

# World History



GHSGT Review

**SSWH9: The student will analyze change and continuity in the Renaissance and Reformation.**



# ► Renaissance

- means “rebirth”
- It was an era in which artists, architects, philosophers, political thinkers, scientists, and even theologians believed in reviving the classical ideas of ancient Greece and Rome
- It was a rebirth of culture, art, and learning



a. Explain the social, economic, and political changes that contributed to the rise of Florence and the ideas of Machiavelli.



- ▶ During the late Middle Ages, Europe suffered from both war and plague
- ▶ Those who survived wanted to celebrate life and the human spirit
- ▶ The Renaissance put more emphasis on the worth and potential of the individual
- ▶ Among all city-states, none rose to more prominence than **Florence, Italy**
- ▶ Florence became the cultural center of Italy and the Italian Renaissance

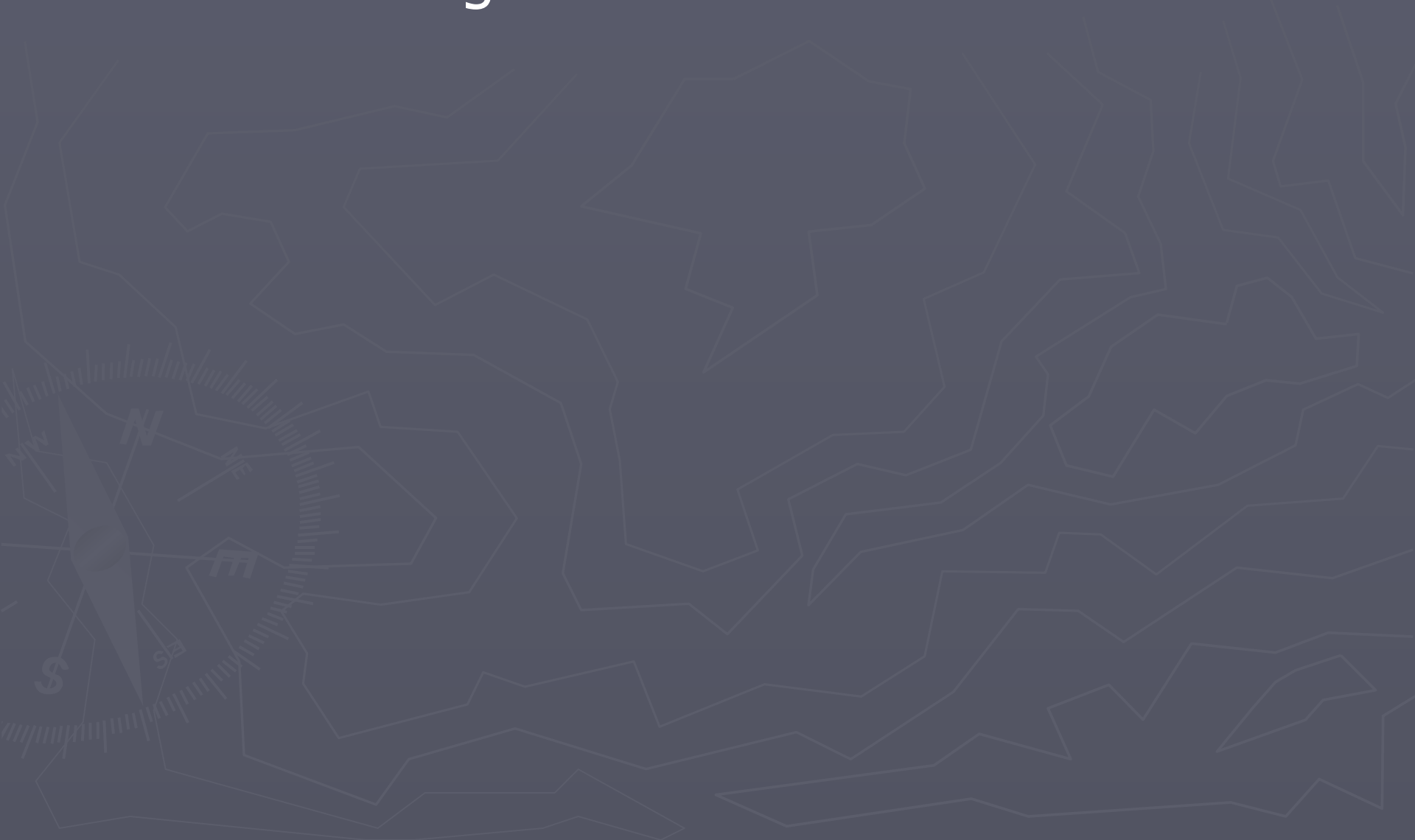


- ▶ **Niccolo Machiavelli** was one of the most influential political theorists
- ▶ He believed that a ruler should make decisions based on human nature and what is best for the state



**\*\*His theory that rulers should act according to the needs of the state rather than religious principles of morality greatly influenced leaders**

b. Identify artistic and scientific achievements of Leonardo da Vinci, the “Renaissance man,” and Michelangelo.



► A man who excelled in many fields was praised as a “universal man” - “**Renaissance Man**”

- Areas such as the arts, politics, philosophy, science, etc...

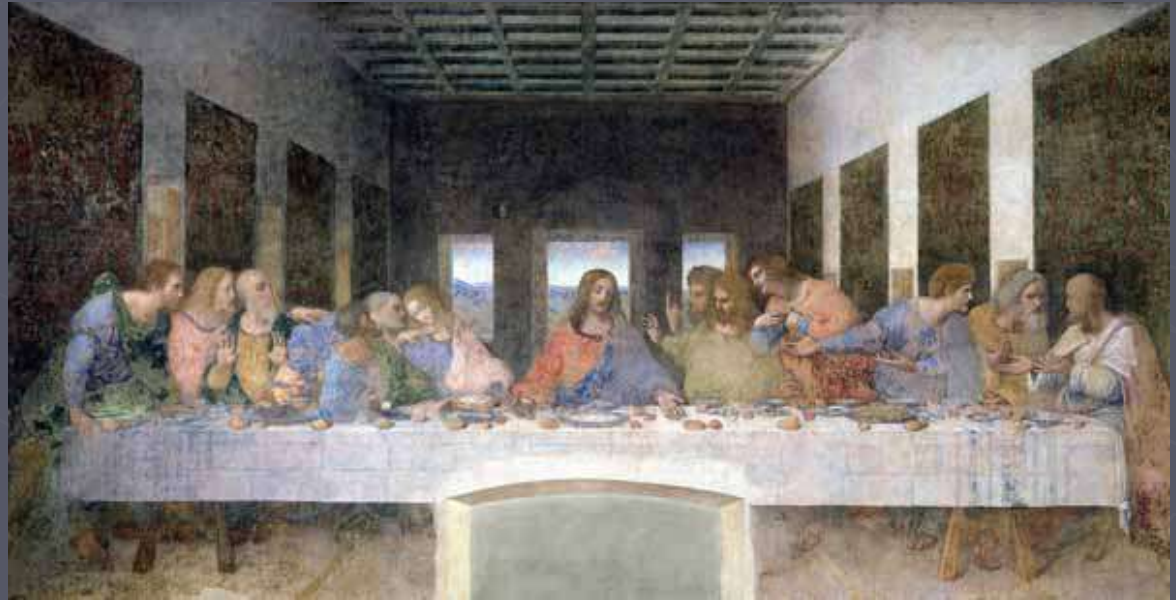
► Leonardo da Vinci

- The range of da Vinci’s accomplishments was astonishing, for he was an anatomist, engineer, mathematician, naturalist and philosopher, as well as a painter, sculptor and architect





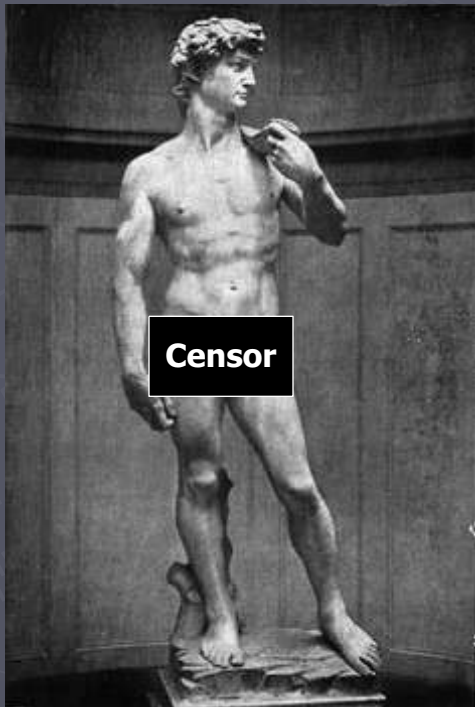
- ▶ Da Vinci is known for painting the *Mona Lisa* and *The Last Supper*



# ► Michelangelo

- "Italian sculptor, painter, architect and poet

► Most remembered for his sculpture of *David* and painting the Sistine Chapel



c. Explain the main characteristics of humanism; include the ideas of Petrarch, Dante, and Erasmus.



- ▶ **Humanism** – this movement placed great value on the study of ancient literary works
- ▶ A Humanist is someone who studied the ancients in order to understand the human condition and the mind of God
- ▶ Humanism focused on grammar, poetry, philosophy, history, ethics, and rhetoric

► **Petrarch** is referred to as “the father of humanism”

- Italian scholar, poet, and humanist, a major force in the development of the Renaissance

► **Dante** wrote *Divine Comedy*

- The greatest Italian poet and one of the most important writers of European literature

► **Erasmus** aimed to reform the Church

- Considered to be the most important humanist scholar

d. Analyze the impact of the Protestant Reformation; include the ideas of Martin Luther and John Calvin.



# ► Protestant Reformation

- A movement for reform that led to the founding of new Christian churches



# ► Martin Luther

- Set out to end the selling of indulgences\*
  - Pardons
- His actions would ultimately lead to the Protestant Reformation
- Nailed his 95 theses to the church door at Wittenberg



\*By paying an indulgence to the Church, people thought they could win salvation (get into heaven)

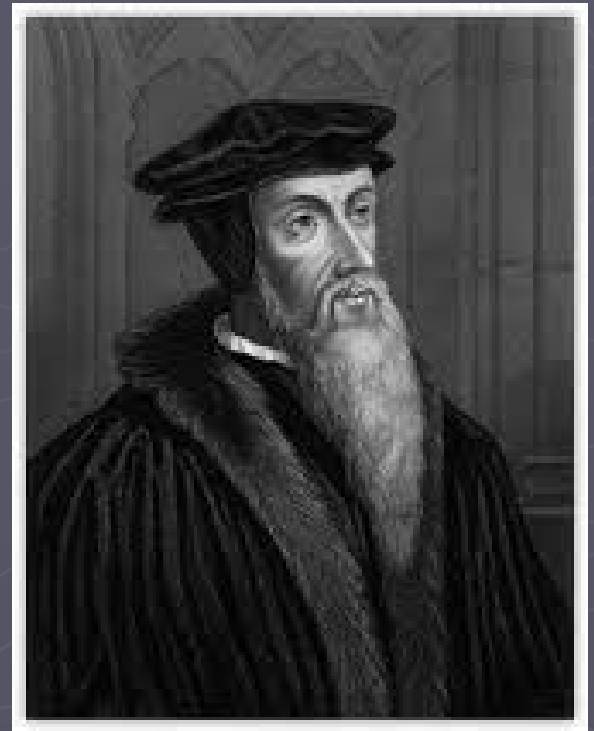


- ▶ Believed that Christians are saved by faith, and faith alone, and that no amount of works (including the purchase of indulgences) made any difference



# ► John Calvin

- Put forth many arguments that came to define Protestant thought in *Institutes of the Christian Religion*
- believed that even before you were born God had decided who was going to heaven and who was not
  - It was *predestined*



e. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.



## ▶ **Counter Reformation**

- sometimes called the Catholic Reformation
  - ▶ An attempt to reform the Catholic Church while rejecting the Protestant Reformation
  - ▶ The Jesuits emerged from this movement

## ▶ **Council of Trent**

- Tried to strengthen the Catholic Church and encourage Protestants to return to the Catholic Church
- The Catholic Church that the Church's interpretation of the Bible is final

## ▶ **Jesuits**

- Became great missionaries and believed that Christians should totally submit to the will of the Church

f. Describe the English Reformation and the role of Henry VIII and Elizabeth I.



► English king **Henry VIII** wanted to divorce his wife because she “failed” to produce a male heir

- The pope refused to sanction the divorce



► Enraged, King Henry established the Church of England in 1534, proclaiming it free from the influence of the pope

- He made himself the “only supreme head” of the Church of England

► His daughter **Elizabeth I** brought great wealth to the country

- Elizabeth I was determined to return her kingdom to Protestantism (her sister had returned England to Catholicism)
- Set up the Church of England
  - **Anglican** Church
- This was to be the only legal church in England
- She is believed to be a greater ruler than her father



\*This is where we get the Elizabethan age  
(William Shakespeare wrote during this time)

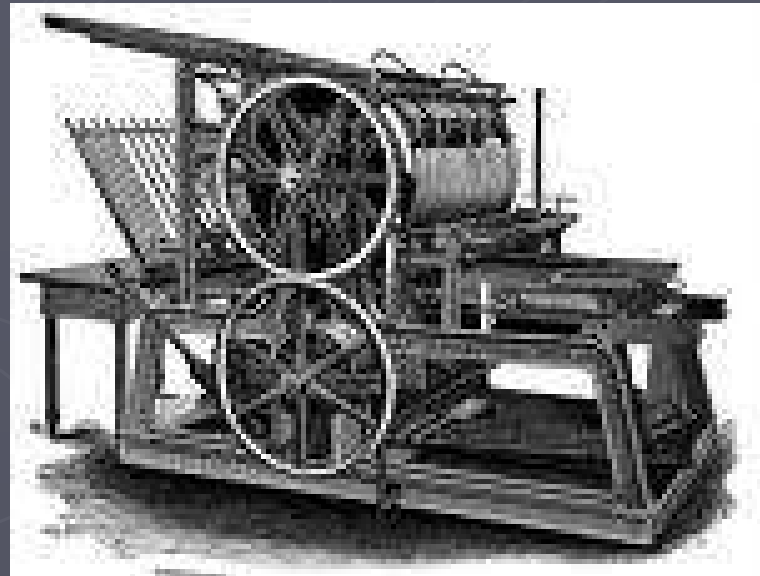
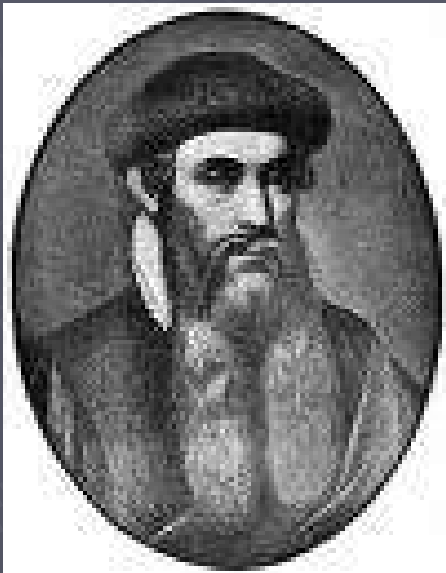
g. Explain the importance of Gutenberg and the invention of the printing press.





# ► Johannes Gutenberg

- Developed the printing press which had a profound impact on the Renaissance and Reformation
- Without the printing press, the Protestant Reformation may have failed
- The printing press allowed the Bible to be printed and distributed in common languages



**SSWH10: The student will analyze the impact of the age of discovery and expansion into the Americas, Africa, and Asia.**



- 
- ▶ From the late 1400s to the 1800s many European nations embarked on an era of discovery and expansion that took their culture, political ideas, and religion to other parts of the world
    - Their ventures led to European colonies in Asia, Africa, and the Americas
  - ▶ **“God, Gold, and Glory”** served as major motivations for European expansion

- a. Explain the roles of explorers and conquistadors; include Zheng He, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, James Cook, and Samuel de Champlain.



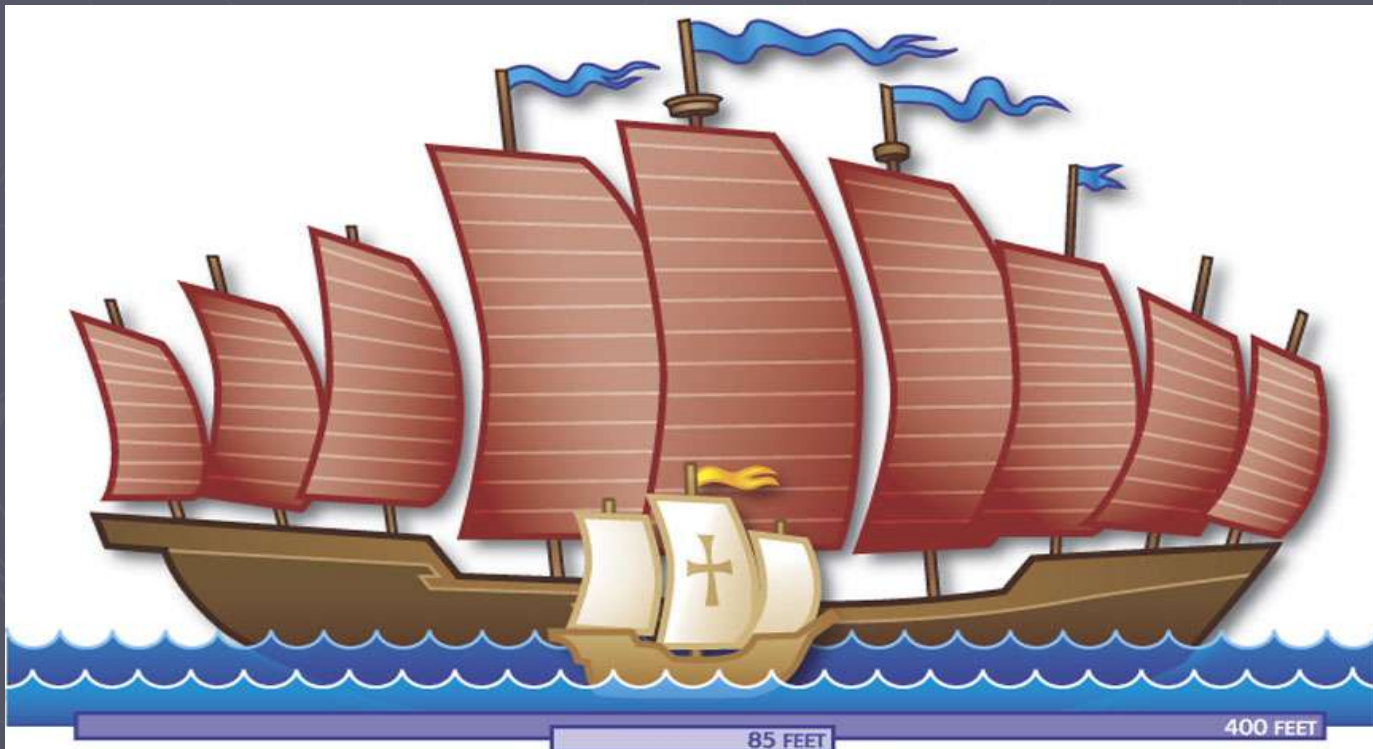
# ► Zheng He

- Chinese Muslim admiral
- Led seven voyages between 1405 and 1433
- Everywhere he went, he distributed gifts including silver and silk to show Chinese superiority



# ► 40 to 300 ships sailed in each expedition

- Fighting ships, storage vessels, and huge “treasure” ships measuring more than 400 feet long
- The fleet’s crews numbered over 27,000 on some voyages
  - They included sailors, soldiers, carpenters, interpreters, accountants, doctors, and religious leaders



# ► Vasco da Gama

- Began exploring the east African coast in 1497
- He reached the port of Calicut, on the southwestern coast of India in 1498
- They were amazed by the spices, rare silks, and precious gems that filled Calicut's shops
- Filled their ships with such spices as pepper and cinnamon
- Cargo was worth 60 times the cost of the voyage



► His remarkable voyage of 27,000 miles had given Portugal a direct sea route to India



# ► Christopher Columbus

- Instead of sailing south around Africa and then east, he sailed west across the Atlantic in search of an alternate trade route to Asia and its riches
- He never reached Asia
  - Instead, he stepped onto an island in the Caribbean





## ► The *Niña*, *Pinta*, and *Santa María*

- He thought they had successfully reached the East Indies
- Columbus called the surprised inhabitants who greeted him, *los indios*
- He had not reached the East Indies



# ► Ferdinand Magellan

- Portuguese explorer that led a very bold exploration
- Convinced the king of Spain to fund his voyage into the newly discovered Pacific ocean
- Took about 250 men and five ships
- Magellan sailed around the southern end of South America
- Food supplies ran out and they eventually reached the Philippines (He was killed in a local war)
- Only 18 men and one ship arrived back
  - They were the first persons to circumnavigate, or sail around, the world



# ► James Cook

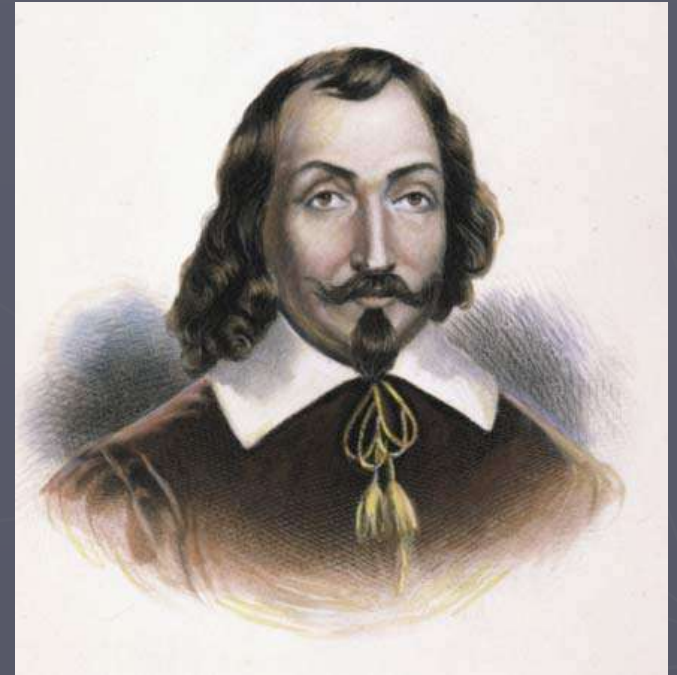
- A British sea captain, he claimed New Zealand in 1769 and part of Australia in 1770 for Great Britain
- Britain began colonizing Australia with convicted criminals
  - The prisons in England were severely overcrowded



# ► Samuel de Champlain

► A French explorer, he sailed up the St. Lawrence with about 32 colonists

► They founded Quebec, which became the base of France's colonial empire in North America, known as **New France**



- ▶ b. Define the Columbian Exchange and its global economic and cultural impact.



# ► **Columbian Exchange**

- This is the global transfer of foods, plants, and animals during the colonization of the Americas
- It included the exchange of raw materials, people, ideas, religion, products, and diseases
- Traffic across the Atlantic did not flow in just one direction
- It had detrimental effects on native peoples who were subject to conquest, slavery, and the devastation of diseases brought by their European Invaders



North America

Europe

Africa



Peppers



Peanut



Potato



Avocado



Pineapple



Tobacco



Sweet  
Potato



Corn



Tomato



Citrus  
Fruits



Coffee  
Bean



Bananas



Grapes



Sugar  
Cane



Onion



Peach



Honey  
Bee



Grain

Wheat

Rice

Barley

Oats



Livestock

Cattle

Sheep

Pigs

Horses



Disease

Smallpox

Influenza

Measles

Malaria

Diphtheria

- c. Explain the role of improved technology in European exploration; include the astrolabe.





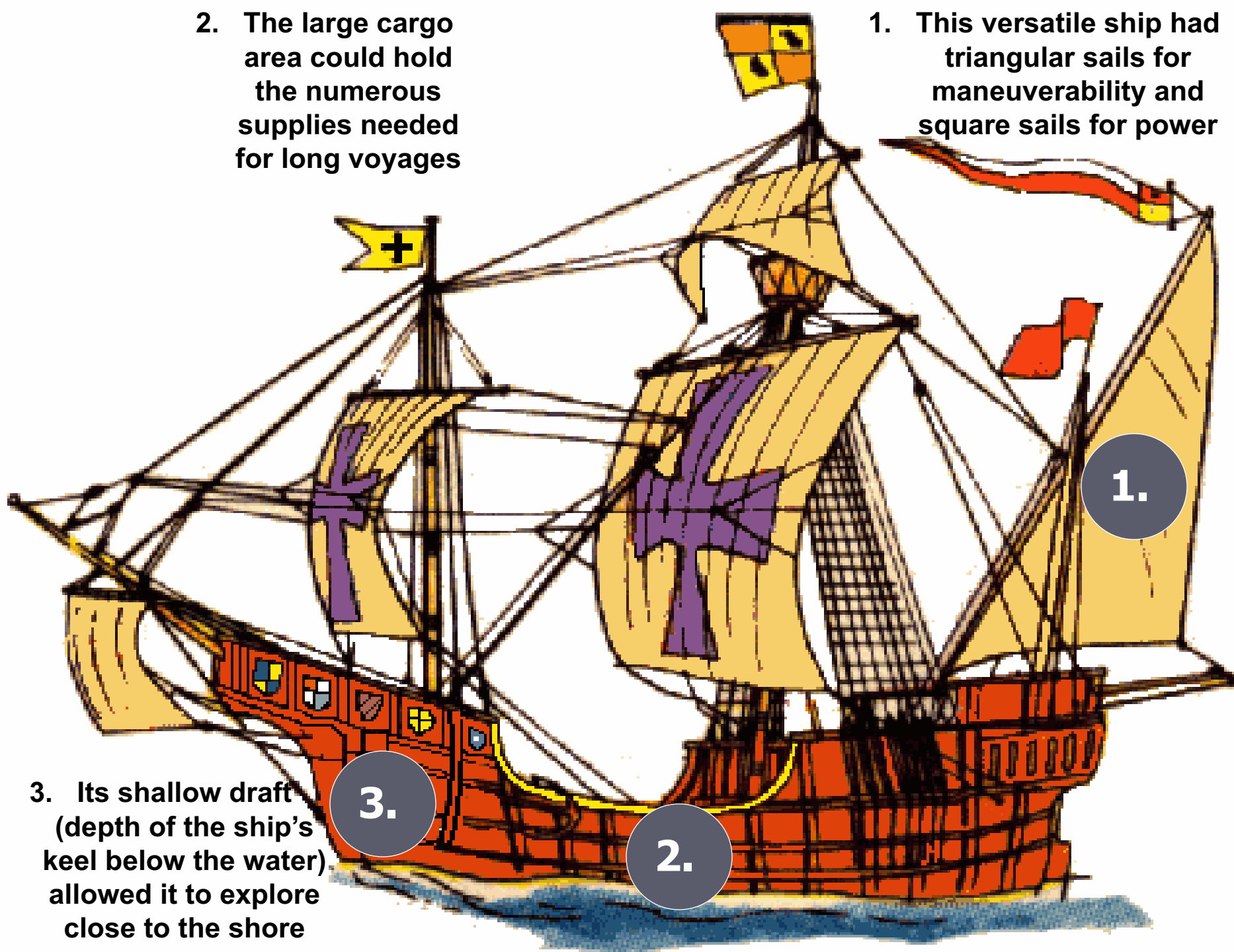
► Improvements in technology helped explores successfully travel across vast oceans

## ► Caravel

- In the 1400s, shipbuilders designed a new vessel, the caravel
  - The average caravel was 65 feet long
  - The caravel was sturdier than earlier vessels
  - Triangular sails adopted from the Arabs allowed it to sail effectively against the wind

2. The large cargo area could hold the numerous supplies needed for long voyages

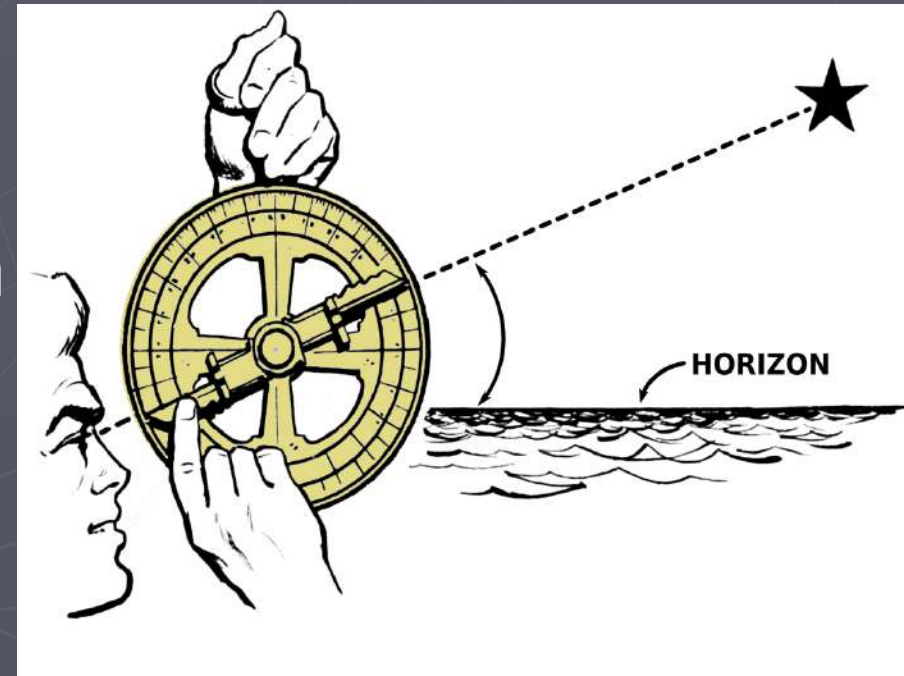
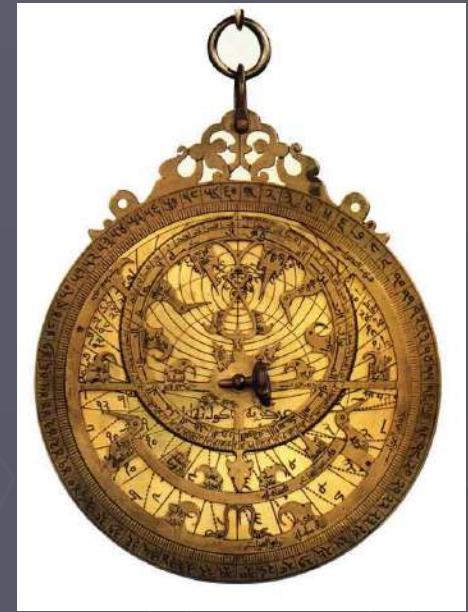
1. This versatile ship had triangular sails for maneuverability and square sails for power



3. Its shallow draft (depth of the ship's keel below the water) allowed it to explore close to the shore

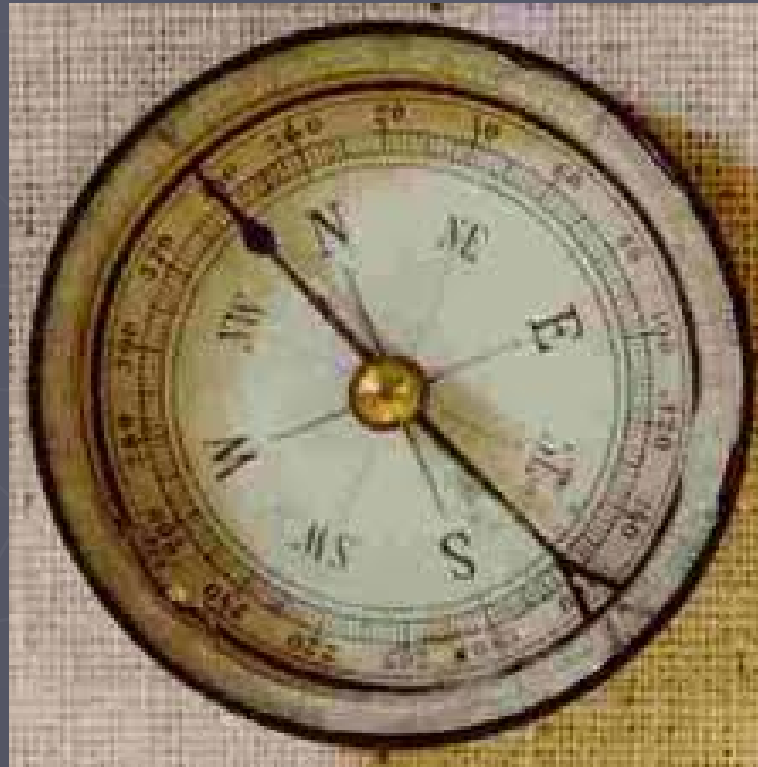
# ► Astrolabe

- Europeans also improved their navigational techniques
- To better determine their location at sea
- A brass circle with carefully adjusted rings marked off in degrees
- Using the rings to sight the stars, a sea captain could calculate latitude, or how far north or south of the equator the ship was

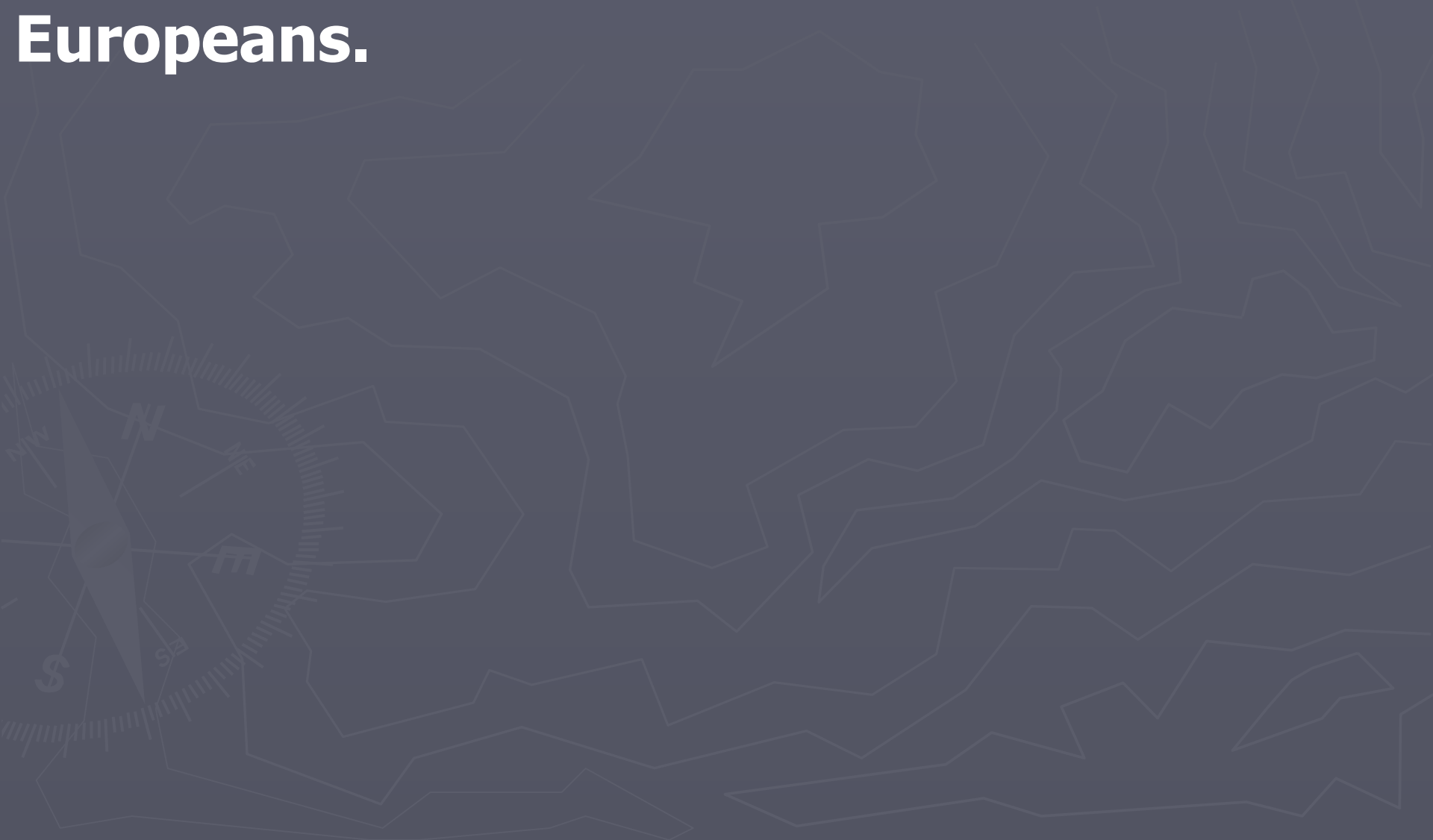


# ► Magnetic Compass

- Explorers were also able to more accurately track direction by using a magnetic compass
- A Chinese invention



**SSWH13: The student will examine the intellectual, political, social, and economic factors that changed the world view of Europeans.**



► Prior to the Renaissance, most European believed that the Earth sat at the center of the universe, with the sun and other heavenly bodies rotating around it



- a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European world view.



## ► Copernicus

- First argued that the sun sat at the center of the universe

## ► Galileo

- Was the first known scientist to regularly observe the universe using a telescope

## ► Kepler

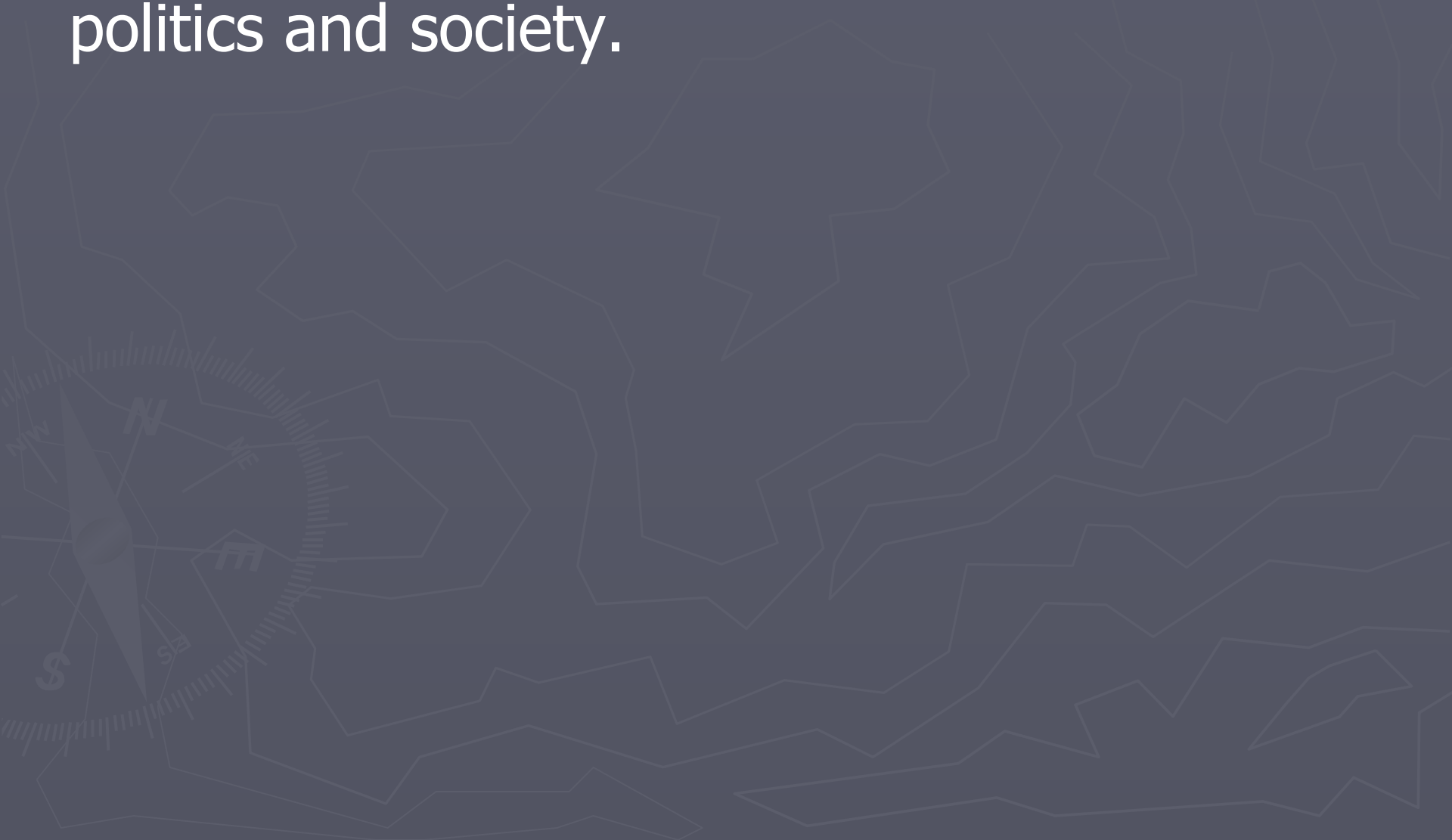
- Expanded on Copernicus' work and he accurately documented paths of the planet's rotations

## ► Newton

- Tied together the work of Copernicus, Kepler, and Galileo and explained how gravity is responsible for planetary motion



- ▶ b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau and their relationship to politics and society.



- ▶ The Enlightenment is a period which produced new ideas about government
- ▶ Many believed there were natural laws governing politics, economics, etc.
- ▶ Leaders of the movement promoted Reason and logic above simple faith



## ► John Locke

- Believed that knowledge and worldview comes from one's environment and experience
- He praised reason above simple faith

## ► Voltaire

- Known for his advocacy of civil liberties, including freedom of religion, freedom of expression, free trade and separation of church and state

## ► Jean-Jacques Rousseau

- Argued that the general will of the people acted as a "social contract" which all (citizens and government) should be forced to abide by

# **SSWH14: The student will analyze the Age of Revolutions and rebellions.**



- ▶ New political ideas led many to believe in the basic rights of human beings
- ▶ Eventually, such thinking contributed to key revolutions that impacted the western world and forever altered the course of history



- ▶ b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).



# ► English Revolution

- The controversy was over who really ruled England:
  - King James believed that God himself gave the throne
  - Parliament, England's legislative body, believed it should hold power

## ► What happened?

- Charles I (James' successor) resisted limitations placed on him by Parliament and sought to impose Catholicism on the Church of England
- Oliver Cromwell (Puritan leader) led a rebellion against the king
- Charles was overthrown and executed



- ▶ After Cromwell's death, England re-established the monarchy under Charles II
- ▶ James II, succeeded Charles II
  - James was Catholic and viewed as a threat to the Church of England (also known as the Anglican Church)
- ▶ Protestant leaders invited William of Orange to invade England and assume the throne
  - This change of power was called the "Glorious Revolution" because of the lack of bloodshed



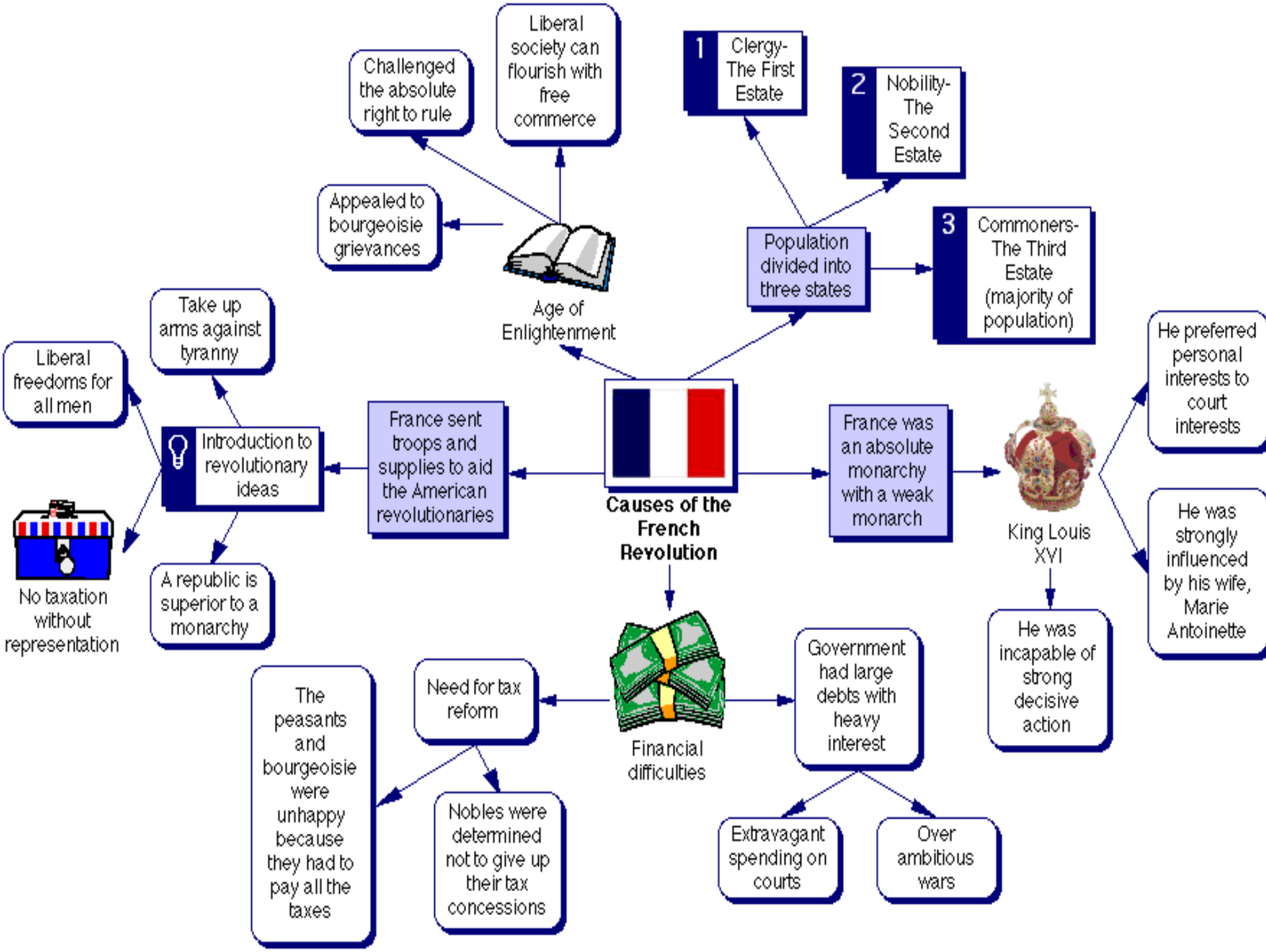
# ► American Revolution

- 13 of Britain's colonies declared independence in 1776 in what is now known as the American Revolution
  - (More in depth info in the US History Review)
- The revolution was based on many ideas of the Enlightenment such as the idea of natural rights and social contract theory
- The colonies claimed that England's Parliament had too much power by taxing them without representation
- The American Revolution succeeded, establishing the United States independence

# ► French Revolution

- Many believe to be the most important social, political, and economic event in modern history
- Causes:
  - under King Louis XVI, France faced economic hardships, food shortages, and much discontent
  - The middle class seized control (**bourgeoisie**)
  - Stormed the Bastille (prison and armory)
  - Called themselves the **National Assembly**
    - **The National Assembly** then set up a limited Monarchy





# ► Haitian Revolution

## ■ Toussaint L'Ouverture

- Gifted and educated slave became leader of a slave rebellion on the island of Hispaniola in 1791
- After being killed his followers continued to fight and they defeated the French and established the new nation of Haiti



# ► Latin America

- Inspired by the United States' success, a number of Latin American revolutions occurred
- Jose de San Martin led a revolt that expelled Spain from Argentina
- Simon Bolivar liberated Venezuela, Colombia, and Ecuador
- Brazil declared independence from Portugal
- The Monroe Doctrine helped to guarantee the independence of the new nations

- ▶ c. Explain Napoleon's rise to power, the role of geography in his defeat, and the consequences of France's defeat for Europe.

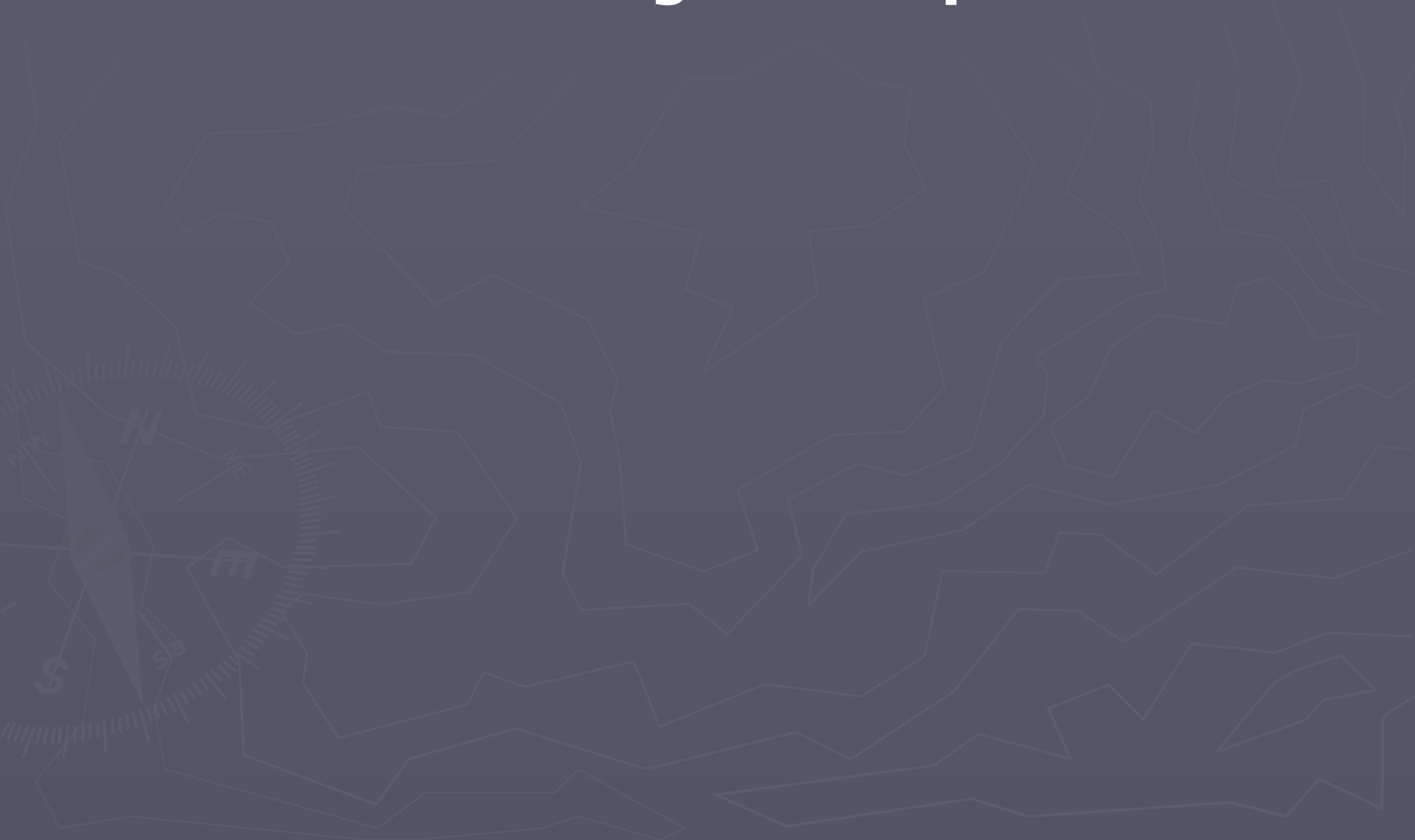


# ► Napoleon Bonaparte

- Rose to power in 1799 and crowned himself emperor in 1804
- Most remembered for his military campaigns
  - March into Russia
  - Waterloo
- Napoleon could never defeat the British
- Finally was conquered and exiled in 1814
  - Died on the island of Elba
- France reestablished its monarchy under King Louis XVIII



**SSWH16: The student will demonstrate an understanding of long-term causes of World War I and its global impact.**





- ▶ WWI broke out in Europe in 1914
- ▶ Known as “The Great War”



- ▶ a. Identify the causes of the war; include Balkan nationalism, entangling alliances, and militarism.



- ▶ Caused by nationalism, imperialism, and militarism, and alliances
  - In the Balkans various ethnic groups launched successful revolutions against the Ottoman Empire and won their independence



# ► WWI

- Was sparked by the assassination of Archduke Francis Ferdinand, heir to the throne of Austria-Hungary
- Austria-Hungary accused Serbia of the assassination
- Russia vowed to intervene on the Serbian side of Austria-Hungary attacked
- Germany had an alliance with Austria-Hungary
- Great Britain, France, and Russia formed the Triple Entente
- Germany and Austria-Hungary formed the Central Powers

## ► Causes of WWI

1. A new feeling of nationalism (loyalty to the interests and culture of one particular country)
2. Formation of military alliances or friendships such as those between Austria-Hungary and Germany and between France and England
3. Policies of imperialism (gaining more land for economic or political power)
4. Nationalism also led to countries glorifying military power (militarism)

# ► Effects of WWI

1. Those killed, wounded, or missing amounted to 37 million people
2. Treaty of Versailles (1919) required that Germany limit its weapons, pay heavy fines, and return territories taken in the war
3. Formation of the League of Nations (1920), a world organization that promoted peace and understanding between nations
  - The United States did not join
4. Changes in the map of Europe;
  - Austria, Poland, and Hungary became independent nations; Italy, Greece, and France acquired more territory

- ▶ b. Describe conditions on the war front for soldiers; include the Battle of Verdun.



# ► The War Front

- Area where opposing armies meet in battle

## ► 2 Fronts

1. Western Front (French/German Border)
2. Eastern Front (Russian/German Border)

## ► Trench Warfare

- The style of fighting that was developed
- Opposite sides dug miles of ditches





- c. Explain the major decisions made in the Versailles Treaty; include German reparations and the mandate system that replaced Ottoman control.



# ► Treaty of Versailles

- Forced Germany to pay for the war
  - Pay reparations to cover costs of destruction
- Germany had to take the blame for the war
- European nations ignored President Wilson's request not to seek revenge and punish Germany



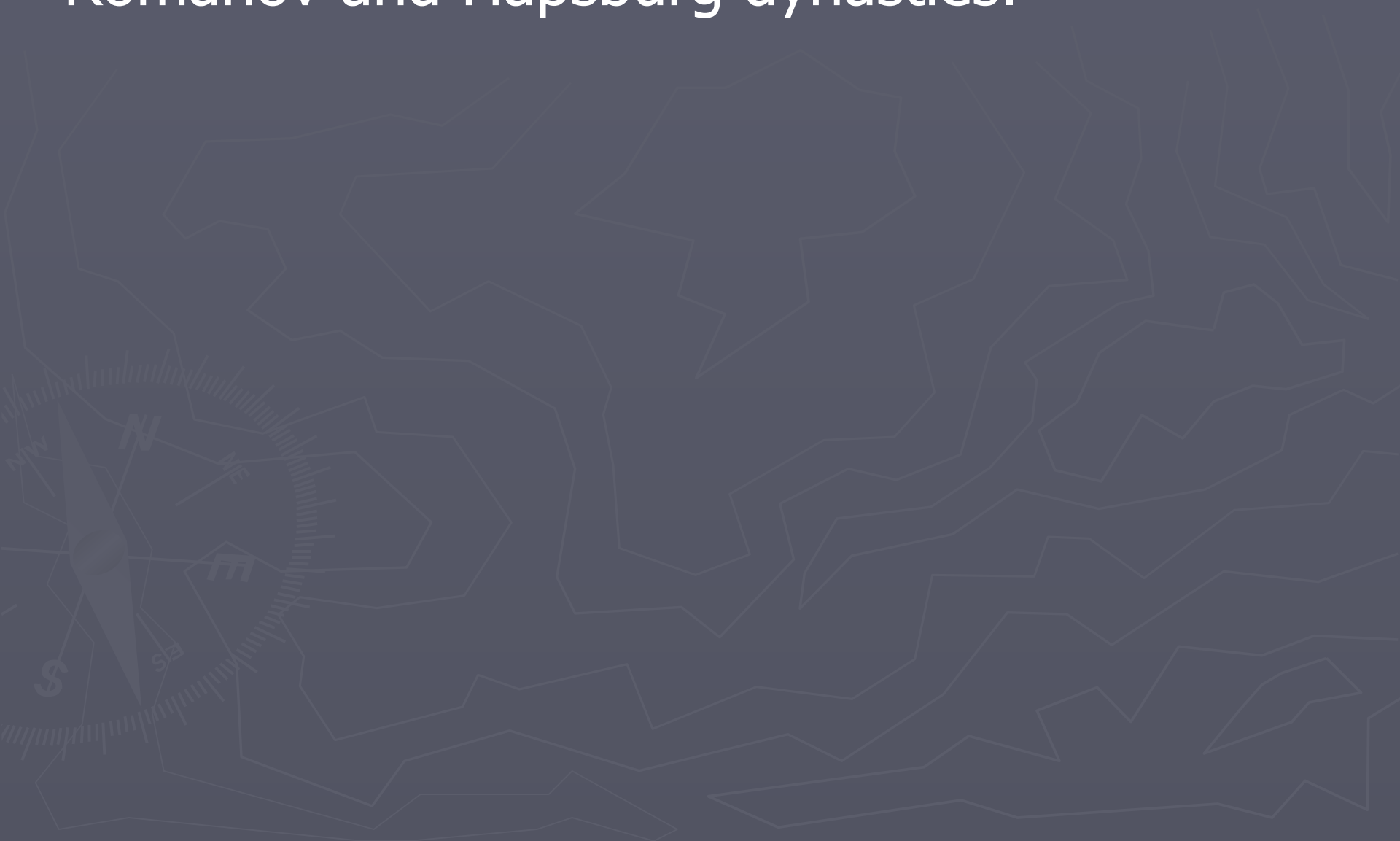
## ► **Post WWI**

- Hapsburg Dynasty fell
- Romanov Dynasty fell
- Ottoman Empire was dismantled
- New boundaries were created and new countries emerged

## ► **Mandate System**

- Allies promised independence to several Arab nations and went back on their word
- Seen by many as betrayal in many Arab nations and served to instill bitterness against Western nations

- ▶ d. Analyze the destabilization of Europe in the collapse of the great empires; include the Romanov and Hapsburg dynasties.



# ► Fall of the Romanovs

- Russia's loss in the Russo-Japanese War and the constant defeats in WWI revealed the weakness of czarist rule
- Russian soldiers refused to fight, mutinied, and deserted
- Nicholas proved unable to do anything about it
- Workers all over Russia started to strike and riot
- Czar Nicholas II had to abdicate his throne
  - A year later revolutionaries executed his family
- The three-century czarist rule of the Romanovs had collapsed

# ► Fall of the Hapsburgs

- The Hapsburg Empire was dismantled in 1918
  - The defeat of Austria-Hungary at the end of WWI
- The Treaty of Versailles saw the creation of Austria and Hungary
  - In 1919 the Austrian government passed a law banishing the Hapsburgs from Austrian territory unless they renounced all intentions of regaining the throne
- Charles I had to claim to be a regular citizen
  - Charles did try to regain the throne of Hungary but the government passed a law to dethrone Charles and the right of the Hapsburgs
  - Otto von Hapsburg, heir of Charles I, renounced all claims to the throne
- This was the end of the Hapsburg Dynasty

**SSWH17: The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.**



- ▶ b. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan.



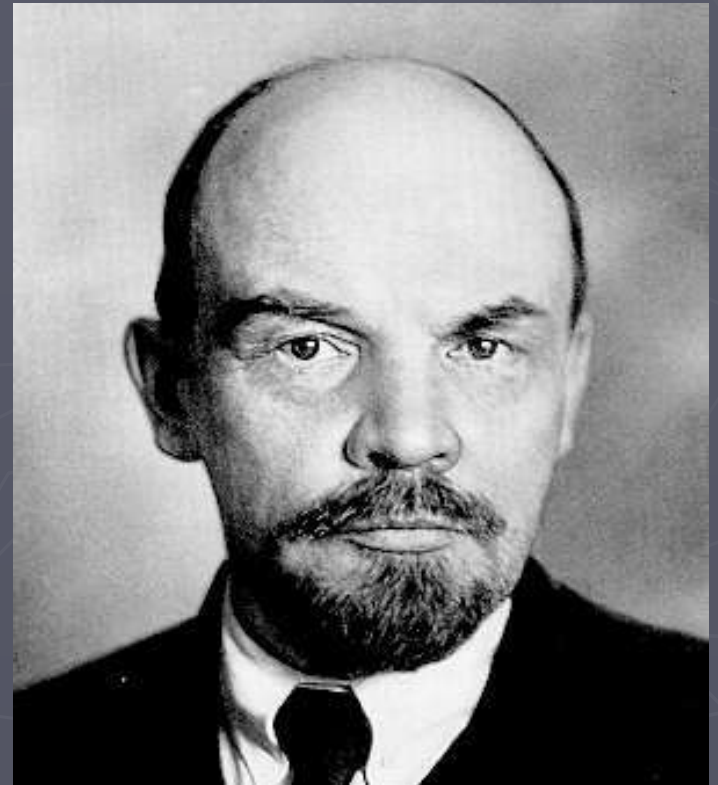


# ► Russian Revolution

- Erupted in 1917 after poor conditions under Czar Nicholas II, before, during, and after WWI

## ► Lenin

- Leader of the Bolsheviks (socialist party)
- 3 year civil war broke out between the Bolsheviks and others that opposed their communist ideas
- Bolsheviks won control of Russia
- Leaders of Bolsheviks never forgot how the Western nations sided with the anti-communists



# ► Lenin established The Union of Soviet Socialist Republics (USSR) or Soviet Union in 1992

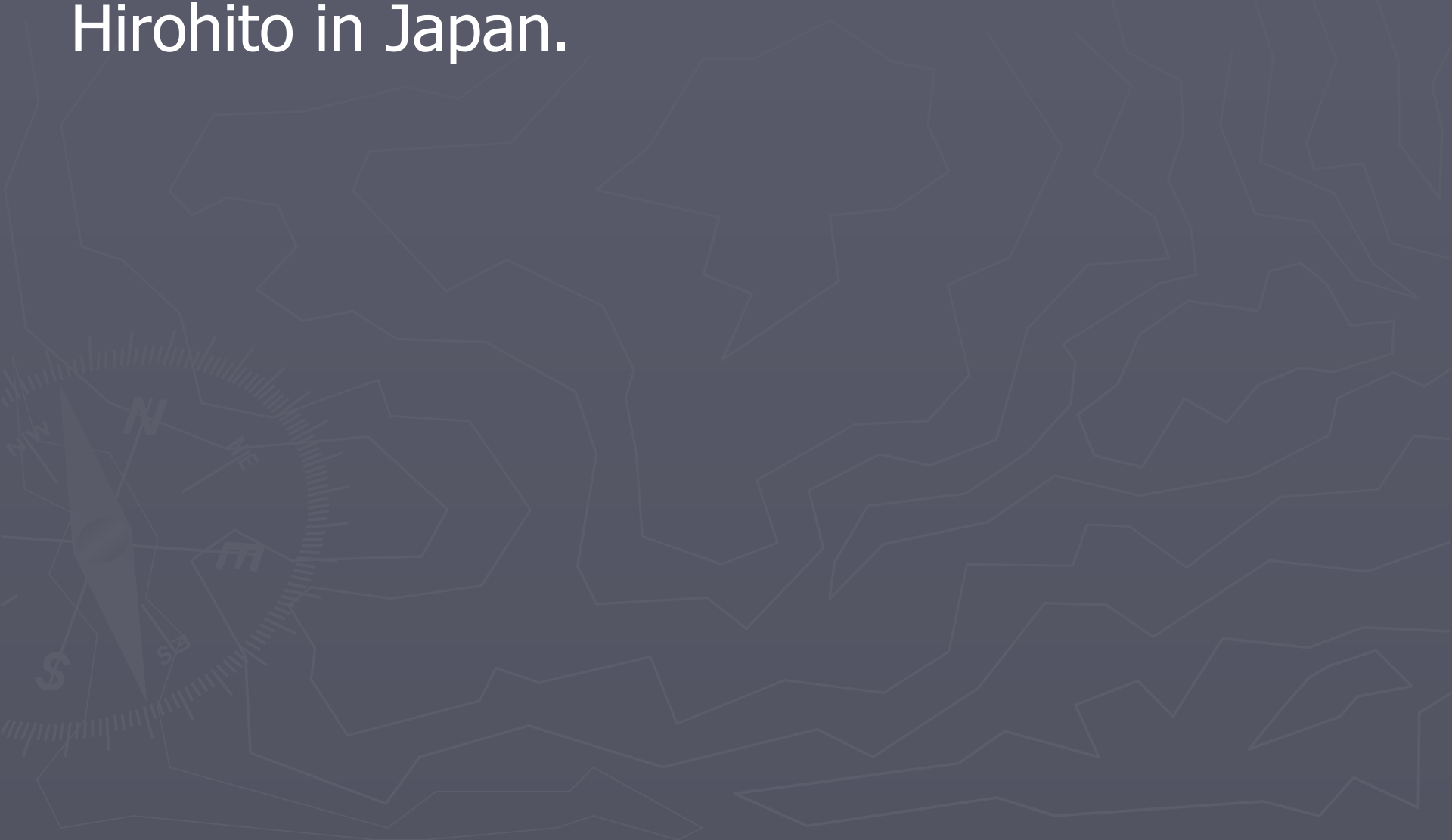
- Lenin died one year later

## ► **Joseph Stalin**

- Followed as dictator and launched a Five Year Plan
- Established new industrial cities and focused on the production of capital goods
- To establish his power, Stalin began a purge, in which he systematically eliminated anyone he considered a threat



► c. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan.



# ► Fascism

- Nationalistic movement that is anti-democratic and anti-communist
- It uses propaganda, rallies, beatings, and intimidation to gain power
- Italy had the first fascist government
- Benito Mussolini became dictator of Italy (Il Duce)



# ► Adolf Hitler

- Took control of Germany in 1933 as the leader of the Nazis
- Established his own totalitarian, fascist state
- Labeled his government the “Third Reich”
- Believed strongly in German nationalism
- He rebuilt Germany’s military and annexed Austria and claiming part of the Sudetenland



# ► **Appeasement**

- Great Britain and France signed a treaty with Germany allowing the capture the new land in exchange for Germany's promise not to invade other territories
  - Didn't work



## ► **Emperor Hirohito**

- Ruled Japan (not fascist) from 1926-1989
- Did not have absolute control over the government



## ► **Hideki Tojo**

- Assumed the role of Japan's premier and led the nation through WWII



- ▶ e. Describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments.





## ► **Totalitarian State**

- The government seeks to control, not only politics, but the economy, culture, and social life of the people

## ► **Authoritarian State**

- Government is only interested in political power
- Seeks to maintain control over government policies

- f. Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, and the German annexation of the Sudetenland.



## ► Aggression Leading to war

- In addition to Hitler's (Germany) invasions, Japan began aggressively expanding its territory during the 1920s and 30s
- Japan needed natural resources since it is a tiny series of islands
- Japan invaded Chinese territory and tried to seize all of China
- In 1940, Germany, Italy, and Japan formed an anti-communist alliance

► Axis Powers

**SSWH18: The student will demonstrate an understanding of the global political, economic, and social impact of World War II.**



- ▶ a. Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.



▶ Began when Hitler (Germany) invaded Poland in 1939

- Hitler used his new military strategy
- **Blitzkrieg** – ‘lightning war’
  - ▶ Using fast-moving airplanes and tanks, followed by massive infantry forces, to take enemy defenders by surprise and quickly overwhelm them



# ► Pearl Harbor

- US became involved when Japan bombed Pearl Harbor in Hawaii, December 7, 1941
- US declared war on Japan
  - Sank or damaged 12 naval vessels
  - Destroyed almost 200 planes
  - Killed or wounded nearly 3,000 people
  - President Roosevelt described as **“a day which will live in infamy!”**



# ► Battle for Stalingrad

- Germany had stalled at Leningrad and Moscow, but now with summer approaching they were on the move again
- This time they were to capture Stalingrad (now Volgograd)
  - The city was reduced to rubble
- Stalin told his generals to defend the city named after him
- November 1942 – 90,000 frostbitten Germans surrendered (all that remained of 330,000)



# ► D-Day

- 1,000s of planes, ships, tanks, and landing crafts and more than 3 million troops awaited the order
- The invasion of Normandy was the largest land and sea attack in history
- June 6, 1944 – **D-Day**
- The Germans were dug in with machine guns, rocket launchers, and cannons
- They were sheltered behind concrete walls that were 3-foot thick
- American forces lost 2,700 on the beaches that day

10 miles



# ► Battle of Guadalcanal

- August 7, 1942 – the airfield fell very quickly but the fight for the island would take about 6 months of brutal fighting
- Both sides kept sending fresh troops
- The Japanese lost more than 24,000 of 36,000
- The island was called 'The Island of Death'



- b. Identify Nazi ideology, policies, and consequences that led to the Holocaust.



- ▶ The Nazi's believed that the Aryan race (people of white, Western European descent) was biologically superior to other races
- ▶ Hitler blamed the entire Jewish Community as anti-German and a major source of the nation's woes
  - Anti-Semitism (hatred of Jewish people) grew throughout Germany
- ▶ **The Holocaust**
  - 6 million Jews were murdered by Hitler's regime



- c. Explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Teheran to Yalta and Potsdam and the impact on the nations of Eastern Europe.



## ► Tehran Conference

- (1943) Roosevelt and Churchill met with Stalin
- They agreed to an invasion of Europe known as D-Day



## ► Yalta Conference

- (1945) Roosevelt, Churchill and Stalin met in anticipation of Germany's defeat
- Planned to divide Germany into four zones after the war and they would be administered by the Allies





## ► Potsdam Conference

- (1945) Truman, Churchill, and Stalin met and reaffirmed their policy of unconditional surrender for Japan



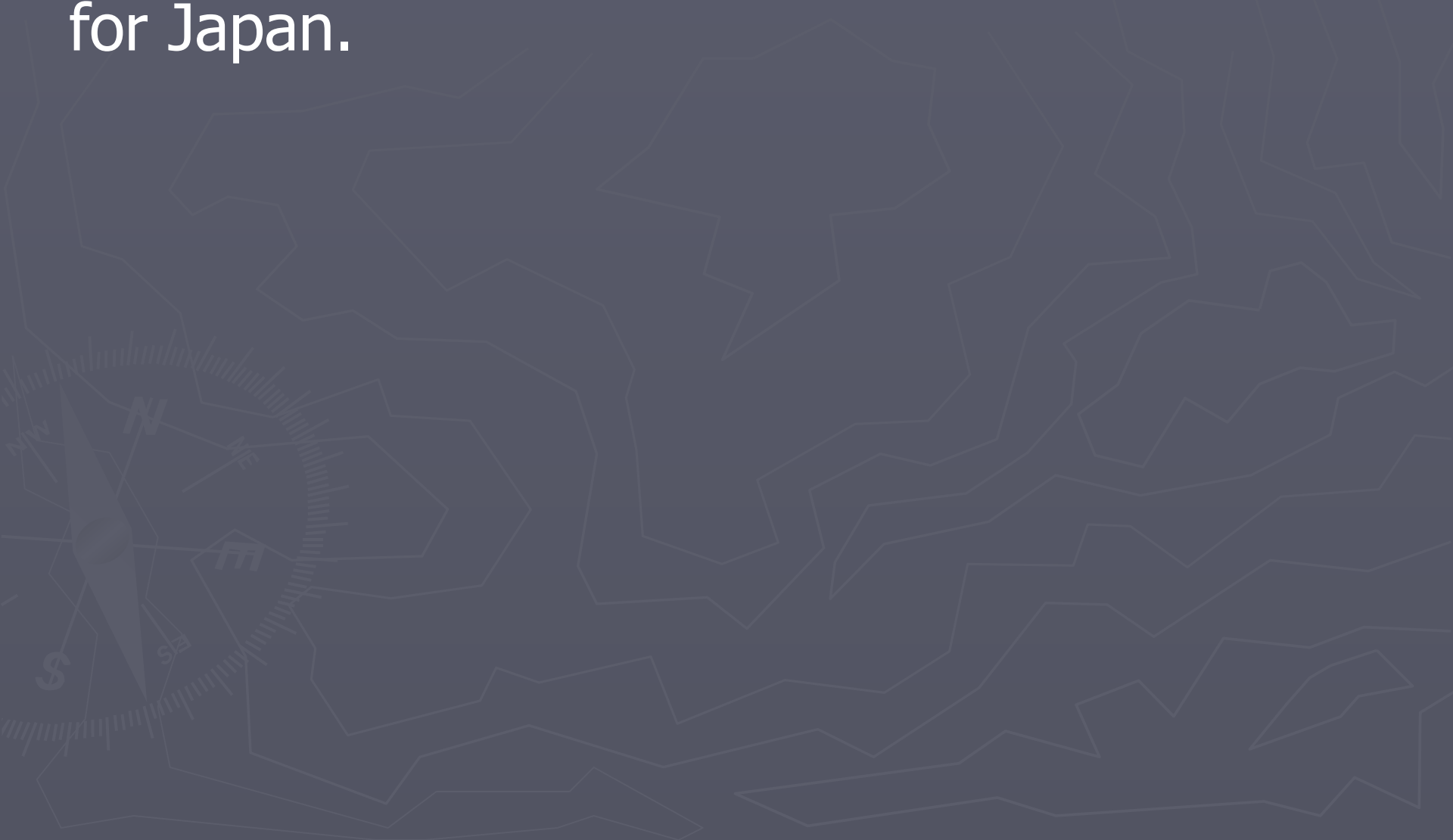
## ► Iron Curtain

- Dividing line between free-democratic Western Europe and communist, Soviet-led Eastern Europe





- ▶ d. Explain allied Post-World War II policies; include formation of the United Nations, the Marshall Plan for Europe, and MacArthur's plan for Japan.



# ► The United Nations

- 50 countries including the USSR and the U.S. join the U.N. (United Nations)
- International organization that was intended to protect the members against aggression
- There were 5 permanent members:
  - Britain
  - China
  - France
  - United States
  - The Soviet Union
- Each could veto any Security Council action
  - A checks and balances against the others

# ► The end of WWII marked the beginning of the Cold War

- Great tension between the United States and the Soviet Union that many fear would lead to Nuclear War

## ► **Marshall Plan**

- Financial plan to build up Europe after WWII
- Provided nations in war-torn Europe with much needed financial support from the United States
- Helped to prevent Soviet (communism) advances into Western Europe



# ► MacArthur Plan

- General Douglass MacArthur helped to establish a new government in postwar Japan
- New constitution was developed allowing an emperor but did not allow him to be considered a “god”
- Allowed certain individual rights
- Became independent again in 1951
- As a result of democratic and capitalistic ideas, Japan’s economy grew rapidly
- It is now one of the most modern, industrialized, and wealthiest nations



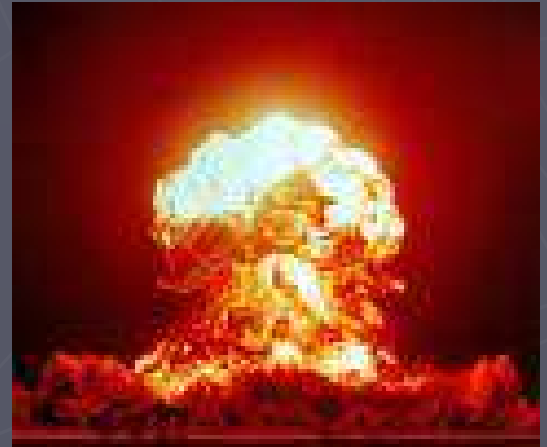
# ► Causes of WWII

1. Harsh fines, inflation, and blame placed on Germany for losses of World War I
2. Rise of dictators such as Mussolini in Italy, Hitler in Germany, and Tojo in Japan
3. Increasing militarism and imperialism in Germany and Japan
4. A worldwide depression (1929-1938) that created food and job shortages in many countries



# ► Effects of WWII

1. 55 million persons dead
2. Trillions of dollars in damages
3. Dropping of the atomic bomb on Japan and the start of the Nuclear Age
4. Formation of the UN
5. Start of the Cold War
6. United States becomes the most powerful nation in the world



**SSWH19: The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.**



# ► Decolonization

- A period in which a number of European colonies sought freedom and independence
- India and China are two of the most notable





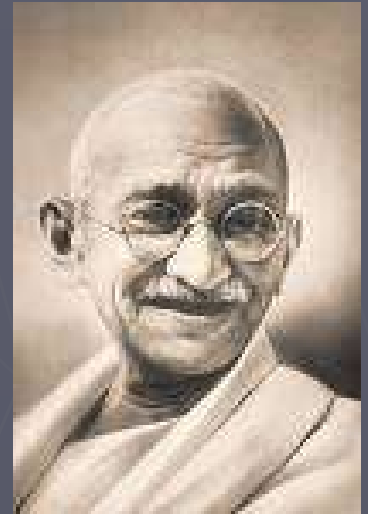
- ▶ a. Analyze the revolutionary movements in India (Gandhi, Nehru), China (Mao Zedong, Chiang Kai-shek), and Ghana (Kwame Nkrumah).



# ▶ India

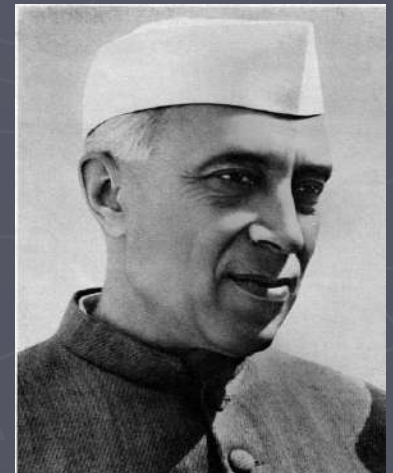
## ■ Mohandas Gandhi

- ▶ Led non-violent protests to gain Independence for India
- ▶ Preached peaceful resistance to unjust laws



## ■ Jawaharlal Nehru

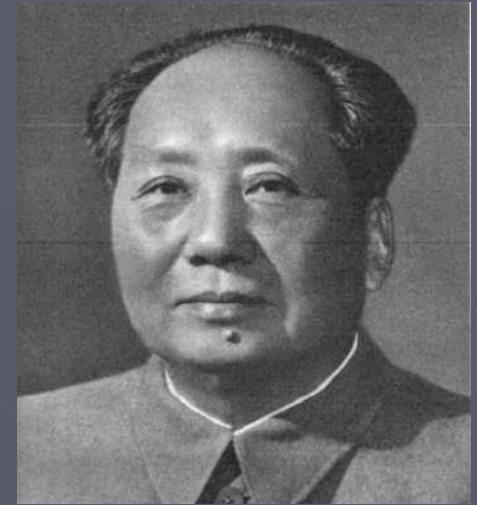
- ▶ India's first prime minister
- ▶ He was one of Gandhi's most devoted followers
- ▶ He formed an alliance of nations that were neutral in the Cold War
- ▶ He pushed for industrialization and social reform



# ▶ China

- **Mao Zedong**

- ▶ Leader of Communism in China-supported by Soviet Union
- ▶ In 1949, Communists won control of China from Chiang Kai-shek (US-Supported)



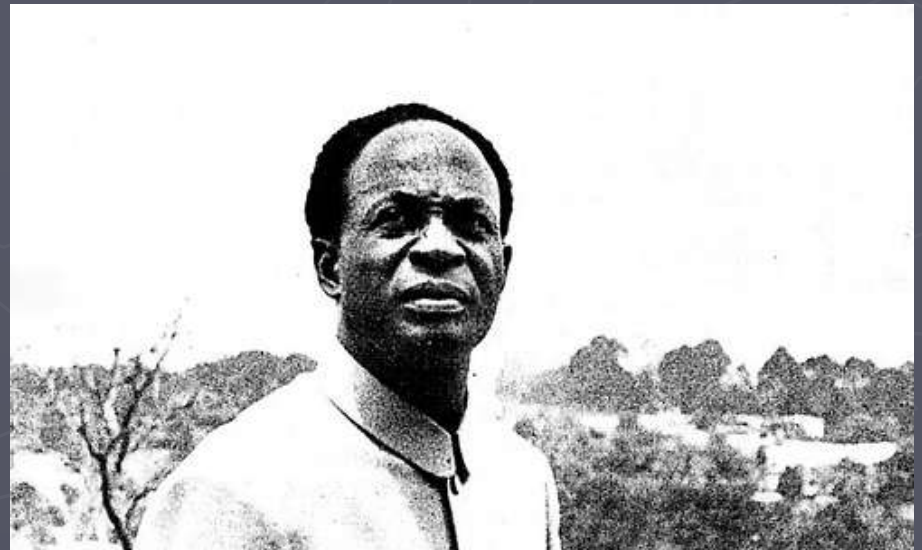
- **Jiang Jieshi (Chiang Kai-shek)**

- ▶ became the leader of the Kuomintang (Nationalist Party)



# ► Ghana

- A British colony on the Gold Coast
- Kwame Nkrumah was a major nonviolent leader
- He organized many boycotts and strikes which often landed him in jail
- Ghana finally received its independence in 1957
- Kwame became their first prime minister and later their president-for-life



- ▶ b. Describe the formation of the state of Israel and the importance of geography in its development.



# ► The Founding of Israel

- After the Holocaust, Zionism (Jewish Nationalism) increased
- Jewish refugees wanted to enter Palestine and establish a Jewish homeland
- In 1948, the UN proclaimed Israel as an independent Jewish state
- Arab nations resented the decision
- Conflicts between Israel and surrounding Arab states continue



- c. Explain the arms race; include development of the hydrogen bomb (1954) and SALT (Strategic Arms Limitation Treaty, 1972).



# ► Nuclear Arms Race

- The US produced the first atomic bomb in 1945
- The Soviet Union (USSR) soon developed their own
- The US then developed a hydrogen bomb (a thousand times more powerful than the first one) and the Soviet Union followed with one of their own
- The nuclear arms race continued throughout the Cold War
- Finally, the USSR collapsed due to spending billions of dollars on weapons, forcing a change in their communist policies and ending the Cold War



# ► Nuclear Arms Race

- Nixon became the first president to visit Communist China
- He wanted to have good relations with China when he met with the Soviet Union
- The three countries met at the Strategic Arms Limitation Talks (**SALT**)
  - SALT I – five-year agreement that limited how many ICBM (and submarine –launched) each country could have
  - SALT II was signed but when the Soviet Union invaded Afghanistan the U.S. Congress refused to ratify it
- The Cold War would continued until the Soviet Union finally broke up in 1991

**SSWH20: The student will examine change and continuity in the world since the 1960s.**



► Nationalist movements have resulted in independence for many countries



- ▶ a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.



# ► Ethnic Conflicts

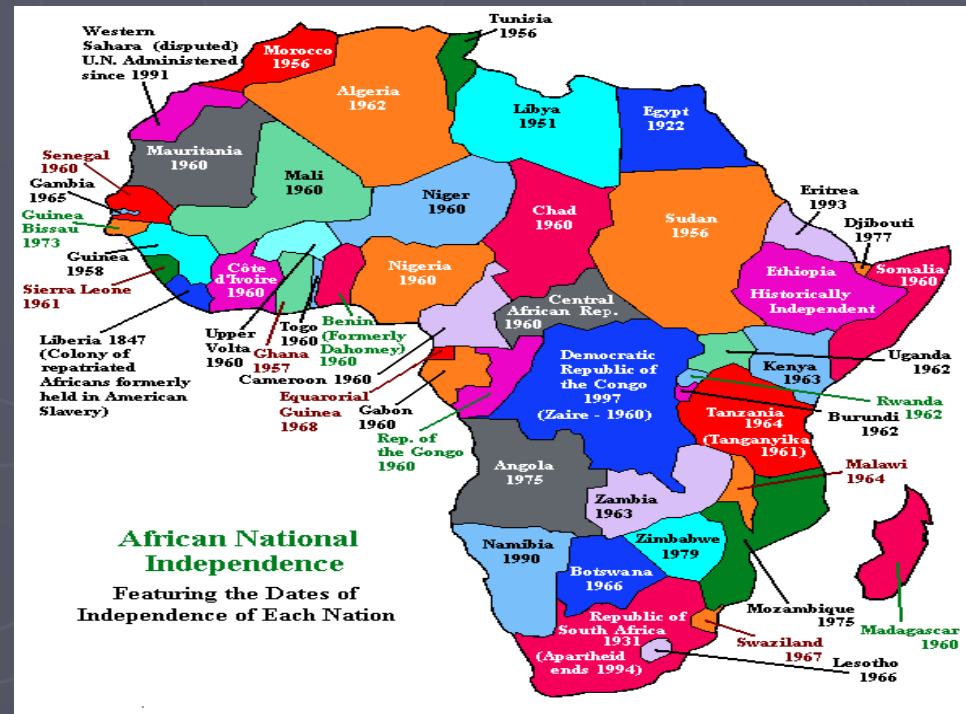
- Many parts of the world are made up of different ethnic groups sharing an area
- An ethnic group is a group of people whose members identify with each other, through a common heritage that is real or assumed- sharing cultural characteristics
- Some groups hate each other for various reasons and this makes living together almost impossible

# ► New Nationalism

- Refers to the movement of nationalistic ideas in the 20<sup>th</sup> century
- This movement can be seen in two major areas
  - Pan-Africanism
  - Pan-Arabism
- Pan can mean 'make a sweeping movement'
  - Thus this refers to nationalistic ideas sweeping over Africa and the Arab nations

# ► Pan-Africanism

- General term for various movements in Africa
- Common goal is the unity of Africans and the elimination of colonialism from the continent
- Although the term has the idea of unity, there are many divisions over ideas of:
  - Leadership
  - Political Orientation
  - Regional Interest



# ► Pan-Arabism

- Nationalist notion of cultural and political unity among Arab countries
- Share a unity of language, religion, history, and culture
- Should exploit to create their own system of cooperation and defense
- Led to the independence of most Arab states from the Ottoman Empire European Powers
- There have been many groups that have tried to unite all the Arab countries





# ► Bosnia and Herzegovina

- 1992 – Bosnia and Herzegovina declared their independence
  - 44% Muslim
  - 31% Serbs
  - 17% Croats
- Muslims and Croats favored independence but the Serbs did not
- Supported by Serbia, the Bosnian Serbs launched a war to stop it
- Serbian military forces used violence and forced emigration against Bosnian Muslims
  - This is called **ethnic cleansing**
  - To get rid of the Muslims living in Bosnia

# ► Bosnia and Herzegovina

- The leaders of all three factions signed a treaty
- They elected a three-person presidency
  - One from each ethnic group
- 2001 – could finally stand on its own without international community



- c. Analyze terrorism as a form of warfare in the 20th century; include Shining Path, Red Brigade, Hamas, and Al Qaeda; and analyze the impact of terrorism on daily life; include travel, world energy supplies, and financial markets.



# ► Terrorism

- Use of violence against innocent people in the name of a cause
- Victims of terrorism are civilians, including women and children
- Al-Qaeda – (led by Osama bin Laden) believes in an extreme version of Islam
  - Its members are Muslim radicals devoted to using terrorist actions against Israel, the US, and other western nations

# ▶ Because of recent terrorist attacks the following have been affected:

- Travel

- ▶ Travel by air, train, and ship now require much tighter security measures than before

- Energy supply

- ▶ Such as nuclear power plants are often a target of terrorism

- Financial markets

- ▶ The World Trade Center attacks from 2001

- Targets of terrorism

**SSWH21: The student will analyze globalization in the contemporary world.**



► The world is connected through trade, business, and political alliances, creating and international community



- ▶ a. Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers.

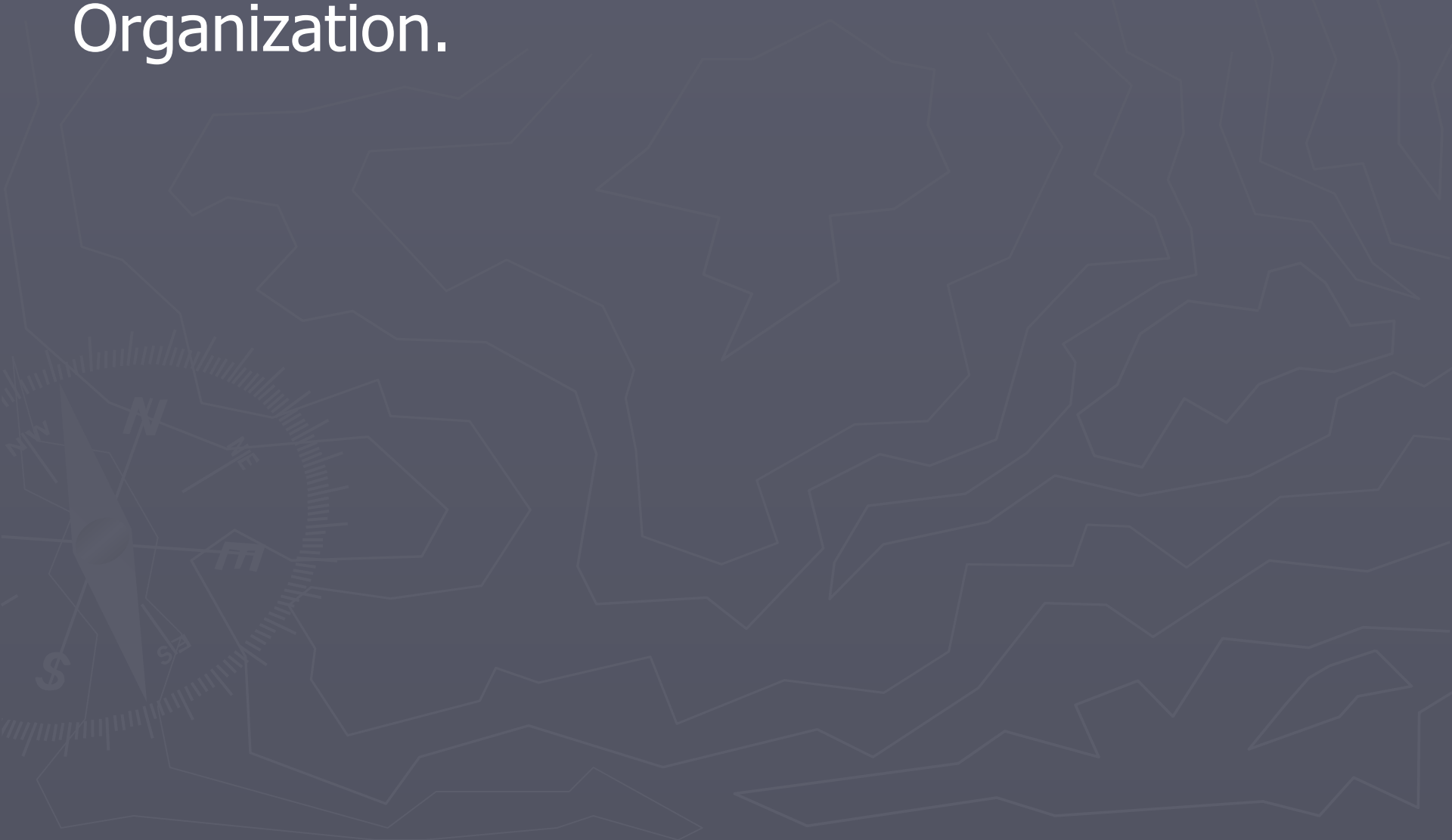




- ▶ Computers and the internet allow citizens and business leaders to correspond across continents within seconds
- ▶ Satellite and television allow people to see what happens on the other side of the world
- ▶ This worldwide interdependence is called Globalization



- ▶ b. Analyze global economic and political connections; include multinational corporations, the United Nations, OPEC, and the World Trade Organization.



## ► **United Nations**

- Political organization that allows political representatives to negotiate peacefully, provides humanitarian aid to nations in need

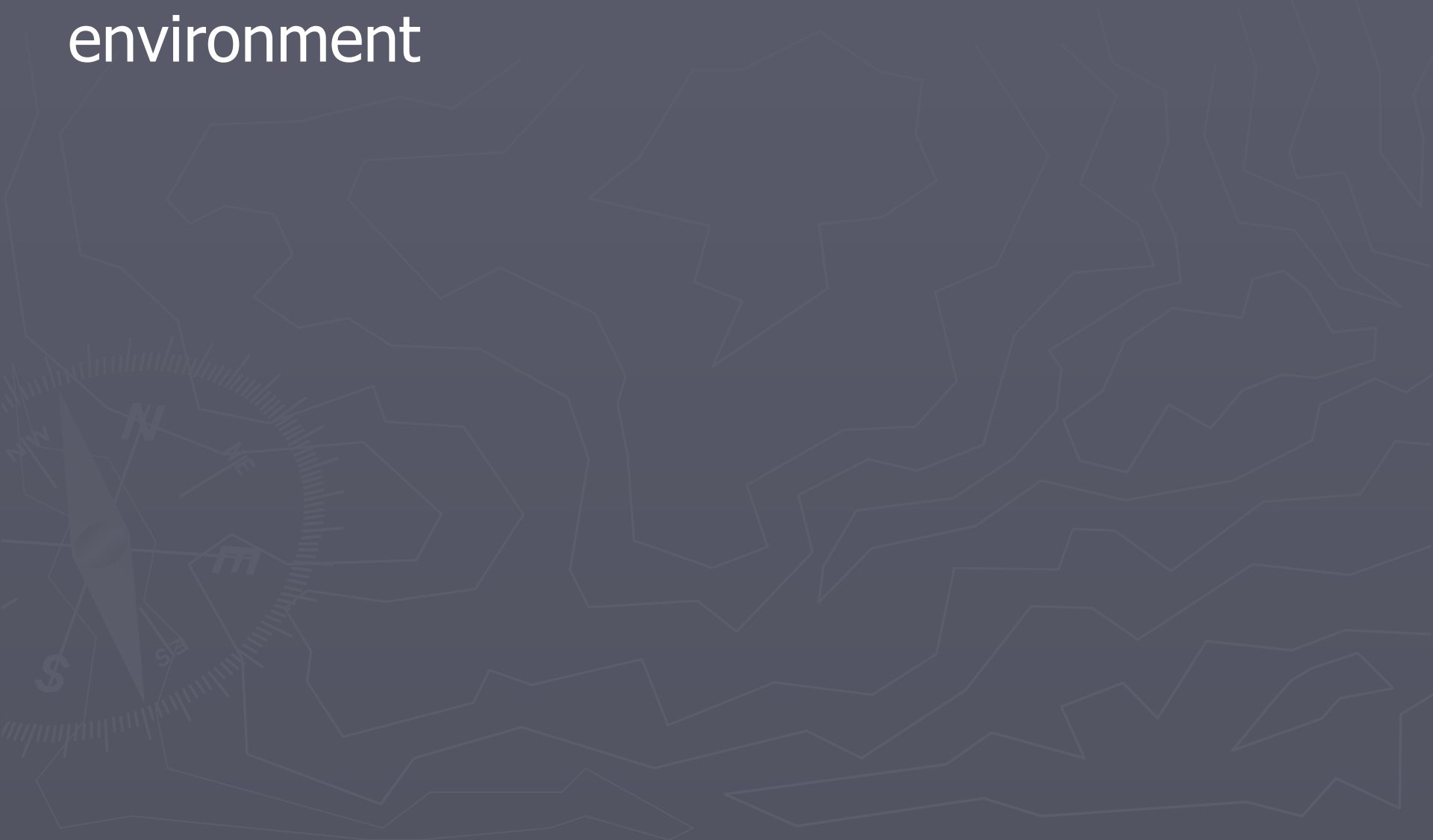
## ► **World Trade Organization**

- Monitors countries and makes sure they stick to international trade agreements

## ► **OPEC**

- Organization of Petroleum Exporting Countries
- Oil producing nations that controls the cost and supply of oil

- ▶ c. Explain how governments cooperate through treaties and organizations, to minimize the negative effects of human actions on the environment



► This has been done through out this entire PowerPoint

