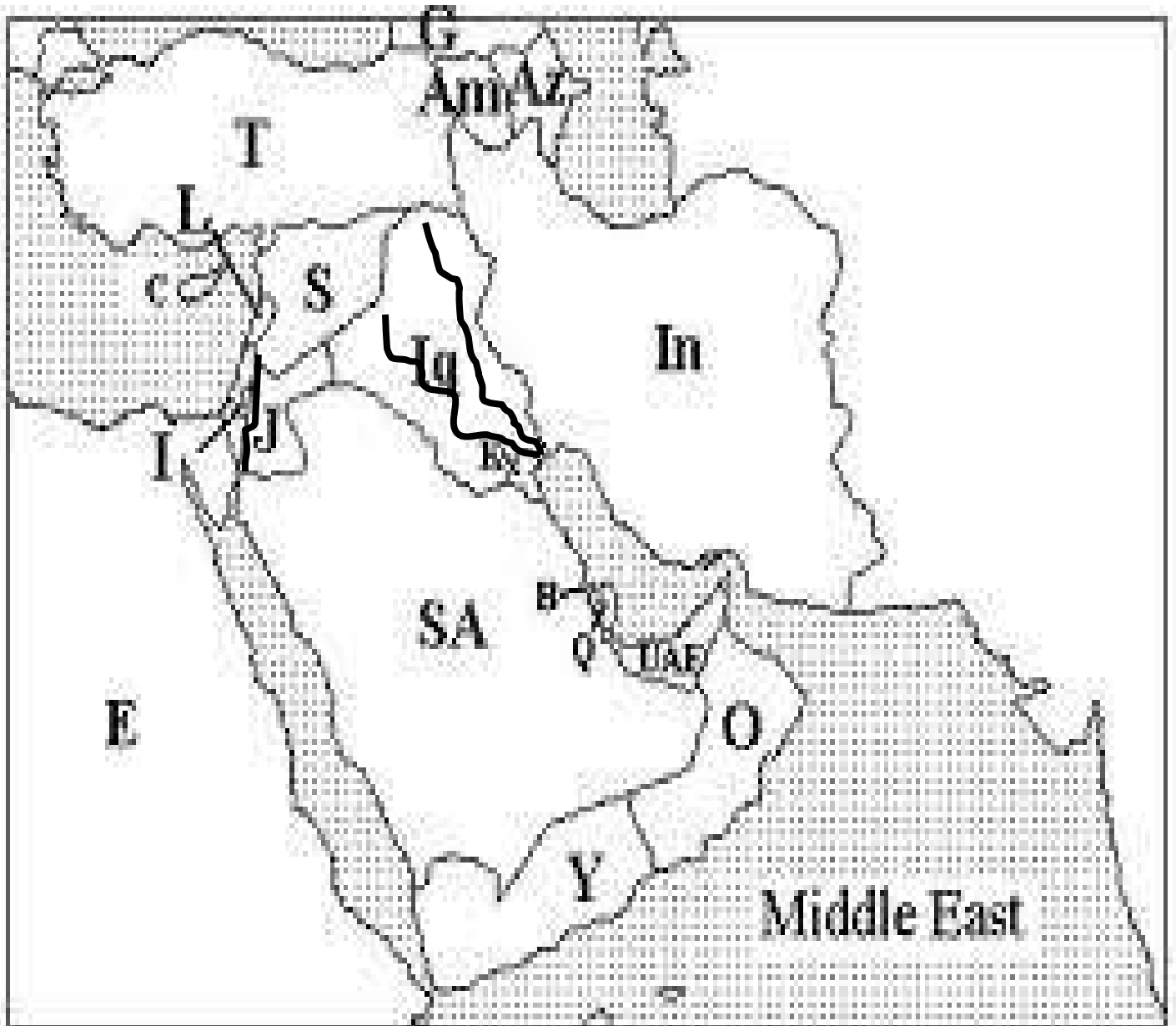


**7<sup>th</sup> Grade Social Studies**  
**Year Long GEORGIA MILESTONES Review**

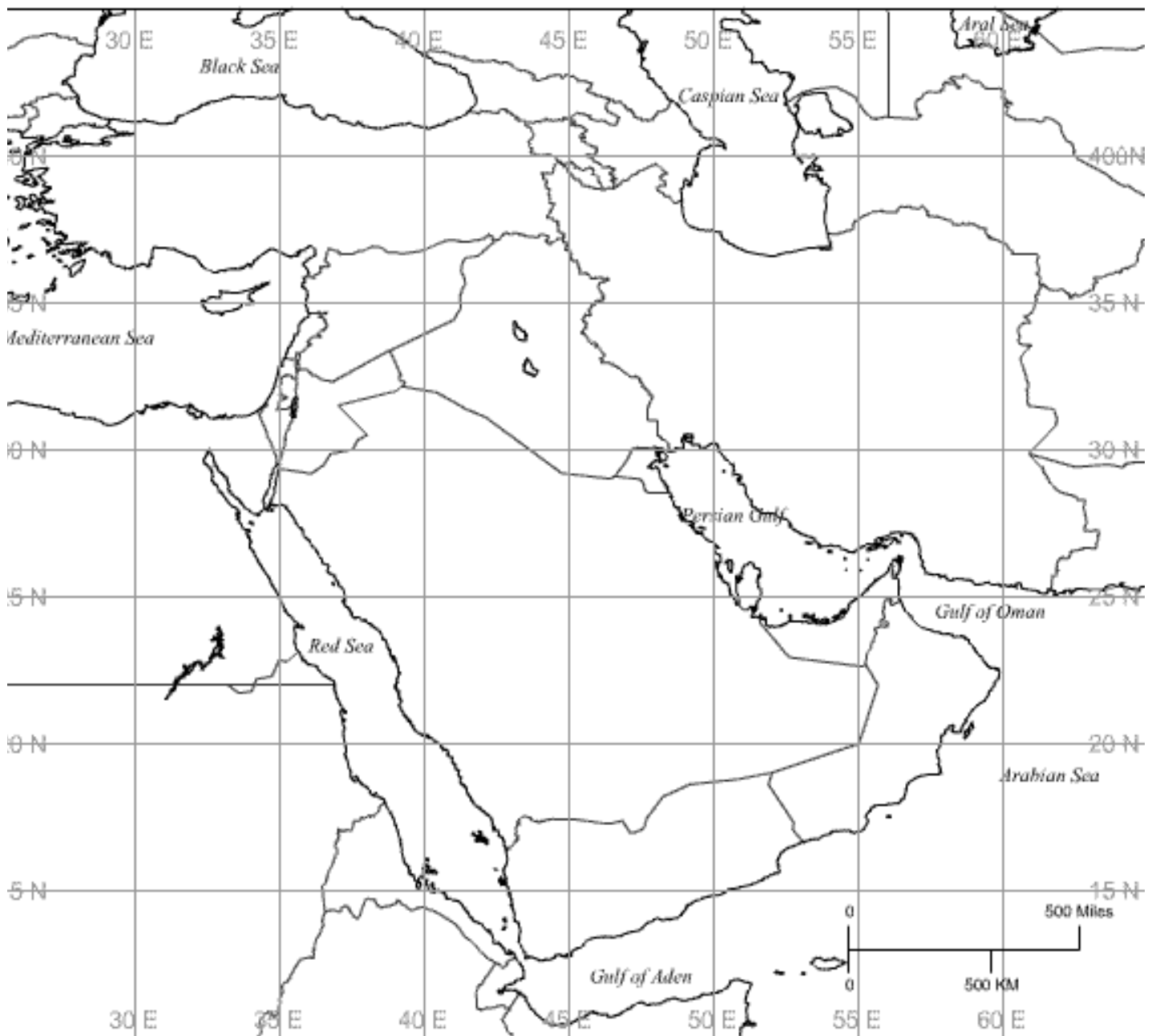
**Geographic Understandings**

**SS7G5** The student will locate selected features in Southwestern Asia (Middle East).

- a. Locate on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, and Gaza Strip.



b. Locate on a world and regional political-physical map the nations of Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey.



What two bodies of water connect to Suez Canal?

What are the twin rivers that run through Turkey and Iraq?

**SS7G6 The student will discuss environmental issues across Southwest Asia (Middle East).**

- a. Explain how water pollution and the unequal distribution of water impacts irrigation and drinking water.

**SS7G7 The student will explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southwest Asia (Middle East).**

- a. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).
- b. Describe how the deserts and rivers of Southwest Asia (Middle East) have affected the population in terms of where people live, the type of work they do, and how they travel.

Few people live in the desert areas of the Middle East where there is little fresh water for irrigation and drinking.

The few people who do live in the dry areas are herders who move from oasis to oasis in order for the grazing areas to replenish and regrow.

Lack of rivers has negatively affected the distribution of the population in the Middle East.

The areas that do have a high population struggle with pollution.

The uneven water distribution and the damming of the few rivers have caused disputes between the countries that share the rivers.

The countries that have large oil deposits have benefited from the income produced by these oil reserves.

Many people have moved from the rural areas to the cities along the coastline, along rivers, or near the oil reserves in search of jobs.

**SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).**

- a. Explain the differences between an ethnic group and a religious group.

**ethnic group** - a people who share the learned beliefs and practices of culture passed down through family such as language, religion, history, holiday traditions, customs, foods, etc.

Ethnicities can be based on language, politics, religion and genealogy as well as culture.

**religious group** - all the people who are followers of a specific religion


- b. Explain the diversity of religions within the Arabs, Persians, and Kurds.

**Arabs** are an ethnic group that is religiously diverse, though the vast majority of them are Sunni Muslims.

**Persians** are an ethnic group that is religiously diverse, though the vast majority of them are Shi'a Muslims.

**The Kurds** are a non-Arabic people who largely adhere to the Sunni Muslim faith. A people with their own language and culture, most Kurds live in the generally contiguous areas of Turkey, Iraq, Iran, Armenia and Syria - a mountainous region of southwest Asia generally known as Kurdistan ("Land of the Kurds").

**c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity**

			
	Judaism	Christianity	Islam
Followers are Called	Jews	Christians	Muslims
Person who Initiated	Abraham	Jesus	Mohammed
When started (approx.)	VERY approximate: 2000 BC	(Approx.) 30 AD	622 AD
Where started	Where Israel is today	Jerusalem	Mecca
Monotheistic - Believe in only one God	Yes, the world's first	Yes	Yes
Name for God	God,	God	Allah (means surrender)
Holy text	Torah (Talmud-not sacred)	Bible (Old and New Testaments)	Quran (Hadith-not sacred) Sharia=Islamic Law)
Belief in prophets of Old Testament/Torah	Yes, including Abraham, Moses, and others	Yes, including Abraham, Moses, and others	Yes, including Abraham, Moses, and others Mohammad is FINAL prophet
Holy place (s)	Jerusalem	Jerusalem	Mecca, Jerusalem
Building for worship	Synagogue, temple	Church, cathedral	Mosque, masjid
Day of worship	Sabbath: sundown Fri through sundown Sat	Sunday	Every day, but gather at mosque for Friday prayers
Most important holidays	Rosh Hashanah Yom Kippur Passover	Easter, Christmas	Ramadan (entire month) The Hajj
belief about Jesus	A religious teacher (only)	the Son of God	a prophet of God/Allah

## Judaism

- Judaism - Monotheistic religion that developed among the Hebrews in the Fertile Crescent. The Hebrews' religion.
- Exodus - Hebrews' escape from ancient Egypt.
- Ten Commandments - Basic laws given to Moses.
- monotheism - The belief in one and only one God
- Torah - Five books of Moses that Jews follow. The most sacred text of Judaism.

## Christianity

- Gospels - First four books of the Christian Bible that tell about Jesus' life.
- Disciples - Small group of followers.
- Resurrection - Christian belief that Jesus rose from the dead.
- Christianity - Religion based on the teachings of Jesus.
- New Testament - Part of the Bible containing stories of Jesus, his followers, and later Christian ideas.

## Islam

- Five Pillars of Islam - five acts of worship required of all Muslims.
- Hajj - a pilgrimage to Mecca.
- Qur'an - The holy book of Islam that includes all the messages Muhammad received from Allah.
- Mosque - Islamic house of worship.

d. Explain the reason for the division between Sunni and Shia Muslims.

**Sunni Muslims** - believed that the leader should be the people who could keep the community together and did not have to be a descent of Muhammad

**Shia Muslims**- believed that the leader should be a descendant of Muhammad

They are other differences in practices and interpretation of teachings as well. Sunni Muslims are the majority with about 85% and Shia are the minority and are mainly in Iran, Iraq, and Lebanon

d. Evaluate how the literacy rate affects the standard of living.

**Literacy**- ability to read and write.

Literacy has a big effect on standard of living because people who can't read and write will have a hard time getting jobs. Lack of education means less jobs like doctors, scientists, etc... Rural and undeveloped nations have lower literacy rates than urban and developed counties. Gender plays a role in the access to education in some Middle East, African, and Asian countries.

Education is often only available to those who can afford it which make the literacy rate low in those places.

Standard of Living can be measure by the GDP per capita (value of all good and services produced with a country in a given year divided by the number of people) this is used to measure living condition

## Government of the Middle East

### **SS7CG4 The student will compare and contrast various forms of government.**

- Describe the ways government systems distribute power: unitary, confederation, and federal.
  - a. Unitary: Characterized by a form of government in which power is held by one central authority
    - Example- North Korea
  - b. Confederation: Voluntary associations of independent states that, to secure some common purpose, agree to certain limitations on their freedom and actions and establish some joint rules
    - Example: The European Union
  - c. Federal: characterized by a form of government in which the power is divided between one central and several regional authorities.
    - Example: The United States, Mexico
    -
- Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
  - a. Autocratic- government in which one person possesses unlimited power and the citizen has little if any role in the government (dictatorship)
    - Examples- Iraq under Saddam Hussein Cuba- Fidel Castro
  - b. Oligarchic- government by the few, sometimes a government in which a small group exercises control especially for corrupt and selfish purposes. The citizen has a very limited role
    - Example- The Taliban in Afghanistan
  - c. Democratic- a government in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodically held free elections
    - Examples- the United States, Israel.

- Describe the two predominant forms of democratic governments: parliamentary and presidential.
  - a. Parliamentary- a system of government having the real executive power vested in a cabinet composed of members of the legislature who are individually and collectively responsible to the legislature. May have a Prime Minister elected by the legislature.
    - Examples- Japan, Israel
  - b. Presidential- A system of government in which the president is constitutionally independent of the legislature
    - Example: The United States, Mexico

**SS7CG5 The student will explain the structures of the national governments of Southwest Asia (Middle East).**

- Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.

**Israel**

- Israel is a unitary system with a parliamentary democracy. The president is head of state and serves in a primarily ceremonial role. The prime minister is the head of government. Citizens over 18 can vote for members of the unicameral legislature called the Knesset.

**Saudi Arabia**

- Saudi Arabia is a monarchy. The right of succession is hereditary, but there is a newly established council whose duty it is to select a successor among the crown princes of the Saudi royal family. The King's power is limited by Islamic law and he must build consensus among religious leaders and other influential Saudis. There are no voting rights or official political parties in this country.

**Iran**

- Iran is a theocratic republic with a presidential system. The government of Iran is based on Islamic law. The Supreme Leader of Iran, who is a religious leader, is chief of state and has final say on all matters. The Supreme Leader is selected by the Council of Experts. The Council of Experts, as well as the legislature and president, are elected by popular vote. There is universal suffrage for everyone over 18. While the president is head of government, he may be removed by the Supreme Leader at any time. The Supreme Leader maintains control over some key executive powers, including the role of commander-in-chief of the armed forces.



COUNTRY	TYPE OF GOVERNMENT	FORM OF LEADERSHIP	VOTING RIGHTS
STATE OF ISRAEL	PARLIAMENTARY DEMOCRACY	PRIME MINISTER How does the prime minister become the leader? Chosen by the largest party of the Knesset	PARLIAMENTARY DEMOCRATIC  Universal (men and women) voting age 18 years and up
KINGDOM OF SAUDI ARABIA	MONARCHY  Example of a Unitary distribution of power	MONARCH (KING)  How does the monarch (king) become the leader? Hereditary, no election	AUTOCRATIC  Only men 21 and over can vote. Only vote for $\frac{1}{2}$ of the local assemblies and (in the future) $\frac{1}{3}$ of the National Consultative Council
ISLAMIC REPUBLIC OF IRAN	THEOCRATIC REPUBLIC	PRESIDENT (political leader) How does the president become the political leader? Popular vote for a 4 year term; eligible for a second and third term, non-consecutive  AYATOLLAH/SUPREME LEADER (religious leader) How did the ayatollah become the religious leader? Appointed for life by the Assembly of Experts	PRESIDENTIAL DEMOCRATIC THEOCRACY  Universal voting age 16 and up

SS7E5a  
(1)

Compare how traditional, command, and market economies answer the economic questions of what to produce, (2) how to produce, and (3) for whom to produce.

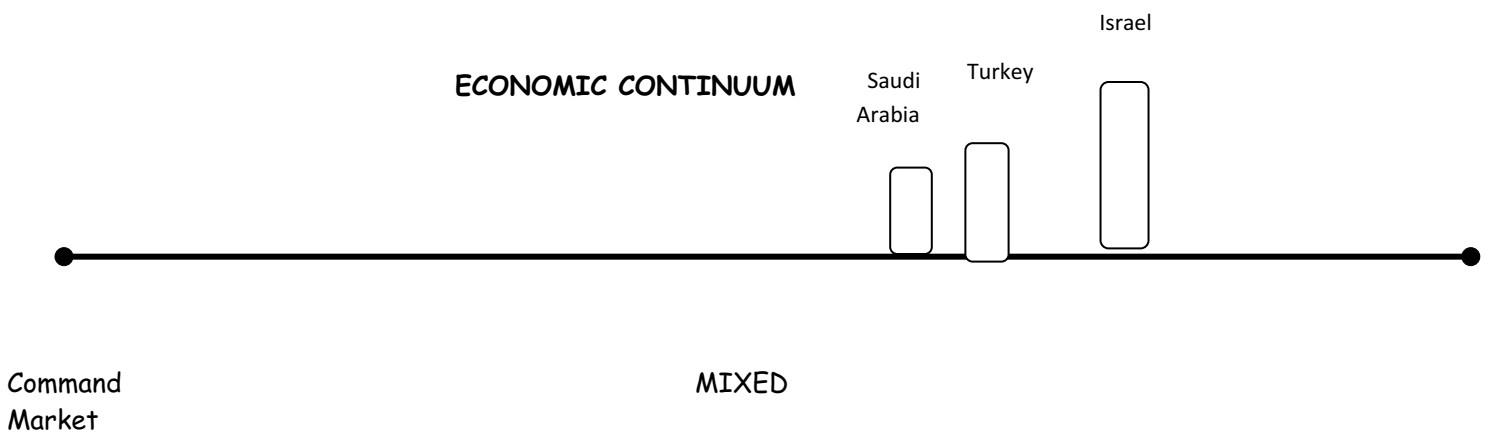
- In market economy, individuals and businesses determines what to produce, how to produce and for whom to produce.
- In command economy, the government controls the production and economic activity, and owns the resources.
- In traditional economy, social roles and culture determine how goods and services are produced and their prices.

**SS7E5b Explain how most countries have a mixed economy located on a continuum between pure market and pure command.**

- Most countries have a mixed economy, because in most economic systems both individuals and the government are involved in making the important economic decisions.

**SS7E5c Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.**

**SS7E7d Describe the role of entrepreneurship in Israel, Saudi Arabia, and Iran.**



- Israel and Turkey have more economic freedom and competition than Saudi Arabia.
- Saudi Arabia has less economic freedom and competition than Turkey and Israel.
- An entrepreneur is a person willing to take a risk by investing his or her own capital in an attempt to start their own business.

**Israel**

- What to produce? A large portion of Israel's GDP comes from high tech manufacturing, financial services, and agriculture.
- How to produce? Israel has substantial government ownership of business, but is gradually privatizing companies.
- For whom to produce? The private sector produces goods and services for domestic and international markets based on the market price system.
  - Place on the continuum: Israel would fall slightly to the market side of center on the continuum.

**Saudi Arabia**

- What to produce? Saudi Arabia is the world's leading producer of oil. The Saudi government continues to invest in industrial production. They are a leader in petrochemicals, mining, and refining.

- How to produce? Over 95% of the oil industry in the country is operated by the government. Most other major industries have significant government involvement.
  - Saudi Arabia relies heavily on specialized labor from other countries. Estimates are that a third of the labor force falls in this category.
  - Since the 1980s, the Saudi government has been trying to increase private ownership of business and encourage more joint ventures with private foreign companies.
- For whom to produce? One third of Saudi Arabia's GDP is based on exports to other countries. (This is due to the economy's reliance on the oil sector.)
  - Place on the continuum: Saudi Arabia would fall to the command side of center on the continuum.

### **Turkey**

- What to produce? Turkey has a diversified economy with large service, manufacturing, and agricultural sectors.
- How to produce? Since the late 1980s, Turkey has gradually moved from a government directed economy to more private enterprise.
- For whom to produce? One fifth of Turkey's production is exported. The remainder is consumed by domestic consumers and the government.
  - Place on the continuum: Turkey would fall between Saudi Arabia and Israel on the market side of the continuum.

### **SS7E6c Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).**

- The nations of OPEC have access to a majority of the world's oil reserves, help determine the price of oil and control the supply of oil exported to other countries.
- Some of these OPEC nations are located outside of the Middle East.
- Not all of the oil producing countries are members of OPEC.

### **SS7E7c Explain the role of oil in the economies Israel, Saudi Arabia, and Iran.**

- Countries that use more oil than they produce must import oil from foreign countries to meet its demand for oil.
- A country with a high oil production will have a higher GDP and an improved standard of living.
- A country that has a higher level of entrepreneurship will have a higher standard of living.

### **SS7G7a Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).**

- Arab countries without major oil deposits often have weak economies and a lower gross domestic product compared to countries that do have major oil deposits.
- Many of the Persian Gulf countries today like Saudi Arabia, Kuwait, Iraq, and Iran have major oil deposits.
- Israel does not have high oil production; therefore they rely on other industries, such as Agriculture Technology to sustain their economy.

**SS7E7a Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP) in Israel, Saudi Arabia, and Iran.**

- A higher investment in human capital (education and training) leads to a higher gross domestic product (GDP) per capita.

**SS7G8e Evaluate how the literacy rate affects the standard of living.**

- Countries with higher literacy rates will have higher Gross Domestic Product (GDP) per capita.
- A country's literacy rate affects the standard of living of its citizens. Workers that can read and write are more likely to learn specialized skills for better job opportunities. People who receive education and training are more productive and so are the companies they work for. Higher GDP per capita means people in a country have access to better health care, technology and jobs.

**SS7E7b and Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP) in Israel, Saudi Arabia, and Iran.**

- A country who has a higher investment in capital resources will lead to a higher GDP because means more investment in industry (factories and production).

**SS7E6a Explain how specialization encourages trade between countries.**

- Specialization is when a country or company focuses on producing a certain type of good or service. The types of natural, human and capital resources a country has will determine what they specialize in.
- Natural resources are not evenly distributed among countries.
- The Middle East has an abundance of oil but very little fresh water from lakes and rivers because of an arid climate.
- Not all countries have the same resources therefore different countries will specialize in different goods or services. Countries will need goods or services they do not have and they will trade with another country that specializes in that good or service.

**SS7E6b Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.**

- Trade barriers are laws or practices a government uses to limit free trade between countries.
- Tariffs are taxes on imported goods.
- A quota is a limit on the quantity of a good that can be imported into a country in a given period of time.
- An embargo is a refusal to trade with another country.

**SS7E6d Explain why international trade requires a system for exchanging currencies between nations.**

- A nation that trades with another country will use a system for exchanging currencies (money) to determine the value of one nation's currency when compared with another country.

**SS7G7b Describe how the deserts and rivers of Southwest Asia (Middle East) have affected the population in terms of where people live, the type of work they do, and how they travel.**

- Arid climates tend to be hot and dry with very little rainfall, making farming difficult in these areas.
- Much of the Middle East has an arid climate, except for Turkey, parts of Iran, & coastal areas of Israel and Lebanon.
- Physical barriers such as deserts and limited rivers make trading goods more difficult.

**SS7G6a Explain how water pollution and the unequal distribution of water impacts irrigation and drinking water.**

- Water pollution caused by oil spills from drilling, refineries, and shipping sometimes leak into rivers and water supply which impacts irrigation and drinking water because it causes health hazards.

**SS7H2 The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.**

**a. Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict.**

**Lasting Results of Division of Ottoman Empire:** After WWI, the Ottoman Empire was on the losing side, so the British and French divided up land the Ottomans had held. They left Turkey to the Turks, but split up the rest of the area without regard to religious or ethnic groups. Now, ethnic groups like the Kurds are split apart and want to be one independent nation, and other groups like the Sunni and Shia in Iraq are put together though they don't get along and fight over power.

**b. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.**

Jews had lived in the region of Israel from the founding of the religion (very approximately 2000BCE) until the Diaspora caused them to flee their holy land, and many of them ended up in Europe where they experienced anti-Semitism (hatred, racism and discrimination against Jews). This anti-Jewish feeling resulted, during WWII, in the Holocaust. Such widespread murder of their people gained the sympathy of people around the world after the end of the war. This put pressure on the British in control of Palestine [the British held the mandate (official control) of this region after the breakup of the Ottoman Empire following WWI]. Arab Muslims were the majority population in the region of Palestine (where Israel is today), but Jews had been moving to the region for years as a result of a movement called Zionism - a movement for the creation of a homeland for Jew in their historical holy land.

**c. Describe how land and religion are reasons for continuing conflicts in the Middle East.**

The British gave the problem of who should control Palestine to the United Nations, which split the land into two separate homelands - one for the Jews, one for the Palestinians. This partition plan was accepted by the Jews but rejected by the Arabs, and on the eve of Israeli independence in 1948, the Arab neighbors of the newly created Israel attacked it. This land has continued to be fought over in

numerous wars since. Today, both Israeli and Palestinian groups continue to claim the land and attempts at peace have come and gone without creating a permanent peace.

**d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.**

**Oil** - one of the main US interests in Southwest Asia (the Middle East) is economic - Oil, also known as petroleum, is found in the largest quantities on Earth in and around the Persian Gulf.

**Political**

In the **Persian Gulf conflict, 1991**: (the first war we fought in Iraq) Iraq's dictator, Saddam Hussein, had invaded Kuwait in order to capture its valuable oil fields. The UN voted to send in troops to free Kuwait. Fearing for its own oil fields, the Saudi king invited UN forces, led by the United States to set up bases in Saudi Arabia to push the Iraqi forces back out of Kuwait, which we did, though we left Hussein in power.

**Invasion of Afghanistan, 2001**: Immediately after the 9/11 attacks, we traced leadership of the terrorist organization that was responsible to Osama bin Laden, whom we knew was currently in Afghanistan, where the Taliban government agreed with his goals and methods. We asked the Taliban to hand him over to us to be tried in court for his crimes. They refused, and we attacked, overthrowing the Taliban government. We have never captured bin Laden, and are still in Afghanistan trying to help the nation rebuild and to keep the Taliban from regaining their power.

**Invasion of Iraq, 2003**: After the 9/11 attacks, the US government was very worried about threats from middle eastern sources. Looking at Iraq, we feared two things: that Iraq had ties to al-Qaeda, the terrorist group responsible and that Iraq was building weapons of mass destruction in violation of a UN sanction. As a result, we invaded the country, overthrew the leader, Saddam Hussein, and still have troops there now. We found no ties to al-Qaeda or WMDs, but we did free the nation from its dictator. Unfortunately, the different ethnic and religious groups broke out into violence against each other, resulting in thousands of deaths, and the violence is still occurring today.

**SS7G12** The student will analyze the diverse cultures of the people who live in Southern and Eastern Asia.





**a. Explain the differences between an ethnic group and a religious group.**

**ethnic group** - a people who share the learned beliefs and practices of culture passed down through family such as language, religion, history, holiday traditions, customs, foods, etc.

Ethnicities can be based on language, politics, religion and genealogy as well as culture.

**religious group** - all the people who are followers of a specific religion

Compare and contrast the prominent religions in Southern and Eastern Asia: Buddhism, Hinduism, Islam, Shintoism, and the philosophy of Confucianism.

Religions of Asia	Buddhism 	Hinduism 	Shintoism 	Confucianism 
Origins/ Followers	<p><b>Person:</b> Siddhartha Gautama (the Buddha) <b>Date:</b> 520 BCE, NE India. <b>Approx. # Followers:</b> 360 million <b>Followers are called:</b> Buddhists <b>Holy Text:</b> Tripitaka (Pali Canon); Mahayana sutras like the Lotus Sutra; Tibetan Book of the Dead</p>	<p><b>Person :</b>Unknown <b>Date:</b>Ancient times - unknown <b>Approx. # Followers:</b> 900 million <b>Followers are called:</b> Hindus <b>Holy Text:</b> The Vedas, Upanishads, Bhagavad Gita, Ramayana, etc.</p>	<p><b>Person:</b> Indigenous religion of Japan. <b>Date:</b> <b>Approx. # Followers:</b> 3-4 million <b>Followers are called: Holy Texts:</b> are <i>Kojiki</i> or 'Records of Ancient Matters' and <i>Nihon-gi</i> or 'Chronicles of Japan'</p>	<p><b>Person:</b> Founded by Confucius <b>Date:</b> (551-479 BC), China <b>Approx. # Followers:</b> 5-6 million <b>Followers are called: Holy Texts:</b> Analects</p>
Views	<p><b>God(s):</b> It Varies: Theravada Buddhists are atheistic; Mahayana Buddhists more polytheistic. <b>Universe:</b> Buddha taught nothing is permanent.</p>	<p><b>God(s):</b>One Supreme Reality (Brahman) manifested in many gods and goddesses <b>Universe:</b></p>	<p><b>God(s):</b> Polytheism based on the <i>kami</i>, ancient gods or spirits. <b>Universe:</b></p>	<p><b>God(s):</b> Not addressed <b>Universe:</b>Not addressed</p>

<p><b>Life's Purpose</b></p> <p><b>Afterlife</b></p>	<p>Purpose is to avoid suffering and gain enlightenment and release from cycle of rebirth, or at least attain a better rebirth by gaining merit.</p> <p>Reincarnation (understood differently than in Hinduism, with no surviving soul) until gain enlightenment</p>	<p>Humans are in bondage to ignorance and illusion, but are able to escape. Purpose is to gain release from rebirth, or at least a better rebirth.</p> <p>Reincarnation until gain enlightenment.</p>	<p>Humans are pure by nature and can keep away evil through purification rituals and attain good things by calling on the kami.</p> <p>Death is bad and impure. Some humans become kami after death.</p>	<p>Purpose of life is to fulfill one's role in society with propriety, honor, and loyalty.</p> <p>Not addressed</p>
<p><b>General Practices</b></p>	<p>Meditation, mantras, devotion to deities (in some sects), mandalas (Tibetan)</p>	<p>Yoga, meditation, worship (puja), devotion to a god or goddess, pilgrimage to holy cities, live according to one's dharma (purpose/role).</p>	<p>Worship and offerings to kami at shrines and at home. Purification rituals.</p>	<p>Honesty, politeness, propriety, humaneness, perform correct role in society, loyalty to family, nation</p>

**Geographic Understandings**



SS7G9 The student will locate selected features in Southern and Eastern Asia.

a. Locate on a world and regional political-physical map: Ganges River, Huang He (Yellow River), Indus River, Mekong River, Yangtze (Chang Jiang) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert, Taklimakan Desert, Himalayan Mountains, and Korean Peninsula.



b. Locate on a world and regional political-physical map the countries of China, India, Indonesia, Japan, North Korea, South Korea, and Vietnam.



What is the largest country in Southeast Asia?

What island nation is east of China?

**Historical Understanding**

**SS7H3 The student will analyze continuity and change in Southern and Eastern Asia leading to the 21st century.**

**a. Describe how nationalism led to independence in India and Vietnam.**

**India and Gandhi:** Nationalism in India took the form of its fight for independence from its colonial ruler, Great Britain. This successful fight was led by Mohandas (Mahatma) Gandhi through non-violent protests, which he invented. Gandhi's same non-violent principals of civil disobedience, boycotts, and marches inspired Martin Luther King Jr.'s fight for civil rights in the USA and Nelson Mandela's fight against apartheid in South Africa.

**Vietnam:** Nationalism in Vietnam took the form of a fight for freedom from France, its colonial ruler. Vietnam, a French colony up to WWII, fought for their independence after WWII was over. One of the main independence leaders, Ho Chi Minh, was a communist. In 1954, the French gave up the fight and Vietnam was divided into a communist North and an anti-communist South.

**b. Describe the impact of Mohandas Gandhi's belief in non-violent protest.**

This successful fight was led by Mohandas (Mahatma) Gandhi through non-violent protests, which he invented. Gandhi's same non-violent principals of civil disobedience, boycotts, and marches inspired Martin Luther King Jr.'s fight for civil rights in the USA and Nelson Mandela's fight against apartheid in South Africa.

**c. Explain the role of the United States in the rebuilding of Japan after WWII.**

Fearing continued loss of American lives in the fight against Japan toward the end of WWII, the US dropped nuclear bombs on two Japanese cities. The surrender the Japanese were forced to sign reorganized their government into a parliamentary system and required that the emperor declare that he was not a god.

The US then helped Japan to rebuild its infrastructure and recover economically to keep Japan from becoming a Communist nation and adopting a command economy. Remember that the Cold War and American fear of Communism spreading started immediately after WWII (Germany and Korea divided into two nations each, one command and one market).

**d. Describe the impact of Communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.**

**China** endured a civil war between the Nationalists and the Communists during the first half of the 20th century. The Nationalists were led by Chiang Kai-shek, who opposed the communists because he wanted a republican form of government. The communists, led by a man named Mao Zedong, wanted to make China a communist country. The Communists defeated the Nationalists in 1949, taking over China. The Nationalist government escaped to the island of Taiwan.

Mao began the **Great Leap Forward** in 1958. It was an economic plan meant to modernize China by creating government controlled farming communes and jump-starting the steel industry. By the time it ended in 1960, the Great Leap Forward had caused millions of people to die of starvation. Mao began the **Cultural Revolution** in 1966 to remove enemy political leaders in China. It strengthened Mao's power, but it also resulted in much death as student Red Guards rampaged through the nation attacking intellectuals, professionals and anyone they felt questioned communist ideas. In 1989, university students and citizen protestors in Beijing's **Tiananmen Square** gathered and demanded democratic reforms in the Chinese government. The Chinese government used violent force to stop them, sending the message that while economic freedoms were possible, political freedoms were not.

e. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of Communism.

**Korea** - At the end of WWII, like Germany, Korea was divided into two nations, one Communist with a command economy in the north and one with a market economy to the south. In 1950, troops from Communist North Korea invaded South Korea. The South Korean army was first pushed down to the southeastern corner of the peninsula, then the US sent troops and the land was retaken. The US got involved because we feared the spread of Communism.

US and South Korean troops continued to push the North Korean army almost to the Chinese border. At that point, Communist Chinese troops entered the war, and pushed the front back to what was basically the original border between the North and South. There a truce was called, and the peninsula remained divided into two separate nations.

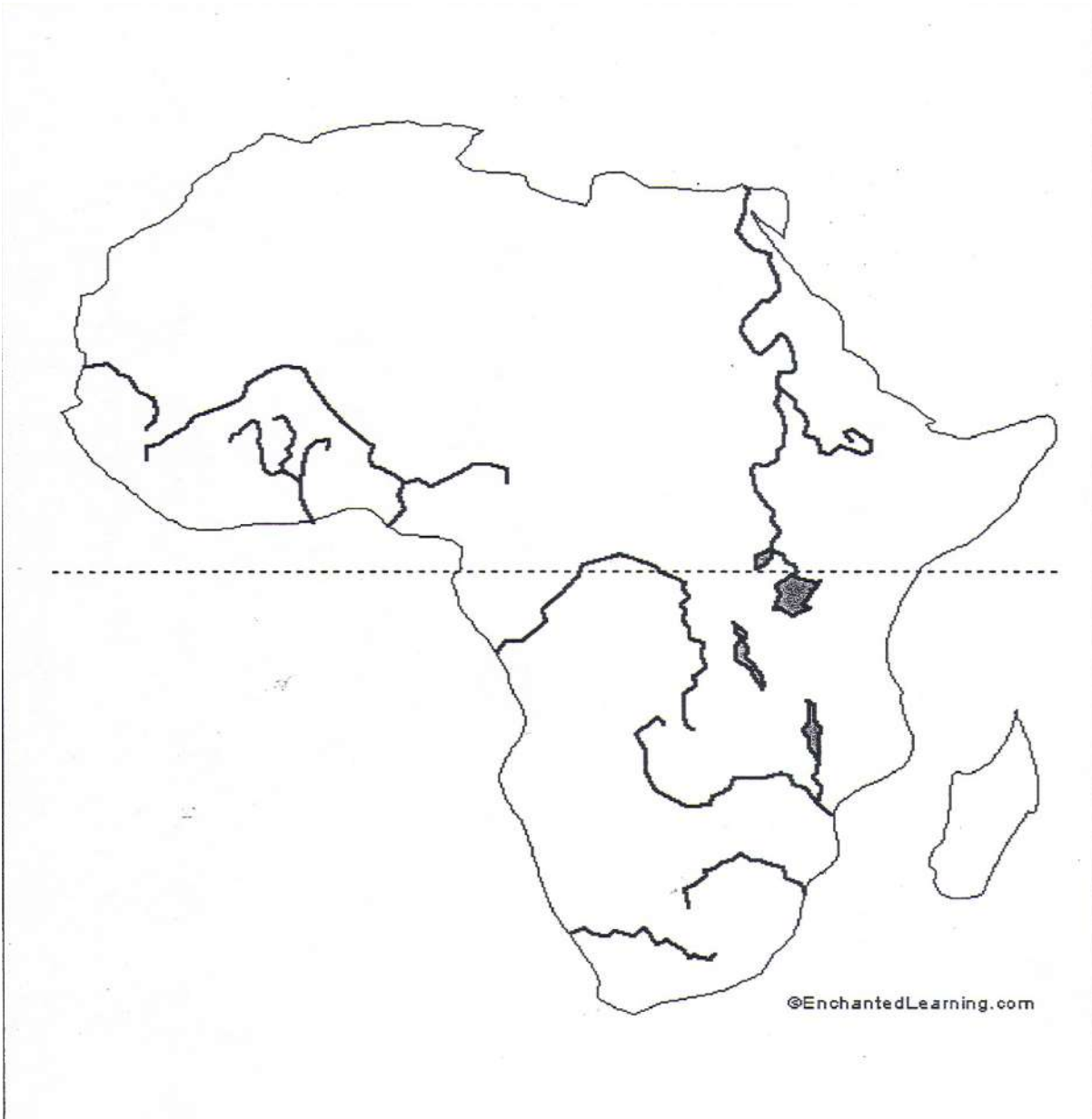
**Vietnam:**

In 1954, the French gave up the fight and Vietnam was divided into a communist North and an anti-communist South. Soon the North and the South were at war, and US fears of a communist takeover of the entire country led the US to enter the war on the side of South Vietnam. After more than a decade of fighting, the US forces left Vietnam, and North Vietnam conquered South Vietnam, uniting the country under Communist rule.

**Containment of Communism:** So, the US got involved in rebuilding Japan, and in the Korean War and the Vietnam War because we feared the spread of Communism. We weren't trying to remove it where it already existed (Russia, China, East Germany) but we wanted to contain it and keep it out of new places.

**SS7G1** The student will locate selected features of Africa.

a. Locate on a world and regional political-physical map: the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.



- c. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan.



**SS7G3** The student will explain the impact of location, climate, and physical characteristics on population distribution in Africa.

a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest affect where people live, the type of work they do, and how they travel.

	<b>Characteristics</b>	<b>Live</b>	<b>Work</b>	<b>Travel</b>
Sahara	Dry; Oasis (Spring in the desert) is the only fertile areas	<ol style="list-style-type: none"> <li>1. Along the Mediterranean Coast</li> <li>2. Lower Nile</li> <li>3. Oasis in the desert</li> </ol>	<ol style="list-style-type: none"> <li>1. On the Mediterranean Coast, they work in tourism</li> <li>2. On the Nile they farm</li> <li>3. Near Oases, Berbers are nomadic herders of sheep and goats</li> </ol>	<ol style="list-style-type: none"> <li>1. In the cities by car and bus.</li> <li>2. On the Nile by boat</li> <li>3. In the middle of the desert, they move by dromedary or camel; also use trucks</li> </ol>
Sahel	Short grassland south of the Sahara; reaches from Red Sea to Atlantic Ocean	<ol style="list-style-type: none"> <li>1. Most people live along the rivers; the Upper Nile in the east and the Niger in the west</li> </ol>	<ol style="list-style-type: none"> <li>1. Herd sheep which causes overgrazing and desertification</li> <li>2. Farm: peanuts and millet for cash crops</li> <li>3. Subsistent farming</li> <li>4. mining (uranium)</li> </ol>	<ol style="list-style-type: none"> <li>1. boats on the rivers</li> <li>2. trucks, cars on the highways build through the Sahel</li> <li>3. buses in the cities</li> <li>4. Camels and dromedaries are still in use</li> </ol>
Savanna	Tall Grassland	<ol style="list-style-type: none"> <li>1. Most people live in the cities</li> <li>2. Farmers and herders live in the rural areas</li> </ol>	<ol style="list-style-type: none"> <li>1. People in the city work in factories</li> <li>2. Farmers live and Herders (goats and cows) in the rural areas most live near rivers</li> <li>3. Also many people work in the tourist industry as guides, at hotels, and restaurants</li> </ol>	<ol style="list-style-type: none"> <li>1. In cities by car and bus</li> <li>2. In the rural area, cars, trains, trucks</li> <li>3. People use jeeps and buses for the tourists</li> </ol>
Rain Forest	Thick vegetation	<ol style="list-style-type: none"> <li>1. People live small in villages within</li> </ol>	<ol style="list-style-type: none"> <li>1. Traditionally the forest</li> </ol>	<ol style="list-style-type: none"> <li>1. Traditional people walk</li> </ol>

		walking distances of the rivers and streams 2. With deforestation, towns are being built	people are hunter gatherers. 2. Deforestation has created jobs for forestry workers, farming, and mining	and use boats for transportation 2. With the deforestation, roads are being build allowing for cars and trucks
--	--	---	---	---

**SS7G4 The student will describe the diverse cultures of the people who live in Africa.**

- Explain the differences between an ethnic group and a religious group.
- Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups.

<u>Africa</u>	<b>Location (Where are they found)</b>	<b>Language Spoken</b>	<b>Religion Practices</b>
<b>Arab</b>	North Africa came late 600 AD from the Middle East traders and invaders\ Also found in Mediterranean coast and some countries along the Indian Ocean	Arabic	Islam
<b>Ashanti (Believe in Golden Stool)</b>	Ghana in West Africa	Many( speak language of their ethnic group)	Traditional, Christianity, and Islam
<b>Bantu (brought iron tools, new farming techniques, and language) Both a language and an group of people</b>	Migrated from Central Africa to the southern tip of Africa	Hundreds of different Bantu-Languages and many different ethnic groups	Christianity, Islam, and Animist (believe that spirits are found in natural objects and surroundings)
<b>Swahili Both a language and an ethnic group</b>	East Coast from Arab and Persian traders	Swahili a combination of Bantu and Arabic	Most practice Islam Some also practice Mila a local belief

**SS7H1 The student will analyze continuity and change in Africa leading to the 21st century.**

- Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries.

**Africa Borders:** When Europeans split Africa up into colonies, they drew artificial political boundaries based on their own convenience, without consideration of the people who lived there. As a result, ethnic groups that didn't get along were often grouped in the same colony, while in other cases, a single ethnic group might be split between several different colonies. These boundaries remained in place upon independence, leading to conflicts and civil wars between different groups even today.



**b. Explain how nationalism led to independence in South Africa, Kenya, and Nigeria.**

**Nationalism –Kenya and Nigeria:** The rise of nationalism and the desire for independence in Kenya against its colonial power, Great Britain, was led by Jomo Kenyatta. It included the Mau Mau Uprising, whose result was bloody and violent, but Kenya fight caused the British to take a different approach toward Nigeria's rising nationalism, meaning that Nigeria was able to win independence through largely peaceful means.

**South Africa's nationalism** took a different form. It was not a fight against a colonial power for independence, but a fight for freedom and civil rights for the majority of the population; in other words it was the fight against apartheid - the strict segregation and discrimination against non-whites in South Africa established by the minority white population in control of the government. The fight against apartheid was led by Nelson Mandela, who despite spending decades in prison, became in 1994 the first president elected in a multiracial election in the nations history.

**c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.**

In **South Africa** in 1948, the National Party was elected by the only voting citizens, the whites. This political party had campaigned on a promise of strict segregation of the races if elected. Once in power the government created the system of **apartheid** ("apartness") to keep the black majority under control, assure a pool of cheap labor, and send all non-whites to live in crowded residential areas reserved for people of their own racial classification. Under apartheid, all South Africans were officially classified as white, black, Indian, or "colored" (mixed race), with interracial marriage prohibited.

In 1949, Nelson Mandela and others took over leadership of the African National Congress, an organization formed to promote racial equality, and they used this organization to fight apartheid. Eventually Mandela was thrown into prison for his anti-apartheid activities. By the 1980's trade embargoes by other nations added to the internal pressure on the all white government to end apartheid. In 1990, Nelson Mandela was freed from prison, and he went to work with white South African President F. W. de Klerk on re-writing the nation's constitution, for which they shared the Nobel Peace Prize. In 1994, in the country's first election during which all citizens, regardless of color, could vote, Nelson Mandela was elected as the nation's first black president, signaling an end to the apartheid era.

**d. Explain the impact of the Pan-African movement.**

The **Pan-Africanism** was a movement that began in the late 1800s as a philosophy emphasizing the common bond shared by people of African descent and advocating unity among African people. It promoted nationalism and freedom from colonial rule. It encouraged all Africans to recognize and respect their common heritage, wherever in the world they might live. Pan-Africanism is recognized as one of the driving factors behind the independence movements that freed African nations from their European rulers.

**SS7G10 The student will discuss environmental issues across Southern and Eastern Asia.**

- a. Describe the causes and effects of pollution on the Yangtze and Ganges Rivers.
- b. Describe the causes and effects of air pollution and flooding in India and China.

**SS7G11 The student will explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.**

a. Describe the impact climate and location has on population distribution in Southern and Eastern Asia.

The better the climate, the more people want to live in an area. Southern and Eastern Asia has a warm to temperate climate, so people are drawn to the area. However, climate related issues can make living there difficult. Monsoons can impact the population and economy of the region

b. Describe how the mountain, desert, and water features of Southern and Eastern Asia have affected the population in terms of where people live, the types of work they do, and how they travel.

People need to live near fresh clean water. Deserts make it difficult to find this fresh water. Many people in Southern and Eastern Asia end up living near major rivers and the coast. People often do jobs that are easy to get in the region they live. For example, rice grows well in areas that flood a lot. So they people that live in that area might end up being a rice farmer. If you live near the coast, your job might have something to do with the fishing industry or shipping.

**SS7CG7 The student will demonstrate an understanding of national governments in Southern and Eastern Asia.**

a. Compare and contrast the federal republic of The Republic of India, the communist state of The People's Republic China, and the constitutional monarchy of Japan, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.

**India** -Although India is a republic, individual states are more tightly controlled by the central government than states in the United States. India has a President and a Prime Minister. The President is the head of state while the Prime Minister is the head of government. The President is elected by an electoral college to 5-year term. The Vice-President is elected by both houses of Parliament. The Prime Minister is generally the head of the party that enjoys a majority in the legislative branch. All citizens 18 and over may vote for their legislators.

**China** Although China is called a republic, true power lies with the Communist Party. China has a President as head of state and a Premier as the head of government. China is not an electoral democracy. The CCP (Chinese Communist Party) has a monopoly on political power and its nine-member Politburo Standing Committee makes most important political decisions and sets government policy. Party members hold almost all top posts in government, economy, the military, and security services. Top leaders arrive at their positions by working their way up through increasingly powerful jobs in the CCP.

The National People's Congress (NPC), to which only members of the CCP, its eight allied parties, and sympathetic independent candidates are elected, formally elects the president and confirms the premier after he is nominated by the president. However, the NPC is a largely symbolic body, meeting for just two weeks a year and serving primarily to approve proposed legislation. The country's only competitive elections are for village committees and urban residency councils, which hold limited authority and are under the control of the local CCP committees. The nomination of candidates remains tightly supervised,

and many of these elections have been marred by fraud, violence, corruption, and attacks on independent candidates.

**Japan** - The Emperor of Japan (head of state) is merely a "symbol of the state." True executive power resides with the Prime Minister (head of government), and the Cabinet of Ministers, who are part of the legislative branch of government. There are universal voting rights for all adult citizens.

c. Compare and contrast the economic systems in China, India, Japan, and North Korea.

Country	What to produce?	How to produce?	For whom to produce?
<b>North Korea</b> Place on Continuum 2%	Although there have been some small market reforms recently, the majority of legal economic activities are centrally controlled by the government.	Production decisions and methods are primarily determined by the government.	Approximately one fourth of all products are devoted to maintaining the military. This severely limits the amount of goods and services that make it to the rest of the people of North Korea.
<b>China</b> Place on Continuum 53%	40 % of the Chinese economy is still based in state-run industries 60% of the economy is based on the private sector in where producers and consumers make production decisions	State-run industries do not run efficiently, particularly in the area of agriculture and that limits China's growth. In the private market, the speed of economic growth has caused Chinese officials to have difficulty monitoring consumer safety and environmental pollution.	China requires food production to meet self-sufficiency level for the nation, only the surplus may be exported (not enough proper storage of food to meet the self-sufficiency requirement). China exports a large amount of manufactured goods.
<b>India</b> Place on Continuum 54%	Since 1991, India has slowly allowed the markets to open up to the private sector and foreign businesses. The majority of the population relies on subsistence agriculture as a means of survival.	India has an increasingly educated workforce particularly in areas of engineering and computer science. A complex, corrupt, and hefty tax system can sometimes make operating a business in India difficult.	Food production is largely for domestic consumers with many citizens producing food mainly for their own family consumption. More companies from around the world are starting to have offices in India.
<b>Japan</b> Place on Continuum 73%	Japan's economy is primarily market driven with supply and demand determining what will be produced. The few industries that are highly government-controlled, such	Private businesses determine their own production processes in most of the economy.	Japan's population enjoys a high standard of living and creates a strong domestic market for goods and services. The efficiency of Japan's production and its reputation for quality products/services

	as agriculture, have much lower productivity rates than those industries controlled by market forces.		has made it a major exporter.
--	---	--	-------------------------------

N. Korea 2%   China 53%   India 54%   Turkey 62%   Saudi Arabia 64%   Israel 68%   Japan 73%

Pure Command

Pure Market

**SS7E10 The student will describe factors that influence economic growth and examine their presence or absence in India, China, and Japan.**

c. Describe the role of natural resources in a country's economy.

Japan is a great example of a country with few natural resources that has developed systems of production and trade that are so efficient that they have been able to develop one of the best economies in the world.