

ECONOMIC RELATED SOLS

2008 SOLs (Includes July 17th 2008 final changes to Curriculum Framework)

Prepared by the Virginia Council on Economic Education

January 2009

World History & Geography: 1500 A.D. (C.E.) to the Present

Essential Skill WHII.1f

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

*Standard WHII.1f has been designed to be applied throughout various parts of this entire curriculum. Following are the basic economic concepts to be covered by this overarching standard. Our goal was to give basic knowledge of the economic concepts included in this standard which could then be applied to specific World History content.

Economic Concepts	Concept Understanding	Lessons/Activities/Resources
taxation	Government collects taxes to provide public goods and services.	<ul style="list-style-type: none">“Public vs. Private Goods” Unit 5 Lesson 26, Capstone: Exemplary Lessons for High School Students“That’s a Good Job for Government!” Lesson 15, Adventures in U.S. History Vol. 2
government spending	Government spends tax money to provide public goods and services.	<ul style="list-style-type: none">“The Role of Government in a Market Economy” Lesson 5, Economics in Action“Regulation of Business” Lesson 3, U.S. History: Eyes on the Economy“What & How Much Should Government Do?” Lesson 6, Focus Economic Systems
trade	Voluntary trade creates wealth. In other words, trade makes you better off.	<ul style="list-style-type: none">“Why People Trade” Lesson 1, Economics in Action“World Trade” Lesson 7, Focus International Economics
resources	Human, natural, and capital resources are used to produce goods and services.	<ul style="list-style-type: none">“There’s Never Enough” Lesson 1, Wide World of Trade“Crying (Wolf) About Running Out of Natural Resources” Lesson 17, Economics in the Environment“What are Productive Resources” Lesson 1, Middle School World Geography Focus on Economics
monetary systems	Money has evolved due to the inefficiencies of barter trade.	<ul style="list-style-type: none">“Origins of Money” Chapter 2, The Buck Starts Here“A Colonial Marketplace” Lesson 10, Adventures in U.S. History Vol. 1

There were no SOLs expressly identified as topics where WHII.1f is applied...

SOLs identified as topics where WHII.1f could/should be applied...

SOL	Language
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WHII.2d	The student will demonstrate an understanding of the political, cultural, <u>geographic</u> , and economic conditions in the world about 1500 A.D. (C.E.) by d) analyzing major trade patterns
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WHII.2e	The student will demonstrate an understanding of the political, cultural, <u>geographic</u> , and economic conditions in the world about 1500 A.D. (C.E.) by e) citing major technological and scientific exchanges in the Eastern Hemisphere.
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WHII.3a	The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, and Henry VIII, and <u>Elizabeth I</u> ;
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WHII.4a	The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by a) explaining the roles <u>and economic motivations</u> of explorers and conquistadors;
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WHII.4c	The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by c) explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas;
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WHII.4d	The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by d) defining <u>describing</u> the Columbian Exchange and including its <u>impact on native populations</u> ;
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WHII4e	The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by e) <u>mapping and</u> explaining the triangular trade; f) describing the impact of precious metal exports from the Americas.
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WHII 5a	The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by a) describing the location and development of the Ottoman Empire;
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WHII.5b	The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by b) describing India, including the Mughal Empire and coastal trade;
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WHII.5c	The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by c) describing East Asia, including China and the Japanese shogunate;
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WHII.5d	The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by d) describing Africa and its increasing involvement in global trade
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WHII.5e	The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by e) describing the growth of European nations, including the Commercial Revolution and mercantilism.
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WHII.6f	The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by f) describing the expansion of the arts, philosophy, literature, and new technology.
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WHII.7a	<p>The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by</p> <p>a) <u>describing the colonial system as it existed by 1800;</u></p>
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WHII.7b 8b	<p>The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by</p> <p>b) describing the influence of revolutions on the expansion of political rights in Europe;</p> <p>b) describing unsuccessful revolutions on the continent and political reform in Great Britain;</p>
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WHII.8a 9a	<p>The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by</p> <p>a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes;</p>
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Economics related SOLs

SOL #	Summary of Language
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WHII.2d	<p>The student will demonstrate an understanding of the political, cultural, <u>geographic</u>, and economic conditions in the world about 1500 A.D. <u>(C.E.)</u> by d) analyzing major trade patterns.</p> <p>Essential Understandings Identified By 1500, regional trade patterns had developed that linked Africa, the Middle East, Asia, and Europe.</p> <p>Essential Questions Identified What were the regional trading patterns around 1500 A.D. <u>(C.E.)</u>? Why were the regional trading patterns important?</p> <p>Essential Knowledge identified Traditional trade patterns linking Europe with Asia and Africa</p> <ul style="list-style-type: none">• Silk roads across Asia to the Mediterranean basin• Maritime routes across the Indian Ocean• Trans-Saharan routes across North Africa• Northern European links with the Black Sea• Western European sea and river trade• South China Sea and lands of Southeast Asia <p>Importance of trade patterns Exchange of products and ideas</p>
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WHII.2e	<p>The student will demonstrate an understanding of the political, cultural, <u>geographic</u>, and economic conditions in the world about 1500 A.D. (C.E.) by</p> <p>e) citing major technological and scientific exchanges in the Eastern Hemisphere.</p> <p>Essential Understandings Identified By 1500 A.D. (C.E.), technological and scientific advancements had been exchanged among cultures of the world.</p> <p>Essential Questions Identified What technological and scientific advancements had been made and exchanged by 1500 A.D. (C.E.)?</p> <p>Essential Knowledge Identified Advancements exchanged along trade routes</p> <ul style="list-style-type: none">• Paper, compass, silk, porcelain (China)• Textiles, numeral system (India and Middle East)• Scientific transfer - Medicine, astronomy, mathematics
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WHII.3a	<p>The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by</p> <p>a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, and Henry VIII, <u>and Elizabeth I</u>;</p> <p>Essential Understandings Identified For centuries, the Roman Catholic Church had little competition in religious thought and action. The resistance of the church to change led to the Protestant Reformation, which resulted in the birth of new political and economic institutions.</p> <p>Essential Questions identified What were the problems and issues that provoked religious reforms in Western Christianity? What were the beliefs of Martin Luther, John Calvin, and Henry VIII, <u>and Elizabeth I</u>?</p> <p>Essential Knowledge Identified Conflicts that challenged the authority of the Church in Rome</p> <ul style="list-style-type: none"> • Merchant wealth challenged the Church’s view of usury. • German and English nobility disliked Italian domination of the Church. • The Church’s great political power and wealth caused conflict. • Church corruption and the sale of indulgences were widespread and caused conflict. <p>King Henry VIII (the Anglican tradition)</p> <ul style="list-style-type: none"> • Views - Dismissed the authority of the Pope in Rome • Actions - Divorced; broke with Rome; headed the national church in England; appropriated lands and wealth of the Roman Catholic Church in England <p><u>Queen Elizabeth I</u></p> <ul style="list-style-type: none"> • <u>Anglican Church</u> • <u>Tolerance for dissenters</u> • <u>Expansion and colonialism</u> • Victory over the Spanish Armada (1588)
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WHII.4a	<p>The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by</p> <p>a) explaining the roles <u>and economic motivations</u> of explorers and conquistadors;</p> <p>Essential Understandings Identified The expanding economies of European states stimulated increased trade with markets in Asia. With the loss of Constantinople in 1453, European nations fronting the Atlantic sought new maritime routes for trade.</p> <p>Essential Questions Identified Why were Europeans interested in discovering new lands and markets? Who were some important explorers?</p> <p>Essential Knowledge identified Factors contributing to the European discovery of lands in the Western Hemisphere</p> <ul style="list-style-type: none"> • Demand for gold, spices, and natural resources in Europe • Support for the diffusion of Christianity • Political and economic competition between European empires • Innovations in navigational arts (European and Islamic origins) • Pioneering role of Prince Henry the Navigator <p>Establishment of overseas empires and decimation of indigenous populations</p> <ul style="list-style-type: none"> • Portugal - Vasco da Gama • Spain - Christopher Columbus, Hernando Cortez, Francisco Pizarro, Ferdinand Magellan • England - Francis Drake • France - Jacques Cartier
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WHII.4c	<p>The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by</p> <p>c) explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas;</p> <p>Essential Understandings Identified Europeans migrated to new colonies in the Americas, creating new cultural and social patterns. Europeans established trading posts and colonies in Africa and Asia.</p> <p>Essential Questions What was the effect of European migration and settlement on the Americas, Africa, and Asia?</p> <p>Essential Knowledge Identified</p> <p>Africa</p> <ul style="list-style-type: none"> • European trading posts along the coast • Trade in slaves, gold, and other products <p>Asia</p> <ul style="list-style-type: none"> • Colonization by small groups of merchants (India, the Indies, China) • Influence of trading companies (Portuguese, Dutch, British)
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WHII.4d	<p>The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by</p> <p>d) defining <u>describing</u> the Columbian Exchange and <u>including its impact on native populations;</u></p> <p>Essential Understandings Identified The discovery of the Americas by Europeans resulted in an exchange of products and resources between the Eastern and Western Hemispheres.</p> <p>Essential Questions Identified What was the impact of the Columbian Exchange between European and indigenous cultures?</p> <p>Essential Knowledge identified Columbian Exchange</p> <ul style="list-style-type: none"> • Western Hemisphere agricultural products such as corn, potatoes, and tobacco changed European lifestyles. • European horses and cattle changed the lifestyles of American Indians (First Americans). • European diseases like smallpox killed many American Indians (First Americans). <p>Impact of the Columbian Exchange</p> <ul style="list-style-type: none"> • Shortage of labor to grow cash crops led to the use of African slaves. • Slavery was based on race. • European plantation system in the Caribbean and the Americas destroyed indigenous economics and damaged the environment.
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WHII.4e, f	<p>The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by</p> <ul style="list-style-type: none"> e) <u>mapping and</u> explaining the triangular trade; f) describing the impact of precious metal exports from the Americas. <p>Essential Understandings Identified The European nations established a trade pattern known as the triangular trade and exported precious metals from the Americas.</p> <p>Essential Questions Identified What was the triangular trade? What was the impact of precious metal exports from the Americas?</p> <p>Essential Knowledge Identified The triangular trade linked Europe, Africa, and the Americas. Slaves, sugar, and rum were traded.</p> <p>Export of precious metals</p> <ul style="list-style-type: none"> • Gold and silver (exported to Europe and Asia) • Impact on indigenous empires of the Americas • Impact on Spain and international trade
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WHII.5a	<p>The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by</p> <p>a) describing the location and development of the Ottoman Empire;</p> <p>Essential Understandings Identified The Ottoman Empire emerged as a political and economic power following the conquest of Constantinople. The Ottomans brought much of Muslim territory in Southwest Asia and North Africa under their rule.</p> <p>Essential Questions Identified Where was the Ottoman Empire located and how did it expand?</p> <p>Essential Knowledge Identified Original location of the Ottoman Empire</p> <ul style="list-style-type: none"> • Asia Minor <p>Expansion and extent of the Ottoman Empire</p> <ul style="list-style-type: none"> • Southwest Asia • Southeastern Europe, Balkan Peninsula • North Africa <p>Development of the Ottoman Empire</p> <ul style="list-style-type: none"> • Capital at Constantinople renamed Istanbul • Islamic religion as a unifying force that accepted other religions • Trade in coffee and ceramics
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WHII.5b	<p>The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by</p> <p>b) describing India, including the Mughal Empire and coastal trade;</p> <p>Essential Understandings Identified Descendants of the Mongols, the Muslim Mughal (Mogul) rulers established an empire in northern India. The Mughal Empire traded with European nations. <u>Much of southern India remained independent and continued international trade.</u></p> <p>Essential Questions Identified What were the contributions of the Mughal emperors of India? How did the Mughal Empire trade with European nations? <u>What did southern India trade?</u></p> <p>Essential Knowledge Identified Location of the Mughal Empire</p> <ul style="list-style-type: none"> • North India <p>Contributions of Mughal rulers</p> <ul style="list-style-type: none"> • Spread of Islam into India • Art and architecture - Taj Mahal • Arrival of European trading outposts • Influence of Indian textiles on British textile industry <p>Trade with European nations</p> <ul style="list-style-type: none"> • Portugal, England, and the Netherlands competed for the Indian Ocean trade by establishing Coastal ports on the Indian sub-continent. <p><u>Southern India traded silks, spices, and gems.</u></p>
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WHII.5c	<p>The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A. D. (C. E.) by c) describing East Asia, including China and the Japanese shogunate;</p> <p>Essential Understandings Identified China and Japan sought to limit the influence and activities of European merchants.</p> <p>Essential Questions Identified How did the Chinese and Japanese attempt to limit the influence of European merchants?</p> <p>Essential Knowledge Identified</p> <p>China</p> <ul style="list-style-type: none"> • Creation of foreign enclaves to control trade • Imperial policy of controlling foreign influences and trade • Increase in European demand for Chinese goods (tea, porcelain) <p>Japan</p> <ul style="list-style-type: none"> • Characterized by powerless emperor ruled <u>controlled</u> by military leader (shogun) • Adopted policy of isolation to limit foreign influences
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WHII.5d	<p>The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by</p> <p>d) describing Africa and its increasing involvement in global trade</p> <p>Essential Understandings Identified The exportation of slaves and demand for imported goods began to alter traditional economic patterns in Africa.</p> <p>Essential Questions Identified How did Africa become involved in foreign trade?</p> <p>Essential Knowledge Identified</p> <p>African exports</p> <ul style="list-style-type: none">• Slaves (triangular trade)• Raw materials (<u>ivory, gold</u>) <p>African imports</p> <ul style="list-style-type: none">• Manufactured goods from Europe, Asia, and the Americas• New food products (corn, peanuts)
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WHII.5e	<p>The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by</p> <p>e) describing the growth of European nations, including the Commercial Revolution and mercantilism.</p> <p>Essential Understandings Identified European maritime nations competed for overseas markets, colonies, and resources, creating new economic practices, such as mercantilism, linking European nations with their colonies.</p> <p>Essential Questions Identified What were the roles of the Commercial Revolution and mercantilism in the growth of European nations?</p> <p>Essential Knowledge Identified Terms to know</p> <ul style="list-style-type: none"> • Mercantilism: An economic practice adopted by European colonial powers in an effort to become self-sufficient; based on the theory that colonies existed for the benefit of the mother country <p>Commercial Revolution</p> <ul style="list-style-type: none"> • European maritime nations competed for overseas markets, colonies, and resources. • A new economic system emerged. <ul style="list-style-type: none"> - New money and banking systems were created. - Economic practices such as mercantilism evolved. - Colonial economies were limited by the economic needs of the mother country.
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WHII.6f	<p>The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by g) f) describing the expansion of the arts, philosophy, literature, and new technology.</p> <p>Essential Understandings Identified The Enlightenment brought a new emphasis on order and balance in the arts as artists borrowed heavily from classical Greece and Rome, and new forms of literature were established.</p> <p><u>The sixteenth, seventeenth, and eighteenth centuries brought many changes in the arts, literature, and political philosophy.</u></p> <p>The Age of Reason witnessed inventions and innovations in technology that stimulated trade and transportation.</p> <p>Essential Questions Identified What improved technologies and institutions were important to European economies?</p> <p>Essential Knowledge Identified <u>New forms schools of art and forms of literature</u></p> <ul style="list-style-type: none"> • Paintings depicted classical subjects, public events, natural scenes, and living people (portraits). • New forms of literature evolved—the novel (e.g., Cervantes’ <i>Don Quixote</i>). <p>Technologies</p> <ul style="list-style-type: none"> • All-weather roads improved year- round transport and trade. • New designs in farm tools increased productivity (agricultural revolution). • Improvements in ship design lowered the cost of transport.
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WHII.7a	<p>The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by</p> <p>a) <u>describing the colonial system as it existed by 1800;</u></p> <p>Essential Understandings Identified <u>Latin American revolutions of the nineteenth century were influenced by the clash of European cultures in the development of governments and ruling powers.</u></p> <p>Spanish and Portuguese governments imposed their religion and economic systems on the native peoples, but brought different colonial languages.</p> <p><u>Spanish conquests in Latin America saw the rapid decline of native populations and introduction of slaves from Africa. Conquistadors were given governmental authority by the crown, becoming known as viceroys.</u></p> <p>Essential Questions Identified <u>What were the characteristics of the colonial system in Latin America in the nineteenth century?</u></p> <p><u>How did Spain and Portugal maintain control of their Latin American domains?</u></p> <p>Essential Knowledge Identified <u>Characteristics of the Colonial System</u></p> <ul style="list-style-type: none"> • <u>Colonial governments mirrored the home governments</u> • <u>Catholicism had a strong influence on the development of the colonies</u> • <u>A major element of the economy was the mining of precious metals for export</u> • <u>Hacienda</u> a Spanish owned plantation that used native or slave labor • <u>Encomienda</u> the right to organize unpaid labor by the earliest Spanish colonists in Latin America • <u>Established major cities as outposts of colonial authority</u> <ul style="list-style-type: none"> - <u>Havana</u> - <u>Mexico City</u> - <u>Lima</u> - <u>Sao Paulo</u> - <u>Buenos Aires</u>
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	<p><u>Rigid Class Structure</u></p> <ul style="list-style-type: none"> - <u>Viceroy / colonial officers</u> - <u>Creoles</u> - <u>Mestizo</u>
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<p>WHII.7b <u>8b</u></p>	<p>The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by</p> <p>b) describing the influence of revolutions on the expansion of political rights in Europe;</p> <p>b) <u>describing unsuccessful revolutions on the continent and political reform in Great Britain;</u></p> <p>Essential Understandings Identified The rise of nationalism was a powerful force behind European politics during the nineteenth century.</p> <p>Widespread demands for political rights led to revolutions and legislative actions in Europe.</p> <p>Essential Questions Identified How did nationalism and democracy influence national revolutions?</p> <p>Essential Knowledge Identified National pride, economic competition, and democratic ideals stimulated the growth of nationalism.</p> <p>The terms of the Congress of Vienna led to widespread discontent in Europe especially in Italy and the German states. Unsuccessful revolutions of 1848 increased nationalistic tensions.</p> <p>In contrast to continental Europe, Great Britain expanded political rights through legislative means and made slavery illegal in the British Empire.</p>
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<p>WHII.8a 9a</p>	<p>The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by</p> <p>a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes;</p> <p>Essential Understandings Identified The Industrial Revolution began in England, spreading to the rest of Western Europe and the United States.</p> <p>With the Industrial Revolution came an increased demand for raw materials from the Americas, Asia, and Africa.</p> <p>Advancements in technology produced the Industrial Revolution, while advancements in science and medicine altered the lives of people living in the new industrial cities. Cultural changes soon followed.</p> <p>Essential Questions Identified Why did the Industrial Revolution originate in England?</p> <p>Why did the spread of industrialism to Europe and the United States accelerate colonialism and imperialism?</p> <p>How did the Industrial Revolution produce changes in culture and society?</p> <p>Essential Knowledge Identified Industrial Revolution</p> <ul style="list-style-type: none"> • Origin in England, because of its natural resources like coal, iron ore, and the invention and improvement of the steam engine • Spread to Europe and the United States • Role of cotton textile, iron, and steel industries • Relationship to the British Enclosure Movement • Rise of the factory system and demise of cottage industries • Rising economic powers that wanted to control raw materials and markets throughout the world
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Technological advances that produced the Industrial Revolution

- James Hargreaves - Spinning jenny
- James Watt - Steam engine
- Eli Whitney - Cotton gin
- Henry Bessemer - Process for making steel

Advancements in science and medicine

- Edward Jenner - Developed smallpox vaccination
- Louis Pasteur - Discovered bacteria

Impacts of the Industrial Revolution on industrialized countries

- Population increase
- Increased standards of living for many, though not all
- Improved transportation
- Urbanization
- Environmental pollution
- Increased education
- Dissatisfaction of working class with working conditions
- Growth of the middle class

WHII.9b	<p>The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by</p> <p>b) explaining the emergence of capitalism as a dominant economic pattern, and subsequent development of socialism and communism;</p> <p>Essential Understandings Identified Capitalism and market competition fueled the Industrial Revolution. Wealth increased the standard of living for some.</p> <p>Social dislocations associated with capitalism produced a range of economic and political ideas, including socialism and communism.</p> <p>Essential Questions Identified What was the role of capitalism and market competition in the Industrial Revolution?</p> <p>What were some theories opposed to capitalism?</p> <p>Essential Knowledge Identified</p> <p>Capitalism</p> <ul style="list-style-type: none"> • Adam Smith’s <i>Wealth of Nations</i> • Role of market competition and entrepreneurial abilities • Impact on standard of living and the growth of the middle class • Dissatisfaction with poor working conditions and the unequal distribution of wealth in society <p>Socialism and communism</p> <ul style="list-style-type: none"> • Karl Marx’s <i>Communist Manifesto</i> (written with Friedrich Engels) and <i>Das Capital</i> • Response to the injustices of capitalism • Importance of redistribution of wealth to the communists
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WHII.9c	<p>The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by</p> <p>c) describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement;</p> <p>Essential Understandings Identified Agricultural economies were based on the family unit. The Industrial Revolution had a significant impact on the structure and function of the family.</p> <p>The Industrial Revolution placed new demands on the labor of men, women, and children. Workers organized labor unions to fight for improved working conditions and workers' rights.</p> <p>Essential Questions Identified How did the Industrial Revolution impact the lives of women, children, and the family? How did the Industrial Revolution affect slavery? Why did workers organize into labor unions?</p> <p>Essential Knowledge Identified The nature of work in the factory system</p> <ul style="list-style-type: none"> • Family-based cottage industries displaced by the factory system • Harsh working conditions with men competing with women and children for wages • Child labor that kept costs of production low and profits high • Owners of mines and factories who exercised considerable control over the lives of their laborers <p>Impact of the Industrial Revolution on slavery</p> <ul style="list-style-type: none"> • The cotton gin increased demand for slave labor on American plantations. • The United States and Britain outlawed the slave trade and then slavery.
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Social effects of the Industrial Revolution

- Women and children entering the workplace as cheap labor
- Introduction of reforms to end child labor
- Expansion of education
- Women's increased demands for suffrage

The rise of labor unions

- Encouraged worker-organized strikes to increase wages and improve working conditions
- Lobbied for laws to improve the lives of workers, including women and children
- Wanted worker rights and collective bargaining between labor and management

WHII.9d,e	<p>The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by</p> <p>d) explaining the rise of industrial economies and their link to imperialism and nationalism;</p> <p>e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.</p> <p>Essential Understandings Identified Industrial nations in Europe needed natural resources and markets to expand their economies.</p> <p>These nations competed to control Africa and Asia to secure their economic and political success.</p> <p>Imperialism spread economic, political, and social philosophies of Europe throughout the world.</p> <p>Resistance to imperialism took many forms including armed conflict and intellectual movements.</p> <p>Essential Questions Identified Why did European countries participate in imperialism and a race for colonies?</p> <p>What were some responses of colonized peoples to European imperialism?</p> <p>Essential Knowledge Identified Nationalism motivated European nations to compete for colonial possessions. European economic, military, and political power forced colonized countries to trade on European terms. Industrially-produced goods flooded colonial markets and displaced their traditional industries. Colonized peoples resisted European domination and responded in diverse ways to Western influences.</p> <p>Forms of imperialism</p> <ul style="list-style-type: none"> • Colonies • Protectorates • Spheres of influence
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Imperialism in Africa and Asia

- European domination
- European conflicts carried to the colonies
- Christian missionary efforts
- Spheres of influence in China
- Suez Canal
- East India Company's domination of Indian states
- American opening of Japan to trade

Responses of colonized peoples

- Armed conflicts (Events leading to the Boxer Rebellion in China)
- Rise of nationalism (first Indian nationalist party founded in the mid-1800s)

WHII.10a, b	<p>The student will demonstrate knowledge of the worldwide impact of World War I by</p> <ol style="list-style-type: none"> a) explaining economic and political causes, major events, and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II; b) explaining the outcomes and global effect of the war and the Treaty of Versailles; <p>Essential Understandings Identified World War I (1914-1918) was caused by competition among industrial nations in Europe and a failure of diplomacy. The war transformed European and American life, wrecked the economies of Europe, and planted the seeds for a second world war.</p> <p>Essential Questions Identified What were the factors that produced World War I? What were the major events of the war? Who were the major leaders? What were the outcomes and global effects of World War I? What were the terms of the Treaty of Versailles?</p> <p>Essential Understandings Identified Causes of World War I</p> <ul style="list-style-type: none"> • Alliances that divided Europe into competing camps • Nationalistic feelings • Diplomatic failures • Imperialism • Competition over colonies • Militarism <p>Major events</p> <ul style="list-style-type: none"> • Assassination of Austria's Archduke Ferdinand • United States enters war • Russia leaves the war
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Major leaders

- Woodrow Wilson
- Kaiser Wilhelm II

Outcomes and global effects

- Colonies' participation in the war, which increased demands for independence
- End of the Russian Imperial, Ottoman, German, and Austro-Hungarian empires
- Enormous cost of the war in lives, property, and social disruption

Treaty of Versailles

- Forced Germany to accept guilt for war and loss of territory and pay reparations
- Limited the German military
- League of Nations

WHII.10c	<p>The student will demonstrate knowledge of the worldwide impact of World War I by</p> <p>c) citing causes and consequences of the Russian Revolution.</p> <p>Essential Understandings Identified Tsarist Russia entered World War I as an absolute monarchy with sharp class divisions between the nobility and peasants. The grievances of workers and peasants were not resolved by the Tsar. Inadequate administration in World War I led to revolution and an unsuccessful provisional government. A second revolution by the Bolsheviks created the communist state that ultimately became the U.S.S.R.</p> <p>Essential Questions Identified Why did Russia erupt in revolution while fighting in World War I? How did communism rise in Russia?</p> <p>Essential Knowledge Identified Causes of 1917 revolutions</p> <ul style="list-style-type: none"> • Defeat in war with Japan in 1905 • Landless peasantry • Incompetence of Tsar Nicholas II • Military defeats and high casualties in World War I <p>Rise of communism</p> <ul style="list-style-type: none"> • Bolshevik Revolution and civil war • Vladimir Lenin's New Economic Policy • Lenin's successor - Joseph Stalin
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WHII.11b	<p>The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by</p> <p>b) citing causes and assessing the impact of worldwide depression in the 1930s;</p> <p>Essential Understandings Identified A period of uneven prosperity in the decade following World War I (1920s) was followed by worldwide depression in the 1930s. Depression weakened Western democracies, making it difficult for them to challenge the threat of totalitarianism.</p> <p>Essential Questions Identified Why did the world experience depression in the 1930s? What political changes resulted from the worldwide depression?</p> <p>Essential Knowledge Identified Causes of worldwide depression</p> <ul style="list-style-type: none"> • German reparations • Expansion of production capacities and dominance of the United States in the global economy • High protective tariffs • Excessive expansion of credit • Stock Market Crash (1929) <p>Impact of world depression</p> <ul style="list-style-type: none"> • High unemployment in industrial countries • Bank failures and collapse of credit • Collapse of prices in world trade • Nazi Party's growing importance in Germany; Nazi Party's blame of European Jews for economic collapse
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WHII.11c	<p>The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by</p> <p>c) examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e., Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.</p> <p>Essential Understandings Identified Economic dislocations following World War I led to unstable political conditions. Worldwide depression in the 1930s provided opportunities for the rise of dictators in the Soviet Union, Germany, Italy, and Japan.</p> <p>A communist dictatorship was established by Vladimir Lenin and continued by Joseph Stalin in the Soviet Union.</p> <p>The Treaty of Versailles worsened economic and political conditions in Europe and led to the rise of totalitarian regimes in Italy and Germany</p> <p>Essential Questions Identified Why did dictatorial governments emerge in Germany, Italy, Japan, and the U.S.S.R. after World War I?</p> <p>How did these regimes affect the world following World War I?</p> <p>Essential Knowledge Identified U.S.S.R. during the Interwar Period - Joseph Stalin</p> <ul style="list-style-type: none"> • Entrenchment of communism • Stalin’s policies (five-year plans, collectivization of farms, state industrialization, secret police) • Great Purge <p>Germany during the Interwar Period - Adolf Hitler</p> <ul style="list-style-type: none"> • Inflation and depression • Democratic government weakened • Anti-Semitism • Extreme nationalism • National Socialism (Nazism) • German occupation of nearby countries
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	Italy during the Interwar Period - Benito Mussolini
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- Rise of fascism
- Ambition to restore the glory of Rome
- Invasion of Ethiopia

	Japan during the Interwar Period - Hirohito and Hideki Tojo
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- Militarism
- Industrialization of Japan, leading to drive for raw materials
- Invasion of Korea, Manchuria, and the rest of China

WHII.12a	<p>The student will demonstrate knowledge of the worldwide impact of World War II by</p> <p>a) explaining economic and political causes, major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito;</p> <p>Essential Understandings Identified Many economic and political causes led toward World War II. Major theaters of war included Africa, Europe, Asia, and the Pacific Islands. Leadership was essential to the Allied victory.</p> <p>Essential Questions Identified What were the causes of World War II? What were the major events of World War II? Who were the major leaders of World War II?</p> <p>Essential Knowledge Identified Economic and political causes of World War II</p> <ul style="list-style-type: none"> • Aggression by totalitarian powers (Germany, Italy, Japan) • Nationalism • Failures of the Treaty of Versailles • Weakness of the League of Nations • Appeasement • Tendencies towards isolationism and pacifism in Europe and the United States <p>Major events of the war (1939-1945)</p> <ul style="list-style-type: none"> • German invasion of Poland • Fall of France • Battle of Britain • German invasion of the Soviet Union • Japanese attack on Pearl Harbor • D-Day (Allied invasion of Europe) • Atomic bombs dropped on Hiroshima and Nagasaki
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Major leaders of the war

- Franklin D. Roosevelt - U.S. President
- Harry Truman - U.S. President after death of President Roosevelt
- Dwight D. Eisenhower - ~~U.S. general~~ Allied commander in Europe
- Douglas MacArthur - U.S. general
- George Marshall - U.S. general
- Winston Churchill - British prime minister
- Joseph Stalin - Soviet dictator
- Adolf Hitler - Nazi dictator of Germany
- Hideki Tojo - Japanese general
- Hirohito - Emperor of Japan

WHII.12c	<p>The student will demonstrate knowledge of the worldwide impact of World War II by</p> <p>c) explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations <u>and the Universal Declaration of Human Rights (1948)</u>;</p> <p>Essential Understandings Identified The outcomes of World War II included the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the establishment of international cooperative organizations.</p> <p><u>The Universal Declaration of Human Rights was issued in 1948 to protect the “inherent dignity and the equal and inalienable rights of all members of the human family....”</u></p> <p>Essential Questions Identified What were the outcomes of World War II?</p> <p>What were the war crimes trials?</p> <p>How did the Allies promote reconstruction of the defeated powers?</p> <p>What were the international cooperative organizations created after World War II?</p> <p>Essential Knowledge Identified Outcomes of World War II</p> <ul style="list-style-type: none"> • European powers’ loss of empires • Establishment of two major powers in the world: The United States and the U.S.S.R. • War crimes trials • Division of Europe - Iron Curtain • Establishment of the United Nations • <u>The Universal Declaration of Human Rights</u> • Marshall Plan • Formation of North Atlantic Treaty Organization (NATO) and Warsaw Pact
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Efforts for reconstruction of Germany

- Democratic government installed in West Germany and West Berlin
- Germany and Berlin divided among the four Allied powers
- Emergence of West Germany as economic power in postwar Europe

Efforts for reconstruction of Japan

- U.S. occupation of Japan under MacArthur's administration
- Democracy and economic development
- Elimination of Japanese offensive military capabilities; United States' guarantee of Japan's security
- Emergence of Japan as dominant economy in Asia

International Cooperative Organizations

- United Nations
- North Atlantic Treaty Organization (NATO)
- Warsaw Pact

The Universal Declaration of Human Rights

- Established and adopted by members of the United Nations
- Provided a code of conduct for the treatment of people under the protection of their government

WHII.13a,b	<p>The student will demonstrate knowledge of major events in the second half of the twentieth century by</p> <ol style="list-style-type: none"> a) explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe; b) assessing the impact of nuclear power on patterns of conflict and cooperation since 1945; <p>Essential Understandings Identified</p> <p>Competition between the United States and the U.S.S.R. laid the foundation for the Cold War.</p> <p>The Cold War influenced the policies of the United States and the U.S.S.R. towards other nations and conflicts around the world.</p> <p>The presence of nuclear weapons influenced patterns of conflict and cooperation since 1945.</p> <p>Communism failed as an economic system in the Soviet Union and elsewhere.</p> <p>Essential Questions Identified</p> <p>What events led to the Cold War?</p> <p>What was the impact of nuclear weapons?</p> <p>What were the causes and consequences of the collapse of the Soviet Union?</p> <p>Essential Knowledge Identified</p> <p>Beginning of the Cold War (1945-1948)</p> <ul style="list-style-type: none"> • The Yalta Conference and the Soviet control of Eastern Europe • Rivalry between the United States and the U.S.S.R. • Democracy and the free enterprise system v. dictatorship and communism • President Truman and the Policy of Containment • Eastern Europe - Soviet satellite nations; the Iron Curtain
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Characteristics of the Cold War (1948-1989)

- North Atlantic Treaty Organization (NATO) v. the Warsaw Pact
- Korean Conflict
- Vietnam War
- Berlin and significance of Berlin Wall
- Cuban Missile Crisis
- Nuclear weapons and the theory of deterrence

Collapse of Communism in the Soviet Union and Eastern Europe (~~1989~~)

- Soviet economic collapse
- Nationalism in Warsaw Pact countries
- Tearing down of Berlin Wall
- Breakup of U.S.S.R the Soviet Union.
- Expansion of NATO

WHII.13d	<p>The student will demonstrate knowledge of major events and outcomes of the Cold War by</p> <p>d) <u>describing major contributions of selected world leaders in the second half of the twentieth century including Indira Gandhi, Margaret Thatcher, Mikhail Gorbachev, and Deng Xiaoping.</u></p> <p>Essential Understandings Identified <u>World leaders made major contributions to events in the second half of the twentieth century.</u></p> <p>Essential Questions Identified <u>What role did Indira Gandhi, Margaret Thatcher, Mikhail Gorbachev, and Deng Xiaoping each play in major events in the second half of the twentieth century?</u></p> <p>Essential Knowledge Identified</p> <p><u>Indira Gandhi</u></p> <ul style="list-style-type: none"> • <u>Closer relationship between India and the Soviet Union during the Cold War</u> • <u>Developed nuclear program</u> <p><u>Margaret Thatcher</u></p> <ul style="list-style-type: none"> • <u>British Prime Minister</u> • Opposed Soviet communism – “Iron Lady” • <u>Free trade and less government regulation of business</u> • <u>Close relationship with United States and U.S. foreign policy</u> • <u>Asserted United Kingdom’s military power</u> <p><u>Mikhail Gorbachev</u></p> <ul style="list-style-type: none"> • <u>Glasnost and perestroika</u> • <u>Fall of the Berlin Wall</u> • <u>Last president of Soviet Union</u> • Oversaw peaceful transition to democracy <p><u>Deng Xiaoping</u></p> <ul style="list-style-type: none"> • <u>Reformed communist economy to market economy leading to rapid economic growth</u> • <u>Communist control of government continued</u>
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WHII.14a	<p>The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by</p> <p>a) describing the struggles for self-rule, including Gandhi’s leadership in India <u>and the development of India’s democracy</u>;</p> <p>Essential Understandings Identified British policies and the demand for self-rule led to the rise of the Indian independence movement, resulting in the creation of new states in the Indian sub-continent.</p> <p><u>The Republic of India, a democratic nation, developed after independence.</u></p> <p>Essential Questions Identified Who was a leader of the Indian independence movement, and what tactics did he use? What were the outcomes of the Indian independence movement?</p> <p>Essential Knowledge Identified Regional setting for the Indian independence movement</p> <ul style="list-style-type: none"> • Indian sub-continent • British India • India • Pakistan (former West Pakistan) • Bangladesh (former East Pakistan) • Sri Lanka (former Ceylon) <p>Evolution of the Indian independence movement</p> <ul style="list-style-type: none"> • British rule in India • <u>Indian National Congress</u> • Leadership of Mohandas Gandhi • Role of civil disobedience and passive resistance • Political division along Hindu-Muslim lines, Pakistan/India • <u>Republic of India</u> <ul style="list-style-type: none"> - <u>World’s largest democratic nation</u> - <u>Federal system gives many powers to the state</u>
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Indian Democracy

- Jawaharlal Nehru - a close associate of Gandhi, supported western style industrialization
- 1950 Constitution sought to prohibit caste discrimination
- Ethnic and religious differences caused problems in the development of India as a democratic nation
- New economic development has helped to ease financial problems of the nation

WHII.14b	<p>The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by</p> <p>b) describing Africa’s achievement of independence, including Kenyatta’s leadership of Kenya <u>and Mandela’s role in South Africa;</u></p> <p>Essential Understandings Identified The charter of the United Nations guaranteed colonial populations the right to self-determination. Independence movements in Africa challenged European imperialism.</p> <p>Essential Questions Identified</p> <p>Why did independence movements in Africa gain success after World War II?</p> <p>What was Kenyatta’s leadership role in Kenya?</p> <p><u>What was Nelson Mandela’s leadership role in South Africa?</u></p> <p>Essential Knowledge Identified The independence movement in Africa</p> <ul style="list-style-type: none"> • Right to self-determination (U.N. charter) • Peaceful and violent revolutions after World War II • Pride in African cultures and heritage • Resentment toward imperial rule and economic exploitation • Loss of colonies by Great Britain, France, Belgium, and Portugal • Influence of superpower rivalry during the Cold War <p>Examples of independence movements and subsequent development efforts</p> <ul style="list-style-type: none"> • West Africa - Peaceful transition • Algeria - War for Independence from France • Kenya (Britain) - Violent struggle under leadership of Kenyatta • South Africa - Black South Africans’ struggle against apartheid led by Nelson Mandela, who became the first black President of the Republic of South Africa
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WHII.14c	<p>The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by</p> <p>c) describing the end of the mandate system and the creation of states in the Middle East <u>including the role of Golda Meir and Gamal Abdul Nasser</u></p> <p>Essential Understandings Identified</p> <p>The mandate system established after World War I was phased out after World War II. With the end of the mandates, new states were created in the Middle East.</p> <p>Essential Questions Identified</p> <p>What were the results of the United Nations’ decision to end the mandate system in terms of states created (locations) and their subsequent problems?</p> <p><u>What was the role of Golda Meir and Gamal Abdul Nasser in the creation of the states in the Middle East?</u></p> <p><u>Essential Knowledge Identified</u></p> <p>Mandates in the Middle East</p> <ul style="list-style-type: none"> • Established by the League of Nations • Granted independence after World War II • Resulted in Middle East conflicts created by religious differences <p>French Mandates in the Middle East</p> <ul style="list-style-type: none"> • Syria • Lebanon <p>British Mandates in the Middle East</p> <ul style="list-style-type: none"> • Jordan (originally Transjordan) • Palestine (part became independent as the State of Israel) <p><u>Golda Meir</u></p> <ul style="list-style-type: none"> • <u>Prime Minister of Israel</u> • <u>After initial setbacks, led Israel to victory in Yom Kippur War</u> • <u>Sought support of United States</u>
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Gamal Abdul Nasser

- President of Egypt
- Nationalized ~~won~~ Suez Canal ~~from Britain~~
- Established relationship with Soviet Union
- Built Aswan High Dam

WHII.16a	<p>The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by</p> <p>a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies;</p> <p>Essential Understandings Identified Both developed and developing nations face many challenges. These include migrations, ethnic and religious conflict, and new technologies.</p> <p>Essential Questions Identified What are some challenges faced by the contemporary world? What new technologies have created opportunities and challenges?</p> <p>Essential Knowledge Identified Migrations of refugees and others</p> <ul style="list-style-type: none"> • Refugees as an issue in international conflicts • Migrations of “guest workers” to European cities <p>Ethnic and religious conflicts</p> <ul style="list-style-type: none"> • Middle East • Northern Ireland • Balkans • <u>Horn of Africa</u> • <u>South Asia</u> <p>Impact of new technologies</p> <ul style="list-style-type: none"> • Widespread but unequal access to computers and instantaneous communications • Genetic engineering and bioethics
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WHII.16b	<p>The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by</p> <p>b) assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom;</p> <p>Essential Understandings Identified Developed and developing nations are characterized by different levels of economic development, population characteristics, and social conditions.</p> <p>Economic development and the rapid growth of population are having an impact on the environment.</p> <p>Sound economic conditions contribute to a stable democracy, and political freedom helps foster economic development.</p> <p>Essential Questions Identified How does the developing world compare with the developed world in terms of economic, social, and population characteristics?</p> <p>What impact are economic development and rapid population growth having on the environment?</p> <p>What are the links between economic development and political freedom?</p> <p>Essential Knowledge Identified Contrasts between developed and developing nations</p> <ul style="list-style-type: none"> • Geographic locations of major developed and developing countries • Economic conditions • Social conditions (literacy, access to health care) • Population size and rate of growth <p>Factors affecting environment and society</p> <ul style="list-style-type: none"> • Economic development • Rapid population growth
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Environmental challenges

- Pollution
- Loss of habitat
- ~~Ozone depletion~~
- Global climate change

Social challenges

- Poverty
- Poor health
- Illiteracy
- Famine
- Migration

Relationship between economic and political freedom

- Free market economies produce rising standards of living and an expanding middle class, which produces growing demands for political freedoms and individual rights. Recent examples include Taiwan and South Korea.

WHII.16c	<p>The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by</p> <p>c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements;</p> <p>Essential Understandings Identified The countries of the world are increasingly dependent on each other for raw materials, markets, and financial resources, although there is still a difference between the developed and developing nations.</p> <p>Essential Questions Identified How is economic interdependence changing the world?</p> <p>Essential Knowledge Identified Economic interdependence</p> <ul style="list-style-type: none"> • Role of rapid transportation, communication, and computer networks • Rise and influence of multinational corporations • Changing role of international boundaries • Regional integration (European Union) • Trade agreements - North American Free Trade Agreement (NAFTA), World Trade Organization (WTO) • International organizations - United Nations (UN), International Monetary Fund (IMF)
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WHII.16d	<p>The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by</p> <p>d) <u>analyzing the increasing impact of terrorism.</u></p> <p>Essential Understandings Identified <u>Both developed and developing nations of the world have problems that are brought about by inequities in their social, cultural, and economic systems.</u></p> <p><u>Some individuals choose to deal with these unequal conditions through the use of terrorist activities.</u></p> <p><u>Terrorism is the use of violence and threats to intimidate and coerce for political reasons.</u></p> <p><u>A major cause of terrorism is religious extremism.</u></p> <p>Essential Questions Identified <u>What are examples of international terrorism in our world today that have impacted developed and developing nations?</u></p> <p><u>How has terrorism impacted developed and developing nations in the contemporary world?</u></p> <p>Essential Knowledge Identified <u>Examples of International Terrorism</u></p> <ul style="list-style-type: none"> • <u>Munich Olympics</u> • <u>Terrorist attacks in the United States (9/11/2001) - motivated by extremism (Osama bin Laden).</u> • <u>Car bombings</u> • <u>Suicide bombers</u> • <u>Airline hijackers</u> <p><u>Selected regions that have experienced terrorist activities</u></p> <ul style="list-style-type: none"> • <u>Middle East</u> • <u>Europe</u> • <u>North America</u>
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	<p><u>Governmental responses to terrorist activities</u></p> <ul style="list-style-type: none">• <u>Surveillance and privacy rights</u>• <u>Security at ports and airports</u>• Identification badges and photos
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