**Regents Review – Human Rights Violations**

**A. Human Rights**

A human right is a right that is believed to belong justifiably to every person. The United Nations Declaration of Human Rights explains the rights that governments should protect.

“Every person is entitled to certain rights — simply by the fact that they are a human being… Some of these human rights include:

1. We are all born free and should be treated the same way.

2. We all have the right to life and nobody should take our lives away…

4. Nobody has the right to torture us.”

**B. Armenian Genocide**

* Target: Armenians in Turkey (1915-1923)
* Armenians were targeted because they were hated by Abdul Hamid, the ruler of Turkey at this time and they practiced Christianity, a different religion than the people in charge of the government in Turkey (Islam).
* The ways in which human rights of this group were violated were: Turkish soldiers forced hundreds of thousands of Armenians to convert to Islam, Turkish soldiers burned and looted hundreds of Armenian villages, genocide (mass murder) of 300,000 Armenian men, women and children.
* End: Ottoman Empire loses WWI while some small attacks continue until 1925. Today, Turkey refuses to call the act a genocide.

**C. The Holocaust**

* Target: Jews in Germany (1933-1945)
* They were targeted because they practiced Judaism, a different religion than most people in Germany practiced at the time. The government, led by Adolph Hitler, was attempting to destroy the Jewish population in Europe at this time.
* Their human rights were violated because civil rights of Jews were taken away they had to give up their businesses and homes and sent to ghettoes to live separately from the rest of Germans. They were sent to concentration camps in millions. Mass genocide of 6 million (6,000,000) Jewish men, women and children.
* End: due to the end of WWII

**D. Eastern European Ethnic Wars**

* Target: Muslims in Bosnia (1992-1995)
* After the Fall of the Soviet Union, Muslims were targeted because practiced Islam, a different religion than the people in charge of the country and several groups were fighting for control of Bosnia at this time.
* The ways in which human rights of this group were violated were: Bosnian Muslims’ civil rights were taken away, mass violence, torture and rapes of Bosnian Muslims took place and Genocide (mass executions) of 200,000 men, women and children.
* End: In 1994, NATO initiated air strikes to stop the attacks. In1995, The Dayton Peace Accords (US help) ended the conflict in Bosnia, and a force was created to maintain the ceasefire. Since the end of the conflict, the International Criminal Tribunal for Yugoslavia (ICTY) at The Hague has charged more than 160 persons.

**E. Argentina (Dirty War)**

* Subversives – anyone against the government. (1976-1983, The Dirty War)
* Subversives were targeted because they (mainly young people) protesting expressing their dissatisfaction with the government demanding a more democratic system of government.
* The ways in which human rights of this group were violated were: The military government abducted, tortured, and killed subversives, the kidnapped people became referred to as the disappeared, the government destroyed any records that would help the families find the bodies and prevented any discussion of the matter.
* The Mothers of the Plaza de Mayo is the best-known Argentine human rights organization. For over thirty years, the Mothers have campaigned to find out about the fate of their lost relatives.
* End: due to a failed invasion of the Falkland Islands and a poor economy, a new president was put into power, who allowed free elections and freedom of speech.

**F. Tiananmen Square**

* Student Protesters in China (June 4, 1989)
* Students were targeted because they were peacefully protesting for more democratic reforms, such as freedom of speech, in China under Deng.
* The ways in which human rights of this group were violated were: Deng declared martial law (temporary government control by military authorities). Deng ordered more than 250,000 troops to surround the square. Tanks destroyed the Goddess of Democracy. Soldiers shot into the crowds of students. Soldiers also attacked protesters in other areas of the city. The assault killed hundreds and wounded thousands. The police arrested approximately 10,000.
* End: After the shooting and arrests, people stopped protesting. To this day, China denies anyone died in the square on June 4, 1989.

**G. Apartheid**

* Blacks in South Africa (1948-1994)
* Blacks were targeted because white Dutch and British colonizers discriminated against black South Africans based on their skin color and white South Africans practiced a government policy known as apartheid which faced world condemnation.
* The ways in which human rights of this group were violated were: Segregated (separated) society based on skin color, separate schools, buses, hospitals, beaches, etc. were created, black South Africans were not allowed to vote, sexual relations and marriage were not allowed between people of different races, black South Africans were not allowed to have the same jobs as white South Africans, black South Africans needed to carry passbooks (ID) and were forced to live in homelands.
* Ended: In 1989, White South Africans elected a new president, Frederik Willem de Klerk, who legalized the ANC and released Nelson Mandela from jail. A new constitution was written and Nelson Mandela was elected president.

**H. African Tribal Genocides**

* Rwanda (April – July 1994): Tutsis were targeted by Hutus. After gaining independence from Belgium, the Hutus sought their revenge on the Tutsis who were favored by Belgium because of their lighter skin. The Hutu government encouraged people to kill their Tutsis neighbors. Entire Tutsis villages were completely destroyed, and a mass genocide occurred with 800,000 being killed. The United Nations did not step in claiming it was a civil war, not a genocide. However, the Tutsis and Hutus feel they are two separate tribes. RPF (Rwandan Patriotic Front), a political party, gain control of the country and the French establish a safe zone in the southwest corner of Rwanda. The genocide lasted 100 days.
* Darfur (2003-present): Sudan- Black Sudanese targeted by Arab Sudanese. In February 2003, the non-Arab groups in Darfur launched an uprising against the government. The government responded with genocide, enlisting the help of Arab militia in Darfur called the Janjaweed. The International Criminal Court (United Nations) issued an arrest warrant for the Sudanese President for crimes against humanity (2009) and a warrant for arrest on charges of genocide (2010). The government of Sudan, however, has yet to turn him over. In 2011, South Sudan declared its independence. Nevertheless, violence continues against the people of Darfur and other disputed regions.

**I. Myanmar**

* The Rohingya in Myanmar (2016-present)
* Targeted because they are Muslim (most of Myanmar practices Buddhism)
* Background: Burma won independence from Britain in 1948 and took the name Myanmar. A military dictatorship ruled from 1962-2011. The military isolated Myanmar and imposed state socialism modeled on China’s system. The government jailed, killed, or exiled critics. The opposition leader, Aung San Suu Kyi spent 15 years under house arrest for trying to bring democracy to Myanmar by using nonviolent protest. In 1991 she was awarded the Nobel Peace Prize and was released from house arrest in 2010.
* The ways in which human rights of this group were violated were: The Rohingya are deprived of the right to free movement and of higher education. They have been denied Burmese citizenship. They are not allowed to travel without official permission. They are subjected to routine forced labor where typically a Rohingya man will have to give up one day a week to work on military or government projects. Aung San Suu Kyi spoke out, however, she refused to denounce the military and their role in the controversy.

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Be sure to

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Possible Enduring Issues to Write About:

Power Conflict Globalization Environment Scarcity Migration

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**Regents Review – Global Conflicts (WWI, WWII, Cold War)**

**A. World War I**

1. Causes (MANIA)

* Militarism - new industrial technologies encouraged nations to create and stockpile more and more weapons.
* Alliances - nations joined sides with other nations to protect one another. The Triple Alliance (Austria-Hungary, Germany, and Italy) and the Triple Entente (Britain, France, and Russia).
* Nationalism – loving one’s country enough to die for it.
* Imperialism – having the resources to fight a war and involving colonies in the war effort.
* Assassination - Archduke Ferdinand’s assassination sparked the alliances into starting World War I. (The Balkans - Serbia wanted all the Slavs (a kind of ethnic group that speak a Slavic language) in Europe to move from whatever country they were living in, to Serbia. Austria-Hungary did not want Serbia to become stronger than they already were and were afraid that all the Slavs would fight back against them. BLACK HAND SOCIETY assassinates the archduke.

2. Warfare

* TRENCH WARFARE **-** fighting took place in “trenches” (long ditches that hardly moved throughout the war). NO MAN’s LAND – area in between trenches.
* Propaganda - organized information created to sway public opinion on an issue – both sides used it. Victory Gardens created to help with rationing of food.
* New Technology – machine guns, tanks, Mustard Gas, U-Boats (Only Germany)

3. Results

* TREATY OF VERSAILLES: Severely punished Germany. REPARATIONS, and limited the size of the army
* League of Nations: created to keep peace in the world – ended up being very ineffective
* New Europe: many of the old “Empires” and “Kingdoms” broken up 🡪 beginning of modern national states

**B. Between the Wars**

1. Hitler’s rise to power

* Weimar Republic – HYPER INFLATION. Germany’s poor economic situation caused them to look for a strong leader
* Hitler made promises to the people: STRENGTH THROUGH JOY program, Volkswagen, Get rid of the Treaty of Versailles.

2. Hitler’s Germany

* Totalitarian Government – a type of government with total control of all parts of life (learning, art, literature, etc.)
* Fascism:a type of government that is totalitarian and very nationalistic
* Nazi Ideas – wanted to further the ARYAN Race, expand German territory and used PROPAGANDA to spread these ideas.
* The Holocaust (GENOCIDE) Jews and other minorities were concentrated and many killed. First used as SCAPEGOATS and blamed for the loss of WWI.

3. Mussolini

* Italy - The poverty and hopelessness caused by WWI and the Great Depression the people to turn to a totalitarian dictator – Mussolini
* Programs – BATTLE FOR BIRTHS, BATTLE FOR WHEAT

**C. World War II**

Axis powers (Germany, Italy, Japan) against the Allies (Britain, France, Russia, US, China) against Germany)

1. Europe

* Causes - German Aggression: Germany kept reclaiming lands lost after WWI (Rhineland, Austria, Sudetenland, Poland) and APPEASEMENT. Britain and France kept allowing Hitler to take lands – because they did not want another war.
* The War
  + Mobil Warfare: BLITZBRIEG (lightning war), air war, naval war
  + Modern Technology: effective use of airplanes and tanks, rockets introduced, development of atomic bomb
  + Key Events: Battle of Britain, German invasion of USSR, Involvement of US, D-Day
* Results
  + Germany: was divided up by the Allies – German officials tried at Nuremberg Trials
  + End of the system of European colonies around the world (Europeans did not want to fight to defend them)
  + United Nations was created (to replace the ineffective League of Nations)
  + The Cold War began – U.S. and the U.S.S.R., former allies, turned on one another

2. In Asia

* Causes

- Japanese Imperialism: Japan needed more raw materials and so they attack Korea, China, and South East Asia as well as the US with the Pearl Harbor attack.

* The War

- Japanese abuses: RAPE OF NANKING

- The Atomic Bomb was used on Hiroshima and Nagasaki Japan – ending WWII

* Results

- The U.S. occupied (MACARTHUR) Japan for 7 years, helped them rebuild, made them create a democratic style of government. RENUNCIATION OF WAR ARTICLE.

**D. The Cold War**

* State of hostility between USA & USSR. NOT an actual fighting war. Disagreed about politics and economics and the spread of communism.
* Conferences: POTSDAM CONFERENCE: Before the end of WWII. What to do with Europe at the end of the war. YALTA CONFERENCE: Germany is divided into zones of occupation- Stalin promises Eastern Europe will have free elections.
* CONTAINMENT – U.S. policy of stopping the spread of communism. Truman Doctrine and Marshall Plan – give money to economically weak countries so they don’t become communist.
* Germany – Germany was split in 4 after WWII Gr. Britain, France & US combined their zones into West (democratic/capitalism), and USSR controlled E Germany (communist) BERLIN WALL split the capital city of Berlin into West Berlin (capitalism) and East Berlin (communist). First “battle” of Cold War
* Alliances – NATO (US and Western European countries) and Warsaw Pact (Eastern European countries and USSR) Many Eastern European countries became SOVIET SATTELITES.
* Competition – Arms Race (increasing military to prepare for an attack) and Space Race (Competition for space technology – man on the moon, spy satellites)
* Cold War Conflicts
  + Korea - North (Communist/Dictatorship) and South (Capitalism/Democracy). Still divided today along the 38th Parallel.
  + Vietnam - North (Communist/Dictatorship) and South (Capitalism/Democracy). Vietnam is one country under communist rule today.
  + Cuban – MISSILE CRISIS. Fidel Castro (communist dictator) supported by Soviet Union pointed Soviet missiles towards US. US demanded Soviet Union withdraw the missiles. ALMOST WWIII. Soviet Union withdraws missiles from Cuba, US removes missiles from Turkey.

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**Regents Review – Imperialism**

**A. What is imperialism?**

When a strong country takes over a weaker country politically, economically and socially.

**B. Reasons for Imperialism**

1. The Industrial Revolution

The needs of the Industrial Revolution in 19th-century Europe became the most significant reason for imperialism and the growth of overseas empires. Industrialization created a need for:

* Natural Resources (Raw Materials)
* New Markets
* Cheap Labor

Industrialization also allowed for the growth of imperialism because it generated the capital (money) needed for overseas investment (mines, railways, factories, etc...).

2.Social Darwinism - According to the theory of Social Darwinism, it was natural for stronger nations to dominate weaker ones; Rudyard Kipling’s poem “White Man’s Burden” expressed the idea that Europeans had a duty to introduce the benefits of their civilization to non-European peoples.

* Social Darwinists encouraged imperialism.
* According to the theory of Social Darwinism, it was natural for stronger nations to dominate weaker ones.

Rudyard Kipling’s was a supporter of imperialism. His poem “White Manʼs Burden” presents a Western perspective of imperialism. In the poem, Kipling expressed the idea that Europeans had a duty to introduce the benefits of their civilization to non-European peoples. Kipling believed it was the duty of Western colonial powers to “civilize” the people they controlled.

**C. Imperialism in Africa**

* Early exploration of Africa by Europeans was hindered by the many different physical features of Africa. Africa’s geographic (physical) barriers (waterfalls, rapids, highlands, steep cliffs, deserts) delayed European colonization of central Africa. In 1884, to avoid conflict among themselves, European leaders met at the BERLIN CONFERENCE (held in Berlin, Germany) to set up rules for colonizing Africa. No Africans were invited. After the Berlin Conference, European countries rushed to colonize Africa. This race to set up colonies is called the “SCRAMBLE FOR AFRICA.”
* The “Scramble for Africa” was motivated by a desire for  
  NATURAL RESOURCES (RAW MATERIALS). The borders that were established for many African nations during the late 1800ʼs were based primarily on territorial claims of colonial rulers. As they partitioned Africa, Europeans paid little attention to traditional tribal boundaries. This set the stage for future conflict.
* CECIL RHODES was a strong supporter of British imperialism in Africa. He made a fortune mining African diamonds and was the founder of the diamond company De Beers. He used his money and influence to help Britain further colonize Africa. The African nation of Rhodesia (now Zimbabwe and Zambia) was named after him. History textbooks frequently display a cartoon of Rhodes stretching telegraph line across the continent of Africa. The cartoon was published after Rhodes announced plans for a telegraph line from Cape Town (South Africa) to Cairo (Egypt).
* Examples of European Imperialism in Africa: France gained control over Algeria (in Northwest Africa) Portugal gained control over Angola (in Southern Africa).
* Zulu Resistance: The Zulu were African natives who established a powerful kingdom in southern Africa in the early 1800s. The British army invaded the homeland of the Zulu in an effort to extend their area of control across southern Africa. The Zulu were defeated because of the British army’s advanced weaponry.
* End of Imperialism – Many African countries started gaining their independence after WWII. Ethnic tensions broke out amongst different tribes, which led to many genocides (Rwanda, Darfur). In Ghana, independence leader Kwame Nkrumah, it took the name Ghana after the ancient West African kingdom. In Kenya, Nationalist leader Jomo Kenyatta started speaking up against the white Kenyans and the laws passed to suppress blank Kenyans. NATIONALISM played a large role in decolonization.
* **D. Imperialism in India**
* The BRITISH EAST INDIA COMPANY grew wealthy and powerful conducting TRADE with India.
* The slogan “The Sun never sets on the British Empire” was developed during the Age of Imperialism.
* Rebellion: Sepoys were Indian soldiers employed by the British East India Company. The Sepoy Mutiny occurred because the British demanded the sepoys to follow rules that were against their religious beliefs (Hindu couldn’t eat beef and Muslim couldn’t eat pork, but the bullet cartridges were made out of these meats). The British crushed the rebellion.
* End of Imperialism – The British created a racist society where Indians could not freely protest or speak (AMRITSAR MASSACRE) Using civil disobedience (SALT MARCH, BOYCOTT), Gandhi fought for Indian independence. In 1947, Indian was given its independence. India (Hindu), Pakistan (Muslim) and Bangladesh (Muslim) were created. NATIONALISM played a large role in decolonization.

**E. Imperialism in China**

* A SPHERE OF INFLUENCE is an area in which an outside power claims exclusive trading privileges.  
  During the 19th century, European nations established spheres of influence in China mainly to gain commercial (trade) advantages.
* OPIUM WAR: British merchants began trading opium in China in the late 1700s. Many Chinese became addicted to the drug. The Chinese government outlawed opium and called on Britain to stop the opium trade. In 1839, the two powers fought over this issue in the Opium War. China was defeated because of the British army’s advanced weaponry. The Global Regents Exam may compare the Opium War in China to Commodore Matthew Perryʼs expedition to Japan (The Meiji Restoration) because both events resulted in an increase of Western trade and influence in Asia.
* The Boxer Rebellion: The Boxers were members of a secret society. Their goal was to drive foreign influence out of China. In 1900, the Boxers attacked foreigners across China. The rebellion was crushed by multinational force that included Western powers and Japan.
* End of Imperialism – In 1911, Sun Yat-Sen wanted to create a Chinese government based on what he called “The Three Principles of the People”. After Sun Yat-Sen’s death in 1925, Chiang Kai-Shek took over the Kuomintang (Nationalist Party). Because of the problems under Chiang Kai-Shek’s rule, there was a Communist movement led by Mao Zedong.In response to the Communist uprising, Chiang Kai-Shek launched a variety of attacks against the Communists (CHINESE CIVIL WAR). Knowing that they faced certain defeat, the 100,000 Communists fled. (LONG MARCH),but won the war. The remaining Nationalist forces of Chiang Kai-Shek had fled south to Taiwan. Taiwan is still independent from China today.NATIONALISM played a large role in decolonization.

**F. Imperialism in Japan**

* Japan before 1850: Japan was an isolated nation for 250 years. Japan’s leader, known as the Shogun, was worried about the danger of foreigners in his country. During Japan’s 250 years of isolation, the Tokugawa shogun ruled Japan from Tokyo, the capital.
* U.S. President Fillmore sent Matthew Perry with a threatening letter to Japan telling them to open up to trade. Japan agrees. TREATY OF KANAGAWA establishes the relationship between the U.S. and Japan
* Because Japan was now in contact with the West, this caused many changes in Japanese government and society. The new emperor’s name was Meiji. His goal was to be more like “the West” and westernize Japan. The Meiji emperor wanted to make Japan a modern and stronger country in the world. This period in time is known as the MEIJI RESTORATION. People started dressing and speaking English.
* SINO-JAPANESE WAR (1894-1895): In 1894 the Chinese military entered Korea to help keep down rebellions.  China’s interference in Korea broke an1885 agreement with Japan that called for both countries to keep their “hands off” Korea.  In 1894, Japan invaded Korea to drive out the Chinese.  Japan won the war and gained its first colonies of Taiwan and the Pescadores Islands.
* RUSSO-JAPANESE WAR (1904-1905): In 1903 Japan offered to recognize Russia’s rights in Manchuria if the Russians offered to stay out of Korea. Russia refused and in 1904 Japan launched a surprise attack on Russia.  The Japanese navy crushed the Russian’s Pacific and Baltic Fleet and drove Russian troops out of Korea.
* End of Imperialism: Japan attacked Pearl Harbor due to the need for resources, after the US refused to trade because Japan was imperializing China. This brought the U.S. into WWII, which Japan lost and they had to sign a treaty which limited the size of their army.

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**Regents Review – Leaders**

**A. John Locke (1632-1704)**

* He wrote Two Treaties on Government which explained that all men have Natural Rights, which are Life, Liberty, and Property, and that the purpose of government was to protect these rights.
* The people have the power to overthrow the government if it is not protecting the rights of the people.
* Inspiration for both the French and American Revolutions

**B. Napoleon (1769-1821)**

* Crowned himself as Emperor of France.
* The many different legal systems used in different parts of France this was replaced by the (Napoleonic Code). Under Napoleon’s code of law, everyone was equal (at least all the adult men were).
* Napoleon built many schools for boys age 10-16. Education was more available to the middle class than it ever had been before.
* Napoleon brought stability to France after years of revolutionary turmoil. For ten years, Napoleon fought against Spain, Britain, Russia, Austria and Sweden and won most of these battles.
* Napoleon was finally defeated in Russia because his troops were not prepared for the harsh climate.
* Exiled twice - 1. Elba (escaped) 2. St. Helena – (died)

**C. Lenin - (1870-1924)**

* Russian revolutionary leader of the communists Bolsheviks (overthrew Nicholas II).
* Russia became the communist Soviet Union (USSR).
* Peasants supported him because they wanted "Peace, Land, Bread!'
* Used secret police (Cheka).

**D. Stalin - (1879-1953)**

* Five Year Plan – to industrialize the Soviet Union.
* Collectivization – land was taken from the peasants. They were forced to work together on large government owned farms. Peasants refused to cooperate, Stalin took their food supplies away, millions of people starved to death (because of famine).
* Stalin was a dictator who established a totalitarian system of government. Stalin set up a secret police force which arrested people even for telling an anti-Stalin joke.

**E. Mao Zedong (1893-1976)**

* Leader of the Communist Party in China that overthrew Chang Kai Shek and the Nationalists. Took a Long March to gather supporters.
* The Five Year Plans were created to help China industrialize and catch up with the West
* Mao created the Great Leap Forward to make China’s farming more modern. He forced collectivization on China’s people (turned privately owned small farmed into large government owned farms).
* Cultural Revolution – Mao wanted to destroy all things old and Western. Used Red Guards and Little Red Book to carry out purges.

**F. Deng Xiaoping - (1904-1997)**

* Four Modernizations
  + Communes are eliminated. Farmers can sell surplus food to make profit.
  + Private (non-government owned) businesses are allowed in China.
* Foreign (outside) companies are allowed in China.
* Tiananmen Square – students learned about democracy in the West and demanded more freedom.
* One Child Policy – Deng’s policy to help curb population growth

**G. Gandhi (1869-1948)**

* Nationalist leader in India, who called for a non violent revolution to gain his country’s freedom from the British Empire.
* Salt March – Gandhi and his followers marched to the sea to make their own salt to protest the high British taxes on salt
* India faced many problems following independence

**H. Nelson Mandela (1918 - 2013)**

* Started African National Congress.
* A black South African leader who protested the policy of Apartheid and spent 27 years in prison.
* Became the 1st black president of South Africa and ended apartheid.
* Used non violent methods at first but moved on to fighting back with violence.

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**SHORT ANSWER QUESTIONS—SET #1 (Causation)**

**Document 1**

Select Articles from the Treaty of Versailles

Article 159

The German military forces shall be demobilised and reduced as prescribed hereinafter.

Article 231

The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.

Article 232

. . .The Allied and Associated Governments, however, require, and Germany undertakes, that she will make compensation for all damage done to the civilian population of the Allied and Associated Powers and to their property during the period of the belligerency of each as an Allied or Associated Power against Germany by such aggression by land, by sea and from the air, and in general all damage as defined in Annex l hereto. . . .

Source: *The Versailles Treaty,* June 28, 1919

Historical Context—refers to the historical circumstances that led to this event/idea/historical development.

*Explain the historical circumstances that led to the development of the Treaty of Versailles.*

**Document 2**

Daniel Fitzpatrick was an editorial cartoonist for the St. Louis Dispatch from 1913–1958, during which time his cartoons were published in thirty-five newspapers in the United States. During the 1920s and 1930s, while the United States was looking inward, Fitzpatrick was one of the first American cartoonists to warn of the dangers of fascism in Europe.

Source: Daniel Fitzpatrick,  
*St. Louis Post-Dispatch*, October 19, 1930

B*ased on the cartoon, explain how audience affects the way Daniel Fitzpatrick presents his ideas.*

A screenshot of a cell phone

Description automatically generated

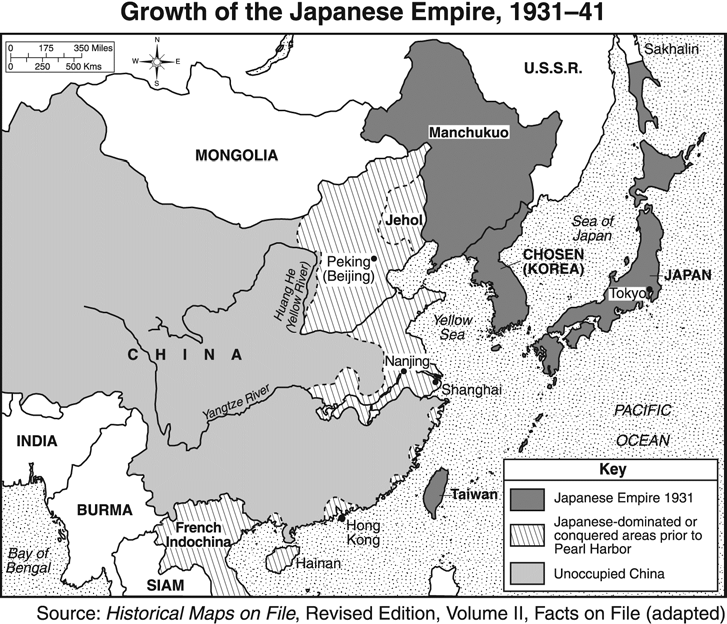
Cause—refers to something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.

Effect—refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

*Identify* ***and*** *explain a cause-and-effect relationship associated with the events or ideas in documents 1 and 2. Be sure to use evidence from* ***both*** *documents 1 and 2 in your response. [1]*

**SHORT ANSWER QUESTIONS—SET #2 (Turning Point)**

**Document 1**



Geographic Context—refers to where this historical development/event is taking place and why it is taking place there.

*Explain the geographic context for the historical development shown on this map.*

**Document 2**

Dr. Tatsuichiro Akizuki was a physician practicing in Nagasaki on August 9, 1945. He kept notes on his experiences during and after the bombing. In 1961, when he was asked about his experiences, he felt it was his responsibility to write them down in a book. In 1969, Dr. Akizuki helped establish the Nagasaki Testimonial Society to increase the written records of the Nagasaki atomic bomb survivors. His book *Nagasaki 1945* was published in 1982.

There was a blinding white flash of light, and the next moment — *Bang! Crack!* A huge impact like a gigantic blow smote [struck] down upon our bodies, our heads and our hospital. I lay flat— I didn’t know whether or not of my own volition [choice]. Then down came piles of debris, slamming into my back. . . . All the buildings I could see were on fire: large ones and small ones and those with straw- thatched roofs. Further off along the valley, Urakami Church, the largest Catholic church in the east, was ablaze. The technical school, a large two-storeyed wooden building, was on fire, as were many houses and the distant ordnance factory. Electricity poles were wrapped in flame like so many pieces of kindling. Trees on the near-by hills were smoking, as were the leaves of sweet potatoes in the fields. To say that everything burned is not enough. It seemed as if the earth itself emitted fire and smoke, flames that writhed up and erupted from underground. The sky was dark, the ground was scarlet, and in between hung clouds of yellowish smoke. Three kinds of colour – black, yellow, and scarlet loomed ominously over the people, who ran about like so many ants seeking to escape. What had happened? Urakami Hospital had not been bombed—I understood that much. But that ocean of fire, that sky of smoke! It seemed like the end of the world. . . .

page46image1586651712Source: Dr. Tatsuichiro Akizuki, *Nagasaki 1945*, Quartet Books, 1982

*Based on this excerpt, explain Dr. Tatsuichiro Akizuki’s purpose for writing about what occurred in Nagasaki on August 9, 1945.*

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Turning point—is a major event, idea, or historical development that brings about significant change. It can be local, regional, national, or global.

*3a. Identify a turning point associated with the historical development and events related to* ***both*** *documents 1 and 2.*

*3b. Explain why the historical developments and events associated with these documents are considered a turning point. Be sure to use evidence from* ***both*** *documents 1 and 2 in your response.*

**SHORT ANSWER QUESTIONS—SET #3 (Comparison)**

**Document 1**

Macgregor Laird, Scottish explorer and shipbuilder, wrote this narrative after travelling by steamship up the Niger River in West Africa between 1832 and 1834. Out of the forty-eight members of the expedition, Laird was one of nine who survived.

Source: Macgregor Laird and R. A. K. Oldfield, *Narrative of an Expedition into the Interior of Africa by the River Niger in the Steam-Vessels Quorra and Alburkah in 1832, 1833, 1834,* Volume II, London, Richard Bentley, 1837

We have the power in our hands, moral, physical, and mechanical; the first, based on the Bible; the second, upon the wonderful adaptation of the Anglo-Saxon race to all climates, situations, and circumstances . . . the third, bequeathed [given] to us by the immortal James Watt. By his invention [of the steam engine] every river is laid open to us, time and distance are shortened. If his spirit is allowed to witness the success of his invention here on earth, I can conceive no application of it that would meet his approbation [approval] more than seeing the mighty streams of the Mississippi and the Amazon, the Niger and the Nile, the Indus and the Ganges, stemmed by hundreds of steam-vessels, carrying the glad tidings of “peace and good will towards men” into the dark places of the earth which are now filled with cruelty. This power, which has only been in existence for a quarter of a century, has rendered rivers truly “the highway of nations,” and made easy what it would have been difficult if not impossible, to accomplish without it. . . .

Historical Context—refers to the historical circumstances that led to this event/idea/ historical development.

*Explain the historical circumstances that led to British exploration in West Africa in the 1830s.*

**Document 2**

Nnamdi Azikiwe was a Nigerian writer, a nationalist leader, and a Christian, who was born in Nigeria during British rule. He attended and taught at a number of universities in the United States between 1925 and 1934. Azikiwe returned to Nigeria in 1934 and became the first president of an independent Nigeria in 1960. This excerpt is from a speech he gave at a dinner in his honor arranged by university alumni while he was visiting New York in 1947.

. . . Socially, the ogre [monster] of racial segregation and discrimination makes it extremely difficult for the colonial to develop his personality to the full. Education is obtainable but limited to the privileged. Hospitals are not available to the great number of the people but only to a negligible [small] minority. Public services are lacking in many respects; there are not sufficient water supplies, surfaced roads, postal services and communications systems in most communities of Nigeria. The prisons are medieval, the penal [criminal] code is oppressive, and religious freedom is a pearl of great price.

Source: *Zik: A Selection from the Speeches of Nnamdi Azikiwe*, Cambridge University Press

Based on this excerpt from Nnamdi Azikiwe’s speech, identify his point of view concerning British colonialism.

A screenshot of a social media post

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Similarity—tells how something is alike or the same as something else.

Difference—tells how something is not alike or not the same as something else.

3a.  Identify a similarity *or* a difference regarding ideas about the role of the British in Africa as expressed in documents 1 and 2.

3b.  Explain a similarity *or* a difference regarding ideas about the role of the British in Africa as expressed in documents 1 and 2. Be sure to use evidence from *both* documents 1 and 2 in your response. [1]