NTI

Non-Traditional Instruction

Social Studies

Days 11-20

**Work will be modified according to each student's IEP or 504 plan

Mayes H.D.

Day 10

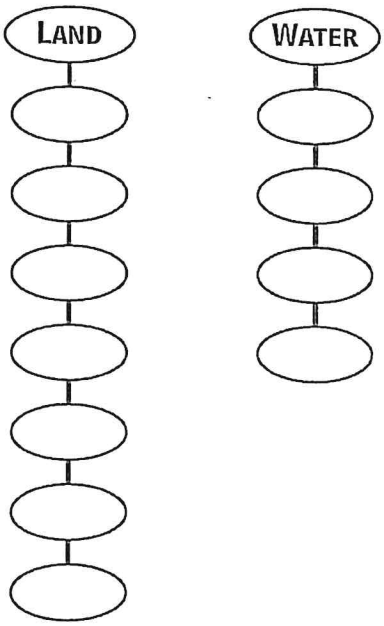
Lesson 6 Locating Continents and Oceans

What You Will Learn

To locate major landmasses and bodies of water in many parts of the world

Reading Strategy

Create a diagram like the one below to list the world's continents and oceans.



The surface of the earth is covered with land and water. The land is divided into seven continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica. The continents are divided into more than 190 countries. The water is divided into four oceans and a number of seas. The four oceans are the Atlantic, Pacific, Indian, and Arctic.

Before you proceed with this lesson, you should study the locations of the seven continents, major countries, and four oceans on a world map.

Using Your Skills

A Practicing Map Skills

The continents and oceans are labeled with letters on Map 1-9: The World: Physical. Write the name of each continent or ocean beside the correct letter below.

1. A _____
2. B _____
3. C _____
4. D _____
5. E _____
6. F _____
7. G _____
8. H _____
9. I _____
10. J _____
11. K _____
12. L _____
13. M _____

MAP 1-9
The World: Physical
A
B
C
D
E
F
G
H
I
J
K
L
M
N
S
E
W

Ⓑ Recalling Facts

Fill in the blanks to complete the following sentences correctly.

1. South America is bordered by the _____ Ocean on the west and the _____ Ocean on the east.
2. Africa is _____ of Europe.
3. The most direct route from Australia to Africa is across the _____ Ocean.
4. North America is _____ of Europe.
5. Asia is bordered by the _____ Ocean on the east and the _____ Ocean on the south.
6. Africa is bordered by the _____ Ocean on the east and the _____ Ocean on the west.
7. Europe is _____ of the Arctic Ocean.
8. The most direct route from South America to Asia is across the _____ Ocean.
9. Asia is _____ of Europe.
10. Europe is _____ of South America.

Mayes H.S.

Day 11

Lesson 7 Understanding Map Symbols and Legends

What You Will Learn

To use map legends to interpret symbols commonly used on maps

Reading Strategy

Create a chart like the one below. Fill in examples of the kinds of information each type of map symbol is used to represent.

PICTURE SYMBOL	• • •
COLORS OR SHADING	• • •

Terms to Know

symbol, legend, key

Maps can be used to show many different kinds of information. One of the main uses of maps is to show the locations of towns and cities. However, maps can also show where cotton is grown, cattle are raised, and where different species of wild animals are found. The possibilities are almost endless.

Often one map shows more than one kind of information. This means that some way must be used to help the person reading the map understand several kinds of information shown on the map. For example, if a map shows the locations of towns, roads, and parks, there must be some way to know which is which.

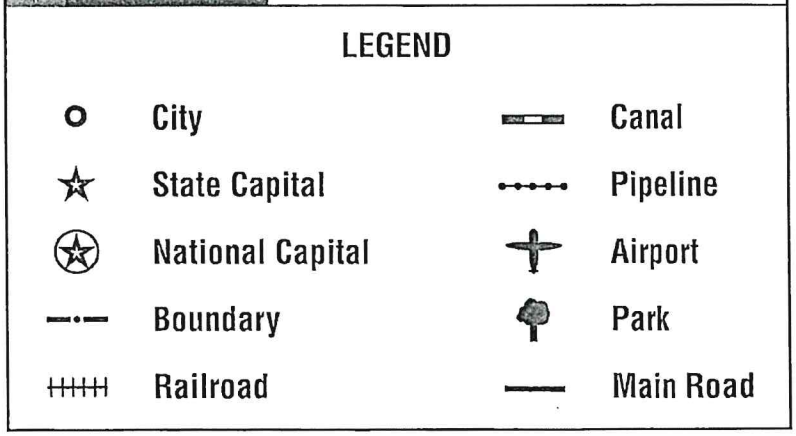
Using Map Legends

Maps use **symbols** to help the reader distinguish different kinds of information. The meaning of each symbol is explained in the map's **legend,** or **key.** Each symbol used on the map is shown, along with an explanation of what the symbol means.

Look at Figure 1-8. What symbol is used to show the location of a city? What symbol is used to show the location of a city that is a state capital? What symbol is used to show the location of a park?

There can be many different symbols. Some maps show the kinds of products a state or country produces. Often these maps use picture symbols to show where goods are produced. For example, a small picture of an oil derrick ( ) may be used to show where oil is found. A picture of a sheep may be used to show where sheep are raised.

Figure 1-8 Map Legend 1



Look at Figure 1-9. What symbol shows where wheat is grown? What is grown where you see the symbol ( )?

Sometimes maps use colors or areas of shading as symbols. This is often used when the feature being shown covers a wide area. For example, Map 1-10 uses one color to show the area covered by the Amazon River basin. Population density maps use several colors to indicate different levels of population per square mile or kilometer. Here are some examples of shading: When you are reading a map that uses shading, you must be very careful to read the map correctly. It is easy to get shading like the following mixed up.

If you have trouble telling such patterns apart, try this. Look at part of the map you wish to read. Then look at the legend and pick the pattern you think is correct. Cover the others with your fingers or a piece of paper. Look at the legend and then at the map. This should help you decide if you have picked the correct pattern.

FIGURE 1-9 Map Legend 2

Using Your Skills

A PRACTICING MAP SKILLS

Use the map legends in Figures 1-8 and 1-9 to match each symbol below with its meaning.

_____	1.		a. wheat
_____	2.		b. airport
_____	3.		c. corn
_____	4.		d. oil
_____	5.		e. railroad
_____	6.		f. state capital

B Practicing Map Skills

Use Map 1-10: The Amazon Basin and its legend to answer the questions that follow.

1. What covers most of the Amazon River basin?

   _____

2. In how many places in the Amazon River basin is gold found?

   _____

3. In what part of the Amazon River basin is coal found?

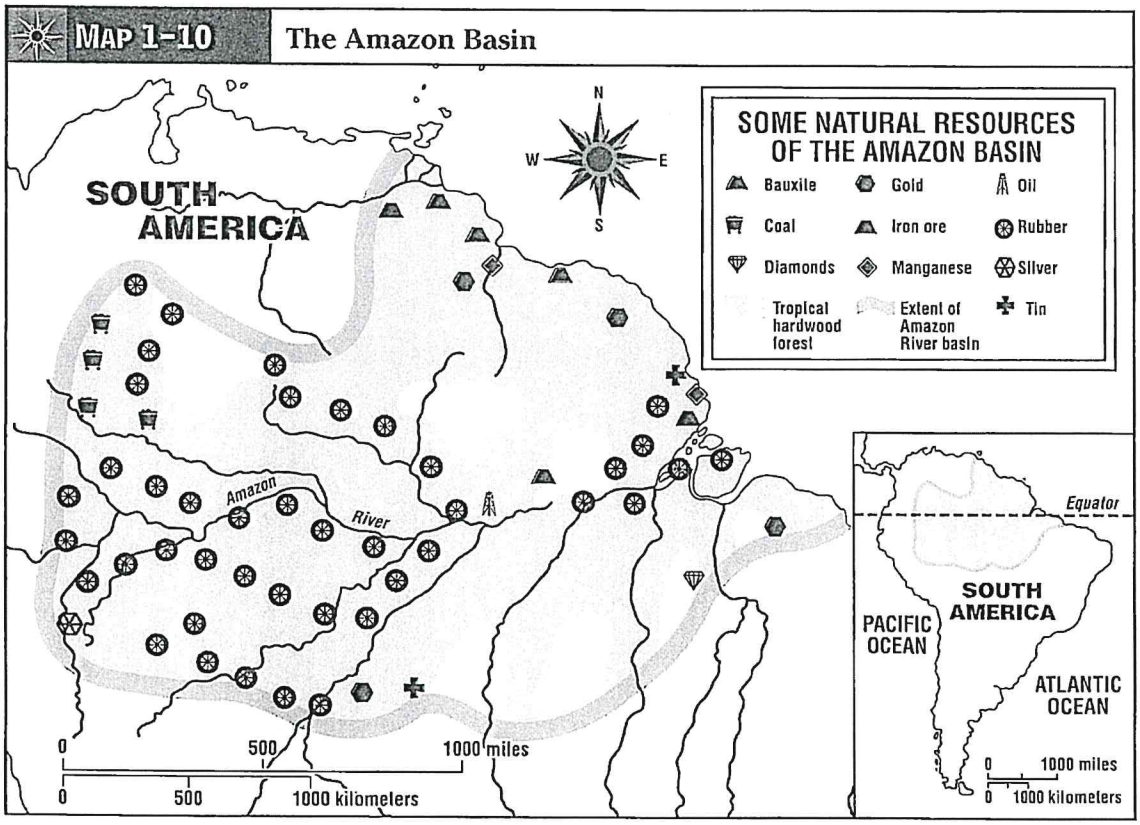
   _____

4. About how many miles apart are the deposits of tin in the Amazon River basin?

   _____

5. In what part of the Amazon River basin is oil found? Diamonds?

   _____



Pages H.S.

Day 12

Lesson 8 Reading a Road Map

What You Will Learn

To use a road map to select routes and estimate distance and travel time, and plan a family trip

Reading Strategy

Create a table like the one below listing four important uses for road maps.

How Road Maps are Useful
1.
2.
3.
4.

A new thing from American carmakers is a car that doesn't need road maps. A special computer in the car "talks" to a satellite orbiting the earth. The computer and the satellite keep track of where the car is every minute. This information is displayed on a screen in the car. As you drive the car, its location is shown on a map on the screen. The new technology is called a Global Positioning System (GPS).

Using Road Maps

Even with this new technology, however, we will still need road maps. Road maps are useful for planning what route to take on a trip, finding the location of places that are new to us, and estimating how long it will take to drive to a particular place. Road maps can also give information about things to see and do.

Reading a road map requires many of the skills you have practiced in earlier lessons in this book. You need to know how to find direction and distance. Road maps have an index that uses a grid. Symbols are used on road maps to tell you such things as how large towns are, where you can stop to rest, and even points of interest along the way.

You will often use the index first when you read a road map. Find the name of the place you want to visit. The index will tell you the cell in the grid where the place is located.

Using Your Skills

A Practicing Map Skills

Use the legend of Map 1-11: Road Map of Part of New York State to answer these questions.

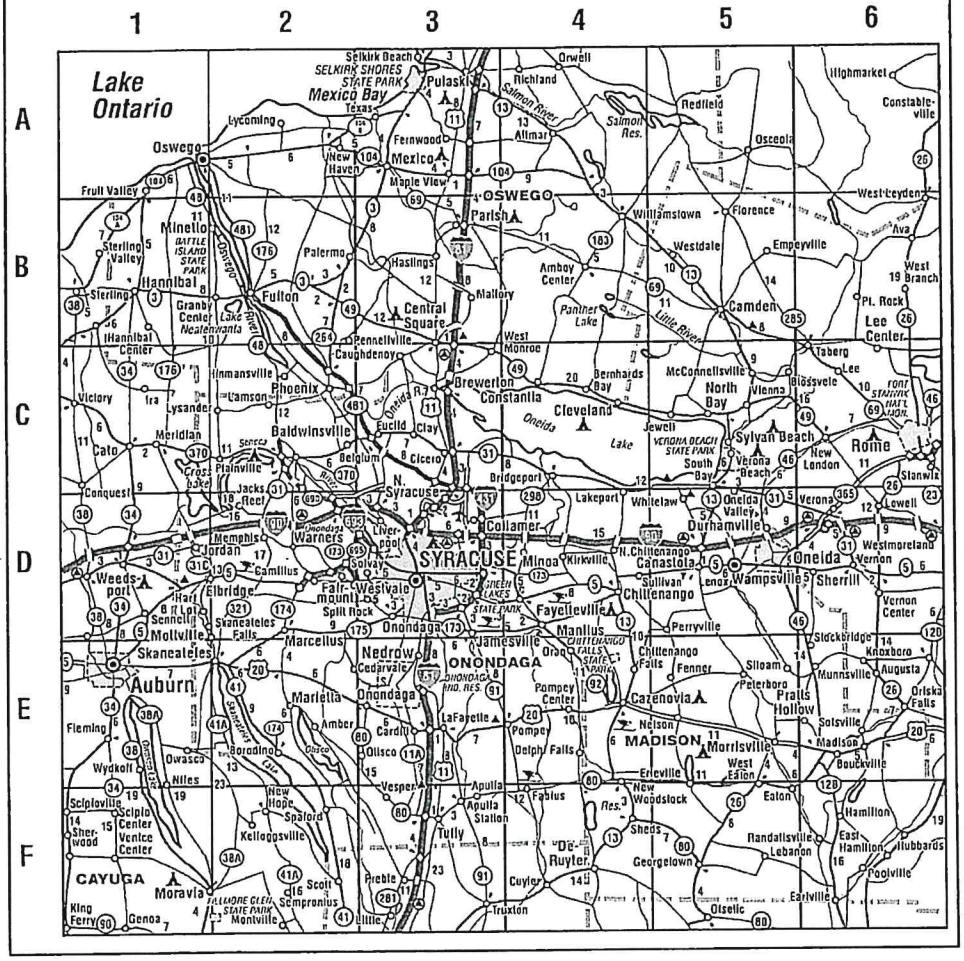
1. What kind of highways are the ones numbered 81 and 90 which cross near the center of the map?

_____

2. What can you expect to find at a place marked with this symbol? ⛺

_____

MAP 1-11 Road Map of Part of New York State



LEGEND

- Ski Area
- Rest Area Without Rest Rooms
- Rest Area With Rest Rooms
- Campground
- Airport
- Interstate Highway
- U.S. Highway
- State Highway
- Distance Between Mileage Markers (16)

INDEX

3. What do the numbers between two marks like these  tell you?

4. What is the difference in meaning between these two symbols? 

5. What could you expect to do at a place marked with this symbol?

6. How many different kinds of highways are shown on the map?

B Practicing Map Skills

Use Map 1-11, its legend, and the map index to answer these questions.

1. In which cell in the grid is each of the following located?

   a. Parish _____ b. Cleveland _____

   c. Texas _____ d. Chittenango Falls State Park _____

2. What could you expect to do near Fabius (F-4) in January? _____

3. Plan a trip from Mexico to Weedsport using interstate highway as much as possible. About how far will you travel? _____

4. Suppose that you average about 50 miles per hour on interstate highways. About how long will it take you to travel from the farthest point north shown on the map to the farthest point south?

   _____

C Practicing Map Skills

Use a highway map of your own state to plan a vacation trip. Start at your hometown and plot out a three-day trip of places you would like to visit. What points of interest would you see? What towns would you go through? How many miles would you travel over which highways? Think about where you might stay overnight, stop for gasoline, and good places to stop for food, too.

Mayes H.S.

Day 13

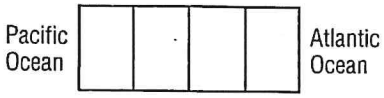
Lesson 10 Understanding Time Zones

What You Will Learn

To understand the relationship between time, the rotation of the earth, and time zones

Reading Strategy

Draw a diagram like the one below. Label the four time zones of the continental United States in order from east to west.



Terms to Know

time zone

Would you like to be able to fly through space at over 1,000 miles per hour? Well, you are—right this minute. The earth rotates on its axis at about 1,000 miles per hour at the Equator, carrying you with it. Each hour your spot on the earth travels 15 degrees of longitude toward the east.

You may think you do not notice any sign of your speedy trip, but you do. Every day you see the sun march across the sky. The sun is not actually moving, of course. The earth is turning from west to east. That is why the sun comes up in the east and sets in the west.

It takes the earth 24 hours to rotate on its axis once. Imagine that the sun has just come up. In one hour the sun will be higher in the sky. With each hour that passes, the sun will rise higher, until noon. Then it will become lower, until finally it sinks out of sight.

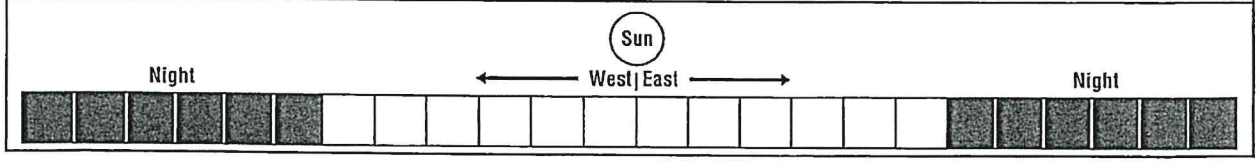
Imagine that you have a friend who lives 1,000 miles west of you. When the sun has been up for one hour where you live, it will just be coming up where your friend lives. You have another friend who lives 1,000 miles east of you. When the sun has been up for one hour where you live, it will have been up for two hours at your friend's house to the east.

Using the Sun to Tell Time

People have used the sun to tell time for many years. How high the sun is in the sky can tell us how long it has been since sunrise, and how long it is until sunset. When the sun is at its highest point in the sky, it is noon. Remember your two friends to the east and the west of you? When it is noon where you are, it is an hour past noon where your friend to the east lives. It is an hour before noon at your friend's house to the west.

Look at Figure 1-13. It shows the 24 hours in a day. The sun is at 12 noon. Each division of the bar stands for the distance the earth turns in one hour. As you move east on the bar, times become later in the day. As you move west, times become earlier. For example, one division east of 12 noon, the time is 1:00 P.M. while

Figure 1-13 Telling Time



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one division west of 12 noon, the time is 11:00 A.M. Fill in the blanks on the bar to show the correct times. Cut the bar out and tape it around a tennis ball. This shows you how time changes as you travel around the world. Notice that when it is 12 noon on one side of the world, it is 12 midnight on the other.

Time Zones

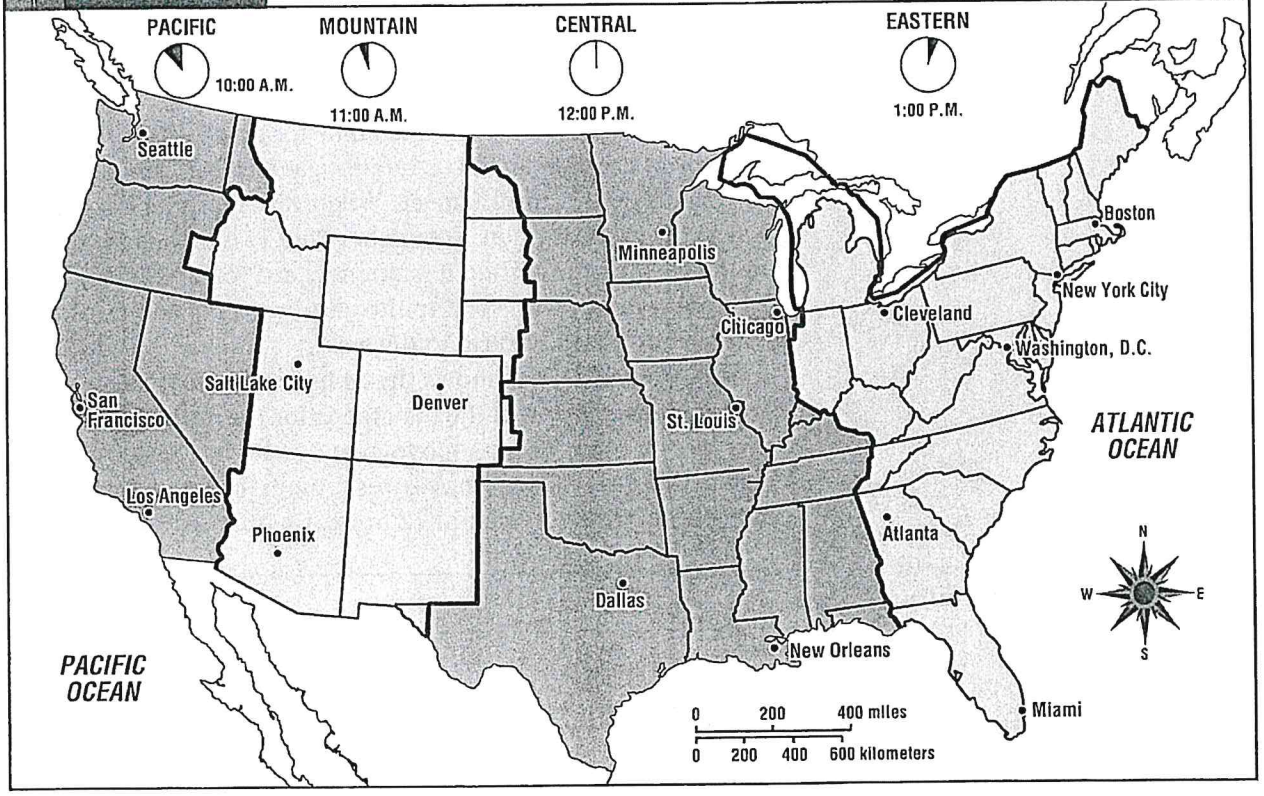
The earth is divided into 24 parts for keeping time, just like the bar in Figure 1-13. We call each division of the earth a **time zone.** Every place on the earth within a time zone has the same time as every other place in that zone.

Before we had time zones, every town kept its own time. Because of the earth's rotation, noon came at different times for towns even 40 or 50 miles east or west of each other. As long as travel was slow, this was not a problem. But with the coming of railroads the differing times became a big problem. Trying to tell people when trains would arrive and leave was almost impossible when the clocks in every town were set at a different local time.

Time zones were set up to solve this problem. Time zones are about 1,000 miles across from east to west at the Equator. Time zones become narrower as you move toward the Poles. Only four time zones are needed to cover the entire continental United States. (Alaska and Hawaii are in other time zones because they are farther west.) These four time zones are called the Eastern Time Zone, the Central Time Zone, the Mountain Time Zone, and the Pacific Time Zone. In some cases the time zones follow the boundaries of states or countries rather than lines of longitude. Find these zones on Map 1-12 below.

People who travel across time zones must keep track of time. Whenever you cross a time zone going east, the time becomes one hour *later.* You must set your watch ahead one hour. Whenever you cross a time zone going west, the time becomes one hour *earlier.* You must set your watch back one hour.

MAP 1-12 Time Zones of the Continental United States



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Using Your Skills

A Practicing Map Skills

Use Map 1-12: Time Zones of the Continental United States to answer the questions.

1. Which time zone is farthest east? _____
2. Which time zone is farthest west? _____
3. When it is 12 noon in Dallas, what time is it in New York City? _____
4. When it is 4:00 P.M. in Denver, what time is it in San Francisco? _____
5. Suppose that you live in Atlanta. Your grandparents in Seattle want to call you on your birthday. They go to sleep at 10:00 P.M. What is the latest Atlanta time you can expect to hear from them?

   _____

6. Suppose you live in St. Louis. You have a computer made by a company near Los Angeles. You want to call people at the company about a problem you are having with your computer. They go to work at 9:00 A.M. What is the earliest St. Louis time you can call them?

   _____

7. Imagine that you are flying from Boston to San Francisco. You leave Boston at 8:00 A.M. What time is it in San Francisco?

   _____

8. The plane trip from Boston to San Francisco takes six hours. You leave Boston at 8:00 A.M. What time will it be in Boston when you land?

   _____

   What time will it be in San Francisco when you land? Why?

   _____

   _____

9. You have to fly from San Francisco to Chicago. You leave San Francisco at 5:30 P.M. What time is it in Chicago?

   _____

10. The plane trip from San Francisco to Chicago lasts four hours. You leave San Francisco at 5:30 P.M. What time will it be in Chicago when you land? Why?

    _____

    _____

Day 14

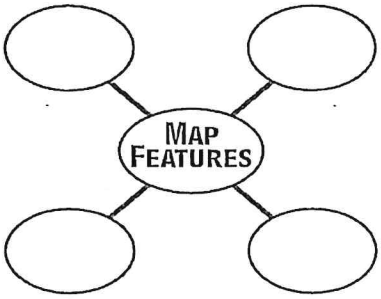
Lesson 11 Comparing Types of Maps

What You Will Learn

To use maps with different themes

Reading Strategy

Create a diagram like the one below. In each of the outer circles, write an example of a feature you would find on a typical physical map.



Terms to Know

physical map, relief map, political map, special-purpose map

Suppose you are planning a trip to another country. What would you like to know about that country before you leave home? What language is spoken there? Where are the country's interesting places to visit located? Should you take clothes for warm weather, or cold?

These are just a few of the things you can learn from maps. In fact, there are almost as many kinds of maps as there are kinds of information to show on them. Let's look at some of the different kinds of maps and what they can tell us about our world.

Using Physical Maps

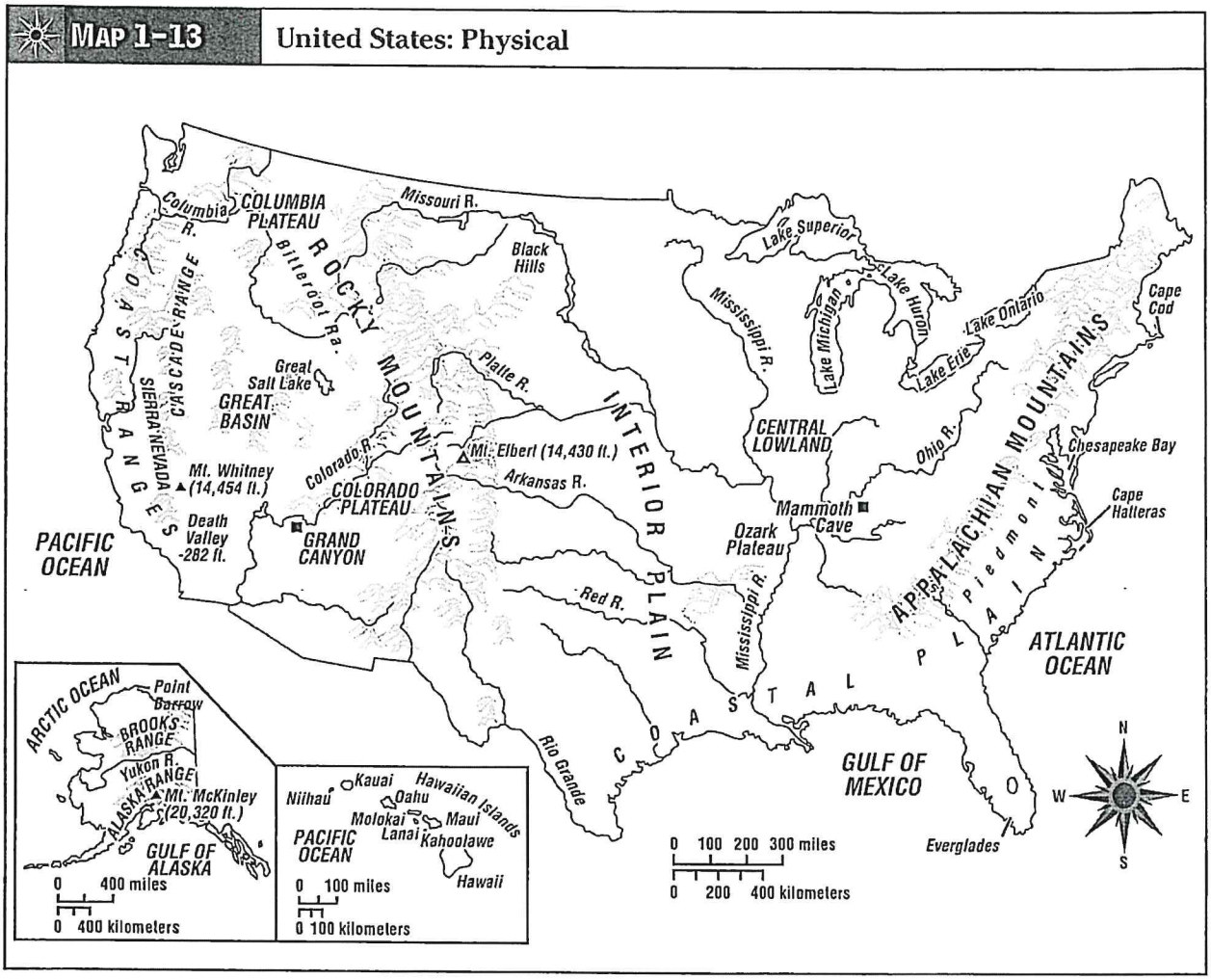
A **physical map** shows how the land looks. Mountains, rivers, plains, and lakes—the physical features of the land—are shown on a physical map. Sometimes a physical map shows the height of the land above sea level. It may use colors and shading to show *relief*—or how flat or rugged the land surface is. This kind of physical map is called a **relief map.**

Look at Map 1-13: United States: Physical on page 44. Find the Rocky Mountains. What physical feature lies just east of the Rocky Mountains? Into what river do the Ohio and Missouri rivers flow? Into what body of water does the Mississippi River flow? What ocean lies east of the United States? These are all kinds of information you can find on physical maps.

Using Political Maps

A **political map** shows how humans have divided the surface of the earth into countries, states, and other political divisions. Often, a political map will show some physical features, such as lakes and rivers, because these are sometimes used as political boundaries. A political map will show where the boundaries between countries, states, or counties are located. It may also show the locations of cities. Unlike physical maps, which remain fairly constant over time, political maps change as political relationships shift.

Look at Map 1-14: Australia and New Zealand: Political on page 45. Notice the dashed lines on the map. These show the boundaries between states. The letters in SMALL CAPITALS are the names of the states. Queensland is the name of one state. Can you name



the others? What is the capital of Australia? What tells you it is the capital? What are some other cities shown on the map?

Using Special-Purpose Maps

Maps that emphasize a single idea or a particular kind of information about an area are called **special-purpose maps.** There are many kinds of special-purpose maps, each designed to serve a different need. Population density maps, time zone maps, and climate maps are among the different kinds of special-purpose maps. You will learn to read these and other kinds of special-purpose maps later in this book.

Some special-purpose maps—such as economic activity maps and natural resource maps—show the distribution of particular activities, resources, or products in a given area. Colors and symbols represent the location or distribution of activities and resources.

Many times maps will be a combination of physical, political, and special-purpose. For example, a special-purpose map that shows what products are produced in the United States will usually have state boundaries shown. What kind of map shows boundaries? A land-use map may also show major rivers. What kind of map shows rivers?

When you read a map, what should you look at first? In order to know what the map is about, you must first look at the map's title. The title may be at the top or bottom of the map, or it may be in a box with the legend.

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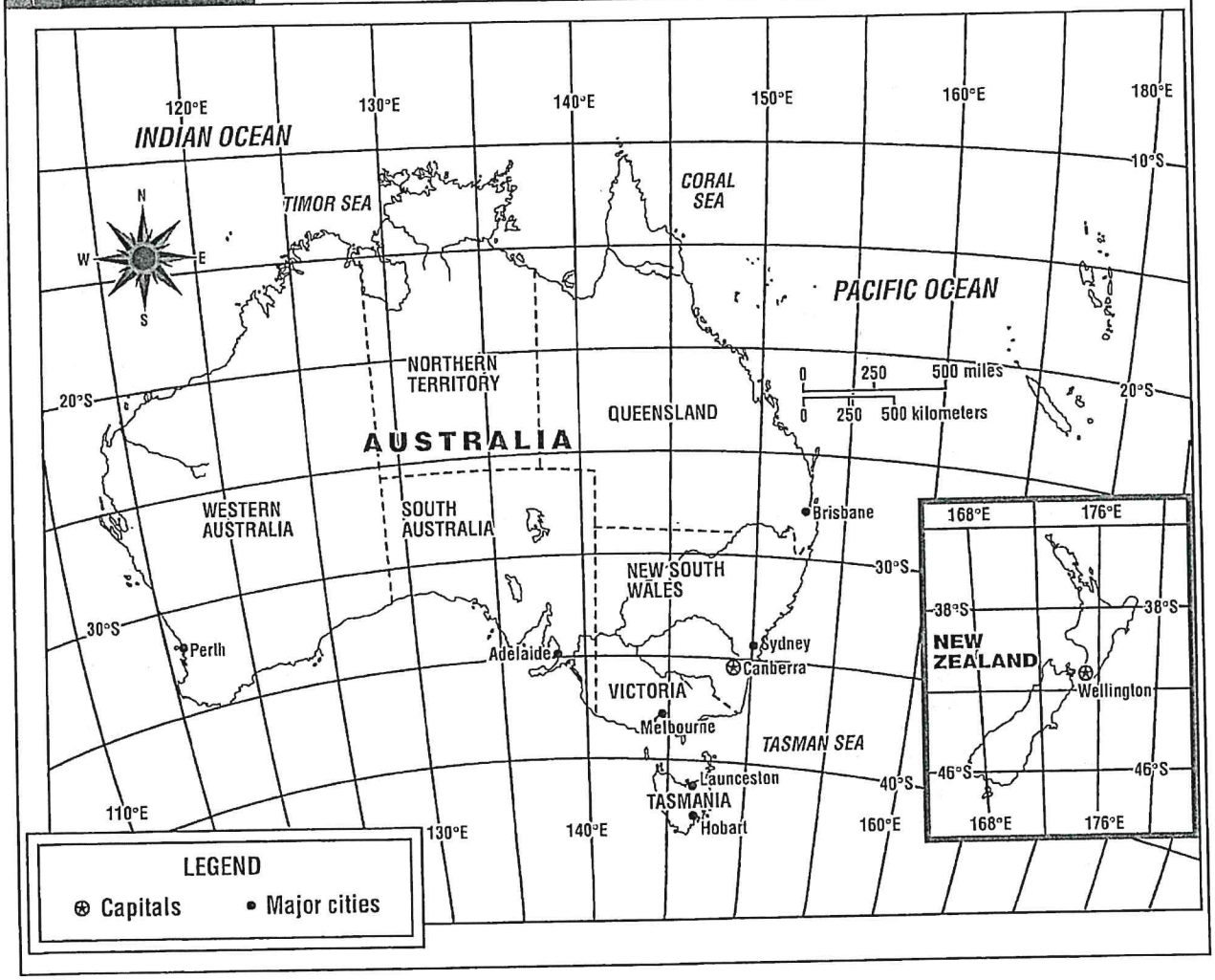
MAP 1-14 Australia and New Zealand: Political



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Using Your Skills

Ⓐ Reviewing Key Terms

Match each term with its meaning. Draw a line from each term to its definition.

1. political map	a. a kind of map that shows features of the land
2. physical map	b. a kind of map that gives one particular kind of information
3. special-purpose map	c. a kind of map that shows how humans have divided the earth into countries and states

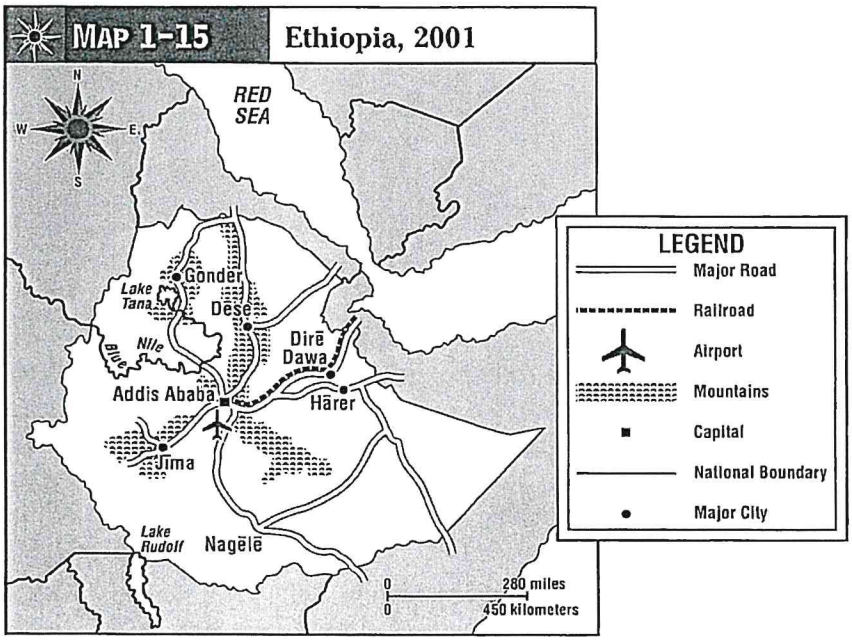
Ⓑ Practicing Map Skills

Use Map 1-15: Ethiopia, 2001 below to answer the questions.

1. What is the title of this map? _____
2. What part of the map tells you what the symbols on the map mean? _____
3. What do the solid black lines on the map stand for? _____
4. What does ▒▒▒▒ on the map stand for? _____
5. What does ---------- on the map stand for? _____
6. Would you call this a physical map, a political map, a special-purpose map, or a combination of all three? Why?

_____

_____



Mayes S.S.

Day 15

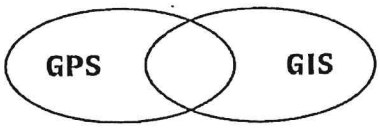
Lesson 14 Understanding GPS and GIS

What You Will Learn

To understand how a Global Positioning System and geographic information systems work

Reading Strategy

Draw a diagram like the one below. In the left circle list facts about a GPS. In the right circle list facts about GIS. In the overlapping area write facts that are true about both.

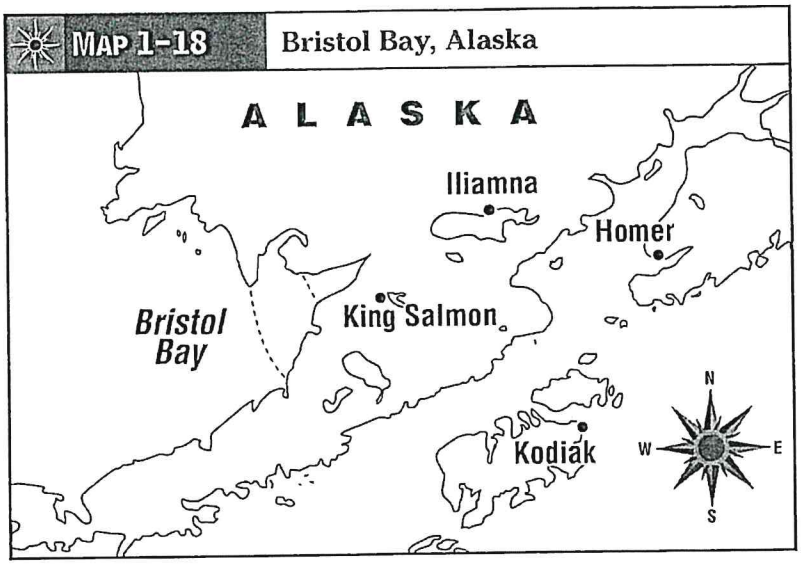


Terms to Know

Global Positioning System (GPS), geographic information system (GIS)

Millions of salmon return to Bristol Bay in Alaska to spawn each July. Hundreds of fishermen with boats and long nets wait for them. To ensure that there will be future generations of salmon, the Alaska Department of Fish and Game (ADFG) monitors the fishing grounds and sets limits on when and where the fishermen can fish. As Map 1-18 shows, ADFG has drawn two boundary lines in the water, one at each end of the bay. The Alaska Department of Fish and Game imposes heavy fines on fishermen who fish outside those boundary lines.

Fishermen cannot see the lines with their eyes. They know, however, where the lines are. They use Global Positioning System (GPS) receivers to monitor their positions, allowing them to stay within the limits set by the Alaska Department of Fish and Game.



How GPS Works

The **Global Positioning System (GPS)** consists of three elements: the *satellites, receivers,* and *ground stations.* There are 24 satellites in fixed orbit around the earth. Over 11 nautical miles out in space, these giant "eyes in the sky" complete an orbit of the earth every 12 hours. The satellites transmit data at the speed of light continually, regardless of weather conditions, to the receivers.

Receivers, located anywhere on Earth, receive signals from at least six satellites at any one time. Even though the satellites send

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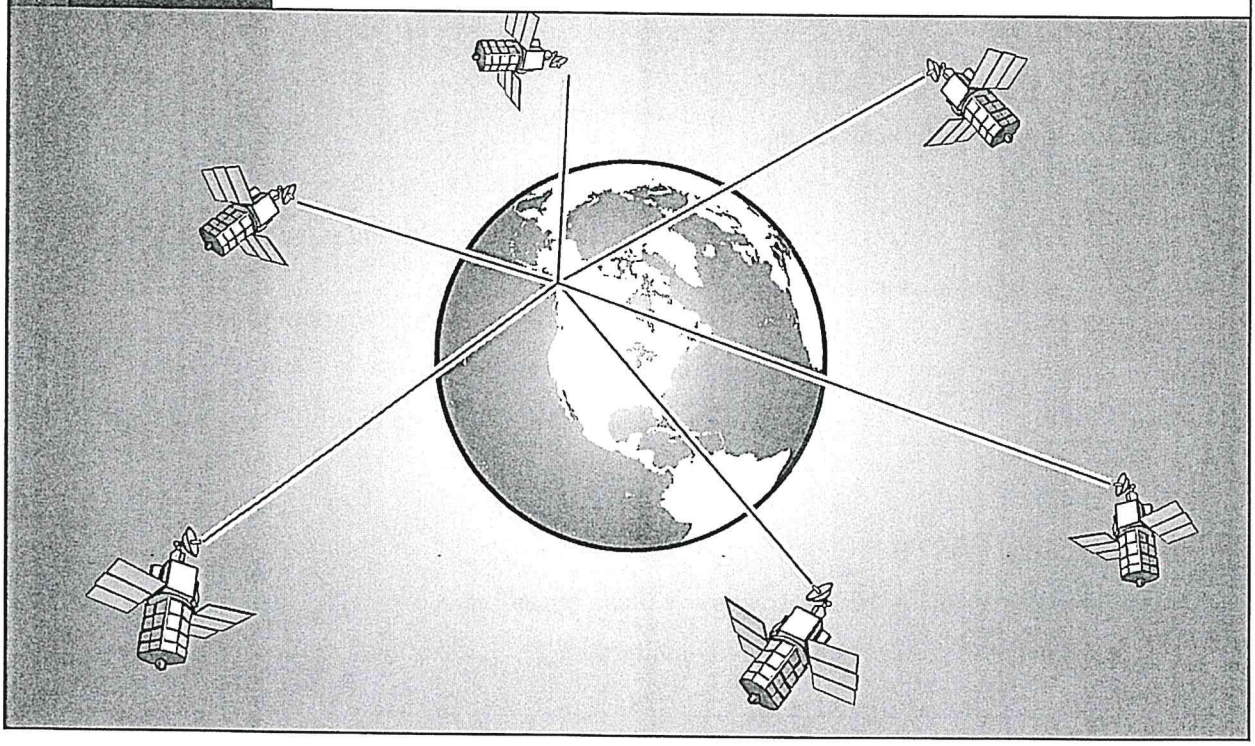
FIGURE 1-20 GPS Satellites



the signals at the speed of light, it still takes a measurable amount of time for the signals to reach the receivers. To give an accurate reading of a location, the receivers first calculate the distance to the satellites by measuring the difference between the time the signal was sent from the satellite and the time it was received, multiplied by the speed of light. Using data received from the satellites, the receiver can determine its exact location on the earth.

Originally developed by the U.S. military, GPS receivers now come in all shapes and sizes; most are the size of a cellular phone. Some are handheld; others are installed in cars, trucks, ships, and planes. Their job is to receive and decode signals from the satellites and present the results on a screen.

The third element of the GPS is the five large control stations and many unmanned ground stations located around the world. Their job is to stay in constant contact with the satellites. They track their courses and monitor their output.

Uses of Geographic Information Systems (GIS)

A **geographic information system (GIS)** is sophisticated software that combines and analyzes different types of information relevant to a specific geographic location. After information about an area is entered into the GIS database, the computer can create maps showing any combination of the data. Each type of data is stored as a separate "layer" of the map. So numerous combinations of data can be combined to build a very specialized map.

Farmers use GIS when they combine various types of data about their fields. Traditionally, farmers find out too late when pests damage their crops. Since they do not know how deep the pests have penetrated their fields, they often over-spray with expensive pesticides. Maps produced by GIS analysis can be used to pinpoint problem areas in the farmers' fields. Instead of treating the whole field, farmers are able to spot treat the problem.

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Using Your Skills

Ⓐ Reviewing Key Terms

Match each term with its meaning.

_____	1. receiver	a.	geographic information system
_____	2. GPS	b.	place that tracks the orbits and monitors the output of satellites
_____	3. ground station	c.	machines in space that transmit data to Earth
_____	4. GIS	d.	Global Positioning System
_____	5. satellites	e.	small device that decodes and processes data from satellites

Ⓑ Recalling Facts

Use the reading and Figure 1-20 to answer these questions.

1. At what speed does the satellite transmit data?

_____

_____

2. How many times does a GPS satellite orbit the earth in a week?

_____

_____

3. How many satellites broadcast to receivers at any one time?

_____

_____

4. How many satellites make up the GPS?

_____

_____

5. How many nautical miles are the GPS satellites out in space?

_____

_____

6. Describe one use of data from a geographic information system.

_____

_____

_____

Day 16

Mayes S.S.

Unit 1 Review

The World In Spatial Terms

A Reviewing Key Terms

Underline the term in parentheses in each sentence which will complete the statement correctly.

1. Map makers use a (compass rose, legend) to show direction on a map.
2. Maps usually have a (grid, scale) to show what distance on the earth is represented by a certain distance on the map.
3. The location of a place on the earth as compared to some other place is called (absolute location, relative location).
4. Depending on other people is called (interdependence, socialism).
5. Distance north and south of the Equator is measured in degrees of (latitude, longitude).
6. Distance east or west of the Prime Meridian is measured in degrees of (latitude, longitude).
7. Another name for the Prime Meridian is (0° latitude, 0° longitude).
8. The legend of a map tells what the (symbols, cells) on the map mean.
9. When it is winter in the Northern Hemisphere, it is (spring, summer) in the Southern Hemisphere.
10. When it is 12 noon where you are, it is 2:00 P.M. two time zones to the (east, west).
11. A map that shows how the land looks is called a (physical, political) map.
12. A land-use map is an example of a (relief, special-purpose) map.
13. Direction, distance, shape, and size can all be shown correctly at the same time only on a (globe, map).
14. A person's internal image of a place is called a (physical map, mental map).
15. The tracking system composed of satellites, receivers, and ground stations is called the (Global Positioning System, geographic information system).

NTI Day 17 Mayes S.S.

Unit 2

Lesson 1 Landforms and Bodies of Water

WHAT YOU WILL LEARN

To distinguish between types of landforms and bodies of water

READING STRATEGY

Create a table like the one below. Give three examples of each item listed in the table.

Landforms			
Bodies of Water			

TERMS TO KNOW

landform

The earth is a very interesting place. There are millions of miles of land and thousands of cultures you have never seen before. Humans seem to have a need to explore, to go places they have never been before. In fact, the travel industry is one of the largest in the world.

The earth would not be so interesting if all places on it looked the same. Your family probably would not travel hundreds of miles to visit a place exactly like your hometown. The earth does not look the same everywhere because it has many different landforms. **Landforms** are the physical features of the earth's surface, such as mountains and plains.

Using Your Skills

A REVIEWING KEY TERMS

Read each description of a landform or body of water. Then write the term in the correct place on Map 2-1: Landforms and Bodies of Water.

bay—part of a large body of water that extends into a shoreline

canyon—a deep, narrow valley with steep walls

cape—point of land that extends into a river, lake, or ocean

coast—land along a sea or an ocean

delta—flat, low land built up from soil carried downstream by a river and deposited at its mouth

gulf—part of a body of water that extends into a shoreline; larger and deeper than a bay

island—body of land completely surrounded by water

isthmus—narrow stretch of land connecting two larger land areas

lake—body of water completely surrounded by land; usually freshwater

mountain—land with steep sides that rise sharply from the surrounding land

mouth of a river—place where a river empties into a larger body of water

17

peninsula—body of land jutting into a lake or ocean, surrounded on three sides by water

plain—area of level land, usually at low elevation and often covered with grasses

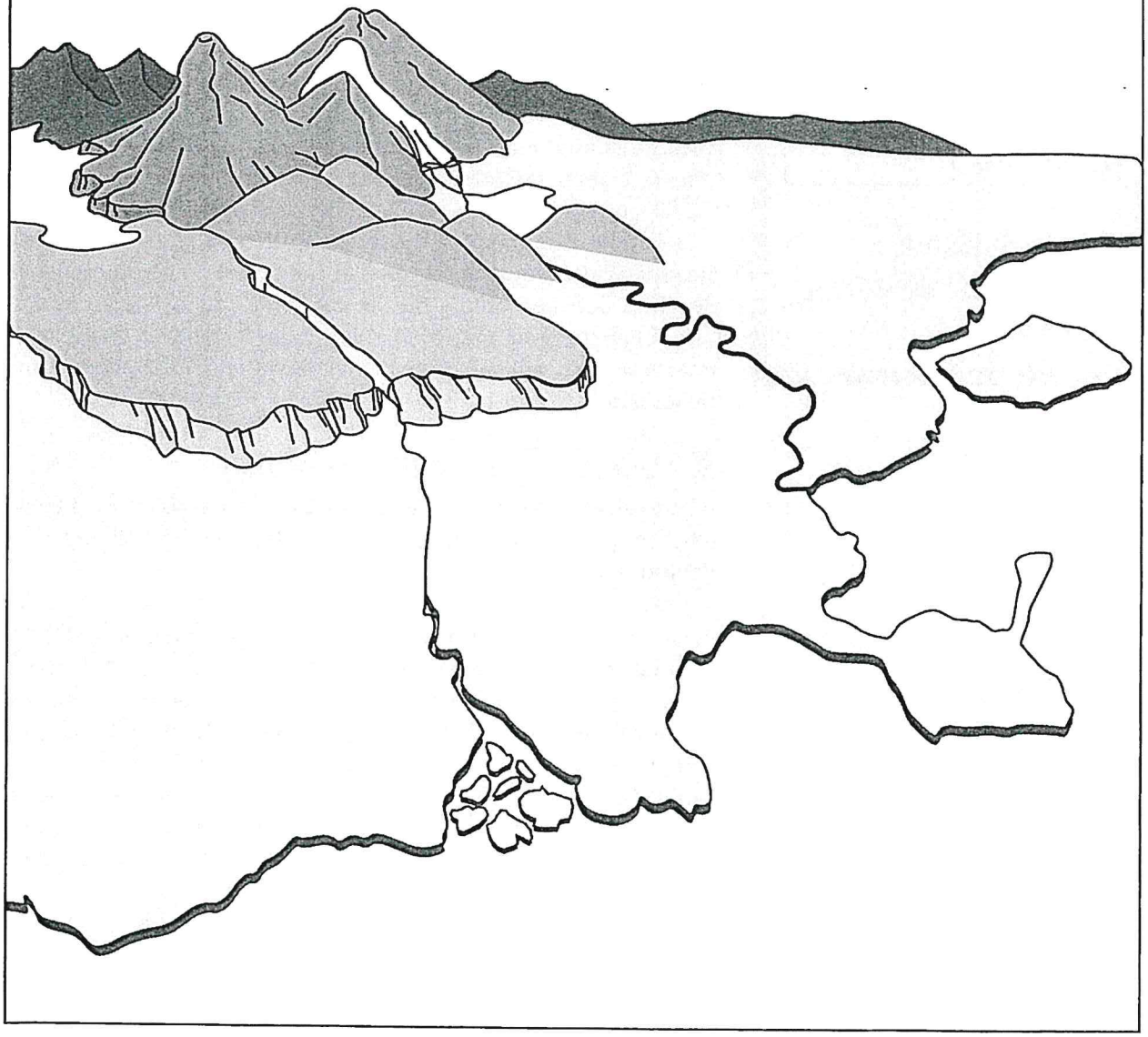
plateau—area of flat or rolling land at high elevation, about 300 to 3,000 feet high

river—large natural stream of water that flows through land

tributary—small stream or river that flows into a large river or stream

valley—low land between hills or mountains

MAP 2-1 **Landforms and Bodies of Water**



Mayes S.S.

NTI Day 18

unit 2

Lesson 2 Reading Elevation Maps

What You Will Learn

To use elevation maps to gain information about the physical characteristics of a place

Reading Strategy

Create a chart like the one below by writing the meaning of each of the terms listed.

elevation	
sea level	
relief	
elevation map	

Terms to Know

elevation, sea level, altitude, relief, elevation map

When you are standing on the top rung of a ladder, you may be four feet above the ground. However, your elevation will not be four feet, unless you happen to be standing on a ladder at the beach. It is important to remember that all **elevation,** or height, is measured from sea level. **Sea level** is the average level of the water in the world's oceans, or 0 feet. You may be four feet above the ground, but your elevation may be 2,000 feet above sea level. Or, in a few spots on the earth's surface, your elevation could be 100 feet or more below sea level.

The Importance of Elevation

Knowing your elevation can sometimes be a matter of life and death. Suppose you are flying a plane at an altitude of 10,000 feet. **Altitude** is another word for elevation. Ahead of you is a mountain. Your map says the elevation of the top of the mountain is 12,500 feet. What will happen unless you do something?

Elevation is an important characteristic of a place. In general, the greater the elevation, the cooler the climate. The difference in elevation between points on the earth, or **relief,** is also important. If moisture-bearing winds blow from a low area to a higher area, more rain will fall at the higher elevation. Streams flow from higher land to lower land.

Showing Elevation on Maps

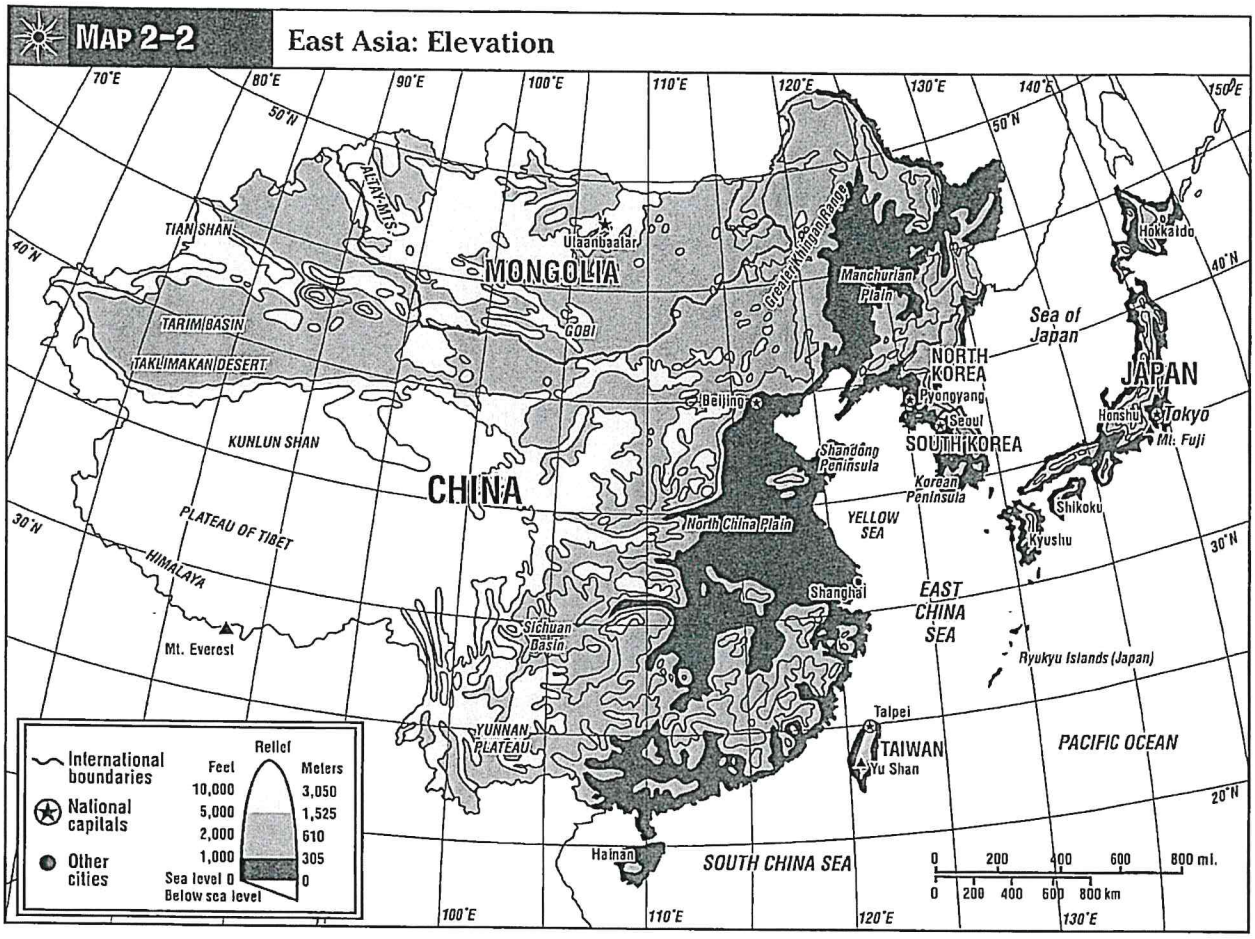
Look at Map 2-2 of East Asia. Shading is used to show the elevation of the land. This kind if map is often called a relief map or **elevation map.**

A map cannot show the elevation of every single spot. Instead, areas are grouped together. For example, on the map of East Asia, all areas with an elevation between sea level and 1,000 feet are shaded the same. Within that area may be hills and valleys, but no hill will be higher than 1,000 feet, and no valley will be lower than sea level.

Elevations on this map are grouped in the following way. All elevations below sea level are shaded the same. Elevations from sea level to 1,000 feet are shaded alike. So are elevations from 1,000–2,000 feet, 2,000–5,000 feet, and so on.

What part of the map tells you what each kind of shading means? Read the legend. What does this kind of shading mean ▭ ? Above what elevation are all areas shaded the same no matter how great the elevation?

18



Using Your Skills

A PRACTICING MAP SKILLS

Use Map 2-2: East Asia: Elevation above to answer these questions.

1. What is the elevation of the Plateau of Tibet? _____
2. Look at the part of the legend on the map that shows relief.
   a. Where is the shading for low elevations located? _____
   b. Where is the shading for high elevations located? _____
3. Find the North China Plain on the map. What is its elevation? _____
4. What is the elevation of the land around the Sichuan Basin? _____
5. One area on the map has an elevation below sea level. Give the location of that area using latitude and longitude. _____

NTI Day 19

Mayes S.S.

unit 2

Lesson 7 Political Regions

What You Will Learn

To explain how regions may be defined by political systems and political boundaries

Reading Strategy

Create a chart like the one below. List three facts about political regions.

Political Regions
1.
2.
3.

Terms to Know

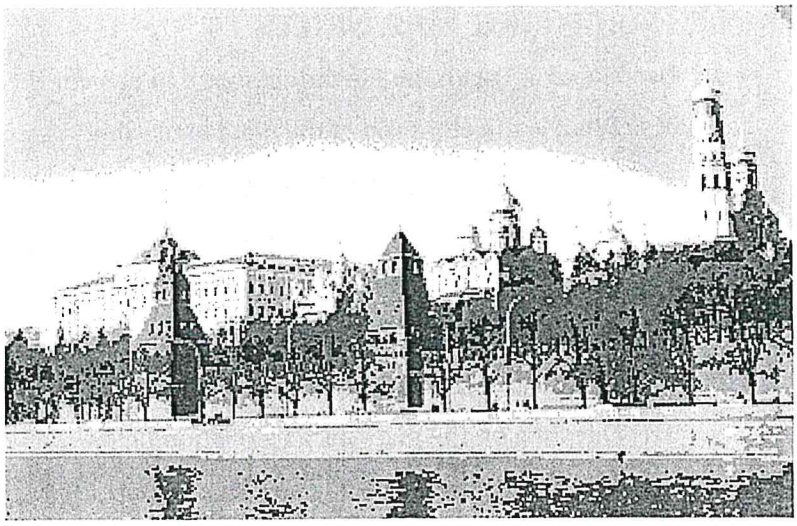
democracy, political region, political boundary

Do you know what kind of government the United States has? In the United States, laws are made by leaders elected by the people. We call this kind of government a **democracy.** Some other democracies are Canada, the United Kingdom, India, and Australia.

Defining Political Regions

One way to define a region is by the kind of government a country has. For example, the United States is a **political region.** A political region is an area that has a particular kind of government. Remember from Lesson 5 in this unit, that political regions are a type of formal region. Each country in the world is a political region. The boundary around each political region is called a **political boundary.** Political regions are one of the most rigidly defined types of regions. This is because political boundaries are carefully surveyed, discussed, and marked by governments. Each state in the United States has a political boundary around it. Each state is also a political region. Each county within each state is a political region. And each voting district within each county is a still smaller political region.

As you can see, the same area can be part of several different political regions. A voting district can be part of a county, a state, and a country all at the same time. In the same way, a country can be a political region all by itself, or it may be part of a region that includes other countries. For example, the European Union (EU) is a political region that includes many of the countries in Europe.



The Kremlin in Moscow, Russia, is the symbol of that country's government.

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Using Your Skills

A Recalling Facts

Use the reading to help you answer these questions.

1. What is a political region?

_____

2. Name all the political regions of which your city or town is a part.

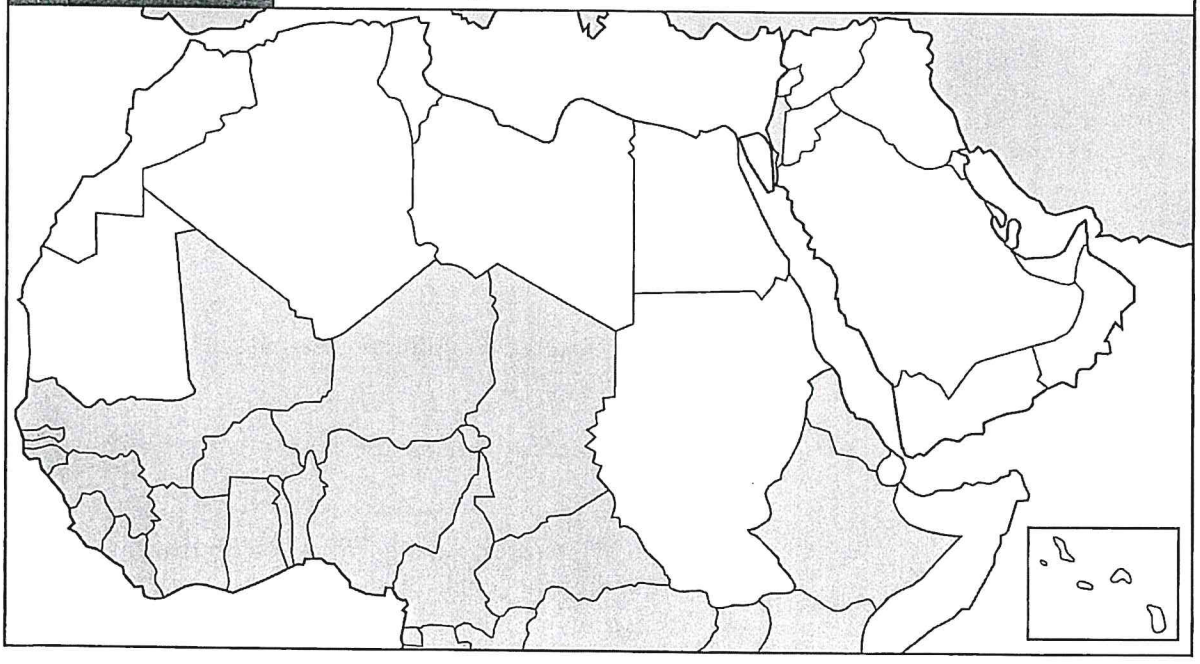
_____

B Practicing Map Skills

The Arab League was formed to help unify the Arab world. It tries to strengthen cultural ties in the region, which are based on a common Islamic cultural heritage. The countries of the Arab League form a political region. A list of Arab League countries follows. Write the name of each country in the proper place on Map 2-7: The Arab League.

Algeria	Bahrain	Comoros	Egypt
Iraq	Djibouti	Kuwait	Lebanon
Jordan	Mauritania	Morocco	Libya
Oman	Qatar	Saudi Arabia	Somalia
Yemen	Sudan	Syria	Tunisia
United Arab Emirates			

Map 2-7 The Arab League



Maps S.S.

Day 20

Unit 2

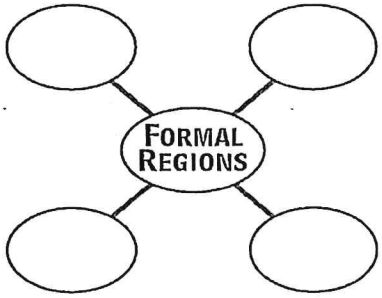
Lesson 9 Formal Regions

What You Will Learn

To give examples of formal regions

Reading Strategy

Create a diagram like the one below. In the outer ovals, write examples of formal regions.



Terms to Know

formal region

Have you ever walked or driven through a part of a town where most of the people were from Italy, or Greece, or some other country? Perhaps you have been on a trip that took you through mile after mile of desert. Or perhaps you have been to a place where wheat or corn grew in all directions as far as you could see. If you have been to any such place, you know what a **formal region** is. A formal region is an area that has one feature that sets it apart.

A formal region can be based on almost any feature. For example, the Cotton Belt is a part of the United States where cotton is the main crop. The Sun Belt is the part of the United States where temperatures are warm most of the year. Miami's "Little Havana" is where many people of Cuban descent live.

Using Your Skills

A Practicing Map Skills

Use Map 2-9 and Map 2-10 to answer these questions.

1. What formal region is shown on Map 2-9?

   _____

2. What would you expect to see growing on most farms in Iowa, Illinois, and Indiana? _____

3. What formal region is shown on Map 2-10?

   _____

4. What would you expect to see growing on most farms in Kansas and North Dakota? _____

5. About how many miles does the Corn Belt stretch from east to west? _____

6. What is the southernmost state in the Wheat Belt?

   _____

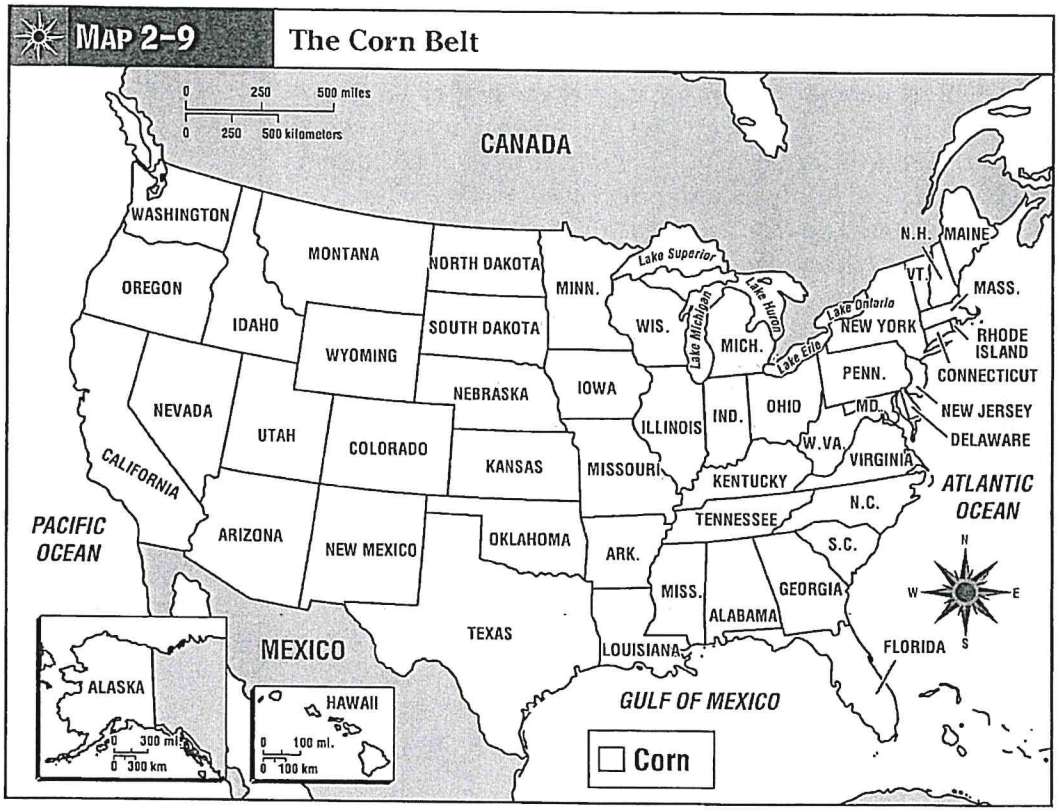
7. How far west does the Wheat Belt extend?

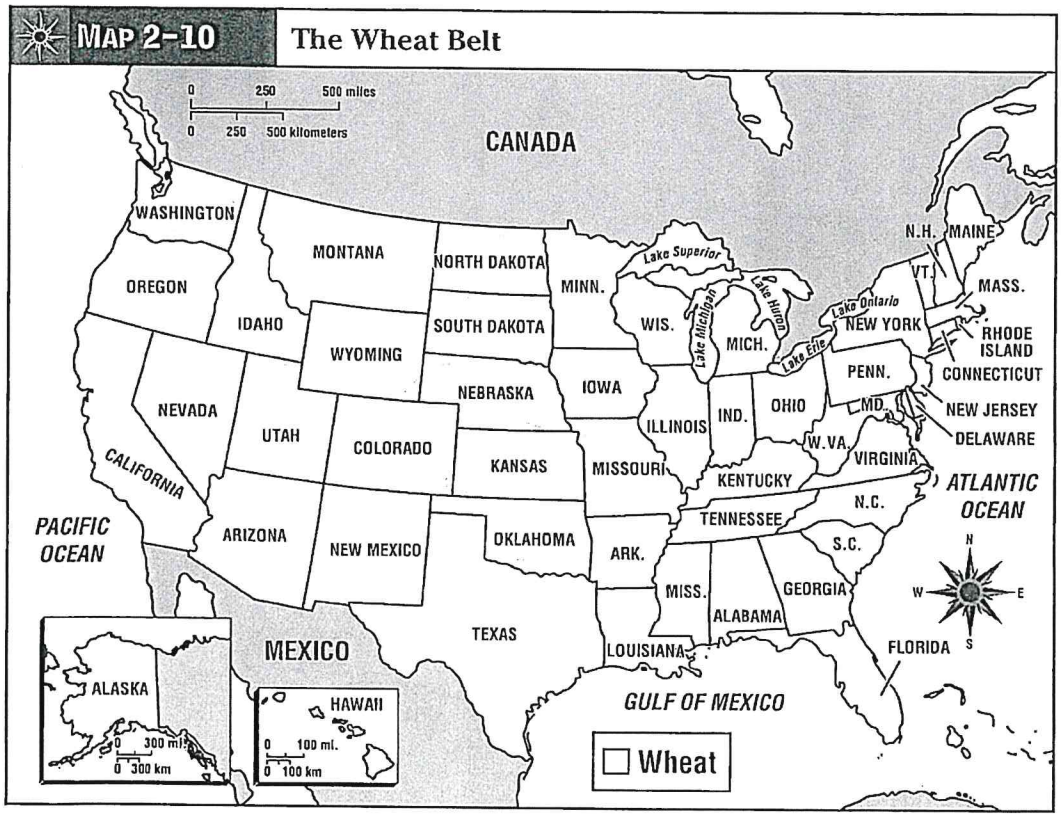
   _____

8. Which states are included in both the Corn Belt and the Wheat Belt?

   _____

20


MAP 2-9
The Corn Belt
0 250 500 miles
0 250 500 kilometers
CANADA
WASHINGTON
OREGON
MONTANA
IDAHO
WYOMING
NORTH DAKOTA
SOUTH DAKOTA
NEBRASKA
MINN.
IOWA
WIS.
MICH.
ILLINOIS
IND.
OHIO
KENTUCKY
W.VA.
PENN.
N.H.
MAINE
VT.
MASS.
NEW YORK
RHODE ISLAND
CONNECTICUT
NEW JERSEY
DELAWARE
MD.
VIRGINIA
N.C.
TENNESSEE
S.C.
GEORGIA
FLORIDA
ALABAMA
MISS.
LOUISIANA
ARK.
MISSOURI
KANSAS
OKLAHOMA
TEXAS
NEVADA
UTAH
COLORADO
ARIZONA
NEW MEXICO
CALIFORNIA
PACIFIC OCEAN
ATLANTIC OCEAN
GULF OF MEXICO
MEXICO
Lake Superior
Lake Michigan
Lake Huron
Lake Erie
Lake Ontario
ALASKA
HAWAII
0 300 mi.
0 300 km
0 100 mi.
0 100 km
N
W
E
S
Corn


MAP 2-10
The Wheat Belt
0 250 500 miles
0 250 500 kilometers
CANADA
WASHINGTON
OREGON
MONTANA
IDAHO
WYOMING
NORTH DAKOTA
SOUTH DAKOTA
NEBRASKA
MINN.
IOWA
WIS.
MICH.
ILLINOIS
IND.
OHIO
KENTUCKY
W.VA.
PENN.
N.H.
MAINE
VT.
MASS.
NEW YORK
RHODE ISLAND
CONNECTICUT
NEW JERSEY
DELAWARE
MD.
VIRGINIA
N.C.
TENNESSEE
S.C.
GEORGIA
FLORIDA
ALABAMA
MISS.
LOUISIANA
ARK.
MISSOURI
KANSAS
OKLAHOMA
TEXAS
NEVADA
UTAH
COLORADO
ARIZONA
NEW MEXICO
CALIFORNIA
PACIFIC OCEAN
ATLANTIC OCEAN
GULF OF MEXICO
MEXICO
Lake Superior
Lake Michigan
Lake Huron
Lake Erie
Lake Ontario
ALASKA
HAWAII
0 300 mi.
0 300 km
0 100 mi.
0 100 km
N
W
E
S
Wheat

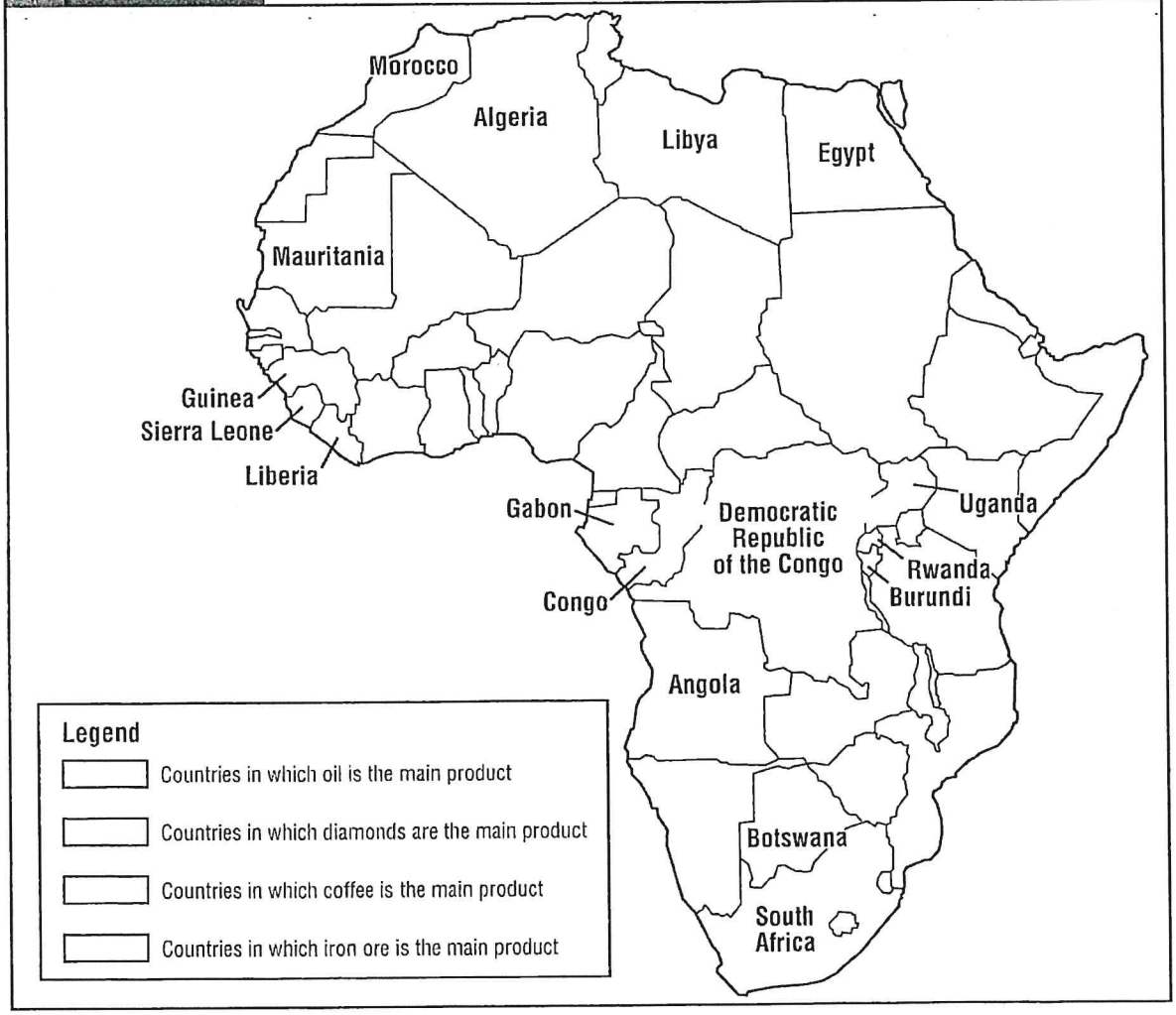
20

B Practicing Map Skills

Some countries depend on one product for most of the money they earn from exports. These countries can be grouped into formal regions according to the product upon which they depend. Below is a list of such countries in Africa. Choose a color or shading to represent each product. Then color or shade each country on Map 2-11: One-Product Countries. Complete the legend to identify the formal regions.

Oil		Diamonds	Coffee	Iron Ore
Algeria	Libya	Botswana	Burundi	Liberia
Angola	Nigeria	Guinea	Rwanda	Mauritania
Congo	Tunisia	South Africa	Uganda	Morocco
Gabon	Egypt	Democratic Republic of the Congo		

Map 2-11 One-Product Countries



~~Global Issues 6th period~~

NTI Day Instructions Grades will be posted daily per Mr. Bennett's Request. You can type your answers on a google doc and send it to me (by email) or google classroom, or take a picture of your completed work and send it that way, as well. Here is a breakdown of the Assignments you should complete each day:

March 17 French Revolution Graphic Organizer NTI Day 7
March 18 Industrial Revolution Graphic Organizer NTI Day 8
March 19 WWI Graphic Organizer NTI Day 9
March 23 WWII Graphic Organizer NTI Day 10
March 25 The Beginnings of Industrialization Reading and Questions NTI Day 11
March 26 Bell Ringer Summary of Industrial Revolution and Agrarian Revolution NTI Day 12
March 27 The Steam Engine Reading and Questions NTI Day 13
March 30 Social Impact of the Industrial Revolution Reading and Summaries NTI Day 14
APRIL 1 Laissez Faire/Communism Reading and Summaries NTI Day 15
April 2 The Scramble for Africa Reading and Questions NTI Day 16
April 3 British Imperialism in India Reading and Questions NTI Day 17
April 13 China Resists Outside Influence Reading and Questions NTI Day 18
April 14 Imperialism Reading and Questions NTI DAy 19
April 15 The British Empire in India Reading and Questions NTI Day 20

If you don't have internet access you may turn in work to the food truck. Please make sure it has your name on it and Lefevers at the top of each page that you are turning in. You may turn it in every Monday to the food truck. If you do have internet access, you should turn in assignments online via email or google classroom. If you have any questions or concerns please contact me at emily.lefevers@mboro.kyschools.us

Thanks,
Mrs. Lefevers

NTI Day 11 Pg 10

Name _____ Date _____

CHAPTER 9 Section 1 (pages 283–288)

The Beginnings of Industrialization

BEFORE YOU READ

In the last section, you read about romanticism and realism in the arts.

In this section, you will read about the beginning of the Industrial Revolution.

AS YOU READ

Use this chart to take notes on important developments and conditions that led to industrialization.

TERMS AND NAMES

Industrial Revolution Great increase in machine production that began in England in the 18th century

enclosure Large closed-in field for farming

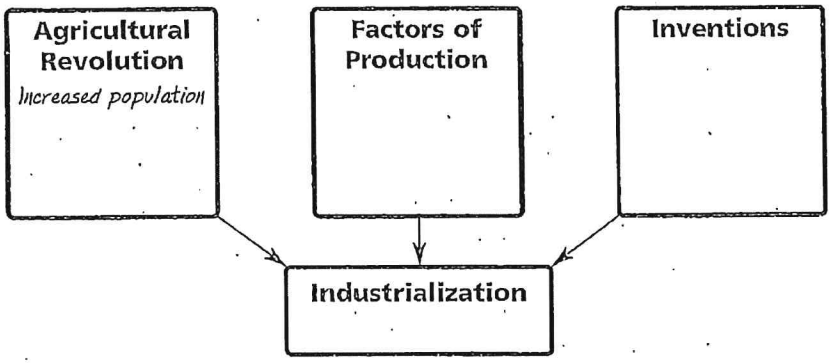
crop rotation Planting a different crop in a different field each year

industrialization Process of developing machine production of goods

factors of production Conditions needed to produce goods and services

factory Building where goods are made

entrepreneur Person who organizes, manages, and takes on the financial risk of a business enterprise



Industrial Revolution Begins in Britain (pages 283–284)

How did the Industrial Revolution begin?

The **Industrial Revolution** was the great increase in production that began in England during the 18th century. Before the Industrial Revolution, people made most goods by hand. By the middle of the 1700s, more and more goods were made by machines.

The Industrial Revolution began with an *agricultural revolution*. In the early 1700s, large landowners in Britain bought much of the land that had been owned by poorer farmers. The landowners collected these lands into large fields closed-in by fences or hedges. These fields were called **enclosures.** Many of the poor farmers who lost their lands became *tenant farmers*. Others gave up farming and moved to the cities.

New farm methods made farmers more productive. For example, Jethro Tull invented a seed drill that made planting more efficient. Farmers also practiced **crop rotation.** Crop rotation is the practice of planting a different crop in a different field each year.

The increase in farm *output* made more food available. People enjoyed better diets. The population of Britain grew. Fewer farmers were needed to grow food. More people began to make goods

Day 11 Pg 2 (2)

other than food. The growth in the number of people in cities to work in factories helped create the Industrial Revolution.

For several reasons, Britain was the first country to industrialize. **Industrialization** is the process of developing machine production of goods.

Great Britain had all the resources needed for industrialization. These resources included coal, water, iron ore, rivers, harbors, and banks. Britain also had all the **factors of production** that the Industrial Revolution required. These factors of production included land, labor (workers), and capital (wealth).

1. Why was Britain the first country to industrialize?

Inventions Spur Industrialization (pages 284–286)

What inventions helped change business?

The Industrial Revolution began in the *textile* industry. Several new inventions helped businesses make cloth and clothing more quickly. Richard Arkwright invented the water frame in 1769. It used water power to run spinning machines that made yarn. In 1779, Samuel Compton invented the spinning mule that made better thread. In 1787, Edmund Cartwright developed the power loom. The power loom was a machine that sped up the cloth-making process.

These new inventions were large and expensive machines. Business owners built large **factories** to house and run these machines. These factories were built near rivers because these machines needed water-power to run them.

2. How was the textile industry changed by the new inventions?

Improvements in Transportation; The Railway Age Begins (pages 287–288)

The invention of the steam engine in 1705 brought in a new source of power. The steam engine used fire to heat water and produce steam. The power of the steam drove the engine. Eventually steam-driven engines were used to run factories.

At the same time, improvements were being made in transportation. Robert Fulton, an American, invented the first steam-driven boat. This invention allowed people to send goods more quickly over rivers and canals.

Starting in the 1820s, steam brought a new burst of industrial growth. George Stephenson, a British engineer, set up the world's first railroad line. It used a steam-driven locomotive. Soon, railroads were being built all over Britain.

The railroad *boom* helped business owners move their goods to market more quickly. It created thousands of new jobs in several different industries. The railroad had a deep effect on British society. For instance, people could now travel throughout the country more quickly.

3. What effects did the invention of the steam engine have?

NTI Day 12 Pg. 1

Bell Ringer for October 13, 2015

The Industrial Revolution refers to the greatly increased output of machine- made goods that began in England in the middle 1700s. There are several reasons why the Industrial Revolution began in England. In addition to political stability and a large population of workers, England had the extensive natural resources required for **industrialization** - the process of developing machine production of goods. These natural resources included 1) water power and coal to fuel the new machines; 2) iron ore to construct machines, tools, and buildings; 3) rivers for inland transportation; and 4) harbors from which merchant ships set sail. Britain's highly developed banking system also contributed to industrialization by providing bank loans that allowed people 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. Other countries had some of these advantages. But Britain had all the **factors of production** - the land, labor, and capital (or wealth) needed to produce goods and services- that the Industrial Revolution required. It did not take long, however, for the Industrial Revolution to spread to Continental Europe and North America.

Summary Box

1.

2.

3.

Agrarian Revolution

1. A revolution in farming also helped pave the way for the Industrial Revolution. In 1700, wealthy landowners began buying up much of the land that village farmers had once worked. They combined the land into larger fields, which were called enclosures because they were enclosed by fences or hedges. The enclosure movement had two important results. First, landowners tried new agricultural methods developed by scientific farmers. Second, large landowners forced small farmers to become tenant farmers or to give up farming and move to the cities.

2. Farmers took advantage of Jethro Tull's seed drill, which allowed them to sow seeds in well-spaced rows at specific depths. A larger share of the seeds took root, boosting crop yields. They also adopted a new process of crop rotation. 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.

3. Livestock breeders also improved their methods, which resulted in increased output. 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.

Summary Box

1.

2.

3.

~~Bell Ringer October 14, 2015~~

The Steam Engine: Power for a New Revolution

Fuel crises in the 20th and 21st centuries have affected the world's economy and the balance of global political power. During the 18th century, the response to a fuel shortage led to profound economic, technological, and political changes. The introduction of a new source of power, the steam engine, was one of the most important factors in the development of power-driven machines and the Industrial Revolution.

England's rapidly increasing population made it necessary to plant more crops for food. By the 18th century, most of England's forests had been cleared to make way for farmlands. The wood needed to heat homes and the charcoal to fuel fires for the manufacture of iron became scarce.

Since the Middle Ages, people had heated their homes with coal as well as wood. At that time, however, they did not use it in the manufacture of iron. Gradually, iron makers turned to coal as a cheap source of energy.

As the demand for coal increased, miners dug deeper into the coal deposits. In doing so, they tapped sources of underground water, which filled the mines. At first, pumps worked by horses or donkeys removed the water. But this was an expensive and inefficient procedure.

In 1698, an English engineer named Thomas Savery invented a device that used high-pressure steam to create a vacuum in a metal chamber. Water rushed upward from the mine into the vacuum. Before the cycle could start again, more steam had to be used to remove the water from the chamber.

Fourteen years later, in 1712, Thomas Newcomen, an English ironmonger (seller of iron products) invented a pumping machine that was operated by low-pressure steam. The following diagram demonstrates how Newcomen's machine worked. As in Savery's earlier invention, the steam produced a vacuum. But, in Newcomen's engine, the vacuum set the various parts of the machine in motion. This engine, which could only move downward, was used solely to pump water out of mines.

In the 1760s and 1770s, English inventor James Watt created a more usable engine. Using Newcomen's design as a foundation, he made it possible to power the upstroke as well as the downward stroke of the piston. Capable of a rotary movement, Watt's machine could run machinery, carriage wheels, or riverboat paddles. By the middle of the 19th century, improved versions of the steam engine were running machines in mines and factories and providing power for locomotives and steamships. The steam engine had become the heart of the Industrial Revolution.

Review Questions:

1. How was the development of the steam engine a response to a fuel shortage?

2. How did Newcomen and Watt's steam engine help to relieve this fuel shortage?

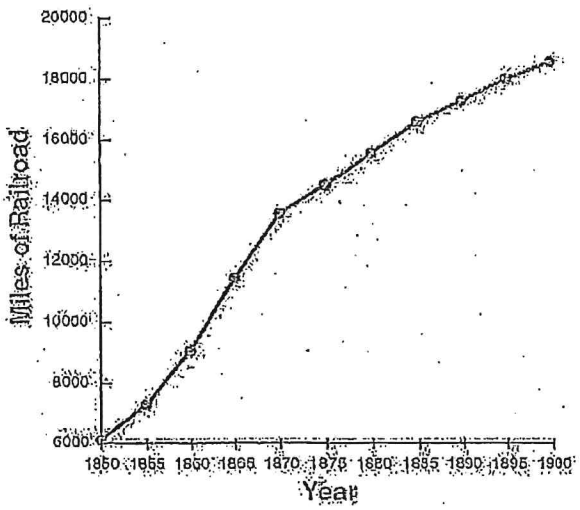
3. How did the steam engine propel the growth of industry and transportation and help bring about the Industrial Revolution?

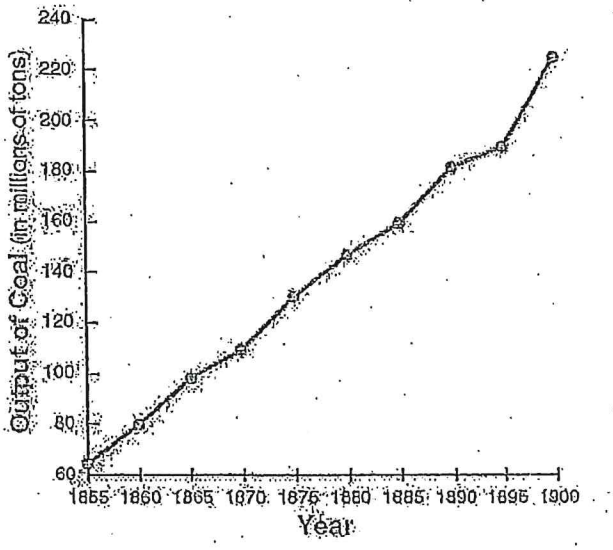
4. Considering the rising prices of gas today, how do you think it will affect future technology or inventions?

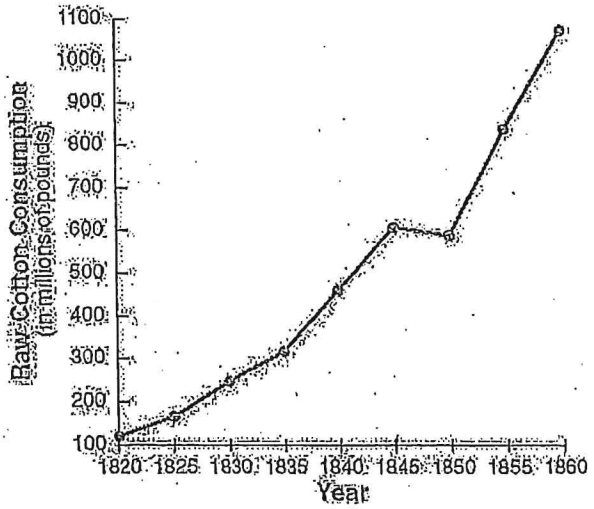
NTI Day 13 Pg 2 (4)

Impact of the Steam Engine on the Industrial Revolution in Great Britain

Directions;
Examine the diagrams below & review the statements that follow. For each statement decide if it is accurate (A), inaccurate (I), or cannot be either based on the information presented (C)







Statements:

1. These graphs are about the 19th Century
2. The graphs are about Western Europe
3. In 1845, Great Britain consumed 600 million pounds of raw cotton
4. in all three graphs, the growth leveled off by 1855
5. There is a direct link between the data presented and Watt's Steam Engine
6. Data presented contains examples of modernization of the economy

NTI Day 14
Pg. 1

Homework for October 14th

Directions: Actively complete the following reading. Answer the following question on page 15 in the number boxed that correlates.

Question: How did the Industrial Revolution bring change?

Social Impact of the Industrial Revolution

The Industrial Revolution brought great riches to most of the entrepreneurs who helped set it in motion. For the millions of workers who crowded into the new factories, however, the industrial age brought poverty and harsh living conditions.

In time, reforms would curb many of the worst abuses of the early industrial age in Europe and the Americas. As standards of living increased, people at all levels of society would benefit from industrialization. Until then, working people would suffer with dangerous working conditions; unsafe, unsanitary, and over- crowded housing; and unrelenting poverty.

1. People Move to New Industrial Cities

The Industrial Revolution brought rapid urbanization or the movement of people to cities. Changes in farming, soaring population growth, and an ever-increasing demand for workers led masses of people to migrate from farms to cities. Almost overnight, small towns around coal or iron mines mushroomed into cities. Other cities grew up around the factories that entrepreneurs built in once-quiet market towns.

The British market town of Manchester numbered 17,000 people in the 1750s. Within a few years, it exploded into a center of the textile industry. Its population soared to 40,000 by 1780 and 70,000 by 1801. Visitors described the "cloud of coal vapor" that polluted .

2. New Social Classes Emerge

The Industrial Revolution created a new middle class along with the working class. Those in the middle class owned and operated the new factories, mines, and railroads, among other industries. Their lifestyle was much more comfortable than that of the industrial working class.

When farm families moved to the new industrial cities, they became workers in mines or factories. Many felt lost and bewildered. They faced tough working conditions in uncomfortable environments. In time, though, factory and mine workers developed their own sense of community despite the terrible working conditions.

3. The Industrial Middle Class

Those who benefited most from the Industrial Revolution were the entrepreneurs who set it in motion. The Industrial Revolution created this new middle class, or bourgeoisie, whose members came from a variety of backgrounds. Some were merchants who invested their growing profits in factories. Others were inventors or skilled artisans who developed new technologies. Some rose from "rags to riches," a pattern that the age greatly admired.

Middle-class families lived in well-furnished, spacious homes on paved streets and had a ready supply of water. They wore fancy clothing and ate well. The new middle class took pride in their hard work and their determination to "get ahead." Only a few had sympathy for the poor. Women of the middle class did not leave the home to work but instead focused their energy on raising their children. This contrasted with the wealthy, who had maidservants to look after their children, and the working class, whose children were a part of the workforce.

4. The Industrial Working Class

While the wealthy and the middle class lived in pleasant neighborhoods, vast numbers of poor struggled to survive in foul-smelling slums. They packed into tiny rooms in tenements, or multistory buildings divided into apartments. These tenements had no running water, only community pumps. There was no sewage or sanitation system, so wastes and garbage rotted in the streets. Sewage was also dumped into rivers, which created an overwhelming stench and contaminated drinking water. This led to the spread of diseases such as cholera.

5. Workers Stage Futile Protests

Although labor unions, or workers' organizations, were illegal at this time, secret unions did exist among frustrated British workers. They wished to initiate worker reforms, such as increases in pay, but had no political power to effect change. Sometimes their frustration led to violence. The first instances of industrial riots occurred in England from 1811 to 1813. Groups of textile workers known as the Luddites resisted the labor-saving machines that were costing them their jobs. Some of them smashed textile machines with sledgehammers and burned factories. They usually wore masks and operated at night. There was widespread support among the working class for these Luddite groups.

Life in the Factories and Mines

The heart of the new industrial city was the factory. There, the technology of the machine age and the rapid pace of industrialization imposed a harsh new way of life on workers.

6. Factory Workers Face Harsh Conditions

Working in a factory system differed greatly from working on a farm. In rural villages, people worked hard, but their work varied according to the season. Life was also hard for poor rural workers who were part of the putting-out system, but at least they worked at their own pace. In the grim factories of industrial towns, workers faced a rigid schedule set by the factory whistle.

Working hours were long, with shifts lasting from 12 to 16 hours, six or seven days a week. Workers could only take breaks when the factory owners gave permission. Exhausted workers suffered accidents from machines that had no safety devices. They might lose a finger, a limb, or even their lives. In textile mills, workers constantly breathed air filled with lint, which damaged their lungs. Those workers who became sick or injured lost their jobs.

The majority of early factory workers were women rather than men. Employers often preferred to hire women workers because they thought women could adapt more easily to machines and were easier to manage. In addition, employers generally paid women half what they paid men.

Factory work created a double burden for women. Their new jobs took them out of their homes for 12 hours or more a day. They then returned to their tenements, which might consist of one damp room with a single bed. They had to feed and clothe their families, clean, and cope with such problems as sickness and injury. Factories also hired many boys and girls. These children often started working at age seven or eight, a few as young as five. Nimble-fingered and quick-moving, they changed spools in the hot and humid textile mills where sometimes they could not see because of all the dust. They also crawled under machinery to repair broken threads in the mills

7. Miners Face Worse Conditions

The Industrial Revolution increased the demand for iron and coal, which in turn increased the need for miners. Although miners were paid more, working conditions in the mines were even worse than in the factories. They worked in darkness, and the coal dust destroyed their lungs. There were always the dangers of explosions, flooding, and collapsing tunnels. Women and children carted heavy loads of coal, sometimes on all fours in low passages. They also climbed ladders carrying heavy baskets of coal several times a day.

Conditions were even worse for children who worked in the mines. Some sat all day in the dark, opening and closing air vents. Others hauled coal carts in the extreme heat. Because children had helped with work on the farm, parents accepted the idea of child labor. The wages the children earned were needed to keep their families from starving.

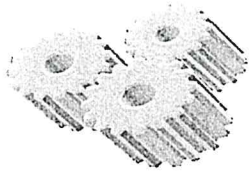
Child labor reform laws called "factory acts" were passed in the early 1800s. These laws were passed to reduce a child's workday to twelve hours and also to remove children under the age of eight or nine from the cotton mills. Because the laws were generally not enforced, British law-makers formed teams of inspectors to ensure that factories and mines obeyed the laws in the 1830s and 1840s. More laws were then passed to shorten the workday for women and require that child workers be educated

8. The Results of Industrialization

Since the 1800s, people have debated whether the Industrial Revolution was a blessing or a curse. The early industrial age brought terrible hardships. In time, however, reformers pressed for laws to improve working conditions. Labor unions won the right to bargain with employers for better wages, hours, and working conditions. Eventually working-class men gained the right to vote, which gave them political power.

Despite the social problems created by the Industrial Revolution-low pay, dismal living conditions the Industrial Age did have some positive effects. As demand for mass-produced goods grew, new factories opened, which in turn created more jobs. Wages rose so that workers had enough left after paying rent and buying food to buy a newspaper or visit a music hall. As the cost of railroad travel fell, people could visit family in other towns. Horizons widened and opportunities increased.

Key Vocabulary: entrepreneurs, unrelenting, bewildered, uncomfortable, tenements, cholera, unions, adopting, rigid, exhausted, tenements, factories, Industrial, revolution, grim, dismal, opportunities, Horizons, educated



Impact of Industrialization

Question: How did the Industrial Revolution bring change?

1.	**2.**
3.	**4.**
5.	**6.**
7.	**8.**

NTI Day 15 Pg. 1

Homework for October 15th

Directions: Use a highlighter to pick out the main ideas of each reading. ~~Remember the highlighting rule: No more than 5 words in a row may be highlighted~~. Write a summary statement for each paragraph.

Introduction

Reforming the Industrial World

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.

Laissez-faire Economics

The term **laissez faire** 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.

Laissez-faire economists 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, in his 1776 book *The Wealth of Nations,* defended the idea of a free economy, or free markets. 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.

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 helped bring about the Industrial Revolution.

NTI Day 15 Pg. 2

Communism (Marxism)

Two Germans, Karl Marx and Friedrich Engels wrote a pamphlet called ***The Communist Manifesto*** in which they argued that human societies have always bet divided into warring classes. In their own time, these were the middle class "haves" or employers, called the bourgeoisie, and the "have-nots" or worker called the proletariat. While the wealthy controlled the means of producing goods, the poor performed backbreaking labor under terrible condition

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. Workers of the world unite."

Marx believed that the capitalist system would leave a small number of manufacturers in control of all the wealth. The large proletariat would revolt, seize the factories and mills from the capitalists, and then the 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 (disappear) as a classless society developed.

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.

In *The Communist Manifesto*, Marx and Engels stated their belief that economic forces alone dominated society. Time has shown 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 mostly because of the various reforms enacted by governments

NTI Day 16 Pg. 1 (2)

Name _____ Date _____

CHAPTER 27 Section 1 (pages 773–778)

The Scramble for Africa

BEFORE YOU READ

In the last section, you read about movements for democracy and self-rule.

In this section, you will learn about imperialism in Africa.

AS YOU READ

Use the chart below to take notes on the reasons why Europeans created overseas empires.

TERMS AND NAMES

imperialism Control by a strong nation over a weaker nation

racism Belief that one race is superior to others

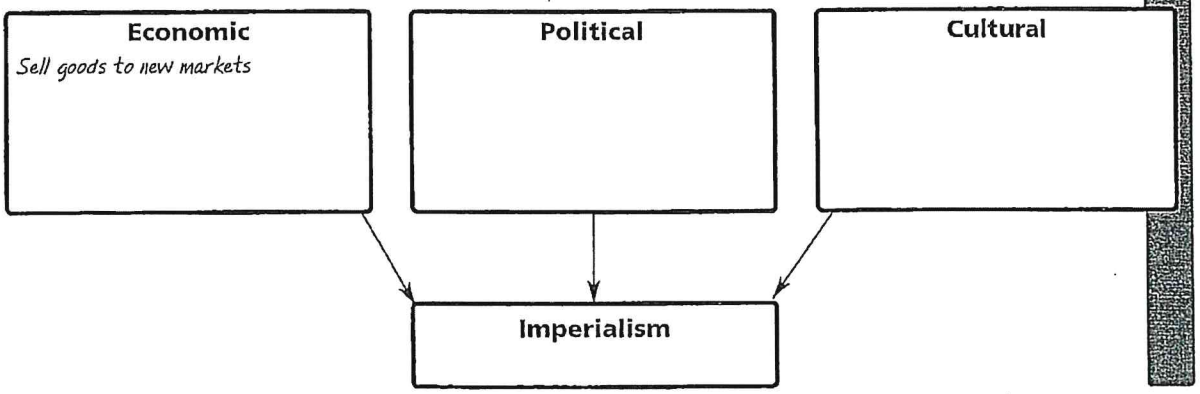
Social Darwinism Use of Charles Darwin's ideas about evolution to explain human societies

Berlin Conference Meeting at which Europeans agreed on rules for colonizing Africa

Shaka Zulu chief who created a large centralized state

Boer Dutch colonist in South Africa

Boer War War between the British and the Boers



Africa Before European Domination; Forces Driving Imperialism (pages 773–775)

Why did imperialism begin in the 1800s?

In the early 1800s, Europeans controlled a few areas along the coast of Africa. By the mid-1800s, Europeans were expanding their control to new lands. This policy is called **imperialism.**

There were four basic reasons for imperialism. The first reason for imperialism had to do with money. Europeans wanted colonies to provide raw materials for their factories. The Europeans also wanted to sell their goods in their new colonies.

National pride was a second reason for imperialism. Some nations wanted to gain colonies to show their national strength.

Racism was a third reason for imperialism. Racism is the belief that one race is better than others. Many Europeans believed that whites were better than other races.

NTI Day 16 Pg. 2 (3)

Racism is related to Social Darwinism. **Social Darwinism** is the use of Charles Darwin's ideas about evolution to explain human societies. One of Darwin's ideas was "survival of the fittest." This idea was that the fittest, or strongest, species would survive. Weak species would not survive.

People who believed in Social Darwinism argued that fit people and nations survived. They also believed that weak people and nations would not survive.

Christian *missionaries* also supported imperialism. They thought that European rule would end the slave trade. The missionaries also wanted to *convert* the people of other continents to Christianity.

Europeans began to take lands in Africa for these reasons. Technology helped the Europeans succeed. The African peoples were divided. It was hard for them to resist European advances.

1. What are four reasons for imperialism?

The Division of Africa (pages 775–776)

How did European nations claim African lands?

The *"scramble for Africa"* began in the 1880s. Diamonds were discovered in South Africa in 1867. Gold was discovered there in 1886. Europeans became more interested in the continent.

The European nations did not want to fight over the land. They met at the **Berlin Conference** in 1884–85. They agreed that any nation could claim any part of Africa by telling the others and by showing that it had control of the area. Europeans quickly grabbed land. By 1914, only Liberia and Ethiopia were free from European control.

2. What was the purpose of the Berlin Conference?

Three Groups Clash over South Africa (pages 776–778)

What groups fought over South Africa?

In South Africa, three groups struggled over the land. In the early 1800s, the *Zulu* chief **Shaka** fought to win more land. Shaka's successors were not able to keep his kingdom intact. The Zulu land was taken over by the British in 1887.

Meanwhile, the British took control of the Dutch colony on the southern coast. Thousands of Dutch settlers, called **Boers,** moved north to escape the British. This movement is known as the Great Trek. The Boers fought the Zulus whose land they were entering.

At the end of the century, Boers fought a vicious war against the British called the **Boer War.** The Boers lost this war. The Boers then joined the British-run Union of South Africa.

3. Who were the Boers, and whom did they fight?

NTI Day 11 Pg. b (8)

Name _____ Date _____

CHAPTER 27 Section 4 (pages 791–795)

British Imperialism in India

TERMS AND NAMES

sepoy Indian soldier under British command

"jewel in the crown" Term referring to India as the most valuable of all British colonies

Sepoy Mutiny Uprising of Indian soldiers against the British

Raj British rule over India from 1757 to 1947.

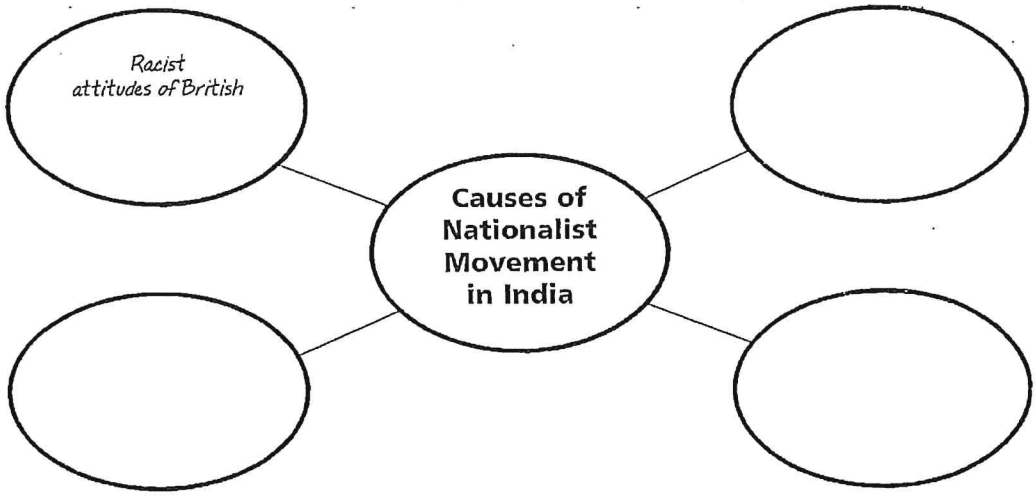
BEFORE YOU READ

In the last section, you saw how Europeans grabbed Muslim lands.

In this section, you will read about British control of India.

AS YOU READ

Use the chart below to take notes on the causes of the nationalist movement in India.



British Expand Control over India

(pages 791–795)

How did British rule affect India?

The Mughal Empire of India fell into decline in the early 1700s. By the mid-1700s, the British East India Company was the most important power in India. The company held huge amounts of land. The company even had its own army. This army was led by British officers. It was staffed by **sepoys,** Indian soldiers.

India was the main supplier of raw materials for Britain. The British called India the **"jewel in the crown"** because it was Britain's most valuable colony.

India enjoyed some benefits from British rule. India's rail system was the third largest in the world. The railroad helped make India's economy more modern. The British made other improvements, too. They built telephone and telegraph lines, dams, bridges, and canals. They also improved *sanitation* and public health and built schools.

NTI Day 17 (9)

But British rule also caused problems. A great deal of wealth flowed from India to Britain. Indian industry died out because of British trade laws. Many farmers and villages could no longer feed themselves because they were forced to grow cash crops. India suffered famines in the late 1800s. In addition, most British officials had *racist* attitudes that threatened Indian culture.

1. What problems did British rule bring?

The Sepoy Mutiny (pages 793–794)

Why did Indians rebel?

By the mid-1800s, many Indians resented British rule. In 1857, some Indian soldiers heard rumors about British weapons. The rumors offended the Indians' religious feelings. The British handled the situation badly. The Indian soldiers rebelled. This rebellion has been called the **Sepoy Mutiny.** It took the East India Company and British troops a year to put it down.

The Sepoy Mutiny failed because the Indians were divided. Muslims and Hindus did not trust each other. After the revolt, the British government took direct control of British India. The term **Raj** refers to British rule over India from 1757 to 1947.

2. What was the Sepoy Mutiny?

Nationalism Surfaces in India

(page 795)

What were the goals of the Indian nationalist movement?

Indians also resisted British control in other ways. Leaders such as Ram Mohun Roy urged changes in traditional Indian practices. He wanted to make Indian society more modern and to free India of foreign control.

Nationalist feelings also started to grow in India. Indians resented the British discrimination against them. Indians were barred from the best jobs in the Indian Civil Service. British workers were paid more than Indian workers doing the same job.

Indians formed two groups—the Indian National Congress and the Muslim League. Both groups pushed the British to make changes. In the early 1900s, they called for self-government.

3. What groups called for change?

NTI Day 18 Pg. 1 (10)

Name _____ Date _____

CHAPTER 28 Section 1 (pages 805–809)

China Resists Outside Influence

BEFORE YOU READ

In the last section, you read about imperialism in Asia.

In this section, you will see how China dealt with foreign influence.

AS YOU READ

Use the chart below to take notes on events that occurred in China.

TERMS AND NAMES

Opium War War between Britain and China over the opium trade

extraterritorial rights Rights of foreign residents to follow the laws of their own government rather than those of the host country

Taiping Rebellion Rebellion against the Qing Dynasty

sphere of influence Area in which a foreign nation controls trade and investment

Open Door Policy Policy proposed by the United States giving all nations equal opportunities to trade in China

Boxer Rebellion Rebellion aimed at ending foreign influence in China

CAUSE	EFFECT ON CHINA
British bring opium to China	

China and the West

(pages 805–806)

Was China able to resist foreign influence?

In the late 1700s, China had a strong farming economy based on growing rice. Other crops, such as peanuts, helped to feed its large population. The Chinese made silk, cotton, and ceramics. Mines produced salt, tin, silver, and iron. China needed nothing from the outside world.

China limited its trade with European powers. All goods shipped to China had to come through one port. Britain bought so much Chinese tea that it was eager to find something that the Chinese would want in large quantities. In the early 1800s, the British began shipping *opium*, a dangerous drug, to China. The opium came mostly from India. The Chinese tried to make the British stop.

As a result of the **Opium War** that followed, the British took possession of Hong Kong. Later, the United States and European nations won **extraterritorial rights** and the right to trade in five ports. The Chinese resented these treaties but could not stop them.

1. What happened as a result of the Opium War?

_____

_____

NTI Day 13 Pg. 2

Growing Internal Problems

(pages 806–807)

What problems did China face?

China had *internal* problems as well. The population had grown quickly. When rains were too light or too heavy, millions starved. The Chinese government was weak and too corrupt to solve its problems.

A leader arose who hoped to save China. His name was Hong Xiuquan, and he led the **Taiping Rebellion.** More than one million peasants joined his army. The rebels won control of large parts of the south. The government needed 14 years to put down this rebellion. The fighting destroyed much farmland. At least 20 million people died.

2. What was the Taiping Rebellion?

Foreign Influence Grows

(pages 807–808)

What was the official attitude toward reform?

In the late 1800s, one person ruled China—the Dowager Empress Cixi. She supported a few reforms in education, civil service, and the military. Despite her efforts to bring change, China continued to face problems.

Other countries were well aware of China's weakness, and they took advantage of the situation. Throughout the late 1800s, many foreign nations won a **sphere of influence** in China. A sphere of influence is a region in which a foreign nation controls trade and investment.

The United States opposed these spheres of influence. Americans urged an **Open Door Policy**, in which all powers had equal *access* to Chinese markets. The Europeans agreed. This policy did not help China, however. Although it was not a colony or group of colonies, China was *dominated* by foreign powers.

3. How did foreigners begin to gain control over China?

An Upsurge in Chinese Nationalism

(pages 808–809)

What actions resulted from growing nationalism?

Humiliated by their loss of power, many Chinese wanted strong reforms. In 1898, the young Emperor Guangxu, Cixi's nephew, tried to put in place broader reforms.

Conservatives didn't like this. The retired Empress Cixi had him arrested and she took back control of the government. China had lost a chance for reform.

Some Chinese peasants and workers formed the Society of Harmonious Fists, known as the Boxers. They wanted to get rid of all Western influence. That included any Chinese who had accepted Western culture or the Christian religion. At the start of the **Boxer Rebellion** in early 1900, Boxers surrounded Beijing's European section. After many weeks, they were driven out by a *multinational* army.

Cixi finally began to allow major reforms. But change came slowly. In 1908, Chinese officials said that China would become a *constitutional monarchy* by 1917. However, *unrest* soon returned.

4. What was the Boxer Rebellion?

-NTI Day 19 Pg. 1

Imperialism

I. Background -

Since ancient times, rulers have built empires by conquering other lands. "Imperialism" refers to the political and economic control of a large, powerful country over a small, weaker country or territory. It is sometimes called "colonialism" because it involves the acquiring of colonies. The area being controlled is known as a "colony", while the controlling imperialist power is called the "mother country". Following the unification of Italy and Germany, European powers began to look outwards to express their national energies and to acquire new territories.

II. Old Imperialism (1500-1800) -

In earlier centuries, European nations had developed vast overseas empires in their search for wealth, raw materials, and gold. Most of these explorations had been limited to the "New World" (Americas), India, South Africa, and the East Indies.

3, GOLD & GLORY

III. The "New" Imperialism (1880-1900) -

In the 1880's, European interest in imperialism was renewed. Countries such as Belgium, Germany, and Italy now sought colonial empires of their own. Even the older colonial powers, like France and Britain, joined in the new scramble for colonies. There were many reasons for this renewed interest in imperialism :

1. Technology -

New technology, such as steamships, rifles, telegraphs, railroads, and better medicines, made it possible to penetrate deeply into Africa, Asia, and the Pacific for the first time. Steamships could travel upstream, better rifles provided better protection against hostile natives, telegraphs sent messages more quickly, railroads made possible the economic exploitation of the interior, and new medicines made it easier to resist tropical diseases.

2. Economic Motives -

European industries needed raw materials to keep their factories busy. They also sought new markets in which to sell their manufactured goods. In addition, colonies represented areas in which excess capital could be invested and in which a supply of cheap labor could be found.

3. National Pride -

Imperialism represented an expression of nationalism. European countries wanted to acquire colonies to demonstrate their power, prestige, and national superiority.

4. Balance of Power -

European countries sought to preserve the balance among themselves with regard to colonies. As a result, when one country obtained a new colony, other European powers felt it necessary to do the same.

5. Social Darwinism -

Many Europeans believed in "Social Darwinism" : a theory that technologically advanced societies were more successful than others because their cultures were superior.

6. White Man's Burden -

Many Europeans felt it was their duty to educate and civilize the natives of Africa, Asia, and the Pacific. They also wanted to spread Christianity to these people. These attitudes reinforced European beliefs in the superiority of their race.

Questions to Answer

1. What is "imperialism" ?
2. How did technology influence imperialism ?
3. What were the economic motives for imperialism ?
4. How did the "White Man's Burden" influence imperialism ?

The British Empire in India

I. Backround –

The British established trading posts in India called the "East India Company" during the early 1800's. The British gained control over India by following a policy called "divide and conquer". The British maintained friendship with some Indian states, while using force against other Indian states. This prevented the Indian states from uniting against British rule.

II. The Sepoy Mutiny (1857) –

The British army trained Indian soldiers called "sepoys" to protect British holdings. In 1857, a large number of sepoys rebelled against their British officers. This rebellion was known as the "Sepoy Mutiny". The mutiny spread quickly, but the British were able to crush it with loyal Indian soldiers. Aferwards, the British government took official control of India and abolished the East India Company.

III. Impact of British Rule in India –

During the two centuries of British rule, many aspects of Indian life changed :

1. Government –

The British provided a single system of law and government, unifying India. They also provided jobs in the British army and civil service.

2. Economic Development –

The British built canals, roads, bridges, railroads, and set up telegraph systems. However, India's "cottage industries" (products made at home) were destroyed by competition from British manufactured goods.

3. Health –

The British built hospitals, introduced new medicines, and provided famine relief. At the same time, health care improvements led to a huge population explosion without an increase in economic opportunities.

4. Education –

The British increased educational opportunities by opening schools and colleges. They also introduced English as a single language unifying all educated Indians.

5. Social –

Natives were treated as if they were inferior to the British residents. Indian culture was treated as inferior to European culture. The rich and ancient Indian culture was considered merely exotic. Indian workers provided the British with inexpensive labor, for long hours, often under terrible working conditions.

IV. The Birth of Modern Indian Nationalism –

Nationalist ideas from Europe were already spreading to India by the end of the 19th century. Some Indians were sent to Great Britain for an education. When they returned to India, they demanded a greater role in governing their country. In 1885, a group of educated Indians formed the "Indian National Congress". Its Muslim members broke away from this group in 1906 to form the "Muslim League". The nationalist movement remained weak, however, because it focused entirely on the needs of the educated middle-class. It had no program to improve the lives of India's millions of peasants.

Questions to Answer

1. How did the British gain control over India ?
2. How did British rule affect India ?
3. Why was the nationalist movement in India unsuccessful ?

Global Issues 6th period

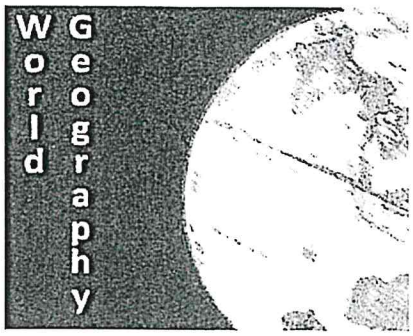
NTI Day Instructions Grades will be posted daily per Mr. Bennett's Request. You can type your answers on a google doc and send it to me (by email) or google classroom, or take a picture of your completed work and send it that way, as well. Here is a breakdown of the Assignments you should complete each day:

March 17 Article Review NTI Day 7
March 18 Article Review NTI Day 8
MArch 19 Article Review NTI Day 9
March 23 Article Review NTI Day 10
March 25 Brief History of Bantu Migration Reading and Questions NTI Day 11
March 26 The Mexican Agricultural Program Reading and Questions NTI Day 12
March 27 The Northwest Angle Reading and Questions NTI Day 13
March 30 The Shape of Africa Reading and Questions NTI Day 14
APRIL 1 Racism and Sports Reading and Questions NTI Day 15
April 2 Problems in American Territories Questions NTI Day 16
April 3 Conflict Diamonds Reading and Questions NTI Day 17
April 13 Cultural Diffusion Vocabulary NTI Day 18
April 14 The Sacred Hindu Cow Reading and Questions NTI DAy 19
April 15 Cultural Relativism and Tattoos Reading and Questions NTI Day 20

If you don't have internet access you may turn in work to the food truck. Please make sure it has your name on it and Lefevers at the top of each page that you are turning in. You may turn it in every monday to the food truck. If you do have internet access, you should turn in assignments online via email or google classroom. If you have any questions or concerns please contact me at emily.lefevers@mboro.kyschools.us

Thanks,
Mrs. Lefevers

Lefevers
NTI Day 11 Pg. 1



World Geography
The Bantu Migration

Name:
Section:
Score: _____/5

Directions: Read the following article about the Bantu Migration into Southern Africa and fill out the Cause and Effect chart located on the back of the page.

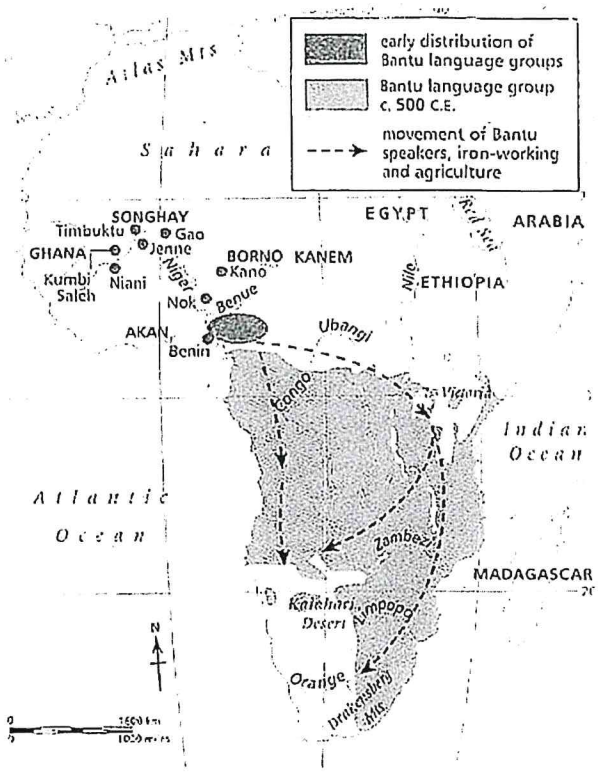
Brief History of the Bantu Migration into South Africa

The great southward Bantu migration in Africa took place in sub-Saharan Africa (south of the Sahara Desert), over some 2,000 years. With the development of the iron blade, reaping became easier for the Bantu people and agriculture took on a whole new meaning.

Populations grew faster than before and people were encroaching on each other's land.

This necessitated an enlargement of territory, which led to the migration of African black tribes from the Great Lakes in central Africa, to the south of Africa.

This was one of the largest human migrations in history. A linguistically related group of about 60 million people originating in west and equatorial Africa, gradually migrating down the continent into southern Africa.



The cause of this movement is uncertain, but is believed to have been related to population increase, a result of the introduction of new crops, such as the banana (native to south Asia), allowing more efficient food production.

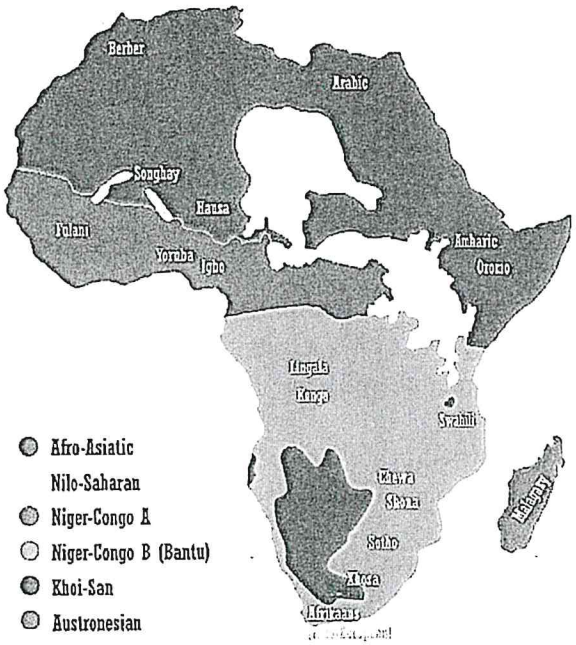
Societies typically depended on subsistence agriculture or, in the savannas, pastoral pursuits. Political organization was normally local, although large kingdoms would later develop in western and central Africa.

Early in their history, they split into two major linguistic branches, the Eastern and Western language branches. The Eastern branch migrated through present-day Zimbabwe and Mozambique, down to South Africa. The Western branch moved into what is now Angola, Namibia, and north-western Botswana.

Today, among the different black language groups, the most widely spoken language is Arab-influenced Swahili, which is used as a lingua franca (a language used in common by different peoples to facilitate commerce and trade) by up

to 50 million speakers on the eastern coast of Africa.

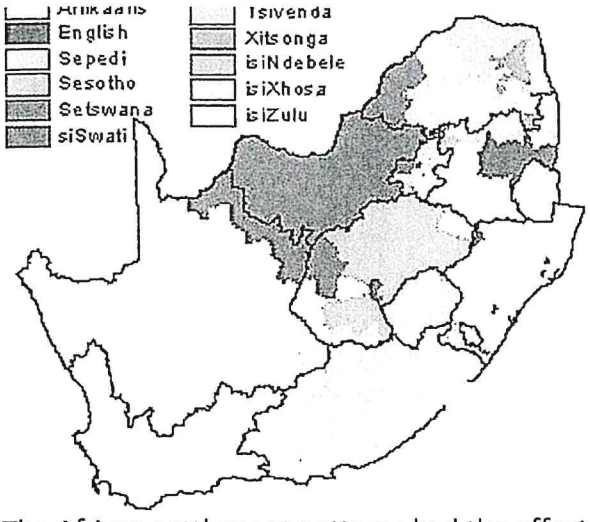
Ethnic groups descended from the Black settlers include the Shona, the Xhosa, the Kikuyu, and the Zulu, of the Eastern Bantu language branch; and the Herero and Tonga peoples, of the Western language branch.



Some 2 000 years ago, when the first waves of black settlers began arriving in southern Africa, they brought with them the advantages of an Iron Age culture, farming skills and domesticated crops.

After they had settled in the eastern parts of South Africa, they eventually spread out across the Highveld some 1 000 years ago, because of their need for more land on which to practice their growing cattle culture. The first African settlements in South Africa were mainly in the Transvaal and Natal areas.

In the African culture, chiefdoms were based on control over cattle, which gave rise to social systems of protection (patronage) and hierarchies of authority within communities. The exchange of cattle formed the basis of polygamous marriage arrangements. This system operated on the basis of social power built through control over the labor of kin groups and dependants.



The development of metalworking skills promoted specialization of products and trade between regions followed. The different chiefdoms settled in different patterns; dispersed homesteads were found in the fertile coastal regions to the east, and concentrated in towns in the desert fringes to the west.

In the western half of the country, rainfall was low and desert conditions prevailed and the African farmers were not interested in settling there. These dry regions remained a safe haven of the Khoi and the San.

The African settlement patterns had the effect that, for the first century and a half of European settlement, the African farmers were hardly affected by the white presence at all. The black population of South Africa is divided into several ethnic groups, of which the Nguni forms a major part. Other main groups are the Sotho, the Venda and the Shangaan-Tsonga.

"The Amazing Bantu Migration and the Fascinating Bantu People." *The Amazing Bantu Migration and the Fascinating Bantu People*. South Africa Tourism, 2005. Web. 30 June 2014.

Case Study: Brief History of the Bantu Migration into South Africa
Cause and Effect Chart

Causes of the Bantu Migration	Effects of the Bantu Migration on South Africa

* Just type this in a google doc you do not have to make it into a chart!

World Geography
The Green Revolution in Mexico

Name:
Section:
Score: _____/5

Directions: Read the following article about the Mexican Agricultural Program (MAP) and answer the thought questions at the end.

The Mexican Agricultural Program

In 1940, Henry A. Wallace had just been elected Vice President after serving as Pres. Franklin D. Roosevelt's Secretary of Agriculture. There was also a new president of Mexico, Ávila Comacho, and FDR sent Wallace as "Ambassador Extraordinary and Plenipotentiary" to attend the Mexican inauguration.


Dr. Norman Borlaug (standing) with students in Mexico, 1954. [Rockefeller Foundation]

Wallace was an old plant breeder, and he had a little time before taking over his new job in Washington. So, Wallace drove his own Plymouth around the Mexico so that he could "get out and look at some corn if I feel like it." The Mexican people loved it. Wallace was the first official U.S. representative to attend a Mexican inauguration, yet he insisted on traveling among the ordinary people. Soon, thousands of people were waiting in villages to see him. He visited both subsistence and industrial farms, agricultural experiment stations and government officials. He was relentless in his questions. He found that it took a typical Mexican farmer at least 200 hours of backbreaking labor to produce each bushel of corn; in his home state of Iowa, it took the typical farmer 10 hours for every bushel of corn. Wallace came back convinced that modern agricultural technology could help Mexico out of poverty and hunger. But there were no U.S. government programs, yet.

There was the Rockefeller Foundation. Through the 1930s, the foundation had been supporting scientific research – particularly agricultural research – in China and Europe. When World War II began, those programs were dead for the duration of the war, however long that might be. So, the foundation began looking for new ways to further its philanthropic aims.

Wallace knew Nelson Rockefeller and many of the program officers at the foundation. In a series of discussions after his return from Mexico, Wallace convinced the foundation that they could make a big difference by supporting research to improve the productivity of corn (maize) and beans, traditional staples of Mexican agriculture and diet.

The new Mexican government, on the other hand, was interested in a program that would help move the economy into the Industrial Age. That meant that agriculture would have to move beyond subsistence farming – where farm families grew little more than they could consume on their own – to large scale, commercial enterprises using the latest machines, plant breeds and technology. The Comacho government was also interested in producing crops that could be exported to the rest of the world, supplying much-needed foreign currency. That meant that they should find ways to grow more wheat where there was a well-established export market in place. Fewer farmers growing more wheat would also mean that people would move from rural areas to the cities to become workers in the new factories.

In 1943, the Rockefeller Foundation worked out an agreement with the Mexican government and the Mexican Agricultural Program (MAP) was established. U.S. scientists would come down to Mexico, set up a plant breeding program, distribute new hybrid varieties of maize and wheat, train farmers how to use them, and train new plant scientists from Mexico and (eventually) around the world.

MAP actually began work in 1943 at a site just outside of Mexico City. The program was headed by J. George Harrar. His corn breeder was Edwin Wellhausen, and Dr. Norman Borlaug joined the program to develop

varieties of wheat that would resist the deadly disease of wheat rust. Rust is a fungus whose spores can travel thousands of miles in the wind and devastate crops wherever they land.

Borlaug approached the task of developing rust-resistant wheat varieties by importing seeds for various rice varieties from friends and colleagues from around the world. As with other plant breeders, Borlaug would then carefully cross various varieties that seemed to offer the best potentials. There were at least four things that were different about Borlaug's approach –

Borlaug quickly moved beyond the problems of wheat rust to tackle the basic problem of increasing yields under modern growing conditions and technologies.

He realized that there were two growing regions in Mexico that could be used successively to cut the time needed to breed new varieties in half. This approach became known as "shuttle breeding."

He recognized that an unintended benefit of the shuttle breeding was that the resulting varieties resisted many different varieties of pests and diseases and they didn't care how long the days were during their growing season. A wheat plant that is insensitive to "photoperiod" can adapt well to a wide range of conditions.

He was determined to get the word out – to diffuse the innovations – to Mexican farmers and to student plant scientists around the world.

Yields

First, Borlaug tackled the problems of the wheat rust that was cutting down yields. Between 1943 and 1958, Mexico went from a nation that had to import wheat to feed its people to a nation that exported wheat to other nations. Then, Borlaug turned to more basic problems of wheat yield.

Wheat is perhaps the major staple of diets around the world. It has more protein than rice, maize or sorghum and can be grown in a variety of climates. But as farmers began using more and more fertilizer they discovered that traditional tall varieties of wheat started to "lodge" or fall over before they could be harvested. The fertilizer encouraged taller plants with heavier heads, but the stems were too thin to support the extra weight.

Borlaug knew that there were Japanese "dwarf" varieties of wheat whose short stalks were able to hold up high-yielding heads. In 1953, MAP got a small amount of a dwarf hybrid from Washington State University and Borlaug began breeding that variety with local varieties. There were a lot of failures – crosses that were sterile or whose heads shattered. But by 1960, MAP released two semi-dwarf varieties that were adapted to growing conditions and diseases in Mexico.

Over the next 20 years, many new varieties were released. Because of these new varieties, Mexico was able to grow enough for its own needs between 1956 and 1971. Then, the population monster caught up again. Between 1940 and 1980, the population ballooned more than three times over. Average yields and overall wheat production in Mexico have continued to grow. But there is no new land appropriate for planting wheat, and so the increases in population have outpaced the increases in yields. Though it is importing wheat again, Mexico does not face massive hunger.

Research methods

Borlaug and his colleagues were able to quickly improve the wheat harvests in Mexico because they found two shortcuts. Conventional breeding programs in the 1940s and 50s required 10 to 12 years to produce a new variety. It took seven years – or seven breeding cycles – to find better hybrids, and then three to five years to test the variety and grow enough to distribute to farmers. Borlaug knew that they had to produce results quickly, so he made an educated guess that two varieties from Kenya and two from the U.S. were the best candidates for yields and disease resistance in Mexico. Within four years, MAP held their first "field day" where farmers were invited to see the results of the new varieties. These first hybrids were a little better than the traditional wheat varieties, and later ones got a lot better.

The second shortcut started when Borlaug realized that he could get two breeding cycles out of every year. MAP had inherited two research stations in different parts of the country. The first was in the Sonora region in the northwest part of Mexico (south of Arizona). This region was at sea level and was warm enough to allow for a good winter growing season. The second experiment station was in the Chapingo region in the mountains north

of Mexico City. Because of the elevation, it was cool enough in the summer to allow for a second growing season.

Borlaug's team would make one set of hybrid crosses in Sonora and grow the seed there. Those seeds would be harvested and then shuttled back down to Chapingo where the next set of crosses would be made. Using this "shuttle breeding" approach, the team produced new varieties in as little as three years instead of the 10 needed in other places.

Diffusion

The best seed varieties in the world do little good unless they are adopted and planted by local farmers who then follow the best growing practices. This is the process of diffusion of innovation. So, when they were ready to introduce their first new hybrid variety of wheat in 1948, Borlaug went to the local newspaper and announced a "field day" with free barbeque and beer. "We only got about 25 people," he says, "and 22 of them were bureaucrats... And maybe only three farmers, and they were probably the three poorest farmers in the valley. They came for the free barbeque and beer."

But the farmers around the experiment station saw the results, and the next year there were a lot of farmers and good farmers. Then the task became convincing them that fertilizers were worth the cost. Gradually, that message got through as well.

As Mexican farmers began to produce more, they were faced with the problem of storing the extra grain. Don Freeman of York, Nebraska, was one of the Americans who became involved in building grain storage bins in Mexico. His company built storage bins in areas that still needed roads, but the bins enabled farmers to join the world market. "I think they were jumping over all the development that we [American farmers] did, right into modern farming."

Then Borlaug and his colleagues turned their attention to the world. They were aware of President Truman's warning about famine threatening half of the world. The MAP had been able to produce good results. So, with the approval of the Mexican government, and with interest from other governments, MAP began training plant scientists from around the world. Each year, up to 50 students from every continent on the globe gathered in Mexico to work along side of the U.S. scientists and learn the most modern methods of plant breeding.

Modern agriculture had now been successfully exported from the U.S. to Mexico. The stage was set to export it again to India, Pakistan and the rest of the world.

Written by Bill Ganzel, the Ganzel Group. First published in 2007.

Thought Questions:

1. What was the influence of the United States Vice President Henry Wallace and the Rockefeller Foundation in the development of agriculture in Mexico?

2. What was the goal of agricultural development in Mexico through the actions of President Avila Comacho and programs like MAP?

NTI Day13 Pg 1

World Geography
The Northwest Angle

Name:
Section:
Score: _____/5

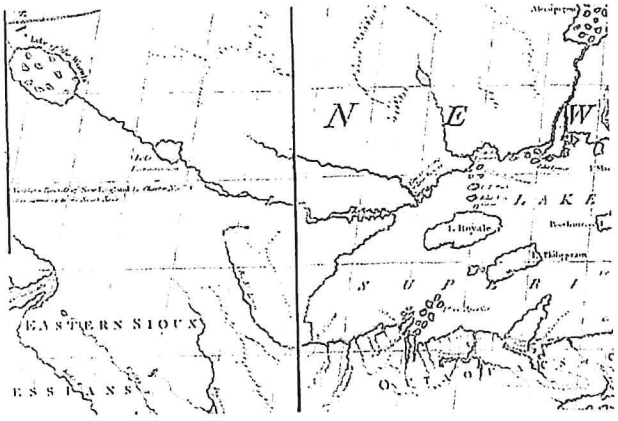
Directions: Read the article below about the formation of the Northwest Angle in Northern Minnesota and southern Ontario and answer the thought questions below.

The story behind Minnesota's weirdly shaped northern border

By William E. Lass I 02/04/14 MNOPEDIA

Minnesota's Northwest Angle in Lake of the Woods is farther north than any other part of the contiguous United States. Logically, it would seem that this area of about 123 square miles should be in Canada. But this oddest feature of the entire U.S.–Canada boundary was the proper result of American treaties negotiated with Great Britain.

The first step in creating the Northwest Angle was provided by the Treaty of Paris (1783). In recognizing American independence, Great Britain agreed to a U.S.–Canada boundary from the Atlantic Ocean to the Mississippi River. West of Lake Superior the line was to run by middle of lake and stream to the northwesternmost point of Lake of the Woods. From that terminus the specified boundary was a due west line to the Mississippi River.



John Mitchell's 1755 map showed Lake of the Woods as roughly egg-shaped.

Although they did not realize it, the American and British diplomats had agreed upon a geographic impossibility.

They accepted map maker John Mitchell's depiction of an egg-shaped Lake of the Woods that had an obvious northwesternmost point. They also believed Mitchell's claim that a line drawn due west from there would intersect the Mississippi.

In 1798, British explorer David Thompson proved that the northernmost source of the Mississippi was south of Lake of the Woods. This discovery confirmed the existence of a northwest boundary gap.

The U.S. obtained an unspecified area west of the Mississippi from France by the Louisiana Purchase. In 1807, American and British diplomats tried to define the northern boundary of Louisiana. The British proposed that the 1783 water line be drawn only to the point where it first touched the forty-ninth parallel. They believed that from that intersection the forty-ninth should be followed westward.

The American negotiators rejected this proposal. They refused to consider anything that changed the wording of the 1783 treaty. Consequently, the British agreed that the northwesternmost point of Lake of the Woods had to be the starting point of a boundary extension.

The negotiators first provided for a new boundary that ran due north-south. This line was from the northwesternmost point of Lake of the Woods to the forty-ninth parallel. Then the boundary was to follow the forty-ninth westward to the continental divide in the Rocky Mountains. The administration of President Thomas Jefferson refused to approve this agreement because it did not resolve other outstanding issues between the two countries.

The U.S. and Great Britain finally fixed Louisiana Territory's northern boundary by the Convention of 1818. They accepted the due north-south and forty-ninth parallel lines that had been proposed eleven years earlier. This treaty completed the shaping of the Northwest Angle diplomatically. There was not, however, an accurate map

of Lake of the Woods even then. Additionally, no one knew where the forty-ninth parallel was relative to the lake's northwesternmost point.

The existence of the Northwest Angle was confirmed by a joint American-British surveying commission, which compiled the first detailed map of Lake of the Woods. In 1824, David Thompson, the chief British surveyor, identified the lake's four possible northwesternmost points. The next year Johann Ludwig Tiarks, an astronomer employed by the British Foreign Office, determined that the lake's northwesternmost point was at the head of Angle Inlet.

The U.S. and Great Britain accepted Tiarks' calculations of the northwesternmost point. In the Webster-Ashburton Treaty (1842), they agreed on the boundaries that shaped the Northwest Angle.

Joint American-British boundary commissions determined the angle's precise boundaries. From 1872 to 1875, surveyors calculated and marked the northwesternmost point and the due south line from it to the forty-ninth parallel. During this survey both Great Britain and Canada tried to eliminate the Northwest Angle by reviving the suggestion made in 1807.

The U.S. government rejected their offers to buy the angle. The Americans realized that it did not have great economic value. But they persisted in rejecting anything that would change the treaty under which they had gained their independence. In 1912, another commission surveyed and monumented the water line boundary from the northwesternmost point.

Since 1925, a joint U.S.–Canada boundary commission has maintained the boundary. Among other things, the commission assures that the boundary is easily identified by appropriate monuments.

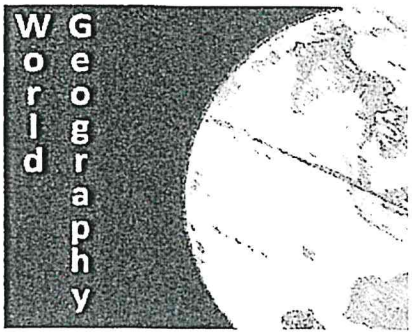
Thought Question:

1. What type of mistake led to the Northwest Angle being part of the United States?

2. Why did the United States not want to give up the Northwest Angle once the error was discovered?

3. What does this issue reveal about the complexity of resolving border issues?

NTI Day 14 Pg. 1



World Geography
The Shape of Africa

Name:
Section:
Score: _____/5

Directions: Read the article titled "The Shape of Africa" below by Jared Diamond and then answer the thought questions at the end.

The Shape of Africa

By Jared Diamond

Ask someone to tell you quickly what they associate with Africa, and the answers you'll get will probably range from "cradle of humankind" and "big animals" to "poverty" and "tribalism." How did one continent come to embody such extremes?

Geography and history go a long way toward providing the explanations. Geographically, Africa resembles a bulging sandwich. The sole continent to span both the north and south temperate zones, it has a thick tropical core lying between one thin temperate zone in the north and another in the south. That simple geographic reality explains a great deal about Africa today.

As to its human history, this is the place where some seven million years ago the evolutionary lines of apes and protohumans diverged. It remained the only continent our ancestors inhabited until around two million years ago, when Homo erectusexpanded out of Africa into Europe and Asia. Over the next 1.5 million years the populations of those three continents followed such different evolutionary courses that they became distinct species. Europe's became the Neandertals, Asia's remainedHomo erectus, but Africa's evolved into our own species, Homo sapiens. Sometime between 100,000 and 50,000 years ago our African ancestors underwent some further profound change. Whether it was the development of complex speech or something else, such as a change in brain wiring, we aren't sure. Whatever it was, it transformed those early Homo sapiens into what paleoanthropologists call "behaviorally modern"Homo sapiens. Those people, probably with brains similar to our own, expanded again into Europe and Asia. Once there, they exterminated or replaced or interbred with Neandertals and Asia's hominins and became the dominant human species throughout the world.

In effect, Africans enjoyed not just one but three huge head starts over humans on other continents. That makes Africa's economic struggles today, compared with the successes of other continents, particularly puzzling. It's the opposite of what one would expect from the runner first off the block. Here again geography and history give us answers.

It turns out that the rules of the competitive race among the world's humans changed radically about 10,000 years ago, with the origins of agriculture. The domestication of wild plants and animals meant our ancestors could grow their own food instead of having to hunt or gather it in the wild. That allowed people to settle in permanent villages, to increase their populations, and to feed specialists—inventors, soldiers, and kings—who did not produce food. With domestication came other advances, including the first metal tools, writing, and state societies.

The problem is that only a tiny minority of wild plants and animals lend themselves to domestication, and those few are concentrated in about half a dozen parts of the world. As every schoolchild learns, the world's earliest and most productive farming arose in the Fertile Crescent of southwestern Asia, where wheat, barley, sheep, cattle, and goats were domesticated. While those plants and animals spread east and west in Eurasia, in Africa

they were stopped by the continent's north-south orientation. Crops and livestock tend to spread much more slowly from north to south than from east to west, because different latitudes require adaptation to different climates, seasonalities, day lengths, and diseases. Africa's own native plant species—sorghum, oil palm, coffee, millets, and yams—weren't domesticated until thousands of years after Asia and Europe had agriculture. And Africa's geography kept oil palm, yams, and other crops of equatorial Africa from spreading into southern Africa's temperate zone. While South Africa today boasts the continent's richest agricultural lands, the crops grown there are mostly northern temperate crops, such as wheat and grapes, brought directly on ships by European colonists. Those same crops never succeeded in spreading south through the thick tropical core of Africa.

The domesticated sheep and cattle of Fertile Crescent origins took about 5,000 years to spread from the Mediterranean down to the southern tip of Africa. The continent's own native animals—with the exception of guinea fowl and possibly donkeys and one breed of cattle—proved impossible to domesticate. History might have turned out differently if African armies, fed by barnyard-giraffe meat and backed by waves of cavalry mounted on huge rhinos, had swept into Europe to overrun its mutton-fed soldiers mounted on puny horses. That this didn't happen was no fault of the Africans; it was because of the kinds of wild animals available to them.

Ironically, the long human presence in Africa is probably the reason the continent's species of big animals survive today. African animals co-evolved with humans for millions of years, as human hunting prowess gradually progressed from the rudimentary skills of our early ancestors. That gave the animals time to learn a healthy fear of man, and with it a healthy avoidance of human hunters. In contrast, North and South America and Australia were settled by humans only within the last tens of thousands of years. To the misfortune of the big animals of those continents, the first humans they encountered were already fully modern people, with modern brains and hunting skills. Most of those animals—woolly mammoths, saber-toothed cats, and in Australia marsupials as big as rhinoceroses—disappeared soon after humans arrived. Entire species may have been exterminated before they had time to learn to beware of hunters.

Unfortunately the long human presence in Africa also encouraged something else to thrive—diseases. The continent has a well-deserved reputation for having spawned some of our nastiest ones: malaria, yellow fever, East African sleeping sickness, and AIDS. These and many other human illnesses arose when microbes causing disease in animals crossed species lines to evolve into a human disease. For a microbe already adapted to one species to adapt to another can be difficult and require a lot of evolutionary time. Much more time has been available in Africa, cradle of humankind, than in any other part of the planet. That's half the answer to Africa's disease burden; the other half is that the animal species most closely related to humans—those whose microbes required the least adaptation to jump species—are the African great apes and monkeys.

Africa continues to be shaped in other ways by its long history and its geography. Of mainland Africa's ten richest countries—the only ones with annual per capita gross domestic products over $3,500—nine lie partly or entirely within its temperate zones: Egypt, Libya, Tunisia, Algeria, and Morocco in the north; and Swaziland, South Africa, Botswana, and Namibia in the south. Gabon is Africa's only tropical country to make the list. In addition, nearly a third of the countries of mainland Africa (15 out of 47) are landlocked, and the only African river navigable from the ocean for long distances inland is the Nile. Since waterways provide the cheapest way to transport cumbersome goods, geography again thwarts Africa's progress.

All these factors can lead to the question: Is the continent, or at least its big tropical core, doomed eternally to wars, poverty, and devastating diseases? I'd answer: Absolutely not. On my own visits to Africa, I've been struck by how harmoniously ethnic groups live together in many countries—far better than they do in many other parts of the globe. Tensions arise in Africa, as they do elsewhere, when people see no other way out of poverty except to fight their neighbors for dwindling resources. But many areas of Africa have an abundance of resources: The rivers of central Africa are great generators of hydroelectric power; the big animals are a major source of ecotourism revenue in eastern and southern Africa; and the forests in the wetter regions, if managed and logged sustainably, would be renewable and lucrative sources of income.

As for Africa's health problems, they can be greatly alleviated with the right planning and funding. Within the past half century several formerly poor countries in Asia recognized that tropical diseases were a major drain on their economies. By investing in public health measures, they have successfully curbed those diseases, and the increased health of their people has led to far healthier economies. Within Africa itself, some international mining and oil companies have been funding successful public health programs throughout their concession areas because they realized that protecting the health of their workers was an excellent business investment for them.

What's the best case for Africa's future? If the continent can overcome its health problems and the corruption that plagues many of its governments and institutions, then it could take advantage of today's globalized, technological world in much the same way that China and India are now doing. Technology could give Africa the connections that its geography, particularly its rivers, long denied it. Nearly half of all African countries are English speaking, an advantage in trade relations, and an educated, English-speaking workforce could well attract service jobs to many African countries.

If Africa is to head into a bright future, outside investment will continue to be needed, at least for a time. The cost of perpetual aid to or military intervention in Africa is thousands of times more expensive than solving health problems and supporting local development, thereby heading off conflicts. Not only Africans but the rest of us will be healthier and safer if Africa's nations increasingly take their places as peaceful and prospering members of the world community.

Source: Diamond, Jared. "The Shape of Africa." September Geographica. National Geographic Magazine, Sept. 2005. Web. 17 July 2016.

<u>Thought Questions</u>:

1. Why is Africa's poverty today described as "puzzling" by Diamond?

2. What important transformation happened about 10,000 years ago (around 8,000 B.C.E.)? What effect did this have on African societies?

3. What about the African Continent made it difficult for the spread of domesticated animals? What about the native African wildlife made it difficult for them to be used by African Civilizations?

4. What was the "Great push south"?

5. What advantages does Africa have (or more specifically its animals) from its long history of a human presence compared to other continents? Such as North America. What disadvantages have developed along with the advantages?

6. Generally where are Africa's 10 richest countries located? (Hint: you'll need to look at a map to locate them)

NTI Day 15 Pg. 1

AP Human Geography

Racism in Sports

Name:
Section:
Score: ____/5

Directions: Answer the following questions and be prepared to defend your answers in class.

Situation: The Washington Redskins have been the NFL team that has represented Washington D.C. since 1932, but has recently had a lot of attention over the continued use of the mascot the "Redskin." The name itself has been labeled by the American English Dictionary as a "usually offensive" way of referring to Native Americans. Many state owned universities have changed their names that featured Native American names, but the Washington Redskins are a privately owned organization.

Thought Questions:

1. Come up with three arguments, and three arguments against keeping the mascot.

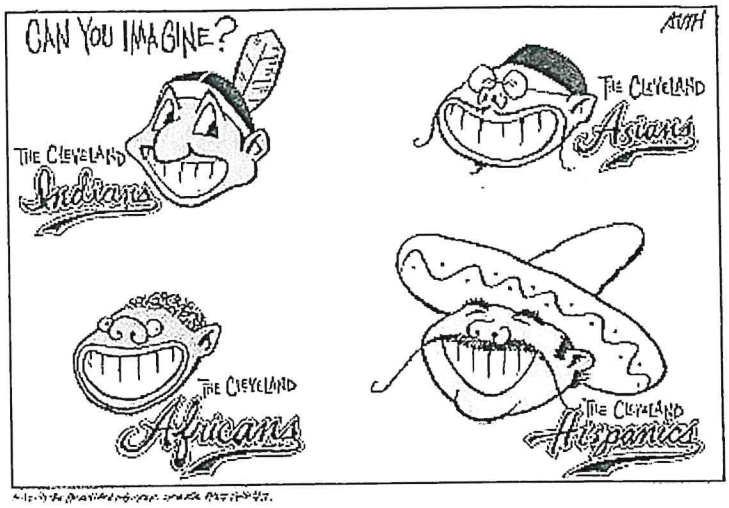
Arguments for Keeping the Mascot	Arguments Against Keeping the Mascot
1.	1.
2.	2.
3.	3.

2. In your own opinion should sports teams be allowed to name themselves after racial or ethnic groups of people? Explain your answer.

MINNESOTA VIKINGS

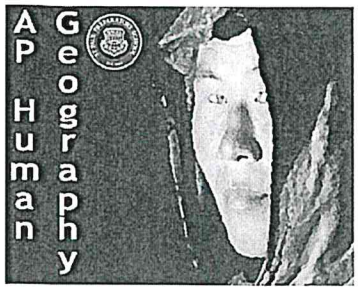
3. In what type of situation might it be ok for organizations or universities to use people of different races or ethnicities as a mascot? (list and explain 3)

4. How can mascots be dangerous in the building of stereotypes? What types of things could designers do to avoid creating stereotypes?



5. Potentially what could be the benefits of using racial/ethnic groups as a mascot for the racial/ethnic group? List and explain 3 benefits.

NTI Day 16 Pg. 1



AP Human Geography
Problems of American Territories

Name:
Section:
Score: _____/5

Directions: Watch the Last Week Tonight Episode covering U.S. Territories (linked on the website) and answer the following questions.

1. What is the original legal basis for the decision to prevent the people of the United States' territories from full citizenship?

2. How is Puerto Rico connected to the United States, but then still treated as second class citizens?

3. How are territorial citizens different than full citizens in terms of representation and voting rights?

4. How are the American Citizens of Guam mistreated yet trying to exercise their rights as American Citizens?

5. How are the people of American Samoa especially mistreated in their status as an American territory?

Thought Question:

1. What is the biggest argument for granting citizens of US Territories full legal rights and protection? Explain your answer.

2. Use the internet to find 5 reasons why the United States has not granted full admission as a state to Puerto Rico.

NTI Day 17 Pg. 1

World Geography
Conflict Diamonds

Name:
Section:
Score: _____/5

Directions: Read over the following quotes and explanations of Blood Diamonds and answer the associated questions.

"CONFLICT DIAMONDS means rough diamonds used by rebel movements or their allies to finance conflict aimed at undermining legitimate governments, as described in relevant United Nations Security Council (UNSC) resolutions insofar as they remain in effect, or in other similar UNSC resolutions which may be adopted in the future, and as understood and recognised in United Nations General Assembly (UNGA) Resolution 55/56, or in other similar UNGA resolutions which may be adopted in future;"

The Kimberley Process Certification Scheme, Section I

1. In your own words describe what are conflict diamonds and why are they such a problem?

"Throughout the history if Africa, whenever a substance of value is found, the locals die, in great number and in misery. This was true of ivory, rubber, gold, oil, this is now true of diamonds".

Blood Diamond, Warner Bros Pictures, 2006

2. How does this quote connect resources in Africa to imperialism?

"Each Participant should...
...establish a system of internal controls designed to eliminate the presence of conflict diamonds from shipments of rough diamonds imported into and exported from its territory;"

The Kimberley Process Certification Scheme, Section VI

3. Come up with three possible ways participants could enact measures to meet the requirements of section IV.
   a.
   b.
   c.

" ...the Diamond Industry has fallen short of implementing the necessary policies for self-regulation. The retail sector in particular fails to provide sufficient assurance to consumers that the diamonds they sell are conflict-free. That is why we need your help to find out how policies are being communicated at the shop level, and what actions, if any, are being taken to ensure that policies are more than just rhetoric. At the same time, you'll be sending a strong message to your local jewelers that their role in diamond-fueled conflict must end."

Amnesty International Website; Oil, Gas and Mining Industries

4. Who does Amnesty call out for needing to improve and why? And how can ordinary people help end the flow of conflict diamonds?

NTI Pg. 18 Pg. 1

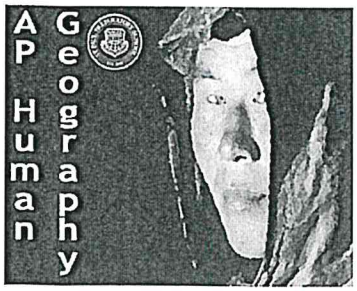
World Geography
Cultural Diffusion Vocabulary

Name:
Section:
Score: _____/5

Directions: Using textbook come up with explanations for the following terms.

1. Globalization -
2. Cultural Diffusion –
3. Cultural Hearth -
4. Relocation Diffusion –
5. Hierarchical Diffusion –
6. Contagious Diffusion –
7. Stimulus Diffusion –
8. Uneven Development –
9. Cultural Convergence -
10. Cultural Clashes -
11. Cultural Integration -

NTI Day 19 Pg 1



AP Human Geography
The Sacred Hindu Cow

Name:
Section:
Score: ____/5

Directions: Read the following article about Hindu's beliefs about cows and answer the thought questions on the back of the page.

Why is the Cow so Important to Hindus

In Hinduism, the cow is revered as the source of food and symbol of life and may never be killed. However, many non-Hindus interpret these beliefs to mean that Hindus worship cows. This is not true. It is more accurate to say the cow is taboo in the Hindu religion, rather than sacred. This is just one example of the misunderstandings people have about the Hindu faith.

Furthermore, cows do not have an especially charmed life in India. Sometimes people around the world see images of India in print or on television, or they travel there, and see cows in public places, unfenced and unrestrained. From such scenes, they conclude that Indians consider cows gods, but this is a false idea and below you will find clarification on this subject.

History of the "Sacred" Cow

In ancient India, oxen and bulls were sacrificed to the gods and their meat was eaten. But even then the slaughter of milk-producing cows was prohibited. Verses of the Rigveda refer to the cow as Devi (goddess), identified with Aditi (mother of the gods) herself.

Even when meat-eating was permitted, the ancient Vedic scriptures encouraged vegetarianism. One scripture says, "There is no sin in eating meat... but abstention brings great rewards." (The Laws of Man, V/56).

Later, in the spiritually fertile period that produced Jainism and Buddhism, Hindus stopped eating beef. This was mostly like for practical reasons as well as spiritual. It was expensive to slaughter an animal for religious rituals or for a guest, and the cow provided an abundance of important products, including milk, browned butter for lamps, and fuel from dried dung.

Some scholars believe the tradition came to Hinduism through the influence of strictly vegetarian Jainism. But the cow continued to be especially revered and protected among the animals of India. By the early centuries AD, the cow was designated as the appropriate gift to the brahmans (high-caste priests) and it was soon said that to kill a cow is equal to killing a brahman. The importance of the pastoral element in the Krishna stories, particularly from the 10th century onward, further reinforced the sanctity of the cow.

Cow-Related Practices

The cow remains a protected animal in Hinduism today and Hindus do not eat beef. Most rural Indian families have at least one dairy cow, a gentle spirit who is often treated as a member of the family.

The five products (pancagavya) of the cow — milk, curds, ghee butter, urine and dung — are all used in puja (worship) as well as in rites of extreme penance. The milk of the family cow nourishes children as they grow up, and cow dung (gobar) is a major source of energy for households throughout India. Cow dung is sometimes among the materials used for a tilak - a ritual mark on the forehead. Most Indians do not share the western revulsion at cow excrement, but instead consider it an earthy and useful natural product.

NIL Day 17 Pg. 2

Despite their sacred status, cows don't seem very appreciated in India. Visitors are often surprised to see them walking neglected around city streets, living on garbage from the gutters. But the cow is honored at least once a year, on Gopastami. On this "Cow Holiday," cows are washed and decorated in the temple and given offerings in the hope that her gifts of life will continue.

"The Cow in Hinduism." The Hindu Sacred Cow. Religion Facts, n.d. Web. 02 Mar. 2015. <http://www.religionfacts.com/hinduism/things/cow.htm>.

Thought Questions:

1. Give three examples of cow practices or beliefs that would be considered different from popular beliefs. What is the reasoning for these beliefs/practices.
   a.

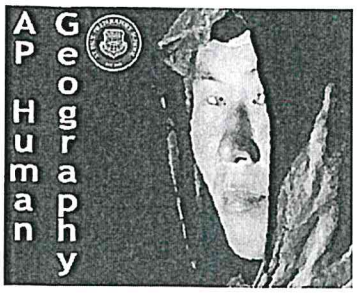
   b.

   c.

2. How does the understanding of the Hindu's relationship cows give us a better understanding of Hindu beliefs?

3. Explain why it might be so damaging to force the Hindu to stop this practice/belief?

NTI Day 20 Pg 1



AP Human Geography
Cultural Relativism in Tattoos

Name:
Section:
Score: _____/5

Directions: Answer the following questions relating to the topic of tattooing, then read the two different views of tattoos by the Church of Latter Day Saints (Mormons) and the traditions of tattooing in Polynesia.

Thought Questions:

Pre-Reading Discussion Questions:

1. What are your own personal beliefs about tattooing? What has influenced your ideas on tattoos?

2. How does your particular cultural group view tattoos? (Ethnic, Religious, Youth vs. Adults, etc...)

3. Based off your own ideas what do tattoos reveal about a person/person's decisions.

Reading Questions

1. What are the Mormon's views towards tattoos and their reasoning for those views?

2. What are the Polynesian views towards tattoos and their reasoning for those views?

3. Which set of views most closely corresponds to your own beliefs of tattoos? Explain how.

NII Day 20 Pg. 2

Tattoos in Mormon Culture vs. Polynesia Culture

The Spiritual Consequences (Mormon)

Dr. Mark Taylor, a dermatologist in Salt Lake City, sees patients who want to have tattoos removed. Dr. Taylor indicates that the laser process is expensive and that certain tattoo colors cannot be removed very easily. He finds it unfortunate that something done on a whim, almost like doodling, now costs time, money, energy, and pain to remove. "Tattoos connote, in my opinion," says Dr. Taylor, "a lack of judgment, lack of forethought, lack of being able to see into the future and understand consequences."

As a member of the Church, Dr. Taylor is concerned about the spiritual consequences his patients have had to face. "If you wear anything on your body that discourages the presence of the Spirit, that conveys a message of disobedience or rebellion," says Dr. Taylor, "it becomes discouraging to spirituality."

Having a tattoo or body piercing can also be offensive to others. Employers may not want an employee representing his business who has tattoos or body piercings.

As members of the Church, we are instructed not to give offense. "People taunt others by these outward acts," says Dr. Taylor. "A pure body, unmarked, is not offensive."

Some members of a congregation may be distracted from the reverent feelings they come to church services to gain, by the piercings or tattoos of those called upon to bless or pass the sacrament or participate in the program.

Dr. Taylor has come up with two questions that are good to ask before undertaking any sort of fad. "Will it make me feel differently or negatively about myself? Will it make other people feel differently about me? If the answer is yes to either question, then it's probably not a good idea to do it. For example, a woman having pierced ears does not make me think differently of her. However, for men, it makes me feel differently about them if I see them with pierced ears."

Thomas, Janet. "More Than Skin Deep." Editorial. New Era Feb. 2001: n. pag.More Than Skin Deep - New Era Feb. 2001 - New-era. The Church of Jesus Christ of Latter Day Saints. Web. 02 Mar. 2015.

A Sacred Art (Polynesian)

Tattooing is a sacred ceremony in Polynesian culture. The tattoos and their location on the body were determined by one's genealogy, position within the society and personal achievements. According to the culture of Maori, all high-ranking Māori were tattooed, and those who went without tattoos were seen as people with lowest social level.

On the basis of mythology, human learned the art of tattooing from the 2sons of the God of Creation Ta'aroa. Tattooing was operated by high trained shamans (tahua) in the religious ceremony, who was an expert in the meanings of the tattoo and skills of the art.

Before getting tattooed, a person should experience a long period of cleansing. During this period one would fast for a fixed length of time and abstaining from sexual intercourse or contact with women. The tattoo practice generally marked both rites of passage and important events in a person's life. The addition of tattoos also made a warrior much more attractive to women.

Generally, the head was considered the most sacred part of the body, and because tattooing caused blood to run, the tattoo craftsmen, or "tohunga-ta-oko", were very tapu persons. The full faced tattoo was very time consuming, and a skilled tattoo craftsman would carefully study a person's bone structure before getting his art process start.

Tattooing Related to Women

Generally, the women were not as extensively tattooed as the men. The position of tattoo on women's body was limited to hand, arms, feet, ears and lips. One saying is that girls at the age of twelve would get tattooed on their right hands, and since when they were permitted to prepare the meals and join in the process of rubbing of dead bodies.

"Introduction of Polynesian Tattoo History." APolynesianTattoo. N.p., n.d. Web. 02 Mar. 2015.

Callen

Advanced Placement European History

In an effort to reduce the workload stress of AP students on NTI Days, Mr. Callen will send assignments out weekly. Plan on 1 presentation, 5 People Pagers, 1 One Pager, and 2 AP Sanctioned Assessments per week per student. Each of those assignments will be due on one day of the work week. As things presently stand, we are still taking the AP Examination at the originally scheduled time which means we are still planning on our Study Night at Shades of Brown on 15 April 2020. I will pass along additional information as I receive it.

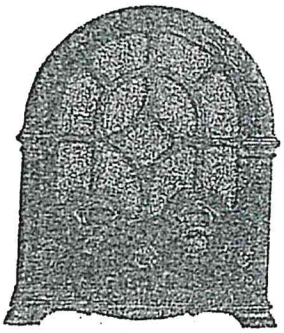
Advanced Placement United States History

In an effort to reduce the workload stress of AP students on NTI Days, Mr. Callen will send assignments out weekly. Plan on 1 presentation, 5 People Pagers, 1 One Pager, and 2 AP Sanctioned Assessments per week per student. Each of those assignments will be due on one day of the work week. As things presently stand, we are still taking the AP Examination at the originally scheduled time. This means we are still planning on our Study Night at Shades of Brown on 22 April 2020. I will pass along additional information as I receive it.

.pdf 8.1b due 3/23/20 NTI #10 Callen SS3

New Appliances and Forms of Entertainment

The increased availability of electricity in homes allowed a variety of **new appliances** to become more common in the 1920s. Refrigerators meant that more food could be bought at one time and then stored for longer periods without fear of it spoiling. Meanwhile, sewing machines, vacuum cleaners, and washing machines greatly reduced the amount of time needed to do traditional chores around the house. As a result of technological advances, people began finding themselves with more time for leisure activity.



Advances in transportation and the use of electric power also gave birth to a bustling **nightlife**, in which people ventured into the city after dark to attend shows, have dinner, or take part in evening social events.

Simultaneously, a new **mass media** formed. National magazines allowed news stories and businesses to reach people nationwide. **Radio** became an important medium for entertainment and communication, as people across the nation began enjoying the same shows and hearing the same news reports. It also transformed politics by giving leaders direct access to larger numbers of people.

Between 1910 and 1930, the **movie industry** boomed in the United States. First to silent pictures, and then to movies with sound (called "talkies"), people flocked to be entertained by the big screen. The fashions and lifestyles portrayed in the movies helped define a national culture. People all over the nation wanted to wear the clothes they saw in the movies, drive the cars they saw on screen, and take part in the fads popularized by Hollywood. As a result, movie stars became national icons.

Poster for the First Full-Length "Talkie"

The New Consumerism

Innovative techniques of mass production (producing large amounts of a product) meant that producers could afford to sell their goods at less cost to consumers. Advertisers convinced US citizens that they not

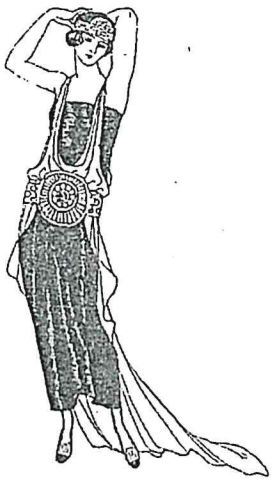
only wanted but *needed* certain products. Innovations like the installment plan transformed the consumer market. Under these plans, producers and businesses offered easy credit that allowed consumers to pay a little at a time rather than all at once. People could purchase more expensive items (like cars and refrigerators) much sooner than normal. This caused sales of such products to boom during the twenties.

For the first time, the United States became a **consumer society**. In the past, people had concentrated on saving money. Now, as people began to measure their social status by how much they could buy and own, they began to save less and spend more. While this initially meant growth for the economy, it also meant that peoples' debt increased as their savings became less.

WOMEN IN THE '20S

As the decade progressed, the role and expectation of women in society continued to change drastically. Economic necessity and advances in technology led more women than ever into the US workforce. Although this was a major shift in the roles they had traditionally held, women still faced obstacles. Generally, employers only hired single women. They believed that married women would eventually have children and quit. Since there was no such thing as maternity leave in those days, this usually turned out to be the case. Therefore, women were rarely trained for or given positions of leadership.

As women's place in the US workforce increased, they began to change their dress and behavior. Women's hair got shorter and hemlines got higher as women sought clothes that were comfortable and hairstyles that were more manageable. Socially, women began going out on dates instead of entertaining male visitors at home under the supervision of a chaperone. These "new women" were sometimes called **"flappers"** and they tended to be more rebellious and "fun-loving" than women of the past. They challenged the traditional gender roles in society and often caused more traditional citizens (men and women alike) great concern.



Flapper

INTELLECTUAL RESPONSES

Ernest Hemingway

While the decade of the twenties was mostly an era of prosperity, there were those who were disturbed by what they saw. A number of these people are remembered for their literary and artistic accomplishments. Sinclair Lewis critiqued society through stories like *Main Street, Babbit,* and *Elmer Gantry.* In 1930, he became the first US citizen in history to win the Nobel Prize for literature.

One group of writers became known as **"The Lost Generation"** because they felt lost in a society of greed and moral corruption. Among their number were F. Scott Fitzgerald, who authored *The Great Gatsby*, and Ernest Hemingway, who wrote of the lost generation in his novel, *The Sun Also Rises*.

The twenties also saw great cultural accomplishments within the African American community. **Jazz** became a popular form of music after World War I, as musical artists from Louisiana and Mississippi brought their talents to the northern cities. Its fast-paced rhythm inspired new dances like the "Charleston" and helped create a thriving nightlife. Crossing ethnic boundaries, jazz found a receptive audience among both blacks and young whites. Louis Armstrong, a trumpeter and singer from New Orleans, was among the most noted jazz musicians.

An increase in black racial pride and awareness led many black intellectuals to write works portraying the daily lives of working-class African Americans. Langston Hughes wrote memorable poetry and short stories about the black experience and reminded black Americans of their African heritage. Meanwhile, female writer Zora Neale Hurston gained fame for her novel *Their Eyes Were Watching God*. Many other black painters, dancers, and musicians also produced enduring works of art. Because much of this cultural movement took place in New York City, it became known as the **Harlem Renaissance.**

Zora Neale Hurston

2 Which of the following would be considered a "flapper?"

A a fundamental criticizing evolution

B a woman of the '20s challenging traditional gender roles

C a writer rebelling against the materialism of the decade

D an urban male enjoying the city's nightlife

4 What was the Harlem Renaissance and who were some of its key figures?

-pdf 8.2 due 3/25/20 NTI #11

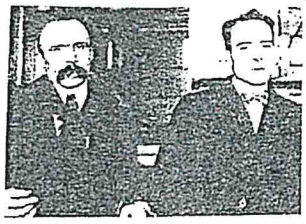
8.2 Social Conflicts of the 1920s

The "Red Scare" and Immigration

Initially, the Russian Revolution encouraged people in the United States. US citizens were glad to see a monarch like the czar replaced with a republican form of government. But, when the Bolsheviks took over and instituted **Communism** (a political and economic philosophy in which the government owns all property and individual rights mean little compared to the welfare of the state) US citizens grew concerned. People feared that such a revolution might occur in the United States. This led to a period known as the **"Red Scare."**

When anarchists (those who want to bring down any form of government) attempted to assassinate Attorney General A. Mitchell Palmer and Standard Oil icon John D. Rockefeller, many associated the attacks with Communism. In response, Palmer authorized the Palmer Raids, in which suspected Communists and other "subversives" (those believed to pose a threat to the US government) — many of whom were immigrants who had committed no crimes — were arrested and jailed. More than five hundred immigrants were deported back to their countries of birth as a result of Palmer's actions.

Sacco and Vanzetti



Sacco and Vanzetti

The association of immigrants with Communism and anarchy eventually resulted in one of the most controversial trials in US history. In 1920, two Italian immigrants believed to be anarchists were accused of murder in Massachusetts. Although the evidence against them was disputable and many felt they had been targeted due to their political beliefs, the court convicted Nicola Sacco and Bartolomeo Vanzetti. They were executed in 1927.

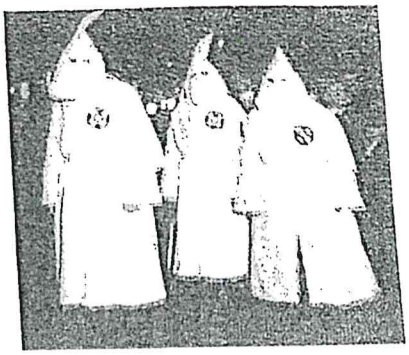
Immigration Restrictions

The new rise in **nativism** (opposition to immigration) after World War I led to efforts to restrict immigration. The government placed **quotas** (limitations) on the number of immigrants that could enter the US annually from different parts of the world. Congress passed a temporary limit to the number of immigrants who could come to the US in 1924 and permanent bans beginning in 1929. Racist in nature, many of the laws were designed to allow more immigrants from Western Europe into the country than from Eastern Europe or the Far East.

Because few laws addressed immigration from nations in the Western Hemisphere, however, the number of Hispanic Catholic immigrants (both legal and illegal) increased drastically during this time period and made Latin Americans the fastest growing minority in the United States.

Resurgence of the Ku Klux Klan

Fear of Communism and mistrust of immigrants also contributed to the resurgence of the **Ku Klux Klan**. Originally only targeting blacks, the Klan grew in numbers as it expanded to attack Jews, Catholics, and immigrants. Large numbers of people in the North and the South flocked to join the organization. Using intimidation and fear, Klansmen burned crosses outside people's homes, sent hate letters, and put pressure on employers to fire black or immigrant workers. When this was not enough, Klan members resorted to lynchings and other forms of violence against those they persecuted.



1920s KKK Members

Prohibition

Al Capone

In 1919, the states ratified the Eighteenth Amendment which outlawed alcoholic beverages. Congress then passed the Volstead Act which defined "intoxicating" and enforced the amendment. This ban on alcohol became known as **Prohibition**. Prohibition gave rise to a new form of outlaw, known as the bootlegger. Bootleggers were criminals who sold illegal alcohol. Their name came from the old practice of drinkers hiding flasks of liquor in the leg of their boots. Many people wanted their alcoholic drinks despite the law, so they turned to bootleggers to supply them. Some people would also go to illegal bars called speakeasies. Organized crime grew as gangsters like Al Capone used violence, intimidation, and bribes to dominate bootlegging and control public officials. Eventually, even many of those who supported the intent of Prohibition came to realize that it was a failure. The **Twenty-first Amendment** repealed (ended) Prohibition in 1933.

Practice 8.2: Social Conflicts of the 1920s

1 The phrase "Red Scare" refers to what?

- **A** the fear African Americans and immigrants felt concerning the Ku Klux Klan
- **B** the nation's fear that Communist revolution could occur in the United States
- **C** the fear immigrants felt concerning postwar nativism
- **D** the fear many reformers felt when Prohibition was repealed

2 How did Congress respond to the postwar wave of nativism that existed and why did the Ku Klux Klan grow in numbers during the 1920s?

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Chapter 8

8.3 The Great Depression

Prosperous Beginnings

After President Harding died in 1923, Vice President Calvin Coolidge became president. The following year, Coolidge won a full term. Coolidge supported big business and believed in *laissez-fair* economics. One of Coolidge's most famous quotes was, "The business of the American people is business." He strongly believed that the government should not interfere with the growth of business and that the natural business cycle would fix any problems in the economy.

Calvin Coolidge

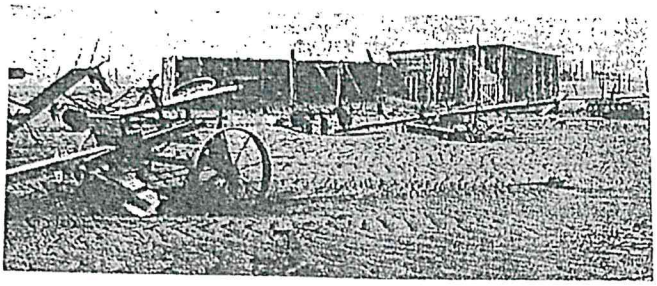
For most of the 1920s, it appeared Coolidge was right. The stock market did very well as prices reached new highs and continued to climb. People tried to take advantage of the prosperity by buying stock on **speculation** (made high-risk investments in hopes of making high returns on their money). Many investors also engaged in something called "**buying on margin**." Under this practice, investors purchased stocks for only a portion of what they cost. They then borrowed the difference and paid interest on the loan. Many believed that the stock market was doing so well that they could still make money, even while paying such interest.

Technology also helped produce a booming economy. Henry Ford's mechanized assembly line revolutionized the auto industry and was starting to transform other industries as well. Mechanization (increased use of machinery for production) meant that products could be produced in far greater numbers and more efficiently. This increase in production meant that manufacturers could afford to charge less money. As a result, more people purchased cars, clothes, appliances, and other goods. Money kept pouring into the economy, companies did well, and jobs were created.

Farmers in the 1920s

Farmers did not enjoy the same prosperity. New machinery, such as tractors, allowed farmers to produce far more. However, this resulted in **overproduction** and caused agricultural prices to drop drastically in the 1920s. Although Congress made attempts to pass bills designed to increase farm prices, President Coolidge vetoed them. He saw them as unconstitutional efforts at price fixing. As a result, the agricultural industry was unable to recover, and many farms went into foreclosure.

Eventually, overproduction had devastating effects on the environment as well. In an attempt to take advantage of high demand for their products during WWI, midwestern farmers unknowingly stripped much of the land and left it damaged by poor farming techniques. This damage combined with a massive drought served to create a disaster in the early 30s.



Dust Bowl

The Dust Bowl was the result of a series of storms that hit the Midwest, causing enormous clouds of dust to be created by the high winds. These black clouds would blanket farms, and even entire cities, as they destroyed areas and left them uninhabitable. The ruthless storms displaced hundreds of thousands of farmers, forcing them to become homeless migrants.

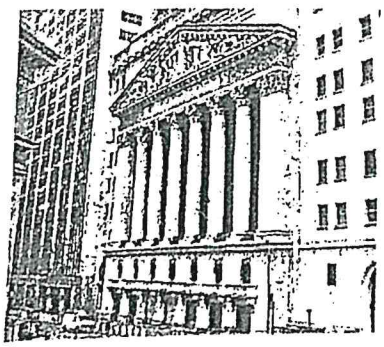
THE BEGINNING OF THE GREAT DEPRESSION

BLACK TUESDAY

Republican Herbert Hoover became president in 1929. Like Coolidge, Hoover opposed government interference in business. Unfortunately for Hoover, he took office at a time when the US economy was about to collapse. On October 29, 1929, a date known as **Black Tuesday**, the stock market crashed! Prices dropped drastically. Many who bought stock on speculation or invested by buying on the margin lost everything. Others were financially ruined as brokers and banks began to call in loans that people had no money to pay. The disaster marked the beginning of the **Great Depression**.

Herbert Hoover

HARD TIMES

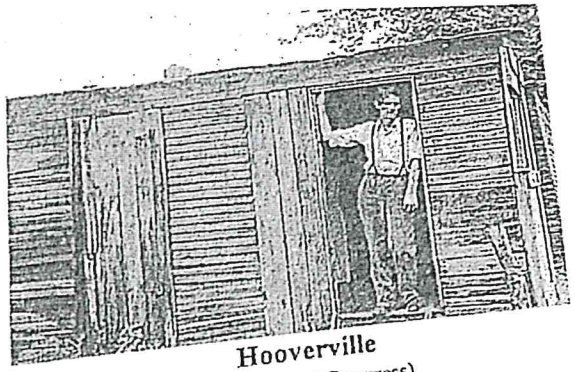


New York Stock Exchange

Following the stock market crash of 1929, the US economy unraveled. People rushed en masse to withdraw money from banks, causing them to close. People stopped investing in the stock market, causing stock prices to fall even further. Wealthy families suddenly found themselves with nothing. At one point, roughly a quarter of the nation was unemployed. Countless numbers of people became homeless. Many people had to rely on soup kitchens and breadlines that provided food for the poor in order to have anything to eat.

HOOVERVILLES

In larger cities, many of the homeless would gather together to live in homemade shacks. These makeshift villages came to be called "**Hoovervilles.**" People named them after the president whom they blamed for their woes.



Hooverville
(Library of Congress)

1 Someone who buys stock for less than what it is worth, then borrows the difference in the hopes of making money is said to be doing what?

A undermining *laissez-faire* economics

B engaging in mass production

C buying on margin

D purchasing tariffs

4 *Why did African Americans and unions drift towards the Democratic Party during the Great Depression?*

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FDR

In 1932, the nation elected Democrat **Franklin Delano Roosevelt** (known to millions of US citizens as "FDR"), president of the United States by an overwhelming majority. With a broad smile and optimistic demeanor, FDR served as a much-needed image of hope for a nation battered by the Great Depression. He became the first president to effectively use radio to his advantage. Speaking directly to the nation in a series of "**fireside chats,**" he helped instill confidence and even succeeded in getting many people to redeposit their money in banks.

FDR

Unlike his predecessors, Roosevelt was also ready to experiment with government actions to deal with the nation's crisis. Roosevelt believed that the country needed the government to provide **direct relief** (federal help to those hurting from the financial crisis). Many economists and politicians argued that the economy would eventually be good if government left it alone. Roosevelt believed that this policy had already proven to be a failure and was willing to engage in **deficit spending** (government spending of borrowed money) to help get the US economy moving in the right direction.

Roosevelt introduced new legislation and a number of programs known collectively as the **New Deal**. The period from FDR's inauguration in March 1933 through the following June became known as the first hundred days. During this time, Roosevelt pushed program after program through Congress in an effort to provide economic relief and recovery.

Roosevelt's First New Deal

The following programs were part of what came to be known as Roosevelt's New Deal.

Civilian Conservation Corps (CCC)	Established in 1933, the CCC provided employment for unmarried men between the ages of 17 and 23. These young men worked in the national parks installing electric lines, building fire towers, and planting new trees in deforested areas.
Agricultural Adjustment Act (AAA)	Passed in 1933, this act approved government loans to farmers and paid farmers not to grow certain crops in order to increase the price of agricultural products.
Federal Deposit Insurance Corporation (FDIC)	The FDIC was established in 1933 under the **Federal Reserve Act** to insure bank deposits of up to $100,000 in case of bank failure. This insurance was intended to prevent people from withdrawing their money out of panic.
National Industrial Recovery Act (NIRA)	Passed in 1933, this law sought to bolster industrial prices and prevent US business failures. One part of the NIRA was the **Public Works Administration (PWA)**. The PWA launched a number of public works such as the construction of dams, highways, and bridges. These projects helped provide citizens with desperately needed jobs.
Tennessee Valley Authority (TVA)	Established in 1933, the TVA built hydroelectric dams to create jobs and bring cheap electricity to parts of the South that had previously been without power. The southern Appalachians were historically one of the poorest areas in the nation. With the help of the TVA, this region prospered as never before.
National Labor Relations Act (NLRA)	Also known as the Wagner Act, this act was passed in 1935 and created a board to monitor unfair management practices such as firing workers who joined unions.
Social Security Act (SSA)	**Social Security** passed in 1935. This act established retirement income for all workers once they reach the age of sixty-five. The Government passed it intending to provide income to those who were too old or disabled to work. Today, Social Security is one of the few remaining programs from the New Deal. One of its architects was Frances Perkins. As Roosevelt's secretary of labor, she was the first woman in history to be appointed to a US president's cabinet.
Revenue Act of 1935	This law raised taxes on those making above $50,000/year as well as raised corporate and estate taxes. It won the favor of many on the left and was nicknamed the "soak the rich tax."

EFFECTS OF THE NEW DEAL

Although FDR's New Deal was a revolutionary approach to government, it actually failed to end the Great Depression. In fact, some historians agree that it made the crisis last longer. On the eve of World War II, much of the nation was still unemployed, and the economy was still hurting. The new Deal did, however, provide some relief and enabled the nation to stay afloat until the onset of war caused the economy to boom in the 1940s.

LABOR

John L. Lewis

The New Deal helped the **labor movement** in a number of ways. The NIRA required industries to recognize workers' rights to organize/ unionize. As a result, union membership increased and a powerful new union, the Committee for Industrial Organization (CIO) arose under the leadership of United Mine Workers President John L. Lewis.

In 1937, the Supreme Court upheld the Wagner Act, causing businesses to comply even more with federal guidelines regarding unions. Due to the advances made by organized labor during the New Deal era, unions became consistent supporters of the Democratic party.

WOMEN

Overall, **women** and minorities did not benefit from the New Deal as much as white males. Federal programs tended to show favoritism towards men on the grounds that they were the breadwinners of their families. They also allowed businesses to pay women less money than male employees. The New Deal did nothing to regulate domestic work (such as housekeepers) which was still the largest female occupation during the 1930s.

Employment Poster

MINORITIES

As for **minorities**, many of them still worked as farmers and migrant workers. Their lack of government payroll records often excluded them from programs like Social Security. In addition, New Deal work programs sanctioned racial segregation, maintaining the idea that it was acceptable to treat minorities and whites differently.

Throughout the Great Depression, African Americans experienced the highest ratio of unemployment among US citizens. However, most African Americans credited

Laundry Day
(Library of Congress)

FDR and his policies for the jobs they did acquire. As a result, the African American community began to shift its political loyalty from the Republican party of Lincoln to the Democratic party of Roosevelt during the mid 1930s.

Environmental Impact of the New Deal

The New Deal had **environmental impact**. Some of it was seen as positive. Some has been criticized as being negative. The Civilian Conservation Corps planted almost three billion trees and constructed hundreds of national parks during the Great Depression. This helped replenish some of the nation's natural resources and protected certain areas from industrial development. But the CCC also built numerous roads through previously rural, undisturbed areas. While this created needed jobs and made it easier for people to reach and travel through these areas, it also changed the natural landscape. The construction accompanying the Tennessee Valley Authority and Hoover Dam in Nevada helped provide many jobs and provide electricity, but they also altered the natural environment as well.

2 Roosevelt's plan for economic relief and recovery was called what?

A deficit relief

B the first hundred days

C fireside chats

D the New Deal

3 What was the purpose of Social Security?

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Kentucky QualityCore® United States History

Chapter 9
World War II

This chapter covers the following Kentucky US History Quality Core standards:

SS-HS-1.1.1, 1.1.2, 1.3.2, 1.3.3, 2.1.1, 2.3.1, 2.3.2, 3.1.1, 3.4.3, 4.1.1, 5.1.2, 5.2.5

9.1 World War II Begins

Foreign Aggression

Hitler and Germany

During the 1920s and 1930s, totalitarian dictators rose to power throughout much of Europe. In Germany, **Adolf Hitler** and his Nazi Party assumed control. Hitler's goal was to establish an empire he called the "Third Reich." In addition to ruling Germany with an iron fist, he wanted to conquer other parts of Europe and ultimately the Soviet Union. In 1936, Hitler's troops invaded the Rhineland. A few years later Germany annexed Austria and parts of Czechoslovakia as well.

Hitler

British and French leaders met with Hitler in Munich to express their concern. However, instead of answering Hitler's aggression with military force, Britain and France chose **appeasement**. This is an approach in which an aggressor nation is allowed to keep regions it has conquered in hopes that this will "appease" the country's leaders and prevent future aggression. Britain and France signed the Munich Pact, an agreement that agreed to let Germany keep the territories it had taken in exchange for a pledge not to invade anymore countries. Hitler broke the pledge in 1939 when he invaded Poland.

Stalin in the Soviet Union

In the Soviet Union, **Joseph Stalin** gained control of the Communist Party and became the country's leader. Stalin executed many of his rivals and political opponents. He tolerated no political opposition and strictly limited the Soviet people's freedom.

MUSSOLINI IN ITALY

Benito Mussolini rose to power as early as 1922. Mussolini was a fascist. Although the government did not own all the businesses and property the way it would under a communist regime, Mussolini's government certainly controlled all aspects of business and politics. Mussolini, like other dictators, did not allow political opposition.

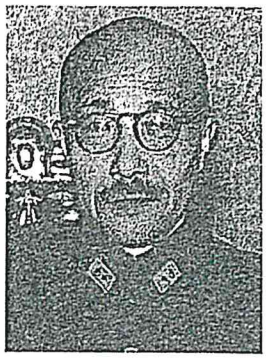
In 1935, Mussolini's forces invaded Abyssinia in North Africa. (Today, Abyssinia is known as Ethiopia). The League of Nations condemned Mussolini's actions. Mussolini withdrew Italy from the League of Nations. Italy and Germany then became allies.

Benito Mussolini

TOJO IN JAPAN

Beginning in the 1920s, Japan began expanding its territory. It used its military to conquer regions in China, Korea, and other parts of Eastern Asia. In 1941, a military officer named **Hideki Tojo** became Japan's prime minister. Although the country had an emperor, Tojo and his fellow generals truly controlled the government. Under their leadership, Japan continued on a course to invade more Asian nations.

Japan eventually signed an agreement with Germany and Italy. The three countries became allies. They formed an alliance that came to be called the **Axis Powers.**



Hideki Tojo

THE UNITED STATES REMAINS NEUTRAL

As the Axis Powers became increasingly militaristic, the United States remained neutral. Many US citizens still believed in isolationism. The devastation of WWI left many in the US unwilling to become involved in another international conflict, while the economic effects of the Great Depression meant many US citizens wanted their government concerned with fixing problems at home rather than abroad. Responding to this isolationist sentiment, Congress passed the **Neutrality Act** in 1935. This act prohibited the sale of weapons to warring nations. Anti-war feeling was so strong that an amendment to the Constitution was introduced in 1937 requiring a national vote before the US could declare war. It failed by a narrow margin.

HITLER'S AGGRESSION

THE FALL OF POLAND AND FRANCE

On September 1, 1939, German forces invaded Poland, starting World War II in Europe. Then, in Spring 1940, Germany conquered Denmark, Norway, Belgium, the Netherlands, and eventually France. On June 14, German troops entered the city of Paris. Hitler made France sign an armistice yielding half the country to German control, with the remaining half to be ruled by a French, pro-German government known as the "Vichy regime" because its political center was in Vichy, France.

As a symbol of redemption for Germany's defeat in WWI, and in an attempt to humiliate the French, Hitler insisted that France sign the armistice in the very train car where Germany had been forced to sign the armistice ending the first world war years before.

Britain's Resistance

A few months later, Hitler's air force launched an air campaign against Great Britain. Hitler knew that he had to destroy Britain's mighty Royal Air Force before he could cross the English Channel and launch an invasion. In the Battle of Britain that raged from July – October 1940, thousands of German planes bombed British airfields and cities. During the almost nightly air raids, residents of London slept in subways for cover and woke up to find more and more of their city reduced to smoke and rubble.

Winston Churchhill

British Prime Minister **Winston Churchill,** however, proved to be a great leader who inspired the British people with a strong sense of nationalism and hope. Thanks to the heroism of their Royal Air Force, the British were able to fight off the German assault and resist long enough to force Hitler to give up his plans of invading Great Britain.

The United States Enters the War

Lend-Lease

Roosevelt and Churchill

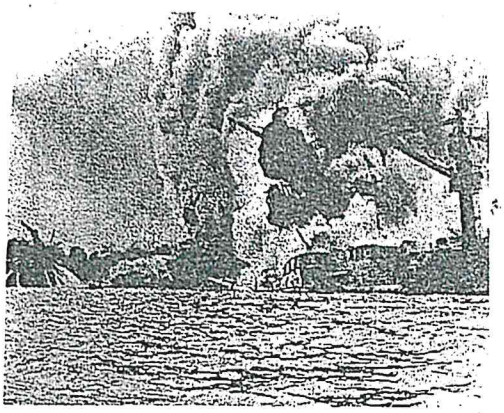
In 1940, Franklin Delano Roosevelt became the only US president ever elected to a third term. Although the majority of US citizens favored neutrality, Roosevelt was already convinced that the United States could not afford to stay out of the war much longer. As Britain struggled in its fight against Germany, Roosevelt proclaimed to the United States public, "If Great Britain goes down, all of us in the Americas would be living at the point of a gun. We must be the great arsenal of democracy."

In March 1941, Congress passed the **Lend-Lease Act**. Under this act, the president could send aid to any nation whose defense was considered vital to the United States' national security. If the country had no resources to pay for the aid, the US could send it and defer payment until later. Roosevelt helped win public support for this policy by offering the analogy of a neighbor's house being on fire. "If your neighbor's house is on fire," Roosevelt reasoned, "you don't sell him a hose, you give it to him. Then, you take it back after the fire is out. This helps your neighbor and makes sure that the fire doesn't spread to your own house."

Chapter 9

PEARL HARBOR

While Hitler steamrolled through Europe, the United States also had one eye on Japan. Like other countries, Japan had been hurt by the worldwide depression. As a small series of islands, Japan also lacked many of the natural resources it needed. The Japanese military saw aggressive expansion as the answer to Japan's problems. When the United States responded to Japan's aggression by imposing an embargo (refusal to ship certain products to a country) on oil and steel, many in Japan's government felt that the time had come for Japan to take what it needed by force. After conquering Manchuria and much of China, Japan set its sights on the rich natural resources of Southeast Asia and the Dutch East Indies.



Pearl Harbor

Japan realized, however, that it could not make the advances it wanted without being threatened by the US naval fleet anchored at **Pearl Harbor**, Hawaii. Although he doubted Japan's ability to win a war with the United States, Japanese Admiral Isoroku Yamamoto knew that his country was determined to expand. He developed an all but impossible plan to sail six aircraft carriers (huge ships that carry war planes) across the Pacific undetected and launch a surprise attack on Pearl Harbor. Maintaining radio silence the entire way, the Japanese ships reached their destination as planned. US intelligence knew that the Japanese were planning an attack of some kind; they just didn't know where. Believing that the waters of Pearl Harbor were too shallow for planes to drop torpedoes (explosive devices that hit the water and then are propelled towards a target), they focused on the Philippines and the threat of sabotage (people trying to damage US military equipment, such as planes parked in hangers).

A few minutes before 8 a.m. on December 7, 1941, Japanese airplanes began the first wave of bombings on the Pacific fleet at Pearl Harbor. United States military personnel actually detected the incoming planes on radar but, thinking that they were US planes flying in from the mainland, dismissed them as nothing to be concerned about.

Meanwhile, US intelligence had finally determined that an impending attack was coming. By the time word reached Admiral Kimmel at Pearl Harbor, however, it was too late. In less than two hours, the Japanese forces sank or seriously damaged a dozen naval vessels, destroyed almost two hundred warplanes, and killed or wounded nearly three thousand people. The next day, President Roosevelt emotionally described December 7 as "a day which will live in infamy." Both houses of Congress approved a declaration of war against Japan and later against Germany and Italy as well. Suddenly, the US was plunged into the middle of World War II.

Practice 9.1: The World Goes to War

1 Why did FDR want to see the United States get involved in the war?

A He believed that Communism was a threat.

B He believed that if Great Britain fell to Hitler, it would be a threat to United States.

C He hated the Japanese and wanted an excuse to fight them.

D He wanted to protect US business interests in France.

2 Why did President Roosevelt refer to December 7, 1941 as, "a day which will live in infamy"?

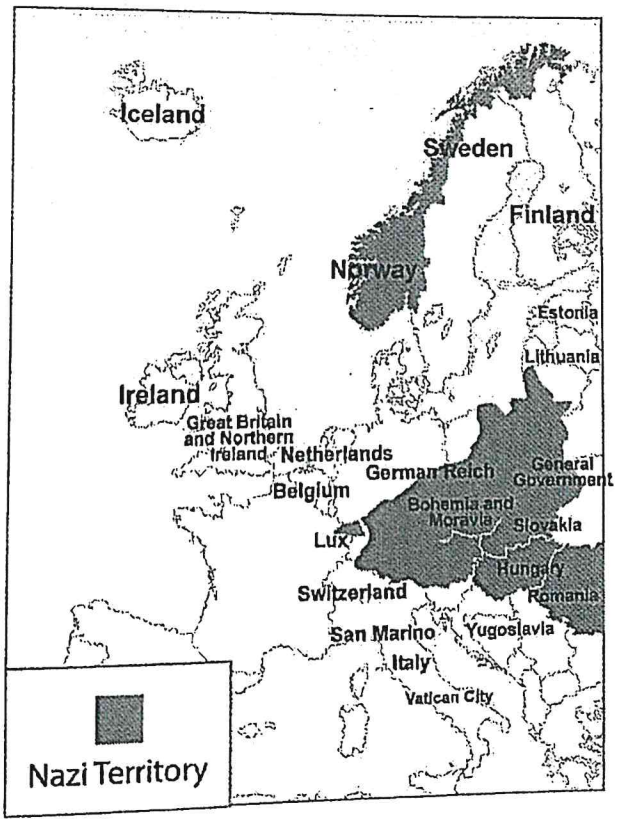
A It was the day Hitler invaded Poland and started World War II in Europe.

B It was the day that Japan invaded Manchuria and started worldwide aggression.

C It was the day German planes attacked London, putting Great Britain in jeopardy.

D It was the day Japanese planes bombed Pearl Harbor, pulling the US into war.

3 In a brief paragraph, describe why the Japanese decided to attack Pearl Harbor.



4 Which leader conquered the areas pictured on the map by the end of 1940?

A Benito Mussolini

B Joseph Stalin

C Adolf Hitler

D Winston Churchill

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9.2 The Course of the War

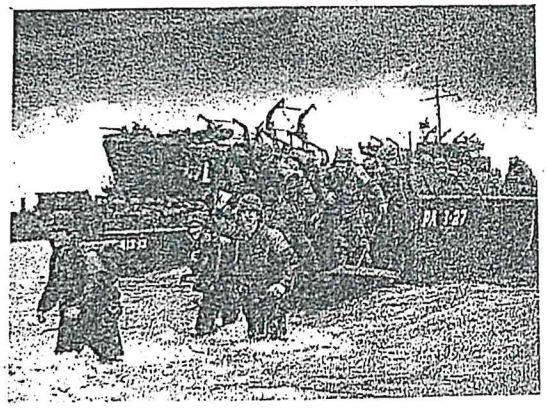
Disagreement among Allies

Serious disagreements arose between the Soviet Union and its western allies the United States and Great Britain. The United States and Britain did not want to launch an invasion of Western Europe until the Allies first drove enemy forces from North Africa. Roosevelt and Churchill believed it was important to secure access to the Suez Canal in Egypt.

Eventually, the British and the Americans succeeded in taking North Africa. Roosevelt and Churchill met in Casablanca, Morocco to discuss what to do next. They invited Stalin, but he did not attend. Together, Roosevelt and Churchill elected to invade Italy next.

Stalin resented his allies' reluctance to invade France and create a western front. He even later accused the two countries of intentionally stalling because they wanted to see the Soviet Union weakened as much as possible since it was a Communist nation. While the western allies secured southern Italy, Stalin did his best to hold off advancing Germans in the East.

D-Day



D-Day

Roosevelt, Churchill, and Stalin finally met for the **Tehran Conference** in December 1943. Stalin desperately wanted the Allies to launch an invasion of France and create a second front against Hitler. In Tehran, the reluctant British finally agreed. US General **Dwight D. Eisenhower** was made the Supreme Allied Commander of Operation Overlord.

Dwight D. Eisenhower

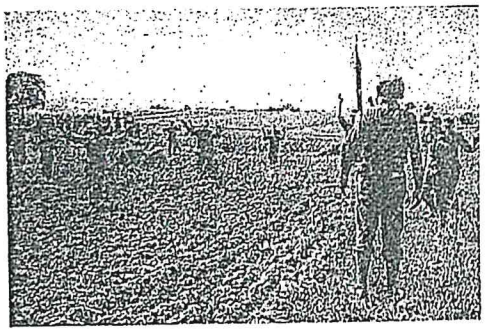
On June 6, 1944, the Western Allies launched the **D-Day invasion**. Hitting the beaches at Normandy, France, the first soldiers ashore received overwhelming gunfire. Despite suffering heavy losses, it took the Allies less than a week to get over 500,000 troops ashore. From their established foothold, these forces were able to advance further into France. On August 25, 1944, the Allies fought their way into Paris, liberating the city from four years of German occupation.

VICTORY IN EUROPE

Anticipating Germany's defeat, the **Big Three** (Roosevelt, Churchill, and Stalin) met in February 1945 at the city of Yalta and conducted the **Yalta Conference**. There, they discussed military strategy and postwar policies. During the negotiations, Stalin restated his promise to declare war on Japan after the defeat of Germany. He also agreed to allow free elections to establish democratic governments in eastern European countries freed from German occupation. In return, Roosevelt and Churchill agreed that the USSR would retain land in Poland (the US and Britain considered this only temporary) and have special rights to certain islands and Chinese lands presently under Japanese control.

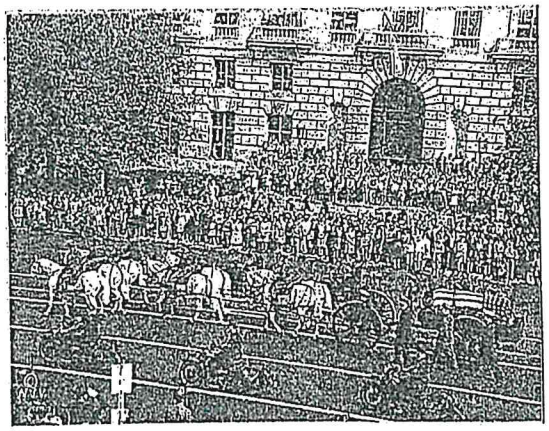
Big Three at Yalta
(Library of Congress)

Because of the tremendous losses inflicted on the USSR by the war, the Allies agreed that the Soviet Union would receive half of the war reparations from Germany. The resolutions of the conference included a provision for Germany being divided into four zones to be administered by the Allies following the war. In addition, the leaders scheduled a conference in San Francisco for the following April to establish the United Nations as a permanent peace-keeping organization.



German Soldiers Surrender

In the face of certain defeat, Hitler committed suicide on April 30, 1945 as Soviet troops overran Berlin. One week later, Germany surrendered unconditionally, ending the war in Europe. Sadly, President Franklin Roosevelt died on April 12 and never saw the day of victory. After many long years of war, people in the Allied countries finally celebrated V-E Day (Victory in Europe Day) on May 8, 1945.



Funeral of FDR
(Library of Congress)

WAR IN THE PACIFIC

Within hours of the attack on Pearl Harbor, Japanese warplanes attacked Clark Field in the **Philippines**, destroying nearly half of the US airplanes stationed there. A few days later, Japanese forces invaded and eventually took the Philippines as well.

BATTLE OF MIDWAY AND THE US OFFENSIVE

Admiral Yamamoto, considered a military genius for orchestrating the attack on **Pearl Harbor**, felt that the remainder of the US Pacific fleet must be destroyed if Japan had any hope of winning the war. He believed that US Admiral Chester Nimitz would be determined to protect the island of Midway because it was key to preventing an invasion of Hawaii.

The **Battle of Midway** in June 1942 proved to be a turning point in the war. This time, it was the Japanese who failed to detect the location of its enemy's aircraft carriers and US planes were able to attack the Japanese carriers as they were still attempting to load bombs onto their planes. The US victory at Midway forced the Japanese to assume a more defensive war strategy. Midway proved to be Japan's last offensive operation of the war.

ISLAND HOPPING

Iwo Jima

The United States then began a process of **island hopping**. Its forces attacked and conquered one group of islands, then moved on to the next as its forces made their way to Japan. In the south, General **Douglas MacArthur** retook the Philippines.

Meanwhile, forces under Admiral Nimitz won key battles at Guadalcanal, Iwo Jima, and Okinawa.

President Truman

Soon after entering the war, the US began work on developing the **atomic bomb**. The top-secret endeavor was called the **Manhattan Project** and was headed by J. Robert Oppenheimer.

On July 16, 1945, scientists tested the new weapon in the desert of New Mexico. The flash was blinding and the explosion so great that it shattered windows 125 miles away.

J. Robert Oppenheimer
(Library of Congress)

The new president, **Harry S. Truman**, was at the Potsdam Conference discussing postwar policies with Prime Minister Churchill and Joseph Stalin. While there, the allied leaders restated

their policy of "**unconditional surrender.**" When the Japanese refused to surrender until they were given a guarantee that the position of the Emperor would be protected, Truman authorized the use of the bomb.

On August 6, 1945, a specially equipped B29 bomber called the *Enola Gay* dropped the first atomic bomb on the Japanese city of **Hiroshima**. The blast leveled the city and killed thousands of civilians and military personnel. Many more died later from radiation released in the blast. Two days later, the Soviet Union declared war on Japan and invaded Manchuria. When Japan delayed in issuing its surrender, the US dropped another bomb on August 9 on the city of **Nagasaki**.

In the face of the massive death and destruction caused by these attacks, and with the Soviet Union now involved in the fighting, Japan finally surrendered on August 14, 1945. The next day the US celebrated V-J (Victory over Japan) Day. Although the world was shocked by the power of the atomic bomb, Truman defended the decision to use it. He pointed out that by dropping the bomb, an invasion of Japan had been avoided, thereby saving the lives of Allied soldiers.

Practice 9.2: Major Points of the War

1 The "Big Three" refers to which of the following?

A Roosevelt, Churchill, and Stalin

B Hitler, Mussolini, and Tojo

C Germany, Italy, and Japan

D The United States, Great Britain, and France

2 What was D-Day, and what impact did it have on World War II?

3 What was the Manhattan Project, and what effect did it have on the war?

9.3 The War at Home

Home Front
(Library of Congress)

Most US citizens never experienced any fighting in World War II firsthand. However, the war still impacted people in the United States in many ways. In 1940, Congress authorized the first peacetime draft in US history when it passed the **Selective Service Act**. This provided a pool from which young men were selected to serve in the Armed Forces. Following the Pearl Harbor attack, a large number of volunteers enlisted in the military as well.

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Chapter 9

National Morale, War Industry, and Citizen Sacrifice

National Support

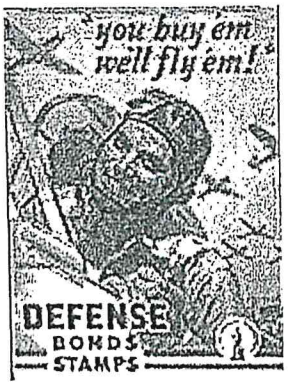
The government realized that it needed to maintain strong public support for the war effort. It also knew that a sense of patriotism and national morale would be crucial. The government paid artists to design patriotic war posters, and movie theaters began playing newsreels depicting the US war effort in a positive light. Ads depicting patriotic themes in magazines and on radio broadcasts also became common.

Economic Impact

War meant that the United States' economy had to switch from peacetime to wartime as quickly and efficiently as possible. To oversee this transformation, President Roosevelt established the **War Production Board (WPB)**. This board re-directed raw materials and resources from the production of civilian consumer goods to the production of materials needed for waging war against Germany and Japan.

The economic result of the war was that the US economy boomed and people's standard of living increased. Unemployed men now found themselves employed either as soldiers or in industries producing goods needed for the war effort. Others began migrating to northern cities and out west to fill the jobs needed for wartime production.

Citizen Sacrifice



War Bonds Poster
(Library of Congress)

In order for the United States to have the money and resources available to win the war, it called on sacrifices from citizens. The number of people required to pay income taxes greatly increased during the war years. To make sure these taxes were collected, the government introduced the idea of *withholding income tax*. For the first time, the government required employers to withhold taxes from employees' paychecks and give it to the government immediately.

Another means of raising money was through the sale of war bonds. By buying bonds, citizens loaned money to the government in return for interest. Thus, **war bond drives** to promote the purchase of such bonds became common as advertisements, posters, and even movie stars encouraged people to buy bonds as part of their patriotic duty. Through bonds, the government raised more than sixty million dollars.

Victory Gardeners
(Library of Congress)

In addition to money, the government also called on people to sacrifice resources. People started growing **victory gardens** of their own so that more food could be sent to feed the soldiers. The government also started a program of **rationing** by which it could control how certain resources were distributed. In 1941, the government began rationing tires. Two years later, certain items were assigned points values. Once a citizen used up all their points, they could no longer obtain these items until they acquired more points. In this way, the government forced the public to conserve resources that were needed to support the war effort.

THE ROLE OF WOMEN

"ROSIE THE RIVETER"

With so many US men going off to fight, women became an important part of the workforce at home. Women of all cultural and racial backgrounds stepped forward to take on jobs traditionally held by men. A popular song of the day was called **"Rosie the Riveter."** The song described a woman who worked in the factory as a riveter while her boyfriend served in the Marines. "Rosie the Riveter" became the symbol of those women who entered the workforce to fill the gap left vacant by men serving in the war.

Rosie the Riveter

WOMEN IN UNIFORM

It was not just white males who served heroically in the US military in World War II; women also served with honor. By the end of the war, almost 275,000 women had volunteered to serve in the armed forces. Although nearly every branch had a division for women, the **WAC** (Women's Army Corps) was by far the largest. Due to personnel shortages and a great sense of need, the US military had women serving both at home and abroad in just about every role except combat.

WAC Poster
(Library of Congress)

AFRICAN AMERICANS IN UNIFORM

Minorities also played a crucial role in the US war effort. Nearly one million African Americans volunteered or were drafted. At first, these troops found themselves prohibited from combat roles. Eventually, however, the numbers of casualties and the shortage of soldiers led to a change in policy.

The **Tuskegee Airmen** served as an all-black squadron of fighter pilots. They successfully protected every bomber they escorted during the war.

Tuskegee Airmen

Native Americans and Mexicans

Native Americans also served valiantly in the Armed Forces. The United States Marines even developed a code for communicating based on the Navajo language. This code proved effective, and the Japanese were unable to break it. Some three hundred Navajo Marines served as radio operators known as **"code talkers"** during the war against Japan. Meanwhile, Mexican Americans who served in the US military won seventeen Congressional Medals of Honor.

Japanese Americans

The 442nd

Finally, there were the Japanese Americans who served. Originally, Japanese Americans could not enlist, but this changed in 1943. One Japanese American unit, **the 442nd**, served so valiantly in Europe that it became the most decorated unit in United States history. The contributions of the Japanese American troops were remarkable, considering the racism and discrimination that many of their families endured at home during the war.

Minorities at Home

The boom in war industry jobs revived African American migration. Large numbers of blacks moved to the cities and out west, whereby California, Oregon, Washington, and Utah became among the top five states in African American population growth during the 1940s.

The increased access of blacks to the nation's available jobs, as well as black men fighting and dying overseas just like white men, fueled cries for social justice. Many African Americans advocated what they called the **"double V"** — victory at home, as well as abroad, and proclaimed that the war should be against "Hitlerism" (prejudice and racism) as well as against Hitler. As a result, the period marked the beginning of more open and bold challenges on the part of African Americans to the racial injustices that existed in US society.

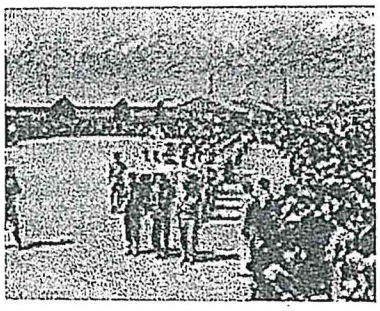
Hispanic Farm Workers
(Library of Congress)

Nearly one fourth of the Native American workforce was employed in the war defense industry during World War II. The availability of jobs meant that many Native Americans were able to leave the reservations for better opportunities in urban areas and begin to integrate more with the rest of US society.

Meanwhile, as more and more citizens made their way to urban areas to work in industry, rural areas experienced labor shortages on farms. To fill this need, the US government encouraged more Mexican immigrants to cross the border to work in agriculture. The government even went so far as to sign a formal agreement with Mexico promising not to draft Mexican immigrants for military service and to pay them a reasonable wage in exchange for increased immigration and labor. The result was a rapid rise in the **Hispanic population**, that sometimes created racial conflict.

Internment of Japanese Americans

The Japanese attack on Pearl Harbor fueled suspicion and fear of Japanese people in the United States. On February 19, 1942, President Roosevelt signed Executive Order 9066, ordering all Japanese Americans away from military facilities. Under authority of this order, the US military forced more than 100,000 Japanese Americans from their homes and businesses during the war and placed them in **internment camps**. These camps tended to be located in remote areas owned by the federal government. Many of these Japanese American citizens lost everything as a result. Many of them were US citizens who had lived in the United States for several generations. Others had been born in the US to parents who had immigrated from Japan.



Internment Camp

In 1944, a Japanese American named Fred Korematsu challenged the executive order on the grounds that it violated his civil rights. But the Supreme Court ruled that the government internment of Japanese Americans was not unlawful because "the military urgency of the situation..." justified it.

Practice 9.3: The War at Home

1 Which of the following statements is true regarding the role of women and minorities in the military during World War II?

A Women served in combat.

B The Tuskegee Airmen were notable African American fighter pilots.

C Mexican Americans won Congressional Medals of Honor for their service as "code talkers."

D Native American men who fought in the war were nicknamed "WACs."

Chapter 9

2 "Rosie the Riveter" was a symbol of what?

A women's new role in the US workforce during the war

B women's new role in the US military during the war

C the government's call for economic sacrifice to help the war effort

D the need for citizens to purchase war bonds as part of their patriotic duty

3 What were some of the social effects of the war on Japanese Americans?

9.4 The Aftermath of World War II

The Holocaust and War Crime Trials

The invasion of Europe by the Allies not only brought an end to the war, but it also exposed the horrible atrocities committed by the Nazis against people they labeled as socially inferior and unfit to live. Among the groups so targeted, no group suffered in such great numbers as the Jewish people.

Hitler ascended to power in large part due to anti-Semitism (prejudice against Jewish people). He successfully portrayed the Jews as a major reason for Germany's financial problems and began implementing laws and policies that were discriminatory against Jewish citizens. Eventually, this progressed to what Hitler called the "Final Solution" to the "Jewish problem." The Nazis set about attempting to exterminate the Jewish race through mass genocide (murder of a race of people). Under Hitler's regime, Jews were rounded up, separated from their families, and either killed or shipped to **concentration camps**. In the camps, Jews and other prisoners were either immediately put to death or forced to provide slave labor before finally being executed or dying of disease or starvation.

As Allied soldiers began liberating areas of Europe formerly held by the Nazis, they encountered the camps that housed tortured and starving people, most of whom were Jews. They found gas chambers for conducting mass executions and ovens for burning bodies. Troops also uncovered mass graves where victims had been thrown after they'd been killed or left to die in the camps. Roughly six million Jews died during this horrible episode in history known as the **Holocaust**.

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NUREMBERG

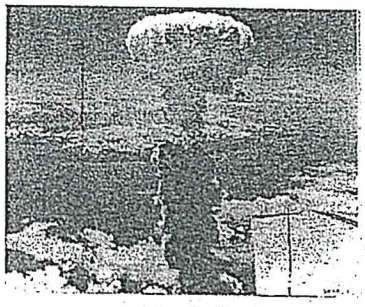
Defendants at the Nuremburg Trials
(Library of Congress)

When the world became aware of the Holocaust, there was an outcry for justice. Hitler was dead, but there were others in the Nazi regime who could be punished. The **Nuremberg Trials** began in November 1945 and placed more than twenty Nazi leaders on trial for "crimes against humanity." The court sentenced several of the defendants to death, while others received long prison terms. Some Nazi leaders escaped to countries like Argentina. Many remained in hiding until their death. Others, like Adolf Eichmann (architect of the "Final Solution"), were eventually found, put on trial, and executed years later.

Meanwhile, the world did not forget Japanese atrocities, either. During the war, the Japanese treated prisoners of war and conquered people harshly. After the war, this led to the trials of a number of Japan's military leaders. As a result, the Allies executed seven Japanese leaders, including Tojo Hideki. Between Japan and Europe, more than 2,000 war crime trials took place after the war.

LASTING IMPACT OF SCIENTIFIC AND TECHNOLOGICAL DISCOVERIES

THE NUCLEAR AGE



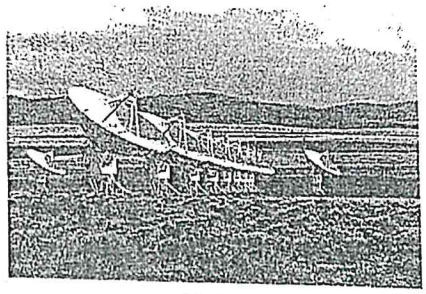
Atomic Bomb
(Library of Congress)

The war years produced advancements in technology that greatly changed society and had lasting impact. Arguably, the greatest change coming out of World War II was the introduction of the **nuclear age**. Not only did the atomic bomb end the war, but it also changed how future wars would be fought. Both Truman and Stalin were aware of this. Because of their differences in political ideology (Truman a strong believer in democracy and capitalism; Stalin a dictator and devout communist), the two never trusted one another. They had only forged an alliance because the war forced them to. With the war now over, each viewed the other as the new enemy. When Truman learned in Potsdam that the atomic bomb had been successfully tested, he could not wait to tell the Soviet leader that the US now had a new weapon of unprecedented power. In fact, some believe Truman chose to use the bomb as much to intimidate Stalin as to defeat Japan.

When Truman told Stalin about the "new weapon," Stalin calmly expressed his hope that it would end the war. In reality, Soviet spies had already told Stalin about the bomb. He was indeed concerned and determined to see his own country develop a similar weapon. As a result, a **nuclear arms race** between the United States and the USSR began. Over time, both sides continued to develop even more powerful weapons, including nuclear missiles capable of destruction thousands of times greater than that experienced at Hiroshima and Nagasaki.

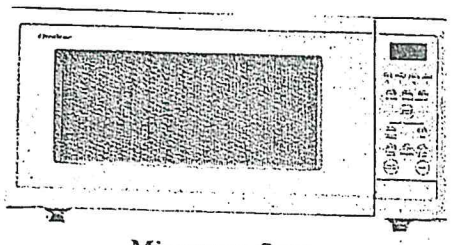
Radar and Sonar

Another invention that had great military importance was radar (radio detection and ranging). Radar uses sound waves to detect the approach of enemy planes while they are still a long way off. It was invented by the British and helped them defeat Germany's air force by giving the Royal Air Force advanced notice of German attacks. Today, radar is used for commercial (i.e., commercial airlines) as well as military purposes. Similarly, the war also saw advances in sonar (sound navigation and ranging), which uses similar technology to detect the location of objects under water.



Radar

Microwave Technology

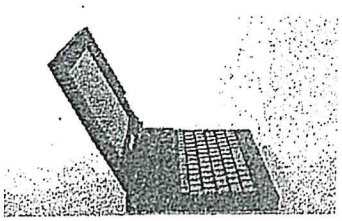


Microwave Oven

An American engineer named Percy Spencer discovered microwave technology by accident. While working on radar technology for the war effort in 1945, Spencer noticed that the candy bar in his pocket had melted. Upon further testing, he discovered that the technology he was working with could be used to cook food much faster than conventional ovens.

By the 1950s, the first home unit microwave ovens were on the market. By the 1970s, affordable countertop models were available, contributing to the change in women's roles by providing more freedom and less time in the kitchen.

Computers

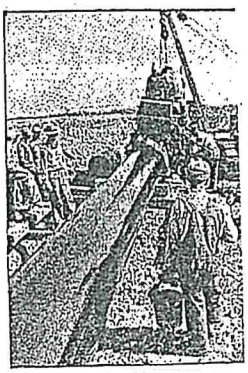


Laptop Computer

During the war, the need for devices that could make fast calculations and decode enemy messages became critical. Computer technology proved important. The first computers were huge and took up entire rooms. Within a relatively short amount of time, technological advances led to their size decreasing as their abilities increased.

Additional Innovations

World War II saw other inventions and innovations as well. New medical technology appeared in the form of antibiotics, such as the use of penicillin to treat bacterial diseases. Meanwhile, new methods for isolating blood plasma were also introduced. Advances in agriculture also took place as farmers enjoyed a rise in demand for their products due to the government's need to feed both its military and the nation. New technology and equipment made farming more productive, efficient and economical.



Oil Pipelines

Radios became smaller and more portable, thereby making them more popular. Radios soon became standard features in cars. The accessibility of radio eventually helped spread a nationwide youth culture during the 1950s and '60s.

Practice 9.4: The Aftermath of World War II

1 What was the Holocaust and how did the world respond to it after the war?

2 Which of the following statements is true regarding technological advances that occurred during the war years?

A Few technological and scientific advances occurred during the war.

B Military commanders stopped using radar in favor of more advanced sonar.

C Important strides were made in medical and computer technology.

D Computers were invented by accident as scientists studied microwave technology.

3 What impact did the atomic bomb have on future military weapons?

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Kentucky QualityCore® United States History

Chapter 10
The Early Cold War Era

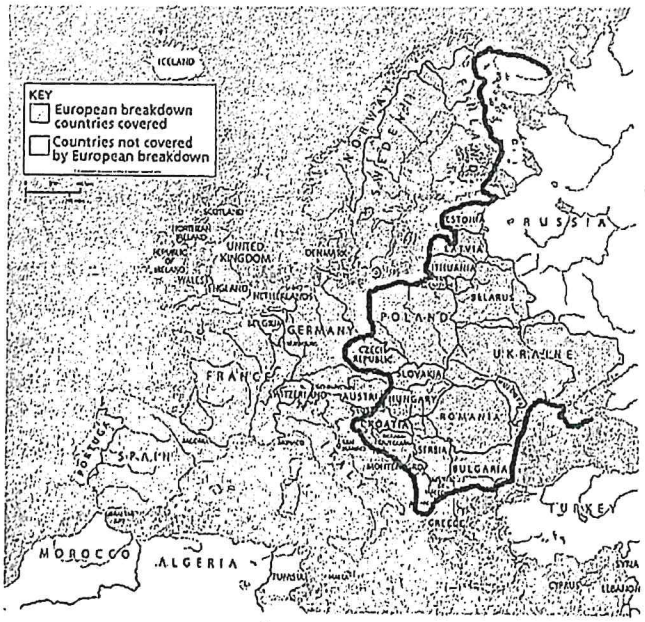
This chapter covers the following Kentucky US History Quality Core standards:

SS-HS-1.1.1, 1.2.2, 1.3.2, 2.1.1, 2.3.1, 3.2.1, 3.2.3, 3.3.1, 3.4.2, 3.4.3, 4.1.1, 4.3.1, 4.2.2, 5.1.2, 5.2.6

10.1 The Cold War Begins

Conflict in Europe

Following World War II, tensions were high between the western Allies and the Soviet Union. Neither side trusted the other. The United States and Great Britain felt strongly that the Allies should not occupy the territories they conquered during WWII. The Soviets, on the other hand, had suffered greater losses in terms of life and property than either of them. They were determined not to be invaded again. Stalin decided that he must maintain control over Eastern Europe in order to keep a buffer between the Soviet Union and the nations of the West.



Europe Divided by the Iron Curtain

Stalin set up communist regimes answerable to himself in Germany and Poland. The European continent now stood divided between the Western democracies and the Soviet satellite nations (nations representing the views of, and answering to, the USSR). In a speech given by Winston Churchill at Westminster College in Missouri, the former British prime minister said of Europe, "A shadow has fallen…an **iron curtain** has descended across the continent." As a result of his comments, "Iron Curtain" became the common term used to refer to the dividing line between Eastern and Western Europe.

US Post-War Policies in Europe

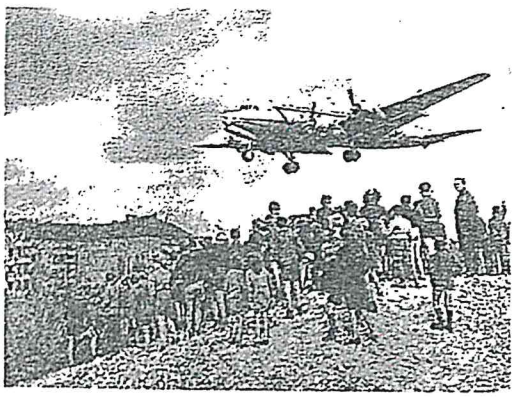
George Marshall

In 1946, a top US diplomat named George Kennan recommended that the US and its allies focus on a strategy of **containment**. Kennan believed that Eastern Europe was firmly in Soviet hands and could not be saved. Therefore, the US and the West should focus on containing Communism to those countries in which it already existed and not let it spread any further.

Reaffirming Kennan's philosophy, Truman introduced the **Truman Doctrine**. This doctrine stated that the United States would not hesitate to intervene and aid nations overseas to resist Communism. It featured a financial plan to build up Europe worked out by former Army Chief of Staff and secretary of state at the time, George Marshall. Labeled the **Marshall Plan**, this plan provided nations in war-torn Europe with much needed financial support from the United States. This aid served to spark economic revival and prosperity in these countries, alleviating the suffering of many people. Since Communist revolutions often started due to economic hardships, the Marshall Plan went a long way towards preventing Soviet advances into Western Europe and became the crowning achievement of the containment policy. For his efforts, Secretary Marshall received the Nobel Peace Prize in 1953.

A Divided Germany

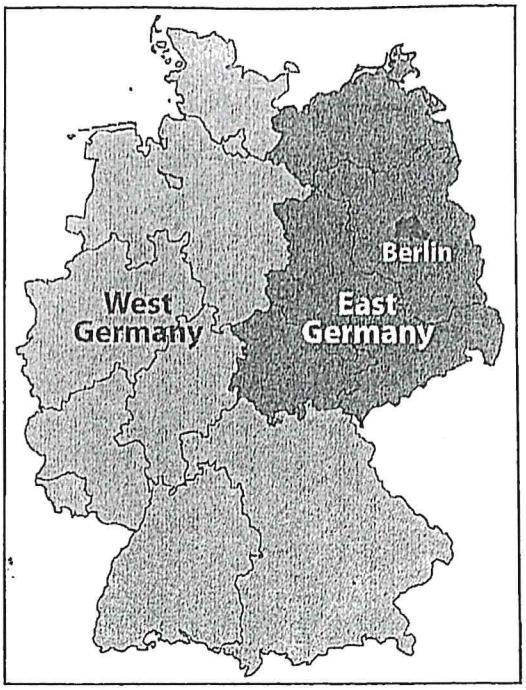
When World War II ended, the Allies divided Germany among themselves. Part of the country fell under US control, part fell under British control, and part of the nation fell to the Soviets. Out of the portions allotted to the United States and Britain, France received a portion as well. In addition, the German capital of Berlin (although geographically located within the Soviets' territory) was also divided. The western portions of the city went to the Western Allies, and the eastern portion fell under the hand of the Soviets.



Berlin Airlift

Great Britain, the United States, and France all saw these divisions as temporary. They envisioned Germany eventually being a unified and independent democracy. Stalin, however, had no intention of giving up the Soviet-controlled parts of Berlin or Germany. By 1948, it became obvious that Stalin would not relent. Realizing that a unified Germany could not be achieved, the US, Great Britain and France unified their sectors into one nation, the Federal Republic of Germany (**West Germany**), and declared West Berlin to be part of this new nation. The USSR responded by establishing the German Democratic Republic (**East Germany**) under communist rule.

Almost immediately, thousands of people wishing to escape Communism fled to West Berlin, hoping to make their way to freedom. In an effort to stop this, Stalin decided to force the West to surrender its portion of Berlin. He instituted a blockade of the city, not allowing any needed supplies to reach the people of West Berlin. Wanting to avoid a war, yet deal firmly with Stalin, Truman authorized the **Berlin Airlift**. Over a fifteen-month period, US and British planes delivered needed supplies to West Berlin. The Soviets finally gave up in May of 1949, but the bitterness of the conflict only served to fuel the fires of the **"Cold War."** The term "cold war" was first used by presidential advisor Bernard Baruch in 1947; it referred to the tension between the United States and the Soviet Union that dominated both nations' foreign policies and which many feared would lead to actual war.



East and West Germany

China and Korea

In 1949, **China** became a Communist nation following a revolution. Mao Tse-Tung (Zedong) led the revolution and assumed power as the new leader.

Korea was among the countries liberated from the Japanese during World War II. Since both the US and the Soviets played a role in its liberation, the Allies divided the nation along the 38th parallel. The northern half of the country established a Communist government while the southern half put in place a pro-US democracy.

Korea

The Korean War

In June 1950, the **Korean War** began when North Korean forces crossed the 38th parallel. The United Nations elected to come to South Korea's aid, and President Truman chose General Douglas MacArthur to do so.

MacArthur's forces pushed their enemy back across the 38th parallel. Continuing to advance north, the UN forces moved ever closer to the Chinese border. Concerned that US-led forces were so close, and wanting to maintain a Communist regime in North Korea, the Chinese sent troops across the Yalu River to aid the North Koreans. A stalemate soon developed. To make matters more complicated, Truman fired MacArthur after the general criticized the president's handling of the war. After two more long years of fighting, both sides signed a truce in 1953. The agreement left the country divided at almost the same point as before the North Korean invasion.

3 Describe why the Marshall Plan was considered to be so important to the stability of democracy in Western Europe after World War II?

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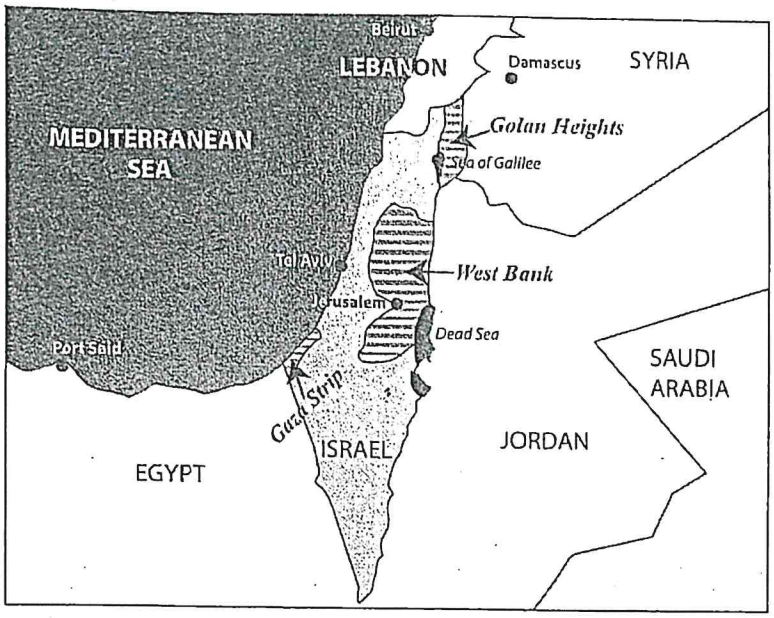
THE MIDDLE EAST

THE FOUNDING OF ISRAEL



Israel

The discovery of the Holocaust during WWII served to increase support for the founding of a Jewish homeland. Hundreds of thousands of Jewish refugees from Europe wanted to enter Palestine for this purpose. On May 14, 1948, with the support of the newly formed United Nations, the new state of **Israel** officially became an independent Jewish state.

President Truman showed the United States' support for the new nation by immediately recognizing it. Arab nations, however, greatly resented the decision to give part of Palestine to the Jews. They claimed that the entire territory rightfully belonged to Arabs.

Israel's boundary also had an impact on the Cold War. The United States and Israel became staunch allies. The Soviets came to support many of the surrounding Arab states.

THE EISENHOWER DOCTRINE

Elected President of the United States in 1952, Dwight Eisenhower (the military hero of WWII) was concerned about the spread of Communism and Soviet aggression. Eisenhower believed strongly in the **domino theory**. This theory held that if one nation fell to Communism, then its neighboring nations would soon fall as well.

In 1957, President Eisenhower introduced the **Eisenhower Doctrine.** It stated that the United States would not hesitate to aid any country in the Middle East that asked for help resisting Communist aggression. A year later, Eisenhower sent troops to Lebanon to help the Lebanese government resist Communist-backed rebel forces.

The U-2 Incident

Khrushchev

Nikita Khrushchev became the Soviet leader following the death of Joseph Stalin in 1953. In an effort to improve US-Soviet relations, Khrushchev met with President Eisenhower in the United States and invited Eisenhower to also come to Moscow. But in May of 1960, an incident occurred that worsened US-Soviet relations and caused Khrushchev to cancel the invitation. It became known as the **U-2 Incident**. It involved a US U-2 spy plane shot down over the Soviet Union. At first, the US government denied conducting any such spy missions. However, when the Soviets produced evidence, Eisenhower had to acknowledge the Soviet report as accurate. The president accepted responsibility but refused to apologize for spying on the USSR, thereby infuriating Khrushchev further.

Kennedy, Communism, and Cuba

The Bay of Pigs

Fidel Castro, 1959
(Library of Congress)

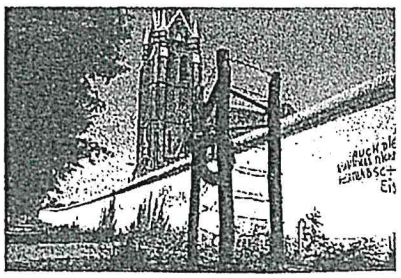
In 1959, a young revolutionary named **Fidel Castro** overthrew the Cuban government and assumed control of the nation. He executed more than seven hundred of his opponents and jailed many more. His government also seized control of much of the land and property in the country. Discovering that Castro had ties to Communism and that he had seized US property in Cuba, President Eisenhower refused to support the new dictator and broke off diplomatic relations. With US support lacking, Castro allied himself with the Soviet Union.

President John F. Kennedy

When **John F. Kennedy** succeeded Eisenhower as president in 1961, he approved an operation to aid anti-Castro Cubans in an invasion of their homeland. The invasion landed at the Bay of Pigs on April 17, 1961. It turned out to be a terrible failure and a huge embarrassment for the Kennedy administration. It also left many around the world wondering if the young president was up to the task of defending democracy against Communism.

The Berlin Wall

Khrushchev was determined to stop the large flow of refugees from East Germany into West Germany through Berlin. The Soviet Union built a wall that separated Communist East Berlin from democratic West Berlin. Anyone attempting to cross the wall without permission risked being shot by East German soldiers. For more than a quarter of a century, the **Berlin Wall** stood as a chilling symbol of the Cold War.



Berlin Wall

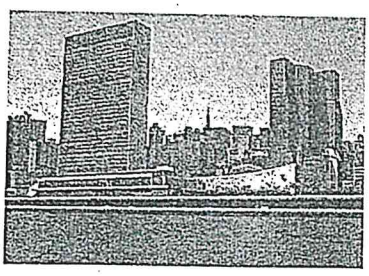
THE CUBAN MISSILE CRISIS

Although the Bay of Pigs had been a failure, Castro still feared a future invasion by US forces. Knowing he needed a strong ally, Castro allowed the Soviets to secretly put nuclear missiles in Cuba, just 90 miles off the coast of Florida. When US spy planes spotted these missiles in October 1962, Kennedy responded by authorizing a naval blockade of the island.

For thirteen days, the world watched as the **Cuban Missile Crisis** brought the two superpowers to the brink of nuclear war. Finally, after heated arguments in the UN and much diplomatic maneuvering, Khrushchev agreed to withdraw the missiles in exchange for a US pledge not to invade Cuba. In addition, the US also offered the Soviets a secret assurance that it would eventually remove US missiles stationed in Turkey as well.

INTERNATIONAL ALLIANCES OF THE COLD WAR

THE UNITED NATIONS



UN Building

The Cold War basically divided the world in half between countries allied with the United States on one side and those allied with the Soviet Union on the other. In the hopes of avoiding conflict, the international community founded the **United Nations (UN)** after WWII. Much like the former League of Nations, it was intended to provide a place where countries could negotiate rather than go to war.

A Security Council was established within the UN that consisted of representatives from the United States, the Soviet Union (this seat is now occupied by Russia), Great Britain, France, and China. In addition to these permanent members, other nations could serve two-year terms on temporary seats. To this day, the Security Council has the authority to investigate disputes and even authorize military action. Such actions, however, require the approval of all five of the permanent members.

NATO AND THE WARSAW PACT

Because most nations did not possess nuclear weapons, many relied on alliances to provide collective security. In April 1949, the United States signed a treaty with several European nations. The North Atlantic Treaty allied these nations with one another and stated that each country would come to the defense of any of the others if ever they were attacked. It also formed **NATO** (the North Atlantic Treaty Organization) which would provide a combined military force if such an attack occurred. A few years later, other countries (including West Germany) became part of NATO as well.

The **Warsaw Pact** was the USSR and its allies' answer to NATO. The Pact was formed in 1955 after NATO expanded and admitted new countries. It united the communist countries of Eastern Europe in a similar pledge to defend one another and fight collectively if attacked by NATO.

Practice 10.1: The Cold War Begins

1 What did Winston Churchill mean by the term "Iron Curtain"?

2 The Truman Doctrine and the Eisenhower Doctrine were similar in that they were both designed to do which of the following?

A support West Berlin during the Soviet blockade

B increase Israel's security against Arab states

C assist nations abroad to resist communism

D pledge to use negotiations rather than military action to solve disputes

4 The term "Cold War" refers to which of the following?

A a conflict in Berlin that occurred during the winter

B the conflict in Korea

C the tension that arose after the Soviets shot down a US spy plane

D the tension and potential for war that existed between the US and Soviet Union

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Kentucky QualityCore® United States History

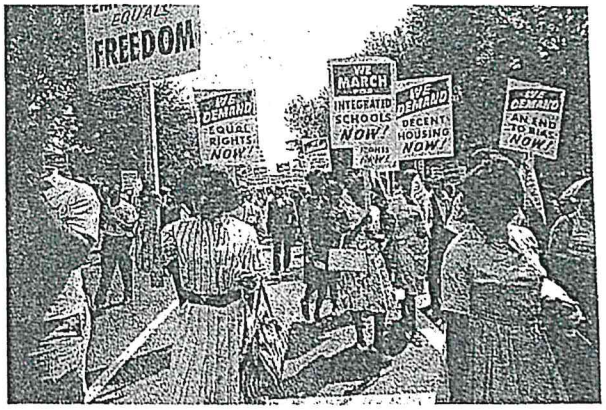
Chapter 11
Cultural Transformation and Foreign Conflict

This chapter covers the following Kentucky US History Quality Core standards:

SS-HS-1.1.1, 1.1.2, 1.2.2, 1.2.1, 1.3.1, 1.3.2, 1.3.3, 2.1.1, 2.3.1, 2.3.2, 3.2.1, 4.1.1, 5.1.2, 5.2.6, 5.2.7

11.1 The Civil Rights Movement

Following World War II, African Americans still endured racial discrimination. In the South, state laws continued to sanction segregation (separation by race). In northern states, some whites often looked down on and segregated themselves from blacks even where segregation was not endorsed by law.



Civil Rights March

Most African Americans resented unjust segregation laws. Many expressed outrage that African Americans had fought valiantly for the cause of freedom overseas, only to be treated as second-class citizens once they returned home. This discontent gradually gave birth to the **civil rights movement**. This movement featured African Americans fighting for their constitutional rights. It ultimately changed US society forever.

Chapter 11

CIVIL RIGHTS IN EDUCATION AND PUBLIC ACCOMMODATIONS

BROWN V. BOARD OF EDUCATION

In the early 1950s, the NAACP sued the Board of Education of Topeka, Kansas because it would not let a black girl, Linda Brown, attend an all-white school near her home. In ***Brown vs. Board of Education*** **(1954)**, the Supreme Court reversed the *Plessy* decision and ruled that racial segregation in public schools is unconstitutional. The Court, led by Chief Justice Earl Warren, found that separate facilities were inherently unequal because they did not present minority students with the same opportunities that were offered in white schools.

Earl Warren

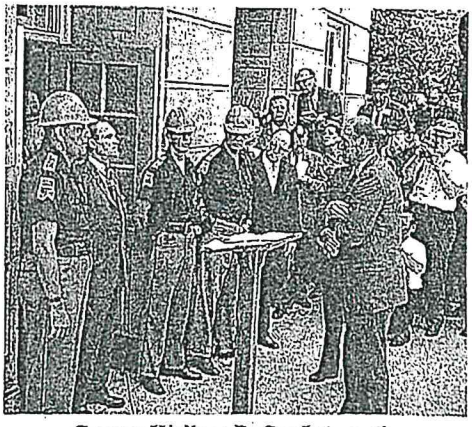
WHITE RESISTANCE

Despite the Court's decision in *Brown*, many southern leaders were determined to maintain segregation as long as possible. In 1957, national attention turned to Arkansas when the governor refused to obey a federal court order to integrate Little Rock Central High School. He called in the Arkansas National Guard to prevent nine black students from entering the school, prompting President Eisenhower to federalize the Guard and send the gurads home. Eisenhower then mobilized elements of the 101st Airborne to enforce the Court's ruling.

Little Rock Students

Resistance also occurred at the college level when the governor of Mississippi defied the Supreme Court and attempted to prevent an African American named James Meredith from enrolling at the University of Mississippi. The university finally admitted Meredith after President Kennedy sent federal authorities to deal with the situation.

Alabama's governor, George Wallace, tried to prevent the integration of the University of Alabama by physically blocking the entrance in protest. The incident ended when federal authorities again intervened and forced Wallace to comply.



George Wallace Defies Integration
(Library of Congress)

Martin Luther King Jr. and Nonviolent Protests

The Montgomery Bus Boycott

Rosa Parks

Segregation laws in the city of Montgomery, Alabama required African American passengers to sit in the rear of public buses. Blacks also had to give up their seats to white passengers if the bus was crowded. On December 1, 1955, a bus driver ordered **Rosa Parks**, an African American woman, to give up her seat to a white passenger. When she refused, the bus driver called the police who arrested her and took her to jail.

Rosa Parks' arrest quickly united the black community of Montgomery in a city-wide protest. NAACP leaders formed the *Montgomery Improvement Association* and selected a young Baptist minister named **Dr. Martin Luther King Jr.** to lead them in a boycott of city buses. Almost overnight, the city's fifty thousand blacks united in walking to work or carpooling, rather than riding buses. The boycott cost the city of Montgomery large amounts of money. It lasted over a year until, in November 1956, the Supreme Court ruled that buses in Montgomery must be integrated (desegregated). The **Montgomery Bus Boycott** was a major victory for African Americans and served to make Martin Luther King Jr. a national figure.

Dr. Martin Luther King Jr.

Rev. Martin Luther King Jr.

Dr. King was an intelligent man and a gifted public speaker. He became the recognized leader of the civil rights movement. King was greatly influenced by his Christian faith and by the philosophy of Gandhi, the leader who had used nonviolent protests and civil disobedience (nonviolent refusal to obey unjust laws) to win India's independence from Great Britain in the 1940s. Dr. King effectively used nonviolence to win support for the civil rights movement. Although King was opposed to the use of violence, the same could not be said for many of his enemies. James Earl Ray shot and killed King in April 1968 as he stood on the balcony of the hotel where he was staying in Memphis, Tennessee.

Sit-ins and Freedom Riders

On February 1, 1960, four black college students at North Carolina A&T University protested racial segregation in restaurants by sitting at a "whites only" lunch counter in Greensboro, North Carolina. When the management ordered them to leave, they peacefully refused. Within days, "**sit-ins**" (nonviolent protests in which blacks sat in segregated places until they were served or arrested) spread across North Carolina. Within a few weeks, such protests spread to cities throughout the South. As the movement grew, students gathered in Raleigh, North

Carolina in April 1960 and formed the Student Nonviolent Coordinating Committee (SNCC). These students devoted themselves to the use of non-violent protests to demand civil rights for African Americans.

In 1960, the Supreme Court ruled that segregation was illegal in bus stations open to interstate travel. In 1961, the Congress of Racial Equality or CORE (an organization founded in 1942 and devoted to social change through nonviolent action) organized **Freedom Rides** to test the Court's decision.

That summer, an integrated group of black and white "Freedom Riders" boarded a bus in Washington, DC and traveled south. The trip was mostly peaceful until the bus reached Anniston, Alabama. In Anniston, a white mob attacked the bus and set it on fire. Then they beat the passengers as they fled the burning bus. While the Freedom Rides resulted in the desegregation of some bus stations, perhaps their most important contribution was in drawing national attention to the cause of civil rights.

THE MARCH ON WASHINGTON

King Addresses Crowd in Washington, D.C.

Civil rights protests continued in the South through 1962 and 1963. Wanting to keep pressure on President Kennedy and Congress to pass civil rights legislation, national civil rights leaders planned a march on the nation's capital. On August 28, 1963, Martin Luther King Jr. stood before the Lincoln Memorial at the **March on Washington** and addressed a crowd of more than 200,000 civil rights supporters. In perhaps his most famous speech, King spoke of his dream that the US would become a desegregated society. He challenged his listeners to envision with him a day when white and black people would live peacefully together with equal rights and equal justice.

Practice 11.1: The Civil Rights Movement

1 Which of the following actions is illegal, based on the Supreme Court's ruling in *Brown v. Board of Education*?

A a white principal turning away an African American student because there is a separate school in town for black children

B forcing elderly African-American women to have to give up their seats on public buses

C the use of national guardsmen to settle racial disputes

D public officials using violence to break up peaceful protests

2 Which of the following does not describe Dr. Martin Luther King Jr.?

A He admired the teachings of Gandhi and believed that nonviolence was the best way to bring about change for African Americans.

B He was a gifted public speaker and leader.

C He eventually abandoned nonviolence to lead the Black Militant movement.

D His leadership of the Montgomery Bus Boycott drew national attention to the civil rights movement.