and often repressive forms of rule and implement a more democratic style of government.

▲ In the Afghanistan elections, the ballot included photographs of the candidates and symbols for each party.

SECTION

5

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Transcaucasian Republics
- Central Asian Republics
- mujahideen
- Taliban

USING YOUR NOTES

2. Which challenge for the Central Asian nations is most difficult to overcome?

Freedom Brings New Challenges

- A.
- B.

Afghanistan and the World

- A.
- B.

MAIN IDEA

- What countries make up the Transcaucasian Republics? the Central Asian Republics?
- Why did Afghanis oppose the notion of Communist rule?
- Why did the United States take military action against the Taliban?

CRITICAL THINKING & WRITING

- MAKING INFERENCES** Some historians call the Soviet-Afghan war the Soviet Union's "Vietnam." What do they mean by this reference? Do you agree with it?
- DRAWING CONCLUSIONS** Why might Afghanis have been willing to accept Taliban rule by 1998?
- IDENTIFYING PROBLEMS** Why did the new nations of Central Asia experience such economic difficulties?
- WRITING ACTIVITY** **POWER AND AUTHORITY** Imagine you are a speechwriter for Hamid Karzai. Write what you feel would be an appropriate **first paragraph** for his initial speech upon taking power.

CONNECT TO TODAY CREATING A TIME LINE

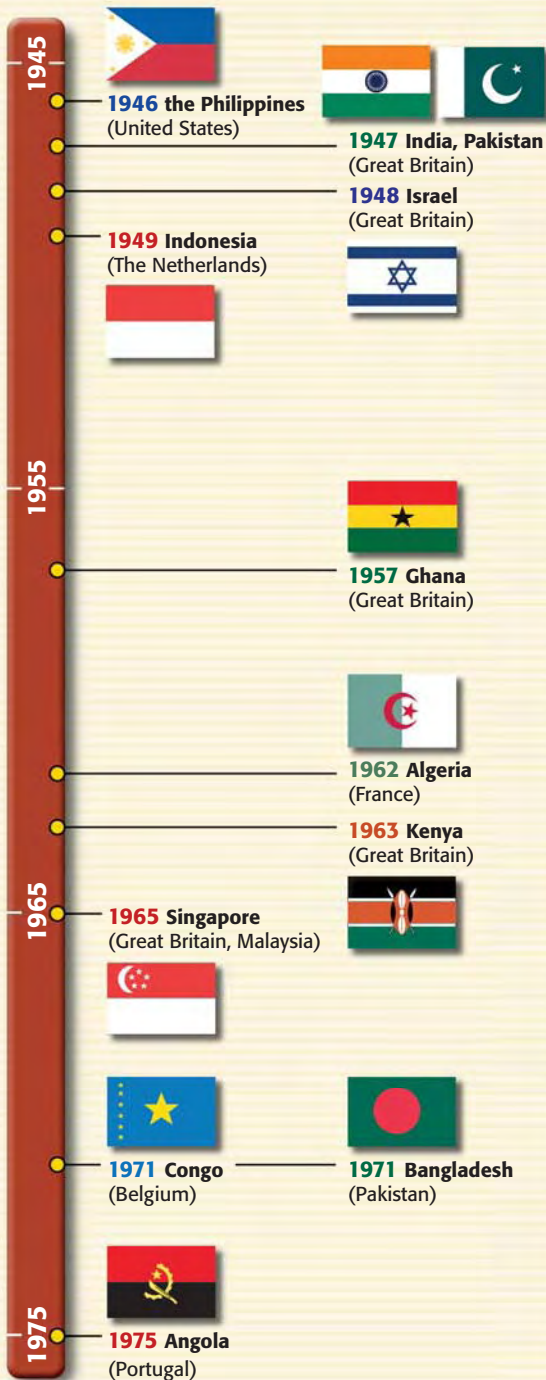
Choose one of the countries discussed in this section and create a **time line** of the eight to ten most significant events in its history over the last 50 years.

Chapter 34 Assessment

VISUAL SUMMARY

The Struggle for Independence

The time line shows the dates on which various countries in Asia and Africa achieved their independence after World War II. It also shows (in parentheses) the countries from which they achieved independence.



TERMS & NAMES

For each term or name below, briefly explain its connection to colonial independence around the world after World War II.

- partition
- Jawaharlal Nehru
- Indira Gandhi
- Corazón Aquino
- Jomo Kenyatta
- Anwar Sadat
- PLO
- mujahideen

MAIN IDEAS

The Indian Subcontinent Achieves Freedom

Section 1 (pages 997–1003)

- What two nations emerged from the British colony of India in 1947?
- Briefly explain the reason for the civil disorder in Sri Lanka.

Southeast Asian Nations Gain Independence

Section 2 (pages 1004–1011)

- What were some concerns the Filipinos had regarding the Bell Act?
- Who was Sukarno?

New Nations in Africa

Section 3 (pages 1012–1016)

- Why were Kwame Nkrumah's politics criticized?
- Why did Zaire face such difficulty upon gaining independence?

Conflicts in the Middle East

Section 4 (pages 1017–1023)

- What was the Suez Crisis?
- What were the Camp David Accords?

Central Asia Struggles

Section 5 (pages 1024–1027)

- Which nations comprise the Transcaucasian Republics?
- What was the Taliban?

CRITICAL THINKING

1. USING YOUR NOTES

Use a web diagram to show some of the challenges that newly independent nations have faced.



2. FORMING AND SUPPORTING OPINIONS

REVOLUTION Do you think there should be a limit to the methods revolutionaries use? Explain your opinion.

3. ANALYZING ISSUES

ECONOMICS Why have so many of the new nations that emerged over the past half-century struggled economically?

4. DRAWING CONCLUSIONS

In your view, was religion a unifying or destructive force as colonies around the world became new nations? Support your answer with specific examples from the text.

STANDARDS-BASED ASSESSMENT

Use the following excerpt from the Balfour Declaration and your knowledge of world history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33

PRIMARY SOURCE

His Majesty's Government view with favour the establishment in Palestine of a national home for the Jewish people, and will use their best endeavours to facilitate the achievement of this object, it being clearly understood that nothing shall be done which may prejudice the civil and religious rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed by Jews in any other country.

ARTHUR JAMES BALFOUR, in a letter to Lord Rothschild,
November 2, 1917

- The intent of the British government was to
 - give all of Palestine to the Jewish people.
 - leave Palestine in the hands of the Arabs.
 - divide Palestine between Jews and Arabs.
 - ensure justice for Jews around the world.
- The group most likely to have opposed the Balfour Declaration was the
 - Arabs.
 - Jews.
 - French.
 - Americans.

Use the political cartoon about Corazón Aquino's election victory and your knowledge of world history to answer question 3.



- Aquino was expected by many to “clean up” the Philippines by ending years of
 - slavery.
 - dictatorship.
 - business corruption.
 - unchecked pollution.

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to classzone.com

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact *with* History

On page 996, you discussed the most important areas to address in building a new nation. Now that you have read about the efforts by so many former colonies to forge new countries, do you think that you focused on the right areas? Work as a class to identify the main factors that determine whether a new nation struggles or thrives. Be sure to cite specific examples from the text.

2. WRITING ABOUT HISTORY

POWER AND AUTHORITY Select one of the leaders discussed in this chapter. Review the decisions the leader made while in power. Write an evaluation of the leader's decisions and his or her impact on the country. Consider the following

- the leader's views on government and democracy
- the leader's handling of the economy
- the leader's accomplishments and failures

INTEGRATED TECHNOLOGY

Creating a Database

Use the Internet, library, and other reference materials to create a database showing the economic growth of any four countries discussed in this chapter. Create one table for each country, with column headings for each measure of economic growth you chose to record and row headings for each 10-year period. Then insert the most current data you can find. Consider the following questions to get started.

- What statistics will be most useful in making comparisons between nations?
- Which nations have capitalist economies? What other types of economies did you discover?
- Which nations have “one crop” economies?

CHAPTER 35

Struggles for Democracy, 1945–Present

Previewing Main Ideas

ECONOMICS Many nations, such as Brazil, Poland, Russia, and China, discovered that economic stability is important for democratic progress.

Geography Which type of government seems to predominate in the Western Hemisphere?

REVOLUTION In 1989, revolutions overthrew Communist governments in the Soviet Union and Central and Eastern Europe. In China, the Communist government and the army put down a student protest calling for democracy.

Geography Which two countries in the Eastern Hemisphere are still Communist?

CULTURAL INTERACTION Chinese students imported democratic ideas from the West. Democratic reforms spread across Central and Eastern Europe, causing Communist governments to fall.

Geography Which type of government predominates in the labeled countries of Europe?

INTEGRATED TECHNOLOGY

eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



INTERNET RESOURCES

Go to classzone.com for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

WORLD

1945

1948

South Africa imposes apartheid policy of racial discrimination.



1959

Fidel Castro seizes power in Cuba.

1967

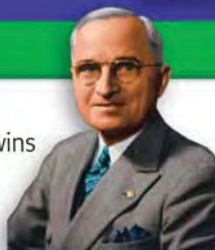
Nigerian civil war begins.

1965

USA

1948

Harry Truman wins second term as president. ▶



1964

Congress authorizes President Johnson to send troops to Vietnam.

1969

Neil Armstrong walks on the moon in first lunar landing.

Types of Government, 2003



1978

Deng Xiaoping begins economic reforms in China. ▶



1989

Berlin Wall comes down.

1994

South Africa holds its first multiracial election.

2006

Montenegro declares independence from Serbia.

1985

2005

1980

◀ Ronald Reagan elected president.



1988

George Bush elected president.

1992

Bill Clinton elected president.

2000

George W. Bush elected president.

Why do so many people want democracy?

Your grandparents came to the United States because they wanted to live in a democracy. Although that was more than 50 years ago, you know that people in many parts of the world still seek democracy today. On the news, you watch stories about protesters, who are demanding more democracy and freedom. Their demonstrations are often led by students and sometimes help to bring about democratic reform.

One evening you and a friend are watching a news story about a leader who has promised his people greater democracy. What might you answer when your friend asks why so many people want democracy?



Protesters march in Caracas, Venezuela, in favor of democracy.

EXAMINING *the* ISSUES

- **What rights and institutions are necessary for a government to be democratic?**
- **How do citizens participate in a democracy? How can participation be encouraged?**

Discuss these questions in class and list important points on the board. For your discussion, consider what you know about democracy in ancient Greece and in the United States. As you read this chapter, think about the challenges many countries face in trying to develop democratic systems.

Democracy

CASE STUDY: Latin American Democracies

MAIN IDEA

ECONOMICS In Latin America, economic problems and authoritarian rule delayed democracy.

WHY IT MATTERS NOW

By the mid-1990s, almost all Latin American nations had democratic governments.

TERMS & NAMES

- Brasília
- land reform
- standard of living
- recession
- PRI

SETTING THE STAGE By definition, democracy is government by the people. Direct democracy, in which all citizens meet to pass laws, is not practical for nations. Therefore, democratic nations developed indirect democracies, or republics, in which citizens elect representatives to make laws for them. For example, the United States is a republic. But democracy is more than a form of government. It is also a way of life and an ideal goal. A democratic way of life includes practices such as free and open elections.

Democracy As a Goal

The chart below lists four practices in a democracy, together with conditions that help these democratic practices succeed. Many nations follow these practices to a large degree. However, establishing democracy is a process that takes years.

Even in the United States, the establishment of democracy has taken time. Although the principle of equality is part of the Constitution, many Americans have struggled for equal rights. To cite one example, women did not receive the right to vote until 1920. Democracy is always a “work in progress.”

TAKING NOTES

Summarizing Use a chart to sum up the steps Brazil, Mexico, and Argentina have taken toward democracy.

Nation	Steps toward democracy
Brazil	
Mexico	
Argentina	

Making Democracy Work	
Common Practices	Conditions That Foster Those Practices
• Free elections	<ul style="list-style-type: none"> • Having more than one political party • Universal suffrage—all adult citizens can vote
• Citizen participation	<ul style="list-style-type: none"> • High levels of education and literacy • Economic security • Freedoms of speech, press, and assembly
• Majority rule, minority rights	<ul style="list-style-type: none"> • All citizens equal before the law • Shared national identity • Protection of such individual rights as freedom of religion • Representatives elected by citizens to carry out their will
• Constitutional government	<ul style="list-style-type: none"> • Clear body of traditions and laws on which government is based • Widespread education about how government works • National acceptance of majority decisions • Shared belief that no one is above the law

Democratic institutions may not ensure stable, civilian government if other conditions are not present. The participation of a nation's citizens in government is essential to democracy. Education and literacy—the ability to read and write—give citizens the tools they need to make political decisions. Also, a stable economy with a strong middle class and opportunities for advancement helps democracy. It does so by giving citizens a stake in the future of their nation. **A**

Other conditions advance democracy. First, a firm belief in the rights of the individual promotes the fair and equal treatment of citizens. Second, rule by law helps prevent leaders from abusing power without fear of punishment. Third, a sense of national identity helps encourage citizens to work together for the good of the nation.

The struggle to establish democracy continued into the 21st century as many nations abandoned authoritarian rule for democratic institutions. However, a United Nations study released in July 2002 warned that the spread of democracy around the world could be derailed if free elections in poor countries are not followed by economic growth. The UN Development Program's annual report warned particularly about Latin America.

CASE STUDY: Brazil

Dictators and Democracy

Many Latin American nations won their independence from Spain and Portugal in the early 1800s. However, three centuries of colonial rule left many problems. These included powerful militaries, economies that were too dependent on a single crop, and large gaps between rich and poor. These patterns persisted in the modern era.

After gaining independence from Portugal in 1822, Brazil became a monarchy. This lasted until 1889, when Brazilians established a republican government, which a wealthy elite controlled. Then, in the 1930s, Getulio Vargas became dictator. Vargas suppressed political opposition. At the same time, however, he promoted economic growth and helped turn Brazil into a modern industrial nation.

Kubitschek's Ambitious Program After Vargas, three popularly elected presidents tried to steer Brazil toward democracy. Juscelino Kubitschek (zhoo•suh•LEE•nuh KOO•bih•chehk), who governed from 1956 to 1961, continued to develop Brazil's economy. Kubitschek encouraged foreign investment to help pay for development projects. He built a new capital city, **Brasília** (bru•ZIHL•yuh), in the country's interior. Kubitschek's dream proved expensive. The nation's foreign debt soared and inflation shot up.

Kubitschek's successors proposed reforms to ease economic and social problems. Conservatives resisted this strongly. They especially opposed the plan for **land reform**—breaking up large estates and distributing that land to peasants. In 1964, with the blessing of wealthy Brazilians, the army seized power in a military coup. **B**

Military Dictators For two decades military dictators ruled Brazil. Emphasizing economic growth, the generals fostered foreign investment. They began huge development projects in the Amazon jungle. The economy boomed.

The boom had a downside, though. The government froze wages and cut back on social programs. This caused a decline in the **standard of living**, or level of material comfort, which is judged by the amount of goods people have. When Brazilians protested, the government imposed censorship. It also jailed, tortured, and sometimes killed government critics. Nevertheless, opposition to military rule continued to grow.

The Road to Democracy By the early 1980s, a **recession**, or slowdown in the economy, gripped Brazil. At that point, the generals decided to open up the political system. They allowed direct elections of local, state, and national officials.

MAIN IDEA

Making Inferences

A Why would democracy suffer if citizens didn't participate?

MAIN IDEA

Analyzing Motives

B Why might the wealthy have preferred military rule to land reform?



Latin America, 2003

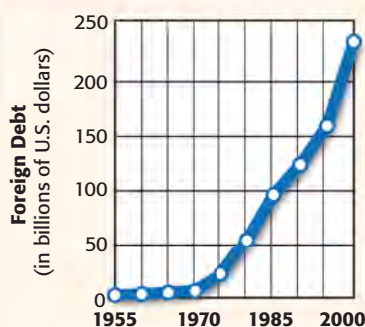


GEOGRAPHY SKILLBUILDER: Interpreting Maps

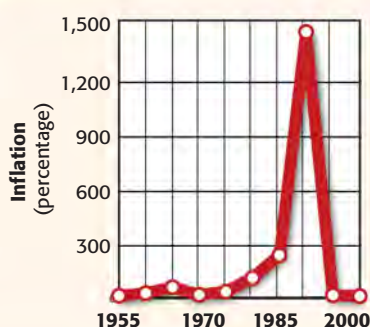
- 1. Location** Which country—Argentina, Brazil, or Mexico—spans the equator?
- 2. Region** Which one of the three countries has a coast on the Caribbean Sea?

Brazilian Economy, 1955–2002

Debt



Inflation



Source: *The Brazilian Economy: Growth and Development*

SKILLBUILDER: Interpreting Graphs

- 1. Clarifying** By how much did Brazil's foreign debt increase from 1955 to 2000?
- 2. Comparing** Of the years shown on the line graph, which was the worst year for inflation?

In 1985, a new civilian president, José Sarney (zhoh•ZAY SAHR•nay), took office. Sarney inherited a country in crisis because of foreign debt and inflation. He proved unable to solve the country's problems and lost support. The next elected president fared even worse. He resigned because of corruption charges. 🕒

In 1994 and again in 1998, Brazilians elected Fernando Henrique Cardoso, who achieved some success in tackling the nation's economic and political problems. Although trained as a Marxist scholar, Cardoso became a strong advocate of free markets. One of his main concerns was the widening income gap in Brazil. He embarked on a program to promote economic reform.

The 2002 Presidential Election In the presidential election of October 2002, Cardoso's handpicked successor to lead his centrist coalition was José Serra. Serra faced two candidates who proposed a sharp break with Cardoso's pro-business policies. These candidates included Luiz Inácio Lula da Silva, a candidate of the leftist Workers Party.

An economic crisis hit many countries in South America, including Brazil, in 2002. Because of stalled economic growth, rising unemployment, and poverty, there was a backlash against free-market economic policies. This made the election of 2002 a close contest. Da Silva, the leftist candidate, won the hotly disputed election, defeating the ruling party candidate, Serra. Da Silva has proved a more moderate president than his supporters and opponents had expected. Although Brazil faces many challenges, it continues on the path of democracy.

MAIN IDEA

Analyzing Issues

🕒 In your opinion, which of the problems faced by Sarney was worse? Explain.

CASE STUDY: Mexico

One-Party Rule

Unlike Brazil, Mexico enjoyed relative political stability for most of the 20th century. Following the Mexican Revolution, the government passed the Constitution of 1917. The new constitution outlined a democracy and promised reforms.

Beginnings of One-Party Domination From 1920 to 1934, Mexico elected several generals as president. However, these men did not rule as military dictators. They did create a ruling party—the National Revolutionary Party, which dominated Mexico under various names for the rest of the 20th century.

From 1934 to 1940, President Lázaro Cárdenas (KAHR•day•nahs) tried to improve life for peasants and workers. He carried out land reform and promoted labor rights. He nationalized the Mexican oil industry, kicking out foreign oil companies and creating a state-run oil industry. After Cárdenas, however, a series of more conservative presidents turned away from reform.

The Party Becomes the PRI In 1946, the main political party changed its name to the Institutional Revolutionary Party, or **PRI**. In the half-century that followed, the PRI became the main force for political stability in Mexico.

Although stable, the government was an imperfect democracy. The PRI controlled the congress and won every presidential election. The government allowed opposition parties to compete, but fraud and corruption tainted the elections.

Even as the Mexican economy rapidly developed, Mexico continued to suffer severe economic problems. Lacking land and jobs, millions of Mexicans struggled for survival. In addition, a huge foreign debt forced the government to spend money on interest payments. Two episodes highlighted Mexico's growing difficulties. In the late 1960s, students and workers began calling for economic and political change. On October 2, 1968, protesters gathered at the site of an ancient Aztec market in Mexico City. Soldiers hidden in the ruins opened fire on the protesters. The massacre claimed several hundred lives.

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

Economic and Political Crises The 1980s and 1990s saw Mexico facing various crises. In 1988, opposition parties challenged the PRI in national elections. The PRI candidate, Carlos Salinas, won the presidency. Even so, opposition parties won seats in the congress and began to force a gradual opening of the political system.

MAIN IDEA

Recognizing Effects

D Why does over-reliance on one product weaken an economy?

> Analyzing Political Cartoons

Military Rule and Democracy

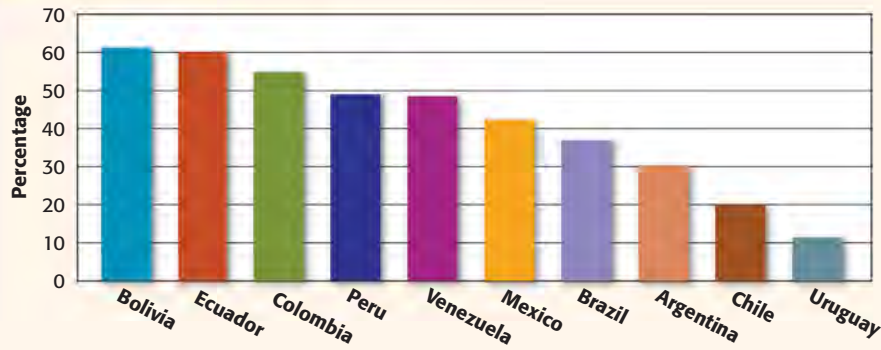
Throughout the 20th century, many Latin American countries were ruled by military dictators or political bosses. Most typically, the dictator's support came from the wealthy and the military. But sometimes the dictator's support came from the people.

SKILLBUILDER: Interpreting Visual Sources

- 1. Drawing Conclusions** Do dictators typically take into account the opinions of the people they rule?
- 2. Making Inferences** What does this cartoon suggest about the dictator's attitude toward the opinion of the people he rules?



Population Living in Poverty, 2001



Source: *Social Panorama of Latin America, 2001–2002*

SKILLBUILDER: Interpreting Graphs

- 1. Comparing** In which three countries of Latin America is the percentage of people living in poverty the lowest?
- 2. Comparing** In which three countries is the poverty rate highest?

During his presidency, Salinas signed NAFTA, the North American Free Trade Agreement. NAFTA removed trade barriers between Mexico, the United States, and Canada. In early 1994, peasant rebels in the southern Mexican state of Chiapas (chee•AH•pahs) staged a major uprising. Shortly afterward, a gunman assassinated Luis Donaldo Colosio, the PRI presidential candidate for the upcoming election.

The PRI Loses Control After these events, Mexicans grew increasingly concerned about the prospects for democratic stability. Nevertheless, the elections of 1994 went ahead. The new PRI candidate, Ernesto Zedillo (zuh•DEE•yoh), won. Opposition parties continued to challenge the PRI.

In 1997, two opposition parties each won a large number of congressional seats, denying the PRI control of congress. Then, in 2000, Mexican voters ended 71 years of PRI rule by electing center-right candidate Vicente Fox as president.

New Policies and Programs Fox's agenda was very ambitious. He advocated reforming the police, rooting out political corruption, ending the rebellion in Chiapas, and opening up Mexico's economy to free-market forces.

Fox also argued that the United States should legalize the status of millions of illegal Mexican immigrant workers. Fox hoped that a negotiated agreement between the United States and Mexico would provide amnesty for these undocumented Mexican workers in the United States. After Felipe Calderon, a conservative, was elected president in 2006, he continued many of Fox's policies. However, tensions between the Mexican and U.S. governments grew over Washington's plan to build a fence along the two countries' border.



▲ President
Vicente Fox
of Mexico

CASE STUDY: Argentina

Political and Economic Disorder

Mexico and Brazil were not the only Latin American countries where democracy had made progress. By the late 1990s, most of Latin America was under democratic rule.

Perón Rules Argentina Argentina had struggled to establish democracy. It was a major exporter of grain and beef. It was also an industrial nation with a large working class. In 1946, Argentine workers supported an army officer, Juan Perón, who won the presidency and then established a dictatorship.

Vocabulary

welfare state: a government that tries to provide for all its citizens' needs—including health, education, and employment

Perón did not rule alone. He received critical support from his wife, Eva—known as Evita to the millions of Argentines who idolized her. Together, the Peróns created a welfare state. The state offered social programs with broad popular appeal but limited freedoms. After Eva's death in 1952, Perón's popularity declined and his enemies—the military and the Catholic Church—moved against him. In 1955, the military ousted Perón and drove him into exile.

Repression in Argentina For many years, the military essentially controlled Argentine politics. Perón returned to power once more, in 1973, but ruled for only a year before dying in office. By the mid-1970s, Argentina was in chaos.

In 1976, the generals seized power again. They established a brutal dictatorship and hunted down political opponents. For several years, torture and murder were everyday events. By the early 1980s, several thousand Argentines had simply disappeared, kidnapped by their own government.

Democracy and the Economy In 1982, the military government went to war with Britain over the nearby Falkland Islands and suffered a defeat. Disgraced, the generals agreed to step down. In 1983, Argentines elected Raúl Alfonsín (ahl•fohn•SEEN) president in the country's first free election in 37 years. **E**

During the 1980s, Alfonsín worked to rebuild democracy and the economy. Carlos Menem gained the presidency in 1989 and continued the process. He attempted to stabilize the currency and privatize industry. By the late 1990s, however, economic problems intensified as the country lived beyond its means.

A Growing Crisis In December 2001, the International Monetary Fund (IMF) refused to provide financial aid to Argentina. Then President Fernando de la Rúa resigned in the face of protests over the economy. He was succeeded by Eduardo Duhalde, who tried to deal with the economic and social crisis. In 2002, Argentina had an unemployment rate of about 24 percent. The country defaulted on \$132 billion in debt, the largest debt default in history, and devalued its currency. After Nestor Kirchner became president in 2003, the nation renegotiated its debt with the IMF. In 2006, Argentina successfully repaid its debt.



▲ Eva Perón

MAIN IDEA
Analyzing Causes

E What finally caused military rule to end in Argentina?

SECTION
1
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Brasília
- land reform
- standard of living
- recession
- PRI

USING YOUR NOTES

2. Which country do you think has made the most progress? Explain.

Nation	Steps toward democracy
Brazil	
Mexico	
Argentina	

MAIN IDEAS

3. What role did the military play in shaping the economy of Brazil?
4. What were some of the positive benefits of one-party rule in Mexico?
5. What effect did the Falklands war have on the military government in Argentina?

CRITICAL THINKING & WRITING

6. **COMPARING AND CONTRASTING** Compare and contrast the roles of the military in the governments of Brazil, Mexico, and Argentina.
7. **SYNTHESIZING** What have been some of the obstacles to democracy in Latin America?
8. **DEVELOPING HISTORICAL PERSPECTIVE** What are some of the attributes of democracy?
9. **WRITING ACTIVITY** **ECONOMICS** What might be the effect of a welfare state (such as that created in Argentina by the Peróns) on a nation's economy? Support your opinions in a two-paragraph **essay**.

CONNECT TO TODAY MAKING A GRAPH

Research the economies of Mexico, Brazil, and Argentina to determine which is doing the best. Present your findings in a **graph**.



2

The Challenge of Democracy in Africa

MAIN IDEA

REVOLUTION As the recent histories of Nigeria and South Africa show, ethnic and racial conflicts can hinder democracy.

WHY IT MATTERS NOW

In 1996, as Nigeria struggled with democracy, South Africa adopted a bill of rights that promotes racial equality.

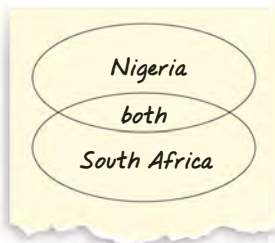
TERMS & NAMES

- federal system
- martial law
- dissident
- apartheid
- Nelson Mandela

SETTING THE STAGE Beginning in the late 1950s, dozens of European colonies in Africa gained their independence and became nations. As in Latin America, the establishment of democracy in Africa proved difficult. In many cases, the newly independent nations faced a host of problems that slowed their progress toward democracy. The main reason for Africa's difficulties was the negative impact of colonial rule. European powers had done little to prepare their African colonies for independence.

TAKING NOTES

Comparing Use a Venn diagram to compare political events in Nigeria and South Africa.



Colonial Rule Limits Democracy

The lingering effects of colonialism undermined efforts to build stable, democratic economies and states. This can be seen throughout Africa.

European Policies Cause Problems When the Europeans established colonial boundaries, they ignored existing ethnic or cultural divisions. New borders divided peoples of the same background or threw different—often rival—groups together. Because of this, a sense of national identity was difficult to develop. After independence, the old colonial boundaries became the borders of the newly independent states. As a result, ethnic and cultural conflicts remained.

Other problems had an economic basis. European powers had viewed colonies as sources of wealth for the home country. The colonial powers encouraged the export of one or two cash crops, such as coffee or rubber, rather than the production of a range of products to serve local needs. Europeans developed plantations and mines but few factories. Manufactured goods were imported from European countries. These policies left new African nations with unbalanced economies and a small middle class. Such economic problems lessened their chances to create democratic stability.

European rule also disrupted African family and community life. In some cases, colonial powers moved Africans far from their families and villages to work in mines or on plantations. In addition, most newly independent nations still lacked a skilled, literate work force that could take on the task of building a new nation.

Short-Lived Democracies When Britain and France gave up their colonies, they left fragile democratic governments in place. Soon problems threatened those governments. Rival ethnic groups often fought for power. Strong militaries became tools for ambitious leaders. In many cases, a military dictatorship replaced democracy.



Africa, 1967



GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Region** Describe the Eastern Region, which seceded as Biafra. Describe its size and location compared to the rest of Nigeria.
2. **Location** In which region is Lagos, Nigeria's capital in 1967?

Civil War in Nigeria

Nigeria, a former British colony, won its independence peacefully in 1960. Nigeria is Africa's most populous country and one of its richest. However, the country was ethnically divided. This soon created problems that led to war.

A Land of Many Peoples Three major ethnic groups live within Nigeria's borders. In the north are the Hausa-Fulani, who are mostly Muslim. In the south are the Yoruba and the Igbo (also called Ibo), who are mostly Christians, Muslims, or animists, who believe that spirits are present in animals, plants, and natural objects. The Yoruba, a farming people with a tradition of kings, live to the west. The Igbo, a farming people who have a democratic tradition, live to the east.

After independence, Nigeria adopted a **federal system**. In a federal system, power is shared between state governments and a central authority. The Nigerians set up three states, one for each region and ethnic group, with a political party in each.

War with Biafra Although one group dominated each state, the states also had ethnic minorities. In the Western Region, non-Yoruba minorities began to resent Yoruba control. In 1963, they tried to break away and form their own region. This led to fighting. In January 1966, a group of army officers, most of them Igbo, seized power in the capital city of Lagos. These officers abolished the regional governments and declared **martial law**, or temporary military rule.

The Hausa-Fulani, who did not trust the Igbo, launched an attack from the north. They persecuted and killed many Igbo. The survivors fled east. In 1967, the Eastern Region seceded from Nigeria, declaring itself the new nation of Biafra (bee•AF•ruh).

The Nigerian government then went to war to reunite the country. The Igbo were badly outnumbered and outgunned. In 1970, Biafra surrendered. Nigeria was reunited, but perhaps more than a million Igbo died, most from starvation. **A**

MAIN IDEA

Recognizing Effects

A What was the effect of the war on the Igbo?

Nigeria's Nation-Building

After the war, Nigerians returned to the process of nation-building. “When the war ended,” noted one officer, “it was like a referee blowing a whistle in a football game. People just put down their guns and went back to the business of living.” The Nigerian government did not punish the Igbo. It used federal money to rebuild the Igbo region.

Federal Government Restored The military governed Nigeria for most of the 1970s. During this time, Nigerian leaders tried to create a more stable federal system, with a strong central government and a number of regional units. The government also tried to build a more modern economy, based on oil income.

In 1979, the military handed power back to civilian rulers. Nigerians were cheered by the return to democracy. Some people, however, remained concerned about ethnic divisions in the nation. Nigerian democracy was short-lived. In 1983, the military overthrew the civilian government, charging it with corruption. A new military regime, dominated by the Hausa-Fulani, took charge.

A Return to Civilian Rule In the years that followed, the military governed Nigeria, while promising to bring back civilian rule. The army held elections in 1993, which resulted in the victory of popular leader Moshood Abiola. However, officers declared the results invalid, and a dictator, General Sani Abacha, took control.

General Abacha banned political activity and jailed **dissidents**, or government opponents. Upon Abacha's death in 1998, General Abdulsalami Abubakar seized power and promised to end military rule. He kept his word. In 1999, Nigerians elected their first civilian president, Olusegun Obasanjo, in nearly 20 years. In 2003, Obasanjo was reelected.

> Analyzing Primary Sources

Ken Saro-Wiwa

On November 10, 1995, Nigeria hanged nine political prisoners—all critics of the military government. Many around the world believed the nine were convicted on false charges to silence them. One of the nine was Ken Saro-Wiwa, a noted writer and activist. Shortly before his death, Saro-Wiwa smuggled several manuscripts out of prison.

DOCUMENT-BASED QUESTIONS

1. **Drawing Conclusions** *What do Saro-Wiwa's imprisonment and execution suggest about the government of the military dictator, General Sani Abacha?*
2. **Making Inferences** *What seems to be Saro-Wiwa's attitude toward his persecutors?*

PRIMARY SOURCE

Injustice stalks the land like a tiger on the prowl. To be at the mercy of buffoons [fools] is the ultimate insult. To find the instruments of state power reducing you to dust is the injury. . . .

It is also very important that we have chosen the path of non-violent struggle. Our opponents are given to violence and we cannot meet them on their turf, even if we wanted to. Non-violent struggle offers weak people the strength which they otherwise would not have. The spirit becomes important, and no gun can silence that. I am aware, though, that non-violent struggle occasions more death than armed struggle. And that remains a cause for worry at all times. Whether the Ogoni people will be able to withstand the rigors of the struggle is yet to be seen. Again, their ability to do so will point the way of peaceful struggle to other peoples on the African continent. It is therefore not to be underrated.

KEN SARO-WIWA, *A Month and a Day: A Detention Diary*



Civilian Presidents Obasanjo was an ethnic Yoruba from southwest Nigeria. As a critic of Nigerian military regimes, he had spent three years in jail (1995–1998) under Sani Abacha. As a former general, Obasanjo had the support of the military.

Obasanjo worked for a strong, unified Nigeria. He made some progress in his battle against corruption. He also attempted to draw the attention of the world to the need for debt relief for Nigeria. Obasanjo saw debt relief as essential to the relief of hunger and the future of democracy in Africa.

The controversial 2007 elections brought President Umaru Yar'Adua to power. Like his mentor Mr. Obasanjo, President Yar'Adua faced a variety of problems. These included war, violence, corruption, poverty, pollution, and hunger. In addition, militant groups are threatening Nigeria's oil exports and economic growth.

South Africa Under Apartheid

In South Africa, racial conflict was the result of colonial rule. From its beginnings under Dutch and British control, South Africa was racially divided. A small white minority ruled a large black majority. In 1910, South Africa gained self-rule as a dominion of the British Empire. In 1931, it became an independent member of the British Commonwealth. Although South Africa had a constitutional government, the constitution gave whites power and denied the black majority its rights.

Apartheid Segregates Society In 1948, the National Party came to power in South Africa. This party promoted Afrikaner, or Dutch South African, nationalism. It also instituted a policy of **apartheid**, complete separation of the races. The minority government banned social contacts between whites and blacks. It established segregated schools, hospitals, and neighborhoods.

In 1959, the minority government set up reserves, called homelands, for the country's major black groups. Blacks were forbidden to live in white areas unless they worked as servants or laborers for whites. The homelands policy was totally unbalanced. Although blacks made up about 75 percent of the population, the government set aside only 13 percent of the land for them. Whites kept the best land. **B**

Blacks Protest The blacks of South Africa resisted the controls imposed by the white minority. In 1912, they formed the African National Congress (ANC) to fight for their rights. The ANC organized strikes and boycotts to protest racist policies. The government banned the ANC and imprisoned many of its members. One was ANC leader **Nelson Mandela** (man•DEHL•uh).

The troubles continued. In 1976, riots over school policies broke out in the black township of Soweto, leaving about 600 students dead. In 1977, police beat popular protest leader Stephen Biko to death while he was in custody. As protests mounted, the government declared a nationwide state of emergency in 1986.

▼ A young South African poll worker helps an elderly man to vote in the first election open to citizens of all races.

MAIN IDEA

Making Inferences

B How did the policy of apartheid strengthen whites' hold on power?



Struggle for Democracy

By the late 1980s, South Africa was under great pressure to change. For years, a black South African bishop, Desmond Tutu, had led an economic campaign against apartheid. He asked foreign nations not to do business with South Africa. In response, many nations imposed trade restrictions. They also isolated South Africa in other ways, for example, by banning South Africa from the Olympic Games. (In 1984, Tutu won the Nobel Peace Prize for his nonviolent methods.)

The First Steps In 1989, white South Africans elected a new president, F. W. de Klerk. His goal was to transform South Africa and end its isolation. In February 1990, he legalized the ANC and also released Nelson Mandela from prison.

MAIN IDEA

Recognizing Effects

How did Desmond Tutu help force South Africa to end apartheid?

History Makers



Nelson Mandela 1918–

Nelson Mandela has said that he first grew interested in politics when he heard elders in his village describe how freely his people lived before whites came. Inspired to help his people regain that freedom, Mandela trained as a lawyer and

became a top official in the ANC. Convinced that apartheid would never end peacefully, he joined the armed struggle against white rule. For this, he was imprisoned for 27 years.

After his presidential victory, Mandela continued to work to heal his country.



F. W. de Klerk 1936–

Like Mandela, Frederik W. de Klerk also trained as a lawyer. Born to an Afrikaner family with close links to the National Party, de Klerk was elected to Parliament in 1972.

A firm party loyalist, de Klerk backed apartheid but was also open to

reform. Friends say that his flexibility on racial issues stemmed from his relatively liberal religious background.

In 1993, de Klerk and Mandela were jointly awarded the Nobel Peace Prize for their efforts to bring democracy to South Africa.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Nelson Mandela and F. W. de Klerk, go to classzone.com

These dramatic actions marked the beginning of a new era in South Africa. Over the next 18 months, the South African parliament repealed apartheid laws that had segregated public facilities and restricted land ownership by blacks. World leaders welcomed these changes and began to ease restrictions on South Africa.

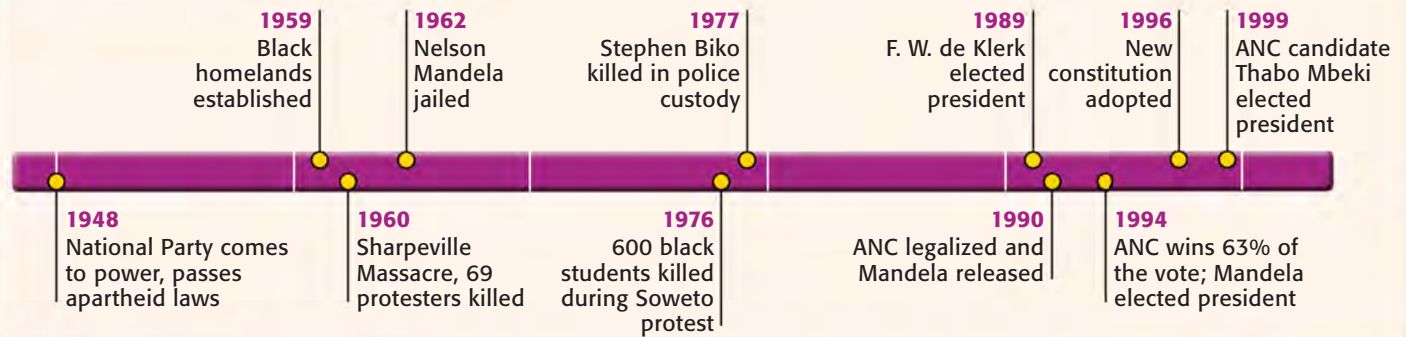
Although some legal barriers had fallen, others would remain until a new constitution was in place. First, the country needed to form a multiracial government. After lengthy negotiations, President de Klerk agreed to hold South Africa's first universal elections, in which people of all races could vote, in April 1994.

Majority Rule Among the candidates for president were F. W. de Klerk and Nelson Mandela. During the campaign, the Inkatha Freedom Party—a rival party to the ANC—threatened to disrupt the process. Nevertheless, the vote went smoothly. South Africans of all races peacefully waited at the polls in long lines. To no one's surprise, the ANC won 63 percent of the vote. They won 252 of 400 seats in the National Assembly (the larger of the two houses in Parliament). Mandela was elected president. Mandela stepped down in 1999, but the nation's democratic government continued.

A New Constitution In 1996, after much debate, South African lawmakers passed a new, more democratic constitution. It guaranteed equal rights for all citizens. The constitution included a bill of rights modeled on the U.S. Bill of Rights. The political changes that South Africa had achieved gave other peoples around the world great hope for the future of democracy.

South Africa Today In 1999, ANC official Thabo Mbeki won election as president in a peaceful transition of power. As Mbeki assumed office, he faced a number of serious challenges. These included high crime rates—South Africa's

South Africa, 1948–Present



▲ This was South Africa's flag from 1927 to 1994.

rape and murder rates were among the highest in the world. Unemployment stood at about 40 percent among South Africa's blacks, and about 60 percent lived below the poverty level. In addition, an economic downturn discouraged foreign investment.

Mbeki promoted a free-market economic policy to repair South Africa's infrastructure and to encourage foreign investors. In 2002, South Africa was engaged in negotiations to establish free-trade agreements with a number of countries around the world, including those of the European Union as well as Japan, Canada, and the United States. This was an attempt at opening the South African economy to foreign competition and investment, and promoting growth and employment.

One of the biggest problems facing South Africa was the AIDS epidemic. Some estimates concluded that 6 million South Africans were likely to die of AIDS by 2010. Mbeki disputed that AIDS was caused by HIV (human immunodeficiency virus). His opinion put South Africa at odds with the scientific consensus throughout the world. The *New York Times* stated that Mbeki was in danger of undermining "all his good work with his stance on AIDS."

In Section 3, you will read how democratic ideas changed another part of the world, the Communist Soviet Union.



▲ South Africa adopted this flag in 1994.

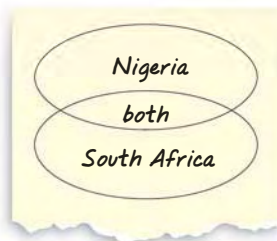
SECTION 2 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- federal system
- martial law
- dissident
- apartheid
- Nelson Mandela

USING YOUR NOTES

2. Which country is more democratic? Explain.



MAIN IDEAS

3. What effect did old colonial boundaries have on newly independent African states?
4. What was the outcome of the war between Nigeria and Biafra?
5. What were the homelands in South Africa?

CRITICAL THINKING & WRITING

6. **IDENTIFYING PROBLEMS** What do you think is the main problem that Nigeria must overcome before it can establish a democratic government?
7. **ANALYZING ISSUES** What are some of the important issues facing South Africa today?
8. **RECOGNIZING EFFECTS** What were the main negative effects of the economic policies of European colonizers?
9. **WRITING ACTIVITY** **REVOLUTION** Working in small teams, write **biographies** of South African leaders who were instrumental in the revolutionary overturn of apartheid. Include pictures if possible.

CONNECT TO TODAY MAKING AN ORAL REPORT

Do research on the current policy of Thabo Mbeki and the South African government on HIV and AIDS in South Africa. Report your findings in an **oral report** to the class.



3

The Collapse of the Soviet Union

MAIN IDEA

REVOLUTION Democratic reforms brought important changes to the Soviet Union.

WHY IT MATTERS NOW

Russia continues to struggle to establish democracy.

TERMS & NAMES

- Politburo
- Mikhail Gorbachev
- glasnost
- perestroika
- Boris Yeltsin
- CIS
- “shock therapy”

SETTING THE STAGE After World War II, the Soviet Union and the United States engaged in a Cold War, which you read about in Chapter 33. Each tried to increase its worldwide influence. The Soviet Union extended its power over much of Eastern Europe. By the 1960s, it appeared that communism was permanently established in the region. During the 1960s and 1970s, the Soviet Union’s Communist leadership kept tight control over the Soviet people. But big changes, including democratic reforms, were on the horizon.

TAKING NOTES

Following Chronological Order Use a time line to record significant events in the Soviet Union and Russia.

1985 2002

Gorbachev Moves Toward Democracy

Soviet premier Leonid Brezhnev and the **Politburo**—the ruling committee of the Communist Party—crushed all political disagreement. Censors decided what writers could publish. The Communist Party also restricted freedom of speech and worship. After Brezhnev’s death in 1982, the aging leadership of the Soviet Union tried to hold on to power. However, each of Brezhnev’s two successors died after only about a year in office. Who would succeed them?

A Younger Leader To answer that question, the Politburo debated between two men. One was **Mikhail Gorbachev** (mih•KYL GAWR•buh•chawf). Gorbachev’s supporters praised his youth, energy, and political skills. With their backing, Gorbachev became the party’s new general secretary. In choosing him, Politburo members did not realize they were unleashing another Russian Revolution.

The Soviet people welcomed Gorbachev’s election. At 54, he was the youngest Soviet leader since Stalin. Gorbachev was only a child during Stalin’s ruthless purge of independent-minded party members. Unlike other Soviet leaders, Gorbachev decided to pursue new ideas.

Glasnost Promotes Openness Past Soviet leaders had created a totalitarian state. It rewarded silence and discouraged individuals from acting on their own. As a result, Soviet society rarely changed, and the Soviet economy stagnated. Gorbachev realized that economic and social reforms could not occur without a free flow of ideas and information. In 1985, he announced a policy known as **glasnost** (GLAHS•nuhst), or openness.

Glasnost brought remarkable changes. The government allowed churches to open. It released dissidents from prison and allowed the publication of books by previously banned authors. Reporters investigated problems and criticized officials.

> Analyzing Political Cartoons

Glasnost

Mikhail Gorbachev's policies of glasnost and perestroika shook up the traditional way of doing things in the Soviet economy and in the society at large.

SKILLBUILDER: Interpreting Visual Sources

1. **Making Inferences** One arrow points down the road toward stagnation. Where is the other arrow, pointing in the opposite direction, likely to lead?
2. **Drawing Conclusions** Why might the Soviet Union look different to the figure in the cartoon?



Reforming the Economy and Politics

The new openness allowed Soviet citizens to complain about economic problems. Consumers protested that they had to stand in lines to buy food and other basics.

Economic Restructuring Gorbachev blamed these problems on the Soviet Union's inefficient system of central planning. Under central planning, party officials told farm and factory managers how much to produce. They also told them what wages to pay and what prices to charge. Because individuals could not increase their pay by producing more, they had little motive to improve efficiency. **A**

In 1985, Gorbachev introduced the idea of **perestroika** (PEHR•ih•STROY•kuh), or economic restructuring. In 1986, he made changes to revive the Soviet economy. Local managers gained greater authority over their farms and factories, and people were allowed to open small private businesses. Gorbachev's goal was not to throw out communism, but to make the economic system more efficient and productive.

Democratization Opens the Political System Gorbachev also knew that for the economy to improve, the Communist Party would have to loosen its grip on Soviet society and politics. In 1987, he unveiled a third new policy, called democratization. This would be a gradual opening of the political system.

The plan called for the election of a new legislative body. In the past, voters had merely approved candidates who were handpicked by the Communist Party. Now, voters could choose from a list of candidates for each office. The election produced many surprises. In several places, voters chose lesser-known candidates and reformers over powerful party bosses.

Foreign Policy Soviet foreign policy also changed. To compete militarily with the Soviet Union, President Ronald Reagan had begun the most expensive military buildup in peacetime history, costing more than \$2 trillion. Under pressure from U.S. military spending, Gorbachev realized that the Soviet economy could not afford the costly arms race. Arms control became one of Gorbachev's top priorities. In December 1987, he and Reagan signed the Intermediate-Range Nuclear Forces (INF) Treaty. This treaty banned nuclear missiles with ranges of 300 to 3,400 miles.

MAIN IDEA

Making Inferences

A Why would it be inefficient for the central government to decide what should be produced all over the country?

The Soviet Union Faces Turmoil

Gorbachev's new thinking led him to support movements for change in both the economic and political systems within the Soviet Union. Powerful forces for democracy were building in the country, and Gorbachev decided not to oppose reform. Glasnost, perestroika, and democratization were all means to reform the system. However, the move to reform the Soviet Union ultimately led to its breakup.

Various nationalities in the Soviet Union began to call for their freedom. More than 100 ethnic groups lived in the Soviet Union. Russians were the largest, most powerful

group. However, non-Russians formed a majority in the 14 Soviet republics other than Russia.

Ethnic tensions brewed beneath the surface of Soviet society. As reforms loosened central controls, unrest spread across the country. Nationalist groups in Georgia, Ukraine, and Moldavia (now Moldova) demanded self-rule. The Muslim peoples of Soviet Central Asia called for religious freedom.

Lithuania Defies Gorbachev The first challenge came from the Baltic nations of Lithuania, Estonia, and Latvia. These republics had been independent states between the two world wars, until the Soviets annexed them in 1940. Fifty years later, in March 1990, Lithuania declared its independence. To try to force it back into the Soviet Union, Gorbachev ordered an economic blockade of the republic.

Although Gorbachev was reluctant to use stronger measures, he feared that Lithuania's example might encourage other republics to secede. In January 1991, Soviet troops attacked unarmed civilians in Lithuania's capital. The army killed 14 and wounded hundreds.

Yeltsin Denounces Gorbachev The assault in Lithuania and the lack of economic progress damaged Gorbachev's popularity. People looked for leadership to [Boris Yeltsin](#). He was a member of parliament and former mayor of Moscow. Yeltsin criticized the crackdown in Lithuania and the slow pace of reforms. In June 1991, voters chose Yeltsin to become the Russian Federation's first directly elected president.

In spite of their rivalry, Yeltsin and Gorbachev faced a common enemy in the old guard of Communist officials. Hard-liners—conservatives who opposed reform—were furious that Gorbachev had given up the Soviet Union's role as the dominant force in Eastern Europe. They also feared losing their power and privileges. These officials vowed to overthrow Gorbachev and undo his reforms.

HistoryMakers



Mikhail Gorbachev
1931–

Mikhail Gorbachev's background shaped the role he would play in history. Both of his grandfathers were arrested during Stalin's purges. Both were eventually freed. However, Gorbachev

never forgot his grandfathers' stories.

After working on a state farm, Gorbachev studied law in Moscow and joined the Communist Party. As an official in a farming region, Gorbachev learned much about the Soviet system and its problems.

He advanced quickly in the party. When he became general secretary in 1985, he was the youngest Politburo member and a man who wanted to bring change. He succeeded. Although he pursued reform to save the Soviet Union, ultimately he triggered its breakup.



Boris Yeltsin
1931–

Boris Yeltsin was raised in poverty. For 10 years, his family lived in a single room.

As a youth, Yeltsin earned good grades but behaved badly. Mikhail Gorbachev named him party boss and mayor of

Moscow in 1985. Yeltsin's outspokenness got him into trouble. At one meeting, he launched into a bitter speech criticizing conservatives for working against perestroika. Gorbachev fired him for the sake of party unity.

Yeltsin made a dramatic comeback and won a seat in parliament in 1989. Parliament elected him president of Russia in 1990, and voters reelected him in 1991. Due at least in part to his failing health (heart problems), Yeltsin resigned in 1999.

The Breakup of the Soviet Union, 1991



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Place** What are the 15 republics of the former Soviet Union?
- Region** Which republic received the largest percentage of the former Soviet Union's territory?

The August Coup On August 18, 1991, the hardliners detained Gorbachev at his vacation home on the Black Sea. They demanded his resignation as Soviet president. Early the next day, hundreds of tanks and armored vehicles rolled into Moscow. However, the Soviet people had lost their fear of the party. They were willing to defend their freedoms. Protesters gathered at the Russian parliament building, where Yeltsin had his office.

Around midday, Yeltsin emerged and climbed atop one of the tanks. As his supporters cheered, Yeltsin declared, "We proclaim all decisions and decrees of this committee to be illegal. . . . We appeal to the citizens of Russia to . . . demand a return of the country to normal constitutional developments."

On August 20, the hardliners ordered troops to attack the parliament building, but they refused. Their refusal turned the tide. On August 21, the military withdrew its forces from Moscow. That night, Gorbachev returned to Moscow. **B**

End of the Soviet Union The coup attempt sparked anger against the Communist Party. Gorbachev resigned as general secretary of the party. The Soviet parliament voted to stop all party activities. Having first seized power in 1917 in a coup that succeeded, the Communist Party now collapsed because of a coup that failed.

The coup also played a decisive role in accelerating the breakup of the Soviet Union. Estonia and Latvia quickly declared their independence. Other republics soon followed. Although Gorbachev pleaded for unity, no one was listening. By early December, all 15 republics had declared independence.

Yeltsin met with the leaders of other republics to chart a new course. They agreed to form the Commonwealth of Independent States, or **CIS**, a loose federation of former Soviet territories. Only the Baltic republics and Georgia declined to

MAIN IDEA

Analyzing Motives

B Why do you think the Soviet troops refused the order to attack the parliament building?

join. The formation of the CIS meant the death of the Soviet Union. On Christmas Day 1991, Gorbachev announced his resignation as president of the Soviet Union, a country that ceased to exist.

Russia Under Boris Yeltsin

As president of the large Russian Federation, Boris Yeltsin was now the most powerful figure in the CIS. He would face many problems, including an ailing economy, tough political opposition, and an unpopular war.


Yeltsin Faces Problems One of Yeltsin's goals was to reform the Russian economy. He adopted a bold plan known as **"shock therapy,"** an abrupt shift to free-market economics. Yeltsin lowered trade barriers, removed price controls, and ended subsidies to state-owned industries.

Initially, the plan produced more shock than therapy. Prices soared; from 1992 to 1994, the inflation rate averaged 800 percent. Many factories dependent on government money had to cut production or shut down entirely. This forced thousands of people out of work. By 1993, most Russians were suffering economic hardship:

PRIMARY SOURCE

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

DAVID M. KOTZ, "The Cure That Could Kill"

Economic problems fueled a political crisis. In October 1993, legislators opposed to Yeltsin's policies shut themselves inside the parliament building. Yeltsin ordered troops to bombard the building, forcing hundreds of rebel legislators to surrender. Many were killed. Opponents accused Yeltsin of acting like a dictator. 

Chechnya Rebels Yeltsin's troubles included war in Chechnya (CHEHCH•nee•uh), a largely Muslim area in southwestern Russia. In 1991, Chechnya declared its independence, but Yeltsin denied the region's right to secede. In 1994, he ordered 40,000 Russian troops into the breakaway republic. Russian forces reduced the capital city of Grozny (GROHZ•nee) to rubble. News of the death and destruction sparked anger throughout Russia.


With an election coming, Yeltsin sought to end the war. In August 1996, the two sides signed a cease-fire. That year, Yeltsin won reelection. War soon broke out again between Russia and Chechnya, however. In 1999, as the fighting raged, Yeltsin resigned and named Vladimir Putin as acting president.

Vocabulary

subsidies: government funds given in support of industries

MAIN IDEA

Evaluating Decisions

 Compare Yeltsin's action here to his actions during the August Coup. Which were more supportive of democracy?

▼ A Russian soldier throws away a spent shell case near the Chechnyan capital of Grozny.



Russia Under Vladimir Putin

Putin forcefully dealt with the rebellion in Chechnya—a popular move that helped him win the presidential election in 2000. Nonetheless, violence in the region continues.

Putin Struggles with Chechnya Putin’s war in Chechnya helped draw terrorism into the Russian capital itself. In October 2002, Chechens seized a theater in Moscow, and more than 150 people died in the rescue attempt by Russian forces.

As the war in Chechnya dragged on, Russian popular support faded, and Putin moved to suppress his critics. The 2005 Chechen elections helped restore order, and as of 2007, the rebels had been largely quieted. But rebellion still simmers.

Economic, Political, and Social Problems Since the collapse of the Soviet Union, Russia has seen growth in homelessness, domestic violence, and unemployment, and a decrease in life expectancy. Some observers have wondered whether Russian democracy could survive. Putin’s presidency has not settled the question. Russia has been moving towards greater participation in world trade by modernizing banking, insurance, and tax codes. At the same time, attacks on democratic institutions such as a free press have not built the world’s confidence.

The histories of Russia and its European neighbors have always been intertwined. Unrest in the Soviet Union had an enormous impact on Central and Eastern Europe, as you will read in the next section.

History Makers



Vladimir Putin
1952–

Vladimir Putin worked for 15 years as an intelligence officer in the KGB (Committee for State Security). Six of those years were spent in East Germany. In 1990, at the age of 38, he retired from the KGB with the rank of lieutenant colonel.

Putin became first deputy mayor of Leningrad. In 1996, he moved to Moscow, where he joined the presidential staff. Eventually, Boris Yeltsin appointed Putin prime minister. When Yeltsin resigned at the end of 1999, he appointed Putin acting president. In March 2000, Putin won election as president.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Vladimir Putin, go to classzone.com

SECTION

3

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Politburo
- Mikhail Gorbachev
- glasnost
- perestroika
- Boris Yeltsin
- CIS
- “shock

therapy”

USING YOUR NOTES

2. In what year did the Soviet Union break apart?

1985 2002

MAIN IDEAS

3. What are some of the changes that Gorbachev made to the Soviet economy?
4. After the breakup of the Soviet Union, what problems did Yeltsin face as the president of the Russian Federation?
5. How did Putin deal with Chechnya?

CRITICAL THINKING & WRITING

6. **SYNTHESIZING** How did Gorbachev’s reforms help to move the Soviet Union toward democracy?
7. **ANALYZING ISSUES** What are some of the problems that faced President Vladimir Putin in Russia?
8. **COMPARING** In what ways were the policies of Gorbachev, Yeltsin, and Putin similar?
9. **WRITING ACTIVITY** **REVOLUTION** It has been said that Gorbachev’s reforms led to another Russian Revolution. In your opinion, what did this revolution overthrow? Support your opinion in a two-paragraph **essay**.

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to research the situation in Chechnya today. Make a **poster** that includes a time line of the conflict, the leaders of the two sides, and war images.

INTERNET KEYWORD
Chechnya



4

Changes in Central and Eastern Europe

MAIN IDEA

CULTURAL INTERACTION

Changes in the Soviet Union led to changes throughout Central and Eastern Europe.

WHY IT MATTERS NOW

Many Eastern European nations that overthrew Communist governments are still struggling with reform.

TERMS & NAMES

- Solidarity
- Lech Walesa
- reunification
- ethnic cleansing

SETTING THE STAGE The Soviet reforms of the late 1980s brought high hopes to the people of Central and Eastern Europe. For the first time in decades, they were free to make choices about the economic and political systems governing their lives. However, they soon discovered that increased freedom sometimes challenges the social order. Mikhail Gorbachev's new thinking in the Soviet Union led him to urge Central and Eastern European leaders to open up their economic and political systems.

TAKING NOTES

Analyzing Causes Use a chart to record reasons that nations in Central and Eastern Europe broke apart.

Former nations	Reasons for breakup
Yugoslavia	
Czechoslovakia	

Poland and Hungary Reform

The aging Communist rulers of Europe resisted reform. However, powerful forces for democracy were building in their countries. In the past, the threat of Soviet intervention had kept such forces in check. Now, Gorbachev was saying that the Soviet Union would not oppose reform.

Poland and Hungary were among the first countries in Eastern Europe to embrace the spirit of change. In 1980, Polish workers at the Gdansk shipyard went on strike, demanding government recognition of their union, **Solidarity**. When millions of Poles supported the action, the government gave in to the union's demands. Union leader **Lech Walesa** (lehk vah•WEHN•sah) became a national hero.

Solidarity Defeats Communists The next year, however, the Polish government banned Solidarity again and declared martial law. The Communist Party discovered that military rule could not revive Poland's failing economy. In the 1980s, industrial production declined, while foreign debt rose to more than \$40 billion.

Public discontent deepened as the economic crisis worsened. In August 1988, defiant workers walked off their jobs. They demanded raises and the legalization of Solidarity. The military leader, General Jaruzelski (YAH•roo•ZEHL•skee), agreed to hold talks with Solidarity leaders. In April 1989, Jaruzelski legalized Solidarity and agreed to hold Poland's first free election since the Communists took power.

In elections during 1989 and 1990, Polish voters voted against Communists and overwhelmingly chose Solidarity candidates. They elected Lech Walesa president.

Poland Votes Out Walesa After becoming president in 1990, Lech Walesa tried to revive Poland's bankrupt economy. Like Boris Yeltsin, he adopted a strategy of shock therapy to move Poland toward a free-market economy. As in Russia, inflation and unemployment shot up. By the mid-1990s, the economy was improving.

Nevertheless, many Poles remained unhappy with the pace of economic progress. In the elections of 1995, they turned Walesa out of office in favor of a former Communist, Aleksander Kwasniewski (kfahs•N'YEHF•skee).

Poland Under Kwasniewski President Kwasniewski led Poland in its drive to become part of a broader European community. In 1999, Poland became a full member of NATO. As a NATO member, Poland provided strong support in the war against terrorism after the attack on the World Trade Center in New York on September 11, 2001.

In 2005 Lech Kaczynski of the conservative Law and Justice Party won the presidency. The following year Kaczynski's twin brother Jaroslaw became prime minister. The Kaczynskis have fought Poland's pervasive corruption, opposed rapid reforms of the free market, and supported the American-led campaign in Iraq.

Hungarian Communists Disband Inspired by the changes in Poland, Hungarian leaders launched a sweeping reform program. To stimulate economic growth, reformers encouraged private enterprise and allowed a small stock market to operate. A new constitution permitted a multiparty system with free elections.

The pace of change grew faster when radical reformers took over a Communist Party congress in October 1989. The radicals deposed the party's leaders and then dissolved the party itself. Here was another first: a European Communist Party had voted itself out of existence. A year later, in national elections, the nation's voters put a non-Communist government in power.

In 1994, a socialist party—largely made up of former Communists—won a majority of seats in Hungary's parliament. The socialist party and a democratic party formed a coalition, or alliance, to rule.

In parliamentary elections in 1998, a liberal party won the most seats in the National Assembly. In 1999, Hungary joined the North Atlantic Treaty Organization as a full member. In the year 2001, there was a general economic downturn in Hungary. This was due to weak exports, decline in foreign investment, and excessive spending on state pensions and increased minimum wages.

▼ The fall of the Berlin Wall, November 10, 1989

Vocabulary

deposed: removed from power

Germany Reunifies

While Poland and Hungary were moving toward reform, East Germany's 77-year-old party boss, Erich Honecker, dismissed reforms as unnecessary. Then, in 1989, Hungary allowed vacationing East German tourists to cross the border into Austria. From there they could travel to West Germany. Thousands of East Germans took this new escape route to the west. **A**

Fall of the Berlin Wall In response, the East German government closed its borders entirely. By October 1989, huge demonstrations had broken out



MAIN IDEA

Analyzing Causes

A How did the fall of communism in Hungary contribute to turmoil in East Germany?

in cities across East Germany. The protesters demanded the right to travel freely, and later added the demand for free elections. Honecker lost his authority with the party and resigned on October 18.

In June 1987, President Reagan had stood before the Berlin Wall and demanded: “Mr. Gorbachev, tear down this wall!” Two years later, the wall was indeed about to come down. The new East German leader, Egon Krenz, boldly gambled that he could restore stability by allowing people to leave East Germany. On November 9, 1989, he opened the Berlin Wall. The long-divided city of Berlin erupted in joyous celebration. Krenz’s dramatic gamble to save communism did not work. By the end of 1989, the East German Communist Party had ceased to exist.

Reunification With the fall of Communism in East Germany, many Germans began to speak of **reunification**—the merging of the two Germanys. However, the movement for reunification worried many people, who feared a united Germany.

The West German chancellor, Helmut Kohl, assured world leaders that Germans had learned from the past. They were now committed to democracy and human rights. Kohl’s assurances helped persuade other European nations to accept German reunification. Germany was officially reunited on October 3, 1990. **B**

Germany’s Challenges The newly united Germany faced serious problems. More than 40 years of Communist rule had left eastern Germany in ruins. Its railroads, highways, and telephone system had not been modernized since World War II. East German industries produced goods that could not compete in the global market.

Rebuilding eastern Germany’s bankrupt economy was going to be a difficult, costly process. To pay these costs, Kohl raised taxes. As taxpayers tightened their belts, workers in eastern Germany faced a second problem—unemployment. Inefficient factories closed, depriving millions of workers of their jobs.

MAIN IDEA

Clarifying

B Why would Europeans fear the reunification of Germany?



Economic Challenges In 1998, voters turned Kohl out of office and elected a new chancellor, Gerhard Schroeder, of the Socialist Democratic Party (SDP). Schroeder started out as a market reformer, but slow economic growth made the task of reform difficult. Although Germany had the world’s third largest economy, it had sunk to fifth by 2005. Germany’s unemployment rate was among the highest in Europe, and rising inflation was a problem. However, in 2006, a year after Angela Merkel of the Christian Democrats (CDU) was elected chancellor, unemployment fell below 4 million, and Germany’s budget deficit was kept to within EU limits.

Reunification has also forced Germany—as Central Europe’s largest country—to rethink its role in international affairs.

Democracy Spreads in Czechoslovakia

Changes in East Germany affected other European countries, including Czechoslovakia and Romania.

Czechoslovakia Reforms While huge crowds were demanding democracy in East Germany, neighboring Czechoslovakia remained quiet. A conservative government led by Milos Jakes resisted all change. In 1989, the police arrested several dissidents. Among these was the Czech playwright Václav Havel (VAH•tslahv HAH•vehl), a popular critic of the government.

On October 28, 1989, about 10,000 people gathered in Wenceslas Square in the center of Prague. They demanded democracy and freedom. Hundreds were arrested. Three weeks later, about 25,000 students inspired by the fall of the Berlin Wall gathered in Prague to demand reform. Following orders from the government, the police brutally attacked the demonstrators and injured hundreds.

The government crackdown angered the Czech people. Huge crowds gathered in Wenceslas Square. They demanded an end to Communist rule. On November 25, about 500,000 protesters crowded into downtown Prague. Within hours, Milos Jakes and his entire Politburo resigned. One month later, a new parliament elected Václav Havel president of Czechoslovakia.

Czechoslovakia Breaks Up In Czechoslovakia, reformers also launched an economic program based on “shock therapy.” The program caused a sharp rise in unemployment. It especially hurt Slovakia, the republic occupying the eastern third of Czechoslovakia.

Unable to agree on economic policy, the country’s two parts—Slovakia and the Czech Republic—drifted apart. In spite of President Václav Havel’s pleas for unity, a movement to split the nation gained support among the people. Havel resigned because of this. Czechoslovakia split into two countries on January 1, 1993.

Havel was elected president of the Czech Republic. He won reelection in 1998. Then, in 2003, Havel stepped down as president, in part because of ill health. The Czech parliament chose Václav Klaus, a right-wing economist and former prime minister, to succeed him. The economy of the Czech Republic has steadily improved in the face of some serious problems, aided by its becoming a full member of the European Union (EU) in 2004.

Slovakia, too, proceeded on a reformist, pro-Western path. It experienced one of the highest economic growth rates in the region in 2002. In 2004 it elected Ivan Gasparovic president and joined both NATO and the EU.

Overthrow in Romania

By late 1989, only Romania seemed unmoved by the calls for reform. Romania’s ruthless Communist dictator Nicolae Ceausescu (chow•SHES•koo) maintained a firm grip on power. His secret police enforced his orders brutally. Nevertheless, Romanians were aware of the reforms in other countries. They began a protest movement of their own.

A Popular Uprising In December, Ceausescu ordered the army to fire on demonstrators in the city of Timisoara

Social History

The Romanian Language

The Romanians are the only people in Eastern Europe whose ancestry and language go back to the ancient Romans. Romanian is the only Eastern European language that developed from Latin. For this reason, Romanian is very different from the other languages spoken in the region.

Today’s Romanians are descended from the Dacians (the original people in the region), the Romans, and tribes that arrived later, such as the Goths, Huns, and Slavs.

Romanian remains the official language today. Minority groups within Romania (such as Hungarians, Germans, Gypsies, Jews, Turks, and Ukrainians) sometimes speak their own ethnic languages among themselves. Nonetheless, almost all the people speak Romanian as well.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create a poster on all the Romance languages, which developed from Latin. Go to classzone.com for your research.

(tee•mee•SHWAH•rah). The army killed and wounded hundreds of people. The massacre in Timisoara ignited a popular uprising against Ceausescu. Within days, the army joined the people. Shocked by the collapse of his power, Ceausescu and his wife attempted to flee. They were captured, however, and then tried and executed on Christmas Day, 1989. Elections have been held regularly since then. In 2004 Traian Basescu was elected president. 🌐

The Romanian Economy Throughout the 1990s, Romania struggled with corruption and crime as it tried to salvage its economy. In 2001, overall production was still only 75 percent of what it had been in 1989, the year of Ceausescu's overthrow. In the first years of the 21st century, two-thirds of the economy was still state owned.

However, the government made economic reforms to introduce elements of capitalism. The government also began to reduce the layers of bureaucracy in order to encourage foreign investors. In 2007 Romania joined the European Union, as the Romanian government began to move away from a state controlled economy.

MAIN IDEA

Contrasting

🌐 Contrast the democratic revolutions in Czechoslovakia and Romania.

The Breakup of Yugoslavia

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

A Bloody Breakup Josip Tito, who led Yugoslavia from 1945 to 1980, held the country together. After Tito's death, ethnic resentments boiled over. Serbian leader Slobodan Milosevic (mee•LOH•sheh•vihch) asserted leadership over Yugoslavia. Many Serbs opposed Milosevic and his policies and fled the country.

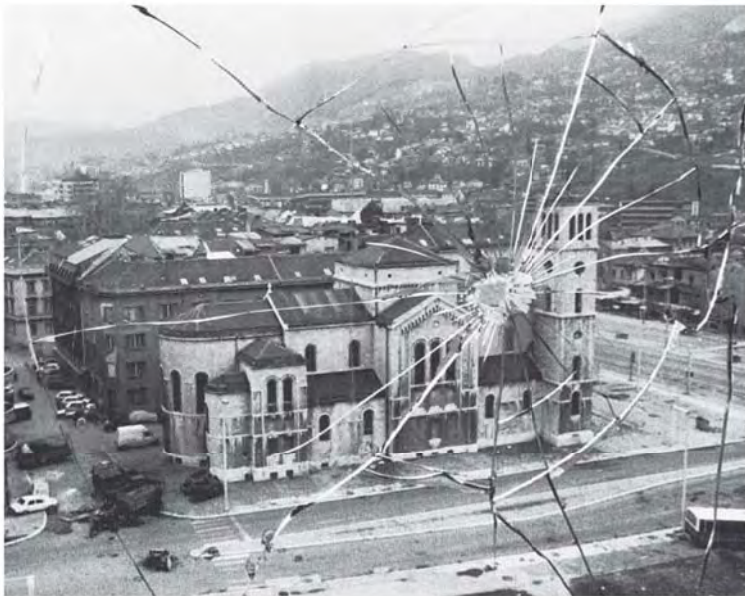
Two republics, Slovenia and Croatia, declared independence. In June 1991, the Serbian-led Yugoslav army invaded both republics. After months of bloody fighting,

both republics freed themselves from Serbian rule. Early in 1992, Bosnia-Herzegovina joined Slovenia and Croatia in declaring independence. (In April, Serbia and Montenegro formed a new Yugoslavia.) Bosnia's population included Muslims (44 percent), Serbs (31 percent), and Croats (17 percent). While Bosnia's Muslims and Croats backed independence, Bosnian Serbs strongly opposed it. Supported by Serbia, the Bosnian Serbs launched a war in March 1992.

During the war, Serbian military forces used violence and forced emigration against Bosnian Muslims living in Serb-held lands. Called **ethnic cleansing**, this policy was intended to

rid Bosnia of its Muslim population. By 1995, the Serbian military controlled 70 percent of Bosnia. In December of that year, leaders of the three factions involved in the war signed a UN- and U.S.-brokered peace treaty. In September 1996, Bosnians elected a three-person presidency, one leader from each ethnic group. By

▼ A view of downtown Sarajevo through a bullet-shattered window



Ethnic Groups in the Former Yugoslavia

Many ethnic and religious groups lived within Yugoslavia, which was a federation of six republics. The map shows how the ethnic groups were distributed. Some of those groups held ancient grudges against one another. The chart summarizes some of the cultural differences among the groups.



Differences Among the Ethnic Groups

Group	Language (slavic unless noted)	Religion
Albanians	Albanian (not Slavic)	mostly Muslim
Croats	dialect of Serbo-Croatian*	mostly Roman Catholic
Hungarians	Magyar (not Slavic)	many types of Christians
Macedonians	Macedonian	mostly Eastern Orthodox
Montenegrins	dialect of Serbo-Croatian*	mostly Eastern Orthodox
Muslims	dialect of Serbo-Croatian*	Muslim (converted under Ottoman rule)
Serbs	dialect of Serbo-Croatian*	mostly Eastern Orthodox
Slovenes	Slovenian	mostly Roman Catholic

* Since Yugoslavia broke apart, many residents of the former republics have started to refer to their dialects as separate languages: Croatian for Croats, Bosnian for Muslims, Serbian for Serbs and Montenegrins.

SKILLBUILDER: Interpreting Visuals

- Analyzing Issues** Use the chart to find out information about the various groups that lived in Bosnia and Herzegovina (as shown on the map). What were some of the differences among those groups?
- Contrasting** Kosovo was a province within Serbia. What group was in the majority there, and how did it differ from Serbs?

2001, Bosnia and Herzegovina began to stand on its own without as much need for supervision by the international community. **D**

MAIN IDEA

Identifying Problems

D Why did Bosnia's mixed population cause a problem after Bosnia declared independence?

Rebellion in Kosovo The Balkan region descended into violence and bloodshed again in 1998, this time in Kosovo, a province in southern Serbia made up almost entirely of ethnic Albanians. As an independence movement in Kosovo grew increasingly violent, Serbian military forces invaded the province. In response to growing reports of atrocities—and the failure of diplomacy to bring peace—NATO began a bombing campaign against Yugoslavia in the spring of 1999. After enduring more than two months of sustained bombing, Yugoslav leaders finally withdrew their troops from Kosovo. In 2007, talks continued over the status of Kosovo.

The Region Faces Its Problems In the early years of the 21st century, there were conflicting signs in Yugoslavia. Slobodan Milosevic was extradited to stand trial for war crimes but died in 2006, while his trial was continuing. A large portion of the country's foreign debt was erased. Despite an independence movement in Kosovo, parliamentary elections under UN supervision took place in November 2001 without violence.

In Montenegro (which together with Serbia made up Yugoslavia), an independence referendum in May 2006 revealed that most voters wanted to separate from Serbia. As the Montenegrins declared independence in 2006, Serbia accepted the new situation peacefully. In 2007 Serbia held a parliamentary election in which the ultra-nationalist Radical Party made some gains, but could not win enough seats to form a new government.

The nations of Central and Eastern Europe made many gains in the early years of the 21st century. Even so, they continued to face serious obstacles to democracy. Resolving ethnic conflicts remained crucial, as did economic progress. If the nations of Central and Eastern Europe and the former Soviet Union can improve their standard of living, democracy may have a better chance to grow. Meanwhile, economic reforms in Communist China sparked demands for political reforms, as you will read in the next section.

SECTION

4

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Solidarity
- Lech Walesa
- reunification
- ethnic cleansing

USING YOUR NOTES

2. Which nation seems to have done best since the breakup? Explain.

Former nations	Reasons for breakup
Yugoslavia	
Czechoslovakia	

MAIN IDEAS

3. How did Solidarity affect Communist rule in Poland?
4. What effect did reunification have on Germany's international role?
5. What was the main cause of the breakup of Czechoslovakia?

CRITICAL THINKING & WRITING

6. **ANALYZING CAUSES** Why did ethnic tension become such a severe problem in the Soviet Union and Yugoslavia?
7. **DRAWING CONCLUSIONS** What are some of the problems faced in Central and Eastern Europe in the 21st century?
8. **RECOGNIZING EFFECTS** What effect did economic reform have on Slovakia?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** With a partner, create a **cause-and-effect diagram** to show how democratic reform spread through Central and Eastern Europe. The diagram should show the order in which reform happened and which countries influenced others.

CONNECT TO TODAY MAKING A PIE GRAPH

Research the size of the populations of Central and Eastern Europe countries mentioned in this section. Construct a **pie graph** showing the comparative sizes of the populations.



China: Reform and Reaction

MAIN IDEA

CULTURAL INTERACTION In response to contact with the West, China's government has experimented with capitalism but has rejected calls for democracy.

WHY IT MATTERS NOW

After the 1997 death of Chinese leader Deng Xiaoping, President Jiang Zemin seemed to be continuing Deng's policies.

TERMS & NAMES

- Zhou Enlai
- Deng Xiaoping
- Four Modernizations
- Tiananmen Square
- Hong Kong

SETTING THE STAGE The trend toward democracy around the world also affected China to a limited degree. A political reform movement arose in the late 1980s. It built on economic reforms begun earlier in the decade. However, although the leadership of the Communist Party in China generally supported economic reform, it opposed political reform. China's Communist government clamped down on the political reformers. At the same time, it maintained a firm grip on power in the country.

The Legacy of Mao

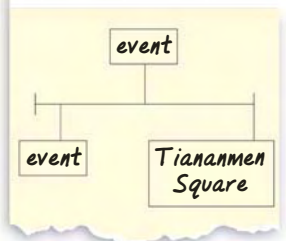
After the Communists came to power in China in 1949, Mao Zedong set out to transform China. Mao believed that peasant equality, revolutionary spirit, and hard work were all that was needed to improve the Chinese economy.

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

Facing economic disaster, some Chinese Communists talked of modernizing the economy. Accusing them of "taking the capitalist road," Mao began the Cultural Revolution in 1966 to cleanse China of antirevolutionary influences.

TAKING NOTES

Following Chronological Order Use a diagram to show events leading up to the demonstration in Tiananmen Square.



Mao's Attempts to Change China

Mao's Programs	Program Results
First Five-Year Plan 1953–1957	<ul style="list-style-type: none"> • Industry grew 15 percent a year. • Agricultural output grew very slowly.
Great Leap Forward 1958–1961	<ul style="list-style-type: none"> • China suffered economic disaster—industrial declines and food shortages. • Mao lost influence.
Cultural Revolution 1966–1976	<ul style="list-style-type: none"> • Mao regained influence by backing radicals. • Purges and conflicts among leaders created economic, social, and political chaos.



▲ Zhou Enlai, a translator, Mao Zedong, President Nixon, and Henry Kissinger meet in Beijing in 1972.

Instead of saving radical communism, however, the Cultural Revolution turned many people against it. In the early 1970s, China entered another moderate period under **Zhou Enlai** (joh eh•ly). Zhou had been premier since 1949. During the Cultural Revolution, he had tried to restrain the radicals. **A**

MAIN IDEA

Recognizing Effects

A What was the ultimate result of Mao's radical Communist policies?

China and the West

Throughout the Cultural Revolution, China played almost no role in world affairs. In the early 1960s, China had split with the Soviet Union over the leadership of world communism. In addition, China displayed hostility toward the United States because of U.S. support for the government on Taiwan.

China Opened Its Doors China's isolation worried Zhou. He began to send out signals that he was willing to form ties to the West. In 1971, Zhou startled the world by inviting an American table-tennis team to tour China. It was the first visit by an American group to China since 1949.

The visit began a new era in Chinese-American relations. In 1971, the United States reversed its policy and endorsed UN membership for the People's Republic of China. The next year, President Nixon made a state visit to China. He met with Mao and Zhou. The three leaders agreed to begin cultural exchanges and a limited amount of trade. In 1979, the United States and China established diplomatic relations.

Economic Reform Both Mao and Zhou died in 1976. Shortly afterward, moderates took control of the Communist Party. They jailed several of the radicals who had led the Cultural Revolution. By 1980, **Deng Xiaoping** (duhng show•pihng) had emerged as the most powerful leader in China. He was the last of the "old revolutionaries" who had ruled China since 1949.

Although a lifelong Communist, Deng boldly supported moderate economic policies. Unlike Mao, he was willing to use capitalist ideas to help China's economy. He embraced a set of goals known as the **Four Modernizations**. These called for progress in agriculture, industry, defense, and science and technology. Deng launched an ambitious program of economic reforms.

First, Deng eliminated Mao's communes and leased the land to individual farmers. The farmers paid rent by delivering a fixed quota of food to the government. They could then grow crops and sell them for a profit. Under this system, food production increased by 50 percent in the years 1978 to 1984.

Deng extended his program to industry. The government permitted private businesses to operate. It gave the managers of state-owned industries more freedom to set production goals. Deng also welcomed foreign technology and investment.

Deng's economic policies produced striking changes in Chinese life. As incomes increased, people began to buy appliances and televisions. Chinese youths now wore stylish clothes and listened to Western music. Gleaming hotels filled with foreign tourists symbolized China's new policy of openness.

Massacre in Tiananmen Square

Deng's economic reforms produced a number of unexpected problems. As living standards improved, the gap between the rich and poor widened. Increasingly, the public believed that party officials profited from their positions.

Furthermore, the new policies admitted not only Western investments and tourists but also Western political ideas. Increasing numbers of Chinese students studied abroad and learned about the West. In Deng's view, the benefits of opening the economy exceeded the risks. Nevertheless, as Chinese students learned more about democracy, they began to question China's lack of political freedom. **B**

MAIN IDEA

Analyzing Causes

B How did economic reform introduce new political ideas to China?

Students Demand Democracy In 1989, students sparked a popular uprising that stunned China's leaders. Beginning in April of that year, more than 100,000 students occupied **Tiananmen** (tyahn•ahn•mehn) **Square**, a huge public space in the heart of Beijing. The students mounted a protest for democracy. (See photograph on page 1064.)

The student protest won widespread popular support. When thousands of students began a hunger strike to highlight their cause, people poured into Tiananmen Square to support them. Many students called for Deng Xiaoping to resign.

Deng Orders a Crackdown Instead of considering political reform, Deng declared martial law. He ordered about 100,000 troops to surround Beijing. Although many students left the square after martial law was declared, about 5,000 chose to remain and continue their protest. The students revived their spirits by defiantly erecting a 33-foot statue that they named the "Goddess of Democracy."

On June 4, 1989, the standoff came to an end. Thousands of heavily armed soldiers stormed Tiananmen Square. Tanks smashed through barricades and crushed the Goddess of Democracy. Soldiers sprayed gunfire into crowds of frightened students. They also attacked protesters elsewhere in Beijing. The assault killed hundreds and wounded thousands.

> Analyzing Primary Sources

Training the Chinese Army

After the massacre in Tiananmen Square, Xiao Ye (a former Chinese soldier living in the United States) explained how Chinese soldiers are trained to obey orders without complaint.

PRIMARY SOURCE

We usually developed bleeding blisters on our feet after a few days of . . . hiking. Our feet were a mass of soggy peeling flesh and blood, and the pain was almost unbearable. . . . We considered the physical challenge a means of tempering [hardening] ourselves for the sake of the Party. . . . No one wanted to look bad. . . .

And during the days in Tiananmen, once again the soldiers did not complain. They obediently drove forward, aimed, and opened fire on command. In light of their training, how could it have been otherwise?

XIAO YE, "Tiananmen Square: A Soldier's Story"



DOCUMENT-BASED QUESTIONS

- 1. Making Inferences** For whom did the soldiers seem to believe they were making their physical sacrifices?
- 2. Drawing Conclusions** What attitude toward obeying orders did their training seem to encourage in the soldiers?

The attack on Tiananmen Square marked the beginning of a massive government campaign to stamp out protest. Police arrested thousands of people. The state used the media to announce that reports of a massacre were untrue. Officials claimed that a small group of criminals had plotted against the government. Television news, however, had already broadcast the truth to the world.

China Enters the New Millennium

The brutal repression of the prodemocracy movement left Deng firmly in control of China. During the final years of his life, Deng continued his program of economic reforms.

Although Deng moved out of the limelight in 1995, he remained China's leader. In February 1997, after a long illness, Deng died. Communist Party General Secretary Jiang Zemin (jee•ahng zeh•meen) assumed the presidency.

China Under Jiang Many questions arose after Deng's death. What kind of leader would Jiang be? Would he be able to hold on to power and ensure political stability? A highly intelligent and educated man, Jiang had served as mayor of Shanghai. He was considered skilled, flexible, and practical. However, he had no military experience. Therefore, Jiang had few allies among the generals. He also faced chal-

lenges from rivals, including hard-line officials who favored a shift away from Deng's economic policies.

Other questions following Deng's death had to do with China's poor human rights record, its occupation of Tibet, and relations with the United States. During the 1990s, the United States pressured China to release political prisoners and ensure basic rights for political opponents. China remained hostile to such pressure. Its government continued to repress the prodemocracy movement. Nevertheless, the desire for freedom still ran through Chinese society. If China remained economically open but politically closed, tensions seemed bound to surface.

In late 1997, Jiang paid a state visit to the United States. During his visit, U.S. protesters demanded more democracy in China. Jiang admitted that China had made some mistakes but refused to promise that China's policies would change.

President Jiang Zemin and Premier Zhu Rongji announced their retirement in late 2002. Jiang's successor was Hu Jintao. However, Jiang was expected to wield influence over his successor behind the scenes. Hu became president of the country and general secretary of the Communist Party. Jiang remained political leader of the military. Both supported China's move to a market economy.

Transfer of Hong Kong Another major issue for China was the status of **Hong Kong**. Hong Kong was a thriving business center and British colony on the southeastern coast of China. On July 1, 1997, Great Britain handed Hong Kong over to China, ending 155 years of colonial rule. As part of the transfer, China promised to respect Hong Kong's economic system and political liberties for 50 years.

Many of Hong Kong's citizens worried about Chinese rule and feared the loss of their freedoms. Others, however, saw the transfer as a way to reconnect with their Chinese

History Makers



Jiang Zemin
1926–

Jiang Zemin was trained as an engineer. After working as an engineer, heading several technological institutes, and serving as minister of the electronics industry, he moved up in politics.

In 1982, he joined the Central Committee of the Communist Party in China. He became mayor of Shanghai in 1985, in which post he proved to be an effective administrator. In 1989, he became general secretary of the Chinese Communist Party. This promotion was largely due to his support for the government's putdown of the prodemocracy demonstrations in that year. In 1993, he became president. In 2003, he stepped down and was replaced by Hu Jintao; however, Jiang retained power behind the scenes.

heritage. In the first four or five years after the transfer, the control of mainland China over Hong Kong tightened.

China Beyond 2000

The case of China demonstrates that the creation of democracy can be a slow, fitful, and incomplete process. Liberal reforms in one area, such as the economy, may not lead immediately to political reforms.

Economics and Politics In China, there has been a dramatic reduction in poverty. Some experts argue that China managed to reform its economy and reduce poverty because it adopted a gradual approach to selling off state industries and privatizing the economy rather than a more abrupt approach. China's strategy has paid off: by 2007, the country had the world's fourth largest economy, after the United States, Japan, and Germany. Cheap consumer goods from China are filling shops and department stores worldwide.

But China's economic strength has come with a cost. The wealth gap between urban and rural areas has widened, with inequality leading to social unrest. In addition, rapid industrialization has caused pollution and severe environmental problems.

As countries are increasingly linked through technology and trade, they will have more opportunity to influence each other politically. When the U.S. Congress voted to normalize trade with China, supporters of such a move argued that the best way to prompt political change in China is through greater engagement rather than isolation. Another sign of China's increasing engagement with the world is its successful campaign to host the 2008 Summer Olympics in Beijing.



▲ People celebrate in Tiananmen Square after Beijing won the bid for the 2008 Olympic Games.

SECTION

5

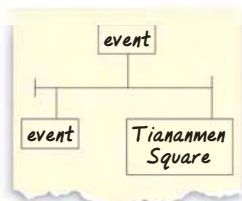
ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Zhou Enlai
- Deng Xiaoping
- Four Modernizations
- Tiananmen Square
- Hong Kong

USING YOUR NOTES

2. Other than the demonstration in Tiananmen Square, which of these events was most important? Explain.



MAIN IDEAS

3. What effect did Mao's policies have on economic growth?
4. What were some of Deng Xiaoping's economic reforms?
5. How would you describe China's record on human rights?

CRITICAL THINKING & WRITING

6. **SUPPORTING OPINIONS** Judging from what you have read about the Chinese government, do you think Hong Kong will keep its freedoms under Chinese rule? Explain.
7. **FOLLOWING CHRONOLOGICAL ORDER** What were some of the events that followed the demonstration in Tiananmen Square?
8. **COMPARING AND CONTRASTING** Has there been greater progress in political or economic reform in China?
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Imagine that you are a Chinese student visiting the West. Write a **letter** home in which you explain what you have seen abroad.

CONNECT TO TODAY MAKING A POSTER

China will be hosting the 2008 Summer Olympics in Beijing. Research the efforts that China is making to prepare the city for the festivities and present your findings in a **poster**.

Photojournalism

From the earliest days of photography, magazines and newspapers have used photographs to convey the news. Photojournalists must respond quickly to recognize a history-making moment and to record that moment before it passes. As the photographs on this page demonstrate, photojournalists have captured many of the democratic struggles that have occurred in the last few decades. In some cases, news photographs have helped protesters or oppressed people gain the support of the world.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on photojournalism, go to classzone.com

Flight from Srebrenica ►

During the conflicts in Bosnia and Herzegovina, the United Nations declared the city of Srebrenica a safe area. Even so, the Bosnian Serb army invaded in July 1995 and expelled more than 20,000 Muslims—nearly all of them women, children, or elderly people. In addition, the soldiers held more than 7,000 men and boys prisoner and over a five-day period massacred them.



▼ Man Defying Tanks

A single Chinese man blocked tanks on their way to crush prodemocracy protests in Tiananmen Square in June 1989. No one knows for sure what happened to the man afterward—or even who he was. Even so, this image has become one of the enduring photographs of the 20th century; it has come to stand for one man's courage in defying tyranny.





Abuelas de Plaza de Mayo ▲

From 1976 to 1983, the military government of Argentina tortured and killed thousands of political dissidents and sometimes stole their children. In this demonstration in December 1979, the *Abuelas de Plaza de Mayo* (Grandmothers of the Plaza de Mayo) demanded to know the fate of their relatives. The banner they carried reads "Disappeared Children."

Fall of the Wall ▼

When the East German government opened the Berlin Wall in November 1989, a huge celebration broke out. Some people began to use pickaxes to demolish the wall entirely. Others danced on top of the wall. (See also the image on page 1053.)



Voting Line


When South Africa held its first all-race election in April 1994, people were so eager to vote that they stood in lines that sometimes stretched nearly a kilometer (0.62 mile).



Connect to Today

1. Forming and Supporting Opinions

Which of these photographs do you think has the greatest impact on the viewer? Explain why.

 See Skillbuilder Handbook, page R20.

2. Forming and Supporting Opinions

Using Internet or library resources, find a news photograph that you think effectively shows a recent historic event. Bring a copy of the photograph to class, and explain orally or in writing what it conveys about the event.

Chapter 35 Assessment

TERMS & NAMES

For each term or name below, briefly explain its connection to the democratic movements that took place from 1945 to the present.

1. PRI
2. apartheid
3. Nelson Mandela
4. Mikhail Gorbachev
5. glasnost
6. Lech Walesa
7. Deng Xiaoping
8. Tiananmen Square

MAIN IDEAS

Case Study: Latin American Democracies Section 1 (pages 1033–1039)

9. What are four common democratic practices?
10. What group held up democratic progress in both Brazil and Argentina until the 1980s?

The Challenge of Democracy in Africa Section 2 (pages 1040–1045)

11. What brought about the civil war in Nigeria?
12. What were three significant steps toward democracy taken by South Africa in the 1990s?

The Collapse of the Soviet Union Section 3 (pages 1046–1051)

13. What were the main reforms promoted by Soviet leader Mikhail Gorbachev?
14. What was the August Coup and how did it end?

Changes in Central and Eastern Europe Section 4 (pages 1052–1058)

15. Which nations overthrew Communist governments in 1989?
16. What led to the breakup of Yugoslavia?

China: Reform and Reaction Section 5 (pages 1059–1065)

17. What changes took place in China during the 1970s?
18. How did the Chinese government react to demands for democratic reform?

CRITICAL THINKING

1. USING YOUR NOTES

List several leaders who helped their nations make democratic progress. For each, cite one positive action.

Leader	Nation	Positive Action

2. ANALYZING ISSUES

CULTURAL INTERACTION What are some examples from this chapter in which the negative impact of one culture on another blocked democratic progress?

3. SYNTHESIZING

Consider what conditions helped democratic movements succeed and what conditions caused difficulties for them. What do you think were their hardest challenges?

4. DRAWING CONCLUSIONS

ECONOMICS How does a nation's economy affect its democratic progress?

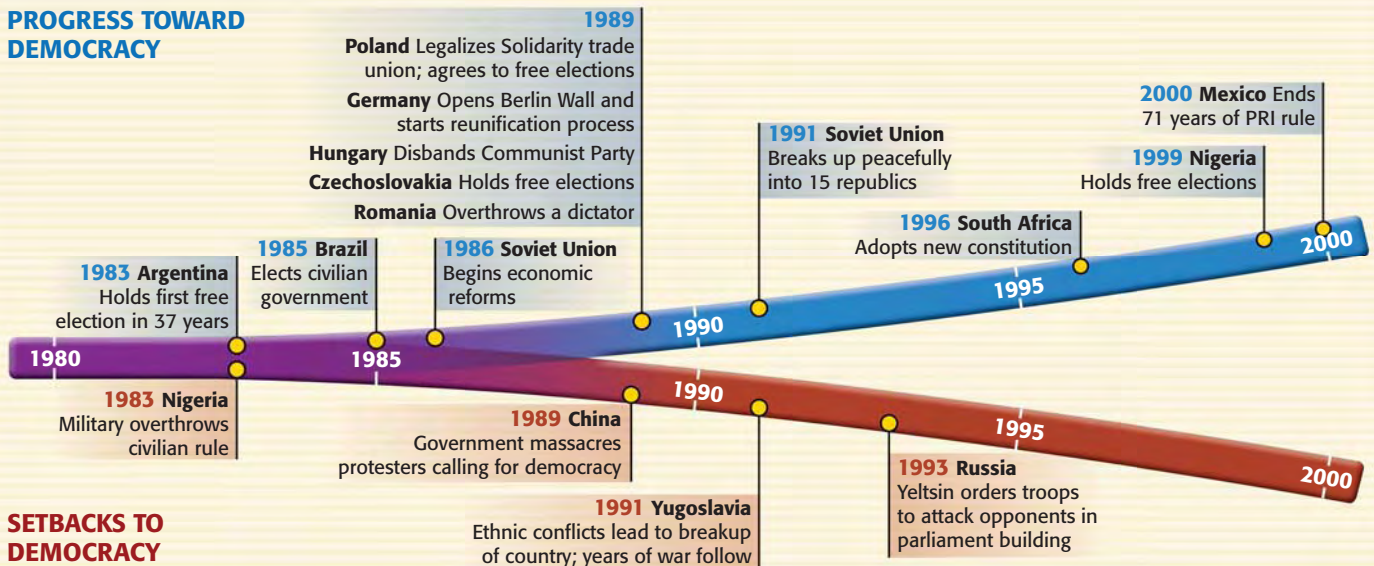
5. SUMMARIZING

What were Deng Xiaoping's economic reforms for China?

VISUAL SUMMARY

18 Years of Democratic Struggles

PROGRESS TOWARD DEMOCRACY



STANDARDS-BASED ASSESSMENT

Use the quotation and your knowledge of world history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33

PRIMARY SOURCE

Whatever else you can say about the new Hong Kong, it will be more Chinese. Liu Heung-shing, the editor of the new Hong Kong magazine *The Chinese*, says that “for any meaningful art and culture to take off here, Hong Kong must find somewhere to anchor itself. To find that anchor, people will have to go north [to mainland China].” . . . Increasing numbers of Hong Kong’s Cantonese speakers are studying mainland Mandarin. . . . At the same time that [Hong Kong] must resist China to retain Britain’s legacy of rule of law, it knows that the most logical place for it to turn for commerce and culture is China.

ORVILLE SCHELL, “The Coming of Mao Zedong Chic”

- What is the main change that is taking place in Hong Kong’s culture?
 - China is looking to Hong Kong for cultural inspiration.
 - Hong Kong is turning to China for cultural inspiration.
 - Hong Kong is turning to the West for cultural inspiration.
 - Hong Kong is turning inward.
- What point of view might a Hong Kong politician have about this change?
 - may fear China will restrict the city’s freedoms
 - may welcome tighter controls from China
 - may threaten military action against China
 - may vow never to cooperate with mainland China

Use this political cartoon and your knowledge of world history to answer question 3.



- What is the cartoon saying about the state of communism in Poland, China, and the Soviet Union?
 - Communism is thriving.
 - Communism is helping nations gain economic health.
 - Communism is failing around the world.
 - Communism is sick but will recover.

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to classzone.com

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact *with* History

REVOLUTION On page 1032, you considered why so many people want democracy. Now that you’ve read the chapter, have your explanations changed? Would you add anything to what you said before? Would you change anything you said before?

2. WRITING ABOUT HISTORY

A government official has asked you for suggestions on how to move a Communist economy to a free-market economy. Go through the chapter and compile a “Things to Do” **report** based on actions that other governments have taken. Consider the following issues:

- unemployment
- inflation
- political effects
- social upheaval

INTEGRATED TECHNOLOGY

Creating a Virtual Field Trip

With two other classmates, plan a two-week virtual field trip to explore the sights in China, including the Forbidden City and the sites of the 2008 Summer Olympics. After selecting and researching the sites you’d like to visit, use maps to determine your itinerary. Consider visiting these places and enjoying these excursions:

- Sites of the 2008 Summer Olympic games
- Sites around Beijing
- Great Wall
- A cruise along the Chang Jiang or Huang He rivers
- Three Gorges Dam
- Shanghai

For each place or excursion, give one reason why it is an important destination on a field trip to China. Include pictures and sound in your presentation.

CHAPTER 36

Global Interdependence, 1960–Present

Previewing Main Ideas

SCIENCE AND TECHNOLOGY Advances in science and technology have changed the lives of people around the globe. Improved communications and transportation have allowed goods, services, and ideas to move rapidly.

Geography *How does this map illustrate the idea of global interdependence?*

CULTURAL INTERACTION Inventions and innovations have brought the nations of the world closer and exposed people to other cultures. Cultures are now blending ideas and customs much faster than before.

Geography *Which countries in the Western Hemisphere are major destinations for immigrants?*

ECONOMICS Since World War II, nations have worked to expand trade and commerce in world markets. Changes in technology have blurred national boundaries and created a global market.

Geography *What do most countries with a net migration rate above 3.0 have in common economically?*

POWER AND AUTHORITY Since the end of World War II, nations have adopted collective efforts to ensure their security. One of the greatest challenges in maintaining global security is international terrorism.

Geography *What do most countries with a net migration rate above 3.0 have in common politically?*

INTEGRATED TECHNOLOGY

eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



VIDEO *Patterns of Interaction: The United States and the World*



INTERNET RESOURCES

Go to **classzone.com** for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events



1968

Many nations sign the Nuclear Non-Proliferation Treaty. (atomic energy symbol)

1975

Helsinki Accords support human rights.

WORLD

1960

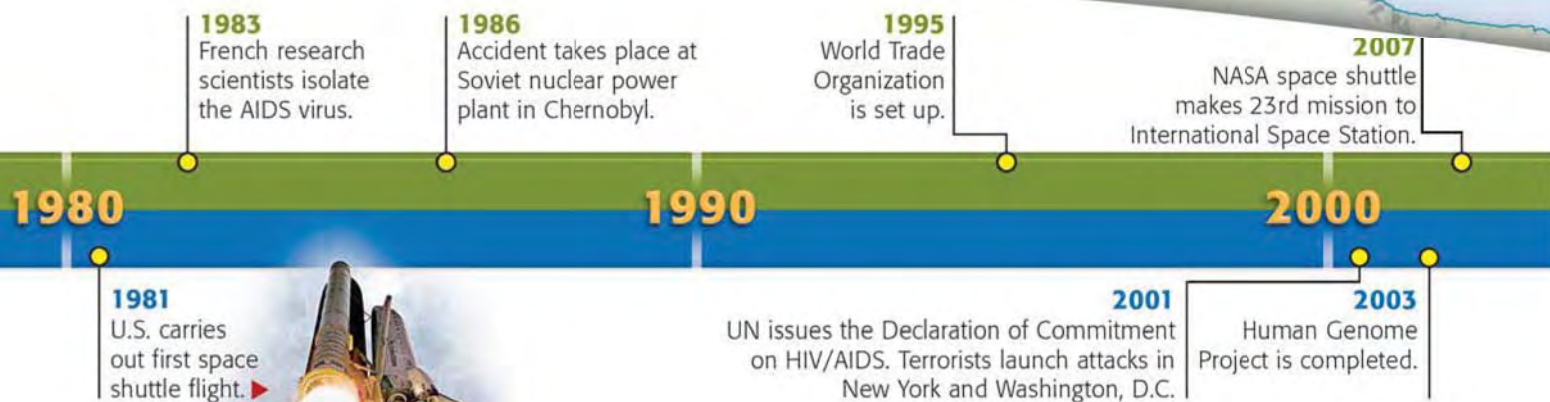
1970

1972

U.S. and Soviet Union agree to joint space venture. Terrorists carry out attack at the Summer Olympic games in Munich. (masked terrorist in Munich)



World Migration, 2002



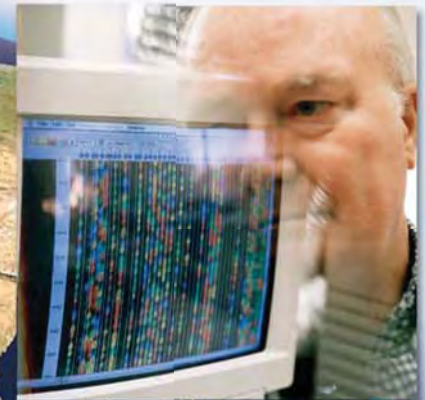
How do global events affect your daily life?

You have just seen a television program recapping some recent news events. You are surprised at the number of stories that involve the United States and other countries. You begin to think about how events in such distant places as China and Iraq can affect life in your own country.

▼ War in Iraq, 2003



▼ Mapping the Human Genome



▲ Homeland Security Alert



▲ Severe Acute Respiratory Syndrome in China

EXAMINING *the* ISSUES

- How do the events shown in the photographs illustrate the political interdependence of different nations?
- What do these events tell you about scientific and cultural interdependence among nations?

As a class, discuss these questions. Remember what you have learned about the recent history of nations in different regions of the world. Try to think of reasons that nations are becoming increasingly dependent on one another. As you read this chapter, look for examples of economic, political, and cultural interdependence among the nations of the world.



The Impact of Science and Technology

MAIN IDEA

SCIENCE AND TECHNOLOGY

Advances in technology after World War II led to increased global interaction and improved quality of life.

WHY IT MATTERS NOW

Advances in science and technology affect the lives of people around the world.

TERMS & NAMES

- International Space Station
- Internet
- genetic engineering
- cloning
- green revolution

SETTING THE STAGE Beginning in the late 1950s, the United States and the Soviet Union competed in the exploration of space. The Soviets launched Earth's first artificial satellite and put the first human in orbit around the planet. By the late 1960s, however, the United States had surpassed the Soviets. U.S. astronauts landed on the moon in 1969. The heavy emphasis on science and technology that the space race required led to the development of products that changed life for people across the globe.

Exploring the Solar System and Beyond

In its early years, competition between the United States and the Soviet Union in the space race was intense. Eventually, however, space exploration became one of the world's first and most successful arenas for cooperation between U.S. and Soviet scientists.

Cooperation in Space In 1972, years before the end of the Cold War, the United States and Soviet space programs began work on a cooperative project—the docking of U.S. and Soviet spacecraft in orbit. This goal was achieved on July 17, 1975, when spacecraft from the two countries docked some 140 miles above Earth. Television viewers across the globe watched as the hatch between the space vehicles opened and crews from Earth's fiercest rival countries greeted each other.

This first cooperative venture in space between the United States and the Soviet Union was an isolated event. People from different countries, however, continued to work together to explore space. The Soviets were the first to send an international crew into space. The crew of *Soyuz 28*, which orbited Earth in 1978, included a Czech cosmonaut. Since the mid-1980s, crews on United States space shuttle flights have included astronauts from Saudi Arabia, France, Germany, Canada, Italy, Japan, Israel, and Mexico. (Space shuttles are larger than other spacecraft and are reusable.) Shuttle missions put crews in orbit around Earth to accomplish a variety of scientific and technological tasks.

The space shuttle is being used in the most ambitious cooperative space venture. The project, sponsored by the United States, Russia, and 14 other nations, involves the building of the [International Space Station](#) (ISS). Since 1998, U.S. shuttles and Russian spacecraft have transported sections of the ISS to be assembled in space. By the time it is completed in 2010, the ISS will cover an area

TAKING NOTES

Recognizing Effects Use a chart to list the effects of scientific and technological developments.

Developments	Effects
Communications	
Health and Medicine	
Green Revolution	



▲ This view of the ISS was taken from the space shuttle *Endeavor*.

larger than a football field and house a crew of six. Since October 2000, smaller crews have been working aboard the ISS. Through 2006, they had conducted hundreds of experiments.

Exploring the Universe Unmanned space probes have been used to study the farther reaches of the solar system. The Soviet *Venera* spacecraft in the 1970s and the U.S. probe *Magellan* in 1990 provided in-depth information about Venus. On a 12-year journey that began in 1977, the U.S. *Voyager 2* sent dazzling pictures of Jupiter, Saturn, Uranus, and Neptune back to Earth. Both the United States and the Soviet Union have shown particular interest in the planet Mars. The United States probe *Pathfinder*, which landed on Mars in 1997, provided spectacular results.

In 1990, the U.S. space agency, NASA, and the European space agency, ESA, worked together to develop and launch the Hubble Space Telescope. Nearly twenty years later, this orbiting telescope continues to observe and send back images of objects in the most remote regions of the universe. Any astronomer in the world can submit a research request, and all data is released to the public. **A**

MAIN IDEA

Hypothesizing

A Why might rival nations cooperate in space activities but not on Earth?

Expanding Global Communications

Since the 1960s, artificial satellites launched into orbit around Earth have aided worldwide communications. With satellite communication, the world has been gradually transformed into a global village. Today, political and cultural events occurring in one part of the world often are witnessed live by people thousands of miles away. This linking of the globe through worldwide communications is made possible by the miniaturization of the computer.

Smaller, More Powerful Computers In the 1940s, when computers first came into use, they took up a huge room. The computer required fans or an elaborate air-conditioning system to cool the vacuum tubes that powered its operations. In the years since then, however, the circuitry that runs the computer has been miniaturized and made more powerful. This change is due, in part, to the space program, for which equipment had to be downsized to fit into tiny space capsules. Silicon chips replaced the bulky vacuum tubes used earlier. Smaller than contact lenses, silicon chips hold millions of microscopic circuits.

Following this development, industries began to use computers and silicon chips to run assembly lines. Today a variety of consumer products such as microwave ovens, telephones, keyboard instruments, and cars use computers and chips. Computers have become essential in most offices, and millions of people around the globe have computers in their homes.

▼ Some computers are so small that they can be held in the hand.



Access to the Internet, 2007

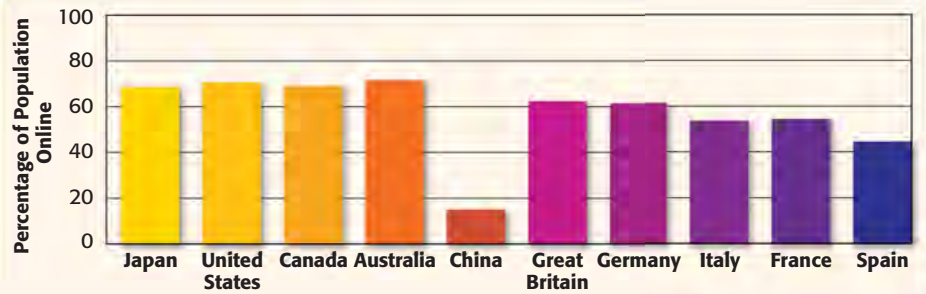
Internet Users Worldwide

Africa	33.54 million
Asia and the Pacific	455.55 million
Europe	321.85 million
Middle East	19.53 million
North America	232.65 million
Latin America	109.96 million

Worldwide 6,574.66 million

Source: Internet World Stats

Some Major Internet Nations



Source: Internet World Stats

SKILLBUILDER: Interpreting Charts and Graphs

- 1. Comparing** In which world region do most Internet users live?
- 2. Drawing Conclusions** How would you describe most of the nations with large percentages of their populations online?

Communications Networks Starting in the 1990s, businesses and individuals began using the **Internet**. The Internet is the voluntary linkage of computer networks around the world. It began in the late 1960s as a method of linking scientists so they could exchange information about research. Through telephone-line links, business and personal computers can be hooked up with computer networks. These networks allow users to communicate with people across the nation and around the world. Between 1995 and late 2002, the number of worldwide Internet users soared from 26 million to more than 600 million.

Conducting business on the Internet has become a way of life for many. The Internet, along with fax machines, transmits information electronically to remote locations. Both paved the way for home offices and telecommuting—working at home using a computer connected to a business network. Once again, as it has many times in the past, technology has changed how and where people work. **B**

MAIN IDEA

Summarizing

B What types of technology have recently changed the workplace?

Transforming Human Life

Advances with computers and communications networks have transformed not only the ways people work but lifestyles as well. Technological progress in the sciences, medicine, and agriculture has improved the quality of the lives of millions of people.

Health and Medicine Before World War II, surgeons seldom performed operations on sensitive areas such as the eye or the brain. However, in the 1960s and 1970s, new technologies, such as more powerful microscopes, the laser, and ultrasound, were developed. Many of these technologies advanced surgical techniques.

Advances in medical imaging also helped to improve health care. Using data provided by CAT scans and MRI techniques, doctors can build three-dimensional images of different organs or regions of the body. Doctors use these images to diagnose injuries, detect tumors, or collect other medical information.

In the 1980s, genetics, the study of heredity through research on genes, became a fast-growing field of science. Found in the cells of all organisms, genes are hereditary units that cause specific traits, such as eye color, in every living organism. Technology allowed scientists to isolate and examine individual genes that are responsible for different traits. Through **genetic engineering**, scientists were able to introduce new genes into an organism to give that organism new traits.

Another aspect of genetic engineering is **cloning**. This is the creation of identical copies of DNA, the chemical chains of genes that determine heredity. Cloning actually allows scientists to reproduce both plants and animals that are identical to

Social History

Molecular Medicine

In 2003, scientists employed on the Human Genome Project completed work on a map of the thousands of genes contained in DNA—human genetic material. The information provided by this map has helped in the development of a new field of medicine. Called “molecular medicine,” it focuses on how genetic diseases develop and progress.


Researchers in molecular medicine are working to identify the genes that cause various diseases. This will help in detecting diseases in their early stages of development. Another area of interest to researchers is gene therapy. This involves replacing a patient’s diseased genes with normal ones. The ultimate aim of workers in this field is to create “designer drugs” based on a person’s genetic makeup.

existing plants and animals. The application of genetics research to everyday life has led to many breakthroughs, especially in agriculture.

The Green Revolution In the 1960s, agricultural scientists around the world started a campaign known as the **green revolution**. It was an attempt to increase food production worldwide. Scientists promoted the use of fertilizers, pesticides, and high-yield, disease-resistant strains of a variety of crops. The green revolution helped avert famine and increase crop yields in many parts of the world.

However, the green revolution had its negative side. Fertilizers and pesticides often contain dangerous chemicals that may cause cancer and pollute the environment. Also, the cost of the chemicals and the equipment to harvest more crops was far too expensive for an average peasant farmer. Consequently, owners of small farms received little benefit from the advances in agriculture. In some cases, farmers were forced off the land by larger agricultural businesses.


Advances in genetics research seem to be helping to fulfill some of the goals of the green revolution. In this new “gene revolution,” resistance to pests is bred into plant strains, reducing the need for pesticides. Plants being bred to tolerate poor soil conditions also reduce the need for fertilizers. The gene revolution involves some risks, including the accidental

creation of disease-causing organisms. However, the revolution holds great promise for increasing food production in a world with an expanding population. 

Science and technology have changed the lives of millions of people. What people produce and even their jobs have changed. These changes have altered the economies of nations. Not only have nations become linked through communications networks but they are also linked in a global economic network, as you will see in Section 2.

MAIN IDEA

Recognizing Effects

 What are some of the positive and negative effects of genetic engineering?

SECTION

1

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- International Space Station
- Internet
- genetic engineering
- cloning
- green revolution

USING YOUR NOTES

2. Which of the three developments do you think has had the greatest global effect? Why?

Developments	Effects
Communications	
Health and Medicine	
Green Revolution	

MAIN IDEAS

3. How does the development of the International Space Station show that space exploration has become a cooperative endeavor?
4. How has the development of the computer and the Internet changed the way people work?
5. What areas of medicine have benefited from scientific and technological developments?

CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** Why do you think that space exploration became an arena for cooperation between the Soviet Union and the United States?
7. **HYPOTHESIZING** How do you think the Internet will affect the world of work in the future?
8. **FORMING AND SUPPORTING OPINIONS** Is there a limit to how far cloning should go? Why or why not?
9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Use encyclopedia yearbooks and science magazines to identify a technological advance made in the last year. Write a brief **report** on the impact this advance has had on daily life.

CONNECT TO TODAY CREATING A GRAPH

Conduct research into how people use the Internet. Use your findings to construct a **graph** showing the most common Internet activities.

Global Economic Development

MAIN IDEA

ECONOMICS The economies of the world's nations are so tightly linked that the actions of one nation affect others.

WHY IT MATTERS NOW

Every individual is affected by the global economy and the environment.

TERMS & NAMES

- developed nation
- emerging nation
- global economy
- free trade
- ozone layer
- sustainable growth

SETTING THE STAGE At the end of World War II, much of Europe and Asia lay in ruins, with many of the major cities leveled by bombing. The devastation of the war was immense. However, with aid from the United States, the economies of Western European nations and Japan began expanding rapidly within a decade. Their growth continued for half a century, long after the United States ceased supplying aid. Advances in science and technology contributed significantly to this ongoing economic growth.

Technology Revolutionizes the World's Economy

In both Asia and the Western world, an explosion in scientific knowledge prompted great progress that quickly led to new industries. A prime example was plastics. In the 1950s, a process to develop plastics from petroleum at low pressures and low temperatures was perfected. Within a few years, industries made a host of products easily and cheaply out of plastics. Other technological advances have also changed industrial processes, lowered costs, and increased the quality or the speed of production. For example, robotic arms on automobile assembly lines made possible the fast and safe manufacture of high-quality cars.

Information Industries Change Economies Technological advances in manufacturing reduced the need for factory workers. But in other areas of the economy, new demands were emerging. Computerization and communications advances changed the processing of information. By the 1980s, people could transmit information quickly and cheaply. Information industries such as financial services, insurance, market research, and communications services boomed. Those industries depended on “knowledge workers,” or people whose jobs focus on working with information.

The Effects of New Economies In the postwar era, the expansion of the world's economies led to an increase in the production of goods and services so that many nations benefited. The economic base of some nations shifted. Manufacturing jobs began to move out of **developed nations**, those nations with the industrialization, transportation, and business facilities for advanced production of manufactured goods. The jobs moved to **emerging nations**, those in the process of becoming industrialized. Emerging nations became prime locations for new manufacturing operations. Some economists believe these areas were chosen because

TAKING NOTES

Categorizing Use a web diagram to identify the forces that have shaped the global economy.



they had many eager workers whose skills fit manufacturing-type jobs. Also, these workers would work for less money than those in developed nations. On the other hand, information industries that required better-educated workers multiplied in the economies of developed nations. Thus the changes brought by technology then changed the workplace of both developed and emerging nations.

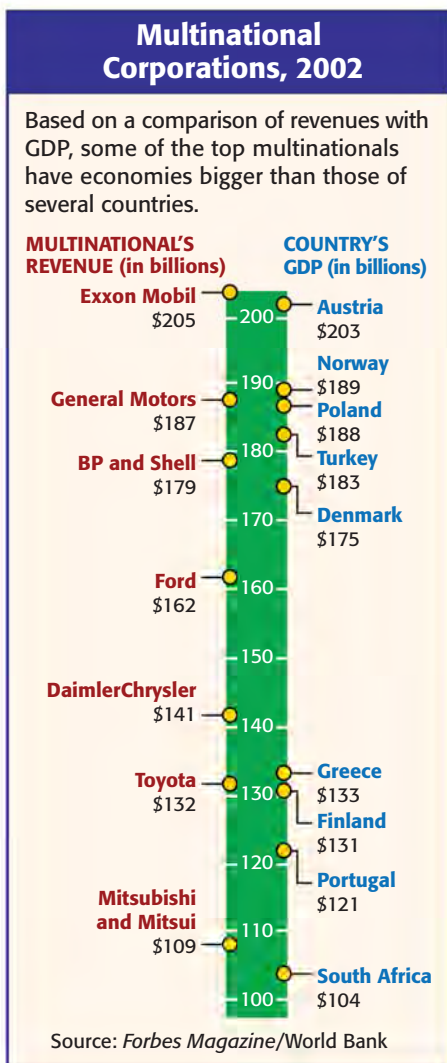
Economic Globalization

Economies in different parts of the world have been linked for centuries through trade and through national policies, such as colonialism. However, a true global economy did not begin to take shape until well into the second half of the 1800s. The **global economy** includes all the financial interactions—among people, businesses, and governments—that cross international borders. In recent decades, several factors hastened the process of globalization. Huge cargo ships could inexpensively carry enormous supplies of fuels and other goods from one part of the world to another. Telephone and computer linkages made global financial transactions quick and easy. In addition, multinational corporations developed around the world. **A**

MAIN IDEA

Analyzing Causes

A What elements helped to accelerate the process of globalization?



Multinational Corporations Companies that operate in a number of different countries are called multinational or transnational corporations. U.S. companies such as Exxon Mobil, General Motors, and Ford; European companies such as BP, DaimlerChrysler, and Royal Dutch/Shell; and Japanese companies such as Toyota, Mitsubishi, and Mitsui all became multinational giants.

All of these companies have established manufacturing plants, offices, or stores in many countries. For their manufacturing plants, they select spots where the raw materials or labor are cheapest. This enables them to produce components of their products on different continents. They ship the various components to another location to be assembled. This level of economic integration allows such companies to view the whole world as the market for their goods. Goods or services are distributed throughout the world as if there were no national boundaries.

Expanding Free Trade Opening up the world's markets to trade is a key aspect of globalization. In fact, a major goal of globalization is **free trade**, or the elimination of trade barriers, such as tariffs, among nations. This movement toward free trade is not new. As early as 1947, nations began discussing ways to open trade. The result of these discussions was the General Agreement on Tariffs and Trade (GATT). Over the years, several meetings among the nations that signed the GATT have brought about a general lowering of protective tariffs and considerable expansion of free trade. Since 1995, the World Trade Organization (WTO) has overseen the GATT to ensure that trade among nations flows as smoothly and freely as possible.

Vocabulary

tariff: a tax on goods imported from another country

Regional Trade Blocs A European organization set up in 1951 promoted tariff-free trade among member countries. This experiment in economic cooperation was so successful that six years later, a new organization, the European Economic Community (EEC), was formed. Over time,

SKILLBUILDER: Interpreting Graphs

- Comparing** Which has the larger economy, Poland or Ford?
- Clarifying** Which multinationals have an economy greater than that of South Africa but smaller than that of Portugal?



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Location** Which countries in OPEC are located outside of Southwest Asia?
- Location** To which world trade organizations does the United States belong?

most of the other Western European countries joined the organization, which has been known as the European Union (EU) since 1992. By 2007, twenty-seven nations were EU members, and many had adopted the common European currency—the euro (symbol: €).

Through this economic unification, Europe began to exert a major force in the world economy. The economic success of the EU inspired countries in other regions to make trade agreements with each other. The

North American Free Trade Agreement (NAFTA), put into effect in 1994, called for the gradual elimination of tariffs and trade restrictions among Canada, the United States, and Mexico. Organizations in Asia, Africa, Latin America, and the South Pacific have also created regional trade policies.

Globalization—For and Against In recent years, there has been considerable debate on the impact of globalization. Supporters suggest that open, competitive markets and the free flow of goods, services, technology, and investments benefit all nations. Globalization, they argue, has resulted in a dramatic increase in the standard of living across the world. Even some opponents agree that practically all nations have seen some benefit from globalization. However, they note that the developed nations have benefited the most. Other opponents charge that globalization has been a disaster for the poorest countries. They suggest that many poor countries are worse off today than they were in the past. They argue that investment practices, trade agreements, and aid packages must be designed to protect the interests of the poorest nations.

Globalization

Globalization can be described in broad terms as a process that makes something worldwide in its reach or operation. Currently, globalization is most often used in reference to the spread and diffusion of economic or cultural influences. The graphics below focus on economic globalization. The first shows a global corporation. The second lists some arguments for and against economic globalization.

Global Corporation



Arguments for and Against Economic Globalization

For	Against
• promotes peace through trade	• creates conflict because of an inherently unfair system
• raises the standard of living around the world	• benefits developed nations disproportionately
• creates jobs in emerging countries	• takes jobs from high-paid laborers in developed countries
• promotes investment in less developed countries	• benefits those who already have money
• creates a sense of world community	• erodes local cultures

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on globalization, go to classzone.com

> DATA FILE

INTERNATIONAL REGULATION

Many countries have joined international organizations to help regulate and stimulate the global economy. Such groups face the same criticisms against globalization in general.

World Trade Organization (WTO)

- Stated goal: "Help trade flow smoothly, freely, fairly, and predictably"
- 146 member nations; around 30 nations negotiating for admission (193 countries in the world)
- WTO members account for over 97 percent of world trade.

International Monetary Fund (IMF)

- Stated goal: "Promote international monetary cooperation; to foster economic growth and high levels of employment; and to provide temporary financial assistance to countries"
- 184 member countries
- In March 2003, IMF total resources were around \$300 billion.

The World Bank Group

- Stated goal: "A world free of poverty"
- 184 member countries
- In 2002, this group provided \$19.5 billion to emerging countries.

Connect to Today

1. Making Inferences How are money and culture related to each other when discussing globalization?

See Skillbuilder Handbook, page R10.

2. Making Predictions Will globalization continue or will another process replace it? Why or why not?

Impact of Global Development

The development of the global economy has had a notable impact on the use of energy and other resources. Worldwide demand for these resources has led to both political and environmental problems.

Political Impacts Manufacturing requires the processing of raw materials. Trade requires the transport of finished goods. These activities, essential for development, require the use of much energy. For the past 50 years, one of the main sources of energy used by developed and emerging nations has been oil. For nations with little of this resource available in their own land, disruption of the distribution of oil causes economic and political problems.

On the other hand, nations possessing oil reserves have the power to affect economic and political situations in countries all over the world. For example, in the 1970s the Organization of Petroleum Exporting Countries (OPEC) declared an oil embargo—a restriction of trade. This contributed to a significant economic decline in many developed nations during that decade.

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

Environmental Impacts Economic development has had a major impact on the environment. The burning of coal and oil as an energy source releases carbon dioxide into the atmosphere, causing health-damaging air pollution and acid rain. The buildup of carbon dioxide in the atmosphere also has contributed to global warming.

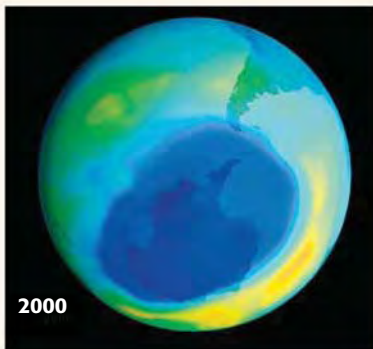
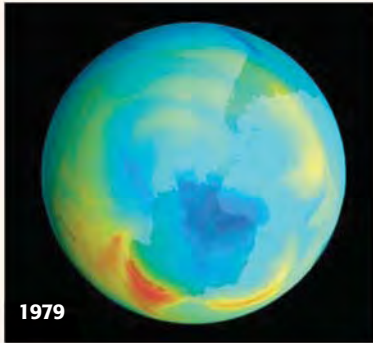
The release of chemicals called chlorofluorocarbons (CFCs), used in refrigerators, air conditioners, and manufacturing processes, has destroyed ozone in Earth's upper atmosphere. The [ozone layer](#) is our main protection against the Sun's damaging ultraviolet rays. With the increase in ultraviolet radiation reaching Earth's surface, the incidence of skin cancer continues to rise in many parts of the world. Increased ultraviolet radiation also may result in damage to populations of plants and plankton at the bases of the food chains, which sustain all life on Earth.

▼ During the 1991 Persian Gulf War, the Iraqis set hundreds of Kuwaiti oil wells ablaze. Smoke from these fires clouded the skies more than 250 miles away.



Ozone Levels

A large area of the ozone layer has become much thinner in recent years.



less ozone more ozone

Economic development has also led to problems with the land. Large-scale soil erosion is a worldwide problem due to damaging farming techniques. The habitat destruction that comes from land development has also led to shrinking numbers of wildlife around the world. At present, the extinction rate of plants and animals is about a thousand times greater than it would naturally be, and appears to be increasing. This high extinction rate means that certain species can no longer serve as an economic resource. The resulting loss of wildlife could endanger complex and life-sustaining processes that keep Earth in balance.

“Sustainable Growth” Working together, economists and scientists are looking for ways to reduce the negative effect that development has on the environment. Their goal is to manage development so that growth can occur, but without destroying air, water, and land resources. The concept is sometimes called “green growth.” Many people feel that the negative impact of economic growth on the environment will not be completely removed.

But “greener growth,” also known as **sustainable growth**, is possible. This involves two goals: meeting current economic needs, while ensuring the preservation of the environment and the conservation of resources for future generations. Making such plans and putting them into practice have proved to be difficult. But many scientists believe that meeting both goals is essential for the health of the planet in the future. Because the economies of nations are tied to their political climates, such development plans will depend on the efforts of nations in both economic and political areas. **B**

MAIN IDEA

Clarifying

B What is meant by the term *sustainable growth*?

SECTION 2 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- developed nation
- emerging nation
- global economy
- free trade
- ozone layer
- sustainable growth

USING YOUR NOTES

2. Which of these forces do you think has had the greatest impact on the development of a global economy?



MAIN IDEAS

- Why are “knowledge workers” becoming more important in the developed nations?
- What impact did the economic success of the EU have on other regions of the world?
- How has global economic development affected the environment?

CRITICAL THINKING & WRITING

- RECOGNIZING EFFECTS** In what ways has technology changed the workplace of people across the world?
- ANALYZING MOTIVES** Why might some nations favor imposing tariffs on the imports of certain products?
- SUPPORTING OPINIONS** Do you think that sustainable growth is possible? Why or why not?
- WRITING ACTIVITY** **ECONOMICS** Make a survey of the labels on class members’ clothing and shoes. List the countries in which these items were produced. Write a short **explanation** of how the list illustrates the global economy.

CONNECT TO TODAY CREATING A POSTER

Recycling is an important aspect of sustainable growth. Create a **poster** encouraging local businesses to recycle cans, paper products, and plastics.

Economics and the Environment

Economists, politicians, and environmentalists came up with the concept of “sustainable growth”—both economic development and environmental protection are considered when producing a development plan for a nation. Some people see the relationship between economics and the environment as strained and getting worse. Others view policies protecting the environment as harmful to economies and ultimately harmful to the environment. The selections below examine these different perspectives.

A PRIMARY SOURCE

Lester R. Brown

Lester R. Brown is president of the Earth Policy Institute, which researches how to attain an environmentally sustainable economy and assesses current economic programs around the world.

Most decisions taken in economic policy are made by economic advisors. You can see this in the World Bank’s annual development reports where they see the environment as a sub-sector of the economy. However, if you look at it as a natural scientist or ecologist, you have to conclude that the economy is a subset of the earth’s ecosystem. . . .

Many of the problems that we face are the result of the incompatibility of the economy with the ecosystem. The relationship between the global economy, which has expanded sixfold over the last half century, and the earth’s ecosystem is a very stressed one. The manifestations of this stress are collapsing fisheries, falling water tables, shrinking forests, expanding deserts, rising carbon dioxide levels, rising temperatures, melting ice, dying coral reefs, and so forth. Not only is this a stressed relationship but a deteriorating one.

B PRIMARY SOURCE

The Liberty Institute

The Liberty Institute is based in India and seeks to strengthen individual rights, rule of law, limited government, and free markets.

The market is the natural ally of the environment. Environmental resources, like other economic resources can be most efficiently allocated if these are brought under the discipline of the marketplace. It is ironic . . . [that] rather than creating a market for environmental resources, new restrictions are being imposed on the economy in the name of protecting the environment.

Environmental quality is like a value-added product that becomes economically affordable and technologically viable with economic growth. It is no paradox therefore that the environment is much cleaner and safer in industrially developed countries that adopted a more market-friendly approach. . . .

The market allows the consumer to register his price preference for a particular quality of product, including environmental quality.

C POLITICAL CARTOON

Chris Madden

Educating through humor, cartoonist Chris Madden illustrates the close connection between the environment and economics. A “ship of fools” is a metaphor for human weakness.



The ship of fools and the rocks of short-term economic planning

Document-Based QUESTIONS

1. Compare Sources A and B. Which perspective do you support? Why?
2. In your own words, describe the meaning of the cartoon in Source C.
3. Research an environmental issue facing your community and how economics is a part of the debate. Present your findings to the class.

Global Security Issues

MAIN IDEA

POWER AND AUTHORITY Since 1945, nations have used collective security efforts to solve problems.

WHY IT MATTERS NOW

Personal security of the people of the world is tied to security within and between nations.

TERMS & NAMES

- proliferation
- Universal Declaration of Human Rights
- political dissent
- gender inequality
- AIDS
- refugee

SETTING THE STAGE World War II was one of history's most devastating conflicts. More than 55 million people died as a result of bombings, the Holocaust, combat, starvation, and disease. Near the end of the war, one of humankind's most destructive weapons, the atomic bomb, killed more than 100,000 people in Hiroshima and Nagasaki in a matter of minutes. Perhaps because of these horrors, world leaders look for ways to make the earth a safer, more secure place to live.

TAKING NOTES

Categorizing Use a chart to list collective methods employed by the world's nations to increase global security.

Method	Examples
Form military alliances	NATO, SEATO, Warsaw Pact

Issues of War and Peace

In the years after the end of World War II, the Cold War created new divisions and tensions among the world's nations. This uneasy situation potentially threatened the economic, environmental, and personal security of people across the world. So, nations began to work together to pursue collective security.

Nations Unite and Take Action Many nations consider that having a strong military is important to their security. After World War II, nations banded together to create military alliances. They formed the North Atlantic Treaty Organization (NATO), the Southeast Asia Treaty Organization (SEATO), the Warsaw Pact, and others. The member nations of each of these alliances generally pledged military aid for their common defense.

In addition to military alliances to increase their security, world leaders also took steps to reduce the threat of war. The United Nations (UN) works in a variety of ways toward increasing collective global security.

Peacekeeping Activities One of the major aims of the UN is to promote world peace. The UN provides a public forum, private meeting places, and skilled mediators to help nations try to resolve conflicts at any stage of their development. At the invitation of the warring parties, the UN also provides peacekeeping forces. These forces are made up of soldiers from different nations. They work to carry out peace agreements, monitor cease-fires, or put an end to fighting to allow peace negotiations to go forward. They also help to move refugees, deliver supplies, and operate hospitals.

As of June 2007, the UN had over 82,000 soldiers and police in 16 peacekeeping forces around the world. Some forces, such as those in India, Pakistan, and Cyprus, have been in place for decades.

Weapons of Mass Destruction

Nations have not only worked to prevent and contain conflicts, they also have forged treaties to limit the manufacturing, testing, and trade of weapons. The weapons of most concern are those that cause mass destruction. These include nuclear, chemical, and biological weapons that can kill thousands, even millions of people.

In 1968, many nations signed a Nuclear Non-Proliferation Treaty to help prevent the **proliferation**, or spread, of nuclear weapons to other nations. In the 1970s, the United States and the Soviet Union signed the Strategic Arms Limitation Treaties. In the 1980s, both countries talked about deactivating some of their nuclear weapons. Many nations also signed treaties promising not to produce biological or chemical weapons.

War in Iraq Other nations, however, have tried to develop weapons of mass destruction (WMD). Iraq, for example, used chemical weapons in conflicts during the 1980s. Many people suspected that the Iraqi leader, Saddam Hussein, had plans to develop biological and nuclear weapons too. As part of the cease-fire arrangements in the Persian Gulf War, Iraq agreed to destroy its weapons of mass destruction. UN inspectors were sent to monitor this disarmament process. However, in 1998, the Iraqis ordered the inspectors to leave.

In 2002, analysts once again suspected that Hussein might be developing WMD. UN weapons inspectors returned, but Hussein seemed reluctant to cooperate. U.S. President George Bush argued that Hussein might be close to building powerful weapons to use against the United States or its allies. In March 2003, Bush ordered American troops to invade Iraq. Troops from Great Britain and other countries supported the attack. After four weeks of fighting, Hussein's government fell.

However, violence in Iraq continued. Factions of Iraqis battled one another for power in the new government. Iraqis angered by the presence of foreign troops in their country fought American soldiers. By mid-2005, many thousands of Iraqis and over 1,800 Americans had been killed. No WMD had been found.

Ethnic and Religious Conflicts Some conflicts among people of different ethnic or religious groups have roots centuries old. Such conflicts include those between Protestants and Catholics in Ireland, between Palestinians and Israelis in the Middle East, and among Serbs, Bosnians, and Croats in southeastern Europe.

These conflicts have led to terrible violence. The Kurds of southwest Asia have also been the victims of such violence. For decades, Kurds have wanted their own country. But their traditional lands cross the borders of three countries—Turkey, Iran, and Iraq. In the past, the Turks responded to Kurdish nationalism by forbidding Kurds to speak their native language. The Iranians also persecuted the Kurds, attacking them over religious issues. In the late 1980s, the Iraqis dropped poison gas on the Kurds, killing 5,000. Several international organizations, including the UN, worked to end the human rights abuses inflicted upon the Kurds.



▲ In central Baghdad, a U.S. Marine watches as a statue of Saddam Hussein is pulled down.

Human Rights Issues

In 1948, the UN issued the [Universal Declaration of Human Rights](#), which set human rights standards for all nations. It stated that “All human beings are born free and equal in dignity and rights. . . . Everyone has the right to life, liberty, and security of person.” The declaration further listed specific rights that all human beings should have. Later, in the Helsinki Accords of 1975, the UN addressed the issues of freedom of movement and freedom to publish and exchange information.

Both the declaration and the accords are nonbinding. However, the sentiments in these documents inspired many people around the world. They made a commitment to ensuring that basic human rights are respected. The UN and other international agencies, such as Amnesty International, identify and publicize human rights violations. They also encourage people to work toward a world in which liberty and justice are guaranteed for all.

Continuing Rights Violations Despite the best efforts of various human rights organizations, protecting human rights remains an uphill battle. Serious violations of fundamental rights continue to occur around the world.

One type of violation occurs when governments try to stamp out [political dissent](#), or the difference of opinion over political issues. In many countries around the world, from Cuba to Iran to Myanmar, individuals and groups have been persecuted for holding political views that differ from those of the people in power. In some countries, ethnic or racial hatreds lead to human rights abuses. In Sudan’s western province of Dafur, for example, militias and government forces have been accused of genocide. The situation has created hundreds of thousands of refugees and led to the deaths of 200,000. **A**

Women’s Status Improves In the past, when women in Western nations entered the work force, they often faced discrimination in employment and salary. In non-Western countries, many women not only faced discrimination in jobs, they were denied access to education. In regions torn by war or ethnic conflict, they were often victims of violence and abuse. As women suffered, so too did their family members, especially children.

However, in the 1970s, a heightened awareness of human rights encouraged women in many countries to work to improve their lives. They pushed for new laws and government policies that gave them greater equality. In 1975, the UN held the first of several international conferences on women’s status in the world. The fourth conference was held in Beijing, China, in 1995. It addressed such issues as preventing violence against women and empowering women to take leadership roles in politics and in business.

In 2005, the UN reviewed the status of women. Its report, titled *Progress of the World’s Women 2000*, found that women had made notable gains in many parts of the world, especially in the areas of education and work. Even so, the report concluded that [gender inequality](#)—the difference between men and women in terms of wealth and status—still very much existed.

Vocabulary

A nonbinding agreement means that a nation does not suffer a penalty if it does not meet the terms of the declaration.

MAIN IDEA

Analyzing Issues

A What responsibilities do nations have for protecting human rights in other countries?

History Makers



Mother Teresa 1910–1997

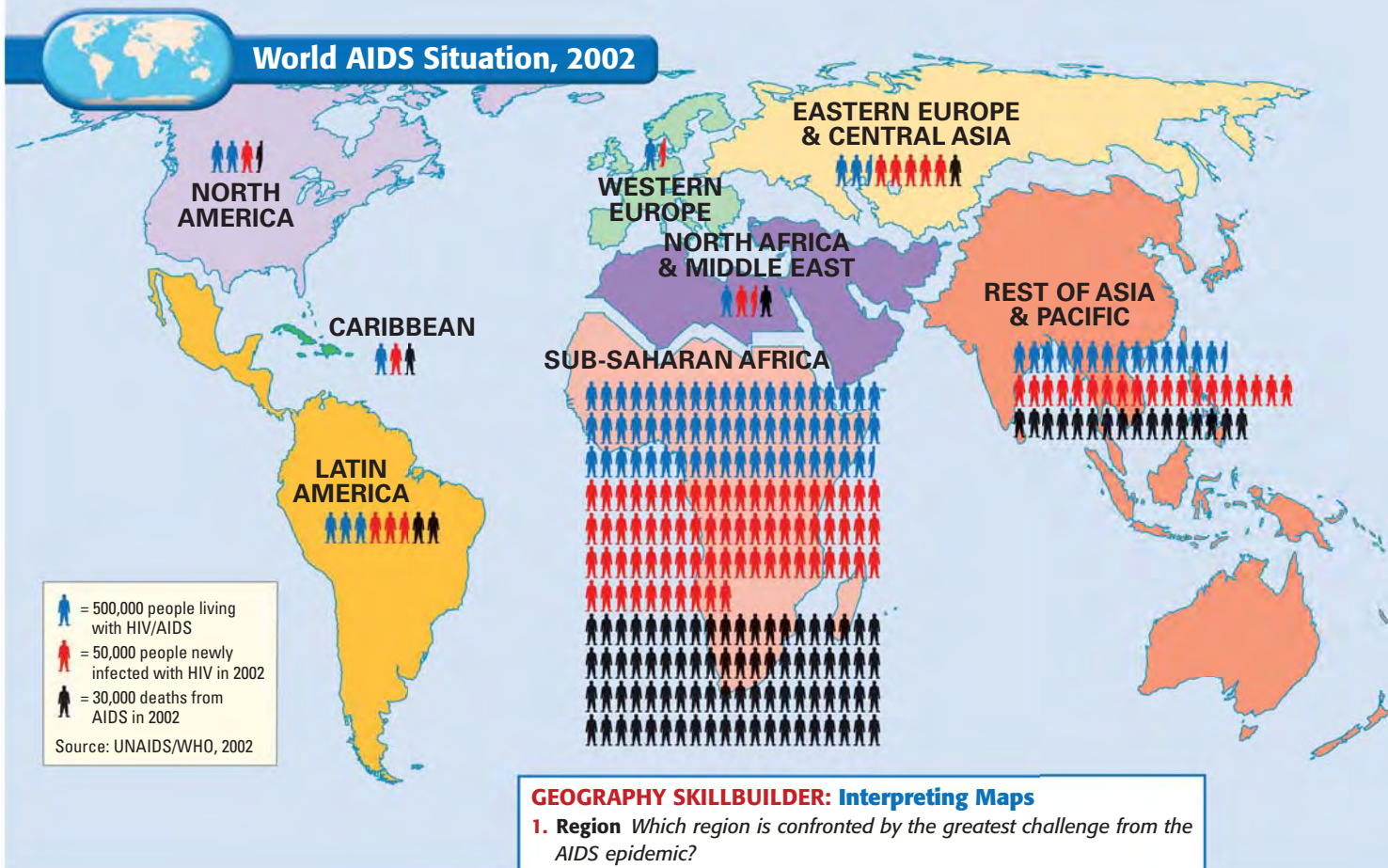
Mother Teresa was one of the great champions of human rights for all people. Born Agnes Gonxha Bojaxhiu in what today is Macedonia, Mother Teresa joined a convent in Ireland at the age of 18. A short time later, she headed to India to teach at a girls’ school. Over time, she noticed many sick and homeless people in the streets. She soon vowed to devote her life to helping India’s poor.

In 1948, she established the Order of the Missionaries of Charity in Calcutta, which committed itself to serving the sick, needy, and unfortunate. In recognition of her commitment to the downtrodden, Mother Teresa received the Nobel Peace Prize in 1979.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Mother Teresa, go to [classzone.com](#)

World AIDS Situation, 2002



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** Which region is confronted by the greatest challenge from the AIDS epidemic?
- Region** Which region had the greatest number of new HIV infections in 2002, Latin America or Eastern Europe and Central Asia?

Health Issues

In recent decades, the enjoyment of a decent standard of health has become recognized as a basic human right. However, for much of the world, poor health is the norm. World health faced a major threat in 2003, with the outbreak of severe acute respiratory syndrome (SARS). This pneumonia-like disease emerged in China and spread worldwide. Afraid of infection, many people canceled travel to Asia. The resulting loss of business hurt Asian economies.

The AIDS Epidemic Perhaps the greatest global health issue is a disease known as **AIDS**, or acquired immune deficiency syndrome. It attacks the immune system, leaving sufferers open to deadly infections. The disease was first detected in the early 1980s. Since that time, AIDS has claimed the lives of nearly 25 million people worldwide. By 2007, there were almost 40 million people across the world living with HIV (the virus that causes AIDS) or AIDS. And in 2006, 4.3 million people were newly infected with HIV.

While AIDS is a worldwide problem, Sub-Saharan Africa has suffered most from the epidemic. About 63 percent of all persons infected with HIV live in this region. And in 2005, on average as many as 6,500 people died of AIDS each day. Most of the people dying are between the ages of 15 and 49—the years when people are at their most productive economically. AIDS, therefore, is reducing the number of people available as workers, managers, and entrepreneurs. As a result, economic growth is slowing in many countries in the region.

Since the '90s the world has made some progress in slowing the spread of AIDS. In response to the devastating impact of the disease, the UN issued the Declaration of Commitment on HIV/AIDS in 2001. This document set targets for halting the spread of AIDS and provided guidelines on how countries could pool their efforts.



▲ Two Afghan girls quietly wait for food at a refugee camp on the Afghanistan-Iran border.

Population Movement

The global movement of people has increased dramatically in recent years. This migration has taken place for both negative and positive reasons.

Push-Pull Factors People often move because they feel pushed out of their homelands. Lack of food due to drought, natural disasters, and political oppression are examples of push factors of migration. In 2005, the number of **refugees**—people who leave their country to move to another to find safety—stood at 19.2 million.

Not only negative events push people to migrate. Most people have strong connections to their home countries and do not leave unless strong positive attractions pull them away. They hope for a better life for themselves and for their children, and thus migrate to developed nations. For example, hundreds of thousands of people migrate from Africa to Europe and from Latin America to the United States every year. **B**

MAIN IDEA

Analyzing Causes

B What push and pull factors cause people to migrate?

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

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

SECTION

3

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- proliferation
- Universal Declaration of Human Rights
- political dissent
- gender inequality
- AIDS
- refugee

USING YOUR NOTES

2. What methods have resulted in the greatest contribution to global security? Why?

Method	Examples
Form military alliances	NATO, SEATO, Warsaw Pact

MAIN IDEAS

3. What steps have nations taken to control the proliferation of weapons of mass destruction?
4. How has AIDS affected the economy of Sub-Saharan Africa?
5. What positive effects does immigration have?

CRITICAL THINKING & WRITING

6. **MAKING INFERENCES** Why might nations want to retain or develop an arsenal of nuclear, biological, and chemical weapons?
7. **IDENTIFYING PROBLEMS** How are ethnic and religious conflicts related to problems of global security?
8. **RECOGNIZING EFFECTS** How can individuals affect social conditions around the world? Consider the example of Mother Teresa when writing your answer.
9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Write a **paragraph** explaining how advances in science and technology have increased threats to global security.

CONNECT TO TODAY CREATING A DATABASE

Locate recent information on refugees around the world. Use your findings to create a **database** of charts and graphs titled "The Global Refugee Situation."

Terrorism

CASE STUDY: September 11, 2001

MAIN IDEA

POWER AND AUTHORITY

Terrorism threatens the safety of people all over the world.

WHY IT MATTERS NOW

People and nations must work together against the dangers posed by terrorism.

TERMS & NAMES

- terrorism
- cyberterrorism
- Department of Homeland Security
- USA Patriot Act

SETTING THE STAGE Wars are not the only threat to international peace and security. **Terrorism**, the use of violence against people or property to force changes in societies or governments, strikes fear in the hearts of people everywhere. Recently, terrorist incidents have increased dramatically around the world. Because terrorists often cross national borders to commit their acts or to escape to countries friendly to their cause, most people consider terrorism an international problem.

What Is Terrorism?

Terrorism is not new. Throughout history, individuals, small groups, and governments have used terror tactics to try to achieve political or social goals, whether to bring down a government, eliminate opponents, or promote a cause. In recent times, however, terrorism has changed.

Modern Terrorism Since the late 1960s, more than 14,000 terrorist attacks have occurred worldwide. International terrorist groups have carried out increasingly destructive, high-profile attacks to call attention to their goals and to gain major media coverage. Many countries also face domestic terrorists who oppose their governments' policies or have special interests to promote.

The reasons for modern terrorism are many. The traditional motives, such as gaining independence, expelling foreigners, or changing society, still drive various terrorist groups. These groups use violence to force concessions from their enemies, usually the governments in power. But other kinds of terrorists, driven by radical religious and cultural motives, began to emerge in the late 20th century.

The goal of these terrorists is the destruction of what they consider the forces of evil. This evil might be located in their own countries or in other parts of the world. These terrorists are ready to use any kind of weapon to kill their enemies. They are even willing to die to ensure the success of their attacks.

Terrorist Methods Terrorist acts involve violence. The weapons most frequently used by terrorists are the bomb and the bullet. The targets of terrorist attacks often are crowded places where people normally feel safe—subway stations, bus stops, restaurants, or shopping malls, for example. Or terrorists might target something that symbolizes what they are against, such as a government building

TAKING NOTES

Categorizing Use a chart to note information about the September 11 terrorist attacks and other terrorist incidents around the world.

World Terrorist Incidents

September 11 Attacks



▲ The sarin gas attack in the Tokyo subway in 1995 is the most notorious act of biochemical terrorism.

or a religious site. Such targets are carefully chosen in order to gain the most attention and to achieve the highest level of intimidation. **A**

Recently, some terrorist groups have used biological and chemical agents in their attacks. These actions involved the release of bacteria or poisonous gases into the atmosphere. While both biological and chemical attacks can inflict terrible casualties, they are equally powerful in generating great fear among the public. This development in terrorism is particularly worrisome, because biochemical agents are relatively easy to acquire. Laboratories all over the world use bacteria and viruses in the development of new drugs. And the raw materials needed to make some deadly chemical agents can be purchased in many stores.

Cyberterrorism is another recent development. This involves politically motivated attacks on information systems, such as hacking into computer networks or spreading computer viruses. Experts suggest that as more governments and businesses switch to computers to store data and run operations, the threat of cyberterrorism will increase.

MAIN IDEA

Analyzing Motives

A Of what value would gaining public attention be to a terrorist group?

Responding to Terrorism Governments take various steps to stamp out terrorism. Most adopt a very aggressive approach in tracking down and punishing terrorist groups. This approach includes infiltrating the groups to gather information on membership and future plans. It also includes striking back harshly after a terrorist attack, even to the point of assassinating known terrorist leaders.

Another approach governments use is to make it more difficult for terrorists to act. This involves eliminating extremists' sources of funds and persuading governments not to protect or support terrorist groups. It also involves tightening security measures so as to reduce the targets vulnerable to attack.

Terrorism Around the World

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

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

Europe Many countries in Europe have been targets of domestic terrorists who oppose government policies. For example, for decades the mostly Catholic Irish Republican Army (IRA) engaged in terrorist attacks against Britain because it opposed British control of Northern Ireland. Since 1998, however, the British, the IRA, and representatives of Northern Ireland's Protestants have been negotiating a peaceful solution to the situation. An agreement was reached in 2005.

Asia Afghanistan, in Southwest Asia, became a haven for international terrorists after the Taliban came to power in 1996. (See Chapter 34.) In that year, Osama bin Laden, a Saudi Arabian millionaire involved in terrorist activities, moved to Afghanistan. There he began using mountain hideouts as a base of operations for his global network of Muslim terrorists known as al-Qaeda.

Terrorist groups have arisen in East Asia, as well. One, known as Aum Shinrikyo ("Supreme Truth"), is a religious cult that wants to control Japan. In 1995, cult members released sarin, a deadly nerve gas, in subway stations in Tokyo. Twelve people were killed and more than 5,700 injured. This attack brought global attention to the threat of biological and chemical agents as terrorist weapons.

Africa Civil unrest and regional wars were the root causes of most terrorist activity in Africa at the end of the 20th century. But al-Qaeda cells operated in many African countries, and several major attacks against U.S. personnel and facilities in Africa were linked to al-Qaeda. In 1998, for example, bombings at the U.S. embassies in Kenya and Tanzania left over 200 dead and more than 5,000 people injured. The United States responded to these attacks with missile strikes on suspected terrorist facilities in Afghanistan and in Sudan, where bin Laden was based from 1991 to 1996.

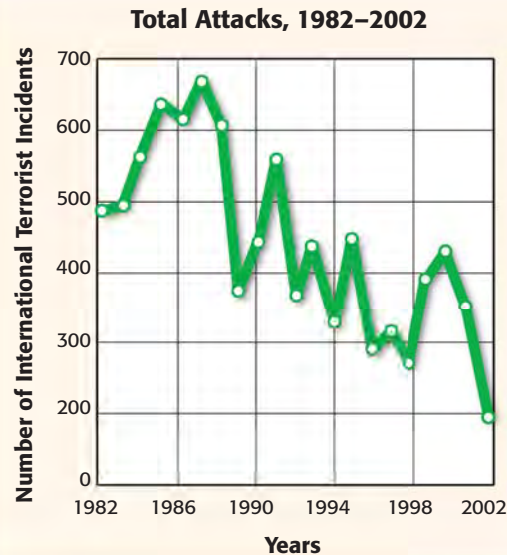
Latin America Narcoterrorism, or terrorism linked to drug trafficking, is a major problem in Latin America, particularly in Colombia. The powerful groups that control that country's narcotics trade have frequently turned to violence. The Revolutionary Armed Forces of Colombia (FARC) is a left-wing guerrilla group that has links with these drug traffickers. The FARC has attacked Colombian political, military, and economic targets, as well as those with American ties. **B**

MAIN IDEA

Analyzing Causes

B What are some reasons for terrorism in various regions of the world?

International Terrorist Attacks




	Africa	Asia	Eurasia	Latin America	Middle East	North America	Western Europe
1997	28	344	27	11	480	7	17
1998	5,379	635	12	195	68	0	405
1999	185	690	8	10	31	0	16
2000	102	904	103	20	78	0	4
2001	150	651	0	6	513	4,091	20
2002	12	1281	615	52	772	0	6
Total	5,856	4,505	765	294	1,942	4,098	468

Source: U.S. Department of State

SKILLBUILDER: Interpreting Charts and Graphs

- Comparing** Which three areas suffered the greatest numbers of casualties of terrorism?
- Drawing Conclusions** How would you describe the overall trend in worldwide terrorist attacks since the mid-1980s?

Attack on the United States

On the morning of September 11, 2001, 19 Arab terrorists hijacked four airliners heading from East Coast airports to California. In a series of coordinated strikes, the hijackers crashed two of the jets into the twin towers of the World Trade Center in New York City and a third into the Pentagon outside Washington, D.C. The fourth plane crashed in an empty field in Pennsylvania. 

The Destruction The planes, loaded with fuel, became destructive missiles when they crashed into the World Trade Center and the Pentagon. The explosions and fires so weakened the damaged skyscrapers that they crumbled to the ground less than two hours after impact. The fire and raining debris caused nearby buildings to collapse as well. The damage at the Pentagon, though extensive, was confined to one section of the building.


The toll in human lives was great. About 3,000 people died in the attacks. All passengers on the four planes were killed, as well as workers and visitors in the World Trade Center and the Pentagon. The dead included more than 340 New York City firefighters and 60 police officers who rushed to the scene to help and were buried in the rubble when the skyscrapers collapsed.

The Impact of the Attack September 11 had a devastating impact on the way Americans looked at life. Many reported feeling that everything had changed—that life would never be the same. Before, Americans had viewed terrorism as something that happened in other countries. Now they felt vulnerable and afraid.

This sense of vulnerability was underscored just a few days after September 11, when terrorism struck the United States again. Letters containing spores of a bacterium that causes the disease anthrax were sent to people in the news media and to members of Congress in Washington, D.C. Anthrax bacteria, when inhaled, can

MAIN IDEA

Making Inferences

 Why were the specific targets of the September 11 attacks selected by the terrorists?

Destruction in New York City and the Pentagon



▲ The strike on the Pentagon left a charred, gaping hole in the southwest side of the building.

◀ Stunned bystanders look on as smoke billows from the twin towers of the World Trade Center.



damage the lungs and cause death. Five people who came in contact with spores from the tainted letters died of inhalation anthrax. Two were postal workers.

Investigators did not find a link between the September 11 attacks and the anthrax letters. Some of them believed that the letters might be the work of a lone terrorist rather than an organized group. Regardless of who was responsible for the anthrax scare, it caused incredible psychological damage. Many Americans were now fearful of an everyday part of life—the mail.

▲ A hazardous materials team prepares to enter a congressional building during the anthrax scare.

The United States Responds

Immediately after September 11, the United States called for an international effort to combat terrorist groups. President George W. Bush declared, “This battle will take time and resolve. But make no mistake about it: we will win.”

As a first step in this battle, the U.S. government organized a massive effort to identify those responsible for the attacks. Officials concluded that Osama bin Laden directed the terrorists. The effort to bring him to justice led the United States to begin military action against Afghanistan in October, as you read in Chapter 34.

Antiterrorism Measures The federal government warned Americans that additional terrorist attacks were likely. It then took action to prevent such attacks. The [Department of Homeland Security](#) was created in 2002 to coordinate national efforts against terrorism. Antiterrorism measures included a search for terrorists in the United States and the passage of antiterrorism laws.

The al-Qaeda network was able to carry out its terrorist attacks partly through the use of “sleepers.” These are agents who move to a country, blend into a community, and then, when directed, secretly prepare for and carry out terrorist acts. A search to find any al-Qaeda terrorists who remained in the United States was begun. Officials began detaining and questioning Arabs and other Muslims whose behavior was considered suspicious or who had violated immigration regulations.

Some critics charged that detaining these men was unfair to the innocent and violated their civil rights. However, the government held that the actions were justified because the hijackers had been Arabs. The government further argued that it was not unusual to curtail civil liberties during wartime in order to protect national security. This argument was also used to justify a proposal to try some terrorist suspects in military tribunals rather than in criminal courts. On October 26, 2001,



▲ Passengers wait to go through a security check at La Guardia Airport in New York.

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

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

Again, critics warned that these measures allowed the government to infringe on people's civil rights.

Aviation Security The federal government also increased its involvement in aviation security. The Federal Aviation Administration (FAA) ordered airlines to install bars on cockpit doors to prevent passengers from gaining control of planes, as the

hijackers had done. Sky marshals—trained security officers—were assigned to fly on planes, and National Guard troops began patrolling airports.

The Aviation and Transportation Security Act, which became law in November 2001, made airport security the responsibility of the federal government. Previously, individual airports had been responsible. The law provided for a federal security force that would inspect passengers and carry-on bags. It also required the screening of checked baggage.

Airline and government officials debated these and other measures for making air travel more secure. Major concerns were long delays at airports and respect for passengers' privacy. It has also become clear that public debate over security measures will continue as long as the United States fights terrorism and tries to balance national security with civil rights.

SECTION

4

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- terrorism
- cyberterrorism
- Department of Homeland Security
- USA Patriot Act

USING YOUR NOTES

2. How were the September 11 terrorist attacks unique? How were they similar to other terrorist incidents?

World Terrorist Incidents

September 11 Attacks

MAIN IDEAS

3. How has terrorism changed in recent years?
4. What methods do terrorists use?
5. What steps did the United States take in response to the terrorist attacks of September 11, 2001?

CRITICAL THINKING & WRITING

6. **ANALYZING MOTIVES** What might cause individuals to use terror tactics to bring about change?
7. **FORMING AND SUPPORTING OPINIONS** Is it important for the U.S. government to respect peoples' civil rights as it wages a war against terrorism? Why or why not?
8. **DRAWING CONCLUSIONS** What do you think has been the greatest impact of terrorism on American life?
9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** Conduct research to find information on how science and technology are used to combat terrorism. Then write an **illustrated report** titled "Science and Counterterrorism."

INTEGRATED TECHNOLOGY INTERNET ACTIVITY

Use the Internet to research terrorist incidents since the end of 2001. Use your findings to create a **time line** titled "Recent Major Terrorist Attacks."

INTERNET KEYWORD
terrorism

Cultures Blend in a Global Age

MAIN IDEA

CULTURAL INTERACTION

Technology has increased contact among the world's people, changing their cultures.

WHY IT MATTERS NOW

Globalization of culture has changed the ways people live, their perceptions, and their interactions.

TERMS & NAMES

- popular culture
- materialism

SETTING THE STAGE Since the beginnings of civilization, people have blended ideas and ways of doing things from other cultures into their own culture. The same kind of cultural sharing and blending continues today. But, because of advances in technology, it occurs at a much more rapid pace and over much greater distances. Twenty-first-century technologies allow people from all over the world to have increasing interaction with one another. Such contacts promote widespread sharing of cultures.

Cultural Exchange Accelerates

Cultural elements that reflect a group's common background and changing interests are called **popular culture**. Popular culture involves music, sports, movies, clothing fashions, foods, and hobbies or leisure activities. Popular culture around the world incorporates features from many different lands. Of all the technologies that contribute to such cultural sharing, television, movies, and other mass media have been the most powerful.

Mass Media More people in the United States have televisions than telephones. In fact, 99 percent of American households have at least one television set. Ninety-one percent of the homes have video and DVD players. In Western Europe, too, most households have one or more televisions. Access to television is not so widespread in the emerging nations, but it is growing. Recent estimates suggest that about half the population of the emerging world—some 2.5 billion people—have regular access to a television set.

Television provides a window to the world through daily newscasts and documentaries. The speed at which television can present information helps create an up-to-the-minute shared experience of global events. For example, in 2003, millions of television viewers across the world watched the war in Iraq. Wars, natural disasters, and political drama in faraway places have become a part of everyday life.

Television and other mass media, including radio and movies, are among the world's most popular forms of entertainment. Popular programs not only entertain but also show how people in other parts of the world live and what they value. Mass media is the major way popular culture spreads to all parts of the globe.

International Elements of Popular Culture The entertainment field, especially television, has a massive influence on popular culture. People from around

TAKING NOTES

Categorizing Use a web diagram to identify areas of popular culture that have become international in scope.



Global Patterns

International Baseball

The sport of baseball is an example of global popular culture. When American missionaries and teachers arrived in Japan in the 1870s, they introduced the game of baseball. Over the years the game gained popularity there. Today, some Major League teams have Japanese players and several American players play in the Japanese league.

Baseball spread to Mexico, Cuba, Puerto Rico, Panama, and the Dominican Republic in the late 19th and early 20th centuries. Today baseball is a popular game in these and other Latin American countries. And more than 25 percent of the players in Major League Baseball come from Latin America.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create a scrapbook of foreign players in Major League Baseball. Go to classzone.com for your research.

the world are avid viewers of American TV programs. For example, in Bhutan, a tiny country high in the Himalaya, ESPN, HBO, Cartoon Network, and CNN are among the most-watched channels. CNN truly is a global channel, since it reaches more than 200 million households in over 200 countries.

Television broadcasts of sporting events provide a front-row seat for sports fans all over the globe. Basketball and soccer are among the most popular televised sports. National Basketball Association (NBA) games are televised in over 200 countries. In China, for example, broadcasts of NBA games of the week regularly attract an audience in the millions. One of the most-watched international sporting events is the soccer World Cup. Over 715 million viewers worldwide watched the 2006 World Cup Final.

Music is another aspect of popular culture that has become international. As the equipment for listening to music has become more portable, there are only a few places in the world that do not have access to music from other cultures. People from around the world dance to reggae bands from the Caribbean, chant rap lyrics from the United States, play air guitar to rowdy European bands, and enjoy the fast drumming of Afropop tunes. And the performers who create this music often gain international fame. **A**

MAIN IDEA

Recognizing Effects

A What effects have television and mass media had on popular culture?

Global Impact: Cultural Crossroads

Rock 'n' Roll

In the middle of the 1950s, a new style of music emerged on the American scene. It was called rock 'n' roll. The music explored social and political themes. Rock music, which seemed to adults to reflect a youth rebellion, soon became the dominant popular music for young people across the world. As the influence of rock music spread, international artists added their own traditions, instruments, and musical styles to the mix called rock.

"The King" ►

"Rock and roll music, if you like it and you feel it, you just can't help but move to it. That's what happens to me, I can't help it."—Elvis Presley, called the "King of rock 'n' roll" by many.

U2 ►

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



World Culture Blends Many Influences

Greater access to the ideas and customs of different cultures often results in cultural blending. As cultural ideas move with people among cultures, some beliefs and habits seem to have a greater effect than others. In the 20th century, ideas from the West have been very dominant in shaping cultures in many parts of the globe.

Westernizing Influences on Different Cultures Western domination of the worldwide mass media helps explain the huge influence the West has on many different cultures today. However, heavy Western influence on the rest of the world's cultures is actually rooted in the 19th century. Western domination of areas all over the globe left behind a legacy of Western customs and ideas. Western languages are spoken throughout the world, mainly because of Europe's history of colonization in the Americas, Asia, and Africa.

Over the past 50 years, English has emerged as the premier international language. English is spoken by about 500 million people as their first or second language. Although more people speak Mandarin Chinese than English, English speakers are more widely distributed. English is the most common language used on the Internet and at international conferences. The language is used by scientists, diplomats, doctors, and businesspeople around the world. The widespread use of English is responsible, in part, for the emergence of a dynamic global culture.

Western influence can be seen in other aspects of popular culture. For example, blue jeans are the clothes of choice of most of the world's youth. Western business suits are standard uniforms among many people. American-style hamburgers and soft drinks can be purchased in many countries of the world. Mickey Mouse and other Disney characters are almost universally recognized. Western influence also has an effect on ways of thinking in other parts of the world. For example, people



▲ "World Pop"

Youssou N'Dour, a singer from the West African country of Senegal, blends traditional African styles with American rock to create a new form that has been called "world-pop fusion."



Patterns of Interaction video series

Cultural Crossroads: The United States and the World

The spread of American culture, including sports, fashion, and fast food, has created an international culture recognizable in all corners of the globe. In some cases American culture is simply a powerful influence, as other societies blend American culture with local customs. Cultural blending is evident even in America's past. Symbols of American culture like baseball and hot dogs are themselves the result of cross-cultural influences.

Connect to Today

1. Making Inferences How have improvements in technology and global communications aided in the blending of musical styles?



See Skillbuilder Handbook, page-R10.

2. Creating Oral Presentations Find out the global origins of such aspects of American culture as rock 'n' roll and baseball. Report your findings to the class in an oral presentation.



▲ Kenzaburo Oe of Japan was awarded the Nobel literature prize in 1994. Oe studied Western literature in college, and he has used Western literary styles to tell stories about his personal life and the myths and history of his country.



▲ South African writer Nadine Gordimer won the Nobel Prize for Literature in 1991. Many of her novels and stories published prior to 1991 focused on the evils of the apartheid system. As a result, much of her work was censored or banned by the South African government.

from many different cultures have adopted **materialism**, the Western mindset of placing a high value on acquiring material possessions.

Non-Western Influences Cultural ideas are not confined to moving only from the West to other lands. Non-Western cultures also influence people in Europe and the United States. From music and clothing styles to ideas about art and architecture, to religious and ethical systems, non-Western ideas are incorporated into Western life. And cultural blending of Western and non-Western elements opens communications channels for the further exchange of ideas throughout the globe.

The Arts Become International Modern art, like popular culture, has become increasingly international. Advances in transportation and technology have facilitated the sharing of ideas about art and the sharing of actual works of art. Shows and museums throughout the world exhibit art of different styles and from different places. It became possible to see art from other cultures that had not previously been available to the public.

Literature, too, has become internationally appreciated. Well-known writers routinely have their works translated into dozens of languages, resulting in truly international audiences. The list of Nobel Prize winners in literature over the last 20 years reflects a broad variety of nationalities, including Turkish, Egyptian, Mexican, South African, West Indian, Japanese, Polish, Chinese, and Hungarian. **B**

MAIN IDEA


Summarizing

B Name three advances that allow a greater sharing of the arts.

Future Challenges and Hopes


Many people view with alarm the development of a global popular culture heavily influenced by Western, and particularly American, ways of life. They fear that this will result in the loss of their unique identity as a people or nation. As a result, many countries have adopted policies that reserve television broadcast time for national programming. For example, France requires that 40 percent of broadcast time be set aside for French-produced programs. And in South Korea, the government limits foreign programming to just 20 percent of broadcast time.

Some countries take a different approach to protecting cultural diversity in the media. Television programmers take American shows and rework them according to their own culture and traditions. As an Indian media researcher noted, “We really want to see things our own way.” Other countries take more drastic steps to protect their cultural identity. They strictly censor the mass media to keep unwanted ideas from entering their nation.

Sometimes people respond to perceived threats to their culture by trying to return to traditional ways. Cultural practices and rites of passage may receive even more emphasis as a group tries to preserve its identity. In some countries, native groups take an active role in preserving the traditional ways of life. For example, the Maori in New Zealand have revived ancestral customs rather than face cultural extinction. Many Maori cultural activities are conducted in a way that preserves Maori ways of thinking and behaving. In 1987, the New Zealand government recognized the importance of this trend by making the Maori language one of the country’s official languages. 

MAIN IDEA

Recognizing Effects

 How do people react against greater global interdependence?

Global Interdependence Despite the fear and uncertainty accompanying global interdependence, economic, political, and environmental issues do bring all nations closer together. Nations have begun to recognize that they are dependent on other nations and deeply affected by the actions of others far away. As elements of everyday life and expressions of culture become more international in scope, people across the world gain a sense of connectedness with people in other areas of the world. For example, the response to the events of September 11, 2001, was international in scope. People from around the world expressed their concern and support for the United States. It was as if this act of terrorism had struck their own countries.

Throughout history, human beings have faced challenges to survive and to live better. In the 21st century, these challenges will be faced by people who are in increasing contact with one another. They have a greater stake in learning to live in harmony together and with the physical planet. As Martin Luther King, Jr., stated, “Our loyalties must transcend our race, our tribe, our class, and our nation; and this means we must develop a world perspective.”

SECTION

5

ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- popular culture
- materialism

USING YOUR NOTES

2. Which of the international popular culture aspects has the greatest effect on your life? Why?



MAIN IDEAS

3. How do the mass media spread popular culture across the world?
4. Why do Western cultures tend to dominate other cultures?
5. What steps have governments and people taken to protect cultural diversity?

CRITICAL THINKING & WRITING

6. **CLARIFYING** Why are the mass media such an effective means of transmitting culture?
7. **RECOGNIZING EFFECTS** Do you think that limiting the amount of foreign television programming is an effective way to protect cultural diversity? Why or why not?
8. **FORMING AND SUPPORTING OPINIONS** “Ethnocentrism—the belief in the superiority of one’s own ethnic group—has taken hold in the world.” Do you agree or disagree? Explain.
9. **WRITING ACTIVITY** **CULTURAL INTERACTION** Write a **letter** to a friend in another country describing the elements of American popular culture they might appreciate.

CONNECT TO TODAY CREATING A SCRAPBOOK

Study current newspapers and magazines to find pictures that show cultural blending. Create a **scrapbook** of these pictures. Write captions explaining how each picture illustrates cultural blending.

Chapter 36 Assessment

TERMS & NAMES

For each term or name below, briefly explain its connection to global interdependence from 1960 to the present.

1. Internet
2. genetic engineering
3. global economy
4. free trade
5. political dissent
6. refugee
7. terrorism
8. USA Patriot Act
9. popular culture
10. materialism

MAIN IDEAS

The Impact of Science and Technology Section 1 (pages 1071–1074)

11. In what ways have science and technology changed the lives of people today?
12. What was the goal of the green revolution?

Global Economic Development Section 2 (pages 1075–1081)

13. How are a developed nation and an emerging nation different?
14. What is the function of the World Trade Organization?

Global Security Issues Section 3 (pages 1082–1086)

15. What methods has the world community used to resolve conflicts since World War II?
16. What efforts have been made to guarantee basic human rights?

Case Study: Terrorism Section 4 (pages 1087–1092)

17. What methods do terrorists employ?
18. How did the United States respond to the terrorist attacks of September 11, 2001?

Cultures Blend in a Global Age Section 5 (pages 1093–1097)

19. Which technologies have had the most powerful impact on cultural sharing?
20. Why have Western influences had a major impact all over the world?

CRITICAL THINKING

1. USING YOUR NOTES

SCIENCE AND TECHNOLOGY Use the diagram to show how advances in science and technology have changed lifestyles.

Cause	Effect
Miniaturization of computer parts	→
Expanded global communication	→
Genetic research	→

2. EVALUATING COURSES OF ACTION

POWER AND AUTHORITY How is the UN working to address the unresolved problems of the world?

3. IDENTIFYING SOLUTIONS

CULTURAL INTERACTION Imagine you are the culture minister of a small country. What steps would you take to ensure that your country's cultural identity is protected? Explain why you think these steps would be effective.

4. RECOGNIZING EFFECTS

ECONOMICS How are individuals affected by the global economy?

VISUAL SUMMARY

Global Interdependence



Economics

- Service industries grow in developed nations.
- Free trade expands world markets.
- Environmental challenges continue.

Culture

- Mass media spreads many cultures.
- Popular culture becomes more international.
- Global interdependence awareness develops.

Science and Technology

- Space cooperation stretches horizons.
- Advanced communications allow wider contact.
- Inventions improve life and health.

Politics

- Terrorism and weapons of mass destruction threaten global security.
- Nations take collective security actions.
- Human rights improve worldwide.
- Immigrants change cultures.

STANDARDS-BASED ASSESSMENT

Use the passage, which was written by a German journalist, and your knowledge of world history to answer questions 1 and 2.

Additional Test Practice, pp. S1–S33

PRIMARY SOURCE

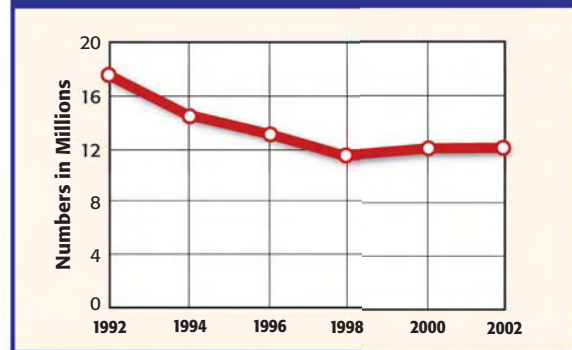
Imagine a roomful of 14-year-olds—from Germany, Japan, Israel, Russia and Argentina. Obviously, they would all be wearing Levi's and baseball caps. But how would they relate to one another? They would communicate in English, though haltingly and with heavy accents. About what? . . . They would debate the merits of Nike versus Converse, of Chameleon versus Netscape. Sure, they would not discuss Herman Melville or George Gershwin, but neither would they compare notes on Dante or Thomas Mann. The point is that they would talk about icons and images "made in the U.S.A."

JOSEF JOFFE, from "America the Inescapable"

- Which statement best describes the main idea of the excerpt?
 - Many teenagers have little understanding of world literature.
 - American popular culture plays a major role in teenagers' lives.
 - All teenagers communicate in English.
 - Most teenagers wear American-made clothes.
- Which is the most likely way that teenagers in other countries learn about American popular culture?
 - through the mass media
 - through discussions with their parents
 - through school textbooks
 - through Internet bulletin boards

Use the graph and your knowledge of world history to answer question 3.

Number of Refugees, 1992–2002



- Which statement best describes the overall trend shown in this graph?
 - There has been a steady rise in the number of refugees.
 - The number of refugees has risen dramatically.
 - There has been a steady fall in the number of refugees.
 - The number of refugees has fallen dramatically.

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to **classzone.com**

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact *with* History

After reading Chapter 36, do you believe events in other nations affect your life? Which kinds of events are more likely to affect you in a very personal way? Create a survey about global interdependence to ask students in your class or school. Consider organizing your questions in four broad categories: science and technology, economics, security, and culture.

2. WRITING ABOUT HISTORY

Use the Internet and library resources to find information on SARS. Use your findings to write a brief **report**. Your report should cover the following topics:

- where and when the disease emerged.
- possible causes and methods of prevention.
- statistics on the disease.

INTEGRATED TECHNOLOGY

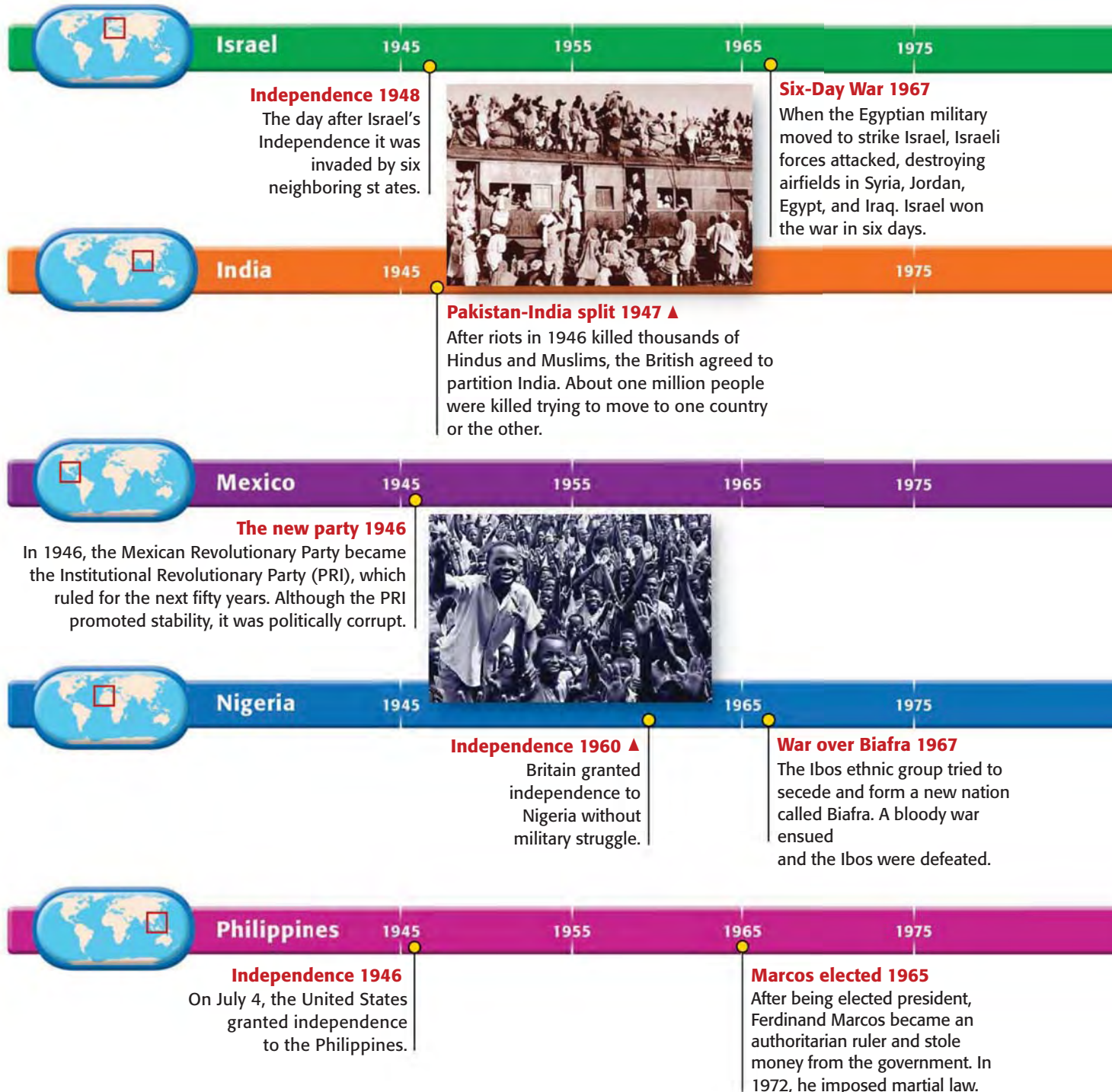
NetExplorations: The Environment

Go to *NetExplorations* at **classzone.com** to learn more about the environment and the dangers it faces. Working in a team with three other students, find information on a recent discovery concerning changes in the environment. Use your findings to create the script for a 10-minute television news segment on the discovery and its implications for everyday life. The script should include

- a description and explanation of the discovery
- interviews on the subject with scientists, government officials, and representatives of non-governmental organizations
- references to locations, sound, and visuals
- a concluding statement on the overall significance of the discovery and what, if anything, needs to be done about it

Five Developing Nations

Nation building is the creation of a state with a national identity. In Unit 8, you studied many nations that emerged since World War II. Forming a politically and economically stable country that safeguards basic human rights is a formidable task, especially in places where the people have different ethnic or religious backgrounds and different traditions and goals. To succeed, a new nation must forge a national identity. In the next six pages, you will see how five countries are working to become developed nations.



Skillbuilder Handbook

Refer to the Skillbuilder Handbook when you need help in answering Main Idea questions or questions in Section Assessments and Chapter Assessments. In addition, the handbook will help you answer questions about maps, charts, and graphs.

SECTION 1: Reading Critically

1.1	Determining Main Ideas	R2
1.2	Following Chronological Order	R3
1.3	Clarifying; Summarizing	R4
1.4	Identifying Problems and Solutions	R5
1.5	Analyzing Causes and Recognizing Effects	R6
1.6	Comparing and Contrasting	R7
1.7	Distinguishing Fact from Opinion	R8

SECTION 2: Higher-Order Critical Thinking

2.1	Categorizing	R9
2.2	Making Inferences	R10
2.3	Drawing Conclusions	R11
2.4	Developing Historical Perspective	R12
2.5	Formulating Historical Questions	R13
2.6	Making Predictions	R14
2.7	Hypothesizing	R15
2.8	Analyzing Motives	R16
2.9	Analyzing Issues	R17
2.10	Analyzing Bias	R18
2.11	Evaluating Decisions and Courses of Action	R19
2.12	Forming and Supporting Opinions	R20
2.13	Synthesizing	R21

SECTION 3: Exploring Evidence: Print, Visual, Technology Sources

3.1	Analyzing Primary and Secondary Sources	R22
3.2	Visual, Audio, and Multimedia Sources	R23
3.3	Using the Internet	R24
3.4	Interpreting Maps	R25
3.5	Interpreting Charts	R27
3.6	Interpreting Graphs	R28
3.7	Analyzing Political Cartoons	R29

SECTION 4: Creating Presentations

4.1	Writing for Social Studies	R30
4.2	Creating a Map	R31
4.3	Creating Charts and Graphs	R32
4.4	Creating and Using a Database	R33
4.5	Creating a Model	R34
4.6	Creating/Interpreting a Research Outline	R35
4.7	Creating Oral Presentations	R36
4.8	Creating Written Presentations	R37

Section 1: Reading Critically

1.1 Determining Main Ideas

The **MAIN IDEA** is a statement that sums up the most important point of a paragraph, a passage, an article, or a speech. Determining the main idea will increase your understanding as you read about historic events, people, and places. Main ideas are supported by details and examples.

Understanding the Skill

STRATEGY: IDENTIFY THE TOPIC. To find the main idea of a passage, first identify the topic. Then, as you read, define the central idea about the topic that the many details explain or support. The following passage contains information about the Renaissance. The diagram organizes the information to help you determine the main idea.

- 1 Identify the topic by first looking at the title or subtitle.

This title suggests a quick way to identify the topic by looking for the name of the Renaissance woman, Isabella d'Este.

- 2 Look at the beginning and ending sentences of each paragraph for possible clues to the main idea.

- 3 Read the entire passage.

Look for details about the topic. What central idea do they explain or support?

sbhb-annos. sbhb-annos light.

STRATEGY: MAKE A DIAGRAM. State the topic and list the supporting details in a chart. Use the information you record to help you state the main idea.

Think how each detail supports the main idea.

1 A Renaissance Woman

Isabella d'Este was a woman who lived during the Renaissance. This historic period produced the ideal, or "universal," man—one who excelled in many fields. The concept of universal excellence applied almost exclusively to men. 2 Yet a few women managed to succeed in exercising power.

2 Isabella d'Este was one such woman. Born into the ruling family of the city-state of Ferrara, she married the ruler of Mantua, another city-state. Isabella brought many Renaissance artists to her court and acquired an art collection that was famous throughout Europe. She was also skilled in politics. When her husband was taken captive in war, Isabella defended Mantua and won his release. 3

Symbols and Visual Details

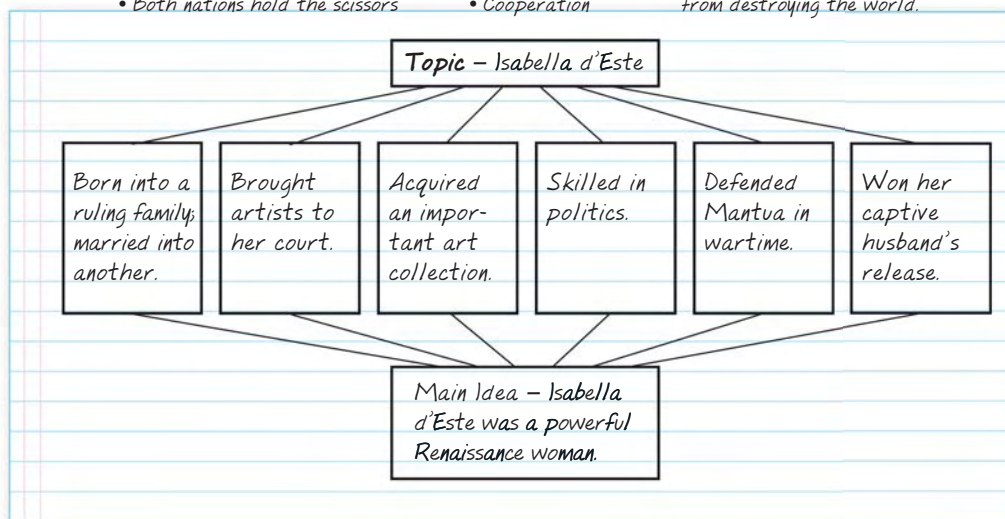
- Stars and stripes
- Hammer and sickle
- Live and let live
- Both nations hold the scissors

Significance

- United States
- Soviet Union
- Danger
- Cooperation

Message

The United States and the Soviet Union are trying to prevent their differences from destroying the world.



Applying the Skill

MAKE YOUR OWN DIAGRAM. Turn to Chapter 19, page 530. Read "Technology Makes Exploration Possible." Make a diagram, like the one above, to identify the topic, the most important details, and the main idea of the passage.

Section 1: Reading Critically

1.2 Following Chronological Order

CHRONOLOGICAL ORDER is the order in which events happen in time. Historians need to figure out the order in which things happened to get an accurate sense of the relationships among events. As you read history, figure out the sequence, or time order, of events.

Understanding the Skill

STRATEGY: LOOK FOR TIME CLUES. The following paragraph is about the rulers of England after the death of Henry VIII. Notice how the time line that follows puts the events in chronological order.

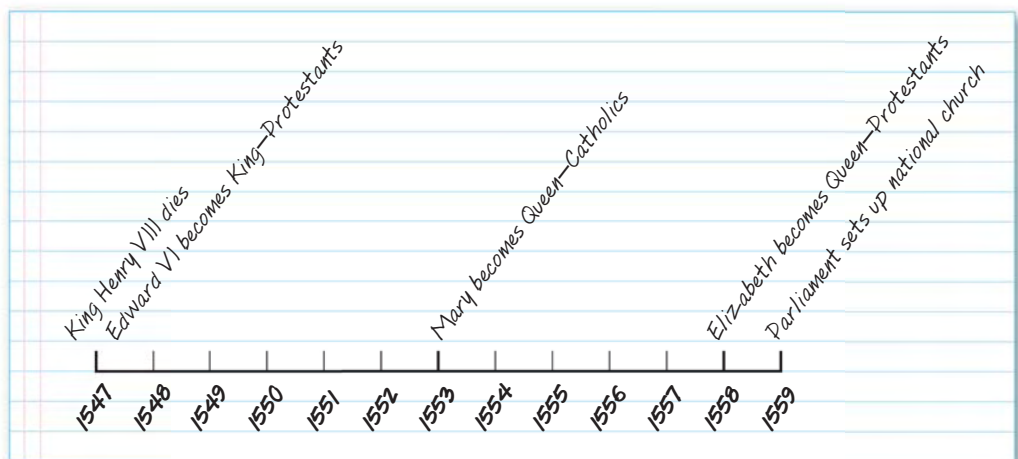
- 1 Look for clue words about time.** These are words like *first*, *initial*, *next*, *then*, *before*, *after*, *followed*, *finally*, and *by that time*.
- 2 Use specific dates provided in the text.**
- 3 Watch for references to previous historical events that are included in the background.**

Henry's Children Rule England

1 After the death of Henry VIII in **2** 1547, each of his three children eventually ruled. This created religious turmoil. Edward VI became king at age nine and ruled only six years. During his reign, the Protestants gained power. Edward's half-sister Mary **1** followed him to the throne. She was a Catholic who returned the English Church to the rule of the pope. Mary had many Protestants killed. England's **1** next ruler was Anne Boleyn's daughter, Elizabeth. After inheriting the throne in 1558, Elizabeth I returned her kingdom to Protestantism. In **2** 1559 Parliament followed Elizabeth's **3** request and set up a national church much like the one under Henry VIII.

STRATEGY: MAKE A TIME LINE.

If the events are complex, make a time line of them. Write the dates below the line and the events above the line.



Applying the Skill

MAKE YOUR OWN TIME LINE. Skim Chapter 35, Section 4, “Changes in Central and Eastern Europe,” to find out about the spread of democracy in parts of Europe controlled by the former Soviet Union. List the important dates and events. Start with the demonstrations in East Germany in October 1989, include events in Czechoslovakia and Romania, and end with reunification of Germany in October of 1990. Decide on a scale for your time line. Show the important dates below the line and write what happened on each date above the line.

Section 1: Reading Critically

1.3 Clarifying; Summarizing

CLARIFYING means making clear and fully understanding what you read. One way to do this is by asking yourself questions about the material. In your answers, restate in your own words what you have read.

SUMMARIZING means condensing what you read into fewer words. You state only the main ideas and the most important details. In your own words, reduce the paragraph or section into a brief report of its general ideas.

Understanding the Skill

STRATEGY: UNDERSTAND AND CONDENSE THE TEXT. The passage below tells about trade in West Africa between 300 and 1600. Following the description is a summary that condenses and also clarifies the key information.

- 1 Summarize: Look for topic sentences stating the main idea.** These are often at the beginning of a section or paragraph. Restate each main idea briefly.
- 2 Clarify: Look up words or concepts you don't know.**
- 3 Summarize: Include key facts and statistics.** Watch for numbers, dates, quantities, percentages, and facts.
- 4 Clarify: Make sure you understand.** Ask yourself questions and answer them. For example, who's carrying what?

West African Trade

1 The wealth of the savanna empires was based on trade in two precious commodities, gold and salt. The gold came from a forest region south of the **2** savanna between the Niger and Senegal rivers. Working in utmost secrecy, miners dug gold from shafts as much as 100 feet deep or sifted it from fast-moving streams. **3** Until about 1350, at least two thirds of the world's supply of gold came from West Africa.

Although rich in gold, the savanna and forest areas lacked salt, a material essential to human life. In contrast, the **3** Sahara contained abundant deposits of salt. Arab traders, eager to obtain West African gold, carried salt across the Sahara by camel caravan. After a long journey, they reached the market towns of the savanna. **4** Meanwhile, the other traders brought gold north from the forest region. The two sets of merchants met in trading centers such as Timbuktu. Royal officials made sure that all traders weighed goods fairly and did business according to law.

STRATEGY: FIND AND CLEARLY RESTATE THE MAIN IDEA.

MAIN IDEA

Gold and salt were traded in West Africa.

STRATEGY: WRITE A SUMMARY.

Clarify and Summarize:
Write a summary to clarify your understanding of the main ideas.

Summary

Trade in West Africa was based on gold from the south and salt from the north. Gold was mined in the forest regions. Two thirds of all the world's gold supply came from West Africa. Salt came from the desert. Arab traders met with African traders at trade centers such as Timbuktu.

Applying the Skill

CLARIFY AND WRITE YOUR OWN SUMMARY. Turn to Chapter 30, pages 874–876, and read “A Government of Total Control.” Note the main ideas. Look up any words you don't recognize. Then write a summary of the section. Condense the section in your own words.

1.4 Identifying Problems and Solutions

IDENTIFYING PROBLEMS means finding and understanding the difficulties faced by a particular group of people at a certain time. Noticing how the people solved their problems is **IDENTIFYING SOLUTIONS**. Checking further to see how well those solutions worked is identifying outcomes.

Understanding the Skill

STRATEGY: LOOK FOR PROBLEMS AND SOLUTIONS. The passage below summarizes some economic problems facing Latin American nations during the early 20th century.

- 1 Look for implied problems.** Problems may be suggested indirectly. This sentence suggests that a serious problem in Latin America was the uneven division of wealth.
- 2 Look for problems people face.**
- 3 Look for solutions people tried to deal with each problem.**
- 4 Check outcomes to the solutions.** See how well the solutions worked. Sometimes the solution to one problem caused another problem.

Land Reform In Latin America

In Latin America, concentration of productive land in the hands of a **1** few created extremes of wealth and poverty. Poor peasants had no choice but to work large estates owned by a few wealthy families. Landlords had no reason to invest in expensive farm machinery when labor was so cheap.

2 Farming methods were inefficient and economic development was slow.

As Latin American nations began to modernize in the 20th century, land ownership became a political issue. In response, a handful of countries began land reform programs. These programs **3** divided large estates into smaller plots. Small plots of land were in turn distributed to farm families or granted to villages for communal farming. However, just turning over the land to the landless was not enough. **4** Peasant farmers needed instruction, seeds, equipment, and credit. If the land and the people were to be productive, governments would have to provide assistance to the peasants.

STRATEGY: MAKE A CHART.

Summarize the problems and solutions in a chart. Identify the problem or problems and the steps taken to solve them. Look for the short- and long-term effects of the solutions.

Problems	Solutions	Outcomes
A few wealthy people owned most of the land.	Land reform programs divided large estates into smaller plots.	Peasants were given land, and communal farms were set up.
Inefficient farming resulted in slow economic development.		
Peasants lacked equipment, resources, skills.	Governments would have to assist with loans and instruction.	Not stated.

Applying the Skill

MAKE YOUR OWN CHART. Turn to Chapter 31 and read “Postwar Europe” on page 904. Make a chart that lists the problems Germany faced after World War I. List the solutions that were tried and whatever outcomes are mentioned.

1.5 Analyzing Causes and Recognizing Effects

CAUSES are the events, conditions, and other reasons that lead to an event. Causes happen before the event in time; they explain why it happened. **EFFECTS** are the results or consequences of the event. One effect often becomes the cause of other effects, resulting in a chain of events. Causes and effects can be both short-term and long-term. Examining **CAUSE-AND-EFFECT RELATIONSHIPS** helps historians see how events are related and why they took place.

Understanding the Skill

STRATEGY: KEEP TRACK OF CAUSES AND EFFECTS AS YOU READ. The passage below describes events leading to the rise of feudalism in Japan. The diagram that follows summarizes the chain of causes and effects.

- 1 Causes: Look for clue words that show cause.** These include *because, due to, since, and therefore*.
- 2 Look for multiple causes and multiple effects.** The weakness of the central government caused the three effects (a,b,c) shown here.
- 3 Effects: Look for results or consequences.** Sometimes these are indicated by clue words such as *brought about, led to, as a result, and consequently*.
- 4 Notice that an effect may be the cause of another event.** This begins a chain of causes and effects.

Feudalism Comes to Japan

For most of the Heian period, the rich Fujiwara family held the real power in Japan. Members of this family held many influential posts. By about the middle of the 11th century, the power of the central government and the Fujiwaras began to slip. This was **1** due in part to court families' greater interest in luxury and artistic pursuits than in governing.

2 Since the central government was weak, **(a)** large landowners living away from the capital set up private armies. **3** As a result, **(b)** the countryside became lawless and dangerous. Armed soldiers on horseback preyed on farmers and travelers, while pirates took control of the seas. **(c)** For safety, farmers and small landowners traded parts of their land to strong warlords in exchange for protection.

4 Because the lords had more land, the lords gained more power. This marked the beginning of a feudal system of localized rule like that of ancient China and medieval Europe.

STRATEGY: MAKE A CAUSE-AND-EFFECT DIAGRAM.

Summarize cause-and-effect relationships in a diagram.

Starting with the first cause in a series, fill in the boxes until you reach the end result.

Cause →	Effect/Cause →	Effect/Cause →	Effect
Ruling families had little interest in governing.	Weak central government was unable to control the land.	<ul style="list-style-type: none"> Landowners set up private armies. Countryside became dangerous. Farmers traded land for safety under warlords. 	Feudalism was established in Japan.

Applying the Skill

MAKE YOUR OWN CAUSE-AND-EFFECT DIAGRAM. Turn to Chapter 28, pages 823–825. Read “Juárez and *La Reforma*” and make notes about the causes and effects of Juárez’s reform movement in Mexico. Make a diagram, like the one shown above, to summarize the information you find.

1.6 Comparing and Contrasting

Historians compare and contrast events, personalities, ideas, behaviors, beliefs, and institutions in order to understand them thoroughly. **COMPARING** involves finding both similarities and differences between two or more things. **CONTRASTING** means examining only the differences between them.

Understanding the Skill

STRATEGY: LOOK FOR SIMILARITIES AND DIFFERENCES. The following passage describes life in the ancient Greek city-states of Sparta and Athens. The Venn diagram below shows some of the similarities and differences between the two city-states.

1 Compare: Look for features that two subjects have in common. Here you learn that both Athens and Sparta started out as farming communities.

2 Compare: Look for clue words indicating that two things are alike. Clue words include *all*, *both*, *like*, *as*, *likewise*, and *similarly*.

3 Contrast: Look for clue words that show how two things differ. Clue words include *unlike*, *by contrast*, *however*, *except*, *different*, and *on the other hand*.

4 Contrast: Look for ways in which two things are different. Here you learn that Athens and Sparta had different values.

Sparta and Athens

The Greek city-states developed separately but shared certain characteristics, **1** including language and religion. Economically, all began as farming economies, and all except Sparta eventually moved to trade. Politically, **2** all city-states, except for Sparta, evolved into early forms of democracies.

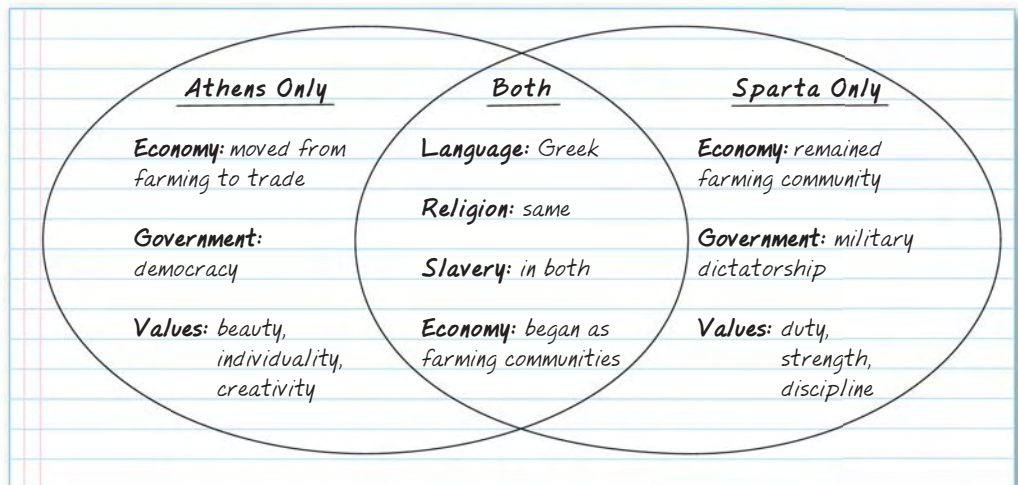
The leader in the movement to democracy was Athens. After a series of reforms, every Athenian citizen was considered equal before the law. However, as in the other Greek city-states, only about one fifth of the population were citizens. Slaves did much of the work, so Athenian citizens were free to create works of art, architecture, and literature, including drama.

3 By contrast, Sparta lived in constant fear of revolts by *helots*, people who were held in slave-like conditions to work the land. The city was set up as a military dictatorship, and Spartan men dedicated their lives to the military. **4** In Sparta, duty, strength, and discipline were valued over beauty, individuality, and creativity. As a result, Spartans created little art, architecture, or literature.

STRATEGY: MAKE A VENN DIAGRAM.

Compare and Contrast: Summarize similarities and differences in a Venn diagram.

In the overlapping area, list characteristics shared by both subjects. Then, in one oval list the characteristics of one subject not shared by the other. In the other oval, list unshared characteristics of the second subject.



Applying the Skill

MAKE YOUR OWN VENN DIAGRAM. Turn to Chapter 20, pages 564–565, and read the section called “Native Americans Respond.” Make a Venn diagram comparing and contrasting Dutch and English colonists’ relations with Native Americans.

Section 1: Reading Critically

1.7 Distinguishing Fact from Opinion

FACTS are events, dates, statistics, or statements that can be proved to be true. Facts can be checked for accuracy. **OPINIONS** are judgments, beliefs, and feelings of the writer or speaker.

Understanding the Skill

STRATEGY: FIND CLUES IN THE TEXT. The following excerpt tells about the uprising of Jews in the Warsaw ghetto in 1943. The chart summarizes the facts and opinions.

- 1 Facts:** Look for specific names, dates, statistics, and statements that can be proved. The first two paragraphs provide a factual account of the event.
- 2 Opinion:** Look for assertions, claims, hypotheses, and judgments. Here Goebbels expresses his opinion of the uprising and of the Jews.
- 3 Opinion:** Look for judgment words that the writer uses to describe the people and events. Judgment words are often adjectives that are used to arouse a reader's emotions.

The Warsaw Ghetto Uprising

With orders from Himmler to crush the Jews, **1** the Nazis attacked on April 19, 1943, at the start of the holiday of Passover. **1** Two thousand armed SS troops entered the ghetto, marching with tanks, rifles, machine guns, and trailers full of ammunition. The Jewish fighters were in position—in bunkers, in windows, on rooftops. **1** They had rifles and handguns, hand grenades and bombs that they had made. And they let fly. . . .

Unbelievably, the Jews won the battle that day. The Germans were forced to retreat. . . . **1** The Germans brought in more troops, and the fighting intensified. German pilots dropped bombs on the ghetto. . . .

2 On May 1, Goebbels [Nazi propaganda minister] wrote in his diary: "Of course this jest will probably not last long." He added a complaint. "But it shows what one can expect of the Jews if they have guns."

Goebbels' tone was mocking. But his forecast was inevitable—and correct. . . . Goebbels did not record in his diary, when the uprising was over, that the **3** starving Jews of the ghetto, with their **3** pathetic supply of arms, had held out against the German army for forty days, longer than Poland or France had held out.

Source: *A Nightmare in History*, by Miriam Chaikin. (New York: Clarion Books, 1987) pp. 77–78

STRATEGY: MAKE A CHART.

Divide facts and opinions in a chart. Summarize and separate the facts from the opinions expressed in a passage.

FACTS	OPINIONS
On April 19, 1943, 2,000 armed SS troops attacked the Warsaw ghetto. Jewish fighters held out for 40 days.	Goebbels: The uprising was a jest, but showed the danger of letting Jews get hold of guns.
	Author: It is difficult to believe that Warsaw Jews with their pathetic supply of arms were able to defeat the powerful Nazis.

Applying the Skill

MAKE YOUR OWN CHART. Turn to Chapter 26, page 769. Find the Primary Source from the Seneca Falls Convention. Make a chart in which you summarize the facts in your own words, and list the opinions and judgments stated. Look carefully at the language used in order to separate one from the other.

Section 2: Higher-Order Critical Thinking

2.1 Categorizing

CATEGORIZING means organizing similar kinds of information into groups. Historians categorize information to help them identify and understand historical patterns.

Understanding the Skill

STRATEGY: DECIDE WHAT INFORMATION NEEDS TO BE CATEGORIZED. The following passage describes India's Taj Mahal, a memorial built by a Mughal ruler. As you read, look for facts and details that are closely related. Then choose appropriate categories.

- 1 Look at topic sentences for clues to defining categories.
- 2 Look at the type of information each paragraph contains. A paragraph often contains similar kinds of information.

Building the Taj Mahal

- 1 Some 20,000 workers labored for 22 years to build the famous tomb. It is made of white marble brought from 250 miles away. The minaret towers are about 130 feet high. The building itself is 186 feet square.
 - 1 The design of the building is a blend of Hindu and Muslim styles. The pointed 2 arches are of Muslim design, and the perforated marble 2 windows and 2 doors are typical of a style found in Hindu temples.
- The inside of the building is a glittering garden 2 thousands of carved marble flowers inlaid with tiny precious stones. One tiny flower, one inch square, had 60 different inlays.

STRATEGY: MAKE A CHART.

- 3 Add a title.
- 4 Sort information into the categories you have chosen.
- 5 Make one column for each category.

3 THE TAJ MAHAL		
4 Labor	Dimensions	Design features
<ul style="list-style-type: none">• 20,000 workers• 22 years to complete	<ul style="list-style-type: none">• Minaret towers: 130 feet high• Building: 186 feet	<ul style="list-style-type: none">• Made of white marble• Pointed arches (Muslim influence)• Perforated marble windows and doors (Hindu influence)• Interior: thousands of carved marble flowers inlaid with precious stones
5	5	5

Applying the Skill

MAKE YOUR OWN CHART. Turn to Chapter 22, page 637. Read “New Artistic Styles.” Decide what categories you will use to organize the information. Then make a chart, like the one above, that organizes the information in the passage into the categories you have chosen.

Section 2: Higher-Order Critical Thinking

2.2 Making Inferences

Inferences are ideas and meanings not stated in the material. **MAKING INFERENCES** means reading between the lines to extend the information provided. Your inferences are based on careful study of what is stated in the passage as well as your own common sense and previous knowledge.

Understanding the Skill

STRATEGY: DEVELOP INFERENCES FROM THE FACTS. This passage describes the Nok culture of West Africa. Following the passage is a diagram that organizes the facts and ideas that lead to inferences.

- 1 Read the stated facts and ideas.**

- 2 Use your knowledge, logic, and common sense to draw conclusions.** You could infer from these statements that the Nok were a settled people with advanced technology and a rich culture.

- 3 Consider what you already know that could apply.** Your knowledge of history might lead you to infer the kinds of improvements in life brought about by better farming tools.

- 4 Recognize inferences that are already made.** Phrases like “the evidence suggests” or “historians believe” indicate inferences and conclusions experts have made from historical records.

The Nok Culture

1 The earliest known culture of West Africa was that of the Nok people. They lived in what is now Nigeria between 900 B.C. and A.D. 200. Their name came from the village where the first artifacts from their culture were discovered by archaeologists. The **2** Nok were farmers. They were also **2** the first West African people known to smelt iron. The Nok began making iron around 500 B.C., using it to make tools for farming and weapons for hunting. **3** These iron implements lasted longer than wood or stone and vastly improved the lives of the Nok.

Nok artifacts have been found in an area stretching for 300 miles between the Niger and Benue rivers. **2** Many are sculptures made of terra cotta, a reddish-brown clay. Carved in great artistic detail, some depict the heads of animals such as elephants and others depict human heads. The features of some of the heads reveal a great deal about their history. One of the human heads, for example, shows an elaborate hairdo arranged in six buns, a style that is still worn by some people in Nigeria today. **4** This similarity suggests that the Nok may have been the ancestors of modern-day Africans.

STRATEGY: MAKE A CHART.

Summarize the facts and inferences you make in a chart.

Stated Facts and Ideas	Inferences
<ul style="list-style-type: none"> iron farming tools iron harder than wood tools improved life 	iron tools improved agriculture and contributed to cultural development
<ul style="list-style-type: none"> Nok artifacts found in 300-mile radius 	Nok culture spread across this area
<ul style="list-style-type: none"> heads carved in great artistic detail 	Nok were skilled potters and sculptors
<ul style="list-style-type: none"> sculptures included elephant heads 	elephants played a role in people's lives

Applying the Skill

MAKE YOUR OWN CHART. Read the Tamil poem from ancient India quoted in Chapter 7 on page 194. Using a chart like the one above, make inferences from the poem about its author, its subject, and the culture it comes from.

Section 2: Higher-Order Critical Thinking

2.3 Drawing Conclusions

DRAWING CONCLUSIONS means analyzing what you have read and forming an opinion about its meaning. To draw conclusions, you look closely at the facts, combine them with inferences you make, and then use your own common sense and experience to decide what the facts mean.

Understanding the Skill

STRATEGY: COMBINE INFORMATION TO DRAW CONCLUSIONS. The passage below presents information about the reunification of East and West Germany in 1990. The diagram that follows shows how to organize the information to draw conclusions.

- 1 Read carefully to understand all the facts.** Fact: Reunification brought social and political freedoms to East Germans.
- 2 Read between the lines to make inferences.** Inference: After a market economy was introduced, many industries in eastern Germany failed, which put people out of work.
- 3 Use the facts to make an inference.** Inference: Reunification put a strain on government resources.
- 4 Ask questions of the material.** What are the long-term economic prospects for eastern Germany? Conclusion: Although it faced challenges, it seemed to have a greater chance for success than other former Communist countries.

Germany is Reunified

On October 3, 1990, Germany once again became a single nation. **1** After more than 40 years of Communist rule, most East Germans celebrated their new political freedoms. Families that had been separated for years could now visit whenever they chose.

Economically, the newly united Germany faced serious problems. More than 40 years of Communist rule had left East Germany in ruins. Its transportation and telephone systems had not been modernized since World War II. State-run industries in East Germany had to be turned over to private control and operate under free-market rules. **2** However, many produced shoddy goods that could not compete in the global market.

Rebuilding eastern Germany's bankrupt economy was going to be a difficult, costly process. **3** Some experts estimated the price tag for reunification could reach \$200 billion. In the short-term, the government had to provide **2** unemployment benefits to some 1.4 million workers from the east who found themselves out of work.

4 In spite of these problems, Germans had reasons to be optimistic. Unlike other Eastern European countries, who had to transform their Communist economies by their own means, East Germany had the help of a strong West Germany. Many Germans may have shared the outlook expressed by one worker: "Maybe things won't be rosy at first, but the future will be better."

STRATEGY: MAKE A DIAGRAM.

Summarize the facts, inferences, and your conclusion in a diagram.

Facts	Inferences	Conclusion About Passage
East Germans gained freedoms.	East Germans welcomed the end of Communist rule.	Although eastern Germany was in bad shape at the time of reunification, it had the advantage of the strength of western Germany as it made the transition to democracy and capitalism.
Transportation and telephone systems were outmoded.	Rebuilding took time.	
State-run industries produced shoddy goods.	Industries couldn't compete in free-market economy.	
Unemployment skyrocketed.	Reunification put a great financial burden on Germany.	
Cost for reunification could be \$200 billion.		

Applying the Skill

MAKE A DIAGRAM. Look at Chapter 6, pages 160–162, on the collapse of the Roman Republic. As you read, draw conclusions based on the facts. Use the diagram above as a model for organizing facts, inferences, and conclusions about the passage.

Section 2: Higher-Order Critical Thinking

2.4 Developing Historical Perspective

DEVELOPING HISTORICAL PERSPECTIVE means understanding events and people in the context of their times. It means not judging the past by current values, but by taking into account the beliefs of the time.

Understanding the Skill

STRATEGY: LOOK FOR VALUES OF THE PAST. The following passage was written by Bartolomé de Las Casas, a Spanish missionary who defended the rights of Native Americans. It challenges an argument presented by a scholar named Sepúlveda, who held that the Spaniards had the right to enslave the Native Americans. Following the passage is a chart that summarizes the information from a historical perspective.

1 Identify the historical figure, the occasion, and the date.

2 Look for clues to the attitudes, customs, and values of people living at the time. As a Spanish missionary, Las Casas assumes that Europeans are more civilized than Native Americans and that Native Americans need to be converted to Catholicism.

3 Explain how people's actions and words reflected the attitudes, values, and passions of the era. Las Casas challenges prejudices about Native Americans that were widely held in Europe. His language emphasizes a favorable comparison between Native American and European societies.

4 Notice words, phrases, and settings that reflect the period. Las Casas speaks from a time when Europeans looked to classical Greece as a benchmark for civilization.

1 In Defense of the Indians (1550)

Bartolomé de Las Casas

Now if we shall have shown that among our Indians of the western and southern shores

2 (granting that we call them barbarians and that they are barbarians) there are important kingdoms, large numbers of people who live settled lives in a society, great cities, kings, judges and laws, persons who engage in commerce, buying, selling, lending, and the other contracts of the law of nations, will it not stand proved that the Reverend Doctor Sepúlveda has spoken wrongly and viciously against peoples like these? . . . From the fact that the Indians are barbarians it does not necessarily follow that they are incapable of government and have to be ruled by others, **2** except to be taught about the Catholic faith and to be admitted to the holy sacraments. **3** They are not ignorant, inhuman, or bestial. Rather, long before they had heard the word Spaniard they had **3** properly organized states, wisely ordered by excellent laws, religion, and custom. They cultivated friendship and, bound together in common fellowship, lived in populous cities in which they wisely administered the affairs of both peace and war justly and equitably, truly governed by laws that at very many points surpass ours, and could have won **4** the admiration of the sages of Athens. . . .

STRATEGY: WRITE A SUMMARY.

Use historical perspective to understand Las Casas's attitudes. In a chart, list key words, phrases, and details from the passage. In a short paragraph, summarize the basic values and attitudes of Las Casas.

Key Phrases	Las Casas's In Defense of the Indians
• barbarians	Las Casas argues that Native Americans are not inhuman and do not deserve cruelty and slavery. Rather, they are fully capable of "coming up" to the level of Spanish civilization. Although he makes the statement that Native Americans are barbarians, his language and comparisons seem to suggest that he believes them to be highly civilized in many respects. At the same time, he believes in the importance of converting them to Catholicism.
• Catholic faith	
• not inhuman, ignorant, or bestial	
• properly organized states, wisely ordered	
• sages of Athens	

Applying the Skill

WRITE YOUR OWN SUMMARY. Turn to Chapter 11, page 319, and read the excerpt from *Medieval Russia's Epics, Chronicles, and Tales*. Read the passage using historical perspective. Then summarize your ideas in a chart like the one above.

Section 2: Higher-Order Critical Thinking

2.5 Formulating Historical Questions

FORMULATING HISTORICAL QUESTIONS is important as you examine primary sources—firsthand accounts, documents, letters, and other records of the past. As you analyze a source, ask questions about what it means and why it is significant. Then, when you are doing research, write questions that you want your research to answer. This step will help to guide your research and organize the information you collect.

Understanding the Skill

STRATEGY: QUESTION WHAT YOU READ. The Muslim scholar Ibn Battuta published an account of his journeys in Asia and Africa in the 1300s. The following passage is part of his description of China. After the passage is a web diagram that organizes historical questions about it.

- 1 Ask about the historical record itself.** Who produced it? When was it produced?
- 2 Ask about the facts presented.** Who were the main people? What did they do? What were they like?
- 3 Ask about the person who created the record.** What judgments or opinions does the author express?
- 4 Ask about the significance of the record.** How would you interpret the information presented? How does it fit in with the history of this time and place? What more do you need to know to answer these questions?

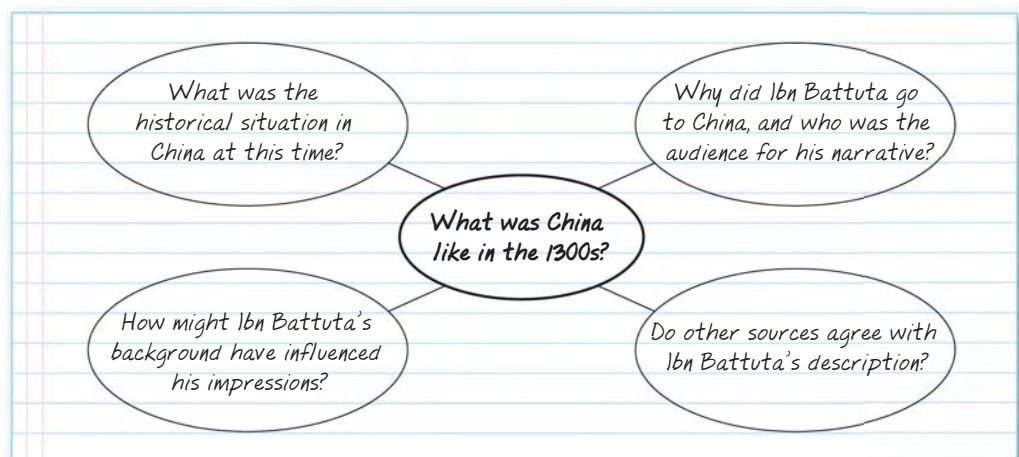
1 Ibn Battuta in China, Around 1345

2 The Chinese themselves are infidels, who worship idols and burn their dead like the Hindus. . . . In every Chinese city there is a quarter for Muslims in which they live by themselves, and in which they have mosques both for the Friday services and for other religious purposes. The Muslims are honored and respected. **3** The Chinese infidels eat the flesh of swine and dogs, and sell it in their markets. **2** They are wealthy folk and well-to-do, but they make no display either in their food or their clothes. You will see one of their principal merchants, a man so rich that his wealth cannot be counted, wearing a coarse cotton tunic. But there is one thing that the Chinese take a pride in, that is gold and silver plate. Every one of them carries a stick, on which they lean in walking, and which they call "the third leg." **4** Silk is very plentiful among them, because the silk-worm attaches itself to fruits and feeds on them without requiring much care. For that reason, it is so common as to be worn by even the very poorest there. Were it not for the merchants it would have no value at all, for a single piece of cotton cloth is sold in their country for the price of many pieces of silk.

STRATEGY: MAKE A WEB DIAGRAM.

Investigate a topic in more depth by asking questions.

Ask a large question and then ask smaller questions that explore and develop from the larger question.



Applying the Skill

MAKE YOUR OWN WEB DIAGRAM. Turn to the quotation by Bernal Díaz in Chapter 16, page 455. Use a web diagram to write historical questions about the passage.

Section 2: Higher-Order Critical Thinking

2.6 Making Predictions

MAKING PREDICTIONS means projecting the outcome of a situation that leaders or groups face or have faced in the past. Historians use their knowledge of past events and the decisions that led up to them to predict the outcome of current situations. Examining decisions and their alternatives will help you understand how events in the past shaped the future.

Understanding the Skill

STRATEGY: IDENTIFY DECISIONS. The following passage describes relations between Cuba and the United States following Fidel Castro's successful attempt to overthrow former Cuban dictator Fulgencio Batista. The chart lists decisions that affected U.S./Cuban relations, along with alternative decisions and predictions of their possible outcomes.

- 1 To help you identify decisions, look for words such as *decide*, *decision*, and *chose*.
- 2 Notice how one political decision often leads to another.
- 3 Notice both positive and negative decisions.

U.S./Cuban Relations under Castro

During the 1950s, Cuban dictator Fidel Castro 1 chose to nationalize the Cuban economy, which resulted in the takeover of U.S.-owned sugar mills and refineries. 2 U.S. President Eisenhower responded by ordering an embargo on all trade with Cuba. As relations between the two countries deteriorated, Cuba became more dependent on the USSR for economic and military aid. In 1960, the CIA trained anti-Castro Cuban exiles to invade Cuba. 3 Although they landed at Cuba's Bay of Pigs, the United States 1 decided not to provide them with air support. Castro's forces defeated the exiles, which humiliated the United States.

STRATEGY: MAKE A CHART.

- 4 Use a chart to record decisions.
- 5 Suggest alternative decisions.
- 6 Predict a possible outcome for each alternative decision.

4	5	6
Decisions	Alternative Decisions	Prediction of Outcome
Castro nationalized Cuban economy.	Castro did not nationalize Cuban economy.	There was no United States embargo of trade with Cuba.
The United States placed an embargo on trade with Cuba.	The United States continued to trade with Cuba.	Cuba continued to depend on the United States economically.
CIA trained Cuban exiles, who invaded Cuba.	The CIA did not train exiles to invade Cuba.	There was no invasion of Cuba.
The United States did not provide air support for the invasion.	The United States provided air support to the invaders.	The United States successfully invaded Cuba.

APPLYING THE SKILL

MAKE A CHART like the one above. Turn to Chapter 21, page 615, and read the first four paragraphs of the section "English Civil War." Identify three decisions of England's King Charles I. Record them on your chart, along with an alternative decision for each. Then predict a possible outcome for each alternative decision.

Section 2: Higher-Order Critical Thinking

2.7 Hypothesizing

HYPOTHESIZING means developing a possible explanation for historical events. A hypothesis is an educated guess about what happened in the past or a prediction about what might happen in the future. A hypothesis takes available information, links it to previous experience and knowledge, and comes up with a possible explanation, conclusion, or prediction.

Understanding the Skill

STRATEGY: FIND CLUES IN THE READING. In studying the Indus Valley civilization, historians do not yet know exactly what caused that culture to decline. They have, however, developed hypotheses about what happened to it. Read this passage and look at the steps that are shown for building a hypothesis. Following the passage is a chart that organizes the information.

1 Identify the event, pattern, or trend you want to explain.

2 Determine the facts you have about the situation. These facts support various hypotheses about what happened to the Indus Valley civilization.

3 Develop a hypothesis that might explain the event. Historians hypothesize that a combination of ecological change and sudden catastrophe caused the Indus Valley civilization to collapse.

4 Determine what additional information you need to test the hypothesis. You might refer to a book about India, for example, to learn more about the impact of the Aryan invasions.

1 Mysterious End to Indus Valley Culture

2 Around 1750 B.C., the quality of building in the Indus Valley cities declined. Gradually, the great cities fell into decay. What happened? Some historians think that the Indus River changed course, as it tended to do, so that its floods no longer fertilized the fields near the cities. Other scholars suggest that people wore out the valley's land. They overgrazed it, overfarmed it, and overcut its trees, brush, and grass.

As the Indus Valley civilization neared its end, around 1500 B.C., a sudden catastrophe may have had a hand in the cities' downfall. **2** Archaeologists have found a half-dozen groups of skeletons in the ruins of Mohenjo-Daro, seemingly never buried. **3** Their presence suggests that the city, already weakened by its slow decline, may have been abandoned after a natural disaster or a devastating attack from human enemies. The Aryans, a nomadic people from north of the Hindu Kush mountains, swept into the Indus Valley at about this time. **4** Whether they caused the collapse of the Indus Valley civilization or followed in its wake is not known.

STRATEGY: MAKE A CHART.

Use a chart to summarize your hypothesis about events.

Write down your hypothesis and the facts that support it. Then you can see what additional information you need to help prove or disprove it.

Hypothesis	Facts that support the hypothesis	Additional information needed
A combination of ecological change and sudden catastrophe caused the Indus Valley civilization to collapse.	<ul style="list-style-type: none">• Building quality declined• Indus River tended to change course• Unburied skeletons were found at Mohenjo-Daro• Aryan invasions occurred around same time	<ul style="list-style-type: none">• What was Indus Valley culture like?• What were the geographical characteristics of the region?• How did overfarming tend to affect the environment?• What factors affected the decline of other ancient civilizations?

Applying the Skill

MAKE YOUR OWN CHART. Turn to Chapter 19, page 545, and read the Primary Source. Predict what impact the introduction of firearms might have had on Japan. Then read the surrounding text material. List facts that support your hypothesis and what additional information you might gather to help prove or disprove it.

Section 2: Higher-Order Critical Thinking

2.8 Analyzing Motives

ANALYZING MOTIVES means examining the reasons why a person, group, or government takes a particular action. To understand those reasons, consider the needs, emotions, prior experiences, and goals of the person or group.

Understanding the Skill

STRATEGY: LOOK FOR REASONS WHY. On June 28, 1914, Serb terrorists assassinated Austria-Hungary's Archduke Franz Ferdinand and his wife when they visited Sarajevo, the capital of Bosnia. In the following passage, Borijove Jevtic, a Serb terrorist, explains why the assassination occurred. Before this passage, he explains that the terrorists had received a telegram stating that the Archduke would be visiting Sarajevo on June 28. The diagram that follows summarizes the motives of the terrorists for murdering the Archduke.

- 1 Look for motives based on basic needs and human emotions.** Needs include food, shelter, safety, freedom. Emotions include fear, anger, pride, desire for revenge, and patriotism, for example.
- 2 Look for motives based on past events or inspiring individuals.**
- 3 Notice both positive and negative motives.**

The Assassination of the Archduke

How dared Franz Ferdinand, not only the representative of the oppressor but in his own person an **1** arrogant tyrant, enter Sarajevo on that day? Such an entry was a **1** studied insult.

2 28 June is a date engraved deeply in the heart of every Serb, so that the day has a name of its own. It is called the vidovnan. It is the day on which the old Serbian kingdom was conquered by the Turks at the battle of Amselfelde in 1389. It is also the day on which in the second Balkan War the Serbian arms took glorious revenge on the Turk for his old victory and for the years of enslavement.

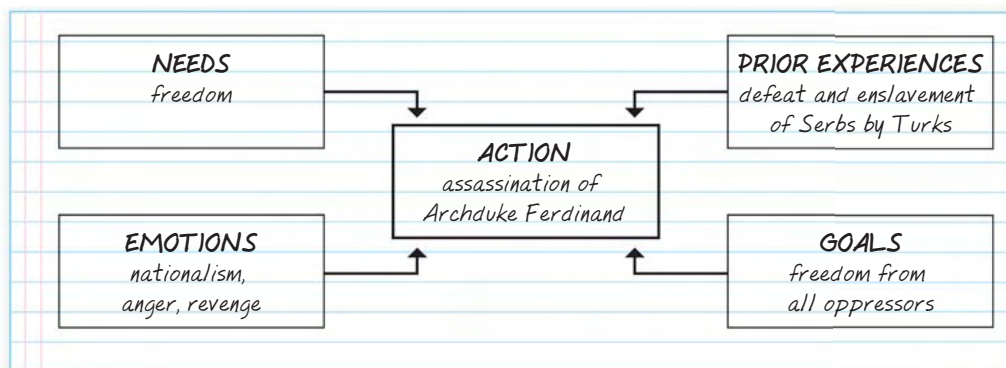
3 That was no day for Franz Ferdinand, the new oppressor, to venture to the very doors of Serbia for a display of the force of arms which kept us beneath his heel.

Our decision was taken almost immediately. Death to the tyrant!

STRATEGY: MAKE A DIAGRAM.

Make a diagram that summarizes motives and actions.

List the important action in the middle of the diagram. Then list motives in different categories around the action.



Applying the Skill

MAKE YOUR OWN DIAGRAM. Turn to Chapter 27, Section 1, “The Scramble for Africa.” Read the section and look for motives of European nations in acquiring lands in other parts of the world. Make a diagram, like the one above, showing the European nations’ motives for taking the land.

Section 2: Higher-Order Critical Thinking

2.9 Analyzing Issues

An issue is a matter of public concern or debate. Issues in history are usually economic, social, political, or moral. Historical issues are often more complicated than they first appear. **ANALYZING AN ISSUE** means taking a controversy apart to find and describe the different points of view about the issue.

Understanding the Skill

STRATEGY: LOOK FOR DIFFERENT SIDES OF THE ISSUE. The following passage describes working conditions in English factories in the early 1800s. The cluster diagram that follows the passage helps you to analyze the issue of child labor.

- 1 Look for a central problem with its causes and effects.**
- 2 Look for facts and statistics.** Factual information helps you understand the issue and evaluate the different sides or arguments.
- 3 Look for different sides to the issue.** You need to consider all sides of an issue before deciding your position.

Children at Work

1 Child labor was one of the most serious problems of the early Industrial Revolution. Children as young as 6 years worked exhausting jobs in factories and mines. Because wages were very low, many families in cities could not survive unless all their members, including children, worked.

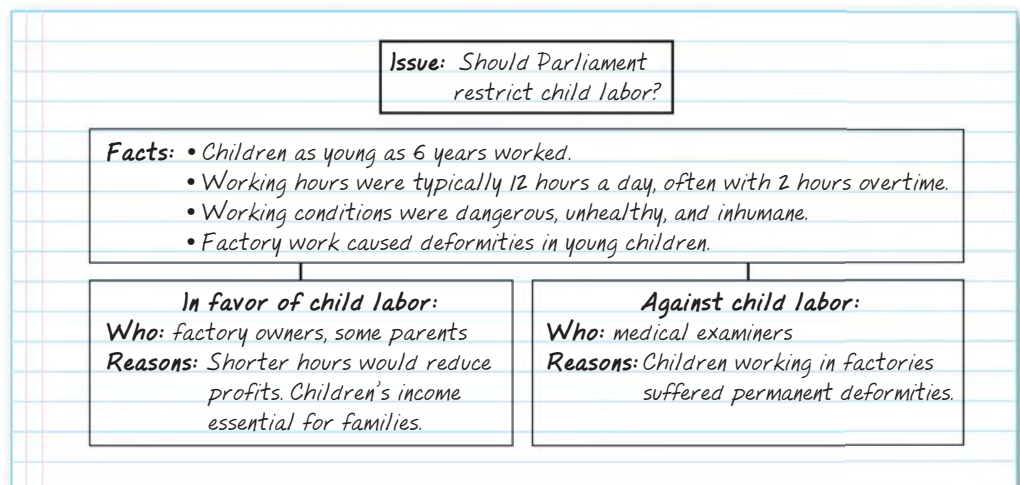
2 In most factories, regular work hours were 6 in the morning to 6 in the evening, often with two “over-hours” until 8. It was common for 40 or more children to work together in one room—a room with little light or air. Those who lagged behind in their work were often beaten. Because safety was a low concern for many factory owners, accidents were common.

In 1831, Parliament set up a committee to investigate abuses of child labor. **2** Medical experts reported that long hours of factory work caused young children to become crippled or stunted in their growth. They recommended that children younger than age 14 should work no more than 8 hours.

3 Factory owners responded that they needed children to work longer hours in order to be profitable. As one owner testified, reduced working hours for children would “much reduce the value of my mill and machinery, and consequently of . . . my manufacture.” As a result of the committee’s findings, Parliament passed the Factory Act of 1833. The act made it illegal to hire children under 9 years old, and it limited the working hours of older children.

STRATEGY: MAKE A CLUSTER DIAGRAM.

If an issue is complex, make a cluster diagram. A cluster diagram can help you analyze an issue.



Applying the Skill

MAKE YOUR OWN CLUSTER DIAGRAM. Chapter 34, page 998, describes the partition of India. Make a cluster diagram to analyze the issue and the positions of the people involved.

Section 2: Higher-Order Critical Thinking

2.10 Analyzing Bias

BIAS is a prejudiced point of view. Historical accounts that are biased tend to be one-sided and reflect the personal prejudices of the historian.

Understanding the Skill

STRATEGY: THINK ABOUT THE WRITER AS YOU READ. The European explorer Amerigo Vespucci reached the coast of Brazil in 1502, on his second voyage to the Americas. Below are his impressions of the people he met.

1 Identify the author and information about him or her. Does the author belong to a special-interest group, social class, political party, or movement that might promote a one-sided or slanted viewpoint on the subject?

2 Search for clues. Are there words, phrases, statements, or images that might convey a positive or negative slant? What might these clues reveal about the author's bias?

3 Examine the evidence. Is the information that the author presents consistent with other accounts? Is the behavior described consistent with human nature as you have observed it?

1 Amerigo Vespucci Reports on the People of Brazil

For twenty-seven days I ate and slept among them, and what I learned about them is as follows.

Having no laws and no religious faith, they live according to nature. **2** They understand nothing of the immortality of the soul. There is no possession of private property among them, for everything is in common. They have no boundaries of kingdom or province. They have no king, nor do they obey anyone. Each one is his own master. **3** There is no administration of justice, which is unnecessary to them, because in their code no one rules...

They are also **2** a warlike people and very cruel to their own kind... That which made me... astonished at their wars and cruelty was that I could not understand from them why they made war upon each other, considering that they held no private property or sovereignty of empire and kingdoms and **3** did not know any such thing as lust for possession, that is pillaging or a desire to rule, which appear to me to be the causes of wars and every disorderly act. When we requested them to state the cause, they did not know how to give any other cause than that this curse upon them began in ancient times and they sought to avenge the deaths of their forefathers.

STRATEGY: MAKE A CHART.

Make a chart of your analysis.

For each of the heads listed on the left side of the chart, summarize information presented in the passage.

Vespucci's impressions of the native peoples of Brazil

author, date	Amerigo Vespucci, 1502
occasion	exploration of coast of Brazil on second voyage to Americas
tone	judging, negative, superior
bias	Since the native people do not live in organized states and have no private property, they have no system of authority, laws, or moral principles. They have no apparent religious beliefs. They are warlike and cruel and seem to make war on one another for no reason. The author's comments about the soul seem to show a bias towards his own religious beliefs. He also reveals a prejudice that European customs and practices are superior to all others.

Applying the Skill

MAKE YOUR OWN CHART. Look at the quotation by the Qing emperor Kangxi in the Primary Source in Chapter 19, page 549. Summarize the underlying assumptions and biases using a chart like the one shown.

Section 2: Higher-Order Critical Thinking

2.11 Evaluating Decisions and Courses of Action

EVALUATING DECISIONS means making judgments about the decisions that historical figures made. Historians evaluate decisions on the basis of their moral implications and their costs and benefits from different points of view.

EVALUATING VARIOUS COURSES OF ACTION means carefully judging the choices that historical figures had to make. By doing this, you can better understand why they made some of the decisions they did.

Understanding the Skill

STRATEGY: LOOK FOR CHOICES AND REASONS. The following passage describes the decisions U.S. President John Kennedy had to make when he learned of Soviet missile bases in Cuba. As you read it, think of the alternative responses he could have made at each turn of events. Following the passage is a chart that organizes information about the Cuban missile crisis.

- 1 Look at decisions made by individuals or by groups.** Notice the decisions Kennedy made in response to Soviet actions.
- 2 Look at the outcome of the decisions.**
- 3 Analyze a decision in terms of the choices that were possible.** Both Kennedy and Khrushchev faced the same choice. Either could carry out the threat, or either could back down quietly and negotiate.

The Cuban Missile Crisis

During the summer of 1962, the flow of Soviet weapons into Cuba—including nuclear missiles—greatly increased. **1** President Kennedy responded cautiously at first, issuing a warning that the United States would not tolerate the presence of offensive nuclear weapons in Cuba. Then, on October 16, photographs taken by American U-2 planes showed the president that the Soviets were secretly building missile bases on Cuba. Some of the missiles, armed and ready to fire, could reach U.S. cities in minutes.

1 On the evening of October 22, the president made public the evidence of missiles and stated his ultimatum: any missile attack from Cuba would trigger an all-out attack on the Soviet Union. Soviet ships continued to head toward the island, while the U.S. navy prepared to stop them and U.S. invasion troops massed in Florida. To avoid confrontation, the Soviet ships suddenly halted. **2** Soviet Premier Nikita Khrushchev offered to remove the missiles from Cuba in exchange for a pledge not to invade the island. Kennedy agreed, and the crisis ended.

3 Some people criticized Kennedy for practicing brinkmanship, when private talks might have resolved the crisis without the threat of nuclear war. Others believed he had been too soft and had passed up a chance to invade Cuba and oust its Communist leader, Fidel Castro.

STRATEGY: MAKE A CHART.

Make a simple chart of your analysis. The problem was that Soviet nuclear missiles were being shipped to Cuba. The decision to be made was how the United States should respond.

Kennedy's Choices	Pros	Cons	My Evaluation
Publicly confront Khrushchev with navy and prepare for war.	Show Khrushchev and world the power and strong will of the U.S.; force him to back off.	Nuclear war could occur.	In your opinion, which was the better choice? Why?
Say nothing to U.S. public and negotiate quietly.	Avoid frightening U.S. citizens and avoid threat of nuclear war.	The U.S. would look weak publicly; Khrushchev could carry out plan.	

Applying the Skill

MAKE A CHART. Chapter 31, page 919, describes the decisions British and French leaders made when Hitler took over the Sudetenland in Czechoslovakia just before World War II. Make a chart, like the one shown, to summarize the pros and cons of their choice of appeasement and evaluate their decision yourself.

Section 2: Higher-Order Critical Thinking

2.12 Forming and Supporting Opinions

Historians do more than reconstruct facts about the past. They also **FORM OPINIONS** about the information they encounter. Historians form opinions as they interpret the past and judge the significance of historical events and people. They **SUPPORT THEIR OPINIONS** with logical thinking, facts, examples, quotes, and references to events.

Understanding the Skill

STRATEGY: FIND ARGUMENTS TO SUPPORT YOUR OPINION. In the following passage, journalist Paul Gray summarizes differing opinions about the significance and impact of Columbus's voyages. As you read, develop your own opinion about the issue.

- 1 Decide what you think about a subject after reading all the information available to you.**

After reading this passage, you might decide that Columbus's legacy was primarily one of genocide, cruelty, and slavery. On the other hand, you might believe that, despite the negatives, his voyages produced many long-term benefits.

- 2 Consider the opinions and interpretations of historians and other experts.** Weigh their arguments as you form your own opinion.

- 3 Support your opinion with facts, quotes, and examples, including references to similar events from other historical eras.**

How Should History View the Legacy of Columbus?

In one version of the story, Columbus and the Europeans who followed him **1** brought civilization to two immense, sparsely populated continents, in the process fundamentally enriching and altering the Old World from which they had themselves come.

Among other things, Columbus' journey was the first step in a long process that eventually produced the United States of America, **2** a daring experiment in democracy that in turn became a symbol and a haven of individual liberty for people throughout the world. But the revolution that began with his voyages was far greater than that. It altered science, geography, philosophy, agriculture, law, religion, ethics, government—the sum, in other words, of what passed at the time as Western culture.

Increasingly, however, there is a counterchorus, an opposing rendition of the same events that deems Columbus' first footfall in the New World to be fatal to the world he invaded, and even to the rest of the globe. The indigenous peoples and their cultures were doomed by European **3** arrogance, **3** brutality, and **3** infectious diseases. Columbus' gift was **3** slavery to those who greeted him; **1** his arrival set in motion the ruthless destruction, continuing at this very moment, of the natural world he entered. Genocide, ecocide, exploitation... are deemed to be a form of Eurocentric theft of history from [the Native Americans].

STRATEGY: MAKE A CHART.

Summarize your opinion and supporting information in a chart. Write an opinion and then list facts, examples, interpretations, or other information that support it.

Opinion: Voyages of Columbus brought more bad than good to the Americas

Facts:

- Europeans replaced existing cultures with their own.
- European diseases killed many Native Americans.
- Columbus enslaved Native Americans.

Historical interpretations:

- Europeans were arrogant and brutal.
- Columbus's arrival set in motion ruthless destruction of environment.
- Through conquest and exploitation, Europeans "stole" Native Americans' history and culture.

Applying the Skill

MAKE YOUR OWN CHART. Look at the Different Perspectives on Economics and the Environment in Chapter 36, page 1081. Read the selections and form your own opinion about the concept of sustainable development. Summarize your supporting data in a chart like the one shown above.

Section 2: Higher-Order Critical Thinking

2.13 Synthesizing

SYNTHESIZING is the skill historians use in developing interpretations of the past. Like detective work, synthesizing involves putting together clues, information, and ideas to form an overall picture of a historical event. A synthesis is often stated as a generalization, or broad summary statement.

Understanding the Skill

STRATEGY: BUILD AN INTERPRETATION AS YOU READ. The passage below describes the first settlement of the Americas. The highlighting indicates the different kinds of information that lead to a synthesis—an overall picture of Native American life.

- 1 Read carefully to understand the facts.** Facts such as these enable you to base your interpretations on physical evidence.
- 2 Look for explanations that link the facts together.** This statement is based on the evidence provided by baskets, bows and arrows, and nets, which are mentioned in the sentences that follow.
- 3 Consider what you already know that could apply.** Your general knowledge will probably lead you to accept this statement as reasonable.
- 4 Bring together the information you have about a subject.** This interpretation brings together different kinds of information to arrive at a new understanding of the subject.

The First Americans

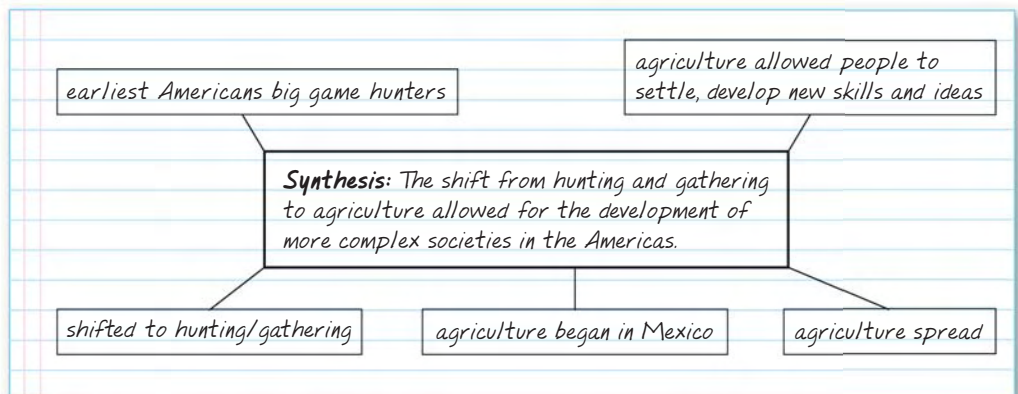
1 From the discovery of chiseled arrowheads and charred bones at ancient sites, it appears that the earliest Americans lived as big game hunters. The woolly mammoth, their largest prey, provided them with food, clothing, and bones for constructing tools and shelters. **2** People gradually shifted to hunting small game and gathering available plants. They created baskets to collect nuts, wild rice, chokeberries, gooseberries, and currants. Later they invented bows and arrows to hunt small game such as jackrabbits and deer. They wove nets to fish the streams and lakes.

Between 10,000 and 15,000 years ago, a revolution took place in what is now central Mexico. People began to raise plants as food. Maize may have been the first domesticated plant, with pumpkins, peppers, beans, and potatoes following. Agriculture spread to other regions.

3 The rise of agriculture brought about tremendous changes to the Americas. Agriculture made it possible for people to remain in one place. It also enabled them to accumulate and store surplus food. As their surplus increased, people had the time to develop skills and more complex ideas about the world. **4** From this agricultural base rose larger, more stable societies and increasingly complex societies.

STRATEGY: MAKE A CLUSTER DIAGRAM.

Summarize your synthesis in a cluster diagram. Use a cluster diagram to organize the facts, opinions, examples, and interpretations that you have brought together to form a synthesis.



Applying the Skill

MAKE YOUR OWN CLUSTER DIAGRAM. In Chapter 17 on pages 488–489, the beginnings of the Protestant Reformation are discussed. Read the passage and look for information to support a synthesis about its fundamental causes. Summarize your synthesis in a cluster diagram.

3.1 Analyzing Primary and Secondary Sources

PRIMARY SOURCES are written or created by people who lived during a historical event. The writers might have been participants or observers. Primary sources include letters, diaries, journals, speeches, newspaper articles, magazine articles, eyewitness accounts, and autobiographies.

SECONDARY SOURCES are derived from primary sources by people who were not present at the original event. They are written after the event. They often combine information from a number of different accounts. Secondary sources include history books, historical essays, and biographies.

Understanding the Skill

STRATEGY: EVALUATE THE INFORMATION IN EACH TYPE OF SOURCE. This passage describes political reforms made by Pericles, who led Athens from 461 to 429 B.C. It is mainly a secondary source, but it includes a primary source in the form of a speech.

- 1 Secondary Source: Look for information collected from several sources.** Here the writer presents an overall picture of the reforms made by Pericles and the reasons for them.

- 2 Secondary Source: Look for analysis and interpretation.** A secondary source provides details and perspective that are missing in a primary source. It also provides context for the primary source.

- 3 Primary Source: Identify the author and evaluate his or her credentials.** How is the speaker connected to the event? Here, this speaker is Pericles himself.

- 4 Primary Source: Analyze the source using historical perspective.** Read the source for factual information while also noting the speaker's opinions, biases, assumptions, and point of view.

Stronger Democracy in Athens

1 To strengthen democracy, Pericles increased the number of public officials who were paid salaries. Before, only wealthier citizens could afford to hold public office because most positions were unpaid. Now even the poorest could serve if elected or chosen by lot. **2** This reform made Athens one of the most democratic governments in history. However, political rights were still limited to those with citizenship status—a minority of Athens' total population.

The introduction of direct democracy was an important legacy of Periclean Athens. Few other city-states practiced this style of government. In Athens, male citizens who served in the assembly established all the important policies that affected the polis. In a famous "Funeral Oration" for soldiers killed in the Peloponnesian War, **3** Pericles expressed his great pride in Athenian democracy:

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

STRATEGY: MAKE A CHART.

Summarize information from primary and secondary sources on a chart.

Primary Source	Secondary Source
Author: Pericles	Author: world history textbook
Qualifications: main figure in the events described	Qualifications: had access to multiple accounts of event
Information: describes his view of Athenian democracy—power in the hands of "the whole people"	Information: puts events in historical perspective—Athens one of most democratic governments in history but limited rights to citizens

Applying the Skill

MAKE YOUR OWN CHART. Read the passage "Mehmed II Conquers Constantinople" in Chapter 18, pages 508–509, which includes a quote from the Greek historian Kritovoulos. Make a chart in which you summarize information from the primary and secondary sources.

3.2 Visual, Audio, and Multimedia Sources

In addition to written accounts, historians use many kinds of **VISUAL SOURCES**. These include paintings, photographs, political cartoons, and advertisements. Visual sources are rich with historical details and sometimes reflect the mood and trends of an era better than words can.

Spoken language has always been a primary means of passing on human history. **AUDIO SOURCES**, such as recorded speeches, interviews, press conferences, and radio programs, continue the oral tradition today.

Movies, CD-ROMs, television, and computer software are the newest kind of historical sources, called **MULTIMEDIA SOURCES**.

Understanding the Skill

STRATEGY: EXAMINE THE SOURCE CAREFULLY. Below are two portraits from the late 1700s, one of Marie Antoinette, the queen of France, and one of a woman who sells vegetables at the market. The chart that follows summarizes historical information gained from interpreting and comparing the two paintings.

- 1 **Identify the subject and source.**
- 2 **Identify important visual details.** Look at the faces, poses, clothing, hairstyles, and other elements.
- 3 **Make inferences from the visual details.** Marie Antoinette's rich clothing and her hand on the globe symbolize her wealth and power. The contrast between the common woman's ordinary clothing and her defiant pose suggests a different attitude about power.

Use comparisons, information from other sources, and your own knowledge to give support to your interpretation. Royalty usually had their portraits painted in heroic poses. Ordinary people were not usually the subjects of such portraits. David's choice of subject and pose suggests that he sees the common people as the true heroes of France.



A Woman of the Revolution [La maraîchère] (1795), Jacques Louis David



Marie Antoinette, Jacques Gautier d'Agoty

STRATEGY: MAKE A CHART.

Summarize your interpretation in a simple chart.

Subject	Visual Details	Inferences	Message
Common woman	Face is worn and clothing is plain, but her head is held high and she wears the red scarf of revolution	Has worked hard for little in life, but strong, proud, and defiant	Although the details are strikingly different, the two paintings convey similar characteristics about their subjects.
Marie Antoinette	Richly dressed and made up; strikes an imperial pose	Lives life of comfort and power; proud, strong, and defiant	

Applying the Skill

MAKE YOUR OWN CHART. Turn to the detail from a mural by Diego Rivera in Chapter 16, page 456. The painting shows the Aztec god Quetzalcoatl in many forms. Use a chart, like the one above, to analyze and interpret the painting.

3.3 Using the Internet

The **INTERNET** is a network of computers associated with universities, libraries, news organizations, government agencies, businesses, and private individuals worldwide. Each location on the Internet has a **HOME PAGE** with its own address, or **URL**.

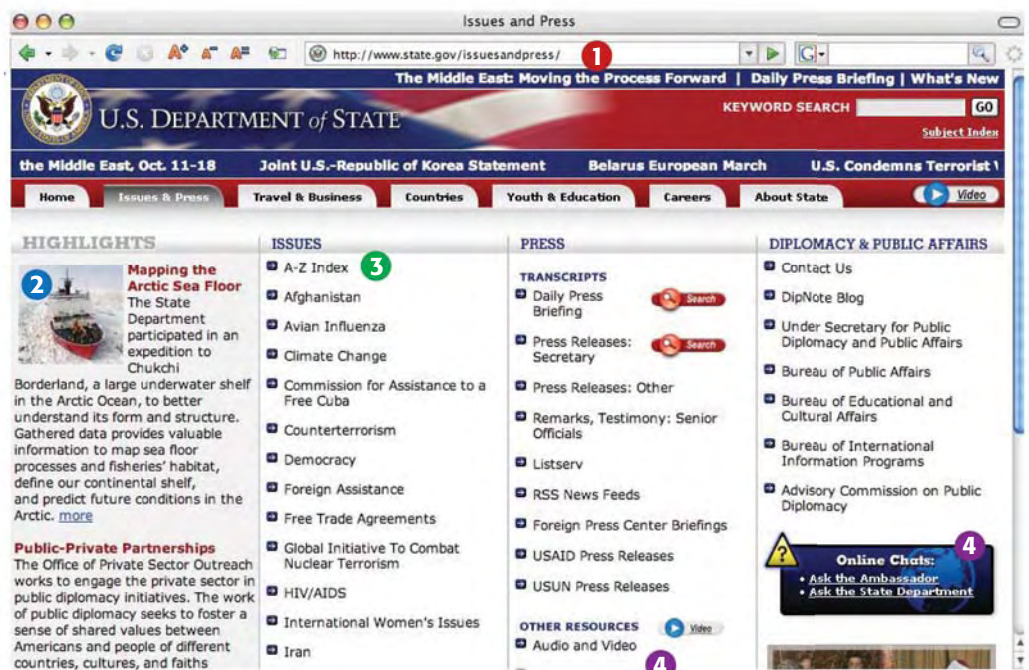
With a computer connected to the Internet, you can reach the home pages of many organizations and services. You might view your library's home page to find the call number of a book or visit an online magazine to read an article. On some sites you can view documents, photographs, and even moving pictures with sound.

The international collection of home pages, known as the **WORLD WIDE WEB**, is a good source of up-to-the-minute information about current events as well as in-depth research on historical subjects. This textbook contains many suggestions for navigating the World Wide Web. Begin by entering **CLASSZONE.COM** to access the home page for McDougal Littell World History.

Understanding the Skill

STRATEGY: EXPLORE THE ELEMENTS ON THE SCREEN. The computer screen below shows the "Issues & Press" page of the U.S. Department of State, the department of the executive branch responsible for international affairs.

- 1 Go directly to a Web page.** If you know the address of a particular Web page, type the address in the box at the top of the screen and press ENTER (or RETURN). After a few seconds, the Web page will appear on your screen.
- 2 Explore the links.** Click on any one of the images or topics to find out more about a specific subject. These links take you to another page at this Web site. Some pages include links to related information that can be found at other places on the Internet.
- 3 Learn more about the page.** Scan the page to learn the types of information contained at this site. This site has information about current events, politics, and health and environmental issues.
- 4 Explore the features of the page.** This page provides multimedia links and a chance to ask questions of State Department officials.



Applying the Skill

DO YOUR OWN

INTERNET RESEARCH. Explore the web sites for Chapter 34 located at classzone.com. **PATH: CLASSZONE.COM → Social Studies → World History → Chapter 34 → Research Links.**

3.4 Interpreting Maps

MAPS are representations of features on the earth's surface. Historians use maps to locate historical events, to show how geography has influenced history, and to illustrate human interaction with the environment.

Different kinds of maps are used for specific purposes.

POLITICAL MAPS show political units, from countries, states, and provinces, to counties, districts, and towns. Each area is shaded a different color.

PHYSICAL MAPS show mountains, hills, plains, rivers, lakes, and oceans. They may use contour lines to indicate elevations on land and depths under water.

HISTORICAL MAPS illustrate such things as economic activity, political alliances, land claims, battles, population density, and changes over time.



- 1 Compass Rose** The compass rose is a feature indicating the map's orientation on the globe. It may show all four cardinal directions (N, S, E, W) or just indicate north.
- 2 Locator** A locator map shows which part of the world the map subject area covers.
- 3 Scale** The scale shows the ratio between a unit of length on the map and a unit of distance on the earth. The maps in this book usually show the scale in miles and kilometers.
- 4 Lines** Lines indicate rivers and other waterways, political boundaries, roads, and routes of exploration or migration.
- 5 Legend or Key** The legend or key explains the symbols, lines, and special colors that appear on the map.
- 6 Symbols** Locations of cities and towns often appear as dots. A capital city is often shown as a star or as a dot with a circle around it. Picture symbols might be used to indicate an area's products, resources, and special features.
- 7 Labels** Key places such as cities, bodies of water, and landforms are labeled. Key dates, such as those for the founding of cities, may also be labeled.
- 8 Colors** Maps use colors and shading for various purposes. On physical maps, color may be used to indicate different physical regions or altitudes. On political maps, color can distinguish different political units. On specialty maps, color can show variable features such as population density, languages, or cultural areas.
- 9 Inset** An inset is a small map that appears within a larger map. It often shows an area of the larger map in greater detail. Inset maps may also show a different area that is in some way related to the area shown on the larger map.
- 10 Lines of Latitude and Longitude** Lines of latitude and longitude appear on maps to indicate the absolute location of the area shown.
 - Lines of latitude show distance measured in degrees north or south of the equator.
 - Lines of longitude show distance measured in degrees east or west of the prime meridian, which runs through Greenwich, England.

3.4 (Continued)

Understanding the Skill

STRATEGY: READ ALL THE ELEMENTS OF THE MAP. The historical maps below show European landholdings in North America in 1754 and after 1763. Together they show changes over time.



- 1 Look at the map's title to learn the subject and purpose of the map.** What area does the map cover? What does the map tell you about the area? Here the maps show North America in 1754 and after 1763 with the purpose of comparing European claims at two different times.
- 2 Look at the scale and compass.** The scale shows you how many miles or kilometers are represented. Here the scale is 500 actual miles to approximately 5/8 inch on the map. The compass shows you which direction on the map is north.
- 3 Read the legend.** The legend tells you what the symbols and colors on the map mean.
- 4 Find where the map area is located on the earth.** These maps show a large area from the Arctic Circle to below latitude 20°N and 40° to 140°W.

STRATEGY: MAKE A CHART. Study the maps and pose questions about how the geographic patterns and distributions changed. Use the answers to create a chart.

Relate the map to the five geography themes by making a chart. The five themes are described on pages xxxii–xxxiii. Ask questions about the themes and record your answers on the chart.

What Was the Location? Large area from Arctic Circle to below 20° N, and 40° to 140° W

What Was the Place? North American continent

What Was the Region? Western Hemisphere

Was There Any Movement? Between 1754 and 1763, land claimed by France was taken over by the other two colonial powers. Spain expanded its territories northward, while Britain expanded westward.

How Did Humans Interact with the Environment? Europeans carved out political units in the continent, which already had inhabitants. They claimed vast areas, with waterways and large mountain ranges to cross.

Applying the Skill

MAKE YOUR OWN CHART. Turn to Chapter 12, page 334, and study the map titled “The Mongol Empire, 1294.” Make a chart, like the one shown above, in which you summarize what the map tells you according to the five geography themes.

3.5 Interpreting Charts

CHARTS are visual presentations of materials. Historians use charts to organize, simplify, and summarize information in a way that makes it more meaningful or easier to remember. Several kinds of charts are commonly used.

SIMPLE CHARTS are used to summarize information or to make comparisons.

TABLES are used to organize statistics and other types of information into columns and rows for easy reference.

DIAGRAMS provide visual clues to the meaning of the information they contain. Venn diagrams are used for comparisons. Web diagrams are used to organize supporting information around a central topic. Illustrated diagrams or diagrams that combine different levels of information are sometimes called **INFOGRAPHICS**.

Understanding the Skill

STRATEGY: STUDY ALL THE ELEMENTS OF THE CHART. The infographic below conveys a great deal of information about the three estates, or classes, that existed in 18th-century France. The infographic visually combines a political cartoon, a bulleted chart, a pie graph, and a bar graph.

Read the title.

Identify the symbols and colors and what they represent.

Here, three colors are used consistently in the infographic to represent the three estates.

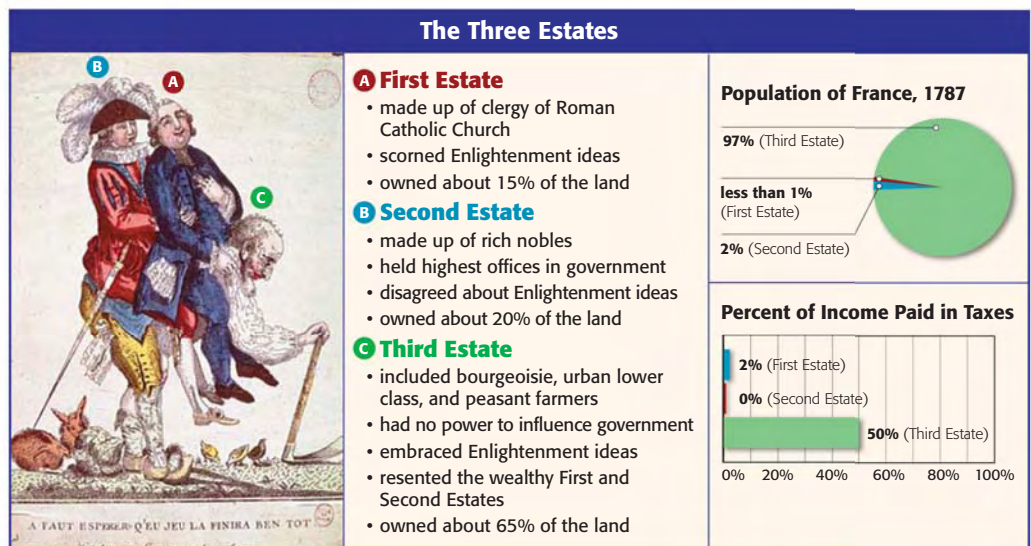
Study each of the elements of the infographic. The political cartoon visually represents the power of the First and Second Estates over the Third Estate. The bulleted chart gives details about the estates. The two graphs give statistics.

Look for the main idea. Make connections among the types of information presented. What was the relationship among the three estates?

Look for geographic patterns and distributions. Pose questions about the way land is distributed among the three estates. Include your answers in your summary paragraph.

STRATEGY: WRITE A SUMMARY.

Write a paragraph to summarize what you learned from the chart.



In 1787, French society was unevenly divided into three estates. Ninety-seven percent of the people belonged to the Third Estate. They had no political power, paid high taxes, and owned only 65 percent of the land. The First Estate, made up of the clergy, and the Second Estate, made up of rich nobles, held the power, the wealth, and more than their share of the land. Both opposed change and took advantage of the Third Estate.

Applying the Skill

WRITE YOUR OWN SUMMARY. Turn to Chapter 13, page 361, and look at the chart titled "Feudalism." Study the chart and write a paragraph in which you summarize what you learn from it.

3.6 Interpreting Graphs

GRAPHS show statistical information in a visual manner. Historians use graphs to show comparative amounts, ratios, economic trends, and changes over time.

LINE GRAPHS can show changes over time, or trends. Usually, the horizontal axis shows a unit of time, such as years, and the vertical axis shows quantities.

PIE GRAPHS are useful for showing relative proportions. The circle represents the whole, such as the entire population, and the slices represent the different groups that make up the whole.

BAR GRAPHS compare numbers or sets of numbers. The length of each bar indicates a quantity. With bar graphs, it is easy to see at a glance how different categories compare.

Understanding the Skill

STRATEGY: STUDY ALL THE ELEMENTS OF THE GRAPH. The line graphs below show average global temperatures and world population figures over a period of 25,000 years. Pose questions about geographic patterns and distributions shown on this graph; for example, when did worldwide temperature start to rise?

- 1 Read the title to identify the main idea of the graph.** When two subjects are shown, look for a relationship between them. This set of graphs shows that the agricultural revolution had links to both global temperature and population.

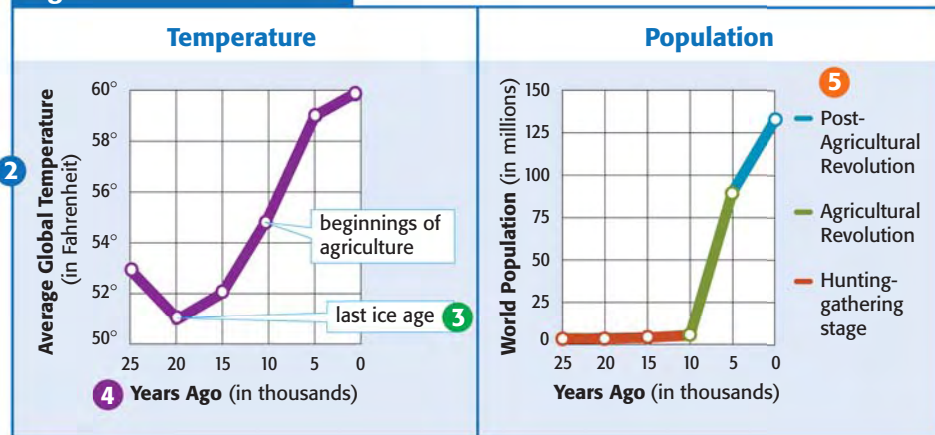
- 2 Read the vertical axis.** The temperature graph shows degrees Fahrenheit. The other shows population in millions, so that 125 indicates 125,000,000.

- 3 Note any information that is highlighted in a box.**

- 4 Read the horizontal axis.** Both graphs cover a period of time from 25,000 years ago to 0 (today).

- 5 Look at the legend to understand what colors and certain marks stand for.**

1 Agricultural Revolution



Summarize the information shown in each part of the graph. What trends or changes are shown in each line graph?

STRATEGY: WRITE A SUMMARY.

Use the answers to your questions about geographic patterns and distributions to write your summary paragraph.

Write a paragraph to summarize what you learned from the graphs.

Some 20,000 years ago, after the last Ice Age, temperatures started to rise worldwide. This steady rise in average temperature from 51° to 59° made possible the beginnings of agriculture. As a result of the agricultural revolution, world population grew from about 2 million to about 130 million over a period of 10,000 years.

Applying the Skill

WRITE YOUR OWN SUMMARY. Turn to Chapter 31, page 908, and look at the graph “World Trade, 1929–1933.” Study the graph and write a paragraph in which you summarize what you learn from it.

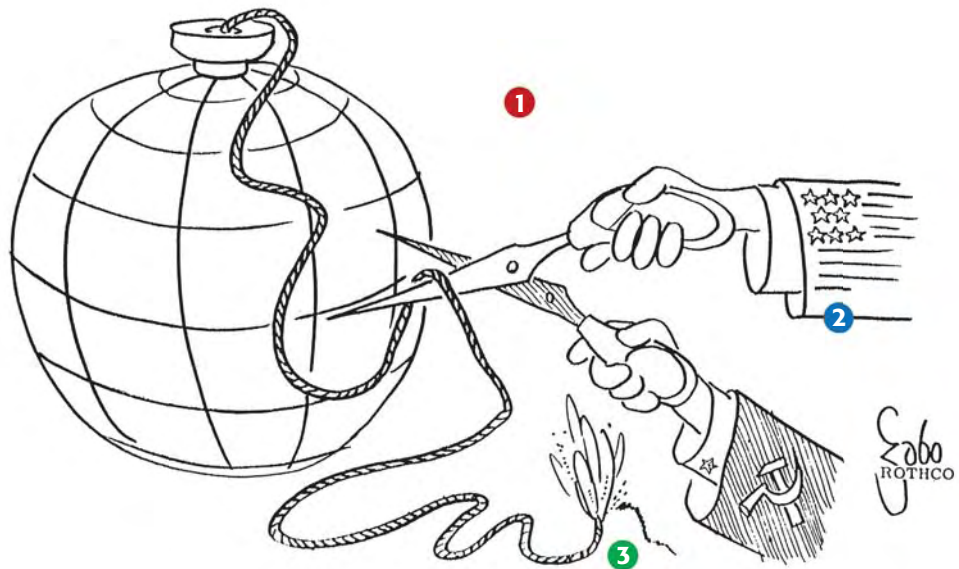
3.7 Analyzing Political Cartoons

POLITICAL CARTOONS are drawings that express the artist's point of view about a local, national, or international situation or event. They may criticize, show approval, or draw attention to a particular issue, and may be either serious or humorous. Political cartoonists often use symbols as well as other visual clues to communicate their message.

Understanding the Skill

STRATEGY: EXAMINE THE CARTOON CAREFULLY. The cartoon below was drawn during the period of détente—a lessening of Cold War tensions between the United States and the Soviet Union.

- 1** Look at the cartoon as a whole to determine the subject.
- 2** Look for symbols, which are especially effective in communicating ideas visually. In this cartoon, Szabo uses symbols that stand for two nations. The stars and stripes stand for the United States. The hammer and sickle stand for the Soviet Union.
- 3** Analyze the visual details, which help express the artist's point of view. The lit fuse suggests that the world is in immediate danger. The United States and the Soviet Union are cooperating to reduce the danger by cutting the fuse.



STRATEGY: MAKE A CHART.

Summarize your analysis in a chart. Look for details and analyze their significance. Then decide on the message of the cartoon.

<i>Symbols and Visual Details</i>	<i>Significance</i>	<i>Message</i>
• Stars and stripes	• United States	The United States and the Soviet Union are trying to prevent their differences from destroying the world.
• Hammer and sickle	• Soviet Union	
• Lit fuse	• Danger	
• Both nations hold the scissors	• Cooperation	

Applying the Skill

MAKE YOUR OWN CHART. Turn to the political cartoon in Chapter 23, page 652. Read the information provided in the chart and graphs to help you understand the basis for the cartoon. Note the clothing and apparent attitudes of the figures in the drawing, as well as how they relate to one another. Then make a chart like the one above.

4.1 Writing for Social Studies

WRITING FOR SOCIAL STUDIES requires you to describe an idea, a situation, or an event. Often, you will be asked to take a stand on a particular issue or to make a specific point. To successfully describe an event or make a point, your writing needs to be clear, concise, and accurate. When you write reports or term papers, you will also need to create a bibliography of your sources; and you need to evaluate how reliable those sources are.

Understanding the Skill

STRATEGY: ORGANIZE INFORMATION AND WRITE CLEARLY. The following passage describes the rise and fall of Napoleon Bonaparte. Notice how the strategies below helped the writer explain the historical importance of Napoleon's power.

1 Focus on your topic. Be sure that you clearly state the main idea of your piece so that your readers know what you intend to say.

2 Collect and organize your facts. Collect accurate information about your topic to support the main idea you are trying to make. Use your information to build a logical case to prove your point.

To express your ideas clearly, use standard grammar, spelling, sentence structure, and punctuation when writing for social studies. Proofread your work to make sure it is well organized and grammatically correct.

1 The Rise and Fall of Napoleon, 1799–1814

The power that Napoleon used to bring order to France after the Revolution ultimately proved to be his undoing. Under his command, the troops drove out members of the legislature in 1799 and helped Napoleon seize control of France. **2** As emperor of France, he stabilized the country's economy. He even created a code of laws. However, Napoleon wanted to control all of Europe. But he made mistakes that cost him his empire. He established a blockade in 1806 to prevent trade between Great Britain and other European nations. But smugglers, aided by the British, managed to get cargo through. He angered Spain by replacing the country's king with his own brother. In 1812, Napoleon also invaded Russia by using many troops who were not French and who felt little loyalty to him. Eventually, all the main powers of Europe joined forces and defeated Napoleon in the spring of 1814.

STRATEGY: USE STANDARD FORMATS WHEN MAKING CITATIONS. Use standard formats when citing books, magazines, newspapers, electronic media, and other sources. The following examples will help you to interpret and create bibliographies.

3 Video

4 Newspaper

5 Magazine

6 Online database

7 Book

3 *Fire and Ice*. Prod. HistoryAlive Videocassette. BBC Video, 1998.

4 Gutierrez, Andrew R. "Memorial for Scott at Antarctic." *Los Angeles Times* 8 January 2001: 14A.

5 Hansen, Ron. "The Race for the South Pole." *Smithsonian Institute* 28 June 1999: 112.

6 "Scott's Run for the South Pole." *Facts on File*. Online. Internet. 28 February 2000.

7 Solomon, Susan. *The Coldest March: Scott's Fatal Antarctic Expedition*. New Haven, CT: Yale UP, 2001.

Applying the Skill

WRITE YOUR OWN RESPONSE. Turn to Chapter 23, Section 4, "Napoleon's Empire Collapses." Read the section and use the strategies above to write your answer to question 6 on page 671.

Find three or four different sources on the Internet or in the library relating to Napoleon's fall. Create a short bibliography and use standard formats for each type of source. Be sure to interpret, or evaluate, how reliable your sources are.

4.2 Creating a Map

CREATING A MAP can help you understand routes, regions, landforms, political boundaries, or other geographical information.

Understanding the Skill

STRATEGY: CREATE A MAP to clarify information and help you visualize what you read. Creating a map is similar to taking notes, except that you draw much of the information. After reading the passage below, a student sketched the map shown.

The French Explore North America

A number of Frenchmen were among the early explorers of North America. In 1534, Jacques Cartier sailed up a broad river that he named the St. Lawrence. When he came to a large island dominated by a mountain, he called the island Mont Real, which eventually became known as Montreal. In 1608, another French explorer, Samuel de Champlain, sailed further up the St. Lawrence and laid claim to a region he called Quebec. In 1673, Jacques Marquette and Louis Joliet explored the Great Lakes and the upper Mississippi River. Nearly 10 years later, Sieur de La Salle explored the lower Mississippi and claimed the entire river valley for France.

- 1 Create a title that shows the purpose of the map.
- 2 Consider the purpose of the map as you decide which features to include. Because the main purpose of this sketch map is to show the routes of early explorers, it includes a scale of distance.
- 3 Find one or more maps to use as a guide. For this sketch map, the student consulted a historical map and a physical map.
- 4 Create a legend to explain any colors or symbols used.



Applying the Skill

MAKE YOUR OWN SKETCH MAP. Turn to Chapter 20, page 556, and read the first three paragraphs of the section “Spanish Conquests in Peru.” Create a sketch map showing the cities where Pizarro conquered the Inca. Use either a modern map of Peru or an historic map of the Incan Empire as a guide. (The conquered cities of the empire also belong to the modern nation of Peru.) Include a scale of miles to show the distance traveled by the Spanish to make their conquests. Add a legend to indicate which conquest involved a battle and which did not.

4.3 Creating Charts and Graphs

CHARTS and **GRAPHS** are visual representations of information. (See Skillbuilders 3.5, Interpreting Charts, and 3.6, Interpreting Graphs.) Three types of graphs are **BAR GRAPHS**, **LINE GRAPHS**, and **PIE GRAPHS**. Use a line graph to show changes over time, or trends. Use a pie graph to show relative proportions. Use a bar graph to display and compare information about quantities. Use a **CHART** to organize, simplify, and summarize information.

Understanding the Skill

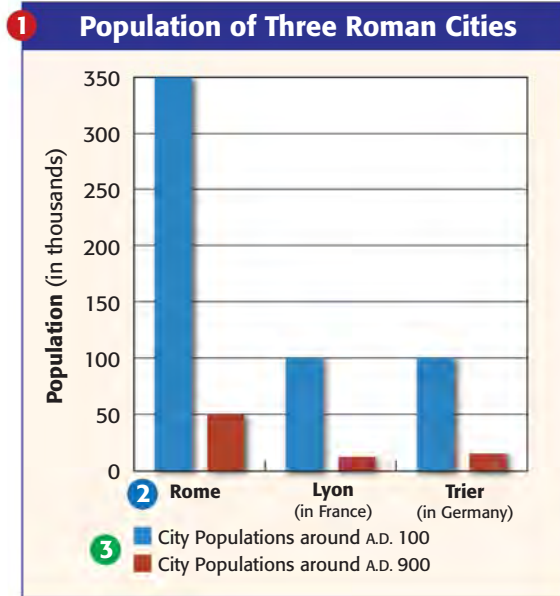
STRATEGY: CREATE A BAR GRAPH. Choose the information that you wish to compare. After reading the following paragraph, a student created the bar graph below to compare population shifts in three European cities.

Population Shifts

The decline of the Roman Empire led to major population shifts. As Roman centers of trade and government collapsed, nobles retreated to the rural areas. Roman cities were left without strong leadership. The population of Rome dropped from 350,000 in A.D. 100 to 50,000 in A.D. 900. During the same period, other cities in the empire experienced similar declines. For example, the population of Trier, Germany, dropped from 100,000 to around 13,000. The population of Lyon, France, experienced an even greater decline, dropping from 100,000 to approximately 12,000.

STRATEGY: ORGANIZE THE DATA. Be consistent in how you present similar kinds of information.

- 1 Use a title that sums up the information.
- 2 Clearly label vertical and horizontal axes.
Use the vertical axis to show increasing quantities.
Label the horizontal axis with what is being compared.
- 3 Add a legend to indicate the meaning of any colors or symbols.



Applying the Skill

CREATE A BAR GRAPH. Turn to Chapter 23, page 670. Study the map “Napoleon’s Russian Campaign, 1812.” Use the information to create a bar graph showing the number of soldiers in Napoleon’s army from June 1812 to December 6, 1812. Label the vertical axis Soldiers (in thousands) and show the grid in increments of 100, beginning with 0 and ending with 500. Provide a bar for each of the following dates: June 1812, September 7, 1812, November 1812, and December 6, 1812. Label each bar with the number of soldiers. Add a title. Be sure to read carefully the information in the boxes on the chart for each date you include in your graph.

4.4 Creating and Using a Database

A **DATABASE** is a collection of data, or information, that is organized so that you can find and retrieve information on a specific topic quickly and easily. Once a computerized database is set up, you can search it to find specific information without going through the entire database. The database will provide a list of all information in the database related to your topic. Learning how to use a database will help you learn how to create one.

Understanding the Skill

STRATEGY: CREATE THE DATABASE. First, identify the topic of the database. Both words in this title, “Five Empires,” are important. These words were used to begin the research for this database.

1 Determine the order of presentation of information.

For example, will you list items from largest to smallest? from oldest to newest? The five empires are listed in order of date, from earliest empire to latest.

2 Identify the entries included under each heading.

Here, five empires from the text were chosen as topics for research.

3 Ask yourself what kind of data to include.

For example, what geographic patterns and distributions will be shown? Your choice of data will provide the column headings. The key words *Dates*, *Greatest Territory*, and *Greatest Population* were chosen to focus the research.

Five Empires			
	1 Dates	Greatest Territory*	3 Greatest Population**
2 Persian	550 B.C.—330 B.C.	2.0	14.0
Roman	27 B.C.—A.D. 476	3.4	54.8
Byzantine	A.D. 395—A.D. 1453	1.4	30.0
Mongol	A.D. 1206—A.D. 1380	11.7	125.0
Aztec	A.D. 1325—A.D. 1521	0.2	6.0
4 * Estimated in millions of square miles ** Estimated in millions of people			

4 Add labels or footnotes as necessary to clarify the nature of the data presented.

Are the figures shown in thousands? hundred of thousands? millions? Users of the database need to know what the figures represent.

STRATEGY: USE THE DATABASE. Use the database to help you find information quickly. For example, in this database you could search for “empires with populations of more than 10 million” and compile a list including the Persian, Roman, Byzantine, and Mongol empires.

Applying the Skill

CREATE A DATABASE for World War II that shows the dates and locations of important battles, estimated casualty figures, and the significance of the outcome for each battle. Use information presented in Chapter 32 to find the data. Follow a chart format similar to the one above for your database. Then use the database to list the three battles that resulted in the highest number of casualties.

4.5 Creating a Model

WHEN YOU CREATE A MODEL, you use information and ideas to show an event or a situation in a visual way. A model might be a poster or a diagram drawn to explain how something happened. Or, it might be a three-dimensional model, such as a diorama, that depicts an important scene or situation.

Understanding the Skill

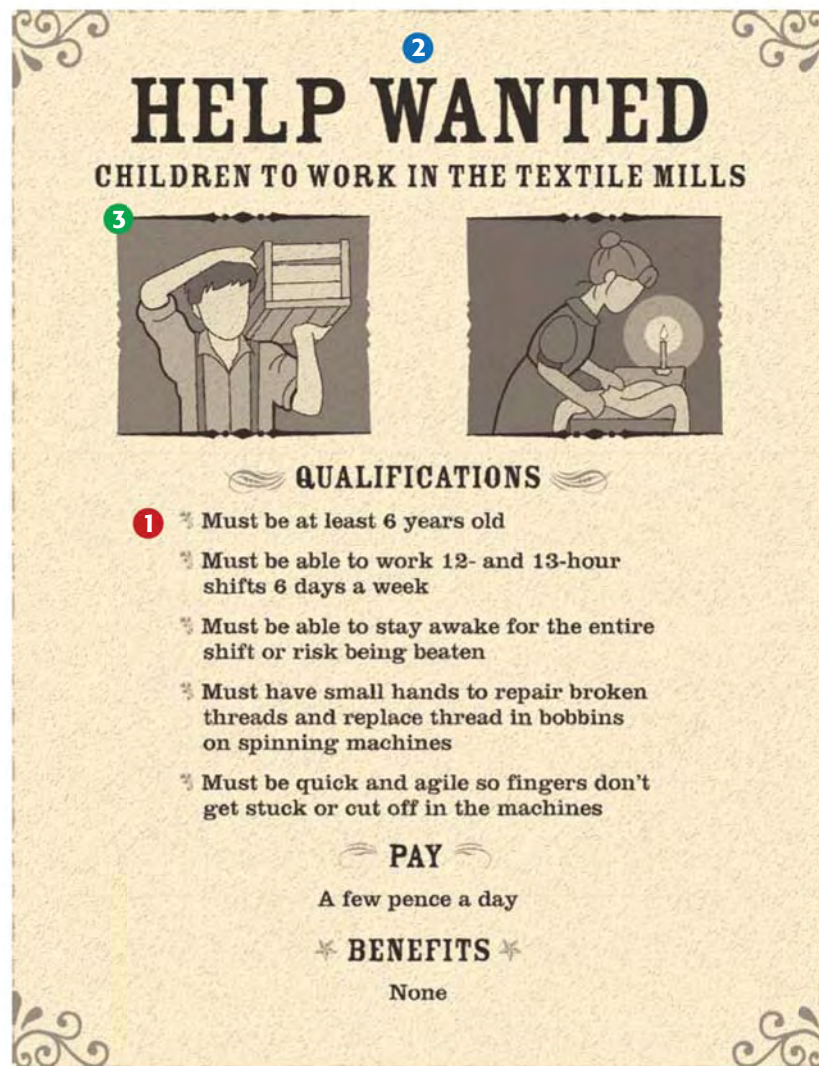
STRATEGY: CREATE A MODEL. The poster below shows the hardships and dangers that children faced while working in the textile factories in the early 1800s. Use the strategies listed below to help you create your own model.

- 1 **Gather the information you need to understand the situation or event.** In this case, you need to be able to show the hardships and dangers of child labor.
- 2 **Visualize and sketch an idea for your model.** Once you have created a picture in your mind, make an actual sketch to plan how it might look.
- 3 **Think of symbols you may want to use.** Since the model should give information in a visual way, think about ways you can use color, pictures, or other visuals to tell the story.

Gather the supplies you will need and create the model. For example, you may need crayons and markers.

Child Labor in Britain in the Early 1800s

INDUSTRY COMES TO MANCHESTER, ENGLAND!



Applying the Skill

CREATE YOUR OWN MODEL. Read the Interact with History feature on page 716. Create a poster that shows how working conditions might be made more fair in England during the Industrial Revolution.

4.6 Creating/Interpreting a Research Outline

When you **CREATE A RESEARCH OUTLINE**, you arrange information you have gathered into an organized format. When you **INTERPRET A RESEARCH OUTLINE**, you use the outline's structure to guide you in writing a research report or paper that is clear and focused.

Understanding the Skill

STRATEGY: DECIDE HOW IDEAS ARE CONNECTED, THEN CREATE AN OUTLINE. As you research a topic, you are likely to gather names, dates, facts, and ideas. All of this information needs to be organized to show how the ideas connect to one another. To decide how the ideas connect, think about your purpose for writing the research report.

For example, suppose you are writing a report about Napoleon's retreat from Moscow. You might choose to create an outline using the sequence of events or using the causes and effects that led to the destruction of the Grand Army. Your outline would reflect your purpose.

- 1 An outline begins with a statement of purpose.
- 2 An outline is divided into two or more major sections, introduced by Roman numerals (I, II).
- 3 Each major section is divided into two or more subsections introduced by capital letters (A, B).
- 4 The subsections may be divided into sub-subsections introduced by Arabic numerals (1, 2).

Chronological outline

- 1 Purpose: Describe the events that led to Napoleon's defeat in Russia.
- 2 I. Napoleon's defeat in Russia
 - A. June 1812
 1. march into Russia
 2. scorched-earth policy
 - B. September 7, 1812
 1. Battle of Borodino
 2. narrow victory for the French
 - C. September 14, 1812
 1. arrival in Moscow
 2. city in flames
- 2 II. Napoleon's defeat in Russia
 - A. mid-October 1812
 1. waiting for offer of peace
 2. too late to advance
 3. begins retreat from Moscow
 - B. early November 1812
 1. retreat in snow storm
 2. attack by Russians

Cause-and-effect outline

- Purpose: Describe the reasons for Napoleon's defeat in Russia.
- I. Napoleon's mistakes
 - 3 A. troops not loyal to Napoleon
 - B. waited too long to retreat
 - 4 1. starvation
 2. winter snows
 - II. Russian tactics
 - A. scorched-earth policy
 - B. no offer of peace from the czar
 - C. attacks on the retreating army

STRATEGY: INTERPRET THE OUTLINE TO WRITE A RESEARCH REPORT.

Use the organization of the outline to choose signal words that match your purpose for writing.

<u>Signal words to show time-order</u>	<u>Signal words to show cause and effect</u>
dates: September 14, 1812	because
time frames: for five weeks	so
order: first, next, then, last	as a result

Applying the Skill

CREATE YOUR OWN OUTLINE. Read Chapter 29, "The Great War, 1914–1918."

Create an outline that shows a sequence of events leading up to World War I or that shows the series of causes and effects that resulted in the war. Choose appropriate signal words to write a rough draft from your outline.

4.7 Creating Oral Presentations

When you **CREATE AN ORAL PRESENTATION**, you prepare a speech or a talk to give before an audience. The object of an oral presentation is to provide information about a particular topic or to persuade an audience to think or act in a particular way.

Understanding the Skill

STRATEGY: CHOOSE A TOPIC. The following is an excerpt from a student's speech in support of recycling.

- 1 **State your theme or point of view.**
- 2 **Include facts or arguments to support your theme.**
- 3 **Choose words and images that reflect the theme.** The comparison to Disneyland is a visual image that helps to communicate the amount of waste in the Fresh Kills Landfill.

1 To help preserve the earth's dwindling natural resources, Americans need to get serious about recycling. At the moment, our track record is not very good. 2 Although people in the United States account for less than 5% of the world's population, they use 40% of the world's resources, and generate a huge amount of waste. The Fresh Kills Landfill, which serves New York City, is a prime example. It contains so much garbage that Fresh Kills Landfill is 3 four times the size of Disneyland. And that's just New York's garbage.

With so many people throwing so much away, is there any point in trying to change things? The answer is yes! Recycling one glass bottle saves enough energy to light a 100-watt light bulb for four hours. Twenty-five million trees could be saved every year by recycling just 10% of our newspapers. Making new aluminum products from recycled aluminum, rather than from bauxite, uses 95% less energy. By increasing the recycling of our bottles, jars, cans, and paper, we could dramatically reduce our demand for trees, fossil fuels, and other precious resources.

STRATEGY: USE THESE TIPS FOR SUCCESSFUL ORAL PRESENTATIONS.

- Maintain eye contact with your audience.
- Use gestures and body language to emphasize main points.
- Pace yourself. Speak slowly and distinctly.
- Vary your tone to help bring out the message you wish to make.

STRATEGY: PRACTICE THE PRESENTATION in front of a mirror or ask a friend or family member to listen to your presentation and give you feedback.

Applying the Skill

CREATE YOUR OWN ORAL PRESENTATION. Turn to Chapter 22. Choose a topic from the "New" section of one of the "Changing Idea" boxes on pages 626, 629, 638, or 642. Create an oral presentation in which you explain how the idea was new and why it was important. Use information from the chapter to support your chosen idea.

4.8 Creating Written Presentations

CREATING A WRITTEN PRESENTATION means writing an in-depth report on a topic in history. Your objective may be to inform or to support a particular point of view. To succeed, your writing must be clear and well organized. For additional information on creating a historical research paper, see Skillbuilder 4.1, Writing for Social Studies.

Understanding the Skill

STRATEGY: CREATE AN OUTLINE such as the one below. Use it as a guide to write your presentation.

- 1 State the main idea.
- 2 Organize the information by category.
- 3 Add supporting facts and details.

1 The Incan Empire

1. The Inca created a large and highly developed empire.

2 A. A Theocracy

1. Members of only 11 families could rule
2. Rulers believed to be descendants of the sun god
3. Religion supported the state; worship of the sun god, Inti, amounted to worship of the king

B. Expansion

1. Rulers conquered new territories to acquire wealth
2. Pachacuti created the largest empire in the Americas
3. Size by 1500: 2,500 miles along western coast, 16 million people

C. Unifying strategies

- 3 1. Rulers practiced diplomacy
2. Rulers imposed a single official language, Quechua
3. Schools taught conquered peoples the Incan ways
4. Extensive system of roads led to Cuzco, the capital

D. Early socialism

1. Supported aged and disabled
2. Rewarded citizens' labor with food and beer

E. Culturally advanced

1. Elaborate calendar system
2. Artisans created works in gold and silver
3. Exception: no writing system, but oral tradition

Section 4: Creating Presentations

4.8 (Continued)

STRATEGY: EDIT AND REVISE YOUR PRESENTATION.

- 1 Use punctuation marks for their correct purposes.** A comma follows a prepositional phrase at the beginning of a sentence.
- 2 Capitalize all proper nouns.** Three lines under a letter means to capitalize.
- 3 Check spelling with both an electronic spell checker and a dictionary.**
- 4 Use consistent verb tense.** Use past tense for events in the past.
- 5 Check for common agreement errors.** Subjects and verbs must agree in person and number.
- 6 Use correct sentence structure.** Every sentence must have a subject and a verb.

The Incan Empire

The Inca created the largest empire ever seen in the Americas. Despite its size **1**, the Incan Empire was highly unified. Its government was diplomatic, bureaucratic, and socialist in nature, and its ruler was believed to be a god-king.

The Incan ruler was selected from one of 11 noble families, who were believed to have descended from **2** inti, the sun god. Religion therefore supported the state, for worship of the sun god amounted to worship of the king. Thus, the empire was a theocracy, which is a state believed to be ruled directly by divine guidance.

The empire's expansion was largely the result of an important tradition: dead rulers retained the wealth they **3** acumulated during their lives. To acquire wealth of their own, succeeding rulers often attempted to conquer new territories. One such ruler, Pachacuti, conquered all of Peru and many neighboring lands as well. By 1500, the Incan Empire extended 2,500 miles along the coast of western South America and included an estimated 16 million people.

Incan rulers used a number of strategies to achieve unification. They practiced diplomacy by allowing conquered peoples to retain their own customs as long as they were loyal to the state. The Inca imposed a single official language, Quechua, to be used throughout the empire. They founded schools to teach Incan ways. They **4** built 14,000 miles of roads and bridges, which connected cities in conquered areas with Cuzco, the Incan capital.

The government's concern for the welfare of its citizens suggests an early form of socialism. Citizens worked for the state and, in turn, were taken care of. At public feasts, food and beer **5** were distributed as a reward for labor. In addition, the aged and disabled often received state support.

Among the many cultural achievements of the Inca were the development of an elaborate calendar system and the creation of beautiful works in gold and silver. Surprisingly, **6** the Inca had no system of writing. They preserved their history and literature by means of an oral tradition.

Applying the Skill

CREATE A TWO-PAGE WRITTEN PRESENTATION on a topic of historical importance that interests you.

CONTENTS

Unit 1

Rig Veda , <i>Creation Hymn</i> (Chapter 3)	R40
Bible , <i>Psalm 23</i> (Chapter 3)	R41
Confucius , <i>Analects</i> (Chapter 4)	R42

Unit 2

Thucydides , <i>History of the Peloponnesian War</i> (Chapter 5)	R43
Plato , <i>The Apology</i> (Chapter 5)	R44
Tacitus , <i>Annals</i> (Chapter 6)	R45

Unit 3

Qur'an (Chapter 10)	R46
Sei Shōnagon , <i>The Pillow Book</i> (Chapter 12)	R47
Magna Carta (Chapter 14)	R48

Unit 4

Popol Vuh (Chapter 16)	R49
Niccolò Machiavelli , <i>The Prince</i> (Chapter 17)	R50
Sir Thomas More , <i>Utopia</i> (Chapter 17)	R51

Unit 5

James Madison , <i>The Federalist</i> , "Number 51" (Chapter 22)	R52
Mary Wollstonecraft , <i>A Vindication of the Rights of Woman</i> (Chapter 22)	R53
Élisabeth Vigée-Lebrun , <i>Memoirs of Madame Vigée-Lebrun</i> (Chapter 23)	R54

Unit 6

Sadler Committee , <i>Report on Child Labor</i> (Chapter 25)	R55
Abraham Lincoln , <i>Second Inaugural Address</i> (Chapter 26)	R56
Elizabeth Cady Stanton , <i>The Natural Rights of Civilized Women</i> (Chapter 26)	R57

Unit 7

Woodrow Wilson , <i>The Fourteen Points</i> (Chapter 29)	R58
Elie Wiesel , <i>Night</i> (Chapter 32)	R59
Jeanne Wakatsuki Houston , <i>Farewell to Manzanar</i> (Chapter 32)	R60

Unit 8

Nelson Mandela , <i>Inaugural Address</i> (Chapter 35)	R61
Martin Luther King, Jr. , <i>I Have a Dream</i> (Chapter 36)	R62
Cesar Chavez , <i>An Open Letter</i> (Chapter 36)	R63

from the **Rig Veda**

SETTING THE STAGE The Rig Veda is one of the sacred scriptures of the Aryans, who invaded India around 1500 B.C. The oldest of four Vedas, or books of wisdom, it contains 1,028 hymns to Aryan gods. The “Creation Hymn” speculates about how the world was created.

PRIMARY SOURCE

There was neither non-existence nor existence then;
there was neither the realm of space nor the sky
which is beyond. What stirred? Where? In whose
protection? Was there water, bottomlessly deep?

There was neither death nor immortality then.
There was no distinguishing sign of night nor of
day. That one breathed, windless, by its own
impulse. Other than that there was nothing beyond.

Darkness was hidden by darkness in the beginning;
with no distinguishing sign, all this was water. The
life force that was covered with emptiness, that one
arose through the power of heat.

Desire came upon that one in the beginning; that
was the first seed of mind. Poets seeking in their
heart with wisdom found the bond of existence in
non-existence.

Their cord was extended across. Was there below?
Was there above? There were seed-placers; there
were powers. There was impulse beneath; there was
giving-forth above.

Who really knows? Who will here proclaim it?
Whence was it produced? Whence is this creation?
The gods came afterwards, with the creation of this
universe. Who then knows whence it has arisen?

Whence this creation has arisen—perhaps it formed
itself, or perhaps it did not—the one who looks
down on it, in the highest heaven, only he knows—
or perhaps he does not know.



▲ Indra, the Aryan god of war,
seated on an elephant

DOCUMENT-BASED QUESTIONS

1. What is the basic two-part structure of the “Creation Hymn”?
2. Who knows how the universe was created, according to the “Creation Hymn”?
3. What questions does the hymn raise about how the universe was created? What answers does it give?
4. What are you told about “that one” who is mentioned in the hymn?
5. What might the following words mean: “The gods came afterwards, with the creation of this universe”?

from the **King James Bible, Psalm 23**

SETTING THE STAGE The Book of Psalms is the hymnal of ancient Israel. Most of the psalms were written to be used during worship in the temple. Many have been traditionally attributed to King David, who ruled over Israel around 1000 B.C. The Book of Psalms contains 150 songs on a variety of topics. Psalm 23 focuses on the relationship between God and the individual.

PRIMARY SOURCE

The Lord is my shepherd;
I shall not want.
He maketh me to lie down in green pastures;
he leadeth me beside the still waters;
he restoreth my soul.
He leadeth me in the paths of righteousness
for his name's sake.
Yea, though I walk through the valley
of the shadow of death,
I will fear no evil: for thou art with me;
thy rod and thy staff they comfort me.
Thou preparest a table before me
in the presence of mine enemies:
Thou anointest my head with oil; my cup runneth over.
Surely goodness and mercy shall follow me
all the days of my life,
and I will dwell in the house of the Lord forever.



▲ David, the young shepherd, plays his pipe and a bell.

DOCUMENT-BASED QUESTIONS

1. The rod and the staff are two tools of the shepherd. What does this suggest about the role of the Lord, "my shepherd"?
2. What kind of relationship does the person speaking have with the Lord?
3. In this psalm, the Lord is also presented as a generous host. What are some examples of this?
4. Why does the speaker expect goodness and mercy to follow him all the days of his life?

from the **Analects of Confucius**

SETTING THE STAGE The *Analects* (*analect* means “a selection”) is a short collection of about 500 sayings, dialogues, and brief stories, that was put together over a period of many years following Confucius’ death. The *Analects* presents Confucius’ teachings on how people should live to create an orderly and just society. Over time, Confucian thought became the basis for the Chinese system of government and remained a part of Chinese life into the 20th century.

PRIMARY SOURCE

The Master [Confucius] said: “Don’t worry if people don’t recognize your merits; worry that you may not recognize theirs.” (1.16)

The Master said: “To study without thinking is futile [useless]. To think without studying is dangerous.” (2.15)

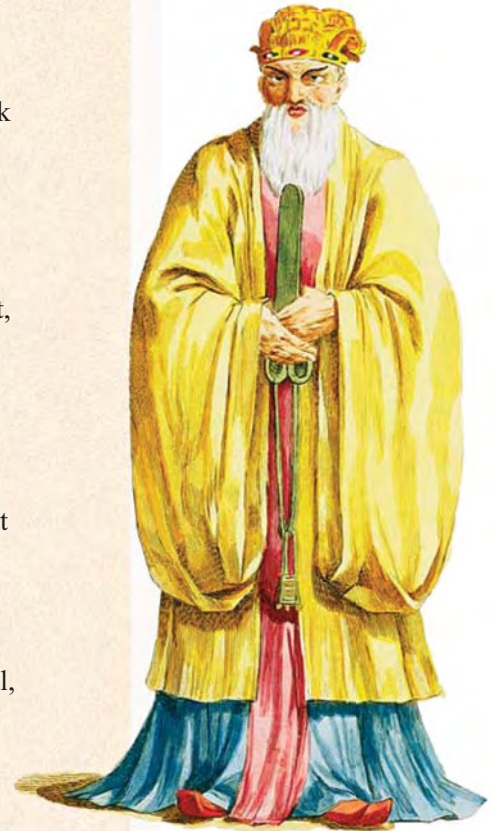
Lord Ji Kang asked: “What should I do in order to make the people respectful, loyal, and zealous?” The Master said: “Approach them with dignity and they will be respectful. Be yourself a good son and a kind father, and they will be loyal. Raise the good and train the incompetent, and they will be zealous.” (2.20)

The Master said: “Authority without generosity, ceremony without reverence, mourning without grief—these, I cannot bear to contemplate.” (3.26)

The Master said: “Don’t worry if you are without a position; worry lest you do not deserve a position. Do not worry if you are not famous; worry lest you do not deserve to be famous.” (4.14)

The Master said: “Without ritual, courtesy is tiresome; without ritual, prudence is timid; without ritual, bravery is quarrelsome; without ritual, frankness is hurtful. When gentlemen treat their kin generously, common people are attracted to goodness; when old ties are not forgotten, common people are not fickle.” (8.2)

Zingong asked: “Is there any single word that could guide one’s entire life?” The master said: “Should it not be *reciprocity*? What you do not wish for yourself, do not do to others.” (15.24)



▲ Confucius

DOCUMENT-BASED QUESTIONS

1. What kinds of behavior does Confucius talk about in the *Analects*?
2. Do you think Confucius views human nature in an optimistic or a pessimistic way? Explain your opinion.
3. What does Confucius mean by reciprocity?
4. What kind of person does Confucius seem to be?
5. Are the teachings in the *Analects* surprising in any way? Explain.
6. Does Confucius seem more concerned with individual behavior or with behavior toward others?

from **History of the Peloponnesian War**

by Thucydides

SETTING THE STAGE Thucydides was a Greek historian who wrote about the bitter 27-year-long Peloponnesian War between Athens and Sparta. As one of the ten military leaders of Athens, Thucydides was probably in attendance when Pericles, the greatest Athenian statesman of his time, gave a funeral oration. This speech honored the Athenian warriors who had been killed during the first year of the war. In the following excerpt, Pericles speaks of the distinctive qualities of Athens.

PRIMARY SOURCE

Our love of what is beautiful does not lead to extravagance; our love of the mind does not make us soft. We regard wealth as something to be properly used, rather than as something to boast about. As for poverty, no one need be ashamed to admit it: the real shame is in not taking practical measures to escape from it. Here each individual is interested not only in his own affairs but in the affairs of state as well: even those who are mostly occupied with their own business are extremely well-informed on general politics—this is a peculiarity of ours: we do not say that a man who takes no interest in politics is a man who minds his own business; we say that he has no business here at all. We Athenians, in our own persons, take our decisions on policy or submit them to proper discussions: for we do not think that there is an incompatibility between words and deeds; the worst thing is to rush into action before the consequences have been properly debated. And this is another point where we differ from other people. We are capable at the same time of taking risks and of estimating them beforehand. Others are brave out of ignorance; and, when they stop to think, they begin to fear. But the man who can most truly be accounted brave is he who best knows the meaning of what is sweet in life and of what is terrible, and then goes out undeterred to meet what is to come.



▲ Bust of Pericles; Roman copy of the Greek original

DOCUMENT-BASED QUESTIONS

1. Why is it important to Pericles that all citizens participate in public life?
2. What seems to be the Athenians' attitude toward politics?
3. Why do the Athenians view public discussion as useful before taking action?
4. In what ways do Athenians lead a balanced life, according to Pericles?
5. What is Pericles's definition of courage?
6. According to Pericles, who has political power in Athens?

from the **Apology**

by Plato

SETTING THE STAGE Socrates and Plato were two of the most important philosophers in history. Plato studied under Socrates in Athens. Though Socrates was popular with the young, some Athenians viewed him as a threat to Athenian traditions and ideals. In 399 B.C., a group of citizens came together to prosecute him, charging him with neglecting the gods of Athens and corrupting its youth. Socrates was brought to trial. A jury of 500 citizens heard the charges against him; then Socrates presented his own defense. By a majority of votes, Socrates was sentenced to death. Plato attended Socrates' trial and later based the *Apology* on his memory of what he had heard. In the following excerpt, Socrates addresses the jury.

PRIMARY SOURCE

Well, gentlemen, for the sake of a very small gain in time you are going to earn the reputation—and the blame from those who wish to disparage [belittle] our city—of having put Socrates to death, “that wise man”—because they will say I am wise even if I am not, these people who want to find fault with you. If you had waited just a little while, you would have had your way in the course of nature. You can see that I am well on in life and near to death. . . .

No doubt you think, gentlemen, that I have been condemned for lack of the arguments which I could have used if I had thought it right to leave nothing unsaid or undone to secure my acquittal. But that is very far from the truth. It is not a lack of arguments that has caused my condemnation, but a lack of effrontery [rude boldness] and impudence, and the fact that I have refused to address you in the way which would give you most pleasure. You would have liked to hear me weep and wail, doing and saying all sorts of things which I regard as unworthy of myself, but which you are used to hearing from other people. But I did not think then that I ought to stoop to servility [disgracefully humble behavior] because I was in danger, and I do not regret now the way in which I pleaded my case. I would much rather die as the result of this defense than live as the result of the other sort. In a court of law, just as in warfare, neither I nor any other ought to use his wits to escape death by any means. In battle it is often obvious that you could escape being killed by giving up your arms and throwing yourself upon the mercy of your pursuers, and in every kind of danger there are plenty of devices for avoiding death if you are unscrupulous enough to stick at nothing. But I suggest, gentlemen, that the difficulty is not so much to escape death; the real difficulty is to escape from doing wrong, which is far more fleet of foot.



▲ Roman fresco painting of Socrates

DOCUMENT-BASED QUESTIONS

1. Socrates says that if his accusers would have waited, they could have had what they wanted. What do they want?
2. Socrates insists that he would rather die than have to defend himself in a different way. What would be so wrong if Socrates had defended himself in a different way?
3. What does Socrates mean when he says that evil is more of a threat to people than death?
4. Why doesn't Socrates tell the jury what it wants to hear?
5. What values do you think are most important to Socrates?

from the **Annals**

by Tacitus

SETTING THE STAGE Tacitus was one of the greatest historians of ancient Rome. He lived in troubled times (A.D. 56–120) when plague and fire frequently ravaged Rome. The *Annals* deals with events from the death of Augustus in A.D. 14 to the death of Nero in A.D. 68. In the following excerpt, Tacitus tells about a terrible fire that swept through Rome in A.D. 64. The fire began near the Circus Maximus, an arena in which chariot races were held, and raged out of control for several days. At the time, Nero was emperor. Many Romans believed that Nero himself had set fire to the city in order to rebuild it according to his own designs.

PRIMARY SOURCE

Now started the most terrible and destructive fire which Rome had ever experienced. It began in the Circus, where it adjoins the . . . hills. Breaking out in shops selling inflammable goods, and fanned by the wind, the conflagration [large fire] instantly grew and swept the whole length of the Circus. There were no walled mansions or temples, or any other obstructions which could arrest it. First, the fire swept violently over the level spaces. Then it climbed the hills—but returned to ravage the lower ground again. It outstripped every countermeasure. The ancient city's narrow winding streets and irregular blocks encouraged its progress.

Terrified, shrieking women, helpless old and young, people intent on their own safety, people unselfishly supporting invalids or waiting for them, fugitives and lingerers alike—all heightened the confusion. When people looked back, menacing flames sprang up before them or outflanked them. When they escaped to a neighboring quarter, the fire followed—even districts believed remote proved to be involved. Finally, with no idea where or what to flee, they crowded on to the country roads, or lay in the fields. Some who had lost everything—even their food for the day—could have escaped, but preferred to die. So

did others, who had failed to rescue their loved ones. Nobody dared fight the flames. Attempts to do so were prevented by menacing gangs. Torches, too, were openly thrown in, by men crying that they acted under orders. Perhaps they had received orders. Or they may just have wanted to plunder unhampered.

Nero was at Antium. He only returned to the city when the fire was approaching the mansion he had built to link the Gardens of Maecenas to the Palatine. The flames could not be prevented from overwhelming the whole of the Palatine, including his palace. Nevertheless, for the relief of the homeless, fugitive masses he threw open the Field of Mars, including Agrippa's public buildings, and even his own gardens. Nero also constructed emergency accommodation for the destitute [poor] multitude. Food was brought from Ostia and neighboring towns, and the price of corn was cut. . . . Yet these measures, for all their popular character, earned no gratitude. For a rumor had spread that, while the city was burning, Nero had gone to his private stage and, comparing modern calamities with ancient, had sung of the destruction of Troy. . . .

[P]eople believed that Nero was ambitious to found a new city to be called after himself.

DOCUMENT-BASED QUESTIONS

1. Who might have ordered the menacing gangs to keep the fire burning?
2. What might have been Nero's motive if he indeed caused the fire to be started?
3. What actions of Nero suggest that he may not have ordered the burning of Rome?
4. What effect might a public calamity such as a fire or an earthquake have on political stability?
5. What different interpretations might the people of the time have given to such an event?
6. What might you have done to save yourself in the burning of Rome?

from the Qur'an

SETTING THE STAGE In about A.D. 610, when the prophet Muhammad was 40 years old, he is said to have received his first visit from the archangel Gabriel. According to tradition, during this visit Gabriel revealed the Word of God to Muhammad. This revelation, or act of revealing, was the first of many experienced by Muhammad throughout his life. Together, these revelations formed the basis of the faith called Islam, which literally means “surrender to the will of Allah” (God). At first Muhammad reported God’s revelations orally, and his followers memorized them and recited them in ritual prayers. Later the revelations were written down in a book called the Qur’an, which means “recitation.”

PRIMARY SOURCE

The Exordium

In the Name of God, the Compassionate, the Merciful
Praise be to God, Lord of the Universe,
The Compassionate, the Merciful,
Sovereign of the Day of Judgment!
You alone we worship, and to You alone we turn for help.
Guide us to the straight path,
The path of those whom You have favored,
Not of those who have incurred Your wrath,
Nor of those who have gone astray.

Faith in God

In the Name of God, the Compassionate, the Merciful
All that is in the heavens and the earth gives glory to God.
He is the Mighty, the Wise One.

It is He that has sovereignty over the heavens and the earth. He ordains life and death, and has power over all things.

He is the First and the Last, the Visible and the Unseen. He has knowledge of all things.

It was He who created the heavens and the earth in six days, and then mounted the throne. He knows all that goes into the earth and all that emerges from it, all that comes down from heaven and all that ascends to it. He is with you wherever you are. God is cognizant [aware] of all your actions.



▲ Qur'an with colored inscriptions and decorative medallions from the 12th or 13th century

He has sovereignty over the heavens and the earth. To God shall all things return. He causes the night to pass into the day, and causes the day to pass into the night. He has knowledge of the inmost thoughts of men.

Have faith in God and His Apostle and give in alms of that which He has made your inheritance; for whoever of you believes and gives in alms shall be richly rewarded.

And what cause have you not to believe in God, when the Apostle calls on you to have faith in your Lord, who has made a covenant [agreement] with you, if you are true believers?

DOCUMENT-BASED QUESTIONS

1. Exordium means a beginning or introduction. What qualities of God are emphasized in “The Exordium”?
2. What might be the purpose of the first five paragraphs in “Faith in God”?
3. What are some of the qualities and actions that make a person righteous?
4. How do these excerpts support the idea of “God, the Compassionate, the Merciful”?
5. How might the words of the Qur'an be applied to governments or social groups?
6. What kind of rules or guidelines for behavior do you think a person should follow in life? How do these compare with those in the Qur'an?

from **The Pillow Book**

by Sei Shōnagon

SETTING THE STAGE Sei Shōnagon served as a lady in waiting to Empress Sadako during the last decade of the 900s. During this period, Shōnagon kept a diary recording many aspects of court life. This diary was published as *The Pillow Book*, a collection of character sketches, lists, anecdotes, and poems that provides a vivid glimpse into the lives of the Japanese nobility during the Heian period (794–1185). During this period, the capital was moved to Heian, the present-day city of Kyoto, and a highly refined court society arose among the upper class. The book reveals Shōnagon as an intelligent woman who enjoyed conversing and matching wits with men as equals. Scholar and translator Arthur Waley has called the collection of observations and anecdotes of Heian court life “the most important document of the period that we possess.”

PRIMARY SOURCE

from “Hateful Things”

One is in a hurry to leave, but one’s visitor keeps chattering away. If it is someone of no importance, one can get rid of him by saying, “You must tell me all about it next time”; but, should it be the sort of visitor whose presence commands one’s best behavior, the situation is hateful indeed. . . .

A man who has nothing in particular to recommend him discusses all sorts of subjects at random as though he knew everything. . . .

To envy others and to complain about one’s own lot; to speak badly about people; to be inquisitive about the most trivial matters and to resent and abuse people for not telling one, or, if one does manage to worm out some facts, to inform everyone in the most detailed fashion as if one had known all from the beginning—oh, how hateful!

One is just about to be told some interesting piece of news when a baby starts crying.

A flight of crows circle about with loud caws.

An admirer has come on a clandestine [secret] visit, but a dog catches sight of him and starts barking. One feels like killing the beast. . . .

One has gone to bed and is about to doze off when a mosquito appears, announcing himself in a reedy voice. One can actually feel the wind made by his wings and, slight though it is, one finds it hateful in the extreme.

A carriage passes with a nasty, creaking noise. Annoying to think that the passengers may not even be aware of this! If I am traveling in someone’s carriage and I hear it creaking, I dislike not only the noise but also the owner of the carriage.

One is in the middle of a story when someone butts in and tries to show that he is the only clever person in the room. Such a person is hateful, and so, indeed, is anyone, child or adult, who tries to push himself forward.

One is telling a story about old times when someone breaks in with a little detail that he happens to know, implying that one’s own version is inaccurate—disgusting behavior! . . .

A newcomer pushes ahead of the other members in a group; with a knowing look, this person starts laying down the law and forcing advice upon everyone—most hateful.

DOCUMENT-BASED QUESTIONS

1. What sort of listing does this excerpt provide?
2. How would you describe the author, based on the things she finds hateful?
3. Murasaki Shikibu, a contemporary, described Shōnagon as self-satisfied. Do you agree or disagree?
4. What might Shōnagon’s list of hateful things suggest about Heian court life?
5. Which item in Shōnagon’s list do you find most hateful?

from the **Magna Carta**

SETTING THE STAGE King John ruled England from 1199 to 1216. When he raised taxes to finance his wars, his nobles revolted. On June 15, 1215, they forced King John to agree to the Magna Carta (Great Charter). This document, drawn up by English nobles and reluctantly approved by the king, guaranteed certain basic political rights.

PRIMARY SOURCE

1. In the first place [I, John,] have granted to God and by this for our present Charter have confirmed, for us and our heirs . . . , that the English church shall be free, and shall have its rights undiminished and its liberties unimpaired. . . . We have also granted to all the free men of our realm for ourselves and our heirs for ever, all the liberties written below, to have and hold, them and their heirs from us and our heirs. . . .

12. No scutage [tax] or aid is to be levied in our realm except by the common counsel of our realm, unless it is for the ransom of our person, the knighting of our eldest son or the first marriage of our eldest daughter; and for these only a reasonable aid is to be levied. Aids from the city of London are to be treated likewise.

13. And the city of London is to have all its ancient liberties and free customs both by land and water. Furthermore, we will and grant that all other cities, boroughs, towns and ports shall have all their liberties and free customs.

20. A free man shall not be amerced [fined] for a trivial offense; and for a serious offense he shall be amerced according to its gravity, saving his livelihood; and a merchant likewise, saving his merchandise; in the same way a villein [serf] shall be amerced saving his wainage [farming tools]; if they fall into our mercy. And none of the aforesaid amercements shall be imposed except by the testimony of reputable men of the neighborhood.



▲ King John signs the Magna Carta.

21. Earls and barons shall not be amerced [fined] except by their peers and only in accordance with the nature of the offense. . . .

38. Henceforth no bailiff shall put anyone on trial by his own unsupported allegation, without bringing credible witnesses to the charge.

39. No free man shall be taken or imprisoned or disseised [dispossessed] or outlawed or exiled or in any way ruined, nor will we go or send against him, except by the lawful judgment of his peers or by the law of the land.

40. To no one will we sell, to no one will we deny or delay right or justice.

DOCUMENT-BASED QUESTIONS

1. According to Article 1, to whom does the king grant the rights enumerated in the Magna Carta?
2. What are some of the liberties granted by the king to his subjects?
3. What do Articles 38 and 39 suggest about the fairness of arrests and trials in King John's England?
4. What does Article 40 suggest about the king's use of power?
5. What impact might the Magna Carta have had on developing ideas of representative government?

from the **Popol Vuh**

SETTING THE STAGE The selection you are about to read is an excerpt from an important Maya work—the *Popol Vuh*. The *Popol Vuh*, or “Book of the Community,” contains the Maya story of the creation of the world. It was written not long after the Spanish conquest by an anonymous Maya noble, who may have been trying to keep the work from becoming lost as a result of his people’s defeat.

PRIMARY SOURCE

This is the beginning of the Ancient Word, here in this place called Quiché. Here we shall inscribe, we shall implant the Ancient Word, the potential and source for everything done in the citadel of Quiché, in the nation of Quiché people. . . .

This is the account, here it is:

Now it still ripples, now it still murmurs, ripples, it still sighs, still hums, and it is empty under the sky.

Here follow the first words, the first eloquence:

There is not yet one person, one animal, bird, fish, crab, tree, rock, hollow, canyon, meadow, forest. Only the sky alone is there; the face of the earth is not clear. Only the sea alone is pooled under all the sky; there is nothing whatever gathered together. It is at rest; not a single thing stirs. It is held back, kept at rest under the sky.

Whatever there is that might be is simply not there: only the pooled water, only the calm sea, only it alone is pooled.

Whatever might be is simply not there: only murmurs, ripples, in the dark, in the night. Only the Maker, Modeler alone, Sovereign Plumed Serpent, the Bearers, Begetters are in the water, a glittering light. They are there, they are enclosed in quetzal feathers, in blue-green.

Thus the name, “Plumed Serpent.” They are great knowers, great thinkers in their very being.

And of course there is the sky, and there is also the Heart of Sky. This is the name of the god, as it is spoken.

And then came his word, he came here to the Sovereign Plumed Serpent, here in the blackness, in the early dawn. He spoke with the Sovereign Plumed Serpent, and they talked, then they thought, then they worried. They agreed with each other, they joined their words, their thoughts. Then it was clear, then they reached accord in the light, and then humanity was clear, when they conceived the growth, the generation of trees, of bushes, and the growth of life, of humankind, in the blackness, in the early dawn, all because of the Heart of Sky, named Hurricane. Thunderbolt Hurricane comes first, the second is Newborn Thunderbolt, and the third is Sudden Thunderbolt. So there were three of them, as Heart of Sky, who came to the Sovereign Plumed Serpent, when the dawn of life was conceived: “How should the sowing be, and the dawning? Who is to be the provider, nurturer?”

“Let it be this way, think about this: this water should be removed, emptied out for the formation of the earth’s own plate and platform, then should come the sowing, the dawning of the sky-earth. But there will be no high days and no bright praise for our work, our design, until the rise of the human work, the human design,” they said.

DOCUMENT-BASED QUESTIONS

1. What are some of the names of the gods in this excerpt?
2. What are the gods thinking and talking about in this excerpt?
3. How do the gods seem to feel about their creation?
4. Why do the gods seem to think that humans are necessary to their creation?
5. What does this seem to imply about the relationship between gods and humans?
6. What surprised you most as you read this excerpt from the *Popol Vuh*?

from **The Prince**

by Niccolò Machiavelli

SETTING THE STAGE Niccolò Machiavelli wrote a political guidebook for Renaissance rulers titled *The Prince* (1513). Machiavelli wrote the book to encourage Lorenzo de' Medici to expand his power in Florence. The book argues for a practical, realistic view of human nature and politics.

PRIMARY SOURCE

A prince should make himself feared in such a way that if he does not gain love, he at any rate avoids hatred; for fear and the absence of hatred may well go together, and will be always attained by one who abstains from interfering with the property of his citizens and subjects or with their women. And when he is obliged to take the life of any one, let him do so when there is a proper justification and manifest reason for it; but above all he must abstain from taking the property of others, for men forget more easily the death of their father than the loss of their patrimony. Then also pretexts for seizing property are never wanting, and one who begins to live by rapine will always find some reason for taking the goods of others, whereas causes for taking life are rarer and more fleeting.

But when the prince is with his army and has a large number of soldiers under his control, then it is extremely necessary that he should not mind being thought cruel; for without this reputation he could not keep an army united or disposed to any duty. Among the noteworthy actions of Hannibal is numbered this, that although he had an enormous army, composed of men of all nations and fighting in foreign countries, there never arose any dissension [disagreement] either among them or against the prince, either in good fortune or in bad. This could not be due to anything but his inhuman cruelty, which together with his infinite other virtues, made him always venerated and terrible in the sight of his soldiers, and without it his other virtues would not have sufficed to produce that effect. Thoughtless writers admire on the one hand his actions, and on the other blame the principal cause of them.

And that it is true that his other virtues would not have sufficed may be seen from the case of Scipio [a famous Roman general and opponent of Hannibal] . . . , whose armies rebelled against him in Spain, which arose from nothing but his excessive kindness, which allowed more license to the soldiers than was consonant with military discipline.



▲ Niccolò Machiavelli

DOCUMENT-BASED QUESTIONS

1. What does Machiavelli believe is the relationship for a ruler and his people between fear on the one hand and love and hatred on the other?
2. Why does Machiavelli say that a ruler must show himself to be capable of cruelty to his army?
3. What does Machiavelli cite Hannibal as an example of? Explain.
4. How was the Roman general Scipio different from Hannibal?
5. Why does Machiavelli consider cruelty a virtue in a leader?
6. Are Machiavelli's thoughts on rulers still relevant today? Why or why not?

from **Utopia**

by Sir Thomas More

SETTING THE STAGE Sir Thomas More's *Utopia* is a work of fiction devoted to the exploration of ideas. In 1516, when *Utopia* was published, English society was marked by great extremes in wealth, education, and status. In his book, More criticizes the evils of poverty and wealth that he sees in England. More describes a faraway land called Utopia that does not have the inequalities and injustices of England. Utopian society is governed according to principles of reason. As a result, everyone has work and everyone is educated. Since private property has been abolished there, the citizens have no need for money. Instead, all that is produced is shared equally.

PRIMARY SOURCE

Agriculture is the one pursuit which is common to all, both men and women, without exception. They are all instructed in it from childhood, partly by principles taught in school, partly by field trips to the farms closer to the city as if for recreation. Here they do not merely look on, but, as opportunity arises for bodily exercise, they do the actual work.

Besides agriculture (which is, as I said, common to all), each is taught one particular craft as his own. This is generally either wool-working or linen-making or masonry or metal-working or carpentry. There is no other pursuit which occupies any number worth mentioning. As for clothes, these are of one and the same pattern throughout the island and down the centuries, though there is a distinction between the sexes and between the single and the married. The garments are comely [pleasing] to the eye, convenient for bodily movement, and fit for wear in heat and cold. Each family, I say, does its own tailoring.

Of the other crafts, one is learned by each person, and not the men only, but the women too. The latter as the [women] have the lighter occupations and generally work wool and flax. To the men are committed the remaining more laborious crafts. For the most part, each is brought up in his father's craft, for which most have a natural inclination. But if anyone is attracted to another occupation, he is transferred by adoption to a family pursuing that craft for which he has a liking. Care is taken not only by his father but by the authorities, too, that he will be assigned to a [serious] and honorable householder. Moreover, if anyone after being thoroughly taught one craft desires another also, the same permission is given. Having acquired both, he practices his choice unless the city has more need of the one than of the other.



▲ Title page of a French edition of *Utopia*

DOCUMENT-BASED QUESTIONS

1. How many occupations does each Utopian have? What are they?
2. Why might Utopians all wear clothes cut from the same pattern?
3. Most Utopian men learn their father's craft, and most workers follow the same schedules. What are the benefits and drawbacks of such a system?
4. What might be some of the advantages of living in Utopia?
5. What might be some of the disadvantages of living in Utopia?
6. What present-day societies do you think are most like Utopia? Explain.

from **The Federalist, “Number 51”**

by James Madison

SETTING THE STAGE James Madison wrote 29 of the essays in *The Federalist* papers to argue in favor of ratifying the Constitution of the United States. In *The Federalist*, “Number 51,” Madison explains how the government set up by the Constitution will protect the rights of the people by weakening the power of any interest, or group, to dominate the government.

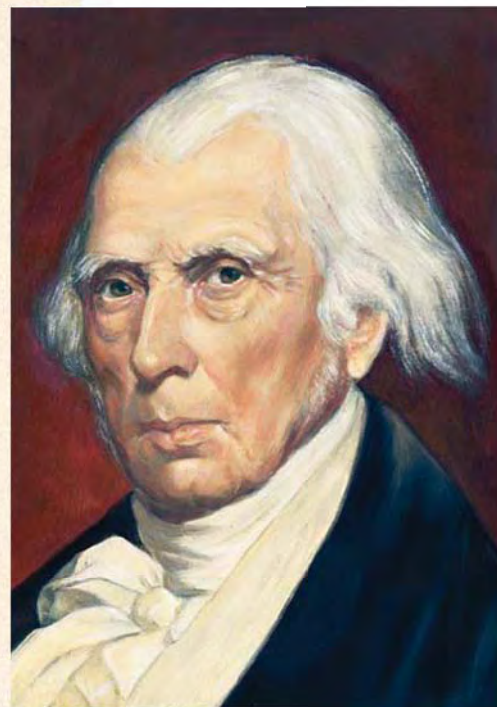
PRIMARY SOURCE

It is of great importance in a republic not only to guard against the oppression of its rulers, but to guard one part of the society against the injustice of the other part. Different interests necessarily exist in different classes of citizens. If a majority be united by a common interest, the rights of the minority will be insecure. There are but two methods of providing against this evil: the one by creating a will in the community independent of the majority—that is, of the society itself; the other, by comprehending in the society so many separate descriptions of citizens as will render an unjust combination of a majority of the whole very improbable, if not impracticable. . . .

Whilst all authority in it will be derived from and dependent on the society, the society itself will be broken into so many parts, interests and classes of citizens, that the rights of individuals, or of the minority, will be in little danger from interested combinations of the majority. In a free government the security for civil rights must be the same as that for religious rights. It consists in the one case in the multiplicity of interests, and in the other in the multiplicity of sects. . . .

In the extended republic of the United States, and among the great variety of interests, parties, and sects which it embraces, a coalition of a majority of the whole society could seldom take place on any other principles than those of justice and the general good. . . .

It is no less certain that it is important . . . that the larger the society, provided it lie within a practicable sphere, the more duly capable it will be of self-government. And happily for the republican cause, the practicable sphere may be carried to a very great extent by a judicious modification and mixture of the *federal principle*.



▲ James Madison

DOCUMENT-BASED QUESTIONS

1. Madison argues that society must be protected from abuses by rulers and by whom else?
2. What two methods does Madison suggest a society can use to protect minority rights?
3. Does Madison regard special interests in a society as a good thing or a bad? Explain.
4. Why does Madison believe that a large republic is likely to protect justice?
5. Why does Madison believe that a society broken into many parts will not endanger minority rights?
6. Does Madison think most people work for the common good or their own interests? Explain.

from **A Vindication of the Rights of Woman**

by Mary Wollstonecraft

SETTING THE STAGE Although a number of 18th-century British writers discussed the role of women in society, none became as celebrated for her feminist views as Mary Wollstonecraft (1759–1797). Early in her life, Wollstonecraft learned the value of independence and became openly critical of a society that treated females as inferior creatures who were socially, financially, and legally dependent on men. In 1792, Wollstonecraft published *A Vindication of the Rights of Woman*, in which she called for an end to the prevailing injustices against females. Although her opinions on women's rights may seem conservative by modern standards, they were radical in 18th-century Britain.

PRIMARY SOURCE

My own sex, I hope, will excuse me if I treat them like rational creatures, instead of flattering their *fascinating* graces, and viewing them as if they were in a state of perpetual childhood, unable to stand alone. I earnestly wish to point out in what true dignity and human happiness consists—I wish to persuade women to endeavor to acquire strength, both of mind and body, and to convince them that the soft phrases, susceptibility of heart, delicacy of sentiment, and refinement of taste, are almost synonymous with epithets [terms] of weakness, and that those beings who are only the objects of pity and that kind of love, which has been termed its sister, will soon become objects of contempt. . . .

The education of women has, of late, been more attended to than formerly; yet they are still reckoned a frivolous sex, and ridiculed or pitied by the writers who endeavor by satire or instruction to improve them. It is acknowledged that they spend many of the first years of their lives in acquiring a smattering of accomplishments; meanwhile strength of body and mind are sacrificed to libertine [indecent] notions of beauty, to the desire of establishing themselves—the only way women can rise in the world—by marriage. And this desire making mere animals of them, when they marry they act as such children may be expected to act: they dress, they paint, and nickname God's creatures. Surely these weak beings are only fit for a seraglio [harem]! Can they be expected to govern a family with judgment, or take care of the poor babes whom they bring into the world?



▲ Mary Wollstonecraft

DOCUMENT-BASED QUESTIONS

1. What is the subject and purpose of Wollstonecraft's essay?
2. According to Wollstonecraft, why isn't the system of marriage beneficial to women?
3. Would you like to hear Wollstonecraft speak on women's rights? Why or why not?
4. How does a woman's lack of education affect her husband and children?
5. Do you think that Wollstonecraft believes in the complete equality of men and women?
6. In your opinion, what social issues would concern Wollstonecraft today? Would she still feel a need to defend women's rights?

from the **Memoirs of Madame Vigée-Lebrun** by Élisabeth Vigée-Lebrun

SETTING THE STAGE Élisabeth Vigée-Lebrun was a gifted artist who painted portraits of the French nobility. In her memoirs she recalls events of her own life amidst the turmoil of the French Revolution, which began in 1789. She frequently painted Marie Antoinette, queen of France. Vigée-Lebrun became frightened by the increasingly aggressive harassment of the nobility by the revolutionaries and resolved to leave France. She and her daughter escaped at night by stagecoach.

PRIMARY SOURCE

I had my carriage loaded, and my passport ready, so that I might leave next day with my daughter and her governess, when a crowd of national guardsmen burst into my room with their muskets. Most of them were drunk and shabby, and had terrible faces. A few of them came up to me and told me in the coarsest language that I must not go, but that I must remain. I answered that since everybody had been called upon to enjoy his liberty, I intended to make use of mine. They would barely listen to me, and kept on repeating, “You will not go, citizeness; you will not go!” Finally they went away. I was plunged into a state of cruel anxiety when I saw two of them return. But they did not frighten me, although they belonged to the gang, so quickly did I recognize that they wished me no harm. “Madame,” said one of them, “we are your neighbors, and we have come to advise you to leave, and as soon as possible. You cannot live here; you are changed so much that we feel sorry for you. But do not go in your carriage: go in the stage-coach; it is much safer.” . . .

Opposite me in the coach was a very filthy man, who stunk like the plague, and told me quite simply that he had stolen watches and other things. . . . Not satisfied with relating his fine exploits to us, the thief talked incessantly of stringing up such and such people on lamp-posts, naming a number of my own acquaintances. My daughter thought this man very wicked. He frightened her, and this gave me the courage to say, “I beg you, sir, not to talk of killing before this child.”



▲ *Self-Portrait in a Straw Hat* by Élisabeth Vigée-Lebrun

DOCUMENT-BASED QUESTIONS

1. What does Vigée-Lebrun do to escape the Reign of Terror in France?
2. What details does Vigée-Lebrun use to create a vivid picture of the national guardsmen? What impression of them does the author convey?
3. What concerns does Vigée-Lebrun reveal in her account of her escape from Paris?
4. As you read, how did you feel about the situation Vigée-Lebrun finds herself in?
5. What seem to be Vigée-Lebrun's feelings about the French Revolution?
6. Do you find Vigée-Lebrun a sympathetic person? Why or why not?

from the Report on Child Labor

by the Sadler Committee

SETTING THE STAGE In 1831 a parliamentary committee headed by Michael Thomas Sadler investigated child labor in British factories. The following testimony by Elizabeth Bentley, who worked as a child in a textile mill, is drawn from the records of the Sadler Committee. Michael Thomas Sadler is asking the questions.

PRIMARY SOURCE

What age are you?—Twenty-three. . . .
What time did you begin to work at a factory?—
When I was six years old. . . .
What kind of mill is it?—Flax mill. . . .
What was your business in that mill?—I was a little
doffer [cleaner of textile machines].
What were your hours of labor in that mill?—From
5 in the morning till 9 at night, when they were
thronged [busy].
For how long a time together have you worked that
excessive length of time?—For about half a year.
What were your usual hours of labor when you
were not so thronged?—From 6 in the morning till 7
at night.
What time was allowed for your meals?—Forty
minutes at noon.
Had you any time to get your breakfast or
drinking?—No, we got it as we could.
And when your work was bad, you had hardly any
time to eat it at all?—No; we were obliged to leave it
or take it home, and when we did not take it, the
overlooker [foreman] took it, and gave it to his pigs.
Do you consider doffing a laborious
employment?—Yes.

Explain what it is you had to do.—When the frames
are full, they have to stop the frames, and take the
flyers off, and take the full bobbins off, and carry
them to the roller; and then put empty ones on, and set
the frames on again.

Does that keep you constantly on your feet?—Yes,
there are so many frames and they run so quick.

Your labor is very excessive?—Yes; you have not
time for any thing.

Suppose you flagged a little, or were too late, what
would they do?—Strap [beat] us.

Are they in the habit of strapping those who are last
in doffing?—Yes.

Constantly?—Yes.

Girls as well as boys?—Yes.

Have you ever been strapped?—Yes.

Severely?—Yes.

Could you eat your food well in that factory?—No,
indeed, I had not much to eat, and the little I had I
could not eat it, my appetite was so poor, and being
covered with dust; and it was no use to take it home, I
could not eat it, and the overlooker took it, and gave it
to the pigs. . .

DOCUMENT-BASED QUESTIONS

1. From the employers' and parents' point of view, what might have been some of the reasons for child labor?
2. What were some of the difficult working conditions faced by children in the factories?
3. How many hours per day did Elizabeth Bentley work when the factory was really busy, and when it was not so busy?
4. Do children work this hard today in factories in this country? What about in other parts of the world?

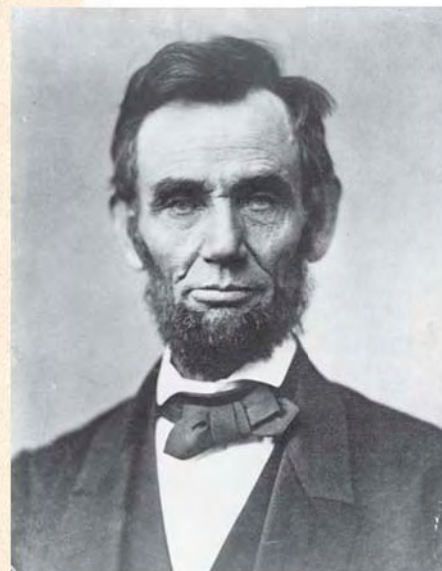
from the **Second Inaugural Address** by Abraham Lincoln

SETTING THE STAGE President Lincoln delivered his Second Inaugural Address on March 4, 1865, just before the end of the American Civil War. In this excerpt, he recalls the major cause of the war and vows to fight for the restoration of peace and unity.

PRIMARY SOURCE

One-eighth of the whole population were colored slaves. . . . These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents [rebels] would rend the Union even by war, while the Government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with or even before the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible and pray to the same God, and each invokes His aid against the other. . . . Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled by the bondsman's [slave's] two hundred and fifty years of unrequited [unpaid for] toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord are true and righteous altogether."

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.



▲ Abraham Lincoln

DOCUMENT-BASED QUESTIONS

1. According to Lincoln's Second Inaugural Address, why did the Confederacy go to war?
2. Why might Southerners have feared that prohibiting slavery in new territories would threaten slavery where it already existed?
3. Why do you think Lincoln believes it would be wiser for Americans not to blame one another?
4. In 1865, if the South had asked to rejoin the Union without ending slavery, do you think Lincoln would have agreed?
5. Reread the last sentence of Lincoln's speech. Do you think Americans are still working to reach the goals set by Lincoln?

from **The Natural Rights of Civilized Women**

by Elizabeth Cady Stanton

SETTING THE STAGE Elizabeth Cady Stanton (1815–1902) led the fight for women’s equality. Her first memory was the birth of a sister when she was four. So many people said, “What a pity it is she’s a girl!” that Stanton felt sorry for the new baby. She later wrote, “I did not understand at that time that girls were considered an inferior order of beings.” Stanton was determined to prove that girls were just as important as boys. The following excerpt comes from an address that Stanton gave to the New York state legislature in 1860 on a bill for woman suffrage that was before the state senate.

PRIMARY SOURCE

Now do not think, gentlemen, we wish you to do a great many troublesome things for us. We do not ask our legislators to spend a whole session in fixing up a code of laws to satisfy a class of most unreasonable women. We ask no more than the poor devils in the Scripture asked, “Let us alone.” In mercy, let us take care of ourselves, our property, our children, and our homes. True, we are not so strong, so wise, so crafty as you are, but if any kind friend leaves us a little money, or we can by great industry earn fifty cents a day, we would rather buy bread and clothes for our children than cigars and champagne for our legal protectors.

There has been a great deal written and said about protection. We as a class are tired of one kind of protection, that which leaves us everything to do, to dare, and to suffer, and strips us of all means for its accomplishment. We would not tax man to take care of us. No, the Great Father has endowed all His creatures with necessary powers for self-support, self-defense, and protection. We do not ask man to represent us, it is hard enough in times like these to represent himself. So

long as the mass of men spend most of their time on the fence, not knowing which way to jump, they are surely in no condition to tell us where we had better stand. In pity for man, we would no longer hang like a millstone round his neck. Undo what man did for us in the Dark Ages and strike out all special legislation for us; strike the words “white male” from all your constitutions and then, with fair sailing, let us sink or swim, live or die, survive or perish together.



▲ Elizabeth Cady Stanton

DOCUMENT-BASED QUESTIONS

1. What basic right is Stanton asking for?
2. What sorts of special considerations and laws does Stanton think women are entitled to?
3. What group does Stanton think benefits unfairly from current laws and legislation?
4. According to Stanton, do women want special protection under the law? Explain.
5. What does Stanton mean by the “Dark Ages”?
6. What social issues do you think Stanton would address in today’s world?

The Fourteen Points

by Woodrow Wilson

SETTING THE STAGE Nine months after the United States entered World War I, President Wilson delivered to Congress a statement of war aims. This statement became known as the “Fourteen Points.” In the speech, Wilson set forth 14 proposals for reducing the risk of war in the future. Numbers have been inserted to help identify the main points, as well as those omitted.

PRIMARY SOURCE

All the peoples of the world are in effect partners . . . , and for our own part we see very clearly that unless justice be done to others it will not be done to us. The program of the world’s peace, therefore, is our program; and that program, . . . as we see it, is this:

[1] Open covenants [agreements] of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed frankly and in the public view.

[2] Absolute freedom of navigation upon the seas . . . in peace and war. . . .

[3] The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations. . . .

[4] Adequate guarantees given and taken that national armaments [weapons and war supplies] will be reduced. . . .

[5] A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon . . . the principle that . . . the interests of the populations concerned must have equal weight with the . . . claims of the government whose title is to be determined.

[6–13: These eight points deal with specific boundary changes.]

[14] A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.



▲ British Prime Minister David Lloyd George, French Premier Georges Clemenceau, and President Woodrow Wilson walk in Paris during negotiations for the Treaty of Versailles.

DOCUMENT-BASED QUESTIONS

1. Why should diplomacy avoid private dealings and proceed in public view?
2. How might agreements arrived at in public prevent another world war?
3. How might equality of trade be important to keeping the peace?
4. What must nations join together to guarantee?
5. What might be unusual about a leader such as Wilson calling for an impartial adjustment of colonial claims?
6. How successful do you think Wilson’s ideas have been in the 20th and 21st centuries?

from *Night* by Elie Wiesel

SETTING THE STAGE Elie Wiesel (EHL•ee vee•ZEHL) was a Jewish boy from Romania. In 1944, when Wiesel was just 15, the Nazis sent the Jews of his town to Auschwitz in Poland. Wiesel's mother and one of his sisters died there. Wiesel and his father were sent to the Buchenwald concentration camp, where Wiesel's father died just a few months before the camp was liberated. In this excerpt from *Night*, Wiesel describes the terror he experienced on his way to Auschwitz.

PRIMARY SOURCE

The train stopped in Kaschau, a small town on the Czechoslovakian border. We realized then that we were not staying in Hungary. Our eyes opened. Too late.

The door of the car slid aside. A German officer stepped in accompanied by a Hungarian lieutenant, acting as his interpreter.

"From this moment on, you are under the authority of the German Army. Anyone who still owns gold, silver, or watches must hand them over now. Anyone who will be found to have kept any of these will be shot on the spot. Secondly, anyone who is ill should report to the hospital car. That's all."

The Hungarian lieutenant went around with a basket and retrieved the last possessions from those who chose not to go on tasting the bitterness of fear.

"There are eighty of you in the car," the German officer added. "If anyone goes missing, you will all be shot, like dogs."

The two disappeared. The doors clanked shut. We had fallen into the trap, up to our necks. The doors were nailed, the way back irrevocably cut off. The world had become a hermetically [completely] sealed cattle car.



▲ Elie Wiesel

DOCUMENT-BASED QUESTIONS

1. What does the narrator mean when he says, "Our eyes opened. Too late"?
2. What might be the effect on people of uprooting them from their homes?
3. What does the narrator mean when he describes "those who chose not to go on tasting the bitterness of fear"?
4. What might be the effect of sealing people up in railway cars?
5. This excerpt is from a book called *Night*. What might be the meaning of the title?
6. What elements in this excerpt show the Germans treating the Jews as less than human?

from Farewell to Manzanar

by Jeanne Wakatsuki Houston and James D. Houston

SETTING THE STAGE When Japan's attack on Pearl Harbor drew the United States into World War II, people on the west coast of the United States began to fear that those of Japanese descent living in their communities might secretly aid Japan. Despite the fact that there was no evidence of Japanese-American espionage or sabotage, President Franklin D. Roosevelt signed an order that cleared the way for the removal of Japanese people from their homes. Jeanne Wakatsuki was seven years old when her family was relocated. As this excerpt from her memoir opens, her family is living in Los Angeles after having been forced to move twice by the government, and is about to be moved a third time to Manzanar.

PRIMARY SOURCE

The American Friends Service helped us find a small house in Boyle Heights, another minority ghetto, in downtown Los Angeles, now inhabited briefly by a few hundred Terminal Island refugees. Executive Order 9066 had been signed by President Roosevelt, giving the War Department authority to define military areas in the western states and to exclude from them anyone who might threaten the war effort. There was a lot of talk about internment, or moving inland, or something like that in store for all Japanese Americans. I remember my brothers sitting around the table talking very intently about what we were going to do, how we would keep the family together. They had seen how quickly Papa was removed, and they knew now that he would not be back for quite a while. Just before leaving Terminal Island, Mama had received her first letter, from Bismarck, North Dakota. He had been imprisoned at Fort Lincoln, in an all-male camp for enemy aliens. . . .

The name Manzanar meant nothing to us when we left Boyle Heights. We didn't know where it was or what it was. We went because the government ordered us to. And in the case of my older brothers and sisters, we went with a certain amount of relief. They had all

heard stories of Japanese homes being attacked, of beatings in the streets of California towns. . . .

The simple truth is the camp was no more ready for us when we got there than we were ready for it. We had only the dimmest ideas of what to expect. Most of the families, like us, had moved out from southern California with as much luggage as each person could carry. Some old men left Los Angeles wearing Hawaiian shirts and Panama hats and stepped off the bus at an altitude of 4,000 feet, with nothing available but sagebrush and tarpaper to stop the April winds pouring down off the back side of the Sierras.



▲ Camp boundary sign in California, 1943

DOCUMENT-BASED QUESTIONS

1. In the foreword to *Farewell to Manzanar*, Jeanne Wakatsuki Houston says, "It has taken me 25 years to reach the point where I could talk openly about Manzanar." Why do you think it took so long for her to be able to talk about her experience?
2. Do you think that a forced internment, like that experienced by the Wakatsuki family, could happen in America today? Why or why not?
3. What is your impression of the Wakatsuki family?
4. How do you think you would have reacted if you had been brought to Manzanar?

from the Inaugural Address

by Nelson Mandela

SETTING THE STAGE The son of a tribal chief, Nelson Mandela became a leader in the African National Congress (ANC), a political party that called for racial equality. In 1964, Mandela, who had advocated acts of sabotage against the government, was sentenced to life in prison, where he became an international symbol of South Africa's struggle against apartheid. After his release, Mandela agreed to work peacefully for racial justice. In 1993, Mandela was awarded a Nobel Prize, and the next year he became president of South Africa. The selection below comes from a speech he gave in 1994 when he was inaugurated as president of South Africa.

PRIMARY SOURCE

We are both humbled and elevated by the honor and privilege that you, the people of South Africa, have bestowed on us, as the first President of a united, democratic, nonracial, and nonsexist South Africa, to lead our country out of the valley of darkness.

We understand it still that there is no easy road to freedom.

We know it well that none of us acting alone can achieve success.

We must therefore act together as a united people, for national reconciliation, for nation building, for the birth of a new world.

Let there be justice for all.

Let there be peace for all.

Let there be work, bread, water and salt for all.

Let each know that for each the body, the mind, and the soul have been freed to fulfill themselves.

Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another and suffer the indignity of being the skunk of the world.

Let freedom reign.

The sun shall never set on so glorious a human achievement!

God bless Africa!



▲ Nelson Mandela

DOCUMENT-BASED QUESTIONS

1. What challenges do you think Mandela expects as the first black president of South Africa?
2. Do you think Mandela was speaking only to the audience gathered before him? Explain.
3. What does Mandela mean when he says that South Africa must never again be thought of as the "skunk of the world"?
4. What are some examples of Mandela's use of repetition in his speech?

from **I Have a Dream**

by Martin Luther King, Jr.

SETTING THE STAGE On August 28, 1963, Martin Luther King, Jr., gave his most famous speech at the March on Washington. In it, he shared his dream of equality for all.

PRIMARY SOURCE

I say to you today, my friends, that even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed—we hold these truths to be self-evident that all men are created equal.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today!

This is our hope. This is the faith that I will go back to the South with. . . . With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. This will be the day, this will be the day when all of God's children will be able to sing with new meaning "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrim's pride, from every mountainside, let freedom ring!" And if America is to be a great nation, this must become true.

And when this happens, when we allow freedom to ring, when we let it ring from every tenement and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last, free at last. Thank God Almighty, we are free at last."



▲ Martin Luther King, Jr., Washington, D.C., August 28, 1963

DOCUMENT-BASED QUESTIONS

1. How do civil rights fit into the American dream?
2. Why do you think civil rights workers were willing to go to jail?
3. Why does King declare that the United States is not living up to its creed?
4. What does King say must happen before America can be considered a truly great nation?

An Open Letter

by Cesar Chavez

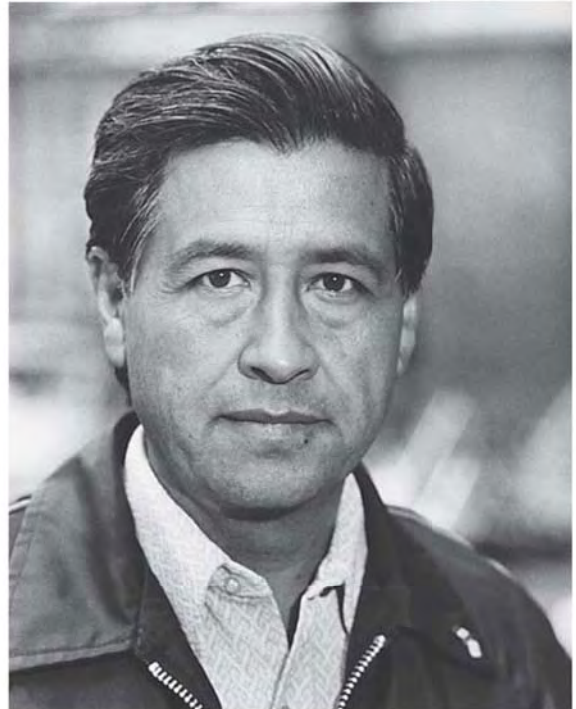
SETTING THE STAGE In 1969, Cesar Chavez wrote a letter in which he denied accusations that he had used violence to win decent wages and better benefits for farm workers.

PRIMARY SOURCE

Today . . . we remember the life and sacrifice of Martin Luther King, Jr., who gave himself totally to the nonviolent struggle for peace and justice. In his letter from Birmingham jail, Dr. King describes better than I could our hopes for the strike and boycott: "Injustice must be exposed, with all the tension its exposure creates, to the light of human conscience and the air of public opinion before it can be cured." For our part, I admit that we have seized upon every tactic and strategy consistent with the morality of our cause to expose that injustice and thus to heighten the sensitivity of the American conscience so that farmworkers will have without bloodshed their own union and the dignity of bargaining with the agribusiness [large-scale farming] employers. . . .

Our strikers here in Delano and those who represent us throughout the world are well trained for this struggle. . . . They have been taught not to lie down and die or to flee in shame, but to resist with every ounce of human endurance and spirit. To resist not with retaliation in kind but to overcome with love and compassion, with ingenuity and creativity, with hard work and longer hours, with stamina and patient tenacity, with truth and public appeal, with friends and allies, with mobility and discipline, with politics and law, and with prayer and fasting. They were not trained in a month or even a year; after all, this new harvest season will mark our fourth full year of strike and even now we continue to plan and prepare for the years to come. . . .

We shall overcome and change if not by retaliation or bloodshed but by a determined nonviolent struggle carried on by those masses of farmworkers who intend to be free and human.



▲ Cesar Chavez, 1974

DOCUMENT-BASED QUESTIONS

1. Why do you think farm workers wanted to organize a union?
2. Why might it be necessary to train for nonviolent protest?
3. Why do you think Chavez refers to Martin Luther King, Jr., in his speech?
4. In what ways were the problems faced by King and Chavez similar and different?

NOTE: *Boldfaced words are terms that appear in this handbook.*

BOYCOTT

A refusal to have economic dealings with a person, a business, an organization, or a country.

The purpose of a boycott is to show disapproval of particular actions or to force changes in those actions. A boycott often involves an economic act, such as refusing to buy a company's goods or services.

Civil rights campaigners in the United States used boycotts to great effect during the 1950s and 1960s. For example, African Americans in Montgomery, Alabama, organized a bus boycott in 1955 to fight segregation on city buses. The boycotters kept many buses nearly empty for 381 days. The boycott ended when the Supreme Court outlawed bus segregation.



During the 1960s, groups in many countries launched boycotts against South African businesses to protest the policy of apartheid, or complete separation of the races. In the picture above, demonstrators march to protest a tour of Great Britain by the South African rugby team in 1969. Worldwide boycotts helped to bring about the end of apartheid in the 1990s. For information on the dismantling of the apartheid system, read page 1044.

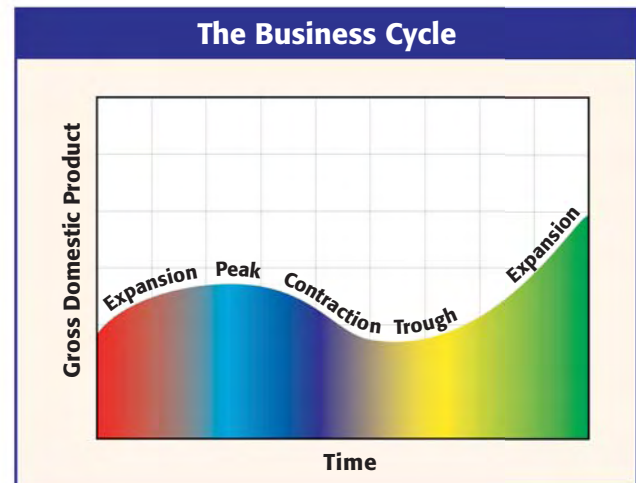
In many countries, labor unions have used boycotts to win concessions for their members. Consumer groups, too, have organized boycotts to win changes in business practices.

BUSINESS CYCLE

A pattern of increases and decreases in economic activity.

A business cycle generally consists of four distinct phases—expansion, peak, contraction, and trough—as shown in the graph in the next column. An expansion is marked by increased business

activity. The **unemployment rate** falls, businesses produce more, and consumers buy more goods and services. A peak is a transition period in which expansion slows. A contraction, or **recession**, occurs when business activity decreases. The unemployment rate rises, while both production and consumer spending fall. A deep and long-lasting contraction is called a **depression**. Business activity reaches its lowest point during a trough. After time, business activity starts to increase and a new cycle begins.



CAPITALISM

An economic system in which there is private ownership of natural resources and capital goods.

The basic idea of capitalism is that producers are driven by the desire to make a profit, the money left over after costs have been subtracted from revenues. This desire for profit motivates producers to provide consumers with the goods and services they desire. Prices and wages are determined by **supply and demand**.

Along with the opportunity to earn a profit there is a risk. Businesses tend to fail if they do not produce goods people want at prices they are willing to pay. Because anyone is free to start a business or enterprise, a capitalist system is also known as a **free enterprise** system.

Capitalism contrasts with **socialism**, an economic system in which the government owns and controls capital and sets prices and production levels. Critics of the capitalist system argue that it allows decisions that ought to be made democratically to be made instead by powerful business owners and that it allows too-great disparities in wealth and well-being between the poor

and the rich. For a comparison of capitalism and socialism, read the Analyzing Key Concepts on page 737.

COMMUNISM

An economic system based on one-party rule, government ownership of the means of production, and decision making by centralized authorities.

Under communism there is little or no private ownership of property and little or no political freedom. Government planners make economic decisions, such as which and how many goods and services should be produced. Individuals have little say in a communist economy. Such a system, Communists believe, would end inequality. For more information on the ideas on which communism is based, read Chapter 25, Section 4.

During the 20th century, most communist economies failed to achieve their goals. Economic decisions frequently were made to benefit only Communist Party officials. Also, government economic planning was inefficient, often creating shortages of goods. Those goods that were available were often of poor quality.

People became discontented with the lack of prosperity and political freedom and began to call for change. These demands led in the late 1980s and early 1990s to the collapse of communist governments in the Soviet Union and Eastern Europe.



Even governments that clung to communism—China, for example—have introduced elements of **free enterprise**. The picture above shows people lining up at automated teller machines (ATMs) in Shanghai, one of China's largest free-enterprise zones. (For information on free enterprise in Shanghai, read the Connect to Today on page 806.) While China has allowed greater

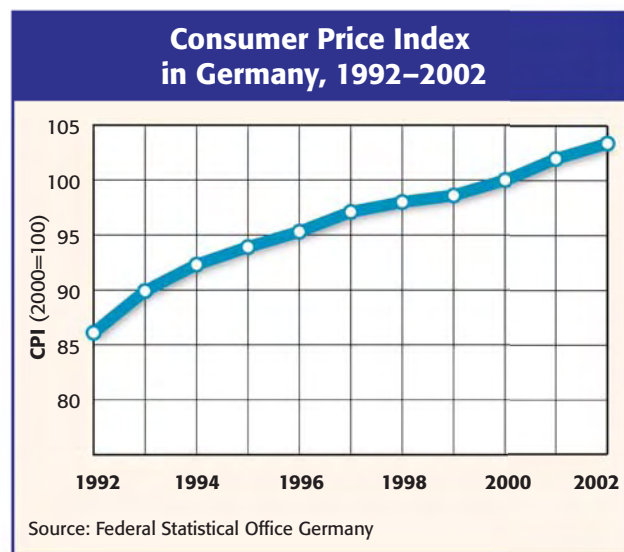
economic freedom for its citizens, it has not given them more political freedom.

CONSUMER PRICE INDEX (CPI)

A measure of the change in cost of the goods and services most commonly bought by consumers. In some countries, the CPI is called the retail price index.

The CPI is calculated by surveying the prices of a “basket” of goods and services bought by typical consumers. In Germany, the CPI follows the prices of more than 750 goods and services bought by average consumers on a regular basis. Items on which consumers spend a good deal of their income, such as food, are given more weight in the CPI than items on which consumers spend less.

Price changes are calculated by comparing current prices with prices at a set time in the past. In 2003, for example, the German CPI used the year 2000 as this base. Prices for this year are given a base value of 100. The prices for subsequent years are expressed as percentages of the base. Therefore, a CPI of 103 means that prices have risen by 3 percent since 2000. The graph below illustrates changes in the German CPI from 1992 to 2002.



CORPORATION

A company owned by stockholders who have ownership rights to the company's profits.

Stockholders are issued stock, or shares of ownership in the corporation. A corporation sells stock to raise money to do business. Stockholders buy stock in the hope that the corporation will turn a profit. When a corporation does make a profit, stockholders often receive a dividend, a share of the corporation's income after taxes.

The corporation is a legal entity in itself and, therefore, is separate from its owners. As a result, business losses and debts are the responsibility of the corporation alone. Creditors cannot seek payment from the owners, whose liability is limited to the value of the stock they own.

DEFICIT SPENDING

A situation in which a government spends more money than it receives in revenues.

For the most part, the government engages in deficit spending when the economy is in a contraction phase of the **business cycle**. The government borrows or issues money to finance deficit spending.

In theory, the extra funds should stimulate business activity, pushing the economy into an expansion phase. As the economy recovers, revenues should increase, providing the government with a budget surplus. The government then can use the surplus to pay back the money it borrowed.

DEPRESSION

A very severe and prolonged contraction in economic activity.

During a depression, consumer spending, production levels, wages, prices, and profits fall sharply. Many businesses fail, and many workers lose their jobs.

The United States has experienced several economic depressions in its history. The worst was the Great Depression, which started in 1929 and lasted throughout the 1930s. Between 1929 and 1932, business activity in the United States decreased by an average of 10 percent each year. During the same period, some 40 percent of the country's banks failed, and prices for farm products dropped more than 50 percent. By 1933, the worst year of the Great Depression, 25 percent of

American workers were unemployed. Americans in the thousands took to the roads and rail in search of gainful employment. The best job some could find was selling apples on street corners.

The situation in other countries was equally bad. In Great Britain, the unemployment rate averaged 14 percent throughout the Great Depression and hit a peak of 25 percent in early 1931. Unemployment was particularly problematic in such traditional industries as coal mining, shipbuilding, and textiles. The picture at the bottom of the previous column shows unemployed miners' families at a soup kitchen. For information about the global impact of the Great Depression and how the world responded to this economic crisis, read pages 907–909.

DEVELOPED NATION

A nation that has achieved industrialization, a market economy, widespread ownership of private property, and a relatively high standard of living.

Developed nations include the United States, Canada, most European countries, Japan, South Korea, Australia, and New Zealand. Although developed nations account for only one-quarter of the world's population, they produce more than three-quarters of the world's **gross domestic product (GDP)**. Economists frequently use per capita GDP (GDP divided by the population) to establish a nation's level of economic development. Most developed nations have per capita GDPs in excess of \$20,000.

E-COMMERCE

All forms of buying and selling goods and services electronically.

Short for "electronic commerce," e-commerce refers to business activity on the Internet and on private computer networks. There are two main types of e-commerce: business-to-consumer and business-to-business.

Consumer-related e-commerce includes sales to the public over the computer, usually through a seller's Web site. Many business transactions can be completed wholly electronically, such as sales of computer software, which can be paid for with a credit card number and delivered over the Internet directly to the buyer's computer. A growing proportion of financial transactions are also moving online, such as electronic banking and **stock market** trading, or e-trading. The convenience of online shopping has turned it into a booming enterprise. Between 1998 and 2002, for instance, U.S. consumer spending online grew from about \$7.7 billion to more than \$45 billion.





Business-to-business e-commerce is growing at an even greater rate, reaching around \$700 billion in 2002. Much of that business includes Web-site design and servicing and online advertising. Businesses also use networked computers to purchase supplies and merchandise and to access information from subscription services.

For many businesses, e-commerce is not only convenient but also cost-effective. On average, corporations spend \$100 on paperwork alone each time they make a purchase. Moving those transactions online could save companies millions of dollars annually.

EMBARGO

A government ban on trade with another nation, sometimes backed by military force.

In a civil embargo, the nation imposing an embargo prevents exports to or imports from the country against which it has declared the embargo. A hostile embargo involves seizing the goods of another nation.

The major purpose of an embargo is to show disapproval of a nation's actions. For example, in 1980 the United States imposed a civil embargo on grain sales to the Soviet Union to protest the December 1979 Soviet invasion of Afghanistan.

EMERGING NATION

*A nation that has lower levels of agricultural and industrial production, lower savings and investment, fewer resources, and lower per capita **gross domestic product (GDP)** than **developed nations**.*

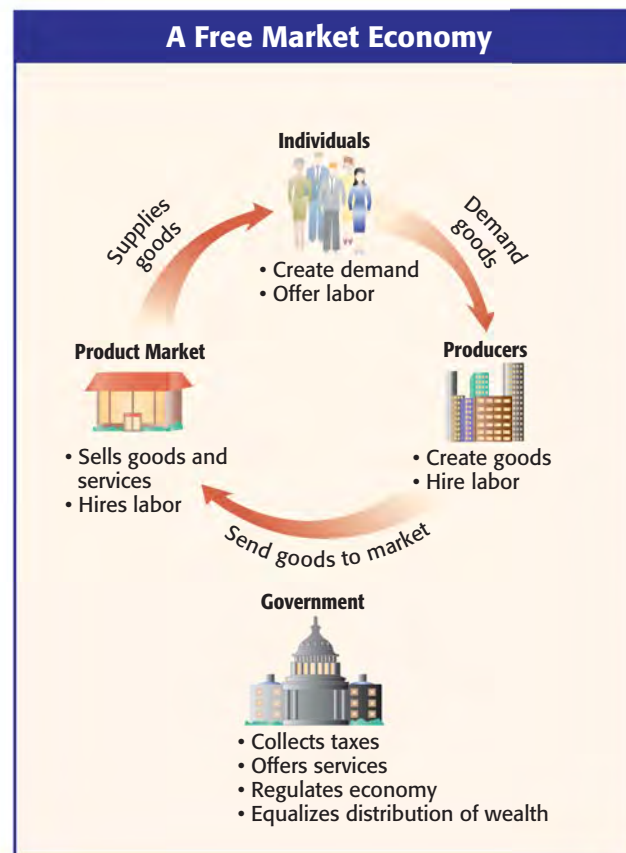
Emerging nations are sometimes called *developing nations* or *less-developed countries (LDCs)*. Most countries in Africa, Asia, and Latin America and the Caribbean are considered emerging nations. Some three-quarters of the world's population lives in emerging nations, yet these nations produce less than one-quarter of the world's GDP. Therefore, emerging

nations have low per capita GDPs; many have a per capita GDP of less than \$1,000.

FREE ENTERPRISE

An economic system based on the private ownership of the means of production, free markets, and the right of individuals to make most economic decisions.

The free enterprise system is also called the free market system or **capitalism**. The United States has a free enterprise economic system. The diagram below illustrates how a free enterprise economy works.



In a free enterprise system, producers and consumers are motivated by self-interest. To maximize their profits, producers try to make goods and services that consumers want. Producers also engage in competition through lowering prices, advertising their products, and improving product quality, to encourage consumers to buy their goods. Consumers serve their self-interest by purchasing the best goods and services for the lowest price.

Government plays a limited, but important, role in most free enterprise economies:

- It regulates economic activity to ensure there is fair competition, such as by preventing and prosecuting fraud and barring **monopolies**.

- It produces certain necessary goods and services that private producers consider unprofitable, such as roadways.
- It protects the public health and safety, such as through building codes, environmental protection laws, and labor laws.
- It provides economic stability, such as by regulating banks, coining money, and supervising unemployment insurance programs.

GLOBALIZATION

The process of rapid economic integration among countries. This integration involves the increased movement of goods, services, labor, capital, and technology throughout the world.

The process of globalization began in the late 1800s. However, its pace has increased in recent years largely because of the drive toward free trade and the introduction of new telecommunications technologies that have made global financial transactions quick and easy.

Recently, there has been considerable debate on the impact of globalization. Critics of globalization have been particularly outspoken. For example, antiglobalization demonstrations at the Seattle meeting of the World Trade Organization (WTO) in 1999 turned violent. Police were used to guard offices, factories, and stores of **multinational corporations** in the city (shown below).



For a review of the arguments for and against globalization, read the Analyzing Key Concepts on page 1078.

GOLD STANDARD

A monetary system in which a country's basic unit of currency is valued at, and can be exchanged for, a fixed amount of gold.

The gold standard tends to curb **inflation**, since a government cannot put more currency into circulation than it can back with its gold supplies. This gives people confidence in the currency.

This advantage is also a weakness of the gold standard. During times of **recession**, a government may want to increase the amount of money in circulation to encourage economic growth. Economic disruption during the Great Depression of the 1930s caused most nations to abandon the gold standard. The United States moved to a modified gold standard in 1934 and abandoned the gold standard completely in 1971.

GROSS DOMESTIC PRODUCT (GDP)

The market value of all the goods and services produced in a nation within a specific time period, such as a quarter (three months) or a year.

Gross domestic product is the standard measure of how a nation's economy is performing. If GDP is growing, the economy is probably in an expansion phase. If GDP is not increasing or is declining, the economy is probably in a contraction phase.

GDP is calculated by adding four components: spending by individual consumers on goods and services; investment in such items as new factories, new factory machinery, and houses; government spending on goods and services; and net exports—the value of exports less the value of imports. (See the diagram below.) GDP figures are presented in two ways. Nominal GDP is reported in current dollars. Real GDP is reported in constant dollars, or dollars adjusted for **inflation**.



INFLATION

A sustained rise in the average level of prices.

Since more money is required to make purchases when prices rise, inflation is sometimes defined as a decrease in the purchasing value of money. Economists measure price changes with various price indexes. The most widely used index in the United States is the **consumer price index (CPI)**.

Inflation may result if the demand for goods increases without an increase in the production of goods. Inflation may also take place if the cost of producing goods increases. Producers pass on increased costs, such as higher wages and more expensive raw materials, by charging consumers higher prices.

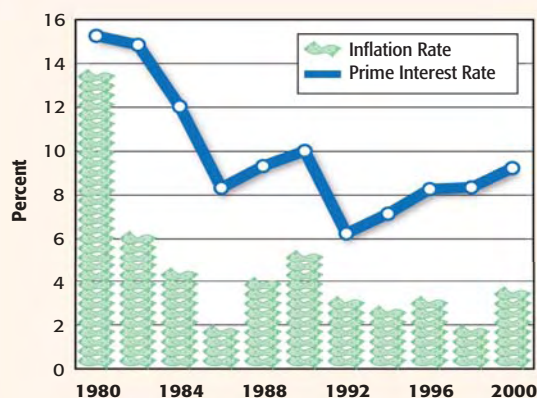
INTEREST RATE

The cost of borrowing money.

Interest is calculated as a yearly percentage, or rate, of the money borrowed. A 10 percent interest rate, therefore, would require a borrower to pay \$10 per year for every \$100 borrowed.

When interest rates are low, people will borrow more, because the cost of borrowing is lower. However, they will save and invest less, because the return on their savings or investment is lower. With high interest rates, people save and invest more but borrow less. Because interest rates affect the economy, governments take steps to control them. The United States government does this through the Federal Reserve System, the nation's central banking system. The graph below shows the relationship between the rate of **inflation** and interest rates in the American economy over time.

Inflation and Interest Rates, 1980–2000



Source: Bureau of Labor Statistics; Federal Reserve System

KEYNESIAN ECONOMICS

The use of government spending to encourage economic activity by increasing the demand for goods.

This economic approach is based on the ideas of British economist John Maynard Keynes (shown below). In a 1936 study, Keynes pointed out that during economic downturns, more people are unemployed and have less income to spend. As a result, businesses cut production and lay off more workers.



Keynes's answer to this problem was for government to increase spending and reduce taxes. This would stimulate demand for goods and services by replacing the decline in consumer demand. Government would want goods and services for its new programs. More people would be working and earning an income and, there-

fore, would want to buy more goods and services. Businesses would increase production to meet this new demand. As a result, the economy would soon recover.

Critics maintain, however, that Keynesian economics has led to the growth of government and to high taxes, inflation, high unemployment, and greatly reduced economic growth.

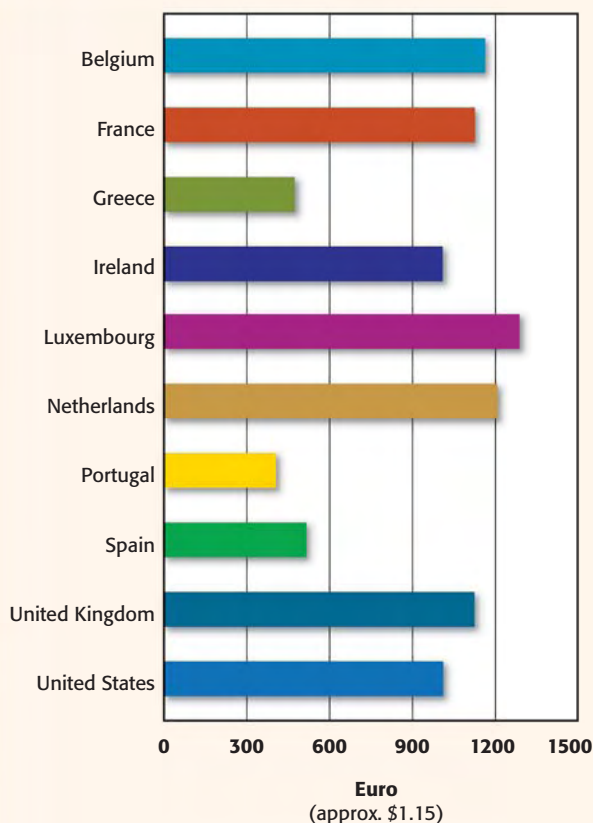
MINIMUM WAGE

The minimum amount of money that employers may legally pay their employees for a set period of time worked.

Legislation sets the minimum wage at a fixed hourly, weekly, or monthly rate. In some countries, the minimum wage applies to all workers. In others, it applies only to workers in particular industries. Also, some countries set a different minimum wage for men, women, and young workers. The first country to pass minimum wage laws was New Zealand in 1894. Since that time, most industrialized countries have adopted such legislation. The graph on the next page shows estimates of minimum monthly wage rates in selected countries.

The first federal minimum wage law in the United States, the Fair Labor Standards Act of 1938, set the base wage at 25 cents an hour. Since then, amendments to the act have raised this hourly rate to \$5.15, effective in 1997. The Fair Labor Standards Act applies to workers in most businesses involved in interstate commerce.

Monthly Minimum Wages in Selected Countries, February 2002 (Estimates)



Source: Eurostat

The original intent of minimum wage laws was to ensure that all workers earned enough to survive. However, some economists maintain that these laws may have reduced the chances for unskilled workers to get jobs. They argue that the minimum wage raises the **unemployment rate** because it increases labor costs for business.

MONOPOLY

A situation in which only one seller controls the production, supply, or pricing of a product for which there are no close substitutes.

In the United States, basic public services such as electrical power distributors and cable television suppliers operate as local monopolies. This way of providing utilities is economically more efficient than having several competing companies running electricity or cable lines in the same area.

Monopolies, however, can be harmful to the economy. Since it has no competition, a monopoly does not need to respond to the wants of consumers by improving

product quality or by charging fair prices. The government counters the threat of monopoly either by breaking up or regulating the monopoly.

MULTINATIONAL CORPORATION

A corporation that operates in more than one country.

ExxonMobil (United States), DaimlerChrysler (Germany), Royal Dutch/Shell (Netherlands), BP (Great Britain), and Toyota (Japan) are examples of multinational corporations. A multinational corporation's foreign operations, including factories, offices, and stores, are usually wholly owned subsidiaries run by managers from the home country. Some multinationals, however, enter foreign markets by establishing joint ventures with foreign businesses. Others gain access to foreign markets by buying large amounts of stock in foreign companies.

Such tactics have allowed some multinationals to grow into economic giants with a truly global reach. For more information on the size of some top multinationals, see the graph on page 1076.

NATIONAL DEBT

The money owed by a national government.

During wartime, economic recession, or at other times, the government may employ **deficit spending**. However, the government may not pay back all the money it has borrowed to fund this policy. Each year's government budget deficit adds to the country's national debt. By August 2005, the national debt of the United States stood at \$7.93 trillion, or about \$26,900 for each citizen.

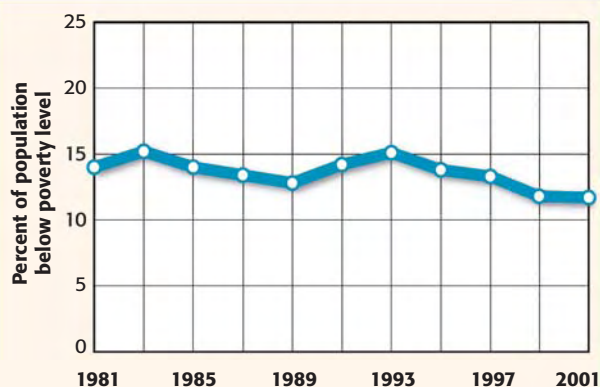
The rapid growth of the U.S. national debt since 1980 has prompted many Americans to call for changes in government economic policies. Some suggest that the government raise taxes and cut spending to reduce the debt. Others recommend the passage of a constitutional amendment that would require the government to have a balanced budget, spending only as much as it takes in.

POVERTY

The lack of adequate income to maintain a minimum standard of living.

In the United States, this adequate income is referred to as the poverty threshold. The poverty threshold for a family of four in 2004 was \$19,307. That year, the poverty rate stood at 12.7 percent. Americans living in poverty numbered 37 million, an increase of 1.1 million from 2003. The graph on the next page shows the changes in the poverty rate in the United States between 1981 and 2001.

Poverty in the United States, 1981–2001



Source: U.S. Bureau of the Census

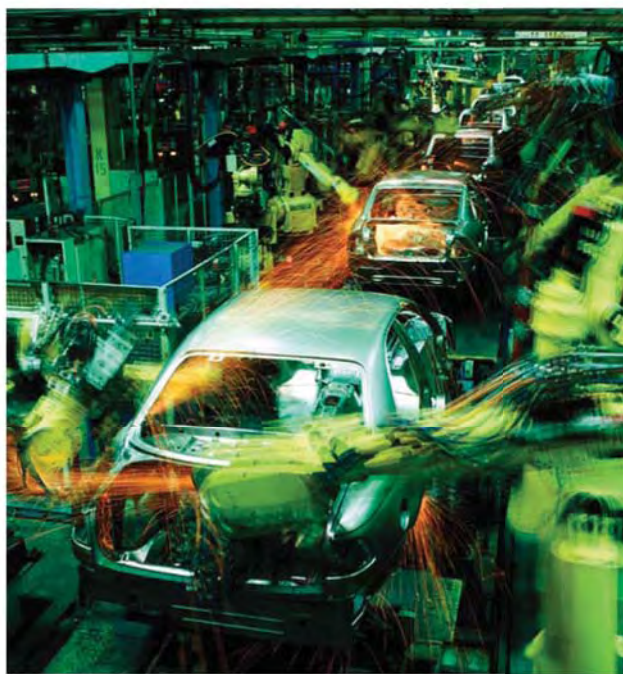
Because the factors used to determine poverty vary so much from country to country, world poverty figures are difficult to calculate. As a result, such international organizations as the World Bank and the United Nations view poverty differently. These organizations track extreme poverty, the threshold for which is less than \$1 a day. In 2001, more than one billion people worldwide lived below this level. And according to World Bank estimates, another 2.7 billion lived on less than \$2 a day.

PRODUCTIVITY

The relationship between the output of goods and services and the input of resources.

Productivity is the amount of goods or services that a person can produce at a given time. It is closely linked to economic growth, which is defined as an increase in a nation's real **gross domestic product (GDP)** from one year to the next. A substantial rise in productivity means the average worker is producing more, a key factor in spurring economic expansion. Between 1995 and the early 2000s, for example, worker productivity in the United States increased about 2.5 percent each year. This increase, along with other economic factors, helped the nation's real GDP grow an average of about 3.5 percent during those years.

A number of elements affect productivity, including available supplies of labor and raw materials, education and training, attitudes toward work, and technological innovations. Computer technology, for instance, is believed to have played a significant role in bolstering productivity during the 1990s by allowing workers to do their jobs more quickly and efficiently. Computer-operated robot arms (above, right) have greatly increased production in the automobile industry.



Conversely, a lack of adequate training and fewer technological innovations were thought to be behind the meager productivity growth rates of the 1970s and 1980s—when productivity rose at an annual rate of less than 1 percent.

RECESSION

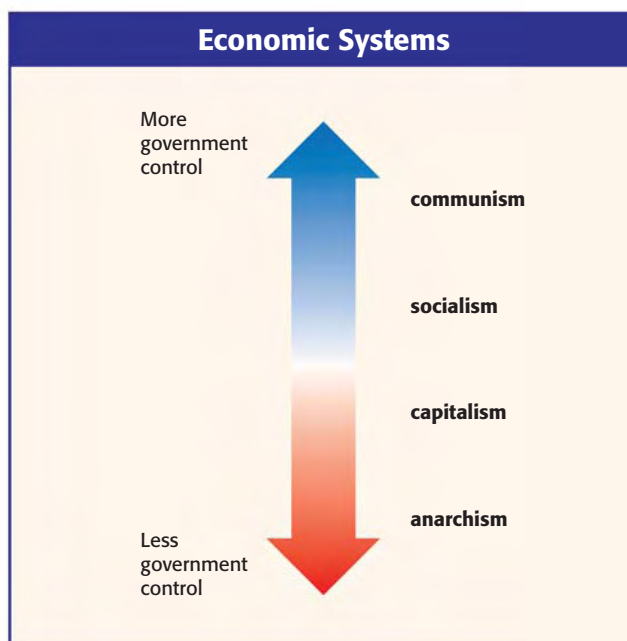
A period of declining economic activity.

In economic terms, a recession takes place when the **gross domestic product (GDP)** falls for two quarters, or six months, in a row. The United States has experienced several of these **business-cycle** contractions in its history. On average, they have lasted about a year. If a recession persists and economic activity plunges, it is called a **depression**.

SOCIALISM

An economic system in which the government owns most of the means of production and distribution.

Like **communism**, the goal of socialism is to use the power of government to reduce inequality and meet people's needs. Under socialism, however, the government usually owns only major industries, such as coal, steel, and transportation. Other industries are privately owned but regulated by the government. Government and individuals, therefore, share economic decision-making. Also, under socialism, the government may provide such services as reasonably priced health care. The diagram on the next page shows the level of government involvement in various types of economic systems.



Some countries, such as Sweden, are called democratic socialist countries. In these nations there is less government ownership of property than in communist nations. These nations also have democratically elected governments.

Critics of socialism maintain that this system leads to less efficiency and higher taxes than does the **capitalist**, or **free enterprise**, system. For a comparison of socialism and capitalism, read the Analyzing Key Concepts on page 737.

STANDARD OF LIVING

The overall economic situation in which people live.

Economists differ on how best to measure the standard of living. Some suggest average personal income, while others propose per capita **gross domestic product**—the GDP divided by the population. Another possible measure is the value of the goods and services bought by consumers during a year. In general terms, the nation's standard of living rises as these measures rise. Some people argue that measuring the quality of life also requires consideration of noneconomic factors such as pollution, health, work hours, and even political freedom.

STOCK MARKET or STOCK EXCHANGE

A place where stocks and bonds are bought and sold.

Large companies often need extra money to fund expansion and to help cover operating costs. To raise money, they sell stocks, or shares of ownership, in their companies. They also may borrow by issuing bonds, or certificates of debt, promising to repay the money borrowed, plus interest.

Individuals invest in stocks and bonds to make a profit. Most stockholders receive dividends, or a share of the company's profits. Bondholders receive interest. Investors may also make a profit by selling their securities. This sale of stocks and bonds takes place on stock exchanges. Since stocks and bonds together are known as securities, a stock exchange is sometimes called a securities exchange. The table below lists some of the world's most active stock exchanges.

Selected World Stock Exchanges

Exchange	Products
New York Stock Exchange (NYSE)	stocks, bonds
American Stock Exchange (AMEX) (New York)	stocks, bonds, options
National Association of Securities Dealers Automated Quotations (NASDAQ)	over-the-counter stocks
London Stock Exchange	stocks
Tokyo Stock Exchange	stocks, bonds, futures, options
Hong Kong Exchanges	stocks, bonds, futures, options
German Stock Exchange (Frankfurt) (pictured below)	stocks

The largest and most important exchange in the United States is the New York Stock Exchange. Activity on this and other exchanges often signals how well the economy is doing. A bull market, when stock prices rise, usually indicates economic expansion. A bear market, when stock prices fall, usually indicates economic contraction.



A rapid fall in stock prices is called a crash. The worst stock market crash in the United States came in October 1929. To help protect against another drastic stock market crash, the federal government set up the Securities and Exchange Commission (SEC), which regulates the trading of securities. For more information on stocks and the stock market, read the History in Depth on page 906.

STRIKE

A work stoppage by employees to gain higher wages, better working conditions, or other benefits.

Strikes are also sometimes used as political protests. A strike is usually preceded by a failure in collective bargaining—the negotiation of contracts between labor unions and employers. Union members may decide to call a strike if they believe negotiations with the employer are deadlocked. In the United States, collective bargaining and strikes are regulated by the NLRA, or Wagner Act, of 1935, which is administered by the National Labor Relations Board (NLRB). There are also wildcat strikes, which are not authorized by unions.

Strikes often have a huge impact on everyday life, as the picture below illustrates. Commuters jam the platform of a subway station in Paris, France, during a one-day strike by transport workers in 2003. The strike, over pay and working conditions, shut down about half of the Paris subway network and severely disrupted traffic on the rest.



When strikes do occur, union representatives and employers try to negotiate a settlement. An outside party is sometimes asked to help work out an agreement.

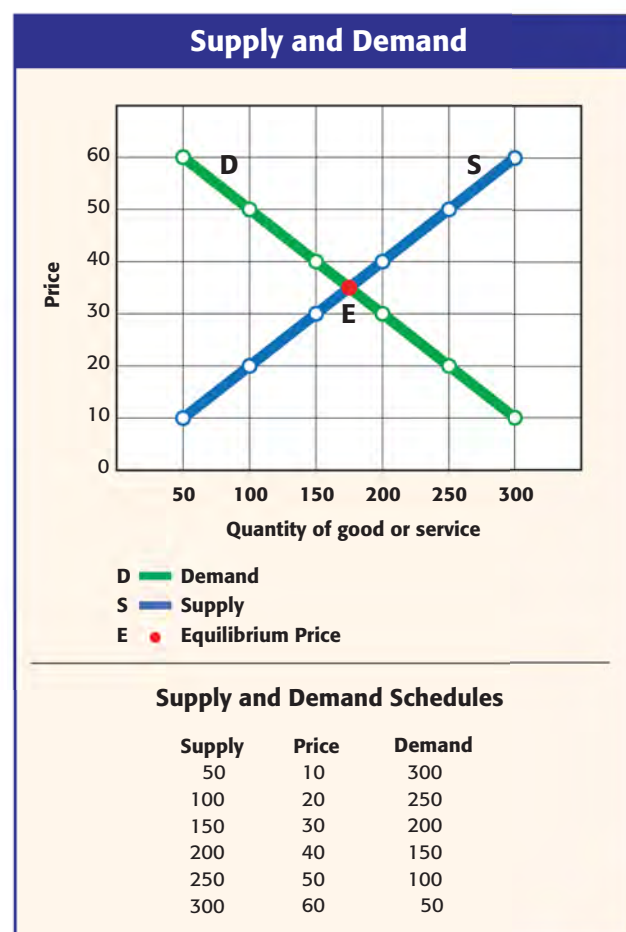
SUPPLY AND DEMAND

The forces that determine prices of goods and services in a market economy.

Supply is the amount of a good or service that producers are willing and able to produce at a given price. Demand is the amount of a good or service consumers are willing and able to buy at a given price. In general, producers are willing to produce more of a good or service when prices are high; conversely, consumers are willing to buy more of a good or service when prices are low.

The table and graph below show supply and demand for a certain product. The line *S* shows the amount of the good that producers would be willing to make at various prices. The line *D* shows the amount that consumers would be willing to buy at various prices. Point *E*, where the two lines intersect, is called the equilibrium price. It is the price at which the amount produced and the amount demanded would be the same.

When the equilibrium price is the market price, the market operates efficiently. At prices above the equilibrium price, consumers will demand less than producers supply. Producers, therefore, will have to lower their prices to sell the surplus, or excess, products. At prices below equilibrium, consumers will demand more. Producers will be able to raise their prices because the product is scarce, or in short supply.



SUPPLY-SIDE ECONOMICS

Government policies designed to stimulate the production of goods and services, or the supply side of the economy.

Supply-side economists developed these policies in opposition to **Keynesian economics**. Supply-side policies call for low tax rates particularly in income from investments. Lower taxes mean that people keep more of what they earn. Therefore, supply-side economists argue, people will work harder in order to earn more. They will then use their extra income to save and invest. This investment will fund the development of new businesses and, as a result, create more jobs.

TARIFF

A fee charged for goods brought into a state or country from another state or country.

Governments have collected tariffs since ancient times. Initially, tariffs were used to raise revenue. As time went on, however, governments used them as a way to control imports. In the United States, for example, Congress created tariffs in 1789 to raise revenue and to protect American products from foreign competition. Soon, however, special interest groups used tariffs to protect specific industries and increase profits.

After World War II, many governments moved away from tariffs toward free trade. One of the first steps came in the 1950s, with the creation of the European Economic Community (EEC), now known as the European Union. The EEC encouraged tariff-free trade among its members. In recent decades, a growing number of U.S. economists have favored free trade policies because they believe that such policies will help increase U.S. exports to other countries. In 1994, the North American Free Trade Agreement (NAFTA) established a free-trade zone among the United States, Canada, and Mexico. For more information on regional trade agreements, see the map on page 1077.

TAXATION

The practice of requiring persons, groups, or businesses to contribute funds to the government under which they reside or transact business.

In the United States, all levels of government—federal, state, and local—collect many kinds of taxes. Income taxes are the chief source of revenue for the federal government and an important revenue source for many states. Both corporations and individuals pay income tax, or taxes on earnings. Since its inception in 1913, the federal income tax has been a progressive tax,

one that is graduated, or scaled, such that those with greater incomes are taxed at a greater rate. Sales taxes are another important source of income for state governments.

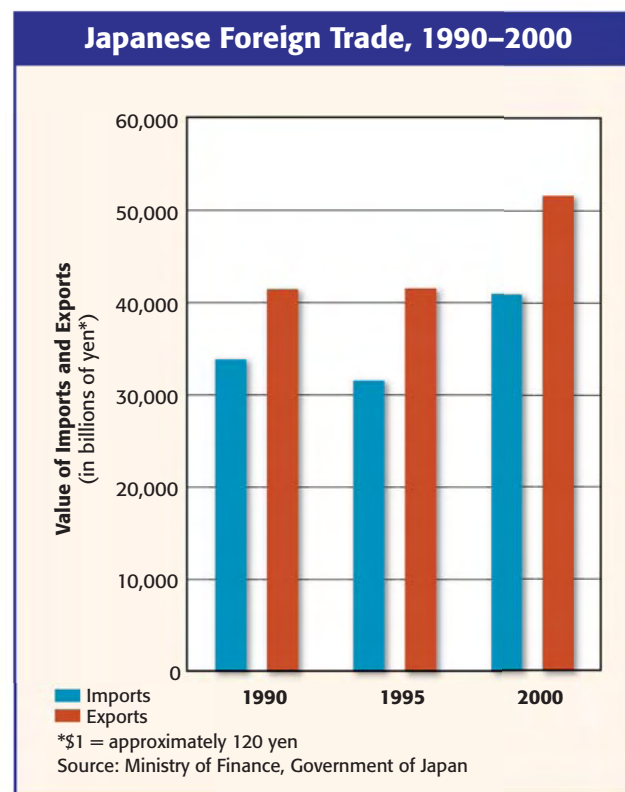
Property taxes are the main source of funds for local governments. Property tax is calculated as a percentage of the assessed value of real estate—land and improvements such as buildings.

TRADE

The exchange of goods and services between countries.

Almost all nations produce goods that other countries need, and they sell (export) those goods to buyers in other countries. At the same time, they buy (import) goods from other countries as well. For example, Americans sell goods such as wheat to people in Japan and buy Japanese goods such as automobiles in return.

The relationship between the value of a country's imports and the value of its exports is called the *balance of trade*. If a country exports more than it imports, it has a trade surplus. However, if the value of a country's imports exceeds the value of its exports, the country has a trade deficit. As the graph below shows, Japan maintained a trade surplus throughout the 1990s.



Nations that trade with one another often become dependent on one another's products. Sometimes this brings nations closer together, as it did the United States, Great Britain, and France before World War I. At other times it causes tension among nations, such as that between the United States and Arab oil-producing countries in the 1970s. For an example of how trade influences foreign policy, see page 1079.

UNEMPLOYMENT RATE

The percentage of the labor force that is unemployed but actively looking for work.

The labor force consists of all civilians of working age, normally 15 to 16 years of age and older, who are employed or who are unemployed but actively looking and available for work. In the United States, the size of the labor force and the unemployment rate are determined by surveys conducted by the U.S. Bureau of the Census.

The unemployment rate provides an indicator of economic health. Rising unemployment rates signal a contraction in the economy, while falling rates indicate an economic expansion. The graphs below show two different methods of portraying unemployment in Canada.

Unemployment in Canada, 1992–2002

Total Unemployment



Unemployment Rate



Source: Statistics Canada

Glossary

The Glossary is an alphabetical listing of many of the key terms from the chapters, along with their meanings. The definitions listed in the Glossary are the ones that apply to the way the words are used in this textbook. The Glossary gives the part of speech of each word. The following abbreviations are used:

adj. adjective

n. noun

v. verb

Pronunciation Key

Some of the words in this book are followed by respellings that show how the words are pronounced. The following key will help you understand what sounds are represented by the letters used in the respellings.

Symbol	Examples	Symbol	Examples
a	apple [AP•uhl], catch [kach]	oh	road, [rohd], know [noh]
ah	barn [bahrn], pot [paht]	oo	school [skool], glue [gloo]
air	bear [bair], dare [dair]	ow	out [owt], cow [kow]
aw	bought [bawt], horse [hawrs]	oy	coin [koyn], boys [boyz]
ay	ape [ayp], mail [mayl]	p	pig [pihg], top [tahp]
b	bell [behl], table [TAY•buhl]	r	rose [rohzh], star [stahr]
ch	chain [chayn], ditch [dihch]	s	soap [sohp], icy [EYE•see]
d	dog [dawg], rained [raynd]	sh	share [shair], nation [NAY•shuhn]
ee	even [EE•vuhn], meal [meel]	t	tired [tyrd], boat [boht]
eh	egg [ehg], ten [tehn]	th	thin [thihn], mother [MUH•thuhr]
eye	iron [EYE•uhrn]	u	pull [pul], look [luk]
f	fall [fawl], laugh [laf]	uh	bump [buhmp], awake [uh•WAYK], happen [HAP•uhn], pencil [PEHN•suhl], pilot [PY•luht]
g	gold [gohld], big [bihg]	ur	earth [urth], bird [burd], worm [wurm]
h	hot [haht], exhale [ehks•HAYL]	v	vase [vays], love [luhv]
hw	white [hwyt]	w	web [wehb], twin [twihn]
ih	into [IHN•too], sick [sihk]	y	As a consonant: yard [yahrd], mule [myool]
j	jar [jahr], badge [baj]	z	As a vowel: ice [ys], tried [tryd], sigh [sy]
k	cat [kat], luck [luhk]	zh	zone [zohn], reason [REE•zuhn]
l	load [lohd], ball [bawl]		treasure [TREHZH•uhr], garage [guh•RAHZH]
m	make [mayk], gem [jehm]		
n	night [nyt], win [wihn]		
ng	song [sawng], anger [ANG•guhr]		

Syllables that are stressed when the words are spoken appear in CAPITAL LETTERS in the respellings. For example, the respelling of *patterns* (PAT•uhrnz) shows that the first syllable of the word is stressed.

Syllables that appear in SMALL CAPITAL LETTERS are also stressed, but not as strongly as those that appear in capital letters. For example, the respelling of *interaction* (IHN•tuhr•AK•shuhn) shows that the third syllable receives the main stress and the first syllable receives a secondary stress.

- Abbasids** [uh•BAS•ihdz] *n.* a dynasty that ruled much of the Muslim Empire from A.D. 750 to 1258. (p. 271)
- Aborigine** [AB•uh•RIHJ•uh•nee] *n.* a member of any of the native peoples of Australia. (p. 752)
- absolute monarch** [MAHN•uhrk] *n.* a king or queen who has unlimited power and seeks to control all aspects of society. (p. 594)
- acropolis** [uh•KRAHP•uh•lihs] *n.* a fortified hilltop in an ancient Greek city. (p. 127)
- Aksum** [AHK•soom] *n.* an African kingdom, in what is now Ethiopia and Eritrea, that reached the height of its power in the fourth century A.D. (p. 225)
- al-Andalus** [al•AN•duh•LUS] *n.* a Muslim-ruled region in what is now Spain, established in the eighth century A.D. (p. 271)
- Allah** [AL•uh] *n.* God (an Arabic word, used mainly in Islam). (p. 264)

- Allies** [uh•LYZ] *n.* in World War I, the nations of Great Britain, France, and Russia, along with the other nations that fought on their side; also, the group of nations—including Great Britain, the Soviet Union, and the United States—that opposed the Axis Powers in World War II. (p. 845)
- Almohads** [AL•moh•HADZ] *n.* a group of Islamic reformers who overthrew the Almoravid dynasty and established an empire in North Africa and southern Spain in the 12th century A.D. (p. 412)
- Almoravids** [AL•muh•RAHV•uhdz] *n.* an Islamic religious brotherhood that established an empire in North Africa and southern Spain in the 11th century A.D. (p. 412)
- Amritsar Massacre** *n.* killing by British troops of nearly 400 Indians gathered at Amritsar to protest the Rowlatt Acts. (p. 888)

Anabaptist [AN•uh•BAP•tihst] *n.* in the Reformation, a member of a Protestant group that believed in baptizing only those persons who were old enough to decide to be Christian and believed in the separation of church and state. (p. 496)

Anasazi [AH•nuh•SAH•zee] *n.* an early Native American people who lived in the American Southwest. (p. 443)

Anatolia [AN•uh•TOH•lee•uh] *n.* the Southwest Asian peninsula now occupied by the Asian part of Turkey—also called Asia Minor. (p. 62)

Angkor Wat [ANG•kawr WAHT] *n.* a temple complex built in the Khmer Empire and dedicated to the Hindu god Vishnu. (p. 345)

Anglican [ANG•glih•kuhn] *adj.* relating to the Church of England. (p. 494)

animism [AN•uh•MIHZ•uhm] *n.* the belief that spirits are present in animals, plants, and other natural objects. (p. 216)

annexation [AN•ihk•SAY•shuhn] *n.* the adding of a region to the territory of an existing political unit. (pp. 799, 813)

annul [uh•NUHL] *v.* to cancel or set aside. (p. 492)

anti-Semitism [AN•tee•SEHM•ih•TIHZ•uhm] *n.* prejudice against Jews. (p. 749)

apartheid [uh•PAHRT•HYT] *n.* a South African policy of complete legal separation of the races, including the banning of all social contacts between blacks and whites. (p. 1043)

apostle [uh•PAHS•uhl] *n.* one of the followers of Jesus who preached and spread his teachings. (p. 168)

appeasement *n.* the making of concessions to an aggressor in order to avoid war. (p. 917)

aqueduct [AK•wih•DUHKT] *n.* a pipeline or channel built to carry water to populated areas. (p. 181)

aristocracy [AR•ih•STAHK•ruh•see] *n.* a government in which power is in the hands of a hereditary ruling class or nobility. (p. 127)

armistice [AHR•mih•stihs] *n.* an agreement to stop fighting. (p. 855)

artifact *n.* a human-made object, such as a tool, weapon, or piece of jewelry. (p. 5)

artisan [AHR•tih•zuhn] *n.* a skilled worker, such as a weaver or a potter, who makes goods by hand. (p. 20)

Aryans [AIR•ee•uhn] *n.* **1.** an Indo-European people who, about 1500 B.C., began to migrate into the Indian subcontinent (p. 63). **2.** to the Nazis, the Germanic peoples who formed a “master race.” (p. 936)

assembly line *n.* in a factory, an arrangement in which a product is moved from worker to worker, with each person performing a single task in its manufacture. (p. 764)

assimilation [uh•SIHM•uh•LAY•shuhn] *n.* **1.** the adoption of a conqueror’s culture by a conquered people (p. 205). **2.** a policy in which a nation forces or encourages a subject people to adopt its institutions and customs. (p. 781)

Assyria [uh•SEER•ee•uh] *n.* a Southwest Asian kingdom that controlled a large empire from about 850 to 612 B.C. (p. 95)

Atlantic Charter *n.* a declaration of principles issued in August 1941 by British prime minister Winston Churchill and U.S. president Franklin Roosevelt, on which the Allied peace plan at the end of World War II was based. (p. 930)

Atlantic slave trade *n.* the buying, transporting, and selling of Africans for work in the Americas. (p. 567)

autocracy [aw•TAHK•ruh•see] *n.* a government in which the ruler has unlimited power and uses it in an arbitrary manner. (p. 109)

Axis Powers *n.* in World War II, the nations of Germany, Italy, and Japan, which had formed an alliance in 1936. (p. 917)

ayllu [EYE•loo] *n.* in Incan society, a small community or family group whose members worked together for the common good. (p. 460)

balance of power *n.* a political situation in which no one nation is powerful enough to pose a threat to others. (p. 672)

the Balkans [BAWL•kuhn] *n.* the region of southeastern Europe now occupied by Greece, Albania, Bulgaria, Romania, the European part of Turkey, and the former republics of Yugoslavia. (p. 689)

Bantu-speaking peoples *n.* the speakers of a related group of languages who, beginning about 2,000 years ago, migrated from West Africa into most of the southern half of Africa. (p. 222)

baroque [buh•ROHK] *adj.* relating to a grand, ornate style that characterized European painting, music, and architecture in the 1600s and early 1700s. (p. 637)

barter *n.* a form of trade in which people exchange goods and services without the use of money. (p. 23)

Battle of Britain *n.* a series of battles between German and British air forces, fought over Britain in 1940–1941. (p. 928)

Battle of Guadalcanal [GWAHD•uhl•kuh•NAL] *n.* a 1942–1943 battle of World War II, in which Allied troops drove Japanese forces from the Pacific island of Guadalcanal. (p. 935)

Battle of Midway *n.* a 1942 sea and air battle of World War II, in which American forces defeated Japanese forces in the central Pacific. (p. 934)

Battle of Stalingrad [STAH•lihn•GRAD] *n.* a 1942–1943 battle of World War II, in which German forces were defeated in their attempt to capture the city of Stalingrad in the Soviet Union. (p. 941)

Battle of the Bulge *n.* a 1944–1945 battle in which Allied forces turned back the last major German offensive of World War II. (p. 944)

Battle of Trafalgar [tru•FAL•guhr] *n.* an 1805 naval battle in which Napoleon’s forces were defeated by a British fleet under the command of Horatio Nelson. (p. 667)

Benin [buh•NIHN] *n.* a kingdom that arose near the Niger River delta in the 1300s and became a major West African state in the 1400s. (p. 419)

Beringia [buh•RIHN•jee•uh] *n.* an ancient land bridge over which the earliest Americans are believed to have migrated from Asia into the Americas. (p. 235)

Berlin Conference *n.* a meeting in 1884–1885 at which representatives of European nations agreed upon rules for the European colonization of Africa. (p. 776)

Bill of Rights *n.* the first ten amendments to the U.S. Constitution, which protect citizens’ basic rights and freedoms. (p. 645)

bishop *n.* a high-ranking Christian official who supervises a number of local churches. (p. 171)

blitzkrieg [BLIHTS•KREEG] *n.* “lightning war”—a form of warfare in which surprise attacks with fast-moving airplanes are followed by massive attacks with infantry forces. (p. 925)

blockade [blah•KAYD] *n.* the use of troops or ships to prevent commercial traffic from entering or leaving a city or region. (p. 668)

Boer [bohr] *n.* a Dutch colonist in South Africa. (p. 776)

Boer War *n.* a conflict, lasting from 1899 to 1902, in which the Boers and the British fought for control of territory in South Africa. (p. 778)

Bolsheviks [BOHL•shuh•VIHKS] *n.* a group of revolutionary Russian Marxists who took control of Russia’s government in November 1917. (p. 868)

Boxer Rebellion *n.* a 1900 revolt in China, aimed at ending foreign influence in the country. (p. 808)

boyar [boh•YAHR] *n.* a landowning noble of Russia. (p. 608)

Brahma [BRAH•muh] *n.* a Hindu god considered the creator of the world. (p. 194)

Brahmin [BRAH•mihn] *n.* in Aryan society, a member of the social class made up of priests. (p. 63)

brinkmanship *n.* a policy of threatening to go to war in response to any enemy aggression. (p. 970)

Bronze Age *n.* a period in human history, beginning around 3000 B.C. in some areas, during which people began using bronze, rather than copper or stone, to fashion tools and weapons. (p. 21)

bubonic plague [boo•BAHN•ihk PLAYG] *n.* a deadly disease that spread across Asia and Europe in the mid-14th century, killing millions of people. (p. 399)

bureaucracy [byu•RAHK•ruh•see] *n.* a system of departments and agencies formed to carry out the work of government. (p. 105)

burgher [BUR•guhr] *n.* a medieval merchant-class town dweller. (p. 391)

Bushido [BUSH•ih•DOH] *n.* the strict code of behavior followed by samurai warriors in Japan. (p. 343)

cabinet *n.* a group of advisers or ministers chosen by the head of a country to help make government decisions. (p. 617)

caliph [KAY•lih] *n.* a supreme political and religious leader in a Muslim government. (p. 269)

calligraphy [kuh•LIHG•ruh•fee] *n.* the art of beautiful handwriting. (p. 276)

Calvinism [KAL•vih•NIHZ•uhm] *n.* a body of religious teachings based on the ideas of the reformer John Calvin. (p. 495)

Camp David Accords *n.* the first signed agreement between Israel and an Arab country, leading to a 1979 peace treaty, in which Egypt recognized Israel as a legitimate state and Israel agreed to return the Sinai Peninsula to Egypt. (p. 1020)

canon law *n.* the body of laws governing the religious practices of a Christian church. (p. 371)

capitalism *n.* an economic system based on private ownership and on the investment of money in business ventures in order to make a profit. (pp. 573, 734)

Carolingian [KAR•uh•LIHN•juhn] **Dynasty** *n.* a dynasty of Frankish rulers, lasting from A.D. 751 to 987. (p. 356)

caste [kast] *n.* one of the four classes of people in the social system of the Aryans who settled in India—priests, warriors, peasants or traders, and non-Aryan laborers or craftsmen. (p. 64)

Catholic Reformation [REHF•uhr•MAY•shuhn] *n.* a 16th-century movement in which the Roman Catholic Church sought to make changes in response to the Protestant Reformation. (p. 498)

caudillo [kaw•DEEL•yoh] *n.* a military dictator of a Latin American country. (p. 816)

centralized government *n.* a government in which power is concentrated in a central authority to which local governments are subject. (p. 200)

Central Powers *n.* in World War I, the nations of Germany and Austria-Hungary, along with the other nations that fought on their side. (p. 845)

Chaldeans [kal•DEE•uhn] *n.* a Southwest Asian people who helped to destroy the Assyrian Empire. (p. 97)

Chartist movement *n.* in 19th-century Britain, members of the working class demanded reforms in Parliament and in elections, including suffrage for all men. (p. 748)

Chavín [chah•VEEN] *n.* the first major South American civilization, which flourished in the highlands of what is now Peru from about 900 to 200 B.C. (p. 246)

checks and balances *n.* measures designed to prevent any one branch of government from dominating the others. (p. 645)

chivalry [SHIHV•uhl•ree] *n.* a code of behavior for knights in medieval Europe, stressing ideals such as courage, loyalty, and devotion. (p. 365)

CIS *n.* the Commonwealth of Independent States—a loose association of former Soviet republics that was formed after the breakup of the Soviet Union. (p. 1049)

city-state *n.* a city and its surrounding lands functioning as an independent political unit. (p. 31)

civil disobedience *n.* a deliberate and public refusal to obey a law considered unjust. (p. 888)

civilization *n.* a form of culture characterized by cities, specialized workers, complex institutions, record keeping, and advanced technology. (p. 20)

civil service *n.* the administrative departments of a government—especially those in which employees are hired on the basis of their scores on examinations. (p. 203)

civil war *n.* a conflict between two political groups within the same country. (p. 161)

clan *n.* a group of people descended from a common ancestor. (p. 331)

classical art *n.* the art of ancient Greece and Rome, in which harmony, order, and proportion were emphasized. (p. 136)

clergy [KLUR•jee] *n.* a body of officials who perform religious services—such as priests, ministers, or rabbis. (p. 370)

- cloning** [KLOH•nihng] *n.* the creation of plants or animals that are genetically identical to an existing plant or animal. (p. 1073)
- coalition** [koh•uh•LIHSH•uhn] **government** *n.* a government controlled by a temporary alliance of several political parties. (p. 904)
- codex** [KOH•DEHKS] *n.* a book with pages that can be turned, like the one you are reading now. (p. 448)
- Cold War** *n.* the state of diplomatic hostility between the United States and the Soviet Union in the decades following World War II. (p. 969)
- collective bargaining** *n.* negotiations between workers and their employers. (p. 738)
- collective farm** *n.* a large government-controlled farm formed by combining many small farms. (p. 878)
- colony** *n.* a land controlled by another nation. (p. 554)
- Colossus of Rhodes** [kuh•LAHS•uhs uhv ROHDZ] *n.* an enormous Hellenistic statue that formerly stood near the harbor of Rhodes. (p. 149)
- Columbian Exchange** *n.* the global transfer of plants, animals, and diseases that occurred during the European colonization of the Americas. (p. 571)
- comedy** *n.* a humorous form of drama that often includes slapstick and satire. (p. 136)
- command economy** *n.* an economic system in which the government makes all economic decisions. (p. 877)
- Commercial Revolution** *n.* the expansion of trade and business that transformed European economies during the 16th and 17th centuries. (p. 389)
- common law** *n.* a unified body of law formed from rulings of England's royal judges that serves as the basis for law in many English-speaking countries today, including the United States. (p. 394)
- commune** [KAHM•YOON] *n.* in Communist China, a collective farm on which a great number of people work and live together. (p. 974)
- Communist Party** *n.* a political party practicing the ideas of Karl Marx and V.I. Lenin; originally the Russian Bolshevik Party. (p. 873)
- communism** *n.* an economic system in which all means of production—land, mines, factories, railroads, and businesses—are owned by the people, private property does not exist, and all goods and services are shared equally. (p. 737)
- Concert** [KAHN•SURT] **of Europe** *n.* a series of alliances among European nations in the 19th century, devised by Prince Klemens von Metternich to prevent the outbreak of revolutions. (p. 674)
- concordat** [kuhn•KAWR•DAT] *n.* a formal agreement—especially one between the pope and a government, dealing with the control of Church affairs. (p. 664)
- Congress of Vienna** [vee•EHN•uh] *n.* a series of meetings in 1814–1815, during which the European leaders sought to establish long-lasting peace and security after the defeat of Napoleon. (p. 672)
- Congress Party** *n.* a major national political party in India—also known as the Indian National Congress. (p. 997)
- conquistadors** [kahng•KEE•stuh•DAWRZ] *n.* the Spanish soldiers, explorers, and fortune hunters who took part in the conquest of the Americas in the 16th century. (p. 554)
- conservative** *n.* in the first half of the 19th century, a European—usually a wealthy landowner or noble—who wanted to preserve the traditional monarchies of Europe. (p. 687)
- constitutional monarchy** [MAHN•uhr•kee] *n.* a system of governing in which the ruler's power is limited by law. (p. 617)
- consul** [KAHN•suhl] *n.* in the Roman republic, one of the two powerful officials elected each year to command the army and direct the government. (p. 157)
- containment** *n.* a U.S. foreign policy adopted by President Harry Truman in the late 1940s, in which the United States tried to stop the spread of communism by creating alliances and helping weak countries to resist Soviet advances. (p. 967)
- Continental System** *n.* Napoleon's policy of preventing trade between Great Britain and continental Europe, intended to destroy Great Britain's economy. (p. 668)
- corporation** *n.* a business owned by stockholders who share in its profits but are not personally responsible for its debts. (p. 731)
- Council of Trent** *n.* a meeting of Roman Catholic leaders, called by Pope Paul III to rule on doctrines criticized by the Protestant reformers. (p. 499)
- coup d'état** [koo day•TAH] *n.* a sudden seizure of political power in a nation. (p. 664)
- covenant** [KUHV•uh•nuhnt] *n.* a mutual promise or agreement—especially an agreement between God and the Hebrew people as recorded in the Bible. (p. 78)
- creole** [KREE•OHL] *n.* in Spanish colonial society, a colonist who was born in Latin America to Spanish parents. (p. 681)
- Crimean** [kry•MEE•uhn] **War** *n.* a conflict, lasting from 1853 to 1856, in which the Ottoman Empire, with the aid of Britain and France, halted Russian expansion in the region of the Black Sea. (p. 787)
- crop rotation** *n.* the system of growing a different crop in a field each year to preserve the fertility of the land. (p. 717)
- Crusade** *n.* one of the expeditions in which medieval Christian warriors sought to recover control of the Holy Land from the Muslims. (p. 382)
- cultural diffusion** *n.* the spreading of ideas or products from one culture to another. (p. 31)
- Cultural Revolution** *n.* a 1966–1976 uprising in China led by the Red Guards, with the goal of establishing a society of peasants and workers in which all were equal. (p. 975)
- culture** *n.* a people's unique way of life, as shown by its tools, customs, arts, and ideas. (p. 5)
- cuneiform** [KYOO•nee•uh•FAWRM] *n.* a system of writing with wedge-shaped symbols, invented by the Sumerians around 3000 B.C. (p. 20)
- cyberterrorism** *n.* politically motivated attacks on information systems. (p. 1088)
- Cyrillic** [suh•RIHL•ihk] **alphabet** *n.* an alphabet for the writing of Slavic languages, devised in the ninth century A.D. by Saints Cyril and Methodius. (p. 306)

czar [zahr] *n.* a Russian emperor (from the Roman title *Caesar*). (p. 311)

daimyo [DY•mee•OH] *n.* a Japanese feudal lord who commanded a private army of samurai. (p. 542)

Daoism [DOW•IHZ•uhm] *n.* a philosophy based on the ideas of the Chinese thinker Laozi, who taught that people should be guided by a universal force called the Dao (Way). (p. 106)

D-Day *n.* June 6, 1944—the day on which the Allies began their invasion of the European mainland during World War II. (p. 944)

Declaration of Independence *n.* a statement of the reasons for the American colonies' break with Britain, approved by the Second Continental Congress in 1776. (p. 641)

delta *n.* a marshy region formed by deposits of silt at the mouth of a river. (p. 36)

demilitarization [dee•MIHL•ih•tuhr•ih•ZAY•shuhn] *n.* a reduction in a country's ability to wage war, achieved by disbanding its armed forces and prohibiting it from acquiring weapons. (p. 950)

democracy *n.* a government controlled by its citizens, either directly or through representatives. (p. 128)

democratization *n.* the process of creating a government elected by the people. (p. 950)

Department of Homeland Security *n.* U.S. federal agency created in 2002 to coordinate national efforts against terrorism. (p. 1091)

détente [day•TAHNT] *n.* a policy of reducing Cold War tensions that was adopted by the United States during the presidency of Richard Nixon. (p. 990)

developed nation *n.* a nation with all the facilities needed for the advanced production of manufactured goods. (p. 1075)

devshirme [dehv•SHEER•meh] *n.* in the Ottoman Empire, the policy of taking boys from conquered Christian peoples to be trained as Muslim soldiers. (p. 510)

Diaspora [dy•AS•puhr•uh] *n.* the dispersal of the Jews from their homeland in Palestine—especially during the period of more than 1,800 years that followed the Romans' destruction of the Temple in Jerusalem in A.D. 70. (p. 170)

dictator *n.* in ancient Rome, a political leader given absolute power to make laws and command the army for a limited time. (p. 157)

direct democracy *n.* a government in which citizens rule directly rather than through representatives. (p. 135)

dissident [DIHS•ih•duhnt] *n.* an opponent of a government's policies or actions. (p. 1042)

divine right *n.* the idea that monarchs are God's representatives on earth and are therefore answerable only to God. (p. 594)

domestication *n.* the taming of animals for human use. (p. 16)

dominion *n.* in the British Empire, a nation (such as Canada) allowed to govern its own domestic affairs. (p. 752)

domino theory *n.* the idea that if a nation falls under Communist control, nearby nations will also fall under Communist control. (p. 978)

Dorians [DAWR•ee•uhn] *n.* a Greek-speaking people that, according to tradition, migrated into mainland Greece after the destruction of the Mycenaean civilization. (p. 125)

Dreyfus [DRY•fuhs] **affair** *n.* a controversy in France in the 1890s, centering on the trial and imprisonment of a Jewish army officer, Captain Alfred Dreyfus, who had been falsely accused of selling military secrets to Germany. (p. 749)

Dutch East India Company *n.* a company founded by the Dutch in the early 17th century to establish and direct trade throughout Asia. (p. 534)

dynastic [dy•NAS•tihk] **cycle** *n.* the historical pattern of the rise, decline, and replacement of dynasties. (p. 54)

dynasty [DY•nuh•stee] *n.* a series of rulers from a single family. (p. 31)

Eastern Front *n.* in World War I, the region along the German-Russian border where Russians and Serbs battled Germans, Austrians, and Turks. (p. 848)

Edict of Nantes [EE•DIHKT uhv NAHNT] *n.* a 1598 declaration in which the French king Henry IV promised that Protestants could live in peace in France and could set up houses of worship in some French cities. (p. 596)

Emancipation Proclamation [ih•MAN•suh•PAY•shuhn PRAHK•luh•MAY•shuhn] *n.* a declaration issued by U.S. president Abraham Lincoln in 1863, stating that all slaves in the Confederate states were free. (p. 760)

emerging nation *n.* a nation in which the process of industrialization is not yet complete. (p. 1075)

émigré [EHM•ih•GRAY] *n.* a person who leaves their native country for political reasons, like the nobles and others who fled France during the peasant uprisings of the French Revolution. (p. 658)

empire *n.* a political unit in which a number of peoples or countries are controlled by a single ruler. (p. 33)

enclosure *n.* one of the fenced-in or hedged-in fields created by wealthy British landowners on land that was formerly worked by village farmers. (p. 717)

encomienda [ehng•kaw•MYEHN•dah] *n.* a grant of land made by Spain to a settler in the Americas, including the right to use Native Americans as laborers on it. (p. 557)

English Civil War *n.* a conflict, lasting from 1642 to 1649, in which Puritan supporters of Parliament battled supporters of England's monarchy. (p. 615)

enlightened despot [DEHS•puht] *n.* one of the 18th-century European monarchs who was inspired by Enlightenment ideas to rule justly and respect the rights of subjects. (p. 638)

enlightenment [ehn•LYT•uhn•muht] *n.* in Buddhism, a state of perfect wisdom in which one understands basic truths about the universe. (p. 68)

Enlightenment *n.* an 18th-century European movement in which thinkers attempted to apply the principles of reason and the scientific method to all aspects of society. (p. 629)

entrepreneur [AHN•truh•pruh•NUR] *n.* a person who organizes, manages, and takes on the risks of a business. (p. 721)

epic *n.* a long narrative poem celebrating the deeds of legendary or traditional heroes. (p. 125)

estate [ih•STAYT] *n.* one of the three social classes in France before the French Revolution—the First Estate consisting of the clergy; the Second Estate, of the nobility; and the Third Estate, of the rest of the population. (p. 651)

Estates-General [ih•STAYTS•JEHN•uhr•uhl] *n.* an assembly of representatives from all three of the estates, or social classes, in France. (pp. 397, 653)

ethnic cleansing *n.* a policy of murder and other acts of brutality by which Serbs hoped to eliminate Bosnia's Muslim population after the breakup of Yugoslavia. (p. 1056)

excommunication [EHKS•kuh•MYOO•nih•KAY•shuhn] *n.* the taking away of a person's right of membership in a Christian church. (p. 306)

existentialism [EHG•zih•STEHN•shuh•LIHZ•uhm] *n.* a philosophy based on the idea that people give meaning to their lives through their choices and actions. (p. 899)

extraterritorial [EHK•struh•TEHR•ih•TAWR•ee•uhl] **rights** *n.* an exemption of foreign residents from the laws of a country. (p. 806)

factors of production *n.* the resources—including land, labor, and capital—that are needed to produce goods and services. (p. 718)

factory *n.* a large building in which machinery is used to manufacture goods. (p. 720)

fascism [FASH•ihz•uhm] *n.* a political movement that promotes an extreme form of nationalism, a denial of individual rights, and a dictatorial one-party rule. (p. 910)

Fatimid [FAT•uh•MIHD] *n.* a member of a Muslim dynasty that traced its ancestry to Muhammad's daughter Fatima and that built an empire in North Africa, Arabia, and Syria in the 10th–12th centuries. (p. 272)

favorable balance of trade *n.* an economic situation in which a country sells more goods abroad than it buys from abroad. (p. 575)

federal system *n.* a system of government in which power is divided between a central authority and a number of individual states. (pp. 645, 1041)

Fertile Crescent [FUHR•tuhl KREHS•uhnt] *n.* an arc of rich farmland in Southwest Asia, between the Persian Gulf and the Mediterranean Sea. (p. 29)

feudalism [FYOOD•uhl•ihz•uhm] *n.* a political system in which nobles are granted the use of lands that legally belong to their king, in exchange for their loyalty, military service, and protection of the people who live on the land. (p. 54)

fief [feef] *n.* an estate granted to a vassal by a lord under the feudal system in medieval Europe. (p. 360)

filial piety [FIHL•ee•uhl PY•ih•tee] *n.* respect shown by children for their parents and elders. (p. 104)

"Final Solution" *n.* Hitler's program of systematically killing the entire Jewish people. (p. 937)

Five-Year Plans *n.* plans outlined by Joseph Stalin in 1928 for the development of the Soviet Union's economy. (p. 877)

Four Modernizations *n.* a set of goals adopted by the Chinese leader Deng Xiaoping in the late 20th century, involving progress in agriculture, industry, defense, and science and technology. (p. 1060)

Fourteen Points *n.* a series of proposals in which U.S. president Woodrow Wilson outlined a plan for achieving a lasting peace after World War I. (p. 858)

Franks *n.* a Germanic people who settled in the Roman province of Gaul (roughly the area now occupied by France) and established a great empire during the Middle Ages. (p. 354)

free trade *n.* commerce between nations without economic restrictions or barriers (such as tariffs). (p. 1076)

French and Indian War *n.* a conflict between Britain and France for control of territory in North America, lasting from 1754 to 1763. (p. 564)

gender inequality *n.* the difference between men and women in terms of wealth and status. (p. 1084)

genetic [juh•NEHT•ihk] **engineering** *n.* the transferring of genes from one living thing to another in order to produce an organism with new traits. (p. 1073)

genocide [JEHN•uh•SYD] *n.* the systematic killing of an entire people. (p. 937)

gentry *n.* a class of powerful, well-to-do people who enjoy a high social status. (p. 327)

geocentric theory *n.* in the Middle Ages, the earth-centered view of the universe in which scholars believed that the earth was an immovable object located at the center of the universe. (p. 623)

geopolitics [JEE•oh•PAHL•ih•tihks] *n.* a foreign policy based on a consideration of the strategic locations or products of other lands. (p. 786)

Ghana [GAH•nuh] *n.* a West African kingdom that grew rich from taxing and controlling trade and that established an empire in the 9th–11th centuries A.D. (p. 413)

ghazi [GAH•zee] *n.* a warrior for Islam. (p. 507)

ghettos [GEHT•ohz] *n.* city neighborhoods in which European Jews were forced to live. (p. 937)

glasnost [GLAHS•nuhst] *n.* a Soviet policy of openness to the free flow of ideas and information, introduced in 1985 by Mikhail Gorbachev. (p. 1046)

global economy *n.* all the financial interactions—involving people, businesses, and governments—that cross international boundaries. (p. 1076)

Glorious Revolution *n.* the bloodless overthrow of the English king James II and his replacement by William and Mary. (p. 616)

glyph [glihf] *n.* a symbolic picture—especially one used as part of a writing system for carving messages in stone. (p. 448)

Gothic [GAHTH•ihk] *adj.* relating to a style of church architecture that developed in medieval Europe, featuring ribbed vaults, stained glass windows, flying buttresses, pointed arches, and tall spires. (p. 380)

Great Depression *n.* the severe economic slump that followed the collapse of the U.S. stock market in 1929. (p. 907)

Great Fear *n.* a wave of senseless panic that spread through the French countryside after the storming of the Bastille in 1789. (p. 655)

Great Purge *n.* a campaign of terror in the Soviet Union during the 1930s, in which Joseph Stalin sought to eliminate all Communist Party members and other citizens who threatened his power. (p. 876)

Great Schism [SIHZ•uhm] *n.* a division in the medieval Roman Catholic Church, during which rival popes were established in Avignon and in Rome. (p. 399)

Greco-Roman culture *n.* an ancient culture that developed from a blending of Greek, Hellenistic, and Roman cultures. (p. 178)

green revolution *n.* a 20th-century attempt to increase food resources worldwide, involving the use of fertilizers and pesticides and the development of disease-resistant crops. (p. 1074)

griot [gree•OH] *n.* a West African storyteller. (p. 216)

guerrilla [guh•RIHL•uh] *n.* a member of a loosely organized fighting force that makes surprise attacks on enemy troops occupying his or her country. (p. 669)

guild [gihld] *n.* a medieval association of people working at the same occupation, which controlled its members' wages and prices. (p. 388)

guillotine [GIHL•uh•TEEN] *n.* a machine for beheading people, used as a means of execution during the French Revolution. (p. 660)

Gupta [GUP•tuh] **Empire** *n.* the second empire in India, founded by Chandra Gupta I in A.D. 320. (p. 191)

habeas corpus [HAY•bee•uhs KAWR•puhs] *n.* a document requiring that a prisoner be brought before a court or judge so that it can be decided whether his or her imprisonment is legal. (p. 616)

Hagia Sophia [HAY•ee•uh soh•FEE•uh] *n.* the Cathedral of Holy Wisdom in Constantinople, built by order of the Byzantine emperor Justinian. (p. 303)

haiku [HY•koo] *n.* a Japanese form of poetry, consisting of three unrhymed lines of five, seven, and five syllables. (p. 545)

hajj [haj] *n.* a pilgrimage to Mecca, performed as a duty by Muslims. (p. 267)

Han [hahn] **Dynasty** *n.* a Chinese dynasty that ruled from 202 B.C. to A.D. 9 and again from A.D. 23 to 220. (p. 200)

Harappan civilization *n.* another name for the Indus Valley civilization that arose along the Indus River, possibly as early as 7000 B.C.; characterized by sophisticated city planning. (p. 46)

Hausa [HOW•suh] *n.* a West African people who lived in several city-states in what is now northern Nigeria. (p. 417)

heliocentric [HEE•lee•oh•SEHN•trihk] **theory** *n.* the idea that the earth and the other planets revolve around the sun. (p. 624)

Hellenistic [HEHL•uh•NIHS•tihk] *adj.* relating to the civilization, language, art, science, and literature of the Greek world from the reign of Alexander the Great to the late second century B.C. (p. 146)

helot [HEHL•uht] *n.* in the society of ancient Sparta, a peasant bound to the land. (p. 129)

hieroglyphics [HY•uhr•uh•GLIHF•ihks] *n.* an ancient Egyptian writing system in which pictures were used to represent ideas and sounds. (p. 40)

Hijrah [HIHJ•ruh] *n.* Muhammad's migration from Mecca to Yathrib (Medina) in A.D. 622. (p. 265)

Hittites [HIHT•YTS] *n.* an Indo-European people who settled in Anatolia around 2000 B.C. (p. 62)

Holocaust [HAHL•uh•KAWST] *n.* a mass slaughter of Jews and other civilians, carried out by the Nazi government of Germany before and during World War II. (p. 936)

Holy Alliance *n.* a league of European nations formed by the leaders of Russia, Austria, and Prussia after the Congress of Vienna. (p. 674)

Holy Roman Empire *n.* an empire established in Europe in the 10th century A.D., originally consisting mainly of lands in what is now Germany and Italy. (p. 371)

home rule *n.* a control over internal matters granted to the residents of a region by a ruling government. (p. 754)

hominid [HAHM•uh•nihd] *n.* a member of a biological group including human beings and related species that walk upright. (p. 7)

Homo sapiens [HOH•moh SAY•pee•uhnz] *n.* the biological species to which modern human beings belong. (p. 8)

House of Wisdom *n.* a center of learning established in Baghdad in the 800s. (p. 276)

humanism [HYOO•muh•NIHZ•uhm] *n.* a Renaissance intellectual movement in which thinkers studied classical texts and focused on human potential and achievements. (p. 472)

Hundred Days *n.* the brief period during 1815 when Napoleon made his last bid for power, deposing the French king and again becoming emperor of France. (p. 671)

Hundred Years' War *n.* a conflict in which England and France battled on French soil on and off from 1337 to 1453. (p. 401)

hunter-gatherer *n.* a member of a nomadic group whose food supply depends on hunting animals and collecting plant foods. (p. 14)

Hyksos [HIHK•sohs] *n.* a group of nomadic invaders from Southwest Asia who ruled Egypt from 1640 to 1570 B.C. (p. 89)

Ice Age *n.* a cold period in which huge ice sheets spread outward from the polar regions, the last one of which lasted from about 1,900,000 to 10,000 B.C. (p. 235)

I Ching [ee jihng] *n.* a Chinese book of oracles, consulted to answer ethical and practical problems. (p. 107)

icon [EYE•KAHN] *n.* a religious image used by eastern Christians. (p. 306)

imperialism [ihm•PEER•ee•uh•LIHZ•uhm] *n.* a policy in which a strong nation seeks to dominate other countries politically, economically, or socially. (p. 773)

impressionism [ihm•PREHSH•uh•NIHZ•uhm] *n.* a movement in 19th-century painting, in which artists reacted against realism by seeking to convey their impressions of subjects or moments in time. (p. 701)

Indo-Europeans [IHN•doh•YUR•uh•PEE•uhn] *n.* a group of seminomadic peoples who, about 1700 B.C., began to migrate from what is now southern Russia to the Indian subcontinent, Europe, and Southwest Asia. (p. 61)

indulgence [ihm•DUHL•juhns] *n.* a pardon releasing a person from punishments due for a sin. (p. 489)

industrialization [ihm•DUHS•tree•uh•lih•ZAY•shuhn] *n.* the development of industries for the machine production of goods. (p. 718)

Industrial Revolution *n.* the shift, beginning in England during the 18th century, from making goods by hand to making them by machine. (p. 717)

inflation *n.* a decline in the value of money, accompanied by a rise in the prices of goods and services. (p. 173)

Inquisition [IHN•kwih•ZIHS•uhn] *n.* a Roman Catholic tribunal for investigating and prosecuting charges of heresy—especially the one active in Spain during the 1400s. (p. 384)

institution *n.* a long-lasting pattern of organization in a community. (p. 20)

intendant [ihn•TEHN•duhnt] *n.* a French government official appointed by the monarch to collect taxes and administer justice. (p. 598)

International Space Station *n.* cooperative venture sponsored by the United States, Russia, and 14 other nations to establish and maintain a working laboratory for scientific experimentation in space. (p. 1071)

Internet *n.* a linkage of computer networks that enables people around the world to exchange information and communicate with one another. (p. 1073)

intifada *n.* literally, “shaking off”; Palestinian campaigns of violence and non-violent resistance against Israel. Violence during the 1980s intifada targeted the Israeli army; violence during the 2000s intifada targeted Israeli civilians. (p. 1021)

Irish Republican Army (IRA) *n.* an unofficial nationalist military force seeking independence for Ireland from Great Britain. (p. 755)

iron curtain *n.* during the Cold War, the boundary separating the Communist nations of Eastern Europe from the mostly democratic nations of Western Europe. (p. 967)

Iroquois [IHR•uh•kwoy] *n.* a group of Native American peoples who spoke related languages, lived in the eastern Great Lakes region of North America, and formed an alliance in the late 1500s. (p. 444)

Islam [ih•LAHM] *n.* a monotheistic religion that developed in Arabia in the seventh century A.D. (p. 265)

isolationism *n.* a policy of avoiding political or military involvement with other countries. (p. 918)

Israel [IHZ•ree•uhl] *n.* a kingdom of the united Hebrews in Palestine, lasting from about 1020 to 922 B.C.; later, the northernmost of the two Hebrew kingdoms; now, the Jewish nation that was established in Palestine in 1948. (p. 81)

Jainism [JY•NIHZ•uhm] *n.* a religion founded in India in the sixth century B.C., whose members believe that everything in the universe has a soul and therefore should not be harmed. (p. 67)

janissary [JAN•ih•SEHR•ee] *n.* a member of an elite force of soldiers in the Ottoman Empire. (p. 510)

jazz *n.* a 20th-century style of popular music developed mainly by African-American musicians. (p. 899)

Jesuits [JEHZH•oo•ihts] *n.* members of the Society of Jesus, a Roman Catholic religious order founded by Ignatius of Loyola. (p. 499)

“jewel in the crown” *n.* the British colony of India—so called because of its importance in the British Empire, both as a supplier of raw materials and as a market for British trade goods. (p. 791)

joint-stock company *n.* a business in which investors pool their wealth for a common purpose, then share the profits. (p. 573)

Judah [JOO•duh] *n.* a Hebrew kingdom in Palestine, established around 922 B.C. (p. 81)

Justinian [juh•STIHN•ee•uhn] **Code** *n.* the body of Roman civil law collected and organized by order of the Byzantine emperor Justinian around A.D. 534. (p. 302)

kabuki [kuh•BOO•kee] *n.* a type of Japanese drama in which music, dance, and mime are used to present stories. (p. 545)

kaiser [KY•zuhr] *n.* a German emperor (from the Roman title *Caesar*). (p. 697)

kamikaze [KAH•mih•KAH•zee] *n.* during World War II, Japanese suicide pilots trained to sink Allied ships by crashing bomb-filled planes into them. (p. 945)

karma [KAHR•muh] *n.* in Hinduism and Buddhism, the totality of the good and bad deeds performed by a person, which is believed to determine his or her fate after rebirth. (p. 67)

Khmer [kmair] **Empire** *n.* a Southeast Asian empire, centered in what is now Cambodia, that reached its peak of power around A.D. 1200. (p. 345)

Khmer Rouge [roozh] *n.* a group of Communist rebels who seized power in Cambodia in 1975. (p. 981)

knight *n.* in medieval Europe, an armored warrior who fought on horseback. (p. 360)

Koryu [KAWR•yoo] **Dynasty** *n.* a dynasty that ruled Korea from A.D. 935 to 1392. (p. 347)

Kristallnacht [krih•STAHL•NAHKT] *n.* “Night of Broken Glass”—the night of November 9, 1938, on which Nazi storm troopers attacked Jewish homes, businesses, and synagogues throughout Germany. (p. 936)

Kuomintang [KWOH•mihn•TANG] *n.* the Chinese Nationalist Party, formed in 1912. (p. 882)

Kush [kuhsh] *n.* an ancient Nubian kingdom whose rulers controlled Egypt between 2000 and 1000 B.C. (p. 92)

laissez faire [LEHS•ay FAIR] *n.* the idea that government should not interfere with or regulate industries and businesses. (p. 734)

land reform *n.* a redistribution of farmland by breaking up large estates and giving the resulting smaller farms to peasants. (p. 1034)

La Reforma [lah reh•FAWR•mah] *n.* a liberal reform movement in 19th-century Mexico, led by Benito Juárez. (p. 824)

lay investiture [ihn•VEHS•tuh•chur] *n.* the appointment of religious officials by kings or nobles. (p. 372)

League of Nations *n.* an international association formed after World War I with the goal of keeping peace among nations. (p. 859)

lebensraum [LAY•buhns•ROWM] *n.* “living space”—the additional territory that, according to Adolf Hitler, Germany needed because it was overcrowded. (p. 912)

Legalism *n.* a Chinese political philosophy based on the idea that a highly efficient and powerful government is the key to social order. (p. 106)

legion *n.* a military unit of the ancient Roman army, made up of about 5,000 foot soldiers and a group of soldiers on horseback. (p. 157)

Legislative [LEHJ•ih•SLAY•tihv] **Assembly** *n.* a French congress with the power to create laws and approve declarations of war, established by the Constitution of 1791. (p. 657)

legitimacy [luh•JIHT•uh•muh•see] *n.* the hereditary right of a monarch to rule. (p. 673)

liberal *n.* in the first half of the 19th century, a European—usually a middle-class business leader or merchant—who wanted to give more political power to elected parliaments. (p. 687)

lineage [LIHN•ee•ihj] *n.* the people who are descended from a common ancestor. (p. 410)

loess [LOH•uhs] *n.* a fertile deposit of windblown soil. (p. 50)

Long March *n.* a 6,000-mile journey made in 1934–1935 by Chinese Communists fleeing from Jiang Jieshi’s Nationalist forces. (p. 886)

lord *n.* in feudal Europe, a person who controlled land and could therefore grant estates to vassals. (p. 360)

Lutheran [LOO•thuhr•uhn] *n.* a member of a Protestant church founded on the teachings of Martin Luther. (p. 490)

lycée [lee•SAY] *n.* a government-run public school in France. (p. 664)

Macedonia [MAS•ih•DOH•nee•uh] *n.* an ancient kingdom north of Greece, whose ruler Philip II conquered Greece in 338 B.C. (p. 142)

Maghrib [MUHG•ruhb] *n.* a region of western North Africa, consisting of the Mediterranean coastlands of what is now Morocco, Tunisia, and Algeria. (p. 410)

Magna Carta [MAG•nuh KAHR•tuh] *n.* “Great Charter”—a document guaranteeing basic political rights in England, drawn up by nobles and approved by King John in A.D. 1215. (p. 394)

Mahabharata [muh•huh•BAH•ruh•tuh] *n.* a great Indian epic poem, reflecting the struggles of the Aryans as they moved south into India. (p. 64)

Mahayana [MAH•huh•YAH•nuh] *n.* a sect of Buddhism that offers salvation to all and allows popular worship. (p. 193)

maize [mayz] *n.* a cultivated cereal grain that bears its kernels on large ears—usually called corn in the United States. (p. 238)

Mali [MAH•lee] *n.* a West African empire that flourished from 1235 to the 1400s and grew rich from trade. (p. 415)

Manchus [MAN•chooz] *n.* a people, native to Manchuria, who ruled China during the Qing Dynasty (1644–1912). (p. 539)

Mandate of Heaven *n.* in Chinese history, the divine approval thought to be the basis of royal authority. (p. 54)

manifest destiny *n.* the idea, popular among mid-19th-century Americans, that it was the right and the duty of the United States to rule North America from the Atlantic Ocean to the Pacific Ocean. (p. 758)

manor *n.* a lord’s estate in feudal Europe. (p. 360)

Maori [MOW•ree] *n.* a member of a Polynesian people who settled in New Zealand around A.D. 800. (p. 752)

Marshall Plan *n.* a U.S. program of economic aid to European countries to help them rebuild after World War II. (p. 968)

martial [MAHR•shuhl] **law** *n.* a temporary rule by military authorities over a civilian population, usually imposed in times of war or civil unrest. (p. 1041)

mass culture *n.* the production of works of art and entertainment designed to appeal to a large audience. (p. 766)

materialism *n.* a placing of high value on acquiring material possessions. (p. 1096)

matriarchal [MAY•tree•AHR•kuhl] *adj.* relating to a social system in which the mother is head of the family. (p. 192)

matrilineal [MAT•ruh•LIHN•ee•uhl] *adj.* relating to a social system in which family descent and inheritance rights are traced through the mother. (p. 410)

Mauryan [MAH•ur•yuhn] **Empire** *n.* the first empire in India, founded by Chandragupta Maurya in 321 B.C. (p. 189)

May Fourth Movement *n.* a national protest in China in 1919, in which people demonstrated against the Treaty of Versailles and foreign interference. (p. 883)

Medes [meedz] *n.* a Southwest Asian people who helped to destroy the Assyrian Empire. (p. 97)

Meiji [MAY•JEE] **era** *n.* the period of Japanese history from 1867 to 1912, during which the country was ruled by Emperor Mutsuhito. (p. 811)

Mein Kampf [MYN KAHPMPF] *n.* “My Struggle”—a book written by Adolf Hitler during his imprisonment in 1923–1924, in which he set forth his beliefs and his goals for Germany. (p. 912)

mercantilism [MUR•kuhn•tee•LIHZ•uhm] *n.* an economic policy under which nations sought to increase their wealth and power by obtaining large amounts of gold and silver and by selling more goods than they bought. (p. 574)

mercenary [MUR•suh•NEHR•ee] *n.* a soldier who is paid to fight in a foreign army. (p. 173)

Meroë [MEHR•oh•EE] *n.* center of the Kush dynasty from about 250 B.C. to A.D. 150; known for its manufacture of iron weapons and tools. (p. 94)

Mesoamerica [MEHZ•oh•uh•MEHR•ih•kuh] *n.* an area extending from central Mexico to Honduras, where several of the ancient complex societies of the Americas developed. (p. 240)

mestizo [mehs•TEE•zoh] *n.* a person of mixed Spanish and Native American ancestry. (p. 557)

Middle Ages *n.* the era in European history that followed the fall of the Roman Empire, lasting from about 500 to 1500—also called the medieval period. (p. 353)

middle class *n.* a social class made up of skilled workers, professionals, businesspeople, and wealthy farmers. (p. 725)

middle passage *n.* the voyage that brought captured Africans to the West Indies, and later to North and South America, to be sold as slaves—so called because it was considered the middle leg of the triangular trade. (p. 569)

migration *n.* the act of moving from one place to settle in another. (pp. 62, 220)

militarism [MIHL•ih•tuh•RIHZ•uhm] *n.* a policy of glorifying military power and keeping a standing army always prepared for war. (p. 842)

Ming Dynasty *n.* a Chinese dynasty that ruled from 1368 to 1644. (p. 536)

Minoans [mih•NOH•uhnz] *n.* a seafaring and trading people that lived on the island of Crete from about 2000 to 1400 B.C. (p. 72)

Mississippian [MIHS•ih•SIHP•ee•uhn] *adj.* relating to a Mound Builder culture that flourished in North America between A.D. 800 and 1500. (p. 443)

mita [MEE•tuh] *n.* in the Inca Empire, the requirement that all able-bodied subjects work for the state a certain number of days each year. (p. 461)

Moche [MOH•chay] *n.* a civilization that flourished on what is now the northern coast of Peru from about A.D. 100 to 700. (p. 247)

monarchy [MAHN•uhr•kee] *n.* a government in which power is in the hands of a single person. (p. 127)

monastery [MAHN•uh•STEHR•ee] *n.* a religious community of men (called monks) who have given up their possessions to devote themselves to a life of prayer and worship. (p. 354)

monopoly [muh•NAHP•uh•lee] *n.* a group's exclusive control over the production and distribution of certain goods. (p. 204)

monotheism [MAHN•uh•thee•IHZ•uhm] *n.* a belief in a single god. (p. 78)

Monroe Doctrine *n.* a U.S. policy of opposition to European interference in Latin America, announced by President James Monroe in 1823. (p. 818)

monsoon [mahn•SOON] *n.* a wind that shifts in direction at certain times of each year. (p. 45)

mosque [mahsk] *n.* an Islamic place of worship. (p. 267)

movable type *n.* blocks of metal or wood, each bearing a single character, that can be arranged to make up a page for printing. (p. 325)

Mughal [MOO•guhl] *n.* one of the nomads who invaded the Indian subcontinent in the 16th century and established a powerful empire there. (p. 516)

mujahideen [moo•JAH•heh•DEEN] *n.* in Afghanistan, holy warriors who banded together to fight the Soviet-supported government in the late 1970s. (p. 1026)

mulattos [mu•LAT•ohz] *n.* persons of mixed European and African ancestry. (p. 682)

mummification [MUHM•uh•fiH•KAY•shuhn] *n.* a process of embalming and drying corpses to prevent them from decaying. (p. 38)

Munich Conference [MYOO•nihk] *n.* a 1938 meeting of representatives from Britain, France, Italy, and Germany, at which Britain and France agreed to allow Nazi Germany to annex part of Czechoslovakia in return for Adolf Hitler's pledge to respect Czechoslovakia's new borders. (p. 919)

Muslim [MUHZ•luhm] *n.* a follower of Islam. (p. 265)

Muslim League *n.* an organization formed in 1906 to protect the interests of India's Muslims, which later proposed that India be divided into separate Muslim and Hindu nations. (p. 997)

Mutapa [moo•TAHP•uh] *adj.* relating to a southern African empire established by Mutota in the 15th century A.D. (p. 427)

Mycenaean [MY•suh•NEE•uhn] *n.* an Indo-European person who settled on the Greek mainland around 2000 B.C. (p. 124)

myth *n.* a traditional story about gods, ancestors, or heroes, told to explain the natural world or the customs and beliefs of a society. (p. 126)

Napoleonic Code [nuh•POH•lee•AHN•ihk] *n.* a comprehensive and uniform system of laws established for France by Napoleon. (p. 664)

National Assembly *n.* a French congress established by representatives of the Third Estate on June 17, 1789, to enact laws and reforms in the name of the French people. (p. 654)

nationalism *n.* the belief that people should be loyal mainly to their nation—that is, to the people with whom they share a culture and history—rather than to a king or empire. (p. 687)

nation-state *n.* an independent geopolitical unit of people having a common culture and identity. (p. 687)

NATO [NAY•toh] *n.* the North Atlantic Treaty Organization—a defensive military alliance formed in 1949 by ten Western European nations, the United States, and Canada. (p. 969)

Nazca [NAHS•kah] *n.* a civilization that flourished on what is now the southern coast of Peru from about 200 B.C. to A.D. 600. (p. 247)

Nazism [NAHT•SIHZ•uhm] *n.* the fascist policies of the National Socialist German Workers' party, based on totalitarianism, a belief in racial superiority, and state control of industry. (p. 912)

Negritude [NEE•grih•TOOD] **movement** *n.* a movement in which French-speaking Africans and West Indians celebrated their heritage of traditional African culture and values. (p. 1012)

neoclassical [NEE•oh•KLAS•ih•kuhl] *adj.* relating to a simple, elegant style (based on ideas and themes from ancient Greece and Rome) that characterized the arts in Europe during the late 1700s. (p. 637)

Neolithic [NEE•uh•LIHTH•ihk] **Age** *n.* a prehistoric period that began about 8000 B.C. and in some areas ended as early as 3000 B.C., during which people learned to polish stone tools, make pottery, grow crops, and raise animals—also called the New Stone Age. (p. 7)

Neolithic Revolution *n.* the major change in human life caused by the beginnings of farming—that is, by people's shift from food gathering to food producing. (p. 15)

New Deal *n.* U.S. president Franklin Roosevelt's economic reform program designed to solve the problems created by the Great Depression. (p. 909)

New Kingdom *n.* the period of ancient Egyptian history that followed the overthrow of the Hyksos rulers, lasting from about 1570 to 1075 B.C. (p. 90)

nirvana [neer•VAH•nuh] *n.* in Buddhism, the release from pain and suffering achieved after enlightenment. (p. 69)

Nok [nahk] *n.* an African people who lived in what is now Nigeria between 500 B.C. and A.D. 200. (p. 217)

nomad *n.* a member of a group that has no permanent home, wandering from place to place in search of food and water. (p. 14)

nonaggression [NAHN•uh•GRESHS•uhn] **pact** *n.* an agreement in which nations promise not to attack one another. (p. 925)

nonaligned nations *n.* the independent countries that remained neutral in the Cold War competition between the United States and the Soviet Union. (p. 982)

Nuremberg [NUR•uhm•BURG] **Trials** *n.* a series of court proceedings held in Nuremberg, Germany, after World War II, in which Nazi leaders were tried for aggression, violations of the rules of war, and crimes against humanity. (p. 950)

obsidian [ahb•SIHD•ee•uhn] *n.* a hard, glassy volcanic rock used by early peoples to make sharp weapons. (p. 453)

Old Regime [ray•ZHEEM] *n.* the political and social system that existed in France before the French Revolution. (p. 651)

oligarchy [AHL•ih•GAHR•kee] *n.* a government in which power is in the hands of a few people—especially one in which rule is based upon wealth. (p. 127)

Olmec [AHL•mehk] *n.* the earliest-known Mesoamerican civilization, which flourished around 1200 B.C. and influenced later societies throughout the region. (p. 240)

Open Door Policy *n.* a policy, proposed by the United States in 1899, under which all nations would have equal opportunities to trade in China. (p. 808)

Opium War *n.* a conflict between Britain and China, lasting from 1839 to 1842, over Britain's opium trade in China. (p. 806)

oracle bone *n.* one of the animal bones or tortoise shells used by ancient Chinese priests to communicate with the gods. (p. 53)

Oslo Peace Accords *n.* an agreement in 1993 in which Israeli prime minister Rabin granted Palestinian self-rule in the Gaza Strip and the West Bank. (p. 1021)

ozone layer *n.* a layer of Earth's upper atmosphere, which protects living things from the sun's damaging ultraviolet rays. (p. 1079)

Pacific Rim *n.* the lands that border the Pacific Ocean—especially those in Asia. (p. 796)

Paleolithic [PAY•lee•uh•LIHTH•ihk] **Age** *n.* a prehistoric period that lasted from about 2,500,000 to 8000 B.C., during which people made use of crude stone tools and weapons—also called the Old Stone Age. (p. 7)

Panama Canal *n.* a human-made waterway connecting the Atlantic and Pacific oceans, built in Panama by the United States and opened in 1914. (p. 821)

papyrus [puh•PY•ruhs] *n.* a tall reed that grows in the Nile delta, used by the ancient Egyptians to make a paperlike material for writing on. (p. 40)

parliament [PAHR•luh•muhnt] *n.* a body of representatives that makes laws for a nation. (p. 395)

partition *n.* a division into parts, like the 1947 division of the British colony of India into the two nations of India and Pakistan. (p. 998)

pastoralist [PAS•tuh•uh•lihst] *n.* a member of a nomadic group that herds domesticated animals. (p. 330)

paternalism [puh•TUR•nuh•LIHZ•uhm] *n.* a policy of treating subject people as if they were children, providing for their needs but not giving them rights. (p. 781)

patriarch [PAY•tree•AHRK] *n.* a principal bishop in the eastern branch of Christianity. (p. 306)

patriarchal [PAY•tree•AHR•kuhl] *adj.* relating to a social system in which the father is head of the family. (p. 192)

patrician [puh•TRIHS•uhn] *n.* in ancient Rome, a member of the wealthy, privileged upper class. (p. 156)

patrilineal [PAT•ruh•LIHN•ee•uhl] *adj.* relating to a social system in which family descent and inheritance rights are traced through the father. (p. 410)

patron [PAY•truhn] *n.* a person who supports artists, especially financially. (p. 472)

Pax Mongolica [paks mahng•GAHL•ih•kuh] *n.* the "Mongol Peace"—the period from the mid-1200s to the mid-1300s when the Mongols imposed stability and law and order across much of Eurasia. (p. 333)

Pax Romana [PAHKS roh•MAH•nah] *n.* a period of peace and prosperity throughout the Roman Empire, lasting from 27 B.C. to A.D. 180. (p. 162)

Peace of Augsburg [AWGZ•BURG] *n.* a 1555 agreement declaring that the religion of each German state would be decided by its ruler. (p. 492)

Peloponnesian [PEHL•uh•puh•NEE•zhuhn] **War** *n.* a war, lasting from 431 to 404 B.C., in which Athens and its allies were defeated by Sparta and its allies. (p. 137)

penal [PEE•nuhl] **colony** *n.* a colony to which convicts are sent as an alternative to prison. (p. 752)

peninsulares [peh•neen•soo•LAH•rehhs] *n.* in Spanish colonial society, colonists who were born in Spain. (p. 681)

Peninsular War [puh•NIHN•syuh•luhr] *n.* a conflict, lasting from 1808 to 1813, in which Spanish rebels, with the aid of British forces, fought to drive Napoleon's French troops out of Spain. (p. 669)

perestroika [PEHR•ih•STROY•kuh] *n.* a restructuring of the Soviet economy to permit more local decision making, begun by Mikhail Gorbachev in 1985. (p. 1047)

Persian Gulf War *n.* a 1991 conflict in which UN forces defeated Iraqi forces that had invaded Kuwait and threatened to invade Saudi Arabia. (p. 1079)

Persian Wars *n.* a series of wars in the fifth century B.C., in which Greek city-states battled the Persian Empire. (p. 131)

perspective [puhr•SPEHK•tihv] *n.* an artistic technique that creates the appearance of three dimensions on a flat surface. (p. 474)

phalanx [FAY•LANGKS] *n.* a military formation of foot soldiers armed with spears and shields. (p. 131)

pharaoh [FAIR•oh] *n.* a king of ancient Egypt, considered a god as well as a political and military leader. (p. 37)

philosophe [FIHL•uh•SAHF] *n.* one of a group of social thinkers in France during the Enlightenment. (p. 630)

philosopher *n.* a thinker who uses logic and reason to investigate the nature of the universe, human society, and morality. (p. 138)

Phoenicians [fih•NIHSH•uhnz] *n.* a seafaring people of Southwest Asia, who around 1100 B.C. began to trade and established colonies throughout the Mediterranean region. (p. 73)

Pilgrims *n.* a group of people who, in 1620, founded the colony of Plymouth in Massachusetts to escape religious persecution in England. (p. 562)

plebeian [plih•BEE•uhn] *n.* in ancient Rome, one of the common farmers, artisans, and merchants who made up most of the population. (p. 156)

plebiscite [PLEHB•ih•SYT] *n.* a direct vote in which a country's people have the opportunity to approve or reject a proposal. (p. 664)

PLO *n.* the Palestine Liberation Organization—dedicated to the establishment of an independent state for Palestinian Arabs and the elimination of Israel. (p. 1019)

polis [POH•lihs] *n.* a Greek city-state—the fundamental political unit of ancient Greece after about 750 B.C. (p. 127)

Politburo [PAHL•iht•BYOOR•oh] *n.* the ruling committee of the Communist Party in the Soviet Union. (p. 1046)

political dissent *n.* the difference of opinion over political issues. (p. 1084)

polytheism [PAHL•ee•thee•IHZ•uhm] *n.* a belief in many gods. (p. 31)

pope *n.* the bishop of Rome, head of the Roman Catholic Church. (p. 171)

Popol Vuh [POH•pohl VOO] *n.* a book containing a version of the Mayan story of creation. (p. 448)

popular culture *n.* the cultural elements—sports, music, movies, clothing, and so forth—that reflect a group's common background and changing interests. (p. 1093)

potlatch [PAHT•LACH] *n.* a ceremonial feast used to display rank and prosperity in some Northwest Coast tribes of Native Americans. (p. 441)

predestination [pree•DEHS•tuh•NAY•shuhn] *n.* the doctrine that God has decided all things beforehand, including which people will be eternally saved. (p. 495)

Presbyterian [PREHZ•bih•TEER•ee•uhn] *n.* a member of a Protestant church governed by presbyters (elders) and founded on the teachings of John Knox. (p. 496)

PRI *n.* the Institutional Revolutionary Party—the main political party of Mexico. (p. 1037)

proletariat [PROH•lih•TAIR•ee•iht] *n.* in Marxist theory, the group of workers who would overthrow the czar and come to rule Russia. (p. 868)

proliferation [pruh•LIHF•uh•RAY•shuhn] *n.* a growth or spread—especially the spread of nuclear weapons to nations that do not currently have them. (p. 1083)

propaganda [PRAHP•uh•GAN•duh] *n.* information or material spread to advance a cause or to damage an opponent's cause. (p. 854)

Protestant [PRAHT•ih•stuhnt] *n.* a member of a Christian church founded on the principles of the Reformation. (p. 490)

provisional government *n.* a temporary government. (p. 870)

psychology [sy•KAHL•uh•jee] *n.* the study of the human mind and human behavior. (p. 766)

pueblo [PWEHB•loh] *n.* a village of large apartment-like buildings made of clay and stone, built by the Anasazi and later peoples of the American Southwest. (p. 443)

Punic Wars *n.* a series of three wars between Rome and Carthage (264–146 B.C.); resulted in the destruction of Carthage and Rome's dominance over the western Mediterranean. (p. 158)

Puritans *n.* a group of people who sought freedom from religious persecution in England by founding a colony at Massachusetts Bay in the early 1600s. (p. 562)

push-pull factors *n.* conditions that draw people to another location (pull factors) or cause people to leave their homelands and migrate to another region (push factors). (p. 220)

pyramid [PIHR•uh•mihd] *n.* a massive structure with a rectangular base and four triangular sides, like those that were built in Egypt as burial places for Old Kingdom pharaohs. (p. 37)

Qin Dynasty [chihn] *n.* a short-lived Chinese dynasty that replaced the Zhou Dynasty in the third century B.C. (p. 107)

Qing Dynasty [chihng] *n.* China's last dynasty, which ruled from 1644 to 1912. (p. 539)

Quetzalcoatl [keht•SAHL•koh•AHT•uhl] *n.* “the Feathered Serpent”—a god of the Toltecs and other Mesoamerican peoples. (p. 453)

quipu [KEE•poo] *n.* an arrangement of knotted strings on a cord, used by the Inca to record numerical information. (p. 461)

Qur'an [kuh•RAN] *n.* the holy book of Islam. (p. 267)

- Racism** [RAY•SIHZ•uhm] *n.* the belief that one race is superior to others. (p. 775)
- radical** *n.* in the first half of the 19th century, a European who favored drastic change to extend democracy to all people. (p. 687)
- radioactivity** *n.* a form of energy released as atoms decay. (p. 765)
- Raj** [rahj] *n.* the British-controlled portions of India in the years 1757–1947. (p. 794)
- rationing** [RASH•uh•nihng] *n.* the limiting of the amounts of goods people can buy—often imposed by governments during wartime, when goods are in short supply. (p. 854)
- realism** *n.* a 19th-century artistic movement in which writers and painters sought to show life as it is rather than life as it should be. (p. 700)
- realpolitik** [ray•AHL•POH•lih•TEEK] *n.* “the politics of reality”—the practice of tough power politics without room for idealism. (p. 695)
- recession** *n.* a slowdown in a nation’s economy. (p. 1034)
- Reconquista** [reh•kawn•KEES•tah] *n.* the effort by Christian leaders to drive the Muslims out of Spain, lasting from the 1100s until 1492. (p. 384)
- Red Guards** *n.* militia units formed by young Chinese people in 1966 in response to Mao Zedong’s call for a social and cultural revolution. (p. 975)
- Reformation** [REHF•uhr•MAY•shuhn] *n.* a 16th-century movement for religious reform, leading to the founding of Christian churches that rejected the pope’s authority. (p. 489)
- refugee** *n.* a person who leaves his or her country to move to another to find safety. (p. 1086)
- Reign of Terror** *n.* the period, from mid-1793 to mid-1794, when Maximilien Robespierre ruled France nearly as a dictator and thousands of political figures and ordinary citizens were executed. (p. 660)
- reincarnation** [REE•ihn•kahr•NAY•shuhn] *n.* in Hinduism and Buddhism, the process by which a soul is reborn continuously until it achieves perfect understanding. (p. 67)
- religious toleration** *n.* a recognition of people’s right to hold differing religious beliefs. (p. 190)
- Renaissance** [REHN•ih•SAHNS] *n.* a period of European history, lasting from about 1300 to 1600, during which renewed interest in classical culture led to far-reaching changes in art, learning, and views of the world. (p. 471)
- republic** *n.* a form of government in which power is in the hands of representatives and leaders are elected by citizens who have the right to vote. (p. 156)
- Restoration** [REHS•tuh•RAY•shuhn] *n.* the period of Charles II’s rule over England, after the collapse of Oliver Cromwell’s government. (p. 616)
- reunification** [ree•YOO•nuh•fiH•KAY•shuhn] *n.* a bringing together again of things that have been separated, like the reuniting of East Germany and West Germany in 1990. (p. 1054)
- romanticism** [roh•MAN•tih•SIHZ•uhm] *n.* an early-19th-century movement in art and thought, which focused on emotion and nature rather than reason and society. (p. 698)
- Roosevelt Corollary** [ROH•zuh•VEHLT KAWR•uh•lehr•ee] *n.* President Theodore Roosevelt’s 1904 extension of the Monroe Doctrine, in which he declared that the United States had the right to exercise “police power” throughout the Western Hemisphere. (p. 821)
- Rowlatt Acts** *n.* laws passed in 1919 that allowed the British government in India to jail anti-British protesters without trial for as long as two years. (p. 887)
- Royal Road** *n.* a road in the Persian Empire, stretching over 1,600 miles from Susa in Persia to Sardis in Anatolia. (p. 101)
- Russification** [RUHS•uh•fiH•KAY•shuhn] *n.* the process of forcing Russian culture on all ethnic groups in the Russian Empire. (p. 693)
- Russo-Japanese War** *n.* a 1904–1905 conflict between Russia and Japan, sparked by the two countries’ efforts to dominate Manchuria and Korea. (p. 812)
- sacrament** [SAK•ruh•muht] *n.* one of the Christian ceremonies in which God’s grace is transmitted to people. (p. 371)
- Safavid** [suh•FAH•VIHD] *n.* a member of a Shi’a Muslim dynasty that built an empire in Persia in the 16th–18th centuries. (p. 512)
- Sahel** [suh•HAYL] *n.* the African region along the southern border of the Sahara. (p. 213)
- salon** [suh•LAHN] *n.* a social gathering of intellectuals and artists, like those held in the homes of wealthy women in Paris and other European cities during the Enlightenment. (p. 636)
- SALT** *n.* the Strategic Arms Limitation Talks—a series of meetings in the 1970s, in which leaders of the United States and the Soviet Union agreed to limit their nations’ stocks of nuclear weapons. (p. 989)
- Salt March** *n.* a peaceful protest against the Salt Acts in 1930 in India in which Mohandas Gandhi led his followers on a 240-mile walk to the sea, where they made their own salt from evaporated seawater. (p. 889)
- samurai** [SAM•uh•RY] *n.* one of the professional warriors who served Japanese feudal lords. (p. 343)
- sans-culottes** [SANS•kyoo•LAHTS] *n.* in the French Revolution, a radical group made up of Parisian wage-earners and small shopkeepers who wanted a greater voice in government, lower prices, and an end to food shortages. (p. 658)
- satrap** [SAY•TRAP] *n.* a governor of a province in the Persian Empire. (p. 101)
- savanna** [suh•VAN•uh] *n.* a flat, grassy plain. (p. 215)
- Schlieffen Plan** [SHLEE•fuhn] *n.* Germany’s military plan at the outbreak of World War I, according to which German troops would rapidly defeat France and then move east to attack Russia. (p. 846)
- scholastics** [skuh•LAS•tihks] *n.* scholars who gathered and taught at medieval European universities. (p. 392)
- scientific method** *n.* a logical procedure for gathering information about the natural world, in which experimentation and observation are used to test hypotheses. (p. 625)

Scientific Revolution *n.* a major change in European thought, starting in the mid-1500s, in which the study of the natural world began to be characterized by careful observation and the questioning of accepted beliefs. (p. 623)

scorched-earth policy *n.* the practice of burning crops and killing livestock during wartime so that the enemy cannot live off the land. (p. 669)

scribe *n.* one of the professional record keepers in early civilizations. (p. 20)

secede [sih•SEED] *v.* to withdraw formally from an association or alliance. (p. 760)

secular [SEHK•yuh•luhr] *adj.* concerned with worldly rather than spiritual matters. (pp. 355, 472)

segregation [SEHG•rih•GAY•shuhn] *n.* the legal or social separation of people of different races. (p. 761)

self-determination [SEHLF•dih•TUR•muh•NAY•shuhn] *n.* the freedom of a people to decide under what form of government they wish to live. (p. 858)

Seljuks [SEHL•JOOKS] *n.* a Turkish group who migrated into the Abbasid Empire in the 10th century and established their own empire in the 11th century. (p. 315)

senate *n.* in ancient Rome, the supreme governing body, originally made up only of aristocrats. (p. 157)

sepoy [SEE•POY] *n.* an Indian soldier serving under British command. (p. 791)

Sepoy Mutiny [MYOOT•uh•nee] *n.* an 1857 rebellion of Hindu and Muslim soldiers against the British in India. (p. 793)

serf *n.* a medieval peasant legally bound to live on a lord's estate. (p. 360)

Seven Years' War *n.* a conflict in Europe, North America, and India, lasting from 1756 to 1763, in which the forces of Britain and Prussia battled those of Austria, France, Russia, and other countries. (p. 607)

shah [shah] *n.* hereditary monarch of Iran. (p. 513)

shari'a [shah•REE•ah] *n.* a body of law governing the lives of Muslims. (p. 268)

Shi'a [SHEE•uh] *n.* the branch of Islam whose members acknowledge Ali and his descendants as the rightful successors of Muhammad. (p. 271)

Shinto [SHIHN•toh] *n.* the native religion of Japan. (p. 339)

Shiva [SHEE•vuh] *n.* a Hindu god considered the destroyer of the world. (p. 194)

"shock therapy" *n.* an economic program implemented in Russia by Boris Yeltsin in the 1990s, involving an abrupt shift from a command economy to a free-market economy. (p. 1050)

shogun [SHOH•guh] *n.* in feudal Japan, a supreme military commander who ruled in the name of the emperor. (p. 343)

Sikh [seek] *n.* a member of a nonviolent religious group whose beliefs blend elements of Buddhism, Hinduism, and Sufism. (p. 518)

Silk Roads *n.* a system of ancient caravan routes across Central Asia, along which traders carried silk and other trade goods. (p. 196)

simony [SY•muh•nee] *n.* the selling or buying of a position in a Christian church. (p. 379)

skepticism [SKEHP•tih•SIHZ•uhm] *n.* a philosophy based on the idea that nothing can be known for certain. (p. 597)

slash-and-burn farming *n.* a farming method in which people clear fields by cutting and burning trees and grasses, the ashes of which serve to fertilize the soil. (p. 15)

Slavs [slahvz] *n.* a people from the forests north of the Black Sea, ancestors of many peoples in Eastern Europe today. (p. 307)

social contract *n.* the agreement by which people define and limit their individual rights, thus creating an organized society or government. (p. 629)

Social Darwinism [DAHR•wih•NIHZ•uhm] *n.* the application of Charles Darwin's ideas about evolution and "survival of the fittest" to human societies—particularly as justification for imperialist expansion. (p. 775)

socialism *n.* an economic system in which the factors of production are owned by the public and operate for the welfare of all. (p. 736)

Solidarity [SAHL•ih•DAR•ih•tee] *n.* a Polish labor union that during the 1980s became the main force of opposition to Communist rule in Poland. (p. 1052)

Songhai [SAWNG•HY] *n.* a West African empire that conquered Mali and controlled trade from the 1400s to 1591. (p. 417)

soviet [SOH•vee•EHT] *n.* one of the local representative councils formed in Russia after the downfall of Czar Nicholas II. (p. 870)

Spanish-American War *n.* an 1898 conflict between the United States and Spain, in which the United States supported Cubans' fight for independence. (p. 818)

specialization *n.* the development of skills in a particular kind of work, such as trading or record keeping. (p. 20)

sphere of influence *n.* a foreign region in which a nation has control over trade and other economic activities. (p. 807)

standard of living *n.* the quality of life of a person or a population, as indicated by the goods, services, and luxuries available to the person or people. (p. 1034)

stateless societies *n.* cultural groups in which authority is shared by lineages of equal power instead of being exercised by a central government. (p. 410)

steppes [stehps] *n.* dry, grass-covered plains. (p. 61)

strike *v.* to refuse to work in order to force an employer to meet certain demands. (p. 738)

stupa [STOO•puh] *n.* mounded stone structures built over Buddhist holy relics. (p. 193)

subcontinent *n.* a large landmass that forms a distinct part of a continent. (p. 44)

Suez Canal [soo•EHZ] *n.* a human-made waterway, which was opened in 1869, connecting the Red Sea and the Mediterranean Sea. (p. 788)

suffrage [SUHF•rih] *n.* the right to vote. (p. 747)

Sufi [SOO•fee] *n.* a Muslim who seeks to achieve direct contact with God through mystical means. (p. 271)

sultan *n.* "overlord," or "one with power"; title for Ottoman rulers during the rise of the Ottoman Empire. (p. 507)

Sunna [SOON•uh] *n.* an Islamic model for living, based on the life and teachings of Muhammad. (p. 268)

Sunni [SOON•ee] *n.* the branch of Islam whose members acknowledge the first four caliphs as the rightful successors of Muhammad. (p. 271)

surrealism [suh•REE•uh•LIHZ•uhm] *n.* a 20th-century artistic movement that focuses on the workings of the unconscious mind. (p. 899)

sustainable growth *n.* economic development that meets people's needs but preserves the environment and conserves resources for future generations. (p. 1080)

Swahili [swah•HEE•lee] *n.* an Arabic-influenced Bantu language that is spoken widely in eastern and central Africa. (p. 422)

Taiping Rebellion [ty•pihng] *n.* a mid-19th century rebellion against the Qing Dynasty in China, led by Hong Xiuquan. (p. 807)

Taj Mahal [TAHZH muh•HAHL] *n.* a beautiful tomb in Agra, India, built by the Mughal emperor Shah Jahan for his wife Mumtaz Mahal. (p. 519)

Taliban *n.* conservative Islamic group that took control of Afghanistan after the Soviet Union withdrew its troops; driven from power by U.S. forces in December, 2001, because of its harboring of suspected terrorists. (p. 1026)

Tamil [TAM•uhl] *n.* a language of southern India; also, the people who speak that language. (p. 191)

technology *n.* the ways in which people apply knowledge, tools, and inventions to meet their needs. (p. 8)

Tennis Court Oath *n.* a pledge made by the members of France's National Assembly in 1789, in which they vowed to continue meeting until they had drawn up a new constitution. (p. 654)

terraces *n.* a new form of agriculture in Aksum, in which stepped ridges constructed on mountain slopes help retain water and reduce erosion. (p. 228)

terrorism *n.* the use of force or threats to frighten people or governments to change their policies. (p. 1087)

theocracy [thee•AHK•ruh•see] *n.* 1. a government in which the ruler is viewed as a divine figure. (p. 37) 2. a government controlled by religious leaders. (p. 496)

theory of evolution *n.* the idea, proposed by Charles Darwin in 1859, that species of plants and animals arise by means of a process of natural selection. (p. 765)

theory of relativity [REHL•uh•TIHV•ih•tee] *n.* Albert Einstein's ideas about the interrelationships between time and space and between energy and matter. (p. 897)

Theravada [THEHR•uh•VAH•duh] *n.* a sect of Buddhism focusing on the strict spiritual discipline originally advocated by the Buddha. (p. 193)

Third Reich [ryk] *n.* the Third German Empire, established by Adolf Hitler in the 1930s. (p. 918)

Third Republic *n.* the republic that was established in France after the downfall of Napoleon III and ended with the German occupation of France during World War II. (p. 749)

Third World *n.* during the Cold War, the developing nations not allied with either the United States or the Soviet Union. (p. 982)

Thirty Years' War *n.* a European conflict over religion and territory and for power among ruling families, lasting from 1618 to 1648. (p. 603)

three-field system *n.* a system of farming developed in medieval Europe, in which farmland was divided into three fields of equal size and each of these was successively planted with a winter crop, planted with a spring crop, and left unplanted. (p. 387)

Tiananmen Square [tyahn•ahn•mehn] *n.* a huge public space in Beijing, China; in 1989, the site of a student uprising in support of democratic reforms. (p. 1061)

tithe [tyth] *n.* a family's payment of one-tenth of its income to a church. (p. 363)

Tokugawa Shogunate [TOH•koo•GAH•wah SHOH•guh•niht] *n.* a dynasty of shoguns that ruled a unified Japan from 1603 to 1867. (p. 544)

Torah [TAWR•uh] *n.* the first five books of the Hebrew Bible—the most sacred writings in the Jewish tradition. (p. 77)

totalitarianism [toh•TAL•ih•TAIR•ee•uh•NIHZ•uhm] *n.* government control over every aspect of public and private life. (p. 874)

total war *n.* a conflict in which the participating countries devote all their resources to the war effort. (p. 853)

totem [TOH•tuhm] *n.* an animal or other natural object that serves as a symbol of the unity of clans or other groups of people. (p. 445)

tournament *n.* a mock battle between groups of knights. (p. 367)

tragedy *n.* a serious form of drama dealing with the downfall of a heroic or noble character. (p. 136)

Treaty of Kanagawa [kah•NAH•gah•wah] *n.* an 1854 agreement between the United States and Japan, which opened two Japanese ports to U.S. ships and allowed the United States to set up an embassy in Japan. (p. 810)

Treaty of Tordesillas [TAWR•day•SEEL•yahs] *n.* a 1494 agreement between Portugal and Spain, declaring that newly discovered lands to the west of an imaginary line in the Atlantic Ocean would belong to Spain and newly discovered lands to the east of the line would belong to Portugal. (p. 533)

Treaty of Versailles [vuhr•SY] *n.* the peace treaty signed by Germany and the Allied powers after World War I. (p. 858)

trench warfare *n.* a form of warfare in which opposing armies fight each other from trenches dug in the battlefield. (p. 847)

triangular trade *n.* the transatlantic trading network along which slaves and other goods were carried between Africa, England, Europe, the West Indies, and the colonies in the Americas. (p. 568)

tribune [TRIHB•YOON] *n.* in ancient Rome, an official elected by the plebeians to protect their rights. (p. 156)

tribute *n.* a payment made by a weaker power to a stronger power to obtain an assurance of peace and security. (p. 82)

Triple Alliance *n.* 1. an association of the city-states of Tenochtitlán, Texcoco, and Tlacopan, which led to the formation of the Aztec Empire (p. 454). 2. a military alliance between Germany, Austria-Hungary, and Italy in the years preceding World War I. (p. 842)

Triple Entente [ahn•TAHNT] *n.* a military alliance between Great Britain, France, and Russia in the years preceding World War I. (p. 843)

triumvirate [try•UHM•vuhr•iht] *n.* in ancient Rome, a group of three leaders sharing control of the government. (p. 161)

Trojan War *n.* a war, fought around 1200 B.C., in which an army led by Mycenaean kings attacked the independent trading city of Troy in Anatolia. (p. 125)

troubadour [TROO•buh•DAWR] *n.* a medieval poet and musician who traveled from place to place, entertaining people with songs of courtly love. (p. 367)

Truman Doctrine *n.* announced by President Harry Truman in 1947, a U.S. policy of giving economic and military aid to free nations threatened by internal or external opponents. (p. 968)

tyrant [TY•ruhnt] *n.* in ancient Greece, a powerful individual who gained control of a city-state's government by appealing to the poor for support. (p. 127)

Umayyads [oo•MY•adz] *n.* a dynasty that ruled the Muslim Empire from A.D. 661 to 750 and later established a kingdom in al-Andalus. (p. 271)

union *n.* an association of workers, formed to bargain for better working conditions and higher wages. (p. 738)

United Nations *n.* an international peacekeeping organization founded in 1945 to provide security to the nations of the world. (p. 966)

Universal Declaration of Human Rights *n.* a 1948 statement in which the United Nations declared that all human beings have rights to life, liberty, and security. (p. 1084)

unrestricted submarine warfare *n.* the use of submarines to sink without warning any ship (including neutral ships and unarmed passenger liners) found in an enemy's waters. (p. 852)

urbanization [UR•buh•nih•ZAY•shuhn] *n.* the growth of cities and the migration of people into them. (p. 723)

U.S.A. Patriot Act *n.* an antiterrorism bill of 2001 that strengthened governmental rights to detain foreigners suspected of terrorism and prosecute terrorist crimes. (p. 1092)

U.S. Civil War *n.* a conflict between Northern and Southern states of the United States over the issue of slavery, lasting from 1861 to 1865. (p. 760)

utilitarianism [yoo•TIHL•ih•TAIR•ee•uh•NIHZ•uhm] *n.* the theory, proposed by Jeremy Bentham in the late 1700s, that government actions are useful only if they promote the greatest good for the greatest number of people. (p. 735)

utopia [yoo•TOH•pee•uh] *n.* an imaginary land described by Thomas More in his book *Utopia*—hence, an ideal place. (p. 482)

vassal [VAS•uhl] *n.* in feudal Europe, a person who received a grant of land from a lord in exchange for a pledge of loyalty and services. (p. 360)

Vedas [VAY•duhz] *n.* four collections of sacred writings produced by the Aryans during an early stage of their settlement in India. (p. 63)

vernacular [vuhr•NAK•yuh•luhr] *n.* the everyday language of people in a region or country. (pp. 391, 475)

Vietcong [vee•EHT•KAHNG] *n.* a group of Communist guerrillas who, with the help of North Vietnam, fought against the South Vietnamese government in the Vietnam War. (p. 980)

Vietnamization [vee•EHT•nuh•mih•ZAY•shuhn] *n.* President Richard Nixon's strategy for ending U.S. involvement in the Vietnam War, involving a gradual withdrawal of American troops and replacement of them with South Vietnamese forces. (p. 980)

Vishnu [VIHSH•noo] *n.* a Hindu god considered the preserver of the world. (p. 194)

vizier [vih•ZEER] *n.* a prime minister in a Muslim kingdom or empire. (p. 315)

War of the Spanish Succession *n.* a conflict, lasting from 1701 to 1713, in which a number of European states fought to prevent the Bourbon family from controlling Spain as well as France. (p. 601)

Warsaw Pact *n.* a military alliance formed in 1955 by the Soviet Union and seven Eastern European countries. (p. 969)

Weimar Republic [WY•MAHR] *n.* the republic that was established in Germany in 1919 and ended in 1933. (p. 905)

Western Front *n.* in World War I, the region of northern France where the forces of the Allies and the Central Powers battled each other. (p. 846)

westernization *n.* an adoption of the social, political, or economic institutions of Western—especially European or American—countries. (p. 610)

yin and yang *n.* in Chinese thought, the two powers that govern the natural rhythms of life. (p. 107)

Yoruba [YAWR•uh•buh] *n.* a West African people who formed several kingdoms in what is now Benin and southern Nigeria. (p. 418)

Zapotec [ZAH•puh•TEHK] *n.* an early Mesoamerican civilization that was centered in the Oaxaca Valley of what is now Mexico. (p. 242)

ziggurat [ZIHG•uh•RAT] *n.* a tiered, pyramid-shaped structure that formed part of a Sumerian temple. (p. 23)

Zionism [ZY•uh•NIHZ•uhm] *n.* a movement founded in the 1890s to promote Jewish self-determination and the establishment of a Jewish state in the ancient Jewish homeland. (p. 750)

Abbasids [abasidas] *s.* dinastía que gobernó gran parte del imperio musulmán entre 750 y 1258 d.C. (pág. 271)

Aborigine [aborigen] *s.* miembro de cualquiera de los pueblos nativos de Australia. (pág. 752)

absolute monarch [monarca absoluto] *s.* rey o reina que tiene poder ilimitado y que procura controlar todos los aspectos de la sociedad. (pág. 594)

acropolis [acrópolis] *s.* cima fortificada de las antiguas ciudades griegas. (pág. 127)

Aksum *s.* reino africano en lo que hoy es Etiopía y Eritrea, que alcanzó su mayor auge en el siglo 4. (pág. 225)

al-Andalus *s.* región gobernada por los musulmanes en lo que hoy es España, establecida en el siglo 8 d.C. (pág. 271)

Allah [Alah] *s.* Dios (palabra árabe usada en el islamismo). (pág. 264)

Allies [Aliados] *s.* durante la I Guerra Mundial, las naciones de Gran Bretaña, Francia y Rusia, junto con otras que lucharon a su lado; también, el grupo de naciones —entre ellas Gran Bretaña, la Unión Soviética y Estados Unidos— opuestas a las Potencias del Eje en la II Guerra Mundial. (pág. 845)

Almohads [almohades] *s.* grupo de reformadores islámicos que tumbaron la dinastía de los almorávides y que establecieron un imperio en el norte de África y en el sur de España en el siglo 12 d.C. (pág. 412)

Almoravids [almorávides] *s.* hermandad religiosa islámica que estableció un imperio en el norte de África y en el sur de España en el siglo 11 d.C. (pág. 412)

Amritsar Massacre [Masacre de Amritsar] *s.* matanza por tropas británicas de casi 400 indios, reunidos en Amritsar para protestar contra las Leyes Rowlatt. (pág. 888)

Anabaptist [anabaptista] *s.* en la Reforma, miembro de un grupo protestante que enseñaba que sólo los adultos podían ser bautizados, y que la Iglesia y el Estado debían estar separados. (pág. 496)

Anasazi [anasazi] *s.* grupo amerindio que se estableció en el Suroeste de Norteamérica. (pág. 443)

Anatolia *s.* península del suroeste de Asia actualmente ocupada por la parte asiática de Turquía; también llamada Asia Menor. (pág. 62)

Angkor Wat *s.* templo construido en el imperio Khmer y dedicado al dios hindú Visnú. (pág. 345)

Anglican [anglicano] *adj.* relacionado con la Iglesia de Inglaterra. (pág. 494)

animism [animismo] *s.* creencia de que en los animales, las plantas y otros objetos naturales habitan espíritus. (pág. 216)

annexation [anexión] *s.* añadir una región al territorio de una unidad política existente. (págs. 799, 813)

annul [anular] *v.* cancelar o suspender. (pág. 492)

anti-Semitism [antisemitismo] *s.* prejuicio contra los judíos. (pág. 749)

apartheid *s.* política de Sudáfrica de separación total y legalizada de las razas; prohibía todo contacto social entre negros y blancos. (pág. 1043)

apostle [apóstol] *s.* uno de los seguidores de Jesús que predicaba y difundía sus enseñanzas. (pág. 168)

appeasement [apaciguamiento] *s.* otorgar concesiones a un agresor a fin de evitar la guerra. (pág. 917)

aqueduct [acueducto] *s.* tubería o canal para llevar agua a zonas pobladas. (pág. 181)

aristocracy [aristocracia] *s.* gobierno en que el poder está en manos de una clase dominante hereditaria o nobleza. (pág. 127)

armistice [armisticio] *s.* acuerdo de suspender combates. (pág. 855)

artifact [artefacto] *s.* objeto hecho por el ser humano, como herramientas, armas o joyas. (pág. 5)

artisan [artesano] *s.* trabajador especializado, como hilandero o ceramista, que hace productos a mano. (pág. 20)

Aryans [arios] *s.* **1.** pueblo indoeuropeo que, hacia 1500 a.C., comenzó a emigrar al subcontinente de India. (pág. 63). **2.** para los nazis, los pueblos germanos que formaban una “raza maestra”. (pág. 936)

assembly line [línea de montaje] *s.* en una fábrica, correa que lleva un producto de un trabajador a otro, cada uno de los cuales desempeña una sola tarea. (pág. 764)

assimilation [asimilación] *s.* **1.** adopción de la cultura del conquistador por un pueblo conquistado. (pág. 205). **2.** política de una nación de obligar o alentar a un pueblo subyugado a adoptar sus instituciones y costumbres. (pág. 781)

Assyria [Asiria] *s.* reino del suroeste de Asia que controló un gran imperio de aproximadamente 850 a 612 a.C. (pág. 95)

Atlantic Charter [Carta del Atlántico] *s.* declaración de principios emitida en agosto de 1941 por el primer ministro británico Winston Churchill y el presidente de E.U.A. Franklin Roosevelt, en la cual se basó el plan de paz de los Aliados al final de la II Guerra Mundial. (pág. 930)

Atlantic slave trade [trata de esclavos del Atlántico] *s.* compra, transporte y venta de africanos para trabajar en las Américas. (pág. 567)

autocracy [autocracia] *s.* gobierno en el cual el gobernante tiene poder ilimitado y lo usa de forma arbitraria. (pág. 109)

Axis Powers [Potencias del Eje] *s.* en la II Guerra Mundial, las naciones de Alemania, Italia y Japón, que formaron una alianza en 1936. (pág. 917)

ayllu *s.* en la sociedad inca, pequeña comunidad o clan cuyos miembros trabajaban conjuntamente para el bien común. (pág. 460)

balance of power [equilibrio de poder] *s.* situación política en que ninguna nación tiene suficiente poder para ser una amenaza para las demás. (pág. 672)

the Balkans [Balcanes] *s.* región del sureste de Europa ocupada actualmente por Grecia, Albania, Bulgaria, Rumania, la parte europea de Turquía y las antiguas repúblicas de Yugoslavia. (pág. 689)

Bantu-speaking peoples [pueblos de habla bantú] *s.* hablantes de un grupo de lenguas relacionadas, que hace aproximadamente 2,000 años emigraron de África occidental a casi toda la mitad sur del continente. (pág. 222)

baroque [barroco] *s.* estilo grandioso y ornamentado del arte, la música y la arquitectura a fines del siglo 17 y principios del 18. (pág. 637)









barter [trueque] *s.* forma de comercio en la cual se intercambian productos y servicios sin dinero. (pág. 23)

Contents



World: Political	A2	Asia: Physical	A20	Industrialization of Europe 1910	A33
World: Physical	A4	Australia and Oceania	A22	Europe 1922–1940	A34
North America: Political	A6	Ancient World in the 7th Century B.C.	A23	Africa About A.D. 1400	A36
North America: Physical	A7	Roman Empire About A.D. 120	A24	European Partition of Africa: 19th Century	A37
Mexico, Central America, and the Caribbean: Political	A8	The Ottoman, Safavid, and Mughal Empires in the 16th and 17th Centuries	A26	Resistance to Colonialism 1870–1930	A38
South America: Political	A10	Revolutions in the Atlantic World 1776–1826	A28	Middle East/Israel Political	A40
South America: Physical	A11	Latin America 1800–1850	A30	Eastern Southern Asia A.D. 750	A42
Europe: Political	A12	Latin America 1850–1900	A31	Asia 1900	A44
Europe: Physical	A14	Industrialization of Europe 1815	A32	Russia and the Former Soviet Union	A46
Africa: Political	A16				
Africa: Physical	A17				
Asia: Political	A18				

Complete Legend for Physical and Political Maps

Symbols

	Lake
	Salt Lake
	Seasonal Lake
	River
	Waterfall
	Canal
	Mountain Peak
	Highest Mountain Peak



Cities

	Los Angeles	City over 1,000,000 population
	Calgary	City of 250,000 to 1,000,000 population
	Haifa	City under 250,000 population
	Paris	National Capital
	Vancouver	Secondary Capital (State, Province, or Territory)

Type Styles Used to Name Features

CHINA	Country
ONTARIO	State, Province, or Territory
PUERTO RICO (U.S.)	Possession
ATLANTIC OCEAN	Ocean or Sea
<i>Alps</i>	Physical Feature
<i>Borneo</i>	Island

Boundaries

	International Boundary
	Secondary Boundary

Land Elevation and Water Depths

Land Elevation	
Meters	Feet
3,000 and over	9,840 and over
2,000 - 3,000	6,560 - 9,840
500 - 2,000	1,640 - 6,560
200 - 500	656 - 1,640
0 - 200	0 - 656
Water Depth	
Less than 200	Less than 656
200 - 2,000	656 - 6,560
Over 2,000	Over 6,560































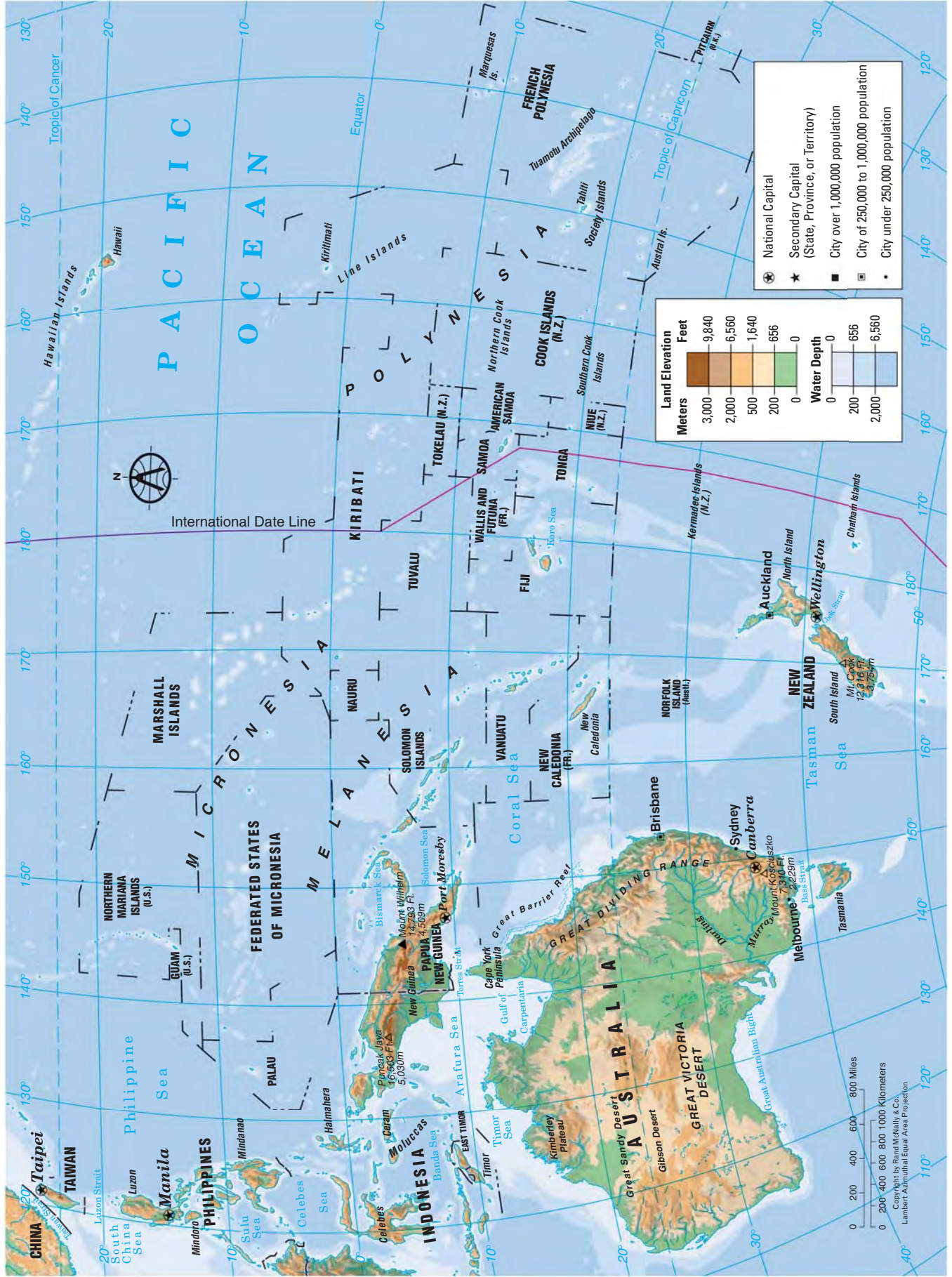


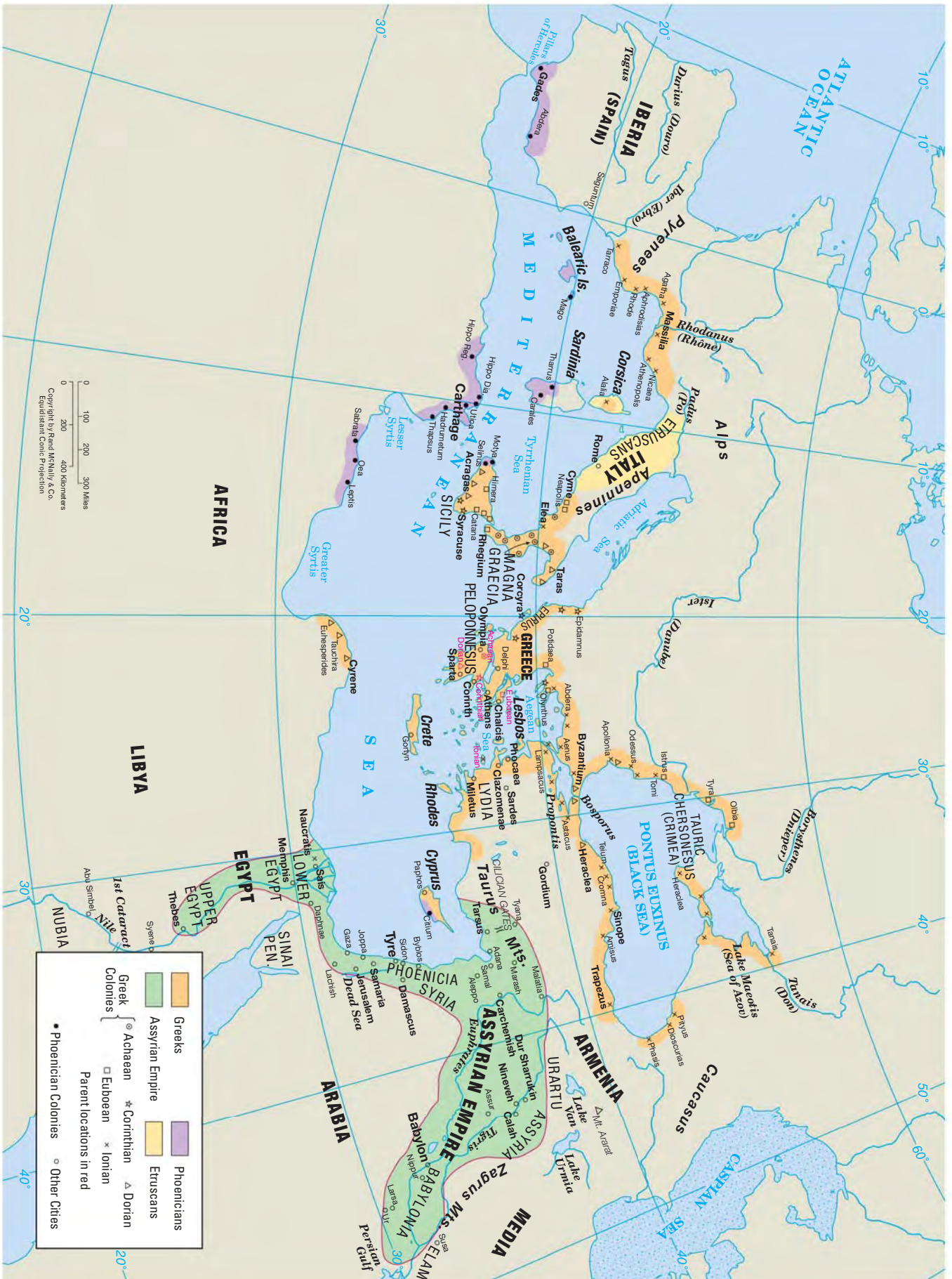


















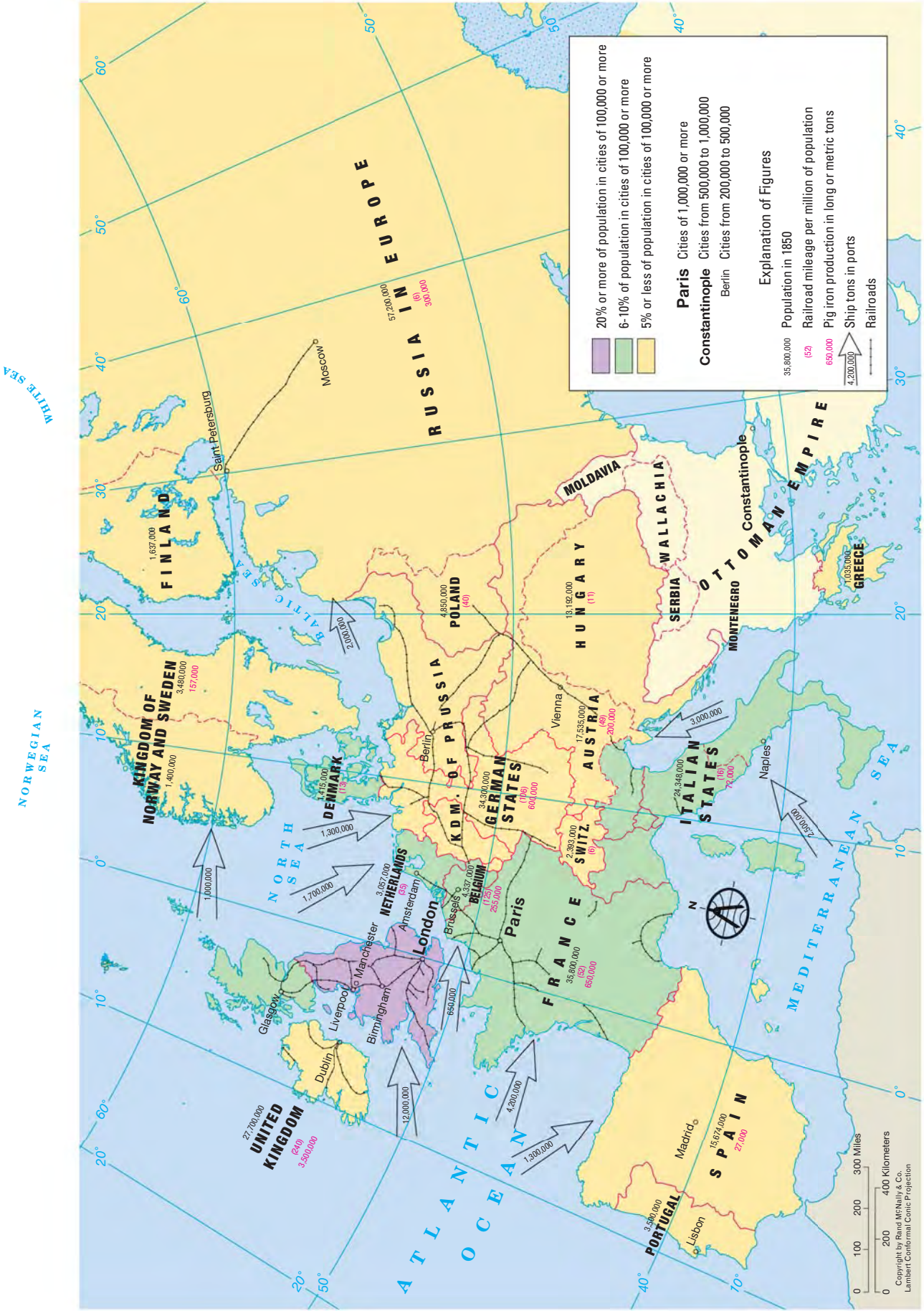












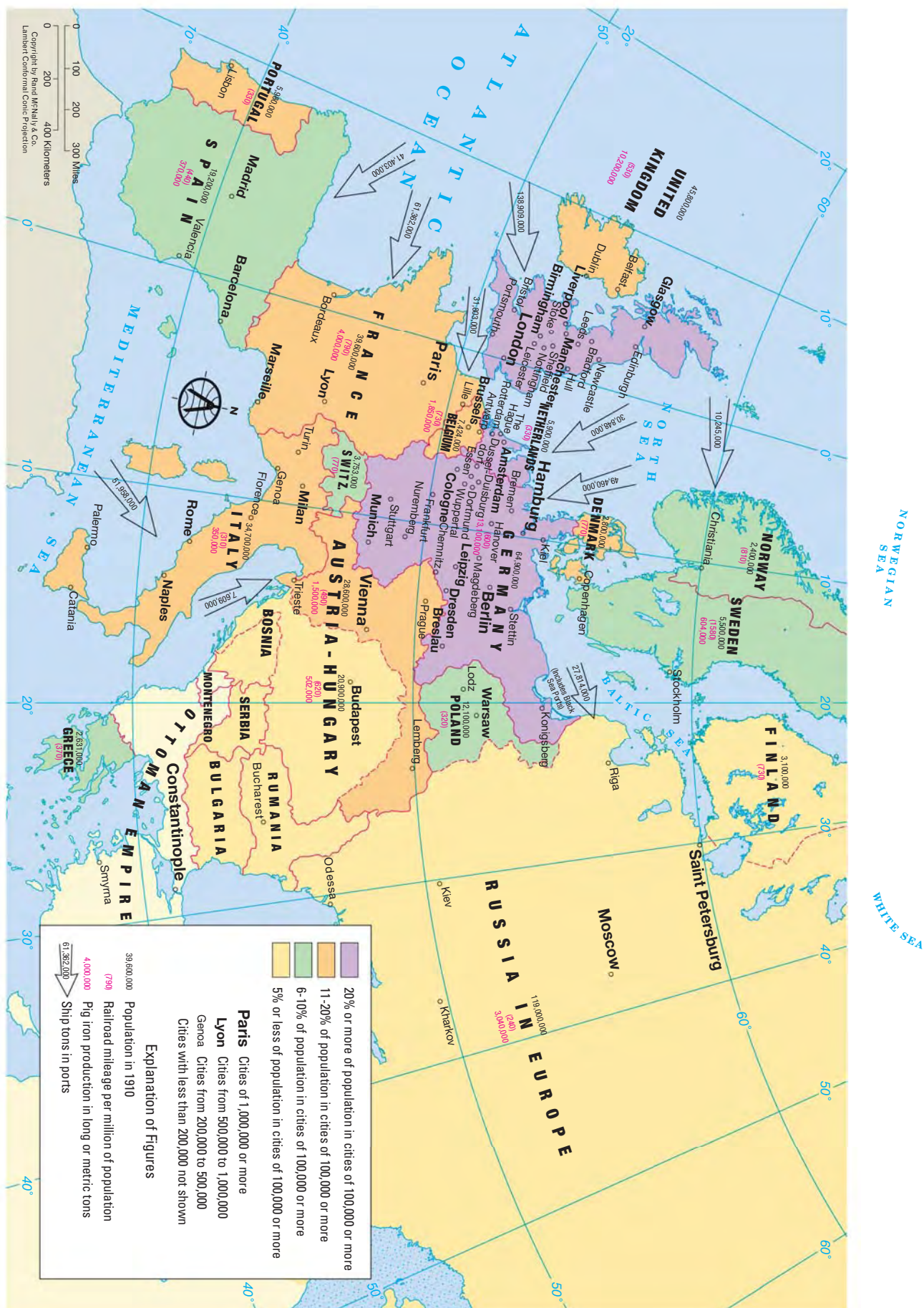


























Fig. 9.5





Strategies for Taking Standardized Tests

This section of the textbook helps you develop and practice the skills you need to study history and to take standardized tests. Part 1, **Strategies for Studying History**, takes you through the features of the textbook and offers suggestions on how to use these features to improve your reading and study skills.

Part 2, **Test-Taking Strategies and Practice**, offers specific strategies for tackling many of the items you will find on a standardized test. It gives tips for answering multiple-choice, constructed-response, extended-response, and document-based questions. In addition, it offers guidelines for analyzing primary and secondary sources, maps, political cartoons, charts, graphs, and time lines. Each strategy is followed by a set of questions you can use for practice.

CONTENTS

Part 1: Strategies for Studying History S2

Part 2: Test-Taking Strategies and Practice

Multiple Choice	S6
Primary Sources	S8
Secondary Sources	S10
Political Cartoons	S12
Charts	S14
Line and Bar Graphs	S16
Pie Graphs	S18
Political Maps	S20
Thematic Maps	S22
Time Lines	S24
Constructed Response	S26
Extended Response	S28
Document-Based Questions	S30



Part 1: Strategies for Studying History

Reading is the central skill in the effective study of history or any other subject. You can improve your reading skills by using helpful techniques and by practicing. The better your reading skills, the more you will remember what you read. Below you will find several strategies that involve built-in features of *World History: Patterns of Interaction*. Careful use of these strategies will help you learn and understand history more effectively.

Preview Chapters Before You Read

Each chapter begins with a two-page chapter opener and a one-page **Interact with History** feature. Study these materials to help you get ready to read.

- 1 Read the chapter title for clues to what will be covered in the chapter.
- 2 Study the **Previewing Main Ideas** feature and the map. Gain more background information on chapter content by answering the questions in the feature.
- 3 Preview the time line and note the years covered in the chapter. Consider the important events that took place during this time period.
- 4 Read the **Interact with History** feature (see page S3). Study **Examining the Issues** to gain insight on a major theme addressed in the chapter.

CHAPTER 27

The Age of Imperialism, 1850–1914

2 Previewing Main Ideas

EMPIRE BUILDING During the 19th and early 20th centuries, Western powers divided Africa and colonized large areas of Asia.

Geography Study the map and time line. How many countries colonized Africa? Which country controlled India? the Philippines?

POWER AND AUTHORITY At the Berlin Conference in 1884–1885, European nations established rules for the division of Africa with little concern about how their actions would affect the African people.

Geography Which two countries claimed most of Africa?

ECONOMICS Industrialization increased the need for raw materials and new markets. Western imperialists were driven by this need as they looked for colonies to acquire.

Geography Compare the size of the Western countries with the areas they colonized. Why were these Western powers interested in lands in Africa and Asia?

INTEGRATED TECHNOLOGY

eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources

INTERNET RESOURCES

Go to classzone.com for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

Colony Claims, 1900

3

AFRICA AND ASIA

WORLD

1850 European trading with Africa becomes well established. (Asante brass sculpture)

1852 Napoleon III proclaims himself emperor of France.

1859 Suez Canal opens.

1869 Bismarck completes unification of German Empire.

1871 Berlin Conference sets rules for African colonization.

1875

1890 United States wins Spanish-American War.

1898 United States acquires Philippines, annexes Hawaii.

1899 Boer War begins in South Africa.

1900

1901 Mexican Revolution begins.

1910 World War I ends.

1914 World War I begins.

1914 Most of Africa is under European control.

Preview Sections Before You Read

Each chapter consists of three, four, or five sections. These sections focus on shorter periods of time or on particular historical themes. Use the section openers to help you prepare to read.

- 5 Study the information under the headings **Main Idea** and **Why It Matters Now**. These features tell you what is important in the material you are about to read.
- 6 Preview the **Terms & Names** list. This will give you an idea of the issues and people you will read about in the section.
- 7 Read the paragraph under the heading **Setting the Stage**. This links the content of the section to previous sections or chapters.
- 8 Notice the structure of the section. **Red** heads label the major topics; **black** subheads signal smaller topics within major topics. Together, these heads provide you with a quick outline of the section.

TERMS & NAMES

- paternalism
- assimilation
- Menelik II

Interact with History

How would you react to the colonizers?

You are a young South African living in the 1880s. Gold and diamonds have recently been discovered in your country. The European colonizers need laborers to work the mines, such as the one shown below in an 1888 photograph. Along with thousands of other South Africans, you've left your farm and rural village to work for the colonizers. Separated from your family and living in a city for the first time, you don't know what to expect.



Many Africans, such as these in a South African gold mine, left their farms and families behind to work in the mining centers. As a result, new towns developed and existing ones greatly expanded.

The European owners built railways and roads to connect the mining centers, bridging the huge distances between villages and towns in South Africa.

The migrant labor system that developed as a result of the mines would have a great impact on South African society and culture.

EXAMINING THE ISSUES

- 4 What advantages and disadvantages might colonizers bring?
- What does the photograph suggest about colonization?

Discuss these questions with your classmates. In your discussion, remember what you have already learned about conquests and cultural interaction. As you read about imperialism in this chapter, look for its effects on both the colonizers and the colonized.

Imperialism

Case Study: Nigeria

- 5 **MAIN IDEA**
POWER AND AUTHORITY Europeans embarked on a new phase of empire building that affected both Africa and the rest of the world.
- 6 **TERMS & NAMES**
• paternalism
• assimilation
• Menelik II

- 7 **SETTING THE STAGE** The Berlin Conference of 1884–85 was a European conference. And, although black South Africans participated in it, the Boer War was largely a European war. Europeans argued and fought among themselves over the lands of Africa. In carving up the continent, the European countries paid little or no attention to historical political divisions or to the many ethnic and language groupings in Africa. Uppermost in the minds of the Europeans was the ability to control Africa's land, its people, and its resources.

- 8 **A New Period of Imperialism** The imperialism of the 18th and 19th centuries was conducted differently from the explorations of the 15th and 16th centuries. In the earlier period, imperial powers often did not penetrate far into the conquered areas in Asia and Africa. Nor did they always have a substantial influence on the lives of the people. During this new period of imperialism, the Europeans demanded more influence over the economic, political, and social lives of the people. They were determined to shape the economies of the lands to benefit European economies. They also wanted the people to adopt European customs.

Forms of Control Each European nation had certain policies and goals for establishing colonies. To establish control of an area, Europeans used different techniques. Over time, four forms of colonial control emerged: colony, protectorate, sphere of influence, and economic imperialism. These terms are defined and discussed in the chart on page 780. In practice, gaining control of an area might involve the use of several of these forms.

Methods of Management European rulers also developed methods of day-to-day management of the colony. Two basic methods emerged. Britain and other nations—such as the United States in its Pacific Island colonies—preferred indirect control. France and most other European nations wielded a more direct control. Later, when colonies gained independence, the management method used had an influence on the type of government chosen in the new nation.

Indirect Control Indirect control relied on existing political rulers. In some areas, the British asked a local ruler to accept British authority to rule. These local officials handled much of the daily management of the colony. In addition,

TAKING NOTES

Summarizing Use a web to record the forms and methods of European imperialism in Africa, the resistance it met with, and its impact.



Discuss these questions with your classmates. In your discussion, remember what you have already learned about conquests and cultural interaction. As you read about imperialism in this chapter, look for its effects on both the colonizers and the colonized.

Use Active Reading Strategies As You Read

Now you are ready to read the chapter. Read one section at a time, from beginning to end.

- 1 Ask and answer questions as you read. Look for the **Main Idea** questions in the margin. Answering these questions will show whether you understand what you have just read.
- 2 Try to visualize the people, places, and events you read about. Studying the pictures, maps, and other illustrations will help you do this.
- 3 Read to build your vocabulary. Use the marginal **Vocabulary** notes to find the meaning of unfamiliar words.
- 4 Look for the story behind the events. Study the boxed features for additional information and interesting sidelights on the section content.

MAIN IDEA

Summarizing

A On which continents were Indian goods being traded?

British Transport Trade Goods India became increasingly valuable to the British after they established a railroad network there. Railroads transported raw products from the interior to the ports and manufactured goods back again. Most of the raw materials were agricultural products produced on plantations. Plantation crops included tea, indigo, coffee, cotton, and jute. Another crop was opium. The British shipped opium to China and exchanged it for tea, which they then sold in England.

Trade in these crops was closely tied to international events. For example, the Crimean War in the 1850s cut off the supply of Russian jute to Scottish jute mills. This boosted the export of raw jute from Bengal, a province in India. Likewise, cotton production in India increased when the Civil War in the United States cut off supplies of cotton for British textile mills.

Impact of Colonialism India both benefited from and was harmed by British colonialism. On the negative side, the British held much of the political and economic power. The British restricted Indian-owned industries such as cotton textiles. The emphasis on cash crops resulted in a loss of self-sufficiency for many villagers. The conversion to cash crops reduced food production, causing famines in the late 1800s. The British officially adopted a hands-off policy regarding Indian religious and social customs. Even so, the increased presence of missionaries and the racist attitude of most British officials threatened traditional Indian life.

On the positive side, the laying of the world's third largest railroad network was a major British achievement. When completed, the railroads enabled India to develop a modern economy and brought unity to the connected regions. Along with the railroads, a modern road network, telephone and telegraph lines, dams, bridges, and irrigation canals enabled India to modernize. Sanitation and public health improved. Schools and colleges were founded, and literacy increased. Also, British troops cleared central India of bandits and put an end to local warfare among competing local rulers.

3

Vocabulary
jute: a fiber used for sacks and cord

1

MAIN IDEA
Summarizing
A On which continents were Indian goods being traded?

4 Social History

Social Class in India

In the photograph at right, a British officer is waited on by Indian servants; this reflects the class system in India.

British Army

Social class determined the way of life for the British Army in India. Upper-class men served as officers. Lower-class British served at lesser rank and did not advance past the rank of sergeant. Only men with the rank of sergeant and above were allowed to bring their wives to India. Each English officer's wife attempted to re-create England in the home setting. Like a general, she directed an army of 20 to 30 servants.

Indian Servants

Caste determined Indian occupations. Castes were divided into four broad categories called varna. Indian civil servants were of the third varna. House and personal servants were of the fourth varna.

Even within the varna, jobs were strictly regulated, which is why such large servant staffs were required. For example, in the picture here, both servants were of the same varna. However, the person washing the British officer's feet was of a different caste than the person doing the fanning.



The Sepoy Mutiny

By 1850, the British controlled most of the Indian subcontinent. However, there were many pockets of discontent. Many Indians believed that in addition to controlling their land, the British were trying to convert them to Christianity. The Indian people also resented the constant racism that the British expressed toward them.

Indians Rebel As economic problems increased for Indians, so did their feelings of resentment and nationalism. In 1857, gossip spread among the sepoys, the Indian soldiers, that the cartridges of their new Enfield rifles were greased with beef and pork fat. To use the cartridges, soldiers had to bite off the ends. Both Hindus, who consider the cow sacred, and Muslims, who do not eat pork, were outraged by the news.

A garrison commander was shocked when 85 of the 90 sepoys refused to accept the cartridges. The British handled the crisis badly. The soldiers who had disobeyed were jailed. The next day, on May 10, 1857, the sepoys rebelled. They marched to Delhi, where they were joined by Indian soldiers stationed there. They captured the city of Delhi. From Delhi, the rebellion spread to northern and central India.

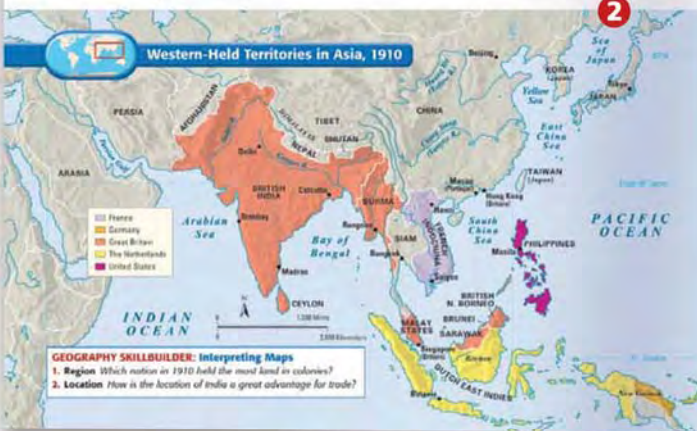
Some historians have called this outbreak the **Sepoy Mutiny**. The uprising spread over much of northern India. Fierce fighting took place. Both British and sepoys tried to slaughter each other's armies. The East India Company took more than a year to regain control of the country. The British government sent troops to help them.

The Indians could not unite against the British due to weak leadership and serious splits between Hindus and Muslims. Hindus did not want the Muslim Mughal Empire restored. Indeed, many Hindus preferred British rule to Muslim rule. Most of the princes and maharajahs who had made alliances with the East India

MAIN IDEA

Recognizing Effects

B Look back at Epitaph's comment on page 198. Did the Sepoy Mutiny prove him correct?



Review and Summarize What You Have Read

When you finish reading a section, review and summarize what you have read. If necessary, go back and reread information that was not clear the first time through.

- 5 Reread the red heads and black subheads for a quick summary of the major points covered in the section
- 6 Study any charts, graphs, or maps in the section. These visual materials usually provide a condensed version of information in the section.
- 7 Review the visuals—photographs, charts, graphs, maps, and time lines—and any illustrated boxed features and note how they relate to the section content.
- 8 Complete all the questions in the **Section Assessment**. This will help you think critically about what you have just read.

British Take the Malay Peninsula To compete with the Dutch, the British sought a trading base that would serve as a stop for their ships that traveled the India-China sea routes. They found a large, sheltered harbor on Singapore, an island just off the tip of the Malay Peninsula. The opening of the Suez Canal and the increased demand for tin and rubber combined to make Singapore one of the world's busiest ports. Britain also gained colonies in Malaysia and in Burma (modern Myanmar). Malaysia had large deposits of tin and became the world's leading rubber exporter. Nesting workers to mine the tin and tap the rubber trees, Britain encouraged Chinese to immigrate to Malaysia. Chinese flocked to the area. As a result of such immigration, the Malays soon became a minority in their own country. Conflict between the resident Chinese and the native Malays remains unresolved today.

French Control Indochina The French had been active in Southeast Asia since the 17th century. They even helped the Nguyen (nuh-WIN) dynasty rise to power in Vietnam. In the 1840s, during the rule of an anti-Christian Vietnamese emperor, seven French missionaries were killed. Church leaders and capitalists who wanted a larger share of the overseas market demanded military intervention. Emperor Napoleon III ordered the French army to invade southern Vietnam. Later, the French added Laos, Cambodia, and northern Vietnam to the territory. The combined states would eventually be called French Indochina.

Using direct colonial management, the French themselves filled all important positions in the government bureaucracy. They did not encourage local industry. Four times as much land was devoted to rice production. However, the peasants' consumption of rice decreased because much of the rice was exported. Anger over this reduction set the stage for Vietnamese resistance against the French.

Colonial Impact In Southeast Asia, colonization brought mixed results. Economies grew based on cash crops or goods that could be sold on the world market. Roads, harbors, and rail systems improved communication and transportation but mostly benefited European business. However, education, health, and sanitation did improve.

Unlike other colonial areas, millions of people from other areas of Asia and the world migrated to work on plantations and in the mines in Southeast Asia. The region became a melting pot of Hindus, Muslims, Christians, and Buddhists. The resulting cultural changes often led to racial and religious clashes that are still seen today.

5 Siam Remains Independent While its neighbors on all sides fell under the control of imperialists, Siam (present-day Thailand) maintained its independence throughout the colonial period. Siam lay between British-controlled Burma and French Indochina. (See map above.) France and Britain each aimed to prevent the other from gaining control of Siam. Knowing this, Siam's kings skillfully promoted Siam as a neutral zone between the two powers.

Geography Skillbuilder: Interpreting Maps

1. **Location** What was Siam's location relative to the nearest European colonies?

2. **Region** Which European country could access both the Indian and the Pacific oceans from its colony?

Then in 1890, the McKinley Tariff Act passed by the U.S. government set off a crisis in the islands. The act eliminated the tariffs on all sugar entering the United States. Now, sugar from Hawaii was no longer cheaper than sugar produced elsewhere. That change cut into the sugar producers' profits. Some U.S. business leaders pushed for annexation of Hawaii, or the adding of the territory to the United States. Making Hawaii a part of the United States meant that Hawaiian sugar could be sold for greater profits because American producers got an extra two cents a pound from the U.S. government.

About the same time, the new Hawaiian ruler, **Queen Liliuokalani** (lee-oo'-kah-lah-nee), took the throne. In 1893, she called for a new constitution that would increase her power. It would also restore the political power of Hawaiians at the expense of wealthy planters. To prevent this from happening, a group of American businessmen hatched a plot to overthrow the Hawaiian monarchy. In 1893, Queen Liliuokalani was removed from power.

In 1894, Sanford B. Dole, a wealthy plantation owner and politician, was named president of the new Republic of Hawaii. The president of the new republic asked the United States to annex it. At first, President Cleveland refused. In 1898, however, the Republic of Hawaii was annexed by the United States.

The period of imperialism was a time of great power and domination of others by mostly European powers. As the 19th century closed, the lands of the world were all claimed. The European powers now faced each other with competing claims. Their battles would become the focus of the 20th century.

History Makers 7

Queen Liliuokalani 1834–1917

Liliuokalani was Hawaii's only queen and the last monarch of Hawaii. She bitterly regretted her brother's loss of power to American planters and the world to regain power for the Hawaiian monarchy. As queen, she refused to renew a treaty signed by her brother that would have given commercial privileges to foreign businessmen. It was a decision that would cost her the crown.

WATCHING TECHNOLOGY RESEARCH LINKS For more on Queen Liliuokalani, go to classroom.com

SECTION 5 ASSESSMENT 8

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Pacific Rim
- King Mongkut
- Enlils Aguirre
- annexation
- Queen Liliuokalani

USING YOUR NOTES

2. Which Western power do you think had the most negative impact on its colonies?

3. How were the Dutch East India Trading Company and the British East India Company similar?

4. What changes took place in Southeast Asia as a result of colonial control?

5. Why did some groups believe that the United States should colonize like the Europeans?

MAIN IDEAS

6. How were the Dutch East India Trading Company and the British East India Company similar?

7. What changes took place in Southeast Asia as a result of colonial control?

8. Why did some groups believe that the United States should colonize like the Europeans?

CRITICAL THINKING & WRITING

9. **DRAWING CONCLUSIONS** How did the reforms of the Siamese kings help Siam remain independent?

10. **ANALYZING BIAS** What does President McKinley's desire to "uplift and Christianize" the Filipinos suggest about his perception of the people?

11. **ANALYZING MOTIVES** Why do you think Sanford Dole wanted the United States to annex Hawaii?

12. **WRITING ACTIVITY (ECONOMICS)** Compose a letter to the editor expressing a Hawaiian's view on the U.S. businessmen who pushed for the annexation of Hawaii for economic gain.

CONNECT TO TODAY DRAWING A BAR GRAPH

Research to find out about the economic situation of Southeast Asian countries today. Rank the economies and present your findings in a bar graph.

Part 2: 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. 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.
- 6 Carefully consider questions that include *all of the above* as an alternative.
- 7 Take great care with questions that are stated negatively.

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

1. The Sahara is mostly stem
- A. scattered with rocks and gravel. 2 *Mostly is a key word here. Changing it to partly would alter the sentence and call for a different answer.*
- B. made up of sand dunes.
- C. located south of the equator. 3 *alternatives*
- 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. 5 *Absolute words, such as all, never, always, every, and only, often signal an incorrect alternative.*
- B. East and South Africa.
- C. South and Southwest Asia.
- D. every continent except Antarctica.
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. all of the above 6 *If you select this answer, be sure that all of the alternatives are correct.*
4. Which of the following is *not* one of the trading kingdoms of West Africa? 7 *Eliminate incorrect alternatives by identifying those that are West African trading kingdoms.*
- A. Mali
- B. Songhai
- C. Ghana
- D. Aksum



Directions: Read each question carefully and choose the *best* answer from the four alternatives.

1. Which of the following is *not* a reason why the Renaissance began in Italy?
 - A. Italy had several thriving cities.
 - B. The Black Death did not strike Italy.
 - C. Italian merchants gained in wealth and power.
 - D. Italy could draw on its classical Roman heritage.

2. Reformation teachings were adopted by
 - A. the Catholic Church.
 - B. all the countries in Europe.
 - C. some countries in Europe.
 - D. common people, but not rulers.

3. Akbar differed from Aurangzeb in that he
 - A. extended the boundaries of the Mughal Empire.
 - B. followed Western ways.
 - C. defended religious freedom.
 - D. all of the above

4. During the 1700s, the Atlantic slave trade was dominated by the
 - A. Dutch.
 - B. English.
 - C. Portuguese.
 - D. Spanish.

Primary Sources

Primary sources are 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.

answers: 1 (B); 2 (C)

Moral Rulers

Book II, 3. The Master said, Govern the people by regulations, keep order among them by *chastisements*, and they will flee 5 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 . . . 3

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. 1 —*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.



Directions: Use this passage, written by the traveler Leo Africanus, and your knowledge of world history to answer questions 1 through 4.

Crossing the Desert

In the way which leads from Fez to Timbuktu are certain pits environed either with the hides or bones of camels. Neither do the merchants in summer time pass that way without great danger of their lives: for oftentimes it happens that when the south wind blows all those pits are stopped up with sand. And so the merchants, when they can find neither those pits, nor any sign thereof, must needs perish with extreme thirst; whose carcasses are afterwards found lying scattered here and there, and scorched with the heat of the sun. . . .

For some time being sore athirst we could not find one drop of water, partly because our guide strayed out of the direct course, and partly because our enemies had cut off the springs and channels of the foresaid pits and wells. Insomuch that the small quantity of water which we found was sparingly to be kept: for that which would scarce suffice us for five days, we were constrained to keep for ten.

—Leo Africanus, *History and Description of Africa* (1550)

1. This account most likely describes the dangers of working in the
 - A. African rain forest.
 - B. Savannas of East Africa.
 - C. Sahara salt trade.
 - D. Atlantic slave trade.
2. What is most likely the purpose of the pits that Africanus describes in the first sentence?
 - A. They probably hold water.
 - B. They are used to store supplies.
 - C. They contain valuable skins and hides.
 - D. They can be used to hide from enemies.
3. Which of the following might cause merchant caravans to run short of water?
 - A. enemies cutting off water supplies
 - B. camels straying off course
 - C. merchants not paying guides
 - D. summer monsoons coming late
4. Which statement *best* describes the believability of the passage?
 - A. The statements are not credible because they are secondhand.
 - B. The author is merely recounting rumors and cannot be believed.
 - C. The statements are believable because the author experienced the events.
 - D. The author's believability cannot be evaluated without looking at other sources.

Secondary Sources

Secondary sources are written or made by people who were not at the original events. They often combine information from several primary sources. The most common types of written secondary sources are biographies and history books.

- 1 Read the title to preview the content of the passage. (The title here signals that the passage is about a person named Malinche who seems to be controversial.)
- 2 Skim the passage to locate the main idea—the central point that is supported by other details.
- 3 Notice words and phrases that clarify the sequence of events.
- 4 Read actively by asking and answering questions about what you read. (You might ask yourself: “Why did opinions of Malinche change over time?”)
- 5 Before rereading the passage, review the questions to identify the information you need to find.

1 Malinche, Heroine or Traitor?

The origins of the Native American woman Malinche are unknown. What is clear is that in 1519—when she was perhaps 15 years old—she was given with 19 other young women to Hernando Cortés, who had recently landed in Mexico. Malinche greatly aided Cortés’s conquest of the Aztecs. She spoke both Nahuatl—the language of the Aztecs—and Mayan. Over time, she also learned Spanish and became Cortés’s chief translator. She also advised Cortés on the tricky politics of Mexico’s Native American peoples.

The Spanish conquistadors reportedly admired and honored Malinche, calling her Doña Marina. And for many centuries, she was seen as a praiseworthy figure. In the 1800s, though, people came to view her harshly. Writers and artists portrayed her as a traitor to her people. This criticism of Malinche began after Mexico won its independence from Spain, and reflected anti-Spanish feeling. Today, however, she is once again seen favorably.

1. Which of the following statements about Malinche is a fact?

- A. She spoke three languages.
- B. She was a traitor.
- C. She was a heroine.
- D. She hated the Spanish.

Remember that a fact is a verifiable statement. An opinion is a statement of someone’s belief about something.

2. Based on this account, which person or group would be most likely to view Malinche as a traitor?

- A. Cortés and the conquistadors
- B. a supporter of Mexican independence in the 1800s
- C. one of the 19 other women who were with her in 1519
- D. a historian writing about her today

These words signal that you have to make inferences from information in the passage.

answers: 1 (A); 2 (B)



Directions: Use the passage and your knowledge of world history to answer questions 1 through 4.

Polynesian Canoes

The Polynesian voyaging canoe, one of the great ocean-going craft of the ancient world, was the means by which generations of adventurous voyagers were able to extend the human frontier far out into the Pacific, discovering and colonizing a vast realm of Oceanic islands. By 1000 B.C., when Mediterranean sailors were sailing in their land-locked sea, the immediate ancestors of the Polynesians had reached the previously uninhabited archipelagoes of Fiji, Tonga, and Samoa, in the middle of the Pacific Ocean. Their descendants went on from there to settle all the habitable islands in a large triangular section of the ocean bounded by the Hawaiian archipelago, tiny Easter Island, and the massive islands of New Zealand—an area equivalent to most of Europe and Asia combined.

The canoes in which people spread into the Pacific were not only humankind's first truly ocean-going craft, but also embodied a unique way of gaining the stability needed to carry sail in rough, open ocean waters. [This involved] adding outrigger floats to one or both sides of a single canoe hull, or by joining two hulls together by means of crossbeams and coconut-fiber lashings to make the so-called double canoe.

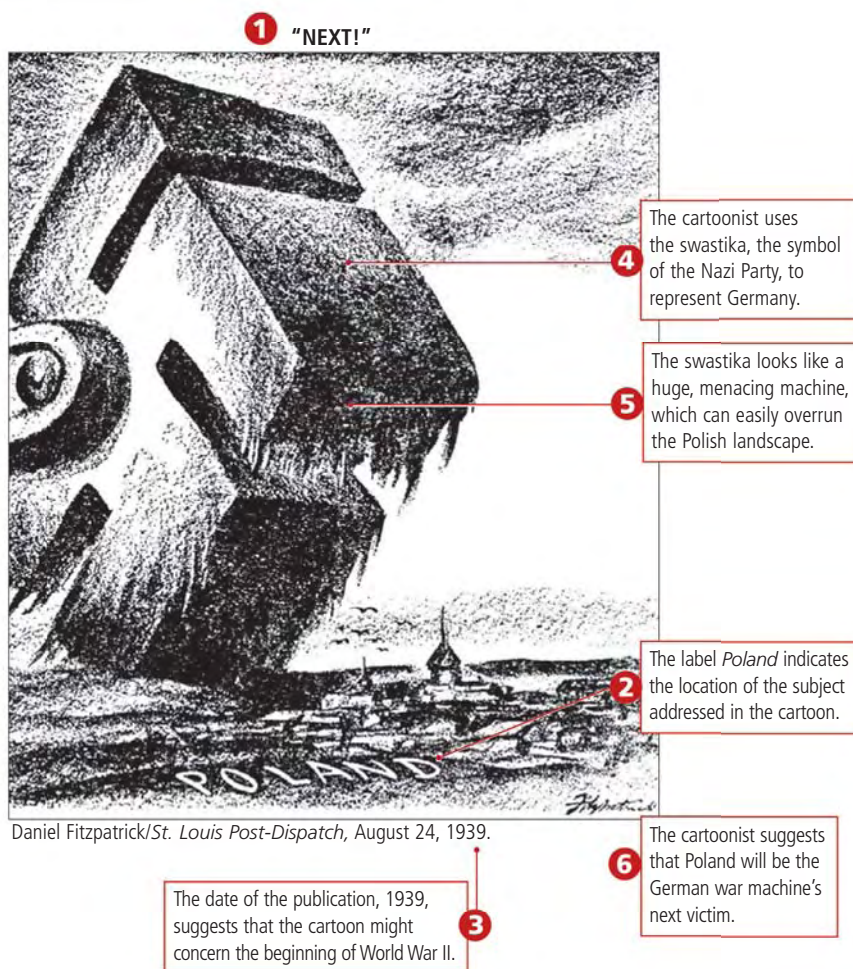
—Ben Finney, "The Polynesian Voyaging Canoe," in *New World and Pacific Civilizations: Cultures of America, Asia, and the Pacific*, edited by Goran Burenhult.

1. The Polynesians used voyaging canoes to colonize
 - A. a small area of the Pacific.
 - B. a large area of the Pacific.
 - C. most of Europe and Asia.
 - D. Australia and New Guinea.
2. What evidence does the author provide to support his claim that the Polynesian voyaging canoe was "one of the great ocean-going craft of the ancient world"?
 - A. statistics about its size
 - B. comparisons to European craft
 - C. statements about its use in exploring and colonizing the Pacific
 - D. statements about its use by civilizations beyond the Pacific
3. The Polynesians gave their canoes the stability needed to handle the rough ocean waters by adding
 - A. outrigger floats.
 - B. more sails.
 - C. ballasted hulls.
 - D. wooden keels.
4. By 1000 B.C., the Pacific voyagers had reached
 - A. the Hawaiian archipelago.
 - B. the islands of New Zealand.
 - C. Fiji, Tonga, and Samoa.
 - D. tiny Easter Island.

Political Cartoons

Political cartoons use a combination of words and images to express a point of view on political issues. They are useful primary sources, because they reflect the opinions of the time.

- 1 Identify the subject of the cartoon. Titles and captions often provide clues to the subject matter.
- 2 Use labels to help identify the people, places, and events represented in the cartoon.
- 3 Note where and when the cartoon was published for more information on people, places, and events.
- 4 Identify any important symbols—ideas or images that stand for something else—in the cartoon.
- 5 Analyze the point of view presented in the cartoon. The use of caricature—the exaggeration of physical features—often signals how the cartoonist feels.
- 6 Interpret the cartoonist's message.



1. The machine-like swastika in the cartoon represents
 - A. Nazi Germany.
 - B. the Soviet Union.
 - C. Napoleon's empire.
 - D. the Polish military.
2. Which sentence *best* summarizes the cartoonist's message?
 - A. Germany must beware of Poland.
 - B. Poland is in danger of civil war.
 - C. Germany and Poland are military giants.
 - D. Poland will be Germany's next victim.

answers: 1 (A); 2 (D)

Directions: Use the cartoon and your knowledge of world history to answer questions 1 through 3.



© Copyright 2006 Riber Hansson - All rights Reserved

1. The main character in the cartoon is Kim Jong Il of North Korea. How has the cartoonist drawn this leader?
 - A. as a soldier
 - B. as a Roman charioteer
 - C. as a starving peasant
 - D. as a cruel slave driver
2. This cartoon deals with
 - A. North Korea's policy of isolationism
 - B. North Korea's conflicts with the American government
 - C. North Korea's effort to develop nuclear weapons
 - D. North Korea's conflicts with South Korea
3. The most appropriate title for this cartoon would be
 - A. "Kim strives to bring prosperity to North Korea."
 - B. "Kim fights to resist foreign influences."
 - C. "Kim pushes to develop nuclear energy."
 - D. "Kim's nuclear ambitions impoverish his people."

Charts

Charts present information in a visual form. History textbooks use several types of charts, including tables, flow charts, Venn diagrams, and infographics. The chart most commonly found in standardized tests is the table. This organizes 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.

1 This chart is about the number of people who immigrated to different countries.

4 Notice that the years covered in the table are not the same for all countries.

2

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*

3 This chart organizes the countries alphabetically. In some charts, information is organized according to years or the value of the numbers displayed.

5 Think about what the countries with the highest number of immigrants have in common.

1. The country that received the vast majority of immigrants was
 - 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)



Directions: Use the chart and your knowledge of world history to answer questions 1 through 4.

Crude Steel Production for Selected Countries (in thousands of metric tons)							
Year	China	Germany*	Japan	Korea	Russia/ USSR	United Kingdom	United States
1900	—	6,646	1	—	2,214	4,979	10,351
1910	—	13,699	250	—	3,444	6,476	26,512
1920	—	8,538	845	—	162	9,212	42,807
1930	—	11,511	2,289	—	5,761	7,443	41,351
1940	—	19,141	7,528	—	19,000	13,183	60,765
1950	61	12,121	4,839	—	27,300	16,553	87,848
1960	1,866	34,100	22,138	—	65,292	24,695	91,920
1970	1,779	45,041	93,322	—	115,886	28,314	119,310
1980	3,712	43,838	111,935	8,558	148,000	11,278	101,457
1990	6,535	44,022	110,339	23,125	154,414	17,896	89,276
2000	127,200	46,400	106,400	43,100	59,100	15,200	101,500

* Figures from 1950 through 1990 are West Germany only.

Source: International Iron and Steel Institute;
Japan Iron and Steel Federation

- Which country produced the most crude steel in 1900?
 - Germany
 - Russia/USSR
 - United Kingdom
 - United States
- Japanese crude steel production most likely dropped from 1940 to 1950 due to
 - growing competition from Korea and the USSR.
 - rising production in China.
 - damage to the industry suffered in World War II.
 - mergers with American companies.
- By 2000, the largest share of crude steel was being produced by countries in
 - Africa.
 - Asia.
 - Europe.
 - North America.
- What country rose from no crude steel production to be the world's largest producer in 50 years?
 - China
 - Germany
 - Korea
 - United Kingdom

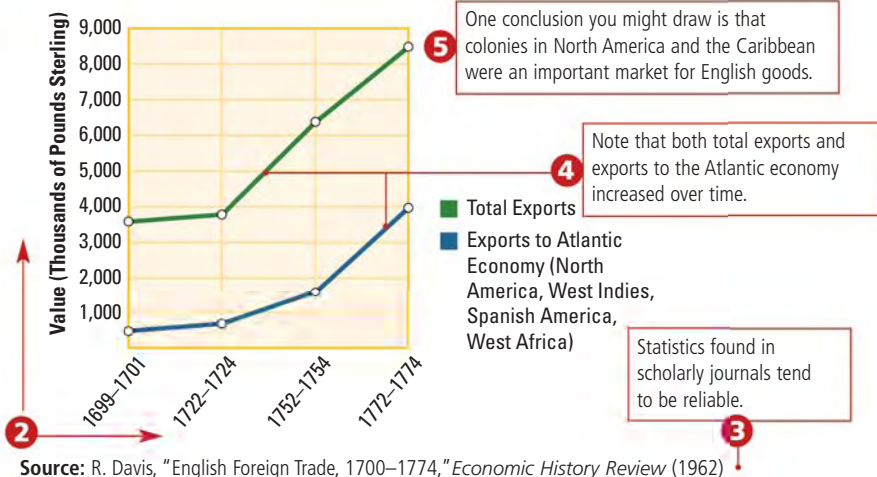
Line and Bar Graphs

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.

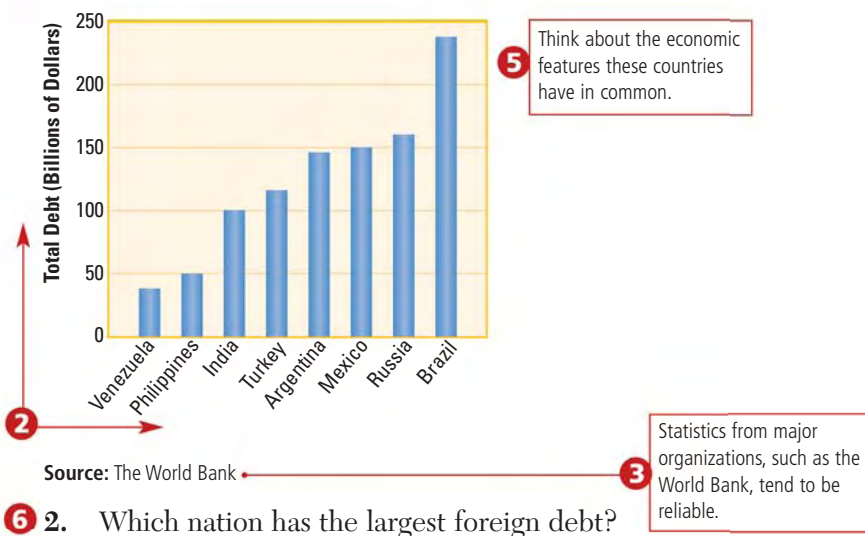
answers: 1 (C); 2 (B)

1 Exports of English Manufactured Goods, 1699–1774



- 6 1. Which statement *best* describes the change in proportion of Atlantic economy exports to total exports?
 - A. It started small and remained small.
 - B. It started large and remained large.
 - C. It grew over time.
 - D. It decreased over time.

1 Nations with High Foreign Debt, 2000

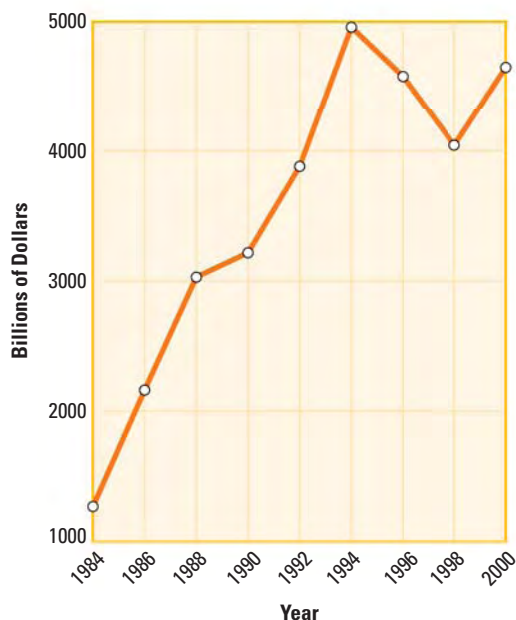


- 6 2. Which nation has the largest foreign debt?
 - A. Venezuela
 - B. Brazil
 - C. Mexico
 - D. Russia



Directions: Use the graphs and your knowledge of world history to answer questions 1 through 4.

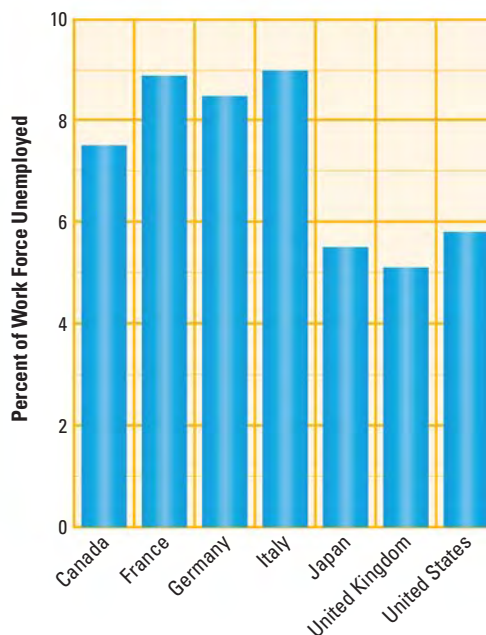
Japan: Gross Domestic Product, 1984–2000



Source: *Annual Report on National Accounts 2002*, Cabinet Office of the Government of Japan

- Which of the following periods saw a decline in the gross domestic product of Japan?
 - 1984 to 1988
 - 1988 to 1992
 - 1990 to 1994
 - 1994 to 1998
- From 1986 to 1994, Japan's gross domestic product
 - more than doubled.
 - more than tripled.
 - grew by about five times.
 - grew nearly ten times.

Unemployment Rates for Selected Countries, 2002



Source: Organization for Economic Cooperation and Development

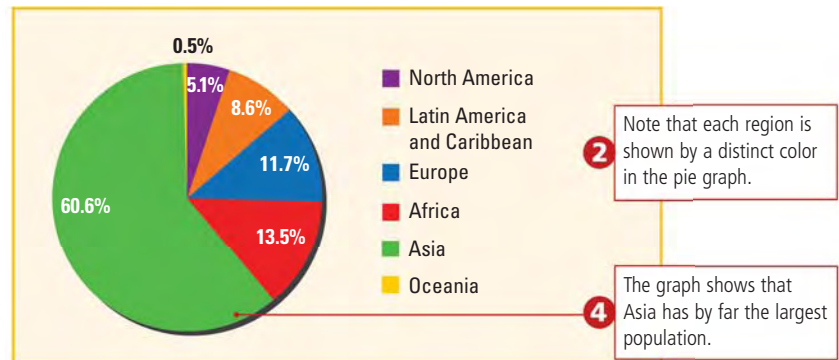
- Which of these countries had the lowest unemployment rate in 2002?
 - Italy
 - Japan
 - United Kingdom
 - United States
- In 2002, France's unemployment rate stood at
 - about 9 percent.
 - well over 9 percent.
 - about 7 percent.
 - less than 7 percent.

Pie Graphs

A pie, or circle, graph shows relationships among the parts of a whole. These parts look like slices of a pie. The size of each slice is proportional to the percentage of the whole that it represents.

- 1 Read the title and identify the broad subject of the pie graph.
- 2 Look at the legend to see what each slice of the pie represents.
- 3 Look at the source line and evaluate the reliability of the information in the graph.
- 4 Compare the slices of the pie and try to make generalizations and draw conclusions from your comparisons.
- 5 Read the questions carefully.
- 6 Eliminate choices that you know are wrong and then select the best answer from the remaining choices.

1 World Population by Region, 2002



The Population Reference Bureau specializes in studies of United States and international population data.

3 Source: Population Reference Bureau

1. Which region accounts for the smallest share of the world population?
 - A. Africa
 - B. North America
 - C. Latin America and the Caribbean
 - D. Oceania
2. A greater share of the world's population lives in Latin America and the Caribbean than lives in
 - A. Africa.
 - B. Europe.
 - C. North America.
 - D. Asia.

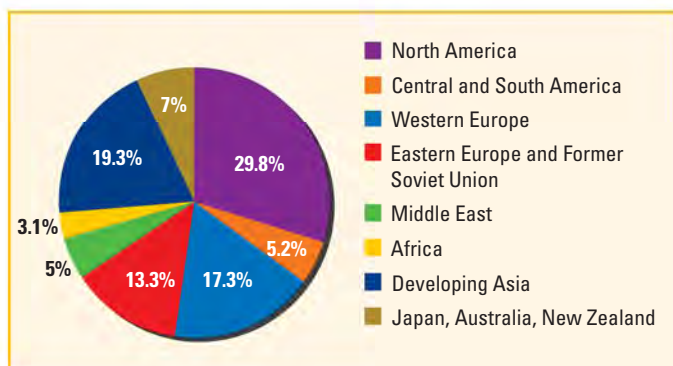
For this question, find the "pie slices" for each of the regions listed in the alternatives. Compare each one to the "pie slice" for Latin America and the Caribbean.

answers: 1 (D); 2 (C)



Directions: Use the pie graph and your knowledge of world history to answer questions 1 through 4.

World Energy Consumption by Region



Source: "Earth Pulse," from *National Geographic*, March 2001. Copyright © 2001 National Geographic Society. All rights reserved. Used by permission of National Geographic Society.

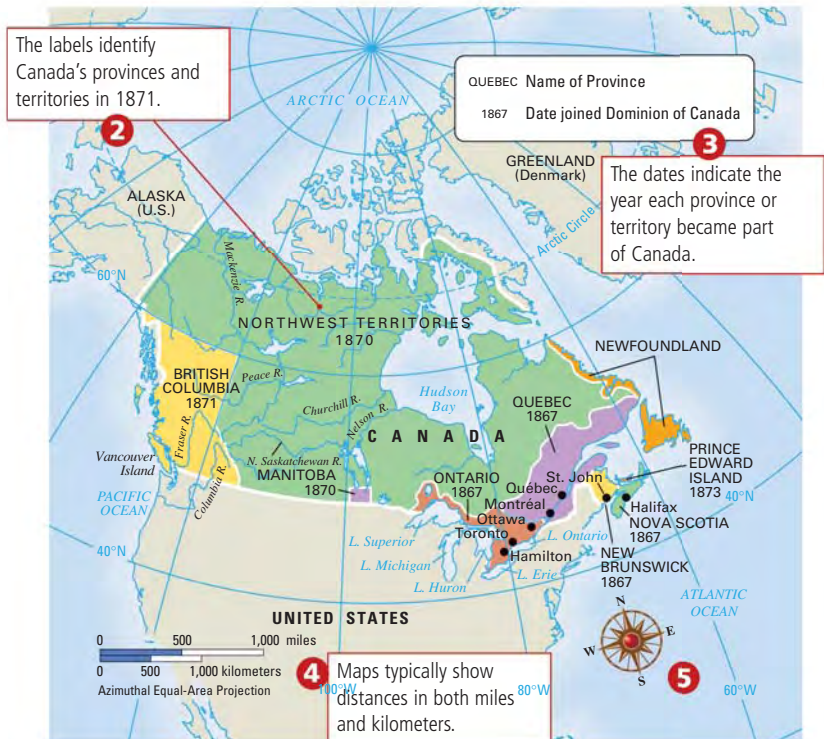
- Energy consumption statistics for Russia are included in the region called
 - North America.
 - Western Europe.
 - Eastern Europe and former Soviet Union.
 - Developing Asia.
- Which region uses the highest proportion of energy?
 - North America
 - Western Europe
 - Eastern Europe and former Soviet Union
 - Developing Asia
- The word *Developing* in the legend refers to countries that are
 - growing in population.
 - adopting new methods of agriculture.
 - developing nuclear weapons.
 - moving toward industrial economies.
- Japan, Australia, and New Zealand are grouped together because they are in the same part of the world and
 - have roughly equal populations.
 - have advanced industrial economies.
 - rely on fishing for food.
 - rely on other countries for economic aid.

Political Maps

Political maps show countries and the political divisions within them—states or provinces, for example. They also show the location of major cities. In addition, political maps often show some physical features, such as mountain ranges, oceans, seas, lakes, and rivers.

- 1 Read the title of the map to identify the subject and purpose of the map.
- 2 Review the labels on the map. They also will reveal information about the map's subject and purpose.
- 3 Study the legend to find the meaning of the symbols used on the map.
- 4 Use the scale to estimate distances between places shown on the map.
- 5 Use the compass rose to determine the direction on the map.
- 6 Read the questions and then carefully study the map to determine the answers.

1 Canada in 1871



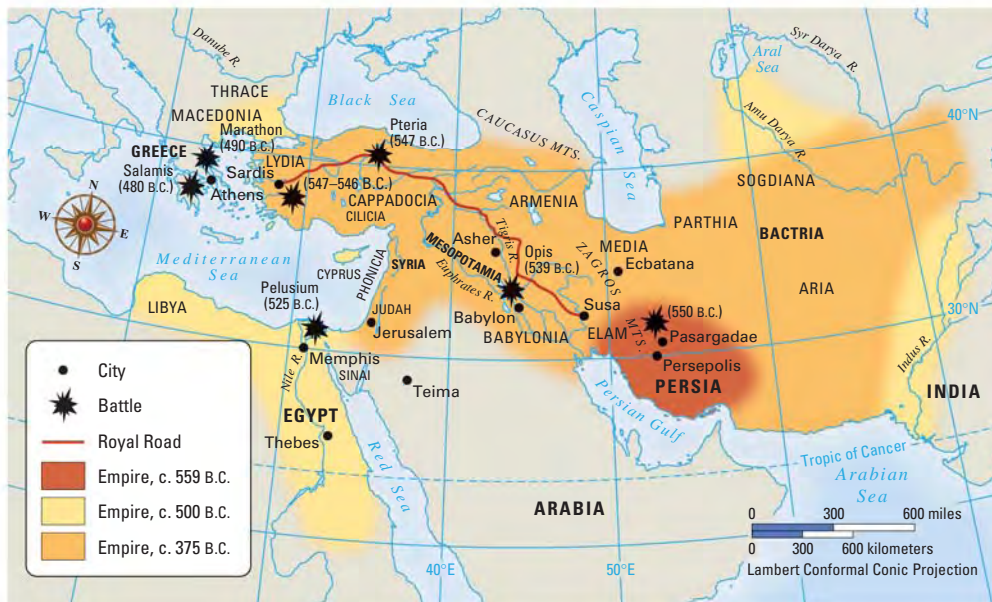
1. All of the following provinces were part of Canada in 1867 *except*
 - A. New Brunswick.
 - B. Manitoba.
 - C. Ontario.
 - D. Quebec.
2. About how long is the United States-Canada border from western Lake Superior to the Pacific Ocean?
 - A. 900 miles
 - B. 1,200 miles
 - C. 1,500 miles
 - D. 1,800 miles

Use the scale to answer questions like this.

answers: 1 (B); 2 (C)

Directions: Use the map and your knowledge of world history to answer questions 1 through 4.

The Persian Empire



- The oldest part of the Persian Empire is found
 - east of the Zagros Mountains.
 - in Arabia.
 - along the Caspian Sea.
 - in the region called Bactria.
- The Persian Empire reached its greatest extent, including Egypt and the Indus River valley, by
 - 559 B.C.
 - 500 B.C.
 - 375 B.C.
 - 475 B.C.
- The battles of Marathon and Salamis were fought between the Persians and the
 - Egyptians.
 - Syrians.
 - Greeks.
 - Phoenicians.
- The Royal Road between Susa and Sardis was most likely used
 - to bring food and supplies from Bactria to Persia.
 - by Egyptian and Syrian peasants traveling west.
 - to carry riches looted by Persian soldiers.
 - by the Persian army and royal messengers.

Thematic Maps

A thematic map, or special-purpose map, focuses on a particular topic. The movements of peoples, a country's natural resources, and major battles in a war are all topics you might see illustrated on a thematic map.

- 1 Read the title to determine the subject and purpose of the map.
- 2 Examine the labels on the map to find more information on the map's subject and purpose.
- 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 Read the questions, and then carefully study the map to determine the answers.

1 The Spread of Buddhism



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 A.D. 550?
 - A. Java
 - B. China
 - C. Japan
 - D. Champa
2. The routes tracing the spread of Buddhism show the great 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)

Directions: Use the map and your knowledge of world history to answer questions 1 through 4.

The Christian Conquest of Muslim Spain



- The Christian conquest of Muslim lands on the Iberian Peninsula began
 - in the west.
 - in the north.
 - along the Mediterranean coast.
 - along the entire Atlantic coast.
- By about 1250, Christians held what portion of the Iberian Peninsula?
 - less than half
 - about half
 - slightly more than half
 - almost the entire peninsula
- In what time period was the Battle of Las Navas fought?
 - between 914 and 1080
 - between 1131 and 1210
 - between 1211 and 1250
 - between 1251 and 1480
- The last major city that the Christians captured was
 - Barcelona.
 - Granada.
 - Seville.
 - Valencia.

Time Lines

A time line is a type of chart that lists events in the order in which they occurred. In other words, time lines are a visual method of showing what happened when.

- 1 Read the title to discover the subject of the time line.
- 2 Identify the time period covered by the time line by noting the earliest and latest dates shown.
- 3 Read the events and their dates in sequence. Notice the intervals between events.
- 4 Use your knowledge of history to develop a fuller picture of the events listed in the time line. For example, place the events in a broader context by considering what was happening elsewhere in the world.
- 5 Use the information you have gathered from these strategies to answer the questions.

1 The End of Colonialism in Africa

On vertical time lines, the earliest date is shown at the top. On horizontal time lines, it is on the far left.

1960

16 countries, including Nigeria and Congo, gain independence.

1962

Algeria, Rwanda, Burundi, and Uganda become independent.

1964

Malawi and Zambia win independence.

1955

1956

Sudan, Tunisia, and Morocco gain independence.

1957

Ghana wins independence.

1961

Sierra Leone and Tanganyika (later Tanzania) gain independence.

1963

Kenya gains independence.

1966

Botswana and Lesotho become independent.

1975

1975

São Tomé and Príncipe, Angola, Mozambique, and Comoros gain independence.

Notice that many African countries won independence in the first half of the 1960s.

Recall that this is the period after World War II, when European colonial powers were weakened.

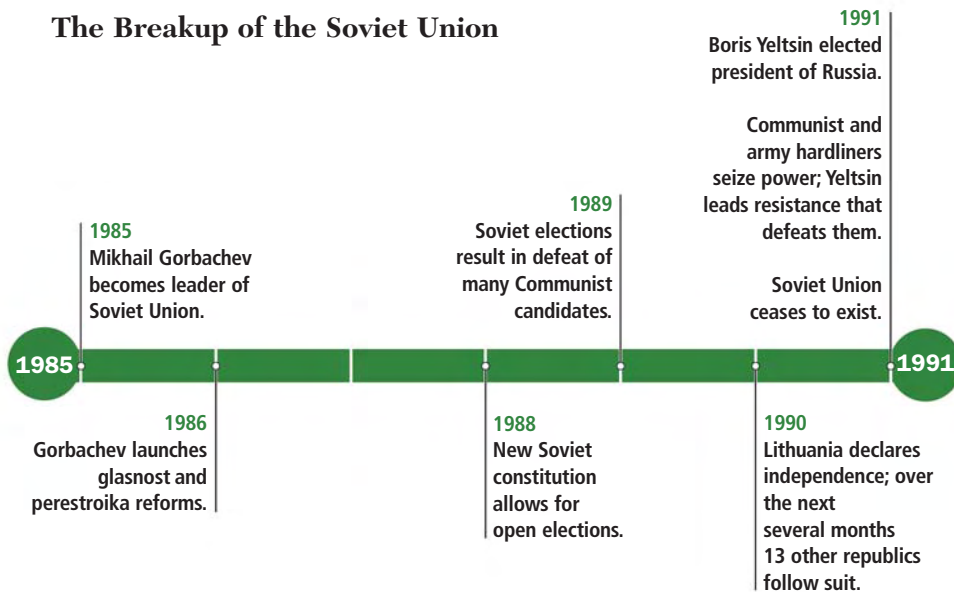
1. The first countries to win independence were all located in
 - A. North Africa.
 - B. West Africa.
 - C. East Africa.
 - D. Southern Africa.
2. Which of the following titles *best* describes events in the 1960s?
 - A. The Rise of Communism
 - B. The Rise of Colonialism
 - C. The Decade of Independence
 - D. The Decade of Suffering

answers: 1 (A); 2 (C)



Directions: Use the time line and your knowledge of world history to answer questions 1 through 4.

The Breakup of the Soviet Union



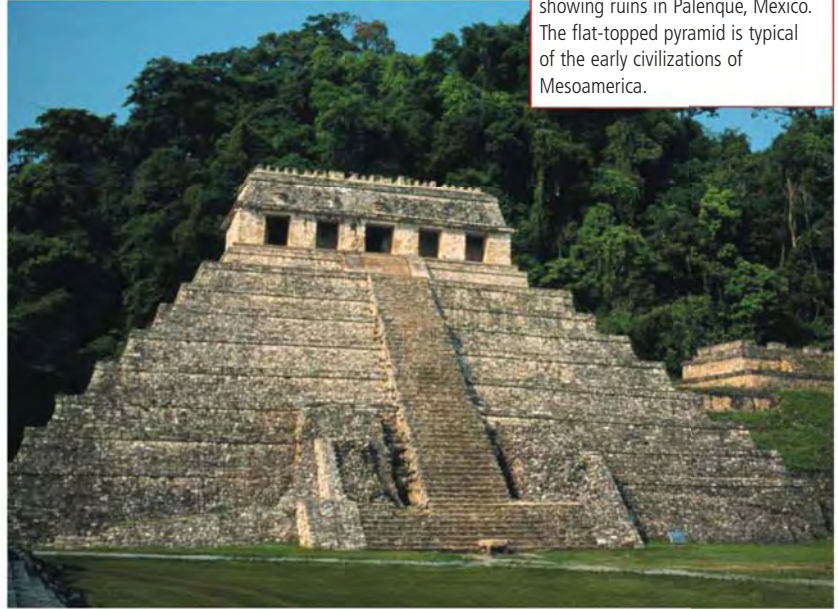
- What event was a direct result of the new constitution that took effect in 1988?
 - Gorbachev launched glasnost and perestroika reforms.
 - Many Communist candidates lost elections.
 - Communist hardliners seized power.
 - Several Soviet republics declared independence.
- When did Lithuania declare its independence from the Soviet Union?
 - 1988
 - 1989
 - 1990
 - 1991
- What was the result of the hardliners' attempt to seize power in 1991?
 - They prevented the collapse of the Soviet Union.
 - Leaders in other Communist countries joined their cause.
 - Gorbachev defeated Yeltsin in a struggle for power.
 - They failed to gain control, and the country rapidly fell apart.
- For much of the time it existed, the Soviet Union was engaged with the United States in a long conflict called
 - World War I.
 - World War II.
 - the Gulf War.
 - the Cold War.

Constructed Response

Constructed-response questions focus on various kinds of documents. Each document usually is accompanied by a series of questions. These questions call for short answers that, for the most part, can be found directly in the document. Some answers, however, require knowledge of the subject or time period addressed in the document.

- 1 Read the title of the document to discover the subject addressed in the questions.
- 2 Study and analyze the document. Take notes on what you see.
- 3 Read the questions carefully and then study the document again to locate the answers.
- 4 Carefully write your answers. Unless the directions say otherwise, your answers need not be complete sentences.

1 Maya Pyramid in Palenque, Mexico



Copyright © Kevin Schafer/Corbis.

Constructed-response questions use a wide range of documents including short passages, cartoons, charts, graphs, maps, time lines, posters, and other visual materials. This document is a photograph showing ruins in Palenque, Mexico. The flat-topped pyramid is typical of the early civilizations of Mesoamerica.

- 3 1. Palenque was one of the city-states of what Mesoamerican civilization?

Maya

2. For what purpose do you think this pyramid was built?

4 *religious purposes*

3. What reasons have been suggested for the decline of this civilization in the late A.D. 800s?

Since the question uses the plural *reasons*, your answer must include more than one explanation.

warfare among Maya city-states, which disrupted trade and caused economic hardship; over-farming and population growth, which caused ecological damage, resulting in food shortages, famine, and disease



Directions: Use the passage and your knowledge of world history to answer questions 1 through 3. Your answers need not be in complete sentences.

A New South Africa

. . . [W]e all carried [pain] in our hearts as we saw our country tear itself apart in terrible conflict, and as we saw it spurned, outlawed and isolated by the peoples of the world, precisely because it has become the universal base of the [destructive] ideology and practice of racism and racial oppression. . . .

We have, at last, achieved our political emancipation. We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender, and other discrimination. . . . We enter into a covenant that we shall build the society in which all South Africans, both black and white, will be able to walk tall, without any fear in their hearts, assured of their inalienable right to human dignity—a rainbow nation at peace with itself and the world. . . .

Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another and suffer the indignity of being the skunk of the world.

—Nelson Mandela, Inaugural Address as President of South Africa (1994)

1. What was the name of the government policy that Nelson Mandela called the “[destructive] ideology and practice of racism and racial oppression”?
2. How did other nations outlaw and isolate South Africa?
3. Why was Mandela’s election as president significant?

Extended Response

Extended-response questions, like constructed-response questions, usually focus on a document of some kind. However, they are more complex and require more time to complete than short-answer constructed-response questions. Some extended-response questions ask you to present the information in the document in a different form. Others require you to complete a chart, graph, or diagram. Still others ask you to write an essay, a report, or some other extended piece of writing. In most standardized tests, documents only have one extended-response question.

- 1 Read the title of the document to get an idea of the subject.
- 2 Carefully read the extended-response questions. (Question 1 asks you to complete a chart. Question 2 assumes that the chart is complete and asks you to write an essay based on information in the chart.)
- 3 Study and analyze the document.
- 4 Sometimes the question gives you a partial answer. Analyze that answer to determine what kind of information your answers should contain.
- 5 If the question requires an extended piece of writing, jot down ideas in outline form. Use this outline to write your answer.

1 Inventions of the Industrial Revolution

Like constructed-response questions, extended-response questions use a wide range of documents. This document is a chart of several inventions developed during the Industrial Revolution.

Invention	Impact
Flying shuttle, spinning jenny, water frame, spinning mule, power loom	Made it possible to quickly spin thread and weave cloth; led to the spread of factories
Cotton gin	Made it faster to clean seeds from cotton; spurred increase in cotton production
Macadam road, steamboat, locomotive	Made transportation by land and water faster; made transportation of larger loads possible; railroads boosted demand for coal and iron, spurring those industries
Mechanical reaper	Made harvesting easier; increased wheat production

- 1 In the right-hand column of the chart, briefly describe the impact of the inventions listed in the left-hand column. The first entry has been completed for you.
- 2 The chart shows how certain inventions contributed to the development of the Industrial Revolution. Write a short essay describing the impact of the Industrial Revolution on society.

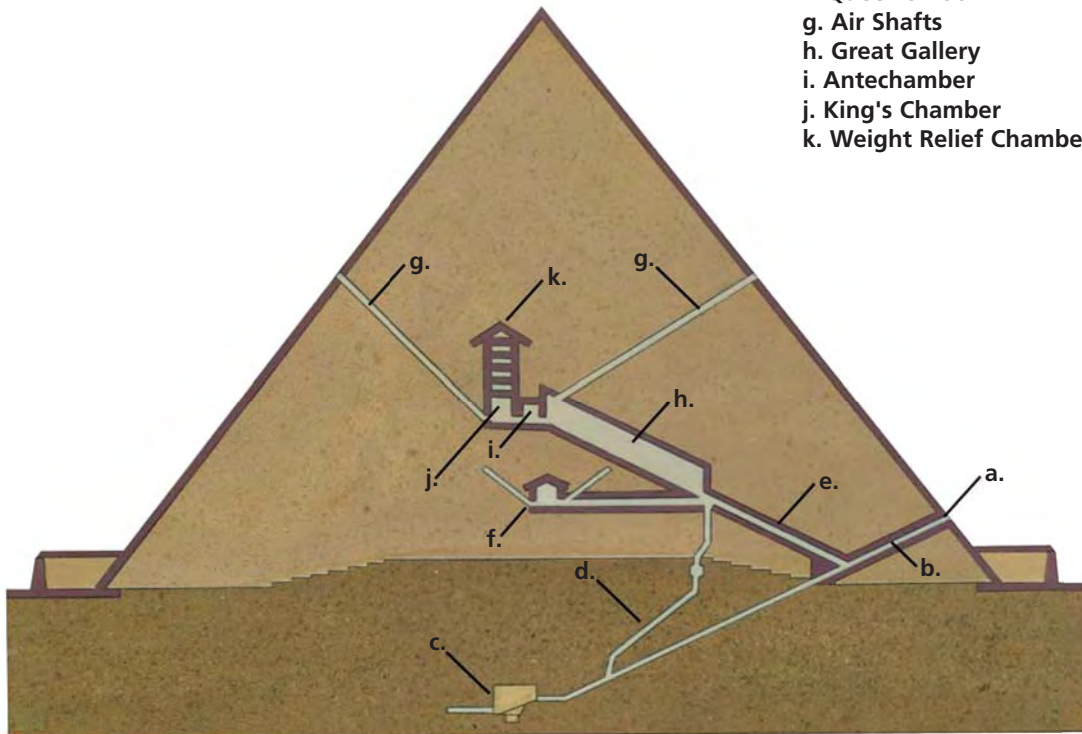
- 5 **Sample Response** The best essays will point out that developments in agriculture reduced the need for labor on the land. Many farm workers left the country seeking work in factories in the cities. As a result, cities grew much larger. However, lack of sanitation and poor quality buildings made cities unhealthy, and sometimes dangerous, places to live. Life for factory workers was made worse because they worked long hours under dreadful conditions. Society split into clear social classes, with an upper class of landowners and aristocrats, a growing middle class of merchants and factory owners, and a large, generally poor lower class. Over the long term, though, working and living conditions improved for the working class, in part because factory-produced goods were cheaper.



Directions: Use the diagram and your knowledge of world history to answer question 1.

Cutaway of the Great Pyramid at Giza

- a. Entrance
- b. Descending Corridor
- c. Underground Chamber
- d. Service Corridor
- e. Ascending Corridor
- f. Queen's Room
- g. Air Shafts
- h. Great Gallery
- i. Antechamber
- j. King's Chamber
- k. Weight Relief Chamber



1. How and for what purpose were the pyramids of ancient Egypt built?

Document-Based Questions

A document-based question (DBQ) requires you to analyze and interpret a variety of documents. These documents often are accompanied by short-answer questions. You use these answers and information from the documents to write an essay on a specified subject.

- 1 Read the “Historical Context” section to get a sense of the issue addressed in the question.
- 2 Read the “Task” section and note the action words. This will help you understand exactly what the essay question requires.
- 3 Study and analyze each document. Consider what connection the documents have to the essay question. Take notes on your ideas.
- 4 Read and answer the document-specific questions. Think about how these questions connect to the essay topic.

Introduction

- 1 **Historical Context:** For hundreds of years, Mongol nomads lived in separate tribes, sometimes fighting among themselves. In the early 1200s, a new leader—Genghis Khan—united these tribes and turned the Mongols into a powerful fighting force.
- 2 **Task:** Discuss how the Mongols achieved their conquest of Central and East Asia and what impact their rule had on Europeans.

Part 1: Short Answer

Study each document carefully and answer the questions that follow.

3 Document 1: Mongol Warrior



4 What were the characteristics of Mongol warriors?

The Mongol soldiers were excellent horsemen who could travel great distances without rest. They attacked swiftly and without mercy, they used clever psychological warfare to strike fear into their enemies, and they adopted new weapons and technology.



Document 2: The Mongol Empire



- 5 Carefully read the essay question. Then write an outline for your essay.
- 6 Write your essay. Be sure that it has an introductory paragraph that introduces your argument, main body paragraphs that explain it, and a concluding paragraph that restates your position. In your essay, include quotations or details from specific documents to support your ideas. Add other supporting facts or details that you know from your study of world history.

**What route connected the Mongol Empire to Europe?
What was the major purpose of this route?**

The Silk Road; it was the major trade route between Asia and Europe.

Document 3: The Great Khan's Wealth

Let me tell you further that several times a year a [command] goes forth through the towns that all those who have gems and pearls and gold and silver must bring them to the Great Khan's mint. This they do, and in such abundance that it is past all reckoning; and they are all paid in paper money. By this means the Great Khan acquires all the gold and silver and pearls and precious stones of all his territories.

—Marco Polo, *The Travels of Marco Polo* (c. 1300)

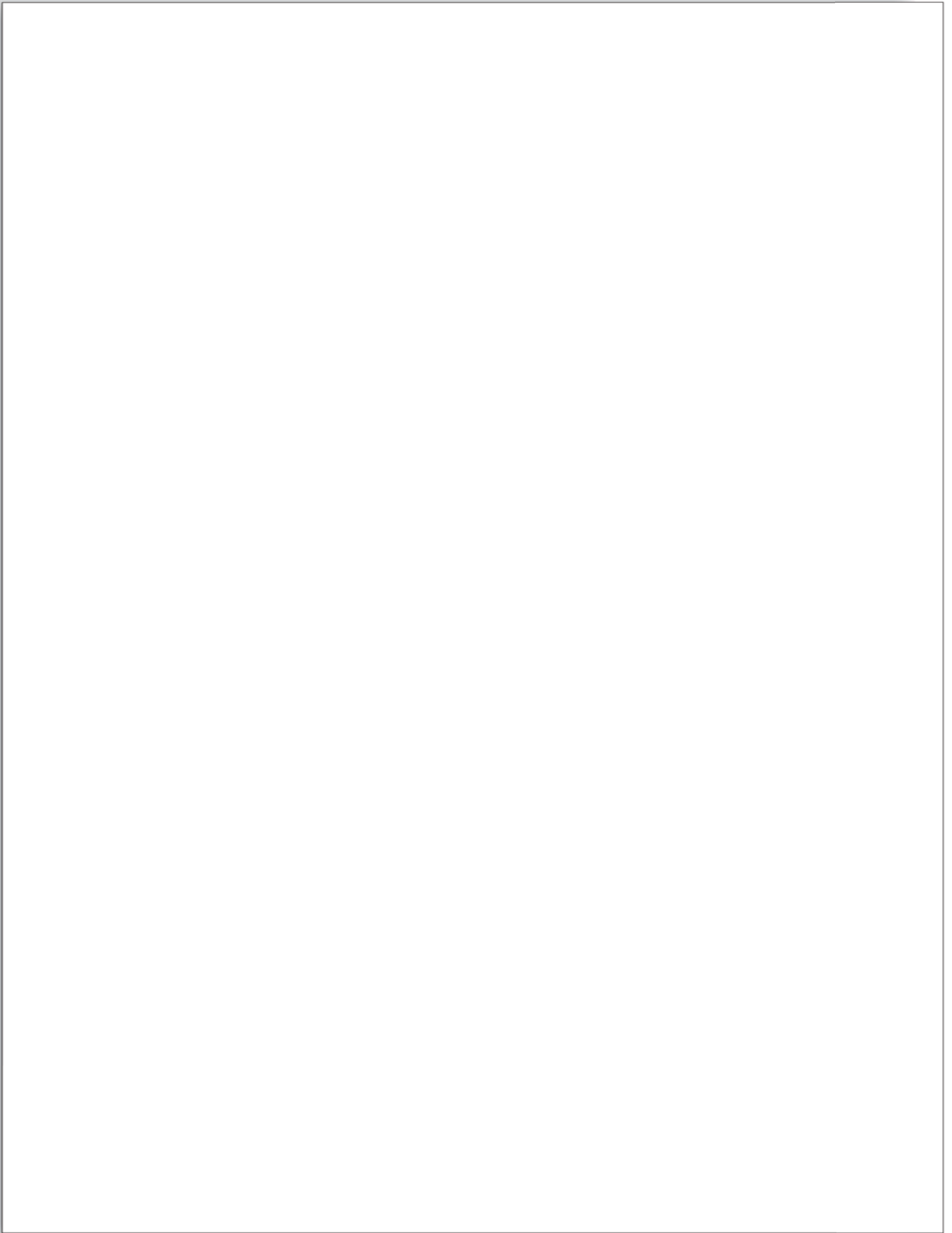
**How did Marco Polo's descriptions of his travels
encourage European interest in East Asia?**

Europeans were attracted by his descriptions of the great wealth.

5 Part 2: Essay

Using information from the documents, your answers to the questions in Part 1, and your knowledge of world history, write an essay discussing how the Mongols conquered Central and East Asia and what effects their rule had on Europeans. 6

Sample Response The best essays will link the Mongols' tactics, fierce will, and strong military organization to their successful conquest of vast areas in Central and East Asia (Documents 1 and 2). They will also note that rule over these vast lands brought a period of peace and united regions that had before then been separate. Essays should point out that this peace revived trade along the Silk Road (Document 2) and brought new inventions and ideas to Europe. Further, accounts of the immense wealth in Mongol lands (Document 3) spurred Europeans' interest in tapping into that wealth.

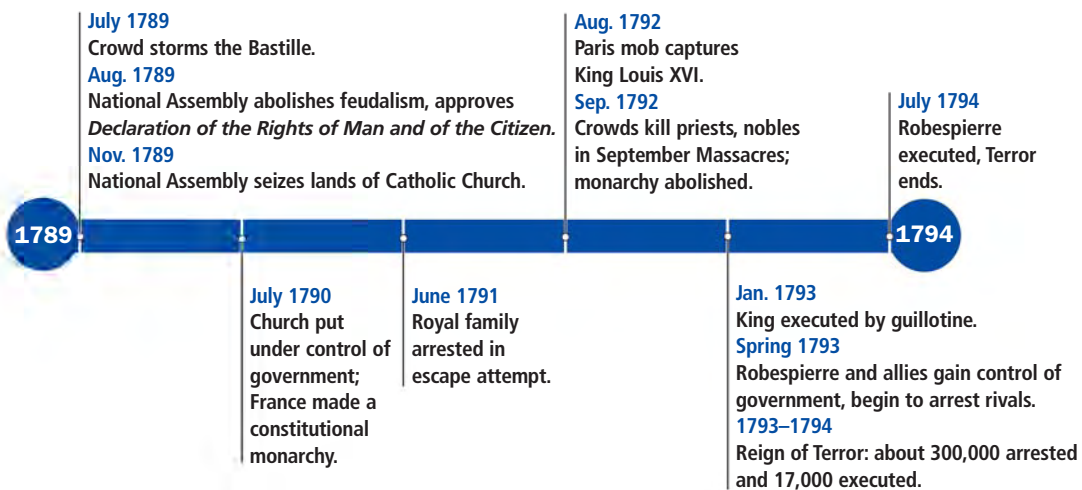



Document 2: A Declaration of Rights

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political association is the preservation of the natural . . . rights of man. These rights are liberty, property, security, and resistance to oppression. . . .
6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation. It must be the same for all, whether it protects or punishes. All citizens, being equal in the eyes of the law, are equally eligible to all dignities and to all public positions and occupations, according to their abilities, and without distinction except that of their virtues and talents.

—Declaration of the Rights of Man and of the Citizen (1789)

How do these statements reflect the ideals of the Enlightenment?

Document 3: The French Revolution—Major Events


The French Revolution was moderate at first but quickly became radical. How does the information in the time line illustrate this?

Part 2: Essay

Using information from the documents, your answers to the questions in Part 1, and your knowledge of world history, write an essay discussing how social conflict and intellectual movements contributed to the French Revolution and why the Revolution turned radical.